

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

**EDMS 521B, Course Number 20134  
Language and Literacy in Elementary and Middle School Classrooms  
Integrated Curriculum Program  
Spring 2009  
Wednesdays (13:00-15:45)  
University Hall 442**

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**COLLEGE OF EDUCATION  
Mission Statement**

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

**Students with Disabilities Requiring Reasonable Accommodations**

Students with disabilities requiring reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). The 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, to ensure confidentiality, in a more private setting.

## **INFUSED COMPETENCIES**

### **Authorization to Teach English Learners**

This credential program was 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.*)

### **Special Education**

Consistent with the intent to offer a seamless teaching credential in the College of Education, this course demonstrates the collaborative infusion of special education competencies reflecting inclusive educational practices.

### **Technology**

This course infuses technology competencies to prepare candidates to use technology, emphasizing use in both teaching practice and student learning.

### **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.

## **HONESTY, PLAGERISM, ELECTRONIC PROTOCOL**

### **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 or materials borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole."

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.

### **Electronic Communication Protocol**

Electronic correspondence is a part of professional interactions. If you need to contact me, e-mail is often the easiest way to do so at [bingalls@csusm.edu](mailto:bingalls@csusm.edu). Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate 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 electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

### **PREREQUISITE: Acceptance into the CSUSM College of Education**

#### **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.

#### **California Teaching Commission Standards Alignment**

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

#### **STUDENT LEARNING OUTCOMES**

##### **Teacher Performance Expectation (TPE) Competencies**

Teacher Performance Expectations are standards for student teachers. This course is designed to help teachers seeking the Multiple Subjects Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts implement 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 the primary emphasis of this course:

TPE IA-Subject Specific Pedagogical Skills for Multiple Subject Teaching  
TPE 4-Making Content Accessible

## **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 TPA.

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 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>

### **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 and the knowledge of reading content including: word analysis, fluency, vocabulary- academic language- and background knowledge, reading comprehension, literary response and analysis.
- Gain understanding of how to learn to read and write in first and second languages.
- Become familiar with how to "deliver a comprehensive program of systematic, explicit instruction in reading, writing, listening, and speaking aligned to the state adopted English Language Arts Content Standards and the Reading/Language Arts Framework (2007).
- Become familiar with "multiple monitoring measures within the three basic types of assessments to determine students' progress towards state adopted content standards."
- Become familiar with "differentiated reading instruction and interventions to meet the needs of the *full range of learners (including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners)* who have varied reading levels and language backgrounds."

**SKILLS** - Teacher candidates will:

- Become sensitive observers of children's language using behaviors.
- "Demonstrate knowledge and ability to utilize multiple monitoring measures within the three basic types of assessments to determine students' progress towards state adopted content standards: entry level assessment for instructional planning, monitoring student progress, post test or summative assessment."
- "Be able to analyze and interpret results [of children's reading and writing behaviors] to plan effective and differentiated instruction and interventions."
- "Demonstrate knowledge of components of effective instructional delivery in reading, writing and listening and speaking."

- Develop the ability to select appropriate materials and instructional strategies to meet the individual needs of students and use "State Board of Education (SBE)-adopted core instructional materials for both instruction and intervention."
- Develop the ability to differentiate literacy instruction in order to provide Universal Access.
- Learn how to organize the classroom for teaching reading and writing to the *full range of learners (including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners)* who have varied reading levels and language backgrounds

ATTITUDES AND VALUES - Teacher candidates will:

- Develop an appreciation for the natural language abilities children possess for processing and producing print.
- To appreciate the need and value of integrating reading writing into all curricular areas
- 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.

**REQUIRED TEXTS**

(Bring to class each meeting.)

- Johns, J. (2000). *Basic Reading Inventory: Pre-primer through Grade Twelve and Early Literacy Assessments. 9<sup>th</sup> Edition.* Kendall-Hunt.
- Quiocho, A. and Ulanoff, S. (2009). *Differentiated Literacy Instruction for English Language Learners.* Allyn & Bacon.
- Flint, A. S. (2008). *Literate Lives: Teaching Reading and Writing in Elementary Classrooms.* John Wiley & Sons, Inc.
- Zarrillo, J. J. (2002). *Ready for RICA: A test preparation guide for California's Reading Instruction Competence Assessment.* Merrill Prentice Hall.(packaged as one).

**RECOMMENDED TEXTS**

- Tompkins, G.E. (2009). *50 Literacy Strategies.* Allyn & Bacon.
- Richard L. Allington. (2009). What Really Matters in Fluency: Research Based Practices across the Curriculum [www.allynbaconmerrill.com](http://www.allynbaconmerrill.com) ISBN-13: 978-0-205-57058-4

## COURSE ASSIGNMENTS

### ✓ **READING REACTIONS (20 points total)**

Overview: Much of what we do in class is based upon scholarly reading done outside class. To get the most from your experience in EDMS 521, come prepared to use and discuss what you've learned from assigned readings.

What to Do: On 5x7 cards (1 each session), write at least 3 comments or questions from the readings for each session. **Do not summarize** - write thoughtful reactions (T, F, Q/A, C, P). If the readings are from more than one book, comment on more than one book. Cards are collected at the beginning of each session.

### ✓ **FIELD OBSERVATIONS (24 points total)**

Overview:

One way to categorize reading instruction is to relate it to the domains established by the Reading Instruction Competence Assessment (RICA). Field Observations show you have observed specific literacy strategies in the classroom; these strategies are related to RICA areas. Here is a list of RICA areas and the chapter in **Ready for RICA** in which you can read about them. You will complete three (3) thoughtful observations.

<b>RICA DOMAINS: EDMS 521</b>	
Ongoing assessment (Chapter 1)	Planning, organizing, managing reading instruction (Chapter 2)
Phonemic Awareness (Chapter 3)	Concepts about Print (Chapter 4)
Phonics Instruction (Chapter 5)	Spelling Instruction (Chapter 6)
Reading Comprehension (Chapter 7)	Vocabulary Development (Chapter 12)
Structure of English Language (Chapter 13)	

What To Do:

Observe in any public education classrooms. Below is an example of a Field Observation - use this format. In each Field Observation, write observations of lessons related to balanced literacy and the RICA content areas taught in EDMS 521. Write observations of the teacher and students in the "Activity" section; explain how each activity relates to a RICA area. Be very specific (150 words or more on each side of the table - though that's not so in the example) and use 1.5 spacing!

### Field Observation Example and Format

Name: Ima Literate	Observation Date: 9/17/08
Reading/Writing Topics: Concepts about Print, Early Writing, Beginning Phonics	
Grade Level: Kindergarten	Additional Descriptors: SEI class
<p><b>Activity:</b></p> <p>The teacher taught the "B" sound using alphabet cards and the pocket chart. The students sat together on the carpet as a whole group. The teacher asked the students to help him place the picture cards that represented words starting with "B" in the pocket chart. Some pictures represented words starting with other letters, so students had to decide which ones did and which ones did not go in the pocket chart. The teacher then had them look for "B" word cards (that went with the "B" picture cards). Then, the teacher had the students work at the tables writing words beginning with "B" then illustrated the following - bird, ball, balloon, and boat.</p> <p><i>(You would continue explaining what you saw...)</i></p>	<p><b>To what RICA area(s) does this activity relate?</b></p> <p>In the literacy lesson that I observed, I identified two RICA topics, "Concepts about Print" and "Phonics." I learned that concepts about print instruction can be taught effectively in a whole group when the teacher uses interactive activities. In this lesson, I noticed that the children were engaged in identifying letter "B" because they enjoyed matching the letter "B" and the picture cards representing words with the /b/ sound.</p> <p>The second RICA topic I identified is "Phonics." I learned phonics instruction starts at a very basic level. Here, students looked for words using the letter "B" by sorting word cards by the first letter. I learned you can make accommodations for Spanish dominant EL students when the teacher used some words that were close cognates (ball-bola) to help the students make connections between English and Spanish letter-sound relationships.</p> <p><i>(You would continue explaining how activities relate...)</i></p>

✓ **ASSESSMENT TABLE (10 points)**

Overview:

This table will familiarize you with assessments used in EDMS 522 - in your literacy case study. Keep it until then!

What to do:

Copy the form into your computer - resize the table to accommodate your writing, and reorient the page to landscape. Be complete in your descriptions; type your responses.

**ASSESSMENT TABLE (typed responses)**

What is the name of the assessment?	What does the assessment measure?	How do you administer the assessment?	How do you score the assessment?	How might the results of the assessment be used?
1.				
2.				
3.				
4.				
5.				

✓ **READING LESSON DESIGN, ASSESSMENT, REFLECTION (31 points total)**

Overview:

Assessment drives instruction. Teachers use many assessments throughout a day to determine what students know. With that information, they make decisions about what - and how - to teach. Assessment comes in many forms, and it can be fun as well as informative. You and a partner will be assigned one chapter from *Differentiated Literacy Instruction for English Language Learners*. Assuming your classmates have read the material, you and your partner will create a reading lesson to assess their progress.

What to do:

1. With a partner, create a list of the 10 most important ideas from your chapter.
2. Focus on those 10 ideas, then create a reading lesson that is also an activity-based assessment. Given that reading includes a broad range of assessment, consider modeling your assessment after Jeopardy, Pictionary, Cranium, Concentration, Monopoly, etc. Organize your assessment to play as a class, or break the class into small groups to play.
3. Your assessment must have examples of student work (products) to show learning. Collect the products at the end of your lesson.
4. Include a means to evaluate the assessment fairly (rubric, checklist, formal observation guide, etc.) Grade the class's assessment.
5. Analyze the assessment by answering these four questions in a **REFLECTION to be turned in the following class session.**
  - What might you have done differently to involve everyone?
  - What was the class average? On what question(s) did students perform poorly? What does that information tell you about the assessment (too easy, too difficult, worded poorly)?
6. Complete this READING LESSON DESIGN PLAN (Into, Through and Beyond), and turn it in the day you present your lesson.



<b>READING LESSON DESIGN PLAN FOR (Your Names Here)</b>	
<b>GOAL FOR THE READING LESSON DESIGN:</b>	
<ul style="list-style-type: none"> <li>Use a standard from the California Frameworks for 8<sup>th</sup> Grade Language Arts</li> </ul>	
<b>OBJECTIVE FOR THE READING LESSON DESIGN:</b>	
<ul style="list-style-type: none"> <li>Explain what students will be able to do after your lesson.</li> </ul>	
<b>INTO: "Mind Capture"</b>	
<ul style="list-style-type: none"> <li>Explain what will you do to engage students and connect the topic to students' prior knowledge.</li> </ul>	
<ul style="list-style-type: none"> <li>Describe the <b>Into</b> Instructional Strategy - What does the teacher do?</li> </ul>	<ul style="list-style-type: none"> <li>Describe the <b>Into</b> Student Activity - What do the students do?</li> </ul>
<b>THROUGH (MODELED, SHARED, GUIDED INSTRUCTION): "I do," "We do," "You do"</b>	
<ul style="list-style-type: none"> <li>In the boxes below, explain exactly what you - and your students - will do when teaching the reading lesson.</li> </ul>	
<ul style="list-style-type: none"> <li>Describe the <b>Modeled</b> Instructional Strategy - "I do" - What does the teacher do?</li> </ul>	<ul style="list-style-type: none"> <li>Describe the <b>Modeled</b> Instruction Student Activity - What do the students do?</li> </ul>
<ul style="list-style-type: none"> <li>Describe the <b>Shared</b> Instructional Strategy - "We do" - What does the teacher do?</li> </ul>	<ul style="list-style-type: none"> <li>Describe the <b>Shared</b> Instruction Student Activity - What do the students do?</li> </ul>
<ul style="list-style-type: none"> <li>Describe the <b>Guided</b> Instructional Strategy - "You do" - What does the teacher do?</li> </ul>	<ul style="list-style-type: none"> <li>Describe the <b>Guided</b> Instruction Student Activity - What do the students do?</li> </ul>
<b>BEYOND:</b>	
<ul style="list-style-type: none"> <li>Describe the independent practice students would do.</li> </ul>	

✓ **PROFESSIONAL DISPOSTIONS (15 points total)**

Overview:

Grading in 521 includes a component of "professional disposition." Students in the College of Education are to conduct themselves in ways expected of those entering the profession. Disposition includes:

- General classroom attendance, promptness, and participation
- Attention to classroom discussion protocols
- Social and cooperative skills
- Attention to assignments (deadlines, quality, multi-tasking)
- General classroom demeanor
- Flexibility
- Openness to and enthusiasm for learning

You will be given an opportunity to evaluate yourself in professional dispositions; your instructor will take your self-evaluation into consideration in determining your score.

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

Should a student have extenuating circumstances, s/he should contact the instructor as soon as possible. Students missing more than two class sessions will not earn a passing grade. Three tardies or early exits are equivalent to an absence. Illness and emergencies are considered on a case-by-case basis. However, notifying the instructor does not excuse students from assignments nor the attendance policy.

**Grading Policy**

Come prepared to class; readings and homework assignments are listed on the dates on which they are to be completed.

Work is submitted on time. One grade level will be deducted for each class meeting for which it is late (e.g., an "A" assignment that is submitted one class session late will be marked down to a "B").

Proofread and edit word-processed assignments prior to submission. Handwritten work is not accepted. Assignments are written in Times, size 12 font, and are double-spaced. Ensure the text is error-free (grammar, spelling), and ideas are logically and concisely presented. All citations, where appropriate, use American Psychological Association (APA) format. Consult American Psychological Association (APA) Manual, 5<sup>th</sup> edition for citation guidance.

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.

**COURSE REQUIREMENTS FOR 521**

<b>Number Required</b>	<b>Assignment</b>	<b>Due Date(s)</b>	<b>Points Possible</b>
10	<b>Reading Reactions</b> (independent)	Each Class	20
3	<b>Field Observations</b> (independent)	February 11, March 11, April 22	24
1	<b>Assessment Table</b> (group/independent)	March 18	10
1	<b>Reading Lesson Design, Assessment, Reflection</b> (partner)	As assigned.	31
On-going	<b>Professional Dispositions</b> (independent)	Each class	15

**Grading Standards (Points)**

		<b>A</b>	93-100	<b>A-</b>	90-92
<b>B+</b>	87-89	<b>B</b>	83-86	<b>B -</b>	80-82
<b>C+</b>	77-79	<b>C</b>	73-76	<b>C -</b>	70-72

## COURSE SCHEDULE: EDMS 521 (ICP), Spring 2009

Bring your books to class each session.

The instructor reserves the right to modify the schedule.

Date	Topic	Assignment
<b>Session 1</b> January 21	Course overview Building Community	<b>BRING YOUR SYLLABUS!</b>
<b>Session 2</b> January 28	English Language Arts Standards, Grade 8 English Language Development Standards, Grade 8 <ul style="list-style-type: none"> <li>• Reading Reaction</li> </ul>	<a href="http://www.cde.ca.gov">http://www.cde.ca.gov</a> www.sdcoe.net/standards Flint: Chapter 1 Quiocho: Chapter 7 Zarrillo: 1
<b>Session 3</b> February 4	Literacy Assessment <ul style="list-style-type: none"> <li>• Reading Lesson Design, Assessment, Reflection (Q7)</li> <li>• Reading Reaction</li> </ul>	Flint: Chapter 9 Quiocho: Chapter 4 Zarrillo: 2
<b>Session 4</b> February 11	Phonemic Awareness <ul style="list-style-type: none"> <li>• Reading Lesson Design, Assessment, Reflection (Q4)</li> <li>• Reading Reaction</li> <li>• 1<sup>st</sup> Field Observation Due</li> </ul>	Flint: Chapter 2 Quiocho: Chapter 1 Zarrillo: 3, 4
<b>Session 5</b> February 18	Concepts about Print <ul style="list-style-type: none"> <li>• Reading Lesson Design, Assessment, Reflection (Q1)</li> <li>• Reading Reaction</li> </ul>	Flint: Chapter 6 Quiocho: Chapter 2 Zarrillo: 5, 6
<b>Session 6</b> February 25	Phonics <ul style="list-style-type: none"> <li>• Reading Lesson Design, Assessment, Reflection (Q2)</li> <li>• Reading Reaction</li> </ul>	Flint: Chapter 4 Quiocho: Chapter 3 Zarrillo: 5, 6
<b>Session 7</b> March 4	Spelling <ul style="list-style-type: none"> <li>• Reading Lesson Design, Assessment, Reflection (Q3)</li> <li>• Reading Reaction</li> </ul>	Flint: Chapter 8 Quiocho: Chapter 5 Zarrillo: 7
<b>Session 8</b> March 11	Reading Comprehension - Narrative <ul style="list-style-type: none"> <li>• Reading Lesson Design, Assessment, Reflection (Q5)</li> <li>• Reading Reaction</li> <li>• 2<sup>nd</sup> Field Observation Due</li> </ul> Assessment Table Workshop	Flint: Chapter 10 Quiocho: Chapter 6 Zarrillo: 11, 12 <b>Bring Johns</b>
<b>Session 9</b> March 18	Reading Comprehension - Narrative <ul style="list-style-type: none"> <li>• Reading Lesson Design, Assessment, Reflection (Q6)</li> <li>• Reading Reaction</li> <li>• Assessment Table Due</li> </ul>	Flint: Chapter 11 Quiocho: Chapter 8 Zarrillo: 8, 9 <b>Bring Johns</b>
<b>Session 10</b> March 25	Comprehension <ul style="list-style-type: none"> <li>• Reading Lesson Design, Assessment, Reflection (Q8)</li> <li>• Reading Reaction</li> </ul>	Flint: Chapter 12 Quiocho: Chapter 9 Zarrillo: 10
<b>Session 11</b> April 1	<b>SPRING BREAK</b>	
<b>Session 12</b> April 8	Comprehension <ul style="list-style-type: none"> <li>• Online Session</li> <li>• Reading Reaction</li> </ul>	Flint: Chapter 3 Quiocho: Chapter 10
<b>Session 13</b> April 15	Structure of the English Language <ul style="list-style-type: none"> <li>• Online Session (E-Responses)</li> </ul>	Flint: Chapter 5 Zarrillo: 11, 13

<u><b>Session 14</b></u> April 22	A Balanced Approach to Literacy <ul style="list-style-type: none"> <li>• Reading Lesson Design, Assessment, Reflection (Q9)</li> <li>• <b>Final Field Observation Due</b></li> <li>• <b>Reading Reaction</b></li> </ul>	Johns Flint: Chapter 5 Zarrillo: 8, 9
<u><b>Session 15</b></u> April 29	Preparing for Literacy Instruction during Clinical Practice <ul style="list-style-type: none"> <li>• Reading Lesson Design, Assessment, Reflection (Q10)</li> <li>• <b>Reading Reaction</b></li> </ul>	No readings
<u><b>Session 16</b></u> May 6	Preparing for Literacy Instruction during Clinical Practice	No readings