

**California State University San Marcos**  
**College of Education**

**EDMS 521B: Elementary Literacy**

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**Class Hours: 2:30-5:15 p.m. Monday**

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**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 ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

**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 the 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 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 districts in implementing 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

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 teaching reading and writing and the theoretical bases of such approaches.
- become familiar with current approaches to teaching 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's abilities, background and right to instruction that meets

individual needs.

### REQUIRED TEXTS

- Choate, J. (2000). *Successful Inclusive Teaching*. Allyn and Bacon (3<sup>rd</sup> edition)
- Gibbons, P. (1993). *Learning to learn in a second language*. Portsmouth, NH: Heinemann.
- Johns, J. (2000). *Basic Reading Inventory: Pre-primer through grade twelve & early literacy assessments*. Dubuque, Iowa: Kendall-Hunt.
- Reading/language Arts Framework for CA Public Schools* CA Dept of Ed
- Tompkins, G.E. (2001). *Literacy for the 21<sup>st</sup> 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.

### 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. **Assignments not handed-in on due date will be reduced by one letter grade.** Assignments should be word processed and double-spaced.

- Attendance and participation 15 points
- Reading Response Cards/Quick Writes 15 points
- Literacy Autobiography 10 points
- Bibliography of Children's Books 10 points
- Literacy Resource Notebook 50 points

### Grading

A	95-100	B-	80-82
A-	90-94	C+	77-79
B+	87-89	C	73-76
B	83-86	C-	70-72

### ASSIGNMENTS

#### 1. Response Cards 15 points Due each class session

Identify a topic or issue from the weekly assigned readings to which you have a response. These are due the same day as the readings. On one side of a 3x5 card, write your name, the page number and topic. On the other side, write your personal response. Possible responses might include agreement or disagreement with the author, a personal connection, a link to other readings or class discussions, another perspective, an insight, a question, something you liked or didn't like, an idea you want to try or an aha!

#### 2. Literacy Autobiography 10 points Due Feb. 10

Reflect on your own literacy development like an autobiography. In a narrative form, answer these kinds of questions and add other thoughts that occur to you: How did you come to learn to read and write? What are your early memories of reading, writing and spelling? What books do you remember reading as a child? Did you have positive or negative experiences with reading, writing, listening and speaking? Do you remember reading or writing at home before you started school? Was there anyone in particular who influenced you or was important in developing your attitude toward reading and writing? What are your elementary school memories of reading and writing? Are

you an avid reader today? What kinds of books and authors do you like?

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**3. Bibliography of Children's Books                    10 points                    Due March 24**

This is meant to be the beginning of a resource for you. Select and read at least 10 children's books listed in the Children's Book References at the end of chapters 1-9 in the Tompkins text. Write your personal reaction to each book you select and a way you might use it in your classroom. Choose five picture books and five novels for upper grades. This is your chance to become more familiar with high quality children's literature.

**4. Language Arts Resource Notebook--Part 1                    50 Pts                    Due May 12**

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 Content Areas of the Reading Instruction Competence Assessment (RICA) in the Registration Bulletin.

Each section of the notebook should contain the following:

1. A RICA analysis sheet for each content area including:
  - (a) what this content area is about. (Put it in your own words - two to four sentences)
  - (b) two ways of assessing this content area (include rationale)
  - (c) one way of teaching it (description and accommodations)Describe the teaching strategy and explain how it supports reading, writing and/or language arts development.
2. Support materials-lesson plans, technology, articles, samples-useful resources collected

For the first semester EDMS 521 you will need to focus on and complete the following content areas:

Philosophy of Literacy Learning  
Planning, Organizing, and Managing Reading Instruction  
Phonemic Awareness  
Concepts About Print  
Systematic, Explicit Phonics and Other Word Identification Strategies  
Spelling Instruction  
Reading Comprehension - Narrative  
Vocabulary Development  
Structure of the English Language  
Special Needs

You may choose how you want to organize this information in your notebook. You may include course assignments, lesson plans, course handouts and materials from classroom/school site observations, examples of 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.

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.

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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/](http://www.ed.gov/free/) for free Educational Materials.

### 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 absence, students will lose 3 points. Attendance will be taken during the first five minutes of class. Late three times or "early exits" will be the equivalent of an absence. **A passing grade will not be issued for students who do not attend 80% or more of the class sessions.** With extenuating circumstances, please contact the instructor as soon as possible.

### Course Outline

(Timeline Subject to Change pending "Teachable" Moments)

Date	Topic	Reading Assignment Due
Session 1 1/27	Reading Process, Cueing Systems	
Session 2 2/3	A Balanced Approach	Tompkins Ch.1
Session 3 2/10	The Processes/Poetry	Tompkins Ch 2
Session 4 2/17	Language Arts Standards, Grades K-3	Framework pp. 1-79 <b>Literacy Autobio. Due</b>
Session 5 2/24	Language Arts Standards, Grades 4-6	Framework pp. 65-150
Session 6 3/3	Oral Language Development	Tompkins Chap 3
Session 7 3/10	Emergent Reading	Tompkins Chap 4
Session 8 3/17	Emergent Writing	" "
Session 9 3/24	The Alphabetic Code	Tompkins Chap 5 <b>Bibliography Due</b>
3/31	Spring Break	
Session 10 4/7	Early Literacy Assessments	Johns pp. 387-436
Session 11 4/14	Fluent Readers	Tompkins Chap 6
Session 12 4/21	Fluent Writers	Tompkins Chap 6
Session 13 4/28	Word Meanings	Tompkins Chap 7
Session 14 5/5	Comprehension	Tompkins Chap 8
Session 15 5/12	Structure of Text /Closure	Tompkins Chap 9 <b>Resource Notebook Due</b>