

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

EDMS 522 - Elementary Literacy Education II

Instructor: Zee Cline
Class Hours: M 8:15-2:15
Class Location: Valley Elementary
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Office Hours: Wed. 4:30-5:00
CRN: 22163

Mission of the College of Education at CSUSM. 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 COE Governance Community, October 1997)

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 Hall 5205, 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.

Attendance Policy. Due to the dynamic and interactive nature of EDMS 522, all students are expected to attend all classes and participate in all class activities. For every day of absence, students will lose 6 points. Attendance will be taken during the first 5 minutes of class. Three tardiness or “early exits” will be the equivalence of an absence. A passing grade will not be issued for students who do not attend 80% or more of the class sessions. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.

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 an 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 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

Secondary 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

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

Choate, J. (2000). *Successful Inclusive Teaching*. Allyn and Bacon (3rd edition)

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 21st Century: A Balanced Approach, 3rd Edition*. Merrill-Prentice Hall.

Piazza, C. (2003). *Journeys: the Teaching of Writing in Elementary Classrooms*. Merrill-Prentice Hall.

OPTIONAL TEXTS

Myers, Walter Dean. (1993). *The Mouse Rap*

Ryan, Pan Muñoz. (2000). *Esperanza Rising*

Uchida, Yoshiko. (1978). *Journey Home*

Jiménez, Francisco. (1997). *The Circuit*

Houston, James. (1992). *Drifting Snow*

Wolff, Virginia E. (2001). True Believer

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. 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 .

- Attendance and participation 10 points
- Resource Notebook Sections (7 sections) 20 points
- Writing Strategy Lesson Plan 10 points
- Case Study 20 points
- Literature Circle Assignment 20 points

Grading

A	96–100
A-	90–95
B+	89-87
B	86-83
B-	80–82
C+	77-79
C	73-76
C-	70-73

ASSIGNMENTS:

Language Arts Resource Notebook (Part 2) (20 pts)

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..

Each section of the notebook should contain the following:

- A RICA analysis sheet including: (a) what this content area(s) is about (Put it in your own words – 2 to 4 sentences), (b) 2 ways of assessing this content area (include rationale); and (c) 1 way of teaching it (description and accommodations). Describe the teaching strategy and explain how it supports reading, writing and/or language arts development. I will review this information as we cover the content for this course.
- An observation form (except for section 1)
- A technology-rich assignment that enhances your teaching and student learning
- Lesson plans, articles, and any other resources collected within class or student teaching that would be helpful.

For the second semester you will need to complete the following content areas:

- Section 2 Conducting Ongoing Assessment of Reading Development
 - Case Study

- Section 8: Reading Comprehension-Expository
- Section 9: Literary Responses and Analysis
- Section 10: Content-Area Literacy
- Section 11: Student Independent Reading
- Section 12: Relationships Among Reading, Writing, and Oral Language
- Section 15: Special Needs

You can choose how to organize this information in your notebook. You may include course assignments (lesson plans, case study, mini book unit, classroom observations, course handouts and materials from your classroom/school site, examples of lesson plans and 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, why it worked or didn't work and why that was. You may include one (or more) successful activity that you used in the classroom (must be related to language arts instruction).

Begin early! Be creative and thoughtful! This 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.

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. I will explain and review information as we cover the content for this course.

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.

Writing Strategy Lesson Plan (Critical Assessment Task – CATs) (10 pts)

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?

Intermediate Case Study (Critical Assessment Task – CATs) (20 pts)

Choose a student at your school site who struggles with reading and writing (the teachers will help identify students). Choose a student who is reading at least at a first grade level. Identify a student as quickly as possible after starting your observation. Ask your master teacher for a good candidate. Prepare a reading and writing case study on this student:

Important: Take notes as you work with your student. Include your anecdotal notes in the final appendix. (for example, your student's behavior during the activity, reactions to the activity, comments, etc.) in your analysis of the student and in your design of an appropriate instructional plan. Record all the student's oral responses on tape. Don't try to assess the child in only one day. If you think the child is getting tired, stop the assessment for the day and pick up another day. An important part of the assessment is developing a rapport with the child in which s/he is comfortable to fully participate.

Assessment Procedures with Grades 2-6:

1. Overview: age, grade level, interests, ethnic and linguistic background, etc.
Select 3 students, however, you are only going to be working with one student. The other two will be backups- just in case students move or change schools.
2. Reading interview: Use an attitude survey. Surveys are included with this assignment. Summarize the interview and include the original responses in an appendix.
3. Reading assessment: Summarize the information gained from a Informal Reading Inventory and include the original data in an appendix.

Word list. Use the graded word lists to ascertain the level at which you will have your student begin to read the reading passage. Start at 2 to 3 grade levels below your student's grade level placement.

Miscue Analysis. Use an expository and narrative text. Record the student reading to be able to conduct the analysis.

Recording and Analysis. Listen to the tape. Record the miscues on a piece of paper containing a duplication of the reading selection. Use the *Johns* to record and analyze the miscues. Analyze the miscues made by your student using what you know about this student. What cues did your student use to make meaning? What are the strengths of your student? Use the analysis sheets in the John's and transfer that information to the assessment grid provided to record data about your student. Write your analysis in a

clear manner. As you write your analysis, consider your original reading interview and consider how the answers given by the student during the interview connect to the miscues. Also consider the quality of the retelling and how you think that is related to the miscues.

Retelling. Before your student reads the expository or narrative text, be sure to tell him/her that you will be asking him/her to retell the story. Ask the comprehension questions as listed in the John's IRI. Also use the criteria provided in the John's to analyze the student's retelling.

Listening Level. Read a passage to the student and ask for a retelling as well as comprehension questions to determine the highest level of understanding the student has of material read to them.

4. Oral Language Assessment: Select a picture as a stimulus to assess the child's use of language. Encourage the child to talk about the picture. Record the conversation and transcribe it. You will want to analyze the child's willingness to talk about objects or content. How clearly does the child express his/her ideas? How much prompting did you have to do and what kind of responses did you get?
5. Writing assessment: Use a Writing Survey about attitudes toward writing. Summarize the writing interview. Obtain a writing sample from the student. Have him or her write about a favorite toy, book, food, sport or anything that is personal to this child or use a piece of writing that the teacher has on file. Personal writing encourages more writing. Students can draw if they want to. You will want to see what stage of writing the child is in as well as the child's ability to manipulate this abstract type of language. Summarize the student's strengths and areas of improvement in writing.
6. Recommendations: based on the information you have gathered about the student, discuss his or her strengths (very important - what can he or she do) and weaknesses: what does this student need to work on. Make specific instructional recommendations for how a teacher could work with this student in the future. You might also make recommendations for the student and parents: what can the student do on his or her own that is not dependent on the teacher.
7. Instructional Plan: Design an instructional plan for our student. You are the teacher. Knowing what you know about your student as a result of assessment, what areas would an appropriate instructional plan focus on? Why? Refer to the standards in the reading/language Arts Framework for CA Public Schools for your child's grade level to guide you as you design the intervention plan.
8. Reflection: Based on your classroom observations of reading and writing as well as on what you learned in the assessment process and intervention process, what would you do differently or try differently? What other scaffolds or strategies would you use? How would you use them? What other interventions would you try? What would your next steps in assessment be?
9. Appendix: Include the reading and writing interviews, the John's forms, writing samples, and writing rubric.

Literature Circle Assignment (20 pts)

Each one of you will be responsible for participating in a Literature Circle Discussion in a group of 4 using one of the Optional Texts. You should each take turns with each of the roles. The 7 roles include 1) Discussion Director, 2) Passage Master, 3) Word Wizard, 4) Connector, 5) Summarizer, 6) Illustrator, and 7) Investigator. In your groups, you will keep track of each section read and the roles each person played. The work completed by each individual for each section should be turned in. Your readings should be divided into at least 4 sections and each person should have an opportunity to perform each role

at least once. I suggest the following format, however, if you group would like to try a different format, please check with me and you can implement it.

Section	Section 1	Section 2	Section 3	Section 4
Person 1	DD & PM	WW & C	S & I	I
Person 2	I	DD& PM	WW & C	S & I
Person 3	S& I	I	DD & PM	WW & C
Person 4	WW & C	S & I	I	DD & PM

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. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor 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) for more than three sessions, you cannot receive an A. If you miss more than three class sessions you cannot receive a B. After two weeks, late assignments will be given a zero. If you have extraordinary circumstances in your life which will impact completing 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 Outline
(Timeline Subject to Change pending “Teachable” Moments)

Date	Topic	Assignment
Session 1/2 1-26	<i>When Sacramento Sneezes</i>	Tompkins –Chap. 8-9 Johns
Session 3/4 2-2	<i>Did They Get It?</i>	Tompkins-Chap. 13-14 Johns
Session 5/6 2-9	<i>Writing, Writing & More Writing!!</i>	Tompkins Chap. 10-11-12 Johns
Session 7/8 2-16	<i>School Closed</i>	Literature Circles
Session 9/10 2-23	<i>Express Yourself!!</i>	Piazza 1-2-3
Session 11/12 3-1	<i>Telling it Like it IS!</i>	Piazza 4-5 Writing Lesson Plan Due
Session 13/14 3-8	<i>Reading & Writing Connection!!</i>	Piazza 6-7 Case Study Due/ RICA Resource Notebook Due
Session 15/16 3-10	<i>Celebrations!!!</i>	Closure

CALIFORNIA STATE UNIVERSITY SAN MARCOS

CONSENT TO PARTICIPATE IN RESEARCH

Dear Parents/Caretakers,

_____, a student teacher at California State University San Marcos, is enrolled this semester in a course that prepares our college students to assess their students' literacy levels and then design appropriate instruction that best addresses the needs of their students. One of the assignments for this class is a case study, which analyzes the literacy and learning practices of a student they are teaching. We are requesting permission to interview and observe your child for this purpose. The CSUSM student teacher will ask questions about the student's experiences with school and literacy and will evaluate the student's reading and writing skills. Reading will be assessed by having the student read selected passages and answering comprehension questions. Writing will be assessed by having the student write a brief selection about a topic of interest to him/her. The CSUSM student teacher is not a reading or writing specialist and is not prepared to diagnose a student's difficulties. They will only gather information and look for patterns and areas of significance that can help them to be better teachers of students at the high school level.

There are no risks in this research greater than those involved in everyday classroom practices and assessment. The potential benefits to your child are that he/she gets individual attention and could receive helpful feedback for continued literacy development. Your participation will also help the teacher to better understand individual student needs and how to best teach to those needs.

Participation in this study is voluntary, and your child may withdraw from the study at any time without penalty. If your child does not participate in this study, his/her performance and grades at school will not be affected in any way. All identification from the data gathered will be blacked out so that your child will not be identifiable in the written analysis. All information gathered in this case study can be made available to you upon request. If you have further questions, please contact (instructor's name) at CSUSM (instructor's phone). This study has been approved by the Cal State San Marcos Institutional Review Board. Questions about your rights as a research participant should be directed to the Chair of the Board at (760) 750-8820. You will be given a copy of this form to keep for your records.

Check one:

I agree to participate in this research study. The experimenter has answered my questions.

I do not agree to participate in this research study.

Participant's name (printed)

Participant's signature

Parent/Legal Guardian's signature

Date

Researcher's Signature

CALIFORNIA STATE UNIVERSITY SAN MARCOS

PERMISO

Estimados Padres o Encargada/o:

_____ es un estudiante de la Facultad de Pedagogía en la Universidad Estatal de San Marcos que cursa estudios para convertirse en maestra/o. Actualmente dicho estudiante está matriculada/o en un curso que prepara a futuros maestros en el campo de la evaluación. Parte de esta preparación incluye el evaluar a los niños en el proceso de la lecto-escritura. Uno de los trabajos que tienen que completar para recibir su título de maestro es de analizar las destrezas de lecto-escritura de los niños. Es por esta razón que usted recibe esta carta en la cual se solicita su permiso para que su hija/o pueda participar en esta actividad.

Nuestro estudiante universitario le hará preguntas a su hija/o con respecto a las experiencias que ha tenido su hija/o en la lectura y escritura, y evaluará estas destrezas. Para evaluar la lectura, su hija/o tendrá que leer un pasaje de un cuento y contestar algunas preguntas. Para evaluar la escritura, su hija/o tendrá que escribir un párrafo acerca de un tópico que le interese. El estudiante universitario no es especialista en lecto-escritura, solo recopilará datos que usará para analizar el nivel de aprendizaje de un niño. De esta manera, el estudiante universitario podrá aumentar su capacidad para entender mejor las necesidades en la lecto-escritura de los estudiantes.

En este estudio no hay ningún riesgo previsible para su hija/o. Los beneficios de dicha evaluación podrían incluir ayuda especial para que su hija/o mejore su capacidad académica en la lecto-escritura. Su participación también podría ayudar a la maestra/o de su hija/o a entender mejor las necesidades en la lecto-escritura de los estudiantes.

La participación en este proyecto es completamente voluntaria, de tal manera que su hija/o podrá dejar de participar cuando quiera, sin ninguna consecuencia negativa. Su decisión de permitir o impedir que su hija/o participe no ejercerá ninguna influencia en sus calificaciones, el trato que recibe, o cualquier otro aspecto de su proceso escolar. Para asegurar confidencialidad total, todos los nombres de los estudiantes serán eliminados. La información recopilada estará a su disposición si desea verla. Si tiene preguntas o desea mayor información acerca de este estudio, por favor comuníquese con [instructor's name] en la Universidad Estatal de San Marcos, [instructor's phone number]. Este proyecto ha sido aprobado por la Junta Directiva Institucional (un comité universitario de protección a participantes en proyectos de investigación). Si tiene preguntas acerca de sus derechos como participante en esta investigación, puede dirigírselas al Presidente de la Junta Directiva, (760) 750-8820.

Se le otorgará una copia de este formulario.

Por favor marque uno:

_____ Doy permiso de que mi hija/o, _____, participe en el estudio. Todas mis preguntas con respecto al estudio han sido contestadas.

_____ No doy permiso de que mi hija/o participe en el estudio.

Nombre del participante (EN LETRA DE MOLDE)

Firma del participante

Firma del padre o encargada/o

Fecha

Firma de la (del) investigador/a

EDMS 521-522 - Literacy Education I & II
Reading and Writing Interview – Guiding Questions

1. What are you learning to do in reading? [writing]
 2. How are you learning it? Who is helping you?
 3. What is easy about reading, what's hard? [writing]
 4. What do you do before you start to read? [write]
 5. While you are reading, if you come to a word that you don't understand or don't know, you _____ [writing]
 6. How can you tell when someone is a good reader? [writer]
_____ is a good reader because _____
- Do you think _____ ever comes to a word that s/he doesn't know?
- If _____ comes to word s/he doesn't know, what do you think _____ does?
7. What would your teacher do to help someone who doesn't know a word while s/he is reading? [writing]
 8. What do you do to help yourself understand and/or remember a story after you have read it?
 9. Do you think that you are a good reader? [writer] Why or why not?
 10. What would you like to learn to do next as a reader? [writer]
How do you think you will learn it? (will someone help you?)

EDMS 521-522 - Literacy Education I & II
Reading and Writing Interview – Guiding Questions (Spanish)

4. ¿Que estas aprendiendo hace en la lectura? En la escritura?
5. ¿Como estas aprendiendo? ¿Quien te ayuda?
6. ¿Que es fácil acerca de la lectura? (Escritura?) ¿Que es dificil acerca de la lectura? (Escritura?)
7. ¿Que haces antes de empieza a leer? ¿Que haces antes de empieza a escribir?
8. ¿Cuando lees, si llegas a una palabra que no entiende o no sabes, tu_____
9. ¿Como sabes cuando alguien es un buen lector? (Escritor?)

_____ es un buen lector porque _____

¿Piensas que _____ encuentra una palabra que no entiende/sabe?

¿Si _____ encuentra una palabra que no sabe o entiende que piensa que hace?

10. ¿Que haría tu maestro/a para ayudar a alguien que no sabe una palabra mientras ella o el lee?
11. ¿Que haces para ayudarte a ti mismo/a para comprender o recordar un cuento despues que lo has leído?
12. ¿Piensas que eres un buen lector/escritor? ¿Porque o porque no?

13.¿Que te gustaría aprende como lector? (Escritor?) ¿Como piensas que lo aprenderas?
¿Te ayudara alguien ?