

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

**EDMS 521
Language and Literacy for Elementary Teachers
University Hall – UH 439
Mondays
8:00 A.M. to 2:15 P.M.**

**Professor: Dr. Alice M.L. Quioco
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Office Hours: Mondays: 2:30- 5:00 P.M.**

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 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

Teacher candidates will learn:

- How to assess reading by listening to students read and mark miscues using the process of running records as evidenced by a mini case study.
- How important student background is to the reading process as evidenced in the mini case study.
- How to write a reading lesson plan as evidenced in the lesson plan produced in a lesson plan workshop.
- The following RICA Content Areas-
 - Planning, Organizing, and Managing Reading Instruction
 - Phonemic Awareness
 - Concepts About Print

- Systematic, Explicit Phonics and Other Word Identification Strategies
 - Spelling Instruction
 - Reading Comprehension - Narrative
 - Vocabulary Development
- as evidenced in self-developed and assessed RICA content study materials

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)

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for the Multiple Subjects Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address the following TPEs in this course:

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. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

Students with Disabilities Requiring Reasonable Accommodations

Students must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (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 Requirements

RICA Study Materials--Part 1 (50 Pts)

Each of you will develop RICA study materials to be used to inform your teaching. The materials have two main objectives. First: to demonstrate your learning and understanding of reading and language arts. Second: to begin a resource for your own learning. Be creative and thoughtful in the compilation of the materials — they will be a demonstration that you are ready to teach reading and language arts to a diverse student population.

RICA study materials will be organized around the 13 RICA Content Areas (see the RICA Registration Bulletin, p.39-45) and include additional sections on:

- A personal statement of your philosophy of the teaching reading and writing

Each section of the materials should contain the following:

- A way to organize study materials including: (a) what each content area is, (b) 1 way to assess this content area (include rationale); and (c) 1 way to teach it (step by step description and accommodations). Describe the teaching strategy and explain how it supports reading, writing and/or language arts development.
- A technology-rich assignment that enhances teaching and student learning.

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

- Section 1 - Philosophy of Literacy Learning
- Section 2 - Content Area 2: Planning, Organizing, and Managing Reading Instruction
- Section 3 - Content Area 3: Phonemic Awareness
- Section 4 - Content Area 5: Concepts About Print
- Section 5 - Content Area 4: Systematic, Explicit Phonics and Other Word Identification Strategies
- Section 6 - Content Area 6: Spelling Instruction
- Section 7 - Content Area 8: Reading Comprehension - Narrative
- Section 8 - Content Area 10: Vocabulary Development
- Section 9 - Content Area 12: Structure of the English Language
- Section 10 – Learning to Scaffold ELL's and Special Education Students

You can choose how to organize this information. 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. See www.ed.gov/free/ for free Educational Materials.

Reading Strategy Lesson Plan (Critical Assessment Task). (20 points)

You will write and present a reading 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, based on standards, 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. Choose a reading standard for your grade level to guide your objectives. Sample lessons include, for example:

- Monitoring Reading
- Comprehension
- Content area reading
- Phonics
- Phonemic Awareness
- Organizing information while you read
- Relating what you are reading to what you already know
- Finding the main idea of a story
- Identifying patterns in a text
- Using graphic organizers for comprehension
- Any other areas that address the RICA content areas we are covering this semester

We will examine how lesson plans must start with assessment. Therefore, we will be learning how to assess students and use the assessment information to make informed decisions about instruction that specifically addresses the standards.

Most of the lesson planning work will be done during 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 they aligned with the CA Reading/Language Arts standards (check the Reading/Language Arts framework for CA public schools)?
- The ELD Standards?
- 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 scaffolds and 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 for 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?

Beginning Assessment. (20 points) In this assignment you will be taught how to observe students reading, to listen to them read and to make instructional decisions for students based on observations and assessment.

You will be taught how to conduct the assessment in class workshops. You will be asked to work with a student at the grade level in which you have been placed and to

conduct assessments with this student. The format in which you will submit your assessment will be shared with you in class.

In the first semester of the Language and Literacy class, we concentrate on the process of running records. Running records originate in miscue analysis, a way of indicating the kinds of miscues students make as they read. The data is gathered and analyzed. Next, you will be asked to relate the data to comprehension and to placement in appropriate text.

Primary and upper elementary students will be focused on in this mini case study.

Grading Standards

- Attendance and participation 20 points
- Resource Notebook Sections 50 points
- Reading Strategy Lesson Plan 15 points
- Electronic Portfolio (Task Stream) 10 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 |

All University Writing Requirement

Writing in this course will be judged on clarity, detailed support for main points, support from texts and standards. This will include lesson plans, your philosophy, interventions for the mini case study, and RICA materials. Every course at the university must have a writing requirement of at least 2500 words.

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 assignments must be original work. All ideas/materials that are 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.”

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
- English Language Development Standards. CA Dept of Education*
- 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.

Course Outline

(Timeline, subject and reading assignments are subject to change pending on needs of students. Note that if and when there is a problem in understanding assignments and content, please see me.)

| Date | Topics for Discussion | Assignments |
|------------|--|---|
| Session 1 | A Balanced Approach The Role of Assessment What about RICA? | Tompkins Chap 1 |
| Session 2 | The Language of School/The Language of Learning RICA content area | |
| Session 3 | The Processes Assessment Rica Content area | Tompkins Chap 2 The English Language Arts Standards |
| Session 4 | Mini Case Study Assessment | |
| Session 5 | Oral Language Development RICA Content area | Tompkins Chap 3 |
| Session 6 | Reading in a Second Language Comprehending narrative text | |
| Session 7 | The Writing Process Interactive writing, Guided writing | Tompkins Chap 4 |
| Session 8 | Making connections between assessment, managing and organizing for reading instruction using information from the CELDT Test | The ELD Standards CELDT |
| Session 9 | Reading Lesson Plan workshop The Alphabetic Code: RICA | Tompkins Chap 5 |
| Session 10 | Case study workshop Concepts About Print: RICA | |
| Session 11 | Complete Lesson plans – workshop Fluent Readers and Writers | Tompkins Chap 6 |
| Session 12 | Work on case study – workshop Fluent Readers and Writers | Tompkins Chap 6 |
| Session 13 | Word Meanings Vocabulary, Spelling | Tompkins Chap 7 |
| Session 14 | Comprehension | Tompkins Chap 8 Due: Reading Lesson Plan |
| Session 15 | Structure of Text | Tompkins Chap 9 Due: Resource Notebook |
| Session 16 | Closure | Due: Mini Case Study |

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 | 3. The Nature of 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 <u>both</u> English language development <u>and</u> 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 | *D. 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 521 stresses competencies with asterisks.