

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

EDMS 522 ICP Elementary Literacy II SPRING 2005

Wednesday, 4 – 6: 45 pm

ACADEMIC HALL 406

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Office Hours: **Wednesdays 2:30 – 3:45 pm**

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 the 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 Prerequisites

- For College of Education courses, admission to the program is considered a prerequisite. The sequence of literacy courses requires that EDMS 521 be taken prior to EDMS 522.

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
- Gain an understanding of how people learn to read and writing in their first and second language
- Become familiar with current approaches to the teaching of reading and writing, their theoretical bases
- Understand current approaches reading & writing instruction in culturally-linguistically diverse classes
- Become familiar with classroom diagnostic techniques and evaluation procedures
- Become familiar with current approaches to teaching reading & writing to children with special needs.

(Skills) Teacher candidates will:

- Make sensitive observations 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 & informal reading/writing assessment into instructional plans
- Select appropriate materials and instructional strategies to meet the individual needs of students
- Organize the classroom for teaching reading & writing in culturally-linguistically diverse populations.

(Attitudes and Values) Teacher candidates will:

- Develop an appreciation for natural language abilities children possess for processing & producing print
- Develop an appreciation for the need & value of integrating reading-writing into all curricular areas
- Affirm the importance of a rich environment for developing an effective language arts program
- Develop a sensitivity to and appreciation of culturally and linguistically diverse learners
- Develop a sensitivity to and appreciation of 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/her individual needs.

GENERAL CONSIDERATIONS

NOTE: I RESERVE THE RIGHT TO CHANGE, ADD TO, OR DELETE ANY MATERIAL OR ASSIGNMENT FROM THE COURSE.

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 must be approved for services by providing appropriate and recent documentation to the Office of Disabled 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.

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.*)

- 8 sessions: Miss an entire class session once and you will not receive an "A-". Miss any part of class sessions twice you will not receive an "A-". Your grade will automatically drop to a "C" if you miss an entire class session and any part of another class session. You grade will automatically drop to a "C" if you miss any part of a class session 3 times. If you miss more than what is needed for a "C", you will receive a failing grade.
- 15 sessions: Miss an entire class session one time and any part of another class session you will not receive an "A-". Miss any part of class sessions 3 times you will not receive an "A-". Your grade will automatically drop to a "C" if you miss an entire class session twice. You grade will automatically drop to a "C" if you miss any part of class sessions 4 times. If you miss more than what is needed for a "C", you will receive a failing grade.

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 sources 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."

Standards Alignment

3- Relationship Between Theory and Practice 4- Pedagogical Thought and Reflective Practice
5- Equity, Diversity, & Access to the Core Curriculum 7- Equity, Preparation to Teach Reading Language Arts

Teacher Performance Expectations (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for (Single Subject, Multiple Subject, Special Education, etc.) 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 districts 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. The following TPE's are addressed in this course:

TPE 3- Interpretation and Use of Assessments
TPE 8- Learning About Students

Task Stream, TPE's, and Assignments

TPE Reflective Writing for Task Stream:

This course requires that you address the TPE's listed above for you Task Stream Electronic Portfolio. You will address these TPE's by completing course assignments. Completion of the course assignments will include that you have submitted them in the appropriate format to your electronic portfolio. Assessment of your TPE's 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.

<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.

COURSE REQUIREMENTS

Required Texts

Johns, J. (2000). Basic Reading Inventory: Pre-primer through grade twelve and early literacy assessments. Dubuque, Iowa: Kendall-Hunt.

Piazza, C. (2003). Journeys: The Teaching of Writing in Elementary Classrooms, 4th Edition. Merrill Prentice Hall.

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.

Unique Course Requirements

Students will need to arrange administering a series of assessments to a child that already knows how to read, including getting signed consent from the child's guardian. Additionally, you will need to arrange classroom visits to observe a teacher's instruction during literacy lessons on topics specified in the Field Observations assignment.

Grading Policy

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. The following grading scale will be used:

A (96-100 points)	B+ (87-89 points)	C+ (77-79 points)	D+ (67-69)
A- (90-95 points)	B (83-86 points)	C (73-76 points)	D (63-67)
	B- (80-82 points)	C- (70-72 points)	D- (60-62)

- Field Experience Observations 30 points
- Writing Strategy Lesson Plan 30 points
- Literacy Case Study 30 points
- In-Class Quizzes and Quick-writes (no prior notice) 2 points each for a total of 10 points

ASSIGNMENTS

In-Class Quizzes and Quick-writes

(2 points each for a total of 10 points)

You will be given no prior notice for these in-class assignments. Each is worth 2 points. The quick-writes and quizzes relate to key ideas from the readings. You may choose an alternative assignment worth all 10 points in which you attend a Border Pedagogy seminar. See the instructor if you are interested in this alternative.

Field Experience Observations (TPE 1a)

(30 points)

When you are observing/participating in classrooms **BEFORE** you begin student teaching, please look for and write down your observations of lessons related to the RICA content areas taught in this course. (see list below) Jot down brief notes about the kinds of activities teachers and students are engaged in and your own reactions. *Be sure to write observations* of the teacher in the “activity” section and reserve your judgments for the “reflective notes” section.

For each observation topic, please be sure to include: Topic, Date/time, Place (school/grade/classrooms), Activity, Reflective notes. Please use the form provided in this syllabus.

- Literacy Assessment (RICA 1)
- Literary Responses and Analysis (RICA 8)
- Content-Area Literacy (RICA 9)
- Student Independent Reading (RICA 10)
- Structure of English Language (RICA 13)

Example of a Field Experience Observation:

Topic: Phonics Instruction

Date/Time 9/7/98 9:00-10:00

Place (school/grade/classrooms) Discovery Elementary, Monolingual 1st grade

Activity: Teacher taught "B" sound using alphabet cards and the pocket chart. Students wrote words beginning with B then illustrated the following-bird, ball, balloon, and boat.

Reflective Notes: The teacher effectively taught so as to include all students. She did a good job accommodating for second language learners by using some words that were close cognates (ball-bola) to help the students make connections. I noticed that one of the children who had trouble focusing was seated next to the teacher. She was selected children to participate in order to ensure that the students did not get out of hand. I would modify this lesson in order to help English learners by using some cognates in Spanish and showing the students how beginning sounds work in their language.

Please do one observation sheet for each of these areas of the RICA Notebook using the form provided.

- **TPE Reflection Information**
- You will need to revise your reflection for TPE 1A and write a reflection that elaborates on your learning and mastery of this TPE. The reflection should be at least 2 paragraphs in length and include evidence that you have a grasp of Subject-Specific Pedagogical Skill for MST in the area of teaching Reading-Language Arts. In order for the assignment to be complete, students must post their observation sheets and reflections it to their Task Stream Account after it is returned with the comment: **Ready to Post**
TPE 1A: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments
Teaching Reading-Language Arts in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in English-Language Arts (K-8). They understand how to deliver a comprehensive program of systematic instruction in word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies and applications; written and oral English Language conventions; and listening and speaking strategies and applications. They know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards. Candidates create a classroom environment where students

learn to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts. They understand how to make language (e.g., vocabulary, forms, uses) comprehensible to students and the need for students to master foundational skills as a gateway to using all forms of language as tools for thinking, learning, and communicating. They understand how to use instructional materials that include a range of textual, functional and recreational texts and how to teach high quality literature and expository text. They understand that the advanced skills of comprehending narrative and informational texts and literary response and analysis, and the creation of eloquent prose, all depend on a foundation of solid vocabulary, decoding, and word-recognition skills.

Candidates teach students how to use visual structures such as graphic organizers or outlines to comprehend or produce text, how to comprehend or produce narrative, expository, persuasive and descriptive texts, how to comprehend or produce the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English-language conventions. They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts taught directly, and how to determine the effectiveness of instruction and students' proficiency after instruction.

Field Experience Observation Form

Topic	
Date/Time	
Place (school/grade/classrooms)	
Activity	Reflective Notes to Myself
	The Teacher:
	I noticed:
	I would modify:

Writing Strategy Lesson Plan

(30 points)

You will write and present one **WRITING STRATEGY** lesson plan. (note: You must clearly comprehend strategies readers use in order to write an effective lesson.) Please be advised that in order to obtain credit you may have to revise your lesson plan. Make your lesson active, interesting, and meaningful. *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. The lesson plan must follow specific guidelines provided by the instructor to be handed out in class.

Literacy Case Study (TPE 8) and (TPE 3)

(30 points)

Choose a student in the upper elementary or middle school who is reading at or above first grade level and below his/her current grade level. Prepare a literacy case study on this student. Record all the student's oral responses on tape. If you think the child is getting tired, stop the assessment 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.

Literacy Case Study Section A: Learning about your student: You will refer to the rubric distributed in class for the details of this assignment. This assignment will be an artifact in your electronic portfolio which accompanies your reflective statements on TPE 8.

- **TPE Reflection Information**
- You will need to write a reflection that elaborates on your learning and mastery of this TPE. The reflection should be at least 2 paragraphs in length and include evidence that you have a grasp of Subject-Specific Pedagogical Skill for MST in the area of teaching Reading-Language Arts. In order for the assignment to be complete, students must post their artifact and reflection to their Task Stream account after it is returned with the comment: **Ready to Post TPE 8: Learning About Students**

Literacy Case Study Sections B, C, D, E, F, and G: You will refer to the rubric distributed in class for the evaluation of this assignment. These sections of the case study will be an artifact in your electronic portfolio which accompanies your reflective statement on TPE 3.

- **TPE Reflection Information**
- You will need to write a reflection that elaborates on your learning and mastery of this TPE. The reflection should be at least 2 paragraphs in length and include evidence that you have a grasp of Subject-Specific Pedagogical Skill for MST in the area of teaching Reading-Language Arts. In order for the assignment to be complete, students must post their artifact and reflection to their Task Stream account after it is returned with the comment: **Ready to Post TPE 3: Interpretation and Use of Assessments**

Section B: Reading interview: Use a reading attitude survey that is distributed in class. Administer the survey and note student responses. Write a well developed paragraph(s) which identifies 3 important findings you made about the reader from the interview. Support each finding with the data from the interview. (Include survey in appendix.)

Section C: Writing assessment: 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. Write a well developed paragraph(s) which summarizes the information that you learned from the child's writing sample; ie: child's stage, strengths, needs. (Include writing sample in appendix.)

Section D: 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. Write a well developed paragraph(s) which describes the child's willingness to talk about objects or content, child's clarity of expressing his/her ideas, amount of prompting you had to do, the kind of responses the child made. (Include transcript in appendix.)

Section E: Reading Assessment: The Informal Reading Inventory has 4 parts. Write a well developed paragraph summarizing the information that you obtain from each part. (Include original data in an appendix.)

- **Section E Part 1: Word list:** Use the graded word lists to ascertain the level at which you will have your student begin to read the reading passage. Administer the word lists beginning 3 grades below student's current grade level. Score and find the word list grade level at which the student first scores "instructional." Next, go back one grade level from the first instructional level. Student will begin readings at that grade level. (Include scoring forms in appendix.)
- **Section E Part 2: Student Reading:** Use the reading passages in the Johns section A. Before the student reads each passage, tell her/him that you will be asking her/him to retell the story afterwards. Tell the student to start reading the passage indicated by the results of the word list assessment. Record (on audio tape) the student reading each one. Do not score the reading miscues, yet. Immediately after the student finishes reading ask the comprehension questions, which will help you determine when you need to stop the readings (see Section E part 3).
- **Section E Part 3: Retelling:** Immediately after the student reads a passage, ask the comprehension questions found on the back page of each reading passage. Score the student's responses to determine if the s/he is at independent, instructional, frustration level. If the child scores in the independent or instructional range continue having her/him read the next passage. If the child scores in the frustration range, stop. (Include scoring forms in appendix.)
Insert the following chart in this section based on comprehension question scores:

Independent level Grades ? -?	Instructional level Grades ? - ?	Frustration level Grade ?
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- **Section E Part 4: Miscue Analysis:** Listen to the tape of the student reading the passages. You may want to record miscues directly on your copy of the narrative text as you listen. You must record the miscues on the miscue record sheets for each text found in the reading passages Next, score the miscues for significant miscues. Record all the information from the Section E assessments on the overall assessment recording sheet in the Johns. (Include form in appendix.) Insert the chart based on the word analysis:

Independent level Grades ? - ?	Instructional level Grades ? - ?	Frustration level Grade ?
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Section F: Recommendations: Take the role of a literacy consultant. Look at ALL the information that you have gathered about the child. Organize it in the Data Grid. Use the Data Grid to help you write the following:

- Write a well developed paragraph describing the child's strengths (3) in language arts.
- Write a well developed paragraph describing the child's areas of need (3) in language arts.
- Write a well developed paragraph that describes 2 **specific** instructional recommendations. Explain how your recommendations utilize the student's strengths and address their LITERACY needs.

Assessments administered to student	Data from the assessments	Student's strengths and needs (3 of each)	Instructional Interventions

Section G: Instructional Plan: Take the role of a teacher. Choose one of the recommendations made by the literacy consultant (described above in section F), and write a well developed paragraph describing an instructional plan/intervention. The paragraph must be organized as a statement of your goal(s) in helping the child and a description of how you will incorporate the recommendation into your literacy instruction. Be sure to use instructional methods/approaches that are appropriate and research-based.

Case Study Appendix: Include all assessment forms and records. Your case study will not be accepted as complete without a complete appendix.

RICA Study Grids

You will complete a study grid for each RICA content area addressed in this course. RICA study grids include information on (a) what the content area is about, (b) ways of assessing it, (c) ways of teaching it, and (d) accommodations. For the second semester literacy course you will need to complete one study grid for each RICA component or add to one already started the previous semester:

- Literacy Assessment (RICA 1)
- Add to Reading Comprehension (RICA 7)
- Literary Responses and Analysis (RICA 8)
- Content-Area Literacy (RICA 9)
- Student Independent Reading (RICA 10)
- Add to Relationships Among Reading, Writing, and Oral Language (RICA 11)
- Add to Vocabulary (RICA 12)
- Structure of English Language (RICA 13)

Besides the course readings, Dr. Alice Quioco's web site can also serve as a resource. The address is: <http://www.csusm.edu/Quioco>. 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.

RICA Grid (Quioco, 2000)

Component	How to Assess	How to Teach It (Strategies)	Accommodations

Course Schedule

The instructor reserves the right to modify the schedule.

Date	Topic	Readings
Session 1 1/19	Overview of course assignments/ requirements Literacy skills and strategies – writing Review of RICA components	Tompkins (7 – 10) (16 – 19) (260 – 270) Piazza chapter 1
Session 2 1/26	Literacy Assessment – RICA 1 Writing process – RICA 11	Tompkins (45 – 61) Tompkins chapter 3 Piazza chapter 1
Session 3 February 2	Expository writing Writing sample analysis Learning about Students – TPE 8	Tompkins (297 – 304) (428 – 444) Piazza chapter 6
Session 4 February 9	Content area literacy – RICA 9 Informal assessments	Tompkins (445 – 450) Piazza chapter 6 Due: Writing Strategy Lesson Plan
Session 5 February 16	Expository comprehension – RICA 7 Poetry in the content areas Word list assessment	Tompkins (251 – 259) Piazza chapter 5 Johns (word list assessments and records) Due: Learning about student – TPE 8 reflection
Session 6 February 23	Informal Reading Inventory overview Reading passage comprehension	Johns (IRI reading passages and records) Due: Case study sections B, C, D
Session 7 March 2	Content area vocabulary – RICA 12 Word identification strategies Miscue analysis of reading passages	Tompkins (189 – 199) Tompkins chapter 7 Johns (reading passage miscue analysis records) Due: Case study sections E3, E2, E3
Session 8 March 9	Compare 4 approaches to literacy instruction Data Analysis Grid workshop	Tompkins (19 – 21) Due: Case study section E4
Session 9 March 16	Independent Reading – RICA 10 Journals Recommendations	Tompkins (16 – 19) Tompkins chapter 12 Piazza chapter 2
Session 10 March 23	English Language Structure – RICA 13 Conventions Instructional plans	Tompkins (9) (238) (404 – 405) Due: Case study section F
Spring Break	Spring Break	Spring Break
Session 11 April 6	Literary response and analysis – RICA 8 Personal Writing	Tompkins (11 – 14) (43 – 45) (383 – 385) Due: Case study section G
Session 12 April 13	Literature circles	Tompkins chapter 11 Due: Case Study – TPE 3 reflection
Session 13 April 20	Oral language, writing, and reading L2 readers and writers	Piazza chapter 3 Due: Field Observations – TPE 1a reflection
Session 14 April 27	Case study debrief Literacy in review	
Session 15 May 4	Rica study grids review	Zarrillo Due: RICA study grids

SB 2042 - AUTHORIZATION TO TEACH 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)	I. Theories and Methods of Bilingual Education	I. 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. Intra-group 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
I. Language Change		C. How teachers can use what they learn about their students (culturally responsive pedagogy)
II. Theories and Factors in First- and Second- Language Development	III. Language and Content Area Assessment	III. Cultural Contact
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	A. Concepts of cultural contact
B. Psychological factors affecting first- and second-language development	B. Methods	B. Stages of individual cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	C. The dynamics of prejudice
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	D. Strategies for conflict resolution
E. Political factors affecting first- and second-language development	E. Technical concepts	
		IV. Cultural Diversity in U.S. and CA.
		A. Historical perspectives
		B. Demography
		C. Migration and immigration