

**California State University San Marcos
College of Education
EDMI 522 - 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 2-Monitoring Student Learning

TPE 3-Interpretation and Use of Assessments

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 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

- **Beers, K. (2002) *When kids can't read—What teachers can do*. Portsmouth, NH: Heinemann.**
- **Burkhardt, R. (2002) *Writing for real: Strategies for engaging adolescent writers*. Portland, ME: Stenhouse Publishers**
- **Cormier, R. (1983). *8+ 1 Short Stories*. New York: Dell Publishing**
- Cunningham, P. & Allington, R. (199X). *Classrooms that work: They can all read and write*.

Optional/Recommended Texts

- Fletcher, R. (1998). *Craft lessons: Teaching writing K-8*. Portland, ME: Stenhouse Publishers
- Johns, J. (2001). *Basic reading inventory, 8th edition*. Dubuque, IA: Kendall/Hunt Publishing Company

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.
- 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 (25 points)

You will write and present a writing strategy lesson plan for a small group activity that takes into account student needs. Make your lesson active, interesting, fun and meaningful. 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 (30 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.

Field Observations (15 points)

Schedule time to observe in middle school Language Arts classrooms. Look for evidence of the following processes:

- Comprehension instruction for expository texts
- Content reading and/or writing lesson
- Writing instruction
- Writing assessment
- Literary response and analysis
- Student independent reading
- Integration of reading, writing, and oral language

You do not have to observe a separate lesson on each of the above areas. You might see evidence on bulletin boards or in student work or you might observe more than one area during a single lesson. Document your observations and reflections/analyses in whatever mode best fits your learning style.

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.

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
(Reading responses due each class session.)

Date	Topic	Due
January 26	Introduce case study Assessment	Beers Ch 3
February 2	Writing	Burkhardt Chs 1, 2 Packet 166-167
February 9	Writing domains Supporting writers	C/A Ch 7 Burkhardt Choose TWO Chs 5, 6, 9, 11
February 16	Teaching grammar in meaningful contexts	Burkhardt Ch 8, 15 Beers Ch 12
February 25 Wednesday	Lesson plans/unit plans Writers' Workshop	Burkhardt Ch 17 Packet 105, 109-110, 121-128 Bring: Rough draft of plan
March 1	Real writing vs. Writing for Standardized Tests	Burkhardt Chs. 3, 4 Packet 136-140, 168-170
March 8	Content area literacy	Beers Chs 1, 6
March 15	Content area literacy	Beers Ch 8 Packet 141-148A
March 22	Independent reading Literature selection <i>Critical literacy: Cindy McDaniel</i>	Bring 3 young adult books to recommend. Beers Ch 5 or 14
March 29	NO CLASS	SPRING BREAK
April 5	Literary Response Literary Elements	Read: 8+1 Packet 89-91
April 12	Multilevel classrooms Vocabulary instruction	Beers Ch 9 Packet 63-85, 158-165 Due: Field observations
April 19	Case study workshop RICA study session	Read: Beers Ch 10 Packet 149-157, 171-196 Bring: Data from case study
April 28 Wednesday	Comprehension	Beers Chs 4, 7 Packet 49-52, 197-201 Due: Field observations
May 3	Motivating students to be literacy learners	http://www.education- world.com/a_curr/curr197.shtml Packet 97-98, 133-135 Due: Case Study
May 10	Closure	Burkhardt Chs 19, 20, Epilogue

Review pages 1-22 in the packet before administering the Basic Reading Inventory for the case study.