California State University San Marcos
College of Education

EDMS 522 - Elementary Literacy

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Elementary
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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.
<div align="right">(adopted by COE Governance Community, October 1997)</div>

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.
<div align="right">(approved by CCTC in SB 2042 Program Standards, August 02))</div>

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.

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. All work must be entered in Taskstream. This class is aligned with the California 2042 standards and the RICA test that all multiple subjects credentialed students must pass.

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 tot he 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 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 4-Making Content Accessible
TPE 6a-Developmentally Appropriate Practices in Grades K-3
TPE 6b-Developmentally Appropriate Practices in Grades 4-8

OBJECTIVES

KNOWLEDGE

Teacher candidates will:

Understand the process of conducting an in depth reading and writing assessment through the use of classroom diagnostic techniques.

Understand how to expand on the knowledge gained in EDMS 521 about the process of assessment in the mini case study.

Understand how to provide ongoing support for students in reading and writing in the content areas.

Understand the process of writing and how to support students through interactive writing, shared writing, guided writing, and finally individual writing.

Extend the understanding of how to provide ongoing support for special education students and English language learners in reading and language arts.

Extend the understanding of and become familiar with current approaches to the teaching of reading

Understand the differences between assessments based on the performance of a norm reference group and assessments based on authentic classroom situations and work.

SKILLS

Teacher candidates 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

Teacher candidates 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:

Johns, J. (2000). *Basic Reading Inventory: Pre-primer through grade twelve & early literacy assessments*. Dubuque, Iowa: Kendall-Hunt. (Required)
Moore, D.W., Cunningham, P. *Developing readers and writers in the content areas, K-12.* Second Edition. Longman. (Required)

IMPORTANT WEB SITES:

English Language Development Standards. CA Dept. of Ed. (Required)
    http://www.cde.ca.gov/statetests/celdt/index.html
No Child Left Behind. http://www.cde.ca.gov/pr/nclb/ (Required)
Reading Language Arts Framework for CA Public Schools. CA Dept. of Ed. (Required)
    http://www.cde.ca.gov/standards/

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 should be typed and double-spaced .

- Attendance and participation   50 points
- RICA Resource Materials   50 points
- Taskstream   50 points
- Case Study   100 Points
- Content area writing lessons plan   50 points

Total = 140 Points

Grading

Grades are based on the percentage of 300 points

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:

ASSIGNMENT 1: Language Arts Resource Materials   (50 POINTS)

You will develop Reading/Language Arts Resource materials that will be used to inform your teaching and serve as a study guide for you when you prepare for the RICA Test. 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 including students with special needs.

The materials will be organized around the 13 RICA Content Areas (see the RICA Registration Bulletin, p.39-45) and the Zarillo text and include sections on:
- Assessment – administering the IRI and analyzing results
- Comprehension – expository, mapping text structure

- Reading and Writing in the Content Areas
- Relationships between Oral Language, Reading and Writing
- Review of Vocabulary as it relates to content area reading

Each section of the materials should contain the following:

- A RICA analysis sheet including:
  - (a) what this content area(s) is (Put it in your own words),
  - (b) 1 way of assessing this content area (include rationale); and
  - (c) 1 detailed way of teaching it (description and accommodations). **Describe the teaching strategy clearly in detail and explain how it supports reading, writing and/or language arts development of a student.**

You can choose how to organize this information. For example, a notebook would work, or study cards work as well.

Note: Besides the course readings, Dr. Alice Quiocho'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 as well as students with special needs. **Please do not download this website and include it in your materials. It is meant to be a resource, not submitted as a part of your materials.**

Note: See **www.ed.gov/free/** for additional free Educational Materials.

ASSIGNMENT 2: Writing Strategy Lesson Plan (Critical Assessment Task). (50 POINTS)

- You will write a writing strategy lesson plan _**in class**_ for a small group activity that takes into account student needs. The lesson can be a mini-lesson, a lesson to be delivered through direct instruction, or an inquiry. Use the universal design lesson plan in which you were trained in the first semester. Make your lesson active, interesting, fun and meaningful. Select a reading standard for your grade level to guide your objectives.

All lesson plans must start with assessment. In this course will be learning how to assess students in both narrative and expository text and use the assessment information to make informed decisions about instruction that specifically addresses the standards.

Much of the assessment/lesson planning work will be done in class workshop sessions, however, you will be responsible for submitting a clean, typed copy for review and grading. *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?
- What language development goals do you have planned for students?

- How are the objectives aligned with the CA Reading/Language Arts standards? Check the Reading/Language Arts framework and content standards.
- How will you present the lesson (instructional strategies, resource materials, time frame)?
- How will you group students for the lesson? Based on what criteria?
- How will you assess your students to check for understanding and determine who is to receive additional scaffolded instruction?
- What modifications will you provide for students who need additional help, specifically EL students and special needs students?

Important: Your lesson must address the needs of mainstream students, as well as make provisions for second language learners, struggling students, students with IEP's, and accelerated students. How will you decide on appropriate scaffolds for second language learners during the lesson? How will your lesson provide enrichment for accelerated students? How will you configure and re-configure your groups within the classroom? Will you meet with students individually or in a small group while other students work independently?

ASSIGNMENT 3: Case Study   **(100 POINTS)**

In this assignment you will observe students reading, to listen to them read and make instructional decisions for interventions based on your observations and assessments. Requirements are listed below.

Intermediate Case Study
Follow these steps to develop your case study (checklist attached):

1. Select an intermediate student (if possible) at your site who is experiencing difficulties with reading. Explain the assessment project to your master teacher, and ask her/him to help you identify students – and don't shy away from second language learners or students with active IEP's. Discuss possible times for giving the assessments. You will probably need to meet with the student about 3 or 4 times. You will need to obtain written **parental permission** to work with this student.

2. Observe the student in the classroom and other school areas. Take **anecdotal notes** about the student's interests and participation. Write a one-page **overview** about your student (including his/her age, gender, grade level, interests, ethnic and linguistic background, etc). Include the **conditions** under which the assessment was administered.

3. Implement the following **Assessments:**

Assessment procedures

3.1   Use the **Reading and Writing Interview** with your student. Ask the questions. You may expand on the interview questions. Record the answers on tape. You will especially want to find out what kinds of things/topics the student is interested in so you can make some book recommendations. Write up the responses as part of your project.

- **Note: In your analysis, you will want to draw some implications from the interview in relation to your observations and interactions with the student. How are the responses made by your student in the interview reflected in his/her writing, reading and miscues?**

3.2 **Take Anecdotal records of your student's classroom participation/interactions in language arts activities. You may include anecdotal notes of your student's interactions outside the classroom.**

3.3 **Informal Oral Language Assessment. Obtain an oral language sample of the student. Observe your student's interactions and conversations in the classroom and/or other school areas. Take anecdotal notes of his/her vocabulary; language skills conversational language/BICS and academic language/ CALP; listening skills (e.g., ability to take turns during the conversation, and respond appropriately to questions); organization and presentation of ideas.**

3.4 **Writing Sample:**
   a) **Select a couple of writing samples from the student's classroom work. Also, ask your master teacher for a copy of the district's writing rubric that you can use to score the writing. Otherwise, develop your own rubric.**
   Note: You may use Tompkins, Johns, and/or CA Reading/Language arts standards as guidelines to organize and guide the development of a rubric and your analysis. Analyze the student's stage of spelling development - use Tompkins.

3.5 **Word list (word recognition in isolation).**
   Use Johns (narrative and expository). Start at 2 to 3 grade levels below your student's grade level placement.

3.6 **Text reading level:**

   Use your student's graded word list score to ascertain the level at which you will have your student begin to read the reading passage. You should start at two grade levels below the student's independent level on the word lists. *Note that you will administering two types of passages – one narrative and one expository. Each passage has to be examined separately.*

   (a) Oral Reading (word recognition in context/miscue analysis). Use Johns' narrative and expository passages. Audiotape the student's reading. Listen to the tape.

   Analyze the miscues made by your student using what you know about this student (use the miscue analysis handout - handed out in class, or Johns' form (p.361) to analyze the miscues made by the student). Look for trends and patterns. What cues did your student use to make meaning? What are the strengths of your student? Use the analysis sheets in the John's. You may transfer that information to the "case study grid" (attached) 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.

(b) <u>Silent Reading.</u> Use Johns' narrative and expository passages. Expository will be used only if your student is at or above grade 3 level.

(c) <u>Retelling and Reading Comprehension</u>. **Before your student reads the John's narrative or expository passage, be sure to tell him/her that you will be asking him/her to retell the story**. Ask the comprehension questions as listed in *Johns.* Transcribe the retelling word for word, designating who is talking (T for teacher or you, and S for student). Use the criteria provided in the John's to analyze the student's retelling. ***The student may not look back at the text to answer comprehension questions.***

(d) <u>Optional</u>: Listening Level. ***This is to be used when you find that data collected in the oral as well as the silent samples do not reveal consistent information.*** Read a passage to the student (form C) 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.

- <u>Important</u>: Use Johns' forms to analyze the student's independent, instructional and frustration levels (narrative and/or expository passages) for oral reading, silent reading, retelling and reading comprehension.

4. Analysis: For each assessment measure, summarize what you learned about your student's **strengths** (very important – **what s/he can do**) and **needs** (what s/he needs to work on). Re-read the assessment procedures (k-1 or 2-6) for additional information and guidelines for the analysis process. Identify *__patterns__* that you may see across assessment results (for example, your student said in the interview that when s/he does not know the word, s/he sounds it out. Your running records and miscue analysis also show that the student's only decoding strategy is attempting to sound out new words). These patterns will help you identify an appropriate instructional plan.
    You may use the Case Study grid (attached) to organize the information.

5. Instructional 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). Design an <u>Instructional Plan</u> for your student. You are the teacher. Knowing what you know about your student as a result of your assessments, what areas should 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. <u>Make sure to:</u>
- Identify areas of strength and need that an instructional plan should focus on – how a teacher builds on the student's strengths and address his/her needs. Select two areas in reading, and one area in writing and oral language.
- Provide specific instructional recommendations for each area (reading, writing and oral language). List one example of an appropriate strategy and/or activity for each identified

area. Look for examples in the course readings. <u>For each instructional recommendation, explain why you selected it and how it is going to help your student.</u>

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. You may discuss your instructional plan with your master teacher, and if possible, implement parts of it.

6. <u>Reflection</u> (minimum of 1 page single-spaced).
What did you learn about assessment through the process of developing this project? What did you learn about children's reading, writing and oral language learning and development? What did you learn about developing an instructional plan and making instructional decisions? Did anything in the process surprise you? Based on your classroom observations of reading and writing as well as on what you learned in the assessment and instructional plan process, what would you do differently or try differently? What other scaffolds or strategies would you include? How would you use them? What other interventions would you try? What would your next steps in assessment be? Reflect on how the knowledge you have gained may help you as a-soon-to-be first year teacher.

CUT AND PASTE THE TEMPLATE ON THE FOLLOWING PAGE WHEN YOU WRITE YOUR CASE STUDY

Case Study

Introduction
>   Introduce your reader to the student, age, grade level, interests, etc.

Assessments Administered
>   Cite and give a brief explanation of *all* assessments used

Reading Assessment
>   **Summary of the Reading Interview**
>   Does the student have an empiricist or rationalist view of reading?

>   **Summary of the IRI**
>   **Word Lists**
>   **Comprehension Levels**

>   (Insert the following chart at the <u>end</u> of this section):

	Independent	**Instructional**	**Frustration**
Grade Level			

>   **Significant vs. Insignificant Miscues**

>   **Implicit vs. Explicit Comprehension Questions**

Writing Assessment
>   **Summary of the Writing Interview**
>   Does the student have an empiricist of rationalist view of writing?

>   **Summary of Holistic Writing Assessment**

Instructional Plan
>   **Reading**

>   **Writing**

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References

Felknor, C.M. (1993). Writing Interview. In *Literacy Assessment: A Handbook of Instrument.*
        New Hampshire: Heinemann.
Goodman, Y.M., D. W. Watson, & C.L.Burke. (1987). Reading Interview. In *Reading Miscue Inventory:*
        Alternative Procedures. New York: Richard C. Owen.

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Appendix

Include all supporting materials, including interview and marked passages and other assessments.

Follow APA, everything double spaced, no bold, 12 font New Roman. The headings and subheadings in bold on this page should be included in your paper (but not in bold).

ASSIGNMENT 5: TPEs (50 POINTS)

EDMS 522 requires that you address TPEs for your Task Stream Electronic Portfolio. You will address these by completing course assignments, then writing summary reflections to be submitted, responded to, and archived via Task Stream.

522 TPEs

TPE 3: Interpretation and Use of Assessments

Candidates for a Teaching Credential understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students' progress and plan instruction. They know about and can appropriately implement the state-adopted student assessment program. Candidates understand the purposes and uses of different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments. They use multiple measures, including information from families, to assess student knowledge, skills, and behaviors. They know when and how to use specialized assessments based on students' needs. Candidates know about and can appropriately use informal classroom assessments and analyze student work. They teach students how to use self-assessment strategies. Candidates provide guidance and time for students to practice these strategies.

Candidates understand how to familiarize students with the format of standardized tests. They know how to appropriately administer standardized tests, including when to make accommodations for students with special needs. They know how to accurately interpret assessment results of individuals and groups in order to develop and modify instruction. Candidates interpret assessment data to identify the level of proficiency of English language learners in English as well as in the students' primary language. They give students specific, timely feedback on their learning, and maintain accurate records summarizing student achievement. They are able to explain, to students and to their families, student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived. Candidates can clearly explain to families how to help students achieve the curriculum.

TPE 8: Learning about Students

Candidates for a Teaching Credential draw upon an understanding of patterns of child and adolescent development to understand their students. Using formal and informal methods, they assess students' prior mastery of academic language abilities, content knowledge, and skills, and maximize learning opportunities for all students. Through interpersonal interactions, they learn about students' abilities, ideas, interests and aspirations. They encourage parents to become involved and support their efforts to improve student learning. They understand how multiple factors, including gender and health, can influence students' behavior, and understand the connections between students' health and their ability to learn. Based on assessment data, classroom observation, reflection and consultation, they identify students needing specialized instruction, including students whose physical disabilities, learning disabilities, or health status require instructional adaptations, and students who are gifted.

Class	TPE	Artifact
EDMS 522	3	Case Study: Assessment Sections
EDMS 522	8	Case Study: Introduction to Student

Checklist for Literacy TPEs:

Is your submission between 250-300 words?   _____

Paragraph 1:
       Did you provide a brief, comprehensive summary of the TPE?   _____

Paragraph 2:
       Did you identify, by name, the attached artifact?   _____

       Did you explain how the artifact demonstrates your
       understanding of the TPE?   _____

http://lynx.csusm.edu/coe/eportfolio/index.asp
This will take you to the CSUSM COE website where you can get help with how to create your electronic portfolio and information on the required elements.

http://www.taskstream.com
This is the Task Stream home page where you will register for Task Stream and return to when working on your electronic portfolio

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 tardies or "early exits" will be equivalent to one 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.

Authorization to work with English Learners Competencies

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	2. Theories and Methods of Bilingual Education	I. The Nature 3. Culture
*A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
*B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
*C. Syntax	*C. Instructional strategies	C. Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
*D. Word meaning (semantics)	II. Theories and Methods for Instruction In and Through English	D. Physical geography and its effects on culture
*E. Language in context	A. Teacher delivery for both English language development and content instruction	E. Cultural congruence
*F. Written discourse	B. Approaches with a focus on English language development	II. Manifestations of Culture: Learning About Students
*G. Oral discourse	*C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	*A. What teachers should learn about their students
*H. Nonverbal communication	D. Working with paraprofessionals	*B. How teachers can learn about their students
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	*C. How teachers can use what they learn about their students (culturally responsive pedagogy)
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	III. Cultural Context
B. Psychological factors affecting first- and second-language development	*B. Methods	A. Concepts of cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	B. Stages of individual cultural contact
*D. Pedagogical factors affecting first- and second-language development	E. Limitations of assessment	C. The dynamics of prejudice
E. Political factors affecting first- and second-language development	E. Technical concepts	D. Strategies for conflict resolution

EDMS 522 stresses competencies highlighted in bold.