

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION**

EDMS 521 Elementary Literacy I Spring 2004

Tuesday, 6 – 8:45 pm

Temecula Valley High School, Room 1209

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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 on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism and shared governance. (adopted by the COE Governance Community, October 1997)

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.

Course 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 writing in their first and second language
- Become familiar with current approaches to the teaching of reading and writing, their theoretical bases
- Understand current approaches to reading & writing instruction in culturally-linguistically diverse classes
- Become familiar with classroom diagnostic techniques and evaluation procedures
- Become familiar with current approaches to teaching reading & writing to children with special needs.

(Skills) Teacher candidates will:

- Make sensitive observations 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 & informal reading/writing assessment into instructional plans
- Select appropriate materials and instructional strategies to meet the individual needs of students
- Organize the classroom for teaching reading & writing in culturally-linguistically diverse populations.

(Attitudes and Values) Teacher candidates will:

- Develop an appreciation for the natural language abilities children possess for processing & producing print
- Develop an appreciation for the need & value of integrating reading-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 of culturally and linguistically diverse learners
- Develop a sensitivity to and appreciation of 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/her individual needs.

GENERAL CONSIDERATIONS

NOTE: I RESERVE THE RIGHT TO CHANGE, ADD TO, OR DELETE ANY MATERIAL OR ASSIGNMENT FROM THE COURSE.

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 Hall5205, 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.

College of Education Attendance Policy

All students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80 % of class time to receive a passing grade for the course. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. (adopted by the COE Governance Community, 12/97)

Standards Alignment

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 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 K-3
TPE 6b- Developmentally Appropriate Practices in 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

COURSE REQUIREMENTS

Required Texts

Clay, M. (2002). An Observation Survey of Early Literacy, 2nd Edition. Heinemann.

Gibbons, P. (1993). Learning to learn in a second language. Portsmouth, NH: Heinemann.

Johns, J. (2000). Basic Reading Inventory: Pre-primer through grade twelve and early literacy assessments. Dubuque, Iowa: Kendall-Hunt

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.

Grading Policy

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. The following grading scale will be used:

A (96-100)	B+ (87-89)	C+ (77-79)	D+ (67-69)
A- (90-95)	B (83-86)	C (73-76)	D (63-67)
	B- (80-82)	C- (70-72)	D- (60-62)

ASSIGNMENTS

Attendance and Participation

15 points (Due every session)

You are expected to attend all class session, to participate actively in class activities, and to complete all required readings and reading responses by the assigned date.

Language Arts Resource Notebook... Part I

40 points (Session 11)

You will develop a Reading/Language Arts Resource Notebook that will be used to inform your teaching. First, it demonstrates your preparation and understanding of the reading and language arts. Second, it serves as a growing resource for your continued learning. The Notebook needs to have an index and it should be clearly and neatly organized around the RICA Content Areas covered in this course.

For each of the 6 RICA Content Areas covered in Part II you need to include a type written:

A RICA analysis sheet: (a) what this content area is about (Put it in your own words – 2 to 4 sentences), (b) 2 ways of assessing it (include rationale); (c) 1 way of teaching it (description & accommodations). Describe the strategy & explain how it supports reading, writing and/or language arts development.

A field observation form for:

- Planning, Organizing, and Managing Reading Instruction (RICA CA 2)
- Phonemic Awareness (RICA CA 3)
- Concepts About Print (RICA CA 4)
- Systematic, Explicit Phonics and Other Word Identification Strategies (RICA CA 5)
- Spelling Instruction (RICA CA 6)
- Reading Comprehension – Narrative (RICA CA 7)
- Vocabulary Development (RICA CA 12)
- Structure of the English Language (RICA CA 13)
- Plus and additional area on Special Needs

You MAY (but are not required to) include in your language arts note book the following: 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, strategies you will use to teach these content areas, 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.

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.

Mini Case Study

(30 pts) (Session 8)

Assess: Choose a child between the ages of 3.5 – 6 who is **not** reading yet. Use the John's Appendix A: Early Literacy Assessment to conduct the following assessments of the child's emergent reading behavior:

- Alphabet Knowledge - Letter Identification (Johns 390, 391, 424)
- Literacy Knowledge - Concepts About Print (Johns 393, 395, New Shoes, 426 – 427, Tompkins p. 75)
- Auditory Discrimination – phonemes (Johns 414, 431)
- Phoneme Segmentation (Johns 416, 433)
- Basic Word Knowledge (Johns 417, 434)

Analyze: Look at the information that you have gathered and develop a **profile** of the child as an emergent reader and a **qualitative analysis** of early literacy by using the data to complete the forms in John's p 422 and 423.

Apply: Apply your analysis of the child's early literacy behaviors to reading instruction. How would you use the child's strengths to help him/her develop his/her literacy? What area(s) would you focus on first? What would you do as a teacher to help him/her in this area?

Reflect: Think again about the process of assessing the child. What would you do differently or try differently next time? Why? What scaffolds and strategies would you try? What would your next steps in assessment be?

Reading Strategy Lesson Plan

(15 pts) (Critical Assessment Task) (Session 11)

You will write and present one **READING STRATEGY** lesson plan. Make your lesson active, interesting, and meaningful.

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. Choose a writing standard for your grade level to guide your objectives. Examples of possible strategies include:

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

Course Outline
(Timeline Subject to Change pending “Teachable” Moments)

Date	Topic	Assignment
Session 1 1 - 20	Course Overview: A Balanced Approach to Literacy Instruction	
Session 2 1 - 27	Assessing Literacy The Language of School RICA CA 1	TOMPKINS 3 (p. 66 – 90) GIBBONS 2 (p. 9 – 25) JOHNS APPENDIX A (p. 387 – 436)
Session 3 2 - 3	Concepts About Print, Emergent Reading Mother Tongue in the Classroom RICA CA 4	TOMPKINS 4 (p. 104 -126) GIBBONS 6 (p. 61, 62, 66 - 69) CLAY 1 (p. 8 – 9) (41 – 48)
Session 4 2 - 10	Phonemic Awareness, Oral Language Dev Phonics RICA CA 3, RICA CA 5	TOMPKINS 5 (p. 138 – 159) GIBBONS 8 (p. 90 – 94)
Session 5 2 - 17	Balanced Reading Instruction, Cueing Systems Oral Language Development continued... RICA CA 13, RICA CA 11	GIBBONS 7 (p. 70 – 80) TOMPKINS 1 (p. 2 – 21)
Session 6 2 - 24	Spelling Word Recognition and Identification RICA CA 6, RICA CA 5	TOMPKINS 5 (p. 161 – 172) TOMPKINS 6 (p. 176 – 199)
Session 7 3 - 2	Reading Processes Comprehension (narrative) RICA CA 7	TOMPKINS 2 (p. 33 – 45) TOMPKINS 8 (p. 251 – 260) CLAY 2 (14 – 18), CLAY 3 (p. 23 – 26)
Session 8 3 - 9	Guided Reading Activities Vocabulary Activities RICA CA 12	Due: Mini Case Study TOMPKINS websites on (p. 225, 227, 228, 230, 232, 234)
Session 9 3 - 16	Running Records Fluency	JOHNS (p. 24 – 27, 420, 435, 436) TOMPKINS (p. 76 – 79 and 199 – 204) CLAY 5 (p. 52 – 62)
Session 10 3 - 23	Miscue Analysis	JOHNS (p. 24 – 27) JOHNS (p 30 – 34) JOHNS (p. 57 – 68) CLAY (p. 63 – 73)
Session 11 4 - 6	Vocabulary Development Managing Groups RICA CA 2, RICA CA 13	TOMPKINS 7 (p. 213 – 242) Due: Reading Lesson Plan
Session 12 4 - 13	Writing Process (links to Reading Process) RICA CA 7	TOMPKINS 2 (p. 45 – 62)
Session 13 4 - 20	Reading and Writing Strategies Comprehension	TOMPKINS 8 (p. 260 – 275)
Session 14 4 - 27	Ready for RICA	Due: Language Resource Notebook ZARRILLO 2, 3, 4, 5, 6, 7, 12, 13
Session 15 5 - 4	Closure <i>Celebrations!!!</i>	