

**California State University San Marcos
College of Education
EDMS 521- Elementary Literacy
Spring 2003**

Instructor: Tracy Garcia, MA

Class Hours: Thursday, 6:00-8:45

Location: ACD 310

Office Hours: Thursdays, 5:00-6:00

Contact Information: SMUSD Instructional Specialist Office (752-1259)

Email address: tracyanngarcia@hotmail.com

College of Education Mission Statement

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism and shared governance. (adopted by COE Governance Community, October 1997)

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners. (approved by CCTC in SB 2042 Program Standards, August 02)

Students with Disabilities Requiring Reasonable Accommodations

Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Attendance Policy

Due to the dynamic and interactive nature of EDMS 521, all students are expected to attend all classes and participate in all class activities. For every day of absence, students will lose 6 points. Attendance will be taken during the first 5 minutes of class. Three tardiness or "early exits" will be the equivalence of an absence. **A passing grade will not be issued for students who do not attend 80% or more of the class sessions.** Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.

Course Description

The primary aim of this course is for students to develop an understanding of the theory, methodology and assessment of English language arts and second language learning in integrated and inclusive K-8 school classrooms. This class is aligned with the California 2042 standards.

Standards Alignment

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subjects Credential. Please be sure to incorporate artifacts from this class into your final comprehensive portfolio. The following standards are a primary emphasis in this course:

Standard 3-Relationship between theory and practice
Standard 4-Pedagogical thought and reflective practice

Standard 5-Equity, Diversity, & Access to the Core Curriculum
Standard 7-Equity, Preparation to Teach Reading Language Arts

TEACHER PERFORMANCE EXPECTATIONS (TPE) COMPETENCIES

This course is designed to help teachers seeking the Multiple Subjects Credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing an effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. The following TPE's are addressed in this course:

Primary Emphasis:

TPE 1a-Subject Specific Pedagogical Skills for MS Teaching
TPE 2-Monitoring Student Learning
TPE 3-Interpretation and Use of Assessments
TPE 4-Making Content Accessible
TPE 6-Developmentally Appropriate Teaching Practices
TPE 6a-Developmentally Appropriate Practices in Grades K-3
TPE 6b-Developmentally Appropriate Practices in Grades 4-8
TPE 6d-Teaching Special Education Populations in General Education Environments

Secondary Emphasis:

TPE 5-Student Engagement
TPE 7-Teaching English Learners
TPE 8-Learning About Students
TPE 9-Instructional Planning
TPE 10-Instructional Time
TPE 11-Social Environment
TPE 13-Professional Growth
TPE 14-Educational Technology
TPE 15-Social Justice and Equity

OBJECTIVES

KNOWLEDGE

Teacher candidates will:

- gain an understanding of how a first and second language is acquired.
- gain an understanding of the reading process and its relationship to thought, language and learning.
- gain an understanding of how people learn to read and write in their first and second language
- become familiar with current approaches to the teaching of reading and writing and the theoretical bases of such approaches.
- become familiar with current approaches to the teaching of reading and writing in culturally and linguistically diverse elementary school classrooms
- become familiar with classroom diagnostic techniques and evaluation procedures.
- become familiar with current approaches to the teaching of reading and writing to children with special learning needs

SKILLS

Teacher candidates will:

- become sensitive observers of children's language using behaviors.

- analyze children's reading and writing behavior as a basis for making instructional decisions
- translate the results of formal and informal assessment of children's reading and writing behaviors into instructional plans
- develop the ability to select appropriate materials and instructional strategies to meet the individual needs of students
- learn how to organize the classroom for teaching reading and writing to culturally and linguistically diverse populations.

ATTITUDES AND VALUES

Teacher candidates will:

- develop an appreciation for the natural language abilities children possess for processing and producing print
- develop an appreciation for the need and value of integrating reading and writing into all areas of the curriculum
- affirm the importance of a rich environment for developing an effective language arts program.
- develop a sensitivity to and appreciation for culturally and linguistically diverse learners.
- develop a sensitivity to and appreciation for children with special learning needs
- develop an appreciation for the importance of reading and writing for their own personal and professional growth
- develop a respect for each student, his/her abilities and background and the student's right to instruction that meets his or her individual needs.

REQUIRED TEXTS:

- Cunningham, Pat, *Classrooms That Work*
- Cunningham, Pat, *Phonics They Use*
- Gibbons, P. (1993). *Learning to Learn in a Second Language*. Portsmouth, NH: Heinemann.
- *Reading/Language Arts Framework for CA Public Schools* CA Dept of Ed.
- Templeton, S., Bear, D. Invernizzi, M. Johnston, L. *Words Their Way*. Prentice Hall.
- Tompkins, G.E. (2001) *Literacy for the 21st Century: A Balanced Approach*, 3rd Edition. Prentice Hall
- Zarrillo, J. J. (2002). *Ready for RICA: A test preparation guide for California's Reading Instruction Competence Assessment*. Merrill Prentice Hall

Optional: Choate, J. (200) *Successful Inclusive Teaching*. Allyn and Bacon (3rd edition)

Course Requirements

All students are expected to participate in class activities and demonstrate reflective learning. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meeting. Unless otherwise

negotiated with the instructor, all assignments are to be handed in on the due date.

Assignments not handed-in on due date will lose 10% of earned credit per day.

Assignments should be typed and double-spaced .

- Attendance, Participation, and Readings 20 points
- Resource Notebook Sections (10 sections) 60 points
- Reading Strategy Lesson Plan 10 points
- Beginning Assessment 20 points
- Literacy Lesson Plans 60 points
- Bibliography of Professional Resources 10 points
- Bibliography of Children’s Literature 10 points
- Reflective Summary 10 points

Grading Scale:	
190-200 = A	160-167= B-
180-189= A-	153-159= C+
174-179= B+	146-152= C
168-173 = B	140-145= C-

ASSIGNMENTS:

Attendance, Participation and Readings-(20 Pts) You are expected to attend and participate in each class. As reflected in the University Attendance Policy, points will be deducted with each absence. The readings are critical to build your literacy knowledge. I will assign in-class **Quick Writes** throughout the semester to assess your understanding of the reading and instructional content. **You are encouraged to take notes as you read and you may use your notes for your Quick Writes.**

Language Arts Resource Notebook-- (60 Pts)

Each of you will develop a Reading/Language Arts Resource Notebook that will be used to inform your teaching. The Resource Notebook has two main objectives. First, is to demonstrate your learning and understanding of the reading and language arts. Second is to start building a resource for your own learning. Be creative and thoughtful in the compilation of the notebook—it will be a demonstration that you are ready to teach the language arts to a diverse student population.

The Notebook will be organized around the 13 RICA Content Areas (see the RICA Registration Bulletin, p.39-45) and include additional sections on:

- A reflective summary of your understanding of an effective balanced literacy program components, assessment, and instruction.
- Special Needs Students

Each section of the notebook should contain the following:

- A RICA analysis sheet including: (a) what this content area(s) is about (Put it in your own words – 2 to 4 sentences), (b) 2 ways of assessing this content area (include rationale); and (c) 1 way of teaching it (description

and accommodations). Describe the teaching strategy and explain how it supports reading, writing and/or language arts development. (see sample attached on page 10)

- An lesson observation form sections:4, 5, 6, 7, 8 and 13 (see sample attached on page 11)
- A technology-rich assignment that enhances your teaching and student learning
- Lesson plans, articles, and any other resources collected within class or student teaching that would be helpful.

For the first semester you will need to complete the following content areas:

- Section 1: Philosophy of Literacy Learning
- Section 3: Planning, Organizing, and Managing Reading Instruction
- Section 4: Phonemic Awareness
- Section 5: Concepts About Print
- Section 6: Systematic, Explicit Phonics and Other Word Identification Strategies
- Section 7: Spelling Instruction
- Section 8: Reading Comprehension - Narrative
- Section 13: Vocabulary Development
- Section 14: Structure of the English Language
- Section 15: Special Needs

You can choose how to organize this information in your notebook. You may include course assignments, course handouts and materials from your classroom/school site, examples of lesson plans and student work, information from internet sources or professional journals. You may want to include strategies you will use to teach these content areas. You may even include pictures of students learning a specific strategy as well as your reflection on what was happening, why it worked or didn't work and why that was. You may include one (or more) successful activities that you used in the classroom (must be related to language arts instruction).

The resource notebook will contain samples of your learning and understanding, and examples of your work that demonstrate that you are ready to instruct children in reading, writing, listening and speaking. Feel free to use a variety of graphic and written presentations, as best suits your learning style, in order to show your learning and understanding. Use a three-ring binder to organize your materials. Work with a friend so you can exchange ideas.

As you learn about assessment, phonemic awareness, the use of phonics, comprehension strategies and other components crucial to effective literacy instruction, compiling your resource notebook will help you prepare and review the content areas assessed by the RICA test. More importantly, it will serve as a resource for you in the future, and may be used for job interviews to illustrate your knowledge and experiences.

Note: Besides the course readings, Dr. Alice Quioco's web site can also serve as a resource. The address is: <http://www.csusm.edu/Quiocho>. Click on "reading instruction portfolio." See the section on accommodations for ideas on ways to support second language learners.

Note: See www.ed.gov/free/ for free Educational Materials.

Reading Strategy Lesson Plan (Critical Assessment Task) (10 points)

You will write and present a reading strategy lesson plan for a small group activity that takes into account student needs. They can be mini-lessons, direct instruction, inquiry, or any format you choose. Make your lesson active, interesting, fun and meaningful. Because lesson planning may be unfamiliar to some of you, but is so important to teaching, you will learn how to write a language arts lesson plan in class. Choose a reading standard for your grade level to guide your objectives. Sample lessons include:

- Monitoring Reading
- Comprehension
- Content area reading
- Phonics
- Phonemic Awareness
- Organizing information while you read
- Relating what you are reading to what you already know
- Finding the main idea of a story
- Identifying patterns in a text
- Using graphic organizers for comprehension

We will examine how lesson plans must start with assessment. Therefore, we will be learning how to assess students and use the assessment information to make informed decisions about instruction that specifically addresses the standards.

Most of the lesson planning work will be done during a class workshop sessions, however, you will be responsible for submitting a clean, typed copy for review and grading. *Keep in mind when writing your lesson:* What is the purpose of your lesson? How does it relate to real reading and/or writing? What are your learning goals? How are they aligned with the CA Reading/Language Arts standards (check the Reading/Language Arts framework for CA public schools)? How will you present the lesson (instructional strategies, resource materials, time frame)? How will you group students for the lesson? How will you assess your students? What accommodations will you provide for students who need additional help?

Important: Your lesson must address the needs of mainstream students, as well as make provisions for second language learners, students presenting difficulty, and accelerated students. How are you going to work with students who are having difficulty? How will you scaffold for second language learners' learning during the lesson? How will your lesson provide enrichment for accelerated students? Will you meet with students individually or in a small group while other students work independently?

Literacy Lesson Plans (60 Points)

You will write three standards-based literacy lesson plans. You will write lessons for a small or whole group activity that takes into account a child's special needs as well as lessons that involve the whole class. Lesson format will be shared in class and we will spend class time working on each lesson. Drafts will be handed in on dates appointed and returned with feedback. A final copy of all lesson plans are due on April 24 and will be added to your resource notebook.

Important: Your lessons must make provisions for second language learners, students presenting difficulty, and accelerated students. How are you going to work with students who are having difficulty? How will you scaffold second language learners' learning during the lesson? How will your lesson provide enrichment for accelerated students? Will you meet with students individually or in a small group while other students work independently?

Beginning Assessment (20 points) In this assignment you will be taught how to observe students reading, to listen to them read and to make instructional decisions for students based on observations and assessment.

You will be taught how to conduct the assessment in class workshops. You will be asked to work with a student in the primary grades and to conduct assessments with this student. The format in which you will submit your assessment will be shared with you in class.

Bibliography of Professional Resources (10 points) This is meant to be a beginning of a reference list for your professional library. I will be sharing professional resources in each class session. You are also welcome to add a few of your own favorites.

Bibliography of Children's Literature (10 points) This will also serve as a reference list for you. In addition to the professional books shared each class session, I will also be sharing some of my favorite children's stories.

Reflective Summary (10 points)

Throughout this semester you will learn the necessary components for an effective Balanced Literacy program. Each week we will refer to the State Content Standards to define a new component, learn how to assess student knowledge, plan effective instruction and analyze student outcomes. In addition the course readings will build your understanding and provide you ideas for effective instruction. At the end of the semester you will write a summary of learning highlighting the most important aspects of your learning and what implication they will have on your literacy instruction.

Date/ Session	Topic	Readings and Assignments
Session 1 January 23	Community Building California Reading Initiative	
Session 2 January 30	Components of a Balanced Literacy Program Shared Reading & Concepts of Print	Tompkins Chapter 1 Phonics Ch 1 *Organization of Reading Notebook due
Session 3 February 6	Oral Language Development Phonemic Awareness	Tompkins p.143-150 Gibbons Ch 3
Session 4 February 13	Phonics	Phonics Ch 3 Tompkins p.150-160 Gibbons Ch 8 *Rough draft of Phonemic Awareness lesson plan due
Session 5 February 20	How Children learn to read Reading as a Process	Classrooms Ch 1 Tompkins Ch 4 *Rough draft of Phonics lesson plan due
Session 6 February 27	Read Aloud Reading Assessment	Tompkins pgs. 28-45 & Ch 3 Classrooms Ch 6
Session 7 March 6	Guided Reading Effective Seatwork & Centers	Classrooms 2 Tompkins Chapter 6
Session 8 March 13	Comprehension Reading strategies and skills	Classrooms Ch 3 Tompkins Ch 8 & pgs 278- 296
Session 9 March 20	Vocabulary	Phonics Ch 4 Tompkins Ch 7 *Rough draft of Comprehension lesson plan due
Session 10 March 27	Spelling Development and Assessment	Words Their Way Ch 1-3 Phonics Ch 2
April 3	Spring Break	
Session 11 April 10	Reading with the Special Education Students & Second Language Learners	Classrooms Ch 8 Gibbons Ch 1, 2, 4 and 7
Session 12 April 17	Independent Workshop Beginning Assessment Final copy of lesson plans	

Session 13 April 24	Writing Process	Revisit Framework Ch 3 & 4 (pertaining to writing only) Classrooms 4 Gibbons Chapter 9 *Beginning Assessment & Final copy of lesson plans due
Session 14 May 2	Writing Workshop	Professional Article Tompkins p. 45-64 *Bibliographies & Reflective Summary due
Session 15 May 8	Small Group Sharing of Reading Strategy Lesson Plan	*Reading Instruction Notebook due

RICA Analysis Sheet Example

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Name

Component	How to Assess	How to Teach (Strategies)	Accommodations
Phonemic Awareness	<p>Phonemic awareness is assessed by finding out whether or not the student is capable of manipulating the language. For example;</p> <ul style="list-style-type: none"> • I would ask a student to pick out the first sound or last sound of a word, • I would ask the student to identify, pronounce and blend sounds or a segment of a word, • I would ask students to identify sentences, words, or sounds to see if they are aware of the structure of a sentence. <p>Assessment Tools 1.) The Yopp-Singer Test of Phonemic Segmentation</p>	<p>These are strategies that can be used to teach ELL and non-ELL students phonetic awareness,</p> <ul style="list-style-type: none"> • Involve students in poetry, rhymes and songs of all types, • Use a chant to clap syllables in students' names, • Sort known objects or pictures into groups of similar sounds (Realia Cans), • Play a guessing game using picture cards and help the children to put together blends to make their guess, • Sing songs that allow children to replace sounds with other sounds, even to make nonsense words, • Read to your students. 	<p>For children with special needs I would use these strategies,</p> <ul style="list-style-type: none"> • Specific skills instruction alongside a basal reading program- This means I would ask students what sounds they hear in certain words or what word would make sense in an empty space within a sentence. This strategy would allow me to assess my student's progress, • Great children's literature books including, nursery rhymes, alliterative books, picture books, rhyming books, repetitive pattern books, Dr. Seuss books, and alphabet books with word-picture formats, • Rhymes, chants, finger rhymes, manipulatives, games, role-playing, • Writing journals and quick writes (encourage invented spelling!), • Provide a print rich environment including the use of Word Walls, • Rebus activities- this activity is when you replace a noun in a sentence with a picture of the noun. The student can then replace the picture with an invented spelling of the word.

Field Experience - Classroom Observation Forms

Field Experience - Classroom Observation Form

When you are observing/ participating in classrooms throughout the semester, look for and write down your observations of the following topics: **Phonemic Awareness, Concepts of Print, Phonics, Spelling, Reading Comprehension (narrative), and Vocabulary** . Jot down brief notes about the teacher instruction, student activity and assessment of learning. Note any accommodations you see for ELL and intervention strategies for Struggling readers. Be sure to write observations and not judgments Add your observations to your Resource Notebook.

<u>Topic</u>	<u>Date/time</u>	<u>Place</u> (school/grade/classroom)	<u>Activity</u>
Example: Phonics	2/2/03	Richland, Gr. 1, Mrs. Smith	onset and rime

Teacher introduced the rime “ate” to students reinforcing the “silent e rule” making the “a” a long sound. Students discussed the meaning of ate. Teacher provided a variety of letter cards and blend cards along with a word card sheet ___ate. Students worked in pairs to try a variety of onset letters to build words. When students discovered a word they recorded it on their word card sheet. Teacher circulated and assisted students as needed, correcting some non-word choices “cate” and the difference in spelling for bait/bate. When students finished they shared the words they built with the class and words were added to a class chart entitled “The ate word family”. Students then cut apart their word cards and read the words aloud to teacher and filed them in their word card box.

Assessment: Teacher assessed student’s ability to build words during the partner work. Then assessed their ability to blend sounds and read words by listening as they read the word cards.

Strategies for English Language Learners Teacher worked with students who needed help with a few blend sound “ch, th”. Teacher modeled saying the blend aloud having students watch mouth formation and placement of the tongue. Students said them orally and thought of words that used this blend, then realized that they do not work with “ate”. Teacher asked meaning of words students had built with word cards to determine if students knew the word in English.

Note: The students who created most of the non-words appeared to be ELL students and the vocabulary work became part of the lesson.

Intervention Strategies Two students appeared to struggle to read the words they had built on their word cards. These students were partnered with more capable students who were helpful during the building of words. After the words were built and shared the teacher went to these students first, as other students were cutting word cards, and worked one-on-one to help them blend the sounds on the cards students appeared to improve with teacher assistance, the teacher then asked them to read their words again to a partner.

Authorization to work with English Learners Competencies

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	2. Theories and Methods of Bilingual Education	3. The Nature Culture
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	II. Theories and Methods for Instruction In and Through English	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	II. Manifestations of Culture: Learning About Students
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	C. How teachers can use what they learn about their students (culturally responsive pedagogy)

A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	III. Cultural Context
B. Psychological factors affecting first- and second-language development	B. Methods	A. Concepts of cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	B. Stages of individual cultural contact
D. Pedagogical factors affecting first- and second-language development	E. Limitations of assessment	C. The dynamics of prejudice
E. Political factors affecting first- and second-language development	E. Technical concepts	D. Strategies for conflict resolution

EDMS 555 stresses competencies highlighted in bold.