

**California State University San Marcos
College of Education**

EDMS 522 - Elementary Literacy

**Instructor: Alice M.L. Quioco,
Ed.D. Associate Professor
Class Hours: 8 A.M. to 2:00 P.M.
Class Location: Bonsall West**

Office Location: University Hall 327

Office Phone: (760) 750-4035

**Office Hours: After class or upon
request**

Email: aquiocho@csusm.edu

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)

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 are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

COURSE DESCRIPTION

The primary aim of this course is for students to develop an understanding of the theory, methodology and assessment of English language arts and second language learning in integrated and inclusive K-8 school classrooms. All work must be entered in Taskstream. This class is aligned with the California 2042 standards and the RICA test that all multiple subjects credentialed students must pass.

STANDARDS ALIGNMENT

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subjects Credential. Please be sure to incorporate artifacts from this class into your final comprehensive portfolio. The following standards are a primary emphasis in this course:

Standard 3-Relationship between theory and practice
Standard 4-Pedagogical thought and reflective practice
Standard 5-Equity, Diversity, & Access to the Core Curriculum
Standard 7-Equity, Preparation to Teach Reading Language Arts

TEACHER PERFORMANCE EXPECTATIONS (TPE) COMPETENCIES

This course is designed to help teachers seeking the Multiple Subjects Credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing 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 and TPE 8.**

OBJECTIVES

KNOWLEDGE

Teacher candidates will:

- Understand the process of conducting an in depth reading and writing assessment through the use of classroom diagnostic techniques.
- Understand how to expand on the knowledge gained in EDMS 521 about the process of assessment in the mini case study.
- Understand how to provide ongoing support for students in reading and writing in the content areas.
- Understand the process of writing and how to support students through interactive writing, shared writing, guided writing, and finally individual writing.
- Extend the understanding of how to provide ongoing support for special education students and English language learners in reading and language arts.
- Extend the understanding of and become familiar with current approaches to the teaching of reading
- Understand the differences between assessments based on the performance of a norm reference group and assessments based on authentic classroom situations and work.

SKILLS

Teacher candidates will:

- become sensitive observers of children's language using behaviors.
- analyze children's reading and writing behavior as a basis for making instructional decisions
- translate the results of formal and informal assessment of children's reading and writing behaviors into instructional plans
- develop the ability to select appropriate materials and instructional strategies to meet the individual needs of students
- learn how to organize the classroom for teaching reading and writing to culturally and linguistically diverse populations.

ATTITUDES AND VALUES

Teacher candidates will:

- develop an appreciation for the natural language abilities children possess for processing and producing print
- develop an appreciation for the need and value of integrating reading and writing into all areas of the curriculum
- affirm the importance of a rich environment for developing an effective language arts program.
- develop a sensitivity to and appreciation for culturally and linguistically diverse learners.
- develop a sensitivity to and appreciation for children with special learning needs
- develop an appreciation for the importance of reading and writing for their own personal and professional growth
- develop a respect for each student, his/her abilities and background and the student's right to instruction that meets his or her individual needs.

REQUIRED TEXTS:

- Johns, J. (2000). *Basic Reading Inventory: Pre-primer through grade twelve & early literacy assessments*. Dubuque, Iowa: Kendall-Hunt. (Required)
- Reading Language Arts Framework for CA Public Schools*. CA Dept. of Ed. (Required)
<http://www.cde.ca.gov/standards/>
- English Language Development Standards*. CA Dept. of Ed. (Required)
<http://www.cde.ca.gov/statetests/celdt/index.html>
- Tompkins, G.E. (2001). *Literacy for the 21st Century: A balanced approach*, 3rd Edition. Prentice Hall. (Required)
- Zarrillo, J. J. (2002). *Ready for RICA: A test preparation guide for California's Reading Instruction Competence Assessment*. Merrill Prentice Hall. (Recommended)
- No Child Left Behind*. <http://www.cde.ca.gov/pr/nclb/> (Required)

Course Requirements

All students are expected to participate in class activities and demonstrate reflective learning. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meeting. Unless otherwise negotiated with the instructor, all assignments are to be handed in on the due date. Assignments should be typed and double-spaced .

- | | |
|---|-------------------|
| • Attendance and participation | 20 points |
| • Case Study and TPE 3 | 60 Points – TPE 3 |
| • Content area writing lessons plan and TPE 8 | 20 points – TPE 8 |

Total = 100 Points

Grading

Grades are based on the percentage of 100 points

A	96–100
A-	90–95
B+	89–87
B	86–83
B-	80–82
C+	77–79
C	73–76
C-	70–73

ASSIGNMENTS:

Reading and Writing Strategy Lesson Plan (Critical Assessment Task). Attachment for TPE 8

Develop a reading and writing strategy lesson plan for your class. Use the lesson plan format you learned in EDMS 511. The lesson can be delivered through direct instruction, or an inquiry. **[Provide a rationale for the grouping structure you are using in your lesson.]** Make your lesson active, interesting, fun and meaningful. Select a reading and writing standard for your grade level to guide your objectives. Remember that all lesson plans must start with assessment. **[Comment on the assessment process you used and the data on which you based your objectives and your grouping structure.]**

Much of the lesson planning work will be done in class workshop sessions. *Keep the following in mind when writing your lesson:*

- Who are your students?
- What is the cognitive objective for your lesson?
- How does it relate to improved student achievement in reading and/or writing?
- Are there language development objectives for English Learners?
- Are the objectives aligned with the CA Reading/Language Arts standards? Check the Reading/Language Arts framework and content standards.
- Have you clearly described the instructional strategies, resource materials, time frame for teaching, monitoring, feedback, etc.?
- Have you described your grouping structure for the lesson?
- Are the grouping criteria clear?
- How will you assess your students to check for understanding and determine who is to receive additional scaffolded instruction?
- What modifications will you provide for students who need additional help, specifically EL students and special needs students?

Important: Your lesson must address the needs of mainstream students, as well as make provisions for second language learners, struggling students, students with IEP's, and accelerated students. Therefore, there should be flexible grouping. How will you monitor the grouping structures through the use of ongoing assessment?

Case Study (Critical Assessment Task) Attachment for TPE 3. In this assignment you will observe students reading, to listen to them read and make instructional decisions for interventions based on your observations and assessments. Requirements are listed below.

Expository Text and Expanded Case Study

Follow these steps to develop your case study:

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

2. Required Assessments:

- Take four anecdotal notes about the student's interests and participation.
- Reading/Writing interview
- Oral language assessment
- Writing sample
- John's word list
- John's narrative passages
- Retelling and comprehension questions
- John's expository passages
- Retelling and comprehension questions
- Optional assessments – only if needed.
 - (a) Silent Reading. Use Johns' narrative and expository passages. Expository will be used only if your student is at or above grade 3 level.
 - (b) Optional: Listening Level. ***This is to be used when you find that data collected in the oral as well as the silent samples do not reveal consistent information.*** Read a passage to the student (form C) and ask for a retelling as well as comprehension questions to determine the highest level of understanding the student has of material read to them.

3. Required components of the case study:

- Write a one-page **overview** about your student (including his/her age, gender, grade level, interests, ethnic and linguistic background, etc).
- Describe the **conditions** under which the assessment was administered.
- **Analyze the data** in a grid format.
 - For each assessment measure, summarize what you learned about your student's **strengths** (very important – **what s/he can do**) and **needs** (what s/he needs to work on).
 - Identify **patterns** that you may see across assessment results.
- Make and write up **two instructional recommendations or strategies**, describing each strategy step by step.
- Note **how** each strategy will help your student become a better reader and writer.
- **Reflect on your learning** in a one page reflection. Address the following:
 - What you learned
 - Were there any unexpected occurrences? What did you do?

- What would you change? Time? Supports?
- How will you use assessment in the future?

Attendance Policy

Due to the dynamic and interactive nature of EDMS 522, all students are expected to attend all classes and participate in all class activities. For every day of absence, students will lose 6 points. Attendance will be taken during the first 5 minutes of class. Three tardies or “early exits” will be equivalent to one absence. **A passing grade will not be issued for students who do not attend 80% or more of the class sessions.** Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.

Course Outline

(Timeline Subject to Change Based on Student Needs) Remember that your textbooks are resources and you should have them with you in class. We will go over section in the text that supports what we are learning. Use the index as a guide to help you get all you information you need about the topic(s) for the class.

Date	Topic	Assignment
Session 1: A.M.	Connecting semester 1 with semester 2	TPE 6A and 6B TPE 13
Session 1: P.M.	Assessment Comprehension in the content areas	John’s Basic Reading Inventory
Session 2: A.M.	RICA warm up Assessment Content area reading and writing	Tompkins, Chapters 8 & 9
Session 2: P.M.	Assessment Content area reading and writing	Tompkins, Chapter 14
Session 3: A.M.	RICA warm up Assessment Writing workshop	Tompkins, Chapter 12
Session 3: P.M.	Assessment Literary response and analysis	Tompkins, Chapter 10
Session 4: A.M.	RICA warm up Assessment Independent reading	Tompkins, Chapter 11
Session 4: P.M.	Assessment Integrating reading, writing, and oral language	Begin TPE 3

Session 5: A.M.	RICA warm up Assessment Grade level access for ELL's Aligning materials	
Session 5: P.M.	Assessment Supporting grade level access in writing	
Session 6: A.M.	RICA warm up Assessment Focusing on specific genres of writing: standards based topics modules Developing rubrics	Lesson planning workshop
Session 6: P.M.	Assessment Academic oral language development and its relationship to writing	Begin TPE 8
Session 7: A.M.	RICA warm up Assessment Vocabulary	Tompkins, Chapter 7
Session 7: P.M.	Assessment Study Skills	
Session 8: A.M.	Case studies due	
Session 8: P.M.	Closure/Evaluations	

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

EDMS 522 stresses competencies highlighted in bold.