

California State University San Marcos
College of Education
EDMS 522 - Elementary Literacy Education II

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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 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
- Standard 9 – Educational Technology

Teacher Performance Expectation (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 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 TPEs are addressed in this course:

Primary Emphasis

TPE 1a-Subject Specific Pedagogical Skills for MS Teaching

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

Secondary Emphasis:

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

TPE 14 – Educational Technology

TPE 15 – Social Justice and Equity

OBJECTIVES

KNOWLEDGE

Students will:

- gain an understanding of how a first and second language is acquired.
- gain an understanding of the reading process 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

Students 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

Students 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

- **California Department of Education. (2000).** *Strategic teaching and learning.* Sacramento, CA: CDE.
- **Piazza, C. (2003).** *Journeys: The teaching of writing in elementary classrooms.* New Jersey: Merrill Prentice Hall.
- **Case study packet**
- Johns, J. *Johns' reading inventory*
- Tompkins, G. (199X). *Literacy in the 21st century.*
- Cunningham, P. & Allington, R. (199X). *Classrooms that work: They can all read and write.*

Choose ONE of the following professional texts:

- Atwell, N. (1998). *In the middle.* Boynton/Cook Publishers Incorporated.
- Beers, K. (2002). *When kids can't read.* Boynton/Cook Publishers Incorporated.
- Bomer, R. (1995). *Time for meaning.* Elsevier and Reed, Inc.
- Fletcher, R., & Portalupi, J. (1998). *Craft lessons: Teaching writing k-8.* Stenhouse Publishers.
- Hoyt, L. (2002). *Make it real.* Portsmouth, NH: Heinemann.
- Wilhelm, J. (2002). *Reading don't fix no chevys.* Portsmouth, NH: Heinemann.

Other Useful Resources

- Allen, J. (1999). *Words, words, words: Teaching vocabulary in grades 4-12.* Stenhouse
- Bear, D., Invernizzi, M., Templeton, S., & Johnston, F. (2000). *Words their way: Word study for phonics, vocabulary, and spelling instruction (2nd ed.).* Prentice Hall.
- Calkins, Lucy. (1994). *The Art of Teaching Writing.* Heineman.
- Cunningham, P., Hall, D., & Sigmon, C. (1999). *The teacher's guide to the four blocks: A multimethod, multilevel framework for grades 1-3.* Greensboro, NC: Carson-Dellosa.
- Fountas, I.C. and Pinnell, G.S. (2001). *Guiding readers and writers grades 3-6: Teaching comprehension, genre, and content literacy.* Portsmouth, NH: Heinemann.
- Fountas, I.C. and Pinnell, G.S. (1996). *Guided reading: Good first teaching for all children.* Portsmouth, NH: Heinemann.
- Keene, Ellin & Zimmerman, Susan. (1997). *Mosaic of thought.* Heinemann.
- Routman, R. (2000) *Conversations*

ASSIGNMENTS

Writing Strategy Lesson Plan (30 points)

You will write and present a writing 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. Please choose a writing standard from the English Language Arts standards to guide your objectives. Examples of possible strategies include:

- Monitoring Writing
- Editing
- Using commas
- Writing paragraphs
- Making transitions between paragraphs
- Beginning a piece of writing
- Organizing information while you write
- Relating what you are writing to what you already know
- Writing the main idea of a story
- Identifying patterns in a text
- Using graphic organizers to write
- Poetry

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 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?

Case Study (40 points)

See the directions in the case study packet. We will discuss this assignment in depth in class.

Reading Responses (20 points)

As with first semester, you will keep a journal with all of your reading responses. Complete the readings and the responses BEFORE each class session.

Thoughtful Participation and Professionalism (10 points)

As teachers you will need to articulate your beliefs, advocate for students, and defend your decisions to parents, administrators, and the public. Begin practicing in our classroom. I expect you to participate in both large group and small group discussions, attend class on time, and otherwise act as you would in a professional learning situation.

Resource Notebook

Complete the remaining sessions in your RICA resource notebook. You will not turn these in for a grade, but I highly recommend that you fill out the rest of the sections with materials, handouts, and resources from our class and from your observations.

Grading Scale

94 – 100% = A
 90 – 93% = A-
 88 – 89% = B+

84 – 87% = B
 80 – 83% = B-
 78 – 79% = C+

COE Attendance Policy

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Should you have extenuating circumstances, you should contact me as soon as possible.

A good student is one who adheres to standards of dependability and promptness. If you miss more than two class sessions or are late or leave early by 15 minutes for more than three sessions, you cannot receive an A. If you miss more than three class sessions, you cannot receive a B. Late assignments will be penalized by a 5% deduction in points for each weekday late. After two weeks, late assignments will be given a zero. If you have extraordinary circumstances in your life which will impact your assignments, please let me know. I want you to be able to stay in school and succeed. If you have any questions or concerns, please feel free to come in and speak with me about them.

Course Schedule

Date	Topic	Due
January 22	Introduce case study Assessment	
January 27	Content area literacy	Tompkins Ch 9 Review Part II in CDE
January 29	Content area literacy	Tompkins Ch 14 C/A Ch 7 Due: Reading responses (2)
February 3	Writing across the curriculum	Piazza Chs 6 & 7
February 5	Writing domains Supporting writers	Piazza Chs 2 & 3
February 10	Writing domains Teaching grammar in meaningful contexts	Piazza Chs 4 & 5 Due: Reading responses (3)
February 12	Literary response with expository texts Literature circles	Read first half of professional book http://www.literaturecircles.com/
February 17	Independent reading Literature selection	Bring 3 children's books to recommend. Due: Reading responses (2)
February 19	Lesson plans/unit plans Writers' Workshop	Piazza Ch 1
February 24	Multilevel classrooms Technology resources	C/A Ch

February 26	Assessment: Analyzing data	Due: Writing lesson plan
March 3	Case study workshop RICA study session	Bring: Data from case study
March 5	Setting up your language arts instruction: Grouping; classroom management	C/A Chs 9, 10, 11 Due: Resource notebooks
March 10	Motivating readers and writers	http://www.education- world.com/a_curr/curr197.shtml Due: All reading responses
March 12	Everything else you need to know about teaching literacy: 1 st day of school, sub plans, plan B plans, dealing with scripted programs	Due: Case Study