California State University San Marcos
College of Education

EDMS 521B
Elementary Literacy I
Spring 2007

Mondays, 1:00 – 3:45

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Mission of the College of Education at CSUSM.
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, Oct. 1997)

Authorization to teach English Learners.
This credential program has been specifically designed to prepare teachers for 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 are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 4205, and can be contacted by phone at (760) 750 – 4905, or TTY (760) 750 – 4909. Students authorized by SDD to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

All University Writing Requirement
Writing requirements for this class will be met as described in the assignments. Every course at the university, including this one, must have a writing requirement of at least 2500 words.

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. Plagiarism or cheating is unacceptable under any circumstance. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website http://courses.csusm.edu/sthompsn/plagiarism/ about_site.html. If there are

questions about academic honesty, please consult the University catalog. 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."

Appeals
Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any class. Disputes may be resolved informally with the professor, or through the formal grades appeal process. For the latter, consult Dr. Kelly, Associate Dean.

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. This course is Web Based Instruction enhanced using Web CT and can be found at: http://courses.csusm.edu. On-line access/work for web based instruction portion of the course is required.

Standards Alignment:
The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subjects Credential. The following standards are a primary emphasis for this course:
3- Relationship between theory and practice   4-Pedagogical thought and reflective practice
5-Equity, Diversity & Access   7-Equity, Preparation to Teach Reading Language Arts

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 understanding of how to learn to read and write in first and second languages.
- 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 - Teacher candidates will:
- Become sensitive observers of children's language using behaviors.
- Analyze children's reading /writing behavior as basis for making instructional decisions.
- Translate the results of formal and informal assessment of children's reading and writing behaviors into instructional plan.
- 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 an effective language arts program.
- Develop a sensitivity to and appreciation for culturally and linguistically diverse learners.
- Develop a sensitivity to and appreciation for the importance of reading and writing for students' own personal and professional growth.
- Develop a respect for each student, his/her abilities and background and the student's right to instruction that meets his/her individual needs.

COURSE REQUIREMENTS

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 in all class activities. A t a minimum, a student 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 every day of absence students will lose 6 points. Attendance at Web CT sessions counts the same as face to face class sessions. Attendance will be taken during the first 5 minutes of class. Three tardiness or "early exits" will be the equivalence of an absence. A student missing 3 sessions will not receive any grade higher than a "B". Students missing more than 3 class sessions will not receive a passing grade.

Unique Course Requirement:

Task Stream: This course requires students to use a Task Stream electronic portfolio. 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.

Required Texts:

Johns, J. (2000). *Basic Reading Inventory: Pre-primer through Grade Twelve and Early Literacy Assessments. 9th Edition.* Kendall-Hunt.
Tompkins, G. E. (2006). *Literacy for the 21st Century: A Balanced Approach. 4th Edition.* Prentice Hall.
Zarrillo, J. J. (2002). *Ready for RICA: A test preparation guide for California's Reading Instruction Competence Assessment.* Merrill Prentice Hall.(packaged as one).
Websites: You will be assigned specific websites to research and, then, report on to the class.

Recommended Texts:

Echevarria, J., Vogt, M., & Short, D. (2004). *Making Content Comprehensible for English*

Language Learners: The SIOP Model. Allyn and Bacon.

Schon, I. (1998). *Tito, Tito: Rimas, Adivinanzas y Juegos Infantiles, (2nd Edition).* León, Spain, Editorial Everest.

Grading Standards:

The following grading scale will be used. *Note: The College requires completion of this course with a C+ or higher in order to meet credentialing requirements.*

93-100 points	A	88-89 points	B+	75-79 points	C+
90-92 points	A-	83-87 points	B		
		80-82 points	B-		

Assignments:

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.

Field Observations &TPE 1-Reading Reflection	25 points
Reading Strategy Lesson & TPE 4 Reflection	25 points
Emergent Reader Mini-Case Study	30 points
RICA study grids	20 points
Web CT assignments (to be determined)	10 points extra credit

Total possible points =   100 points + 10 extra credit

Teacher Performance Expectations (TPE):

The courses in Elementary Literacy EDMS 521 and EDMS 522 require that you address a total of four (4) TPE's for your Task Stream electronic portfolio. You will address these by completing course assignments that serve as artifacts for the TPE's and by writing "reflections" about TPE's. The assigned TPE artifacts and reflections must be submitted, responded to, and archived via Task Stream. The table below lists each course and the associated TPE's and artifacts.

CLASS	TPE	ARTIFACT
EDMS 521	**1A**	**Field Observation**
EDMS 521	**4**	**Literacy Strategy Lesson**
EDMS 522	**3**	**Case Study: Assessment Sections**
EDMS 522	**8**	**Case Study: Introduction to Student**

Your TPE "reflections" should *follow the format* specified by the instructor. Please use the checklist distributed in class to make sure that your submission is correctly organized.

Field Observations: TPE 1a-Reading Artifact for Task Stream e-portfolio

In the Literacy courses EDMS 521 and EDMS 522, you will complete 13 Field Observation (FOB) forms. Each Field Observation (FOB) topic is related to a RICA area. Find the list of FOB topics listed in the table below under the title of the literacy course you are taking this semester.

EDMS 521		EDMS 522
Phonemic Awareness		
Concepts about Print		Content Area Literacy
Phonics Instruction		Independent Reading
Spelling Instruction		Literacy Assessment
Reading Comprehension – Narrative		Reading Comprehension – Expository
Supporting Reading through Oral and Written Language		Literary Response and Analysis
Vocabulary Development		
Structure of the English Language		

You will complete one Field Observation (FOB) form for each topic. Your observations should be written on the left hand side of the FOB form and your reflections should be written on the right hand side of the FOB form. Please make sure to reserve your judgments, opinions, and evaluations for your reflections.

Note: In EDMS 521, you must accompany your FOB assignment with the Task Stream "reflection" in order to receive full credit. In EDMS 521, your FOB forms must all be placed into one (1) word document. This FOB document is the artifact for the TPE 1a-Reading and you must attach it to that section of your e-portfolio on Task Stream.

On the next page you will see the FOB form with a brief example. You need to save the form to your word processing program, erase the example and make multiple copies of the form. Your Field Observations must be typed on a word processor as they will be submitted electronically to your Task Stream electronic portfolio.

FIELD OBSERVATION FORM

Topic: RICA 5, Phonics	**Date:** 9/7/98
Grade Level: Kindergarten	**Additional Descriptors:** SEI class
Activity:	**Reflective Notes to Myself**
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.	The teacher did a good job being inclusive with all students. Accommodations were made for second language learners when the teacher used some words that were close cognates (ball-bola) to help the students make connections. I noticed that one of the children who has trouble focusing was seated next to the teacher. She was very effective in selecting 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 the beginning sounds work in their language.

<u>Reading Strategy Lesson Plan</u>: TPE 4 Artifact for Task Stream e-portfolio
In pairs, you will write **and present** a reading strategy lesson plan that is active, interesting, meaningful and accessible to diverse students. Use the lesson plan guide below:

READING STRATEGY LESSON PLAN GUIDE
Facts About Learners: Who are your students and how do they learn?
The Reading Strategy: What is the name of the reading strategy you plan to teach?
Lesson Related Language Arts Reading Standard(s): Between Kindergarten and 2nd grade.
Lesson Objective(s): What you want students to be able to know and do?
Lesson Assessment: The assessment should be directly related to lesson objectives.

INTO: Prior to the lesson, you must create the conditions needed for all students to fully participate in the lesson and, therefore, the INTO must include:
- Plans to motivate and engage the students in the lesson topic and objectives
- Plans to connect to students' lived experience, culture and language
- Plans to make students aware of their prior knowledge and experience relevant to topic
- Plans to build the background knowledge needed to be successful in the lesson
- Plans to introduce key vocabulary

THROUGH: During the lesson, your instruction must provide multiple and varied opportunities to learn the lesson objectives and, therefore, the THROUGH portion of lesson plan must include:
- Plans for how you will assess students' comprehension of content and procedures and also for how you will assess students' developing performance of key concepts - skills.
- Plans for explicit SDAIE instruction of the key concepts and skills which incorporates modeling and student interaction
    - Your modeling must reach a variety of learning modalities and intelligences.
    - Use of a graphic organizer is recommended.
- Plans for shared instruction which involves students in the key concepts and skill by following the teacher's lead.
    - When leading the shared experience, provide visual and vocal points of reference to ensure all students can follow you.
- OPTIONAL: Plans for interactive instruction of the key concepts and skill in which the teacher and the students demonstrate the key concepts and skills together interactively.
    - When taking turns with the students, plan to deal with errors in student performance in constructive, positive, encouraging and motivational ways.
- Plans for guided instruction in which the teacher provides students hands-on activities for students to work with each other to practice the key concepts and skills.
    - When guiding the students' practice, plan to deal with errors in student performance in constructive, positive, encouraging and motivational ways.
    - Describe the hands-on activity in detail and how your students will be grouped while practicing.

BEYOND: After the lesson, you must give students opportunities review and apply the key concepts and skills they have learned in the lesson, therefore, your BEYOND must include:
- Plans to review the lesson concepts and skill immediately after the lesson and also in the following days/weeks.
    - Opportunities for review should include a variety of modalities and intelligences.
- Plans to apply the key concepts and skill students learned in the lesson to other learning tasks.
    - Opportunities for application should include a variety of modalities and intelligences.

Emergent Reader Mini-Case Study

You will gather and analyze data using emergent reader assessments to write a 4 page paper that you will share with your peers in round table discussions. The procedures for conducting the assessments and writing the paper are described below:

Assess:

Choose a child between the ages of 3.5 – 6 years of age who is NOT yet a reader.

Title the first page: EMERGENT READER MINI-CASE STUDY and write a paragraph introducing the child (using a pseudonym).

Use the Johns text, part 3, "Early Literacy Assessments" to conduct the emergent reader assessments. Record the scores on the record booklet for each assessment. Place these in an appendix to be handed in with the paper.

The 5 emergent reader assessments you will conduct are listed below:

- Alphabet Knowledge
- Writing
- Literacy knowledge
- Wordless picture reading
- Auditory discrimination

Analyze:

Use the Profile of an Emergent Reader and the Qualitative Analysis of Early Literacy Assessment Insights to help you analyze the data from the assessments.

Title the second page: EMERGENT READER STRENGTHS and write a page describing the child's strengths as an emergent reader.

Title the third page: EMERGENT READER NEEDS and write a page describing the child's areas of need as an emergent reader.

Recommend:

Pick one of the needs you described on page three.

Using your class notes and readings, search for ONE appropriate instructional strategy that could help the child to develop as a reader.

The instructional strategy that you recommend MUST be research based, specific, address the identified need, and utilize the student's strengths.

Title the fourth page: INSTRUCTIONAL STRATEGY and write a page describing the instructional strategy and explaining why you think it would help the child progress.

Opening sentence	I have decided to develop recommendations to address the student's literacy need of _____.
Topic sentence	The one specific recommendation that I have is the research-based instructional strategy of _____.
Describe the strategy	The way this instructional strategy works is…
Explain how it helps	This instructional strategy will help the student improve by…
	This instructional strategy taps the student's strengths by …
Overall conclusions about how you hope to see the child improve.	Overall, I recommend that this instructional strategy be used because… I believe that the emergent reader will…

RICA Study Grids: You will complete a RICA study grid for each of the RICA areas covered in the course. We will have a RICA study grid share out session at the end of the 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. 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. Note: See **www.ed.gov/free/** for free Educational Materials.

RICA STUDY SHEET (Quiocho, 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 January 22	Balanced literacy instruction	Tompkins chapter 1
Session 2 January 29	Reading process, L2 reading, oral language & language acquisition; *Emergent reader case study & CAP Modeled Lesson: Letter Cans* Phonemic awareness is the conscious awareness that words are made up of individual speech sounds (phonemes). Of the answer choices given, only choice A, in which a student identifies a sound heard at the beginning, middle, or end of a spoken word, is an appropriate assessment of phonemic awareness.	Tompkins chapters 2 & 9 Zarrillo chapters 1 & 11 Johns
Session 3 February 5	Reading instruction for emergent & beg. readers; Phonemic awareness Model Lesson: Pocket Chart Poetry	Tompkins chapters 3 & 4 Zarrillo chapters 3 & 4
Session 4 February 12	Reading comprehension- narrative *Reading strategy lesson: building background & comprehensible input Model Lesson: Gregory the Terrible Eater Video : Fox in the Moon*	Tompkins chapters 7 & 8 Zarrillo chapter 7
Session 5 February 19	Phonics, spelling & fluency Model Lesson: Mrs. Wishy Washy	Tompkins chapters 4 & 5 Zarrillo chapter 5 & 6
Session 6 February 26	Activities: Phonics, L1 transference, word recognition & spelling *Reading strategy lesson: grouping & interaction Bloom's Taxonomy questions*	Tompkins chapter 4, 5 & 10 Zarrillo 5 & 6 Johns
Session 7 March 5	Activities: Narrative comprehension *Reading strategy lesson: guided practice, strategies & scaffolding Model Lesson: Sir Cumference*	Tompkins chapters 7 & 8 Zarrillo chapter 7
Session 8 March 12	Vocabulary, writing, word choice & L2 vocabulary instructional activities	Tompkins chapter 2 & 6 Zarrillo chapter 11 & 12 **DUE**: Reading Lesson Plan **DUE**: TPE 4 "reflection"
Session 9 March 19	Technology in reading & writing	Assigned Websites
Session 10 Spring Break March 26	Spring Break	Spring Break

Session 11 April 2	Writing & the structure of the English language (syntax, grammar) Model: overhead activity. Lesson Plan presentations	Tompkins chapters 1 & 8 Zarrillo chapters 11 & 13
Session 12 April 9	Visit the Baharona Center Primary language support	
Session 13 April 16	Emergent reader mini-case study & literacy assessment Lesson Plan presentations	Tompkins chapter 9 Zarrillo chapter 1 & 14 Johns Due RICA study grids
Session 14 April 23	Lesson plan presentations RICA study session	**DUE**: Field Observations **DUE**: TPE 1a "Reflection"
Session 15 May 30	*Mini-case study round table discussions*	**DUE**: Mini-Case Study
Session 16 May 7	Preparing for RICA	

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

TPE 1A: Teaching Reading-Language Arts in a Multiple Subject

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, and 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.

TPE 4: Making Content Accessible

Candidates for Teaching Credentials incorporate specific strategies, teaching/instructional activities, procedures and experiences that address state-adopted academic content standards for students in order to provide a balanced and comprehensive curriculum. They use instructional materials to reinforce state-adopted academic content standards for students and they prioritize and sequence essential skills and strategies in a logical, coherent manner relative to students' current level of achievement. They vary instructional strategies according to purpose and lesson content. To meet student academic learning needs, candidates explain content clearly and reinforce content in multiple ways, such as the use of written and oral presentation, manipulatives, physical models, visual and performing arts, diagrams, non-verbal communication, and computer technology. They provide opportunities and adequate time for students to practice and apply what they have learned. They distinguish between conversational and academic language, and develop student skills in using and understanding academic language. They teach students strategies to read and comprehend a variety of texts and a variety of information sources, in the subject(s) taught. They model active listening in the classroom. Candidates encourage student creativity and imagination. They motivate students and encourage student effort. When students do not understand content, they take additional steps to foster access and comprehension for all learners. Candidates balance instruction by adjusting lesson designs relative to students' current level of achievement.