

California State University San Marcos
EDMS 522 - Elementary Literacy Education II
Fridays, 8 am-2:15 pm

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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 K-8 school classrooms. This class is aligned with the California 2042 standards.

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 Subject 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:

Primary Emphasis:

TPE 1a-Subject Specific Pedagogical Skills for MS Teaching
TPE 3-Interpretation and Use of Assessments
TPE 4-Making Content Accessible
TPE 8-Learning About Students

Secondary Emphasis:

TPE 2-Monitoring Student Learning
TPE 6-Developmentally Appropriate Teaching Practices
TPE 6d –Teaching Special Education Populations in General Education Environments
TPE 7-Teaching English Learners
TPE 9-Instructional Planning

TPE 10-Instructional Time
TPE 14 – Educational Technology
TPE 15 – Social Justice and Equity

Task Stream, TPEs, and Assignments

You will address these TPEs by completing course assignments. Completion of the course assignments includes submitting them in the appropriate format to your electronic portfolio. Assessment of your TPEs is directly related to the assessment of your course assignments. You will write summary reflections to be submitted, responded to, and archived via Task Stream. We will discuss this further in class and provide lots of support to do this. Additionally, the assignments in this course meet the university writing requirement of at least 2500 words per semester.

<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 TaskStream home page where you will register for Taskstream and return to when working on your electronic portfolio.

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.

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.”

KNOWLEDGE OBJECTIVES

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 OBJECTIVES

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 OBJECTIVES

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.

COURSE TEXTS

- **Fearn, L. & Farnan, N. (2001). *Interactions: Teaching writing and the language arts*. Boston: Houghton Mifflin Company.**
- **Moore, D., Moore, S., Cunningham, P., & Cunningham, J. (2003) *Developing readers and writers in the content areas; K-12*. Boston: Allyn and Bacon.**
- **Case study packet (will be sent to all students via email)**
- **Johns, J. (2000). *Basic Reading Inventory: Pre-primer through grade twelve & early literacy assessments*. Dubuque, Iowa: Kendall-Hunt.**
- Tompkins, G. *Literacy in the 21st century*. (You should already have this from EDMS 521).
- Cunningham, P. & Allington, R. *Classrooms that work: They can all read and write*. (You should already have this from EDMS 521).
- Optional but a useful RICA study guide: Zarrillo, J. J. (2002). Ready for RICA: A test preparation guide for California's Reading Instruction Competence Assessment. Merrill Prentice Hall.

Also required: Choose ONE of the following professional texts:

- Beers, K. (2002). *When kids can't read; What teachers can do*. Portsmouth, NH: Heinemann. .
- Hoyt, L. (2002). *Make it real*. Portsmouth, NH: Heinemann.
- Lane, B. (1993). *After THE END: Teaching and learning creative revision*. Portsmouth, NH: Heinemann
- Ray, K. (2004). *About the authors: Writing workshop with our youngest writers*. Portsmouth, NH: Heinemann.
- Ray, K. (2001). *Writing workshop: Working through the hard parts (and they're all hard parts)*. Illinois: National Council of Teachers of English.

Other Useful Resources (as you build your professional library):

- Allen, J. (1999). *Words, words, words: Teaching vocabulary in grades 4-12*.

- Stenhouse (and any other books by Janet Allen)
- Bear, D., Invernizzi, M., Templeton, S., & Johnston, F. (2000). *Words their way: Word study for phonics, vocabulary, and spelling instruction* (2nd ed.). Prentice Hall.
- Cunningham, P., Hall, D., & Sigmon, C. (1999). *The teacher's guide to the four blocks: A multimethod, multilevel framework for grades 1-3*. Greensboro, NC: Carson-Dellosa.
- Fletcher, R. & Portalupi, J. (1998). *Craft lessons: Teaching writing K-8*. Stenhouse.
- Fletcher, R. & Portalupi, J. (1998). *Nonfiction craft lessons: Teaching writing K-8*. Stenhouse.
- Fountas, I.C. and Pinnell, G.S. (2001). *Guiding readers and writers grades 3-6: Teaching comprehension, genre, and content literacy*. Portsmouth, NH: Heinemann.
- Fountas, I.C. and Pinnell, G.S. (1996). *Guided reading: Good first teaching for all children*. Portsmouth, NH: Heinemann.
- Keene, Ellin & Zimmerman, Susan. (1997). *Mosaic of thought*. Heinemann.
- Routman, R. (2002). *Reading essentials: The specifics you need to teach reading well*. Portsmouth, NH: Heinemann.

ASSIGNMENTS

Reading responses	20 points	Due each session
Writing lesson plan	20 points	Due February 18
Field observations	10 points	Due March 4
Case study	25 points	Due March 11
Parent letter	15 points	Due March 11
Participation and professionalism	10 points	

Writing Strategy Lesson Plan (20 points)

Due February 18

You will write and present a writing strategy lesson plan that takes into account student needs. It can be a mini-lesson, direct instruction, inquiry, or any other format you choose. Make your lesson active, interesting, fun and meaningful. Be sure to identify which writing standard(s) from the English Language Arts framework is the focus of your objectives. Examples of possible strategies include:

- Making transitions between paragraphs
- Editing
- Using commas
- Writing 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? 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?

Non-negotiables: 1) Your lesson must address the needs of mainstream students, second language learners, struggling students, and accelerated students. Scaffolding for struggling

students and ELLs as well as enrichment for accelerated students (both EO and ELL) must be evident in your lesson. 2) You must first identify which CA content standards will drive your lesson, then identify which assessments will allow the students to demonstrate mastery of those standards, and finally explain the instructional activities designed to move the students to mastery. Standard(s), assessment(s), instructional activities MUST be closely connected.

Case Study (25 points)

Due March 11

See the directions in the case study packet. We will discuss this assignment in depth in class.

Reading Responses (20 points)

Due each class session

You will keep a journal with all of your reading responses. Complete the readings and the responses BEFORE each class session. Use as many of the response techniques that we have learned or that you have observed as possible.

Field Observations (10 points)

Due March 4

While observing in your classrooms, look for evidence of the following processes:

- Comprehension instruction for expository texts
- Content reading and writing lesson(s)
- Writing instruction
- Writing assessment
- Literary response and analysis of expository texts
- Student independent reading
- Integration of reading, writing, and oral language instruction and processes

You do not have to observe a separate lesson on each of the above areas. You might see evidence on bulletin boards or in student work or you might observe more than one area during a single lesson.

Document your observations and reflections/analyses in whatever mode best fits your learning style.

Important: You must describe what you see and what you think. Your reflection/analysis is the most important part of this assignment.

Parent letter (15 points)

Due March 11

Write a letter explaining to parents of the students in your class your philosophy and practice of your language arts program. Use as little educational jargon as possible; explain what a parent can expect their child to be doing in language arts in your classroom. This letter should also provide a rationale for why their child will be doing particular things. The letter should be one typed page in length. If it is much longer, parents will not read it. Be creative! Parents need to be enticed into reading the many things we send home.

1. **Introduction:** briefly describe your classroom (grade level, number of students ...).
2. **Grouping:** how will you group students, for how long do they remain in a particular group, for what purpose, how large are groups, etc.
3. **Physical layout:** How is your room organized, where do you meet with students, where do they work individually, in small groups, in centers, where is the library, independent reading area, etc.
4. **Instruction:** Write out an outline for the week: what will the students be doing, for how long at each activity and what will you be doing. In a two- three hour block of time, how long are students reading independently, in guided reading groups, at centers (if at all), working independently, working in small groups, writing independently, writing with partners (revising or editing) or in small groups, working with the teacher in small groups or one-on-one. Will you read aloud? How will you hold students accountable for the work you expect?

5. **Accommodations or modifications:** What are the accommodations and modifications being made for special needs, second language learners, and transitioning students. How are you maintaining high expectations, managing a classroom and differentiating for all students to be successful. What literacy scaffolds do you have in place? How do you know if they are being successful?

Thoughtful Participation and Professionalism (10 points)

As teachers you will need to articulate your beliefs, advocate for students, and defend your decisions to parents, administrators, and the public. Begin practicing in our classroom. We expect you to participate in both large group and small group discussions, attend class on time, and otherwise act as you would in a professional learning situation.

Resource Notebook

Continue to compile your RICA resource notebook. You will not turn this in for a grade, but we highly recommend that you continue to collect materials, handouts, and resources from our class and from your observations.

Grading Scale

94 – 100% = A
90 – 93% = A-
88 – 89% = B+
84 – 87% = B
80 – 83% = B-
78 – 79% = C+

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. *(Adopted by the COE Governance Community, December, 1997).*

For this class, if you miss more than two class sessions (one full day) or are late or leave early by 15 minutes for more than three sessions, you cannot receive an A. If you miss more than three class sessions, you cannot receive a B. Late assignments will be penalized by a 5% deduction in points for each weekday late. After two weeks, late assignments will be given a zero. If you have extraordinary circumstances in your life which will impact your assignments, please let us know. We want you to be able to stay in school and succeed. If you have any questions or concerns, please feel free to speak with us about them.

Course Schedule, Spring 2005

Date	Topic	Due
January 21 (Martin)	Assessment Introduce case study	Read: MMCC Ch. 6 FF Chs. 1, 12 Bring: John's Reading Inventory
January 28 (Daniels)	Independent Reading Technology Resources Vocabulary Readers' Workshop	Read: FF Chs. 2, 11; Tompkins 372-388; MMCC Ch 6
February 4 (Martin)	Content area literacy Comprehending expository texts	Read: MMCC Chs. 1, 2, 5 Tompkins Chs 9, 14
February 11 (Daniels)	Writing Writers' Workshop	Read: FF Chs. 3, 4, 9, 10
February 18 (Daniels)	Writing Lesson presentations	Read: FF Chs. 5, 6, 7, 8, 13 Due: Writing lesson plan
February 25 (Martin)	Case study workshop Organizing your literacy classroom	Bring: Data from case study Read: MMCC 283-351
March 4 (Daniels)	Literary response and analysis (expos. texts) Literature Circles Text structures	Read: First half professional book Due: Field observations
March 11 (Martin)	Parent letters Puppetry Poetry	Read: MMCC Ch. 9; C/A Review Chs. 9, 10, 11 Due: Case study Due: Parent letter