

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

**EDMS 521 - Elementary Literacy**

**Instructor: Alice M.L. Quioco,  
Ed.D. Associate Professor  
Class Hours: 8:00 – 10:45 A.M.  
Class Location: Richland Elementary  
School, San Marcos  
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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 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. This class is aligned with the California 2042 standards.

**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 an effective program 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 Grades K-3

TPE 6b-Developmentally Appropriate Practices in Grades 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

## **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 write in their first and second language

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 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:**

Choate, J. (2000). *Successful Inclusive Teaching*. Allyn and Bacon (3<sup>rd</sup> edition)  
 Gibbons, P. (1993). *Learning to learn in a second language*. Portsmouth, NH: Heinemann.  
 Johns, J. (2000). *Basic Reading Inventory: Pre-primer through grade twelve & early literacy assessments*. Dubuque, Iowa: Kendall-Hunt.  
*Reading/language Arts Framework for CA Public Schools* CA Dept of Ed  
 Tompkins, G.E. (2001). *Literacy for the 21<sup>st</sup> Century: A Balanced Approach, 3rd 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 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 not handed-in on due date will lose 10% of earned credit per day.** Assignments should be typed and double-spaced .

- Attendance and participation 20 points
- Resource Notebook Sections (10 sections) 50 points
- Reading Strategy Lesson Plan 15 points
- Interactive Journal 15 points

**Grading**

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:

### **Language Arts Resource Notebook--Part 1 (50 Pts)**

Each of you will develop a Reading/Language Arts Resource Notebook that will be used to inform your teaching. The Resource Notebook has two main objectives. First, is to demonstrate your learning and understanding of the reading and language arts. Second is to start building a resource for your own learning. Be creative and thoughtful in the compilation of the notebook—it will be a demonstration that you are ready to teach the language arts to a diverse student population.

The Notebook will be organized around the 13 RICA Content Areas (see the RICA Registration Bulletin, p.39-45) and include additional sections on:

- A personal statement of your philosophy of the teaching reading and writing
- Special Needs Students

Each section of the notebook should 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 (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.

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

- Section 1 Philosophy of Literacy Learning
- Section 3 Planning, Organizing, and Managing Reading Instruction
- Section 4: Phonemic Awareness
- Section 5: Concepts About Print
- Section 6: Systematic, Explicit Phonics and Other Word Identification Strategies
- Section 7: Spelling Instruction
- Section 8: Reading Comprehension - Narrative
- Section 13: Vocabulary Development
- Section 14: Structure of the English Language
- Section 15: Special Needs

You can choose how to organize this information in your notebook. You may include course assignments (lesson plan, case study, 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 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 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.

### **Reading Strategy Lesson Plan (Critical Assessment Task). (20 points)**

You will write and present a reading 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 reading standard for your grade level to guide your objectives. Sample lessons include:

- Monitoring Reading
- Comprehension
- Content area reading
- Phonics
- Phonemic Awareness
- Organizing information while you read
- Relating what you are reading to what you already know
- Finding the main idea of a story
- Identifying patterns in a text
- Using graphic organizers for comprehension

We will examine how lesson plans must start with assessment. Therefore, we will be learning how to assess students and use the assessment information to make informed decisions about instruction that specifically addresses the standards.

Most of the lesson planning work will be done during class workshop sessions, however, you will be responsible for submitting a clean, typed copy for review and grading. *Keep in mind when writing your lesson:*

- What is the purpose of your lesson?
- How does it relate to real reading and/or writing?
- What are your learning goals?

- What language development goals do you have planned for students?
- How are they aligned with the CA Reading/Language Arts standards (check the Reading/Language Arts framework for CA public schools)?
- How will you present the lesson (instructional strategies, resource materials, time frame)? How will you group students for the lesson? How will you assess your students?
- What accommodations will you provide for students who need additional help?

*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 for 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?

### **Personal Statement of your Philosophy of Teaching Section 1 (10 points)**

It is important before you begin teaching reading/language arts that you define what reading is and address literacy education. Your personal statement of your philosophy of teaching is an opportunity for you to find your own voice as a teacher and to begin to understand what you believe in and to analyze and reflect on how your beliefs and experiences will shape you as a teacher. For this section of the notebook, you can be as creative as you choose. Find a way to express your voice and your ideas. You can use icons, photos, poems, quotes and favorite storylines. Be individualistic and thorough as you explore who you are and what you believe. Here are some questions and ideas to help you get started.

Reflect on your own literacy development like an autobiography. Here are some kinds of questions you may answer as you reflect upon your own literacy development: How did you come to learn to read and write? What are your earliest memories of reading and writing? What books do you remember reading? What kinds of writing and reading did you engage in while learning? Did you have positive or negative experiences with reading and writing? Do you remember reading and/or writing at home before you started school? Who if anyone was important in developing your attitude toward reading and writing? What are your school memories of reading and writing? When and where did you read and write?

Define what literacy is and what it means to be literate in our society. Make sure to support your definition utilizing theory and research from class readings, texts, class activities and notes.

Discuss how your definition of literacy will impact your teaching instruction for now (teaching is a journey and you may change your position throughout your career).

**Favorite Children's Books (10 points).** This is meant to be the beginning of a reference list for you. Think back to your favorite children's books and what you remember about them. What books did you love to read? What books do you remember reading over and over again? What books helped you with difficult problems and issues?

**Beginning Assessment. (20 points)** In this assignment you will be taught how to observe students reading, to listen to them read and to make instructional decisions for students based on observations and assessment.

You will be taught how to conduct the assessment in class workshops. You will be asked to work with a student at the grade level in which you have been placed and to conduct assessments with this student. The format in which you will submit your assessment will be shared with you in class.

### Attendance Policy

Due to the dynamic and interactive nature of EDMS 521, 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 tardiness or “early exits” will be the equivalence of an 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 pending Needs of Students)

Date	Topic	Assignment
Session 1	A Balanced Approach The Role of Assessment	Tompkins Chap 1
Session 2	The Language of School/The Language of Learning	Gibbons Chap 1 & 2
Session 3	The Processes Assessment	Tompkins Chap 2 The English Language Arts Standards
Session 4	The Mother Tongue Assessment	Gibbons Chap 5 & 6
Session 5	Oral Language Development	Tompkins Chap 3 Gibbons Chap 3 & 4
Session 6	Reading in a Second Language	Gibbons Chap 7 & 8
Session 7	The Writing Process	Tompkins Chap 4 Gibbons Chap 9
Session 8	A Whole School Response	Gibbons Chap 10 The ELD Standards
Session 9	The Alphabetic Code	Tompkins Chap 5
Session 10	Concepts About Print	Johns
Session 11	Fluent Readers and Writers	Tompkins Chap 6
Session 12	Fluent Readers and Writers	Tompkins Chap 6
Session 13	Word Meanings	Tompkins Chap 7
Session 14	Comprehension	Tompkins Chap 8 <b>Due: Reading Lesson Plan</b>

Session 15	Structure of Text	Tompkins Chap 9 <b>Due: Resource Notebook</b>
Session 16	Closure	

### Authorization to work with English Learners Competencies

<b>PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT</b>	<b>PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION</b>	<b>PART 3: CULTURE AND CULTURAL DIVERSITY</b>
I. Language Structure and Use: Universals and Differences (including the structure of English)	2. Theories and Methods of Bilingual Education	I. The Nature 3. 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. Intragroup 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
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	C. How teachers can use what they learn about their students (culturally responsive pedagogy)
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	III. Cultural Context
B. Psychological factors affecting first- and second-language development	B. Methods	A. Concepts of cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	B. Stages of individual cultural contact
D. Pedagogical factors affecting first- and second-language development	E. Limitations of assessment	C. The dynamics of prejudice



E. Political factors affecting first- and second-language development	E. Technical concepts	D. Strategies for conflict resolution
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**EDMS 555** stresses competencies highlighted in bold.

### Data Collection Grid (Case Study)

Assessments Used	What I Learned What have I learned about the student? Where in the data did I learn this? (Look for patterns) What are his/her strengths? What are his/her areas of need?	+ or -	Instructional/Intervention Plan What are you going to do to help the student? Note that you will need to say why you selected this plan. You also must say how this plan is going to help the student.

+ = Strength  
- = Weakness

EDMS 521-22 - Literacy Education I & II  
Reading and Writing Interview – Guiding Questions

1. What are you learning to do in reading? [writing]
2. How are you learning it? Who is helping you?
3. What is easy about reading, what's hard? [writing]
4. What do you do before you start to read? [write]
5. While you are reading, if you come to a word that you don't understand or don't know, you \_\_\_\_\_ [writing]
6. How can you tell when someone is a good reader? [writer]  
\_\_\_\_\_ is a good reader because \_\_\_\_\_

Do you think \_\_\_\_\_ ever comes to a word that s/he doesn't know?

If \_\_\_\_\_ comes to word s/he doesn't know, what do you think \_\_\_\_\_ does?

7. What would your teacher do to help someone who doesn't know a word while s/he is reading? [writing]
8. What do you do to help yourself understand and/or remember a story after you have read it?
9. Do you think that you are a good reader? [writer] Why or why not?
10. What would you like to learn to do next as a reader? [writer]  
How do you think you will learn it? (will someone help you?)

**Interview in Spanish  
EDMS 540**

4. ¿Que estas aprendiendo hace en la lectura? En la escritura?
5. ¿Como estas aprendiendo? ¿Quien te ayuda?
6. ¿Que es fácil acerca de la lectura? (Escritura?) ¿Que es difícil acerca de la lectura? (Escritura?)
7. ¿Que haces antes de empieza a leer? ¿Que haces antes de empieza a escribir?
8. ¿Cuando lees, si llegas a una palabra que no entiende o no sabes, tu\_\_\_\_\_
9. ¿Como sabes cuando alguien es un buen lector? (Escritor?)

\_\_\_\_\_ es un buen lector porque \_\_\_\_\_

¿Piensas que \_\_\_\_\_ encuentra una palabra que no entiende/sabe?

¿Si \_\_\_\_\_ encuentra una palabra que no sabe o entiende que piensa que hace?

10. ¿Que haría tu maestro/a para ayudar a alguien que no sabe una palabra mientras ella o el lee?
11. ¿Que haces para ayudarte a ti mismo/a para comprender o recordar un cuento despues que lo has leído?
12. ¿Piensas que eres un buen lector/escritor? ¿Porque o porque no?
13. ¿Que te gustaría aprende como lector? (Escritor?) ¿Como piensas que lo aprenderas? ¿Te ayudara alguien?

California State University San Marcos  
EDMS 540

Parental Consent

Dear Parents:

I am studying to be an elementary school teacher and am enrolled in the credentialing program at California State University San Marcos.

A very important part of our learning is the understanding of the reading process. We have been asked to work with a student inquiring about what that student thinks and feels about the reading process. Another part of our assignment is to listen to the student read and to study the strengths that the student brings to the reading process. From our observations, we develop an instructional plan to assist that student in becoming a fluent reader who understands all he or she reads.

I am asking for your permission to work with your student. The project will take approximately 4 hours over a period of time. The information will remain confidential. Your student's name will not be used in report issued to my professor. You are entitled to all of the information I have gained and will share it with the classroom teacher if you so wish.

Sincerely,

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I give my permission for you to work with my student \_\_\_\_\_.

I understand that all information will be kept confidential and that I am entitled to all of the information.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## Field Experience - Classroom Observation Form

When you are observing/ participating in classrooms throughout the semester, look for and write down your observations of the following. Jot down brief notes about the kinds of activity teachers and students are engaged in. Be sure to write observations and not judgements. If you don't see something in your classroom, visit another. If you are placed in an intermediate grade, you will need to schedule time to visit a primary grade classroom and vice-versa. If you need more room, use another piece of paper. As we cover each of the following topics in class, you will be asked to briefly share your observations of examples of classroom-based instruction.

<u>Topic</u>	<u>Date/time</u>	<u>Place</u> (school/grade/classroom)	<u>Activity</u>
<b>Example:</b>			
Writing	9/7/99	1 <sup>st</sup> grade, Struct. English	Each student free writes, topic of Workshop 9:00-10:00
Immersion (SEI), School		their choice; each has an ongoing Name	journal for this purpose; timed 12 Minute activity; Teacher quickly Reviews what each student has Produced; reads as few; ....
Assessment Tools (Formal and/or Informal)			
Intervention Strategies (e.g., reading and/or writing conferences)			
Strategies for Second Language Learners			
Promoting Oral Language			
Phonemic Awareness			
Concepts about print			

and/or letter knowledge

Phonics Instruction  
and Word Study

Spelling  
Instruction

Writing workshop

Read Aloud  
(Selection of reading  
materials)

Shared reading  
(Selection of reading  
materials)

Guided reading  
(Selection of reading  
materials)

Guided writing and/or  
Interactive writing

Independent reading  
(Selection of reading

materials)

Comprehension  
strategies

Vocabulary  
Development

Literature circles  
(Selection of reading  
materials)

Reading and writing  
across the curriculum  
(content area literacy  
instruction)

Grouping structures



**RICA Domains Study Grid**

<b>Domain</b>	<b>How to Assess</b>	<b>How to Teach It (Strategies)</b>	<b>Accommodations</b>