

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

**EDMS 522      Elementary Literacy II      Fall 2003**

Tuesday  
6:00 – 8:45 pm  
Temecula

Instructor:    **Elizabeth Garza, Ed. D.**  
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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 on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism and shared governance. (adopted by the COE Governance Community, October 1997)

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**COURSE DESCRIPTION**

- The primary aim of this course is for students to develop an understanding of the theory, methodology, and assessment of English language arts and second language learning in integrated and inclusive K-8 school classrooms. This class is aligned with the California 2042 standards.

**Course Objectives**

(Knowledge) Teacher candidates will:

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

(Skills) Teacher candidates will:

- Make sensitive observations of children's language using behaviors
- Analyze children's reading and writing behavior as a basis for making instructional decisions
- Translate the results of formal & informal reading/writing assessment into instructional plans
- Select appropriate materials and instructional strategies to meet the individual needs of students
- Organize the classroom for teaching reading & writing in culturally-linguistically diverse populations.

(Attitudes and Values) Teacher candidates will:

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

## **GENERAL CONSIDERATIONS**

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

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

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners. (approved by CCTC in SB 2042 Program Standards, August 02)

### **Students with Disabilities Requiring Reasonable Accommodations**

Students 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.

### **College of Education Attendance Policy**

All students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80 % of class time to receive a passing grade for the course. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. (adopted by the COE Governance Community, 12/97)

### **Standards Alignment**

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 districts in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. The following TPE's are addressed in this course:

Primary Emphasis

TPE 1a- Subject Specific Pedagogical Skills for MS Teaching  
TPE 2- Monitoring Student Learning  
TPE 3- Interpretation and Use of Assessments  
TPE 4- Making Content Accessible  
TPE 6- Developmentally Appropriate Teaching Practices  
TPE 6a- Developmentally Appropriate Practices in K-3  
TPE 6b- Developmentally Appropriate Practices in 4-8  
TPE 6d- Teaching Special Education Populations in General Education Environments

Secondary Emphasis

TPE 5- Student Engagement  
TPE 7- Teaching English Learners  
TPE 8- Learning About Students  
TPE 9- Instructional Planning  
TPE 10- Instructional Time  
TPE 11- Social Environment  
TPE 13- Professional Growth  
TPE 14- Educational Technology  
TPE 15- Social Justice and Equity

## COURSE REQUIREMENTS

### Required Texts

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

**David W. Moore...[et al]. (2003).** Developing Readers and Writers in the Content Areas K-12, 4<sup>th</sup> Edition. Allyn and Bacon.

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

**Tompkins, G. E. (2001).** Literacy for the 21<sup>st</sup> Century: A Balanced Approach, 3<sup>rd</sup> Edition. Prentice Hall

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

**Course Reader** available at CopyServe at the corner of San Marcos Blvd and Rancho Santa Fe

### Grading Policy

All students are expected to participate in class activities and demonstrate reflective learning. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meeting. Unless otherwise negotiated with the instructor, all assignments are to be handed in on the due date. Assignments not handed in on due date will lose 10 % of earned credit per day. Assignments should be typed and double-spaced. The following grading scale will be used:

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

## ASSIGNMENTS

### Attendance and Participation

**15 points (Due every session)**

You are expected to attend all class session, to participate actively in class activities, and to complete all required readings and reading responses by the assigned date.

### Language Arts Resource Notebook...Part II

**30 points (Due 11/25/03 session 13)**

You will develop a Reading/Language Arts Resource Notebook that will be used to inform your teaching. First, it demonstrates your preparation and understanding of the reading and language arts. Second, it serves as a growing resource for your continued learning. The Notebook will be organized around the RICA Content Areas covered in this course: RICA Content Areas 1, 7, 8, 9, 10, 11,

For each of the 6 RICA Content Areas covered in Part II you need to include

- **A RICA analysis sheet:** (a) what this content area is about (Put it in your own words – 2 to 4 sentences), (b) 2 ways of assessing it (include rationale); (c) 1 way of teaching it (description & accommodations). Describe the strategy & explain how it supports reading, writing and/or language arts development.
- **A field observation form** for each of the following: CA 1 writing assessment; CA 7 expository comprehension lesson; CA 9 Content reading/writing lesson; CA 8 literary response & analysis; CA 10 student independent reading; CA 11 lesson integrating oral language, reading, PLUS one additional field observation of a writer's workshop lesson.
- Lesson plans, articles, and other helpful resources collected within class or student teaching

## **Language Arts Resource Notebook...Part II continued...**

For the second semester you will need to complete the following content areas:

- Conducting Ongoing Assessment of Reading Development Case Study (RICA CA 1)
- Reading Comprehension-Expository (RICA CA 7)
- Literary Responses and Analysis (RICA CA 8)
- Content-Area Literacy (RICA CA 9)
- Student Independent Reading (RICA CA 10)
- Relationships Among Reading, Writing, and Oral Language (RICA CA 11)
- Special Needs

You may include course assignments (lesson plan, case study, mini book unit, classroom observations and interactive email journals), 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 activity that you used in the classroom (must be related to language arts instruction).

Note: Besides the course readings, Dr. Alice Quioco'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/](http://www.ed.gov/free/) for free Educational Materials.

### **Writing Strategy Lesson Plan**

**15 points (Critical Assessment Task – CATs) (Due 11/18/03)**

You will write and present a writing strategy lesson plan for a small group activity that takes into account student needs. They can be mini-lessons, direct instruction, inquiry, or any format you choose. Make your lesson active, interesting, fun and meaningful. Because lesson planning may be unfamiliar to some of you, but is so important to teaching, you will learn how to write a language arts lesson plan in class. Choose a writing standard for your grade level to guide your objectives. (See Lesson Plan Guide in Course Reader)

Examples of possible strategies include:

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|--|--|
| > Monitoring writing                                     | > Editing                                |
| > Using commas   | > Writing paragraphs                     |
| > Making transitions between paragraphs                  | > Poetry                                 |
| > Beginning a piece of writing                           | > Organizing information while you write |
| > Relating what you are writing to what you already know | > Writing the main idea of a story       |
| > Identifying patterns in a text                         | > Using graphic organizers to write      |

*Important:* Your lesson must address the needs of mainstream students, as well as make provisions for second language learners, students presenting difficulty, and accelerated students. How are you going to work with students who are having difficulty? How will you scaffold second language learners' learning during the lesson? How will your lesson provide enrichment for accelerated students? Will you meet with students individually or in a small group while other students work independently?

### **Literacy Case Study**

**40 points (Critical Assessment Task – CATs) (Due 10/14/03)**

Choose a student at your school site who struggles with reading and writing, who is reading at least at a first grade level. Prepare a reading and writing case study on this student:

Important: Record all the student's oral responses on tape. Don't try to assess the child in only one day. If you think the child is getting tired, stop the assessment for the day and pick up another day. An important part of the assessment is developing a rapport with the child in which s/he is comfortable to fully participate.

### Literacy Case Study continued...

1. Overview: age, grade level, interests, ethnic and linguistic background, etc.  
Select 3 students, however, you are only going to be working with one student. The other two will be backups- just in case students move or change schools.
2. Reading interview: Use an attitude survey. Surveys are included with this assignment. Summarize the interview and include the original responses in an appendix.
3. Reading assessment: Summarize the information gained from a Informal Reading Inventory and include the original data in an appendix. Insert the following chart at the appropriate place:

Independent	Instructional	Frustration
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  - Word list: Use the graded word lists to ascertain the level at which you will have your student begin to read the reading passage. Start at 2 to 3 grade levels below your student's grade level placement.
  - Student Reading: Use an expository and a narrative text. Make sure that you have an exact copy of each text. Record the student reading each text so you can listen to it again while conducting an analysis.
  - Retelling: Before the student reads each text, tell him/her that you will be asking him/her to retell the story. After s/he reads, ask the comprehension questions as listed in the John's IRI. Also, use the criteria provided in the Johns to analyze the student's retelling.
  - Miscue Analysis: Listen to the tape of the student reading the narrative text. First, mark the miscues on your copy of the narrative text. Next, use the *Johns* to record and analyze the miscues. What cues did the child use to make meaning? What are his/her strengths? Use the analysis sheets in the John's and transfer that information to the assessment grid provided to record data about your student. Then, go back to the taped readings and repeat the procedure for the expository text reading. Finally, write your analysis of the student's reading in a clear manner on the assessment grid. Consider how the answers given by the student in your original reading interview might connect to the miscues the students made. Also consider the quality of the retelling and how you think that is related to the miscues.
4. Oral Language Assessment: Select a picture as a stimulus to assess the child's use of language. Encourage the child to talk about the picture. Record the conversation and transcribe it. You will want to analyze the child's willingness to talk about objects or content. How clearly does the child express his/her ideas? How much prompting did you have to do and what kind of responses did you get?
5. Writing assessment: Use a Writing Survey about attitudes toward writing. Summarize the writing interview. Obtain a writing sample from the student. Have him or her write about a favorite toy, book, food, sport or anything that is personal to this child. Determine the child's stage of writing the child and summarize the student's strengths and areas of improvement in writing.
6. Recommendations: Take the role of a reading consultant, based on the information you have gathered about the student, make specific instructional recommendations for using the child's strengths to help him/her improve in reading and writing for the child's teacher(s)[required], the child's parents[optional], and the child[optional].
7. Instructional Plan: Take on the teacher's role and design an instructional plan/intervention plan for the student. Decide on one or two focus areas for improvement, determine the goal(s), and describe at least three steps to help the child reach the goal.
8. Reflection: Based on what you've learned about the child's literacy learning, what would you do differently or try differently to help the child develop their literacy? What other scaffolds or strategies would you use? How would you use them? What other interventions would you try? What would your next steps in assessment be?
9. Appendix: Include the reading and writing interviews, the John's forms, writing samples, and writing rubric.

### Course Schedule

The instructor reserves the right to modify the schedule.

Date	Topic	Readings
Session 1 September 2	Overview of the Course	
Session 2 September 9	Historical Views: reading assessment RICA CA 1	JOHNS SECTION 7 (p. 99 -109) ZARRILLO 1 (p. 7 – 13)
Session 3 September 16	Structures in Text	TOMPKINS 9 (p. 279 – 317) JOHNS SECTION 2 (p. 14 – 48)
Session 4 September 23	Literary Views: response and analysis Literature Units RICA CA 8	TOMPKINS 10 (p. 321-350) JOHNS SECTIONS 3 & 4 (p. 49 – 78)
Session 5 September 30	Literary Views: continued... Literature Circles RICA CA 8 continued...	TOMPKINS 11 (p. 352 - 371) JOHNS SECTION 6 (p. 87- 98) ZARRILLO 8 (p. 54 – 61)
Session 6 October 7	Cultural Views: school and beyond RICA CA 10	TOMPKINS 12 PART 1 (p. 372 – 388) ZARRILLO 10 (p. 73 – 79)
Session 7 October 14	Integrated Views: oral language & writing RICA CA 11	TOMPKINS 12 PART 2 (p. 389 – 400) ZARRILLO CHAPTER 11
Session 8 October 21	Integrated Views: continued... RICA CA 11	<b>Due: Literacy Case Study</b>
Session 9 October 28	Technological Views: programs - internet Story Writing	MOORE 4 (p. 68 – 72) PIAZZA 4 (p. 163 – 225)
Session 10 November 4	Content Views: writing - tool for learning Expository Writing RICA CA 9	TOMPKINS 14 PART 1(p. 428 - 444) PIAZZA 6 (p. 292 – 349) ZARRILLO 9 (p. 62 – 72)
Session 11 November 11	Cognitive Views: thinking processes “Writing is thinking made external.”	MOORE (p. 9 - 14) and (116 – 118) MOORE 7 (p. 175 - 216)
Session 12 November 18	Basal Views: leveled readers and guided writing	TOMPKINS 13
Session 13 November 25	Workshop Vocabulary Activities (MOORE chpt. 6) Teachers and Parents as Authors	<b>Due: Writing Strategy Lesson Plan</b>
Session 14 December 2	Writing with Poetry (PIAZZA chpt. 5)	<b>Due: Language Arts Resource Notebook</b>
Session 15 December 9	Children’s Literature Fest	