

California State University San Marcos
College of Education

EDMS 521 - Elementary Literacy

Instructor: Zee Cline
Class Hours: M- 8:00-2:00
Class Location: Valley Elementary

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Class or by Appointment**

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Mission of the College of Education at CSUSM. 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.

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 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 Art

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:

Calderon, M. & Rowe, L. (2003). *Designing and Implementing Two-Way Bilingual Programs*. Corwin Press. 0-76194566-0

Clay, M. (1993). *An Observation Survey of Early Literacy Achievement*. Heinemann.

Choate, J. (2000). *Successful Inclusive Teaching*. Allyn and Bacon (3rd edition)

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 21st 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 (Packaged as one)

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 .

- Field Observations 35 points
- Reading Strategy Lesson Plan 35 points
- Primary Case Study 30 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

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

TPE 1a-Subject Specific Pedagogical Skills for MS Teaching
TPE 4-Making Content Accessible

Task Stream, TPE's, and Assignments

TPE Reflective Writing for Task Stream:

This course requires that you address the TPE's listed above for your Task Stream Electronic Portfolio. You will address these TPE's by completing course assignments. Completion of the course assignments includes submitting them in the appropriate format to your electronic portfolio. Assessment of your TPE's is directly related to the assessment of your course assignments. You will write summary reflections to be submitted, responded to, and archived via Task Stream.

<http://lynx.csusm.edu/coe/eportfolio/index.asp>

This will take you to the CSUSM COE website where you can get help with how to create your electronic portfolio and information on the required elements.

<http://www.taskstream.com>

This is the TaskStream home page where you will register for Taskstream and return to when working on your electronic portfolio

ASSIGNMENTS:

Field Experience Observation and TPE 1a Reflection (35 pts)

Observation Guides

When you are observing/participating in classrooms **BEFORE** you begin student teaching, please look for and write down your observations in the following areas. Jot down brief notes about the kinds of activities teachers and students are engaged in and your own reactions. Be sure to write observations and not judgments.

(Example:

Observation: Teacher taught "B" sound Students wrote words beginning with "B"

Judgment: Teacher did a good job teaching "B" sound.

Please note: If you don't see something in your classroom, visit another class or grade level.

For each observation topic, please be sure to include: Topic, Date/time, Place (school/grade/classrooms), Activity, Reflective notes

Example:

Topic: Phonics Instruction

Date/Time 9/7/98 9:00-10:00

Place (school/grade/classrooms) Discovery 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 word that were close cognates (ball-bola) to help the students make connections. I noticed that one of the children who has 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 one observation sheet for each of the areas of the RICA Notebook using the form provided.

- Phonemic Awareness
- Concepts About Print
- Phonics Instruction
- Spelling Instruction
- Reading Comprehension-Narrative
- Supporting Reading through Oral and Written Language Development
- Vocabulary Development

Field Experience Observation TPE 1a Reflection

Please read TPE 1A and write a reflection that elaborates on your learning and mastery of this TPE. The reflection should be at least 2 paragraphs in length and include evidence that you have a grasp of Subject-Specific Pedagogical Skill for MST in the area of teaching Reading-Language Arts. In order for the assignment to be complete, students must post their observation sheets and reflections it to their Task Stream Account after it is returned with the comment: **Ready to Post**

*TPE 1A: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments
Teaching Reading-Language Arts in a Multiple Subject Assignment*

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in English-Language Arts (K-8). They understand how to deliver a comprehensive program of systematic instruction in word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies and applications; written and oral English Language conventions; and listening and speaking strategies and applications. They know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards. Candidates create a classroom environment where students learn to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts. They understand how to make language (e.g., vocabulary, forms, uses) comprehensible to students and the need for students to master foundational skills as a gateway to using all forms of language as tools for thinking, learning, and communicating. They understand how to use instructional materials that include a range of textual, functional and recreational texts and how to teach high quality literature and expository text. They understand that the advanced skills of comprehending narrative and informational texts and literary response and analysis, and the creation of eloquent prose, all depend on a foundation of solid vocabulary, decoding, and word-recognition skills.

Candidates teach students how to use visual structures such as graphic organizers or outlines to comprehend or produce text, how to comprehend or produce narrative, expository, persuasive and descriptive texts, how to comprehend or produce the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English-language conventions. They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts taught directly, and how to determine the effectiveness of instruction and students' proficiency after instruction.

Field Experience Observation Form

Topic	
Date/Time	
Place (school/grade/classrooms)	
Activity	Reflective Notes to Myself
	The Teacher:
	I noticed:
	I would modify:

Reading Strategy Lesson Plan and TPE 4 Reflection (35 pts)

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

Strategy Lesson Plan-TPE 4 Reflection

Please read TPE 4 and write a reflection that elaborates on your learning and mastery of this TPE. The reflection should be at least 2 paragraphs in length and include evidence that you have a grasp of making content accessible for all students. In order for the assignment to be complete, students must post their lesson plan and reflections in Task Stream Account after it is returned with the comment: **Ready to Post**

TPE 4: Making Content Accessible

Candidates for Teaching Credentials incorporate specific strategies, teaching/instructional activities, procedures and experiences that address state-adopted academic content standards for students in order to provide a balanced and comprehensive curriculum. They use instructional materials to reinforce state-adopted academic content standards for students and they prioritize and sequence essential skills and strategies in a logical, coherent manner relative to students' current level of achievement. They vary instructional strategies according to purpose and lesson content. To meet student academic learning needs, candidates explain content clearly and reinforce content in multiple ways, such as the use of written and oral presentation, manipulatives, physical models, visual and performing arts, diagrams, non-verbal communication, and computer technology. They provide opportunities and adequate time for students to practice and apply what they have learned. They distinguish between conversational and academic language, and develop student skills in using and understanding academic language. They teach students strategies to read and comprehend a variety of texts and a variety of information sources, in the subject(s) taught. They model active listening in the classroom. Candidates encourage student creativity and imagination. They motivate students and encourage student effort. When students do not understand content, they take additional steps to foster access and comprehension for all learners. Candidates balance instruction by adjusting lesson designs relative to students' current level of achievement.

Primary Case Study (30 pts)

Each of you will be assigned a student to tutor each morning for half an hour two days a week. During this time you will be asked to complete an emergent reader/early reader assessment and develop an intervention plan.

Assessment: Running Records (one for each week), Clay Observation Survey, Teacher assessments (if available), and any other formal or informal assessments you have conducted.

Intervention Plan: Based on the information you have gathered about the student, discuss his or her strengths (very important - what can he or she do) and challenges (what does this student need to work on). Design an Intervention Plan for your student. Knowing what you know about your student as a result of your assessments, what areas should an appropriate intervention plan focus on? Why? Think about what strategies beginning readers need to develop and how teachers can support those activities. Refer to the standards in the reading/language Arts Framework for CA Public Schools for your child's grade level to guide you as you design the intervention plan.

Make sure to:

- Identify areas of strength and need (minimum of 4 total) that an instructional plan should focus on – how a teacher could build on the student's strengths and address his/her needs. Select two areas in reading, and one area in writing and oral language.
- Provide specific instructional recommendations for each area (reading, writing and oral language). List one example of an appropriate strategy and/or activity for each identified area. Look for examples in the course readings. For each instructional recommendation, explain why you selected it and how it is going to help your student.

You might also make recommendations for the student and parents: what can the student do on his or her own that is not dependent on the teacher.

Reflection: Reflect on your experience with the Case Study. Based on your classroom observations of reading and writing as well as on what you learned in the assessment/intervention process, what would you do differently or try differently? 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? How do you feel the intervention went? How has this enhanced your experience as a teacher?

RICA Resource Notebook--Part 1 (Class Assignment)

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. 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.
- A 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: Intervention Strategies (SDAIE; Scaffolds)

You can choose how to organize this information in your notebook. 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 activities 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/ for free Educational Materials, California Reading Initiative Reading/ Language Arts Components Grid (Quioco, 2000)

Component	How to Assess	How to Teach It (Strategies)	Accommodations

Example 2

RICA Analysis Sheet

Component	How to Assess	How to Teach it (Strategies)	Accommodations
Phonemic Awareness	<p>Phonemic awareness is assessed by finding out whether or not the student is capable of manipulating the language. For example;</p> <ul style="list-style-type: none"> • 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. <p style="text-align: center;">Assessment Tools</p> <p>1.) The Yopp-Singer Test of Phonemic Segmentation</p>	<p>These are strategies that can be used to teach ELL and non-ELL students phonetic awareness,</p> <ul style="list-style-type: none"> • Involve students in 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. 	<p>For children with special needs I would use these strategies,</p> <ul style="list-style-type: none"> • Specific skills instruction alongside a basal 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.

Course Outline
(Timeline Subject to Change pending “Teachable” Moments)

Date	Topic	Assignment
Session 1/2 August 30	A Balanced Approach -Assessment	Tompkins Chap 1 & 3 Clay Observation Survey Calderon & Rowe 8
Session 3/4 September 6	The Language of School/The Language of Learning	Clay Observation Survey Calderon & Rowe 8 The English Language Arts Standards
Session 5/6 September 13	The Processes	Tompkins Chap 2 & 4
Session 7/8 September 20	A History of Challenges	Tompkins Chap 5 & 6 Calderon & Rowe-Chap 5 Due: Reading Lesson Plan
Session 9/10 September 27	When Sacramento Sneezes	Tompkins Chap 7 & 8 Calderon & Rowe-Chap 6
Session 11/12 October 4	Building a Portrait	Tompkins Chap 9 Calderon & Rowe-Chap 7 Due: Field Observations
Session 13/14 October 11	Readerly Thinking	Zarillo Book
Session 15/16 October 18	Review & Closure	Due: Case Study