EDMS 521
Language and literacy in elementary and middle school classrooms
Spring 2009
Center for Children and Families
Thursdays
8:30-3:15

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California State University San Marcos
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 elementary and middle school classrooms.

Prerequisite: Admission to the credential program

OBJECTIVES
KNOWLEDGE
Students will:
      *gain an understanding of how a first and second language is acquired.
      *gain an understanding of the reading and writing processes and their 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, the
      theoretical bases of such approaches, and some of the controversy surrounding them.
      *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.

<u>**SKILLS**</u>
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
>*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.

<u>**ATTITUDES AND VALUES**</u>
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 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.

<u>California Teaching Commission Standards Alignment</u>
The course objectives, assignments, and assessments have been aligned with the Commission on Teacher Credentialing standards for a Multiple Subjects Credential. The following standards are a primary emphasis for this course:
Standard 3 - Relationship between theory and practice;
Standard 4 - Pedagogical thought and reflective practice;
Standard 5 - Equity, Diversity and Access;
Standard 7 - Preparation to Teach Reading Language Arts;
Standard 7A - Multiple Subject Reading, Writing, and Related Language Instruction in English

REQUIRED TEXTS: • Cunningham, P. (4rd ed.) *Phonics They Use*

• Cunningham, P and Allington, R. (1999) (3nd ed.) *Classrooms that work.* NewYork: Longman.

• Flint, Amy Seely. (2008*) Literate lives: Teaching reading and writing in elementary classrooms.*

• ELA standards can be accessed via the California Department of Education website :http://www.cde.ca.gov/be/st/ss/engmain.asp

• Packet of readings and materials available at CopyServe

Recommended Books:
(Optional)

• Johns, J. (9th ed.) *Basic Reading Inventory: Pre-primer through grade twelve & early literacy assessments*. Dubuque, Iowa: Kendall-Hunt.

• Zarrillo, J. J. (2002). (2nd ed.) *Ready for RICA: A test preparation guide for California's Reading Instruction Competence Assessment.* Merrill Prentice Hall.

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))

STUDENT LEARNING OUTCOMES

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, COE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the COE website provided at the website provided:
http://www.csusm.edu/coe/CalTPA/ProgramMaterialsTPA.html

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.

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.

All University Writing Requirement: Every course at the university must fulfill the university's 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 presentation 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.

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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."

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism:
As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website http://library.csusm.edu/plagiarism/index.html. If there are questions about academic honesty, please consult the University catalog.

Use of Technology: Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, WebCT6, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Electronic Communication Protocol

Email & On-Line Discussion Protocol □Electronic correspondence (e-mail and on-line discussion) is a part of your professional interactions. If you need to contact instructor or other students, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own form of nuances and meanings. For instance, electronic messages sent with all upper case letters, major typos, or slang, often communicates more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send, to your colleagues, to faculty members in the College of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care. **Things to consider**: Would I say in person what this e-mail specifically says? How could this e-mail be misconstrued? Does this e-mail represent my highest self? Am I sending this e-mail to avoid a face-to-face conversation? In addition, if there is ever a concern with an electronic message sent to you, please talk to that person face-to-face to correct any confusion. For more guidance see Core Rules of Netiquette at h*ttp://www.albion.com/netiquette/corerules.html*

REQUIREMENTS:

Reading reflections (30 pts.): It is expected that everyone will understand all the readings and will come to class prepared to discuss them. Write at least 3 comments or questions from the readings for that session (Each Friday is the equivalent of two sessions so prepare two reflections for each meeting day). **Do not summarize**. Please give thoughtful reactions, responses, and reflections. If the readings are from more than one book, try to comment on more than one book. We will use these as the basis of our discussion at the beginning of some classes. I will collect them at the beginning of each session and they should show that you have done the reading. **You have 3 free passes!**

Primary Observation Reflections (Total 20 pts): We will schedule time to observe specifically in kindergarten and first grade classrooms to observe beginning reading and writing instruction. Take notes on what you see in the classrooms while you are there. Following your visits we will debrief the experiences in class and you will write a 2-3 page reflection on your observation of effective practices in teaching reading and writing to children. **DUE: February 26**

Your observation notes on the day you observe will look like this:
Example:
Topic: Phonics Instruction
Date/Time 2/7/07 9:00-10:00
Place   (school/grade/classrooms) San Marcos 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 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 had 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 beginning sounds work in their language.

Please do try to observe a lesson in each of the areas of the RICA Notebook for this semester:
- Phonemic Awareness
- Concepts About Print
- Phonics Instruction
- Spelling Instruction
- Reading Comprehension-Narrative
- Supporting Reading through Oral and Written Language Development
- Vocabulary Development
- Writing

Try to answer the following questions in your reflection:

1. How was the room organized, the physical layout?
2. Was there a classroom library? Was it organized in any particular way?
3. What opportunities did students have for independent reading? Did they choose what they read?
4. Did the teacher work in small groups? How were the groups organized? How were students placed in groups?
5. How did the teacher differentiate instruction? How did she meet the needs of all the students?
6. What was the rest of the class doing when the teacher worked in small groups?
7. Did you see lessons in the following areas:
   Phonemic Awareness
   Concepts About Print
   Phonics Instruction
   Spelling Instruction
   Reading Comprehension-Narrative
   Supporting Reading through Oral and Written Language Development
   Vocabulary Development
What took place – what was the nature of the instruction?

8. Did the teacher read aloud? What? For how long?
9. How much time was spent on reading instruction?
10. Was it a literacy rich environment? How so?
11. Was there evidence of student work in the room? What kind?
12. Did you see any kind of reading assessment? What was it? What was being assessed?
13. What else did you notice about early reading instruction?

Your final reflection will be a narrative about what you saw and your reflections on them. Please include the setting (small group, large group, one-on-one), what the teacher and the students did and what accommodations were made for students with special needs, or English language learners.

Reading Strategy lessons (20 pts.) Each of you individually will present one lesson (no longer than 15 minutes please) on a reading or writing **strategy**. Write a lesson plan and bring enough copies for the cohort on the day you demonstrate your lesson. These can be lessons you would teach individually, in a small group or a whole class. Make your lesson active, interesting, fun and meaningful. Feel free to use the required literature for this class. Be sure to ask yourself how this lesson is related to real reading and writing. If you can't answer that, you may want to rethink your choice for a lesson. Examples of strategies are:
Make predictions
Form hypothesis
Support the hypotheses you make
Monitor how well you are comprehending while you read
Form mental pictures while you read
Summarize what you read
Make inferences
Ask questions of yourself while you read
Use context clues to figure out words you don't know
Sound out a word you don't know
Choose books you can read
Organize information while you read.
Relate what you are reading to what you already know
Recognize the main idea of a story
Identify patterns in a text

Bring enough copies for the cohort or email the lesson to them on the day you demonstrate your lesson.
DUE: Sign up

Use this template:

Lesson Design by _____

Title of the Lesson	Curriculum Area & Grade Level
CA Content Standard(s)	CA ELD Standard(s)
Learning Goal(s) - Objective(s) (Cognitive, Affective, Psychomotor, Language)	Assessment(s) (Entry Level, Formative-Progress Monitoring, Summative)
Instructional Strategies (Into/Through/Closure/Beyond)	Student Activities
Differentiation Strategies for ELL (Content – Process – Product)	and/or Sp Ed Students
Rationale (Explain why you chose	these strategies, grouping, etc.)

ANNOTATED MENU OF ASSESSMENTS (20 points) This is designed to familiarize you with a variety of assessment tools and evidence of student learning. You will describe the process and purpose of various assessment tools, including entry-level, progress-monitoring, and summative. Then reflect on the information those assessments provide about learning. There are two parts: Complete the Menu Section A, and then reflect on how assessment informs instruction. You may use an example you have observed or create a scenario in which an assessment might help you understand what a student, a small group or a whole class knows and how that will inform your teaching. **DUE March 12**

For Menu Section A, complete a descriptive list of 10 different assessments. Use assessments from both math and literacy. Be complete in your descriptions.

MENU SECTION A (typed responses)				
Write the name of the assessment.	Is it entry-level, progress-monitoring, or summative?	Describe the purpose of the assessment.	Describe what the <u>assessor</u> does and what the <u>student</u> does.	Describe the kinds of data the assessment creates.
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Professional Disposition (10 Points) Grading will also include a component of "professional demeanor." Students will conduct themselves in ways that are generally expected of those who are entering the education profession. This includes but is not limited to the following:
- On-time arrival to all class sessions;
- Advance preparation of readings and timely submission of assignments;
- Respectful participation in all settings (e.g., whole group, small group, in/outside of class); Carefully considered, culturally aware approaches to solution-finding

RICA Study notebook: This is not for a grade, but will help you get organized to study for the RICA exam. Get a three ring binder and 12 dividers.

RICA Resource Notebook:

- The Notebook will be organized around the 13 RICA Content Areas (see the RICA Registration Bulletin, p.39-45)

Each section of the notebook could contain the following:

- A RICA analysis sheet including: (a) what this content area(s) is about (Put it in your own words – 2 to 4 sentences), (b) 2 ways of assessing this content area (include rationale); and (c) 1 way of teaching it (description and accommodations). Describe the teaching strategy and explain how it supports reading, writing and/or language arts development.
- An lesson observation form
- A technology-rich assignment that enhances your teaching and student learning
- Lesson plans, articles, and any other resources collected within class or student teaching that would be helpful.

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

- Section 1 Conducting ongoing assessment of reading development
- Section 2: Planning, Organizing, and Managing Reading Instruction
- Section 3: Phonemic Awareness
- Section 4: Concepts About Print
- Section 5: Systematic, Explicit Phonics and Other Word Identification Strategies
- Section 6: Spelling Instruction
- Section 7: Reading Comprehension - Narrative
- Section12: Vocabulary Development
- Section 13: Structure of the English Language
- Section 14 Special Needs/accommodating all learners

You can choose how to organize this information in your notebook. You may include course assignments (lesson plan, classroom observations, choice project, etc.), course handouts and materials from your classroom/school site, examples of lesson plans and student work, information from internet sources or professional journals. You may want to include strategies you will use to teach these content areas. You may even include pictures of students learning a specific strategy as well as your reflection on what was happening, why it worked or didn't work and why that was. You may include one (or more) successful activities that you used in the classroom (must be related to language arts instruction).

The resource notebook will contain samples of your learning and understanding, and examples of your work that demonstrate that you are ready to instruct children in reading, writing, listening and speaking. Feel free to use a variety of graphic and written presentations, as best suits your learning style, in order to show your learning and understanding. Use a three-ring binder to organize your materials. Work with a friend so you can exchange ideas.

As you learn about assessment, phonemic awareness, the use of phonics, comprehension strategies and other components crucial to effective literacy instruction, compiling your resource notebook will help you prepare and review the content areas assessed by the RICA test. More importantly, it will serve as a resource for you in the future, and may be used for job interviews to illustrate your knowledge and experiences.

Note: 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
Each section of the notebook could contain the following:

- A RICA analysis sheet including:
(a) what this content area(s) is about (Put it in your own words – 2 to 4 sentences),
(b) 2 ways of assessing this content area (include rationale), and
(c) 1 way of teaching it (description and accommodations). Describe the teaching strategy and explain how it supports reading, writing and/or language arts development. Include description of 3 accommodations minimum.
- An observation form (except for section 1).
- A technology-rich assignment that enhances your teaching and student learning.
- Lesson plans, articles, and any other resources collected within class or student teaching that would be helpful.

Example 1
California Reading Initiative Reading/ Language Arts Components Grid

Component	How to Assess (include rationale)	How to Teach It (Strategies)	Accommodations (at least 3)

Example 2　　　　　　RICA Analysis Sheet

Component	How to Assess	How to Teach it (Strategies)	Accommodations
Phonemic Awareness	Phonemic awareness is assessed by finding out whether or not the student is capable of manipulating the language. For example;	These are strategies that can be used to teach ELL and non-ELL students phonetic awareness, • Involve students in	For children with special needs I would use these strategies, • Specific skills instruction alongside a basal

• I would ask a student to pick out the first sound or last sound of a word, • I would ask the student to identify, pronounce and blend sounds or a segment of a word, • I would ask students to identify sentences, words, or sounds to see if they are aware of the structure of a sentence. **Assessment Tools** 1.) The Yopp-Singer Test of Phonemic Segmentation	poetry, rhymes and songs of all types, • Use a chant to clap syllables in students' names, • Sort known objects or pictures into groups of similar sounds (Realia Cans), • Play a guessing game using picture cards and help the children to put together blends to make their guess, • Sing songs that allow children to replace sounds with other sounds, even to make nonsense words, • Read to your students.	reading program-This means I would ask students what sounds they hear in certain words or what word would make sense in an empty space within a sentence. This strategy would allow me to assess my student's progress, • Great children's literature books including, nursery rhymes, alliterative books, picture books, rhyming books, repetitive pattern books, Dr. Seuss books, and alphabet books with word-picture formats, • Rhymes, chants, finger rhymes, manipulatives, games, role-playing, • Writing journals and quick writes (encourage invented spelling!), • Provide a print rich environment including the use of Word Walls, • Rebus activities-this activity is when you replace a noun in a sentence with a picture of the

			noun. The student can then replace the picture with an invented spelling of the word.

Assignment	Points	Due Date
Comment cards	30 pts.	Each class
Primary grades Observation	20 pts.	February 26
Reading Strategy lesson	20 pts.	Sign up
Assessment menu	20	March 12
Professional dispositions	10 pts	
TOTAL	100 pts.	

Grading scale

A	93-100 points	B-	80-82 points
A-	90-92	C+	77-79
B+	87-89	C	74-76
B	83-86	C-	70-72

In order to earn a teaching credential from the state of California, you must maintain a B average (3.0 GPA) and cannot receive below a C+ in any course in your teacher education program.

COE Attendance Policy

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A good student is one who adheres to standards of dependability and promptness. If you miss two class sessions or are late (or leave early) for more than three sessions, you cannot receive an A. If you miss three class sessions you cannot receive a B.

Each assignment is due on the date indicated on the syllabus   It is expected that the entire assignment will be completed and turned in by the required date. **Late assignments will be penalized by a 10% reduction in points for each week day late**. After **one week,** late assignments will be given a **zero**. Unless extraordinary circumstances are made known, this is not negotiable.

If you think you could have done better on an assignment, you can request to redo it. A redone assignment will automatically have a reduction of 5%. If you have any questions or concerns, please feel free to come in and speak with us about them. Select a "buddy" to ensure you receive handouts and information when you must miss class.

Readings and Assignments:

Date	Topic	Readings/Assignments
Jan. 22 am LS	Overview of course Building community	Flint chpt. 1 Article on website: http://www.csusm.edu/middlelevel/comlit.nmsa.html
Jan. 22 pm LS	Safe for all Building community	Course reader p. 3
Jan 29 am BI	1st language acquisition	Flint chpt. 2, 3
Jan. 29 pm LS	Emergent literacy Concept of print	Flint chpt. 1 Allington & Cunningham ch. 1 Quiocho chpt. 1
Feb. 5 am LS	Emergent literacy Phonemic awareness	Flint chpt. 4 Guillaume in reader p. 171 Cunningham chpts. 2, 3, 4
Feb. 5 pm LS	Early reading Structure of English Language	Flint chpt. 6, pgs 144-160 Allington & Cunningham ch. 2, 3
Feb. 12 am BI	Guided Reading Shared reading Fluency Four Blocks	Flint chpt. 5, 7 pgs.178 -197 Allington and Cunningham11, 12, 13 Cunningham, chpt. 5
Feb 12 p.m BI.	Phonics	Allington & Cunningham ch. 4 Cunningham chpts. 6, 7, 8, 14, 15 Quiocho, chpt. 3 Trachtenberg, reader p. 160 Bring *Phonics they use* to class
Feb. 19 a.m.	**Primary grade observation**	
Feb. 19 pm LS	Debrief 1st grade observation Comprehension Literature selection	Flint chpt. 8 Allington & Cunningham ch. 5, 6 Cunningham chpt. 11 Course reader p. 138, 171
Feb. 26 a.m. LS	Writing development	Cunningham and Allington, chpt.7 **Primary grade reflection due**
Feb. 26 pm LS	Writing & spelling	Flint pgs. 161- 165 Course reader, pgs 167. Quiocho chpt. 5 Cunningham chpt. 9, 10
March 5 am BI	Assessment Using assessment to plan instruction	Flint chpt. 9 Quiocho chpt. 4 Allington & Cunningham chpt. 9 Cunningham chpt. 13
March 5 pm BI	Planning, organizing and managing literacy classrooms Balanced literacy	Fllint chpt. 10 Allington & Cunningham ch. 8,10

March 12 am BI	English Language arts standards	Cunningham and Allington, chpt. 6 Quiocho, Chapter 7 Bring laptops if you have them http://www.cde.ca.gov/be/st/ss/engmain.asp
March 12 pm LS	Preparing for literacy instruction during clinical practice Use of materials Wrap up	Course reader p. 184 Allington & Cunningham chpt. 14 **Assessment Menu due**