

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS**  
**SCHOOL OF EDUCATION**  
**EDMS 522B: Elementary Literacy II**  
**Spring 2012, CRN 21215**  
**UH 337, Mondays 1-3:45 pm**

**Instructor: Erika Daniels, Ed.D.**  
**Office Hours: Before and after class and by appointment**  
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**SCHOOL OF EDUCATION**  
**Mission Statement**

The mission of the School 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 elementary and middle school classrooms.

***California Commission on Teacher Credentialing Standards Alignment***

The course objectives, assignments, and assessments have been aligned with the CCTC standards for Multiple Subjects Credential. The following standards are a primary emphasis for this course:

- |  |   |
|--|---|
| 3- Relationship between theory and practice  | 4-Pedagogical thought and reflective practice |
| 5-Equity, Diversity & Access   | 7: Preparation to Teach Reading Language Arts |
| 7-A—Multiple Subject Reading, Writing, and Related Language Instruction in English |   |

**Course Objectives:**

**KNOWLEDGE** - Teacher candidates will:

- Gain an understanding of how first and second language are acquired.
- Gain an understanding of the reading process and its relationship to thought, language, and learning and the knowledge of reading content including: word analysis, fluency, vocabulary- academic language- and background knowledge, reading comprehension, literary response and analysis.
- Gain understanding of how to learn to read and write in first and second languages.
- Become familiar with how to “deliver a comprehensive program of systematic, explicit instruction in reading, writing, listening, and speaking” aligned to the state adopted English Language Arts Content Standards and the Reading/Language Arts Framework (2007).
- Become familiar with “multiple monitoring measures within the three basic types of assessments to determine students’ progress towards state adopted content standards.”
- Become familiar with “differentiated reading instruction and interventions to meet the needs of the *full range of learners (including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners)* who have varied reading levels and language backgrounds.”

**SKILLS** - Teacher candidates will:

- Become sensitive observers of children’s language using behaviors.
- Demonstrate knowledge and ability to utilize multiple monitoring measures within the three basic types of assessments to determine students’ progress towards state adopted content standards: entry level assessment for instructional planning, monitoring student progress, post test or summative assessment.

- Be able to analyze and interpret results [of children's reading and writing behaviors] to plan effective and differentiated instruction and interventions.
- Demonstrate knowledge of components of effective instructional delivery in reading, writing and listening and speaking.
- Develop the ability to select appropriate materials and instructional strategies to meet the individual needs of students and use "State Board of Education (SBE)-adopted core instructional materials for both instruction and intervention."
- Develop the ability to differentiate literacy instruction in order to provide Universal Access.
- Learn how to organize the classroom for teaching reading and writing to the *full range of learners (including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners)* who have varied reading levels and language backgrounds

ATTITUDES AND VALUES – Teacher candidates will:

- Develop an appreciation for the natural language abilities children possess for processing and producing print.
- To appreciate the need and value of integrating reading writing into all curricular areas
- Affirm the importance of a rich environment for an effective language arts program.
- Develop a sensitivity to and appreciation for culturally and linguistically diverse learners.
- Develop a sensitivity to and appreciation for the importance of reading and writing for students' 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/her individual needs

## **INFUSED COMPETENCIES**

### **Authorization to Teach English Learners**

This credential program was 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.*)

### **Special Education**

Consistent with the intent to offer a seamless teaching credential in the School of Education, this course demonstrates the collaborative infusion of special education competencies reflecting inclusive educational practices.

### **Technology**

This course infuses technology competencies to prepare candidates to use technology, emphasizing use in both teaching practice and student learning.

### **All University Writing Requirement**

Writing requirements for this class will be met as described in the assignments. Every course at the university, including this one, must have a writing requirement of at least 2500 words.

## **STUDENT LEARNING OUTCOMES**

### **Teacher Performance Expectation (TPE) Competencies**

Teacher Performance Expectations are standards for student teachers. 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 implement 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.

### **California Teacher Performance Assessment (CalTPA)**

As of July 1, 2008, all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM,

this assessment system is called the "CalTPA" or TPA. To assist your successful completion of the TPA, media sites are available at [www.csusm.edu/education](http://www.csusm.edu/education). Additionally, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA, and, more importantly, in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the COE website provided at the website provided:

<http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

### **Students with Disabilities Requiring Reasonable Accommodations**

Students with disabilities requiring reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). The office is located in Craven Hall 4300, 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, to ensure confidentiality, in a more private setting.

### **CSUSM Academic Honesty Policy**

"Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas or materials borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole."

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

### **Plagiarism**

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

### **Electronic Communication Protocol**

Electronic correspondence is a part of professional interactions. If you need to contact me, e-mail is often the easiest way to do so at [edaniels@csusm.edu](mailto:edaniels@csusm.edu). Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

### Grading Standards (Points)

In order to earn a teaching credential from the state of California, you must maintain a B average (3.0 GPA) and cannot receive below a C+ in any course in your teacher education program.

<b>A</b>	93-100	<b>B+</b>	87-89	<b>C+</b>	77-79
<b>A-</b>	90-92	<b>B</b>	83-86	<b>C</b>	73-76
		<b>B-</b>	80-82	<b>C-</b>	70-72

### School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School 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. Individual instructors may adopt more stringent attendance requirements. (Adopted by the COE Governance Community, December, 1997). Should a student have extenuating circumstances, s/he should contact the instructor as soon as possible.

**For this class**, students missing more than one class session cannot earn an A or A-. Students missing more than two class sessions cannot earn a B or B+. Students missing more than three classes cannot earn a C+. Arriving late or leaving early by more than 20 minutes counts as an absence. Notifying the instructor does not constitute an excuse. All assignments must be turned in on due date even in case of an absence.

### Required Texts:

Cooper, Kiger, Robinson (2011). Literacy: Teaching Children to Construct Meaning. Australia: Wadsworth/Cengage Learning. ISBN: 978-1-111-35392-6

Anderson, J. (2011). *Ten Things Every Writer Needs to Know*. Portland, ME: Stenhouse Publishers. ISBN: 978-157110-810-4

Johns, Jerry. (any). *Basic Reading Inventory* (any edition). You must have access to this book, but it is permissible to check it out from the library or share it with a classmate.

Choose one (sign up in class before you buy it):

Alexie, Sherman. (2007). *The Absolutely True Diary of a Part-Time Indian*. New York: Little, Brown, and Company. ISBN: 978-0-316-01369-7

Clements, A. (2006). *Room One: A Mystery or Two*. Simon & Schuster Books for Young Children: New York. ISBN: 978-0-689-86686-9. AND *Frindle* ISBN: 978-0-439-60727-8

Lowry, L. (2002). *Gooney Bird Greene*. Boston: Houghton Mifflin Company. ISBN: 978-0-618-23848-4. AND *Gooney Bird & the Room Mother*. ISBN: 978-0-61853230-8. (both books are short, quick reads)

Riordan, R. (2005). *The Lightning Thief (Percy Jackson and the The Olympians, Book One)*. New York: Miramax Books. ISBN: 978-0-78683865-3

Stewart, T. L. (2007). *The Mysterious Benedict Society*. New York: Little, Brown, and Company. ISBN: 978-0-316-00395-7

### Recommended:

Zarrillo, James. Ready for RICA: A Test Prep Guide (highly recommended)

## ASSIGNMENTS

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, cougar courses (Moodle), use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. Assignments are to be turned in on the due date, no exceptions.

Proofread and edit word-processed assignments prior to submission. Hand-written work is not accepted. Assignments are written in Times, size12 font, and are double-spaced. Ensure the text is error-free (grammar, spelling), and ideas are logically and concisely presented. All citations, where appropriate, use American Psychological Association (APA) format.

Assignment	Points Possible
Field Observations (x 4)	20
Literacy Lesson Plan <i>Focus: Using writing in mathematics</i>	30
Literacy Case Study	35
Journal	15
Total Points	100

## FIELD OBSERVATIONS

In both the Literacy courses (EDMS 521B and EDMS 522B), you will study topics in literacy instruction related to RICA domains. Find the list of RICA domains in the table below.

RICA DOMAINS COVERED
Embedded in each area: Assessment, Universal Access/Differentiated Instruction, Oral Language and Writing
Domain 1: "Planning Reading Instruction based on Assessment"
Domain 2: "Word Analysis"
Domain 3: "Fluency"
Domain 4: "Vocabulary, Academic Language, and Background Knowledge"
Domain 5: "Comprehension"

You will conduct four observations of reading instruction in any content area from any of the RICA domains for your Field Observations. To complete the four Field Observations, you will observe a teacher while she/he is teaching a reading/language arts lesson. You will need to identify the literacy content that was being taught and submit your observations on the Field Observation form. Your observations should be written on the left hand side of the Field Observation form. Your observations are not judgmental but only state what you observed the teacher doing during the lesson. On the right hand side of the form, you will reflect on and analyze what you observed. Discuss what you learned from each observation about teaching literacy and make explicit connections to the literacy theory we discuss in class and you read about in the course texts.

Below is an example of a completed observation form. Replicate the Field Observation form on your computer. Completed forms should be no longer than one full page. Please compile all 4 forms into one document file, one after the other, and submit them as one document.

### FIELD OBSERVATION FORM SAMPLE

<b>Literacy Topic:</b> Phonemic Awareness	<b>Date:</b> 9/17/09
<b>Grade Level:</b> Kindergarten	<b>Additional Descriptors:</b> SEI class
<b>Activity:</b>	<b>Reflective Notes to Myself</b>
<p>Teacher taught /B/ sound using picture cards and the pocket chart. The students sat together on the carpet as a whole group. The teacher asked the students to help him place the picture cards that represented words starting with /B/ in the pocket chart. The teacher also used some words that were Spanish-English cognates, (ball/bola). Some pictures represented words starting with other letter sounds and so the students had to decide which ones did and which ones did not go in the pocket chart. The teacher then had them look for word cards that matched with the /B/ picture cards. Then, the teacher had the students work at their tables sorting small objects that did begin with /B/ into one column on their worksheet and items that did not begin with /B/ into the other column.</p>	<p>While observing this lesson, I realized that the teacher was teaching the RICA content area of phonemic awareness. I learned that phonemic awareness can be taught directly and effectively in a whole group when the teacher uses interactive activities like this sorting activity. In this lesson, I noticed that the children were engaged in identifying the /B/ sound. I think that they enjoyed making the matches between /B/ and the picture cards and know that it is important because connecting graphemes to the phonemes they represent is essential in terms of developing phonics knowledge. When I saw the teacher making use of cognates to support ELLs, I realized how do-able that is. I learned that sorting activities are an effective way to get children engaged actively in their learning. The teacher also began making connections between the sounds, the pictures, and the words, which teaches them that print carries meaning. I think that the next step for them is learning to identify letters in print and then to realize that the order of letters dictates what word it is.</p>

#### **LITERACY CASE STUDY**

The Literacy Case Study is described in detail in the Literacy Case Study Handbook provided on our Cougar Courses site. You will conduct a literacy assessment with one child who is a struggling reader, analyze and interpret the resulting data, and describe the child's strengths and needs in reading. You will develop recommendations in the form of specific instructional strategies that support the child's progress in reading. The case study child **must** already be reading, and we recommend that you choose someone in the upper

elementary grades who is reading below his/her current grade level. The completed assessment forms are placed in an appendix that is handed in to the professor hard copy. A parent permission (consent) form must be included in the appendix. We will discuss this assignment in-depth in class.

### **MATHEMATICS/WRITING LESSON PLAN—2 parts**

Part One: You will **write one lesson plan** (20 points) for both your math methods course (EDMS 543b) and your literacy methods course (EDMS 522b). You will *integrate math and writing into one lesson by teaching a mathematics concept and using writing in the service of the mathematics learning*. Remember that it is essential that you explain how you will explicitly teach the craft of writing in this lesson (do not merely assign a writing task). Use the lesson design format that Corey Espeleta will give you in EDMS 543b (and is also found on the CC for 522b) and turn the same lesson plan in for both classes. You will work with one or two other people (choose partners who are in the same grade level for the practicum experience).

*Use the prompts below to guide your thinking as you write the lesson plan.*

- Integrate *CA Content Standard(s) OR Common Core State Standards, learning objectives, and assessments* so that each connects to the preceding element.
- Into: Describe what you will do prior to teaching the lesson to connect to students' prior knowledge and to engage them in the topic. Describe instructional strategies and student activities.
- Through: Write a detailed instructional plan of what you will do when teaching the reading lesson. What will you do for each of the following steps of instruction?
  - Modeled Instruction: (also known as "I do" or "Into")  
Describe your instructional strategies and explain what the students will do
  - Shared Instruction: (also known as "We do" or "Through")  
Describe your instructional strategies and explain what the students will do
  - Independent Practice (also known as "You do" or "Beyond")  
Describe how you will support students as they work independently to apply their new learning in a practical context

Part Two: **Reflection on Lesson Implementation** (10 points) – After you teach your lesson, you will reflect on your teaching. The reflection will be due after the implementation of the lesson in your practicum class on a date that you will specify in class. Cooperating teacher observation forms and student sample work must be submitted with your reflection. You will sign up to present your reflection in class, and it will be due on the day of your presentation.

A few prompts for this reflection are:

- What went well and what could be done differently? Did students learn what they were supposed to learn? What evidence of learning do you have? What does the evidence tell you?
- How did your teaching strategies enhance student learning? What were the strengths and weaknesses of your teaching strategies? What difficulties in learning did you observe? What did you do to overcome such difficulties? If manipulatives were used, were they effective? Why or why not? If you put students in groups, how did group members interact? If a worksheet was given, how did it help or fail to facilitate learning? If you allowed student presentations, how did students share their ideas? How did other students respond to the presentations?
- Why did you make particular moment-to-moment decisions in your teaching moves? What were the effects of these moves? For example, you planned to encourage Jason to talk, but Cassidy raised a question in the middle of the lesson. You decided at that moment to pursue Cassidy's question instead of asking Jason to share his ideas. Why did you change your mind and take a detour? It is not sufficient to just say that Cassidy's question was important. You need to explain why the question was important and how the class responded to it.
- How did the writing portion of the lesson increase, enhance, and/or support the mathematics learning?

### **JOURNAL**

- You will engage in an ongoing discussion with your professor and your classmates about the readings and how they connect to our in-class discussions as well as your field experiences. Continue the journal you began in EDMS 521b, and your reading notes may be separate or included with your notes from class sessions. You will read each week's readings and respond to them in the journal. You may focus on one theme you notice or a question you have. Or you may respond with your overall thinking on the topic. Bring your journal to class each week because we will share the journals with each other and respond to each other's writing.

**The instructor reserves the right to modify the schedule.**

*Please note: Differentiation and comprehension strategies will be woven into every class session regardless of the topic listed on the course schedule.*

<b>Date</b>	<b>Topic</b>	<b>Assignment</b>
Session 1 January 23	Course Overview Writing	<b>Get:</b> Texts for the course
Session 2 January 30	Assessment	<b>Skim:</b> The Johns book
Session 3 February 6	More Writing	<b>Read:</b> Anderson Chs 1, 2
Session 4 February 13	Still More Writing	<b>Read:</b> CKR Ch 8
Session 5 February 20	Writers Workshop	<b>Read:</b> Anderson Chs 3-10—You will be assigned 2 of these chapters <b>Bring:</b> Rough draft of your lesson plan
Session 6 February 27	SME teaching <i>Meet out front of SME by 12:50</i>	
Session 7 March 5	Assessment	<b>Read:</b> CKR Ch 11 <b>Due:</b> Lesson plan
Session 8 March 12	Case study workshop	<b>Read:</b> CKR Ch 9 <b>Bring:</b> All of your case study data
March 19	No class—Spring break	
Session 9 March 26	Speaking and Listening	<b>Read:</b> All of your choice book
Session 10 April 2	Review of emergent literacy concepts <i>Online session</i>	<b>Do:</b> All of the tasks on CC by April 10 <b>Due:</b> Case study
Session 11 April 9	Comprehension: Expository and narrative texts	<b>Read:</b> CKR Ch 4
Session 12 April 16	Content area literacy	<b>Read:</b> Articles/websites on CC
Session 13 April 23	Using standards and pacing guides to teach Literacy skills effectively	<b>Read:</b> Any chapter of Anderson AND CKR Ch 10 <b>Due:</b> Field Observations
Session 14 April 30	SME teaching <i>Meet out front of SME by 12:50</i>	
Session 15 May 7	Literacy Café Review/Debrief of SME experience	<b>Due:</b> Journal <b>Bring:</b> Written responses to the reflection questions found on CC