

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

**EDMS 521B (02): Elementary Literacy I
crn: 21054
1:00-3:45 Mondays, KEL 1104**

**Instructor: Sherry Freeborn, M.A.
Office Hours: by appointment
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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 elementary and middle school classrooms.

COURSE PREREQUISITE

Admission to the Multiple Subject/CLAD Teacher Credential Program

California Teaching Commission Standards Alignment:

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subjects Credential. You will incorporate artifacts from this class into your final comprehensive portfolio. The following are the primary emphasis of 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

Standards Alignment:

The course objectives, assignments, and assessments have been aligned with the CTC 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-A: Multiple Subject Reading, Writing, and Related Language Instruction in English

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 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.

(2007). *Reading/ Language Arts Framework for California Public Schools*. California Department of Education, Sacramento.

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 College 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)

Beginning 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, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment. Additionally, COE 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/coe/CalTPA/ProgramMaterialsTPA.html>

UNIVERSITY REQUIRMENTS

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 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, 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.

COURSE REQUIREMENTS

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.

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

College of Education 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. (Adopted by the COE Governance Community, December, 1997).

Should a student have extenuating circumstances, s/he should contact the instructor as soon as possible. *Students missing more than two class sessions will not earn a passing grade.* Illness and emergencies are considered on a case-by-case basis. However, notifying the instructor does not excuse students from assignments nor the attendance policy.

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 sfreebor@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 College 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.

Required Texts:

Gail Tompkins. (2010). *Literacy for the 21st Century: A Balanced Approach* (5th Edition)
ISBN -10: 01350 28922

Jerry L. Johns (any edition). Basic Reading Inventory

Richard L. Allington. (2009). *What Really Matters in Fluency: Research Based Practices Across the Curriculum* www.allynbaconmerrill.com ISBN-13: 978-0-205-57058-4

Andrew Clements. (1996). Frindle

Optional Text:

Zarrillo, James. Ready for RICA: A Test Prep Guide

COURSE ASSIGNMENTS

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, 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. All assignments must be submitted in the appropriate location under “assignments” on the course Moodle page.

Proofread and edit word-processed assignments prior to submission. Hand-written work is not accepted. Assignments are written in Times, size 12 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) | 24 |
| Literacy Lesson Plan | 21 |
| Investigating Literacy Assessments Table | 15 |
| Journal/Class Work/Literacy Responses | 40 |
| Total Points | 100 |

Descriptions of Assignments

FIELD OBSERVATIONS

| 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 4 observations of reading instruction. Observe a teacher while she/he is teaching a reading/language arts lesson and identify the RICA topic(s) being taught. Topics are described in the “Ready for RICA Study Guide” written by James Zarrillo and also on the RICA website.

Using the Field Observation form, write your observations on the left hand side of the Field Observation form. Write your reflections about what you learned from your observation on the right hand side of the form. Replicate the Field Observation form (below) on your computer. Completed forms should be no longer than one full page. To complete the forms, type them using size 10 Times New Roman font, with 1 ½ spacing.

| | |
|---|---|
| Topic: RICA Topic: Phonemic Awareness | Date: 9/17/08 |
| Grade Level: Kindergarten | Additional Descriptors: SEI class |
| Activity: | Reflective Notes to Myself |
| <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. 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. I think that the next step for them is learning the letter "B".</p> |

INVESTIGATING LITERACY ASSESSMENTS TABLE

This assignment is designed to familiarize students with the different purposes of a variety of literacy assessments, in particular the literacy assessments that students use to conduct a literacy case study. In addition, this assignment will help students become familiar with listening to children read and with analyzing their reading through a running record. In class, students will explore and become familiar with how each assessment is administered, the distinct kind of information each provides, and their uses at various times during the instructional cycle as entry-level, progress-monitoring and summative assessments.

Students complete an Assessment Table (the template is posted on course moodle site) to describe each assessment in terms of the following characteristics: what it is supposed to measure, who it assesses, how it is scored and administered, who is tested, and when it is best used. Students are encouraged to keep this table for use during the second literacy course.

Assessment Table for Investigating Literacy Assessments

| Assessment | What it Measures | How to Score | How to Administer | To Whom | When to Use |
|------------|------------------|--------------|-------------------|---------|-------------|
| | | | | | |
| | | | | | |

LITERACY LESSON PLAN ACTIVITIES

Students complete a variety of in-class and outside class activities to develop lesson plans for teaching reading. The literacy lesson plan activities will focus on the development of fluent reading as well as reading comprehension. Lesson plans activities will involve the use of literature that is appropriate for children in kindergarten through second grade. The activities are designed so that students learn the purpose of various components of reading lessons, how to create the lesson components, and how to be effective in implementation of their plans.

JOURNAL/CLASS WORK

Students submit 4 Literacy Responses.. Each response is based on a prompt that provides instructions to the students about what to do. The prompts will frequently include a quiz about the readings and core content of the course. All of the prompts require a structured response to a reading, an exhibit and/or a performance. The instructions for each will be provided in class.

Students will keep a journal of responses to the assigned readings which will be submitted at the beginning of each class session.

Students will participate in and contribute to a variety of activities and projects for which they will receive credit.

COURSE SCHEDULE: EDMS 521B(02) Spring 2011

The instructor reserves the right to modify the schedule and assignments.
Differentiation and comprehension strategies will be woven into every class session.

| Date | Topic | Responsibilities |
|--|--|--|
| <u>Session 1</u> January 24 | Overview of course What is language? What is literacy? | Get: Course textbooks by session 2 |
| <u>Session 2</u> January 31 | Processes of literacy and cueing systems Observation in class | <u>Tompkins</u> chapter 4 & pages 146 -159, pages 277 – 281 |
| <u>Session 3</u> February 7 | Emergent literacy, early literacy assessments and sight words www.learner.org reading lesson | Bring field observation form to class <u>Tompkins</u> chapter 1 & pages 42-43, page 261, page 363 <u>Johns</u> section on early lit assessment |
| <u>Session 4</u> February 14 | More on emergent literacy Reading comprehension for emergent and beginning readers: story structure | Bring assessment table to class <u>Tompkins</u> chapter 9 <u>Johns</u> section on comprehension questions |
| <u>Session 5</u> February 21 | School site observations (tentative) | |
| <u>Session 6</u> February 28 | Word Analysis: phonics, working with words, spelling Read Across America Day | Event: Read Across America (March 2) www.nea.org/readacross <u>Allington</u> chapters 1 & 2 |
| <u>Session 7</u> March 7 | Literacy assessment Phonics instruction & assessment Basal Readers | Bring assessment table to class <u>Tompkins</u> chapter 5 & page 12 – 15, pages 320-330 |
| <u>Session 8</u> March 14 | On-line Session: Spelling | <u>Tompkins</u> chapter 6 & pages 206-216 <u>Allington</u> chapters 3 & 4 |

| | | |
|--------------------------------------|---|---|
| <u>Spring Break</u> | | |
| <u>Session 9</u> March 28 | Fluency | <u>Tompkins</u> chapter 5 & pages 12-15, pages 52 -65 & page 118 |
| <u>Session 10</u> April 4 | Comprehension instruction | <u>Tompkins</u> , chapter 8 |
| <u>Session 11</u> April 11 | Introduction to writing | <u>Tompkins</u> pages 7, 61, 92, 131, 156 |
| <u>Session 12</u> April 18 | More on writing | Lesson Design Due |
| <u>Session 13</u> April 25 | Vocabulary | <u>Tompkins</u> , chapter 7 |
| <u>Session 14</u> May 2 | Present and assemble ABC Books Reflections | Journal Due ABC Pages Due |
| <u>Session 15</u> May 19 | Literature selection Closure | Bring: Three children's or young adult books to share |