

California State University San Marcos  
College of Education  
**EDMS 521 - Elementary Literacy Education I**

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### **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.

**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 instructors during office hours or, in order to ensure confidentiality, in a more private setting. (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 will introduce the collaborative infusion of special education competencies that reflect inclusive educational practices.

### **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 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 TPEs 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 TPEs listed above for your Task Stream Electronic Portfolio. You will address these TPEs by completing course assignments. Completion of the course assignments includes submitting them in the appropriate format to your electronic portfolio. Assessment of your TPEs 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

## **OBJECTIVES**

### **KNOWLEDGE**

Students 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**

Students will:

- become sensitive observers of children's language using behaviors.
- analyze children's reading and writing behavior as a basis for making instructional decisions.
- 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**

- Cunningham, P. & Allington, R. (1999). *Classrooms that work: They can all read and write* (3<sup>rd</sup> ed.). Longman.
- *Reading/language Arts Framework for CA Public Schools* CA Dept of Ed (or the standards can be accessed via the California Department of Education website [www.cde.ca.gov](http://www.cde.ca.gov))
- Tompkins, G. E. (2001). *Literacy for the 21<sup>st</sup> Century: A Balanced Approach, 3rd Edition*. Prentice Hall.

### **OPTIONAL TEXTS**

- Johns, J. (2000). *Basic Reading Inventory: Pre-primer through grade twelve & early literacy assessments*. Dubuque, Iowa: Kendall-Hunt.
- Zarrillo, J. J. (2002). *Ready for RICA: A test preparation guide for California's Reading Instruction Competence Assessment*. Merrill Prentice Hall.

### **ASSIGNMENTS**

#### **Reading Response/Interactive Journal (20 points)**

For each set of readings you must write a response. You may respond in a variety of ways that reflect multiple ways of demonstrating knowledge. Possible formats such as “found poems,” graphic organizers, double entry, sketches, K-W-L charts, etc. will be taught in class. You must connect course content with your teaching experiences and observations and express your ideas, opinions, questions and concerns relative to your teaching experience and/or observations. This assignment is ongoing and begins with readings for the second session and will continue until the last week of class. Journal entries must be at least one page in length. Journals must be completed **before** each class meeting. Entries will be graded according to their comprehensiveness, insightful connections, and “deep understanding” of the issues.

### **Choice Assignment (25 points)**

You will complete one of the following choices:

- RICA study guide
- Book review
- Technology evaluation
- Mini case study

### **Reading Strategy Lesson Plan – Critical Assessment Task (25 points)**

You will write a standards based reading strategy lesson plan for a small group activity that takes into account student needs. Make your lesson active, interesting, fun, and meaningful. We will discuss/model lesson planning in class. Choose a reading standard for your grade level to guide your objectives. Sample strategies 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

*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? How are they aligned with the CA Reading/Language Arts standards? 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?

*Non-negotiables:* 1) Your lesson must address the needs of mainstream students, second language learners, struggling students, and accelerated students. Scaffolding for struggling students and ELLs as well as enrichment for accelerated students (both EO and ELL) must be evident in your lesson. 2) You must first identify which CA content standards will drive your lesson, then identify which assessments will allow the students to demonstrate mastery of those standards, and finally explain the instructional activities designed to move the students to mastery. Standard(s), assessment(s), instructional activities **MUST** be closely connected.

### **Field Observations (20 points)**

While observing in your classrooms, look for evidence of the following processes:

- Phonemic awareness
- Concepts about print
- Phonics and word identification
- Spelling
- Vocabulary
- Organization of classroom: Time and physical layout
- Managing groups
- Guided reading
- Comprehension INSTRUCTION (not assessment) of narrative texts
- Oral language development
- Structure of English language

You do not have to observe a separate lesson on each of the above areas. You might see evidence on bulletin boards or in student work or you might observe more than one area during a single lesson. Document your observations and reflections/analyses in whatever mode best fits your learning style. *Important: You must describe what you see and what you think about what you saw. Your reflection/analysis is the most important part of this assignment.*

### **Thoughtful Participation (10 points)**

Being a teacher involves more than planning lessons and delivering instruction. You must be able to articulate the reasons behind your curricular decisions, to advocate for students, and defend policies about which you feel strongly. Engaging in professional conversations with parents, administrators, other teachers, and the public is imperative for teachers today. To that end, I expect that each student will participate actively in each class session.

### **COE Attendance Policy**

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or they may not receive a passing grade for the course at the discretion of the instructor.

As professionals, you are expected to adhere to standards of dependability and promptness. If you miss more than two class sessions or are late or leave early by more than 15 minutes for more than three sessions, you cannot receive an A. If you miss more than three class sessions you cannot receive a B. Should you have extenuating circumstances, you should contact me as soon as possible.

### **Completion of Course Assignments**

Readings should be completed *before* the class meeting listed. All assignments should be handed in on the date due unless previously arranged with the instructor. Late assignments will be penalized by a 5% deduction in points for each weekday late. After one week, late assignments will be given a zero. If you have extraordinary circumstances in your life which will impact your assignments, please let me know. I want you to be able to stay in school and succeed. If you have any questions or concerns, please feel free to come in and speak with me about them.

### **Point Breakdown**

Thoughtful Participation – 10 points

Reading Responses – 20 points

Choice Assignment – 25 points

Reading Strategy Lesson Plan (Critical Assessment Task) – 25 points

Field observations – 20 points

### **Grading Scale**

94 – 100% = A

90 – 93% = A-

88 – 89% = B+

84 – 87% = B

80 – 83% = B-

78 – 79% = C+

### Course Schedule

(The instructor reserves the right to alter the course schedule depending on guest speakers and teachable moments.)

Date	Topic	Due
August 30	Course overview	
September 13	1 <sup>st</sup> language acquisition	
September 20	Emergent and early literacy; Phonemic awareness Oral lang development	Cunningham/Allington Ch. 1 Tompkins Ch. 1 and pp. 143-150  <b>Due: Reading reflections (1)</b>
September 27	Processes of literacy ELA standards	Tompkins pp. 7-19 Review the CA ELA standards
October 4	Phonemic awareness; Phonics; CAP (Working with words) Challenges ELLs face	Tompkins pp. 111-117; 150-160; 182-189 (top) C/A Ch. 2 <b>Due: Reading Reflections (2)</b>
October 11	Assessment-An overview	Tompkins Ch. 3 C/A Ch. 6 Review Johns if you have it
October 18	Guided Reading Shared Reading	C/A pp. 141-159; 230-232; 249-252 Tompkins pp. 33-45; 118-125; 411-414 <b>Due: Reading reflections (2)</b>
October 25	Writing Development Writing in L2	C/A Ch. 4 Tompkins pp. 45-61 <b>Due: Choice assignment</b>
November 1	Writing and spelling	Tompkins pp. 126-137; 161-175 Handouts
November 8	Lesson planning Differentiating instruction	C/A Chs. 5 and 8
November 15	Comprehension Vocab Development	Tompkins Chs. 7 and 8 C/A Ch. 3 <b>Due: Reading Reflections (4)</b>
November 22	Planning, organizing, managing reading instruction	C/A Chs. 9, 10, & 11 Tompkins <i>Choose</i> either Ch. 10, 11, OR 12 <b>Due: Observations</b>
November 29	Writers' Workshop with lesson plans	<b>Due: Rough draft of lesson plan</b>
December 6	Structure of the English language Fluency	Tompkins pp. 199-209 Handouts <b>Due: Final drafts of lesson plans and last 2 reading reflections</b>
December 13	Literature Selection Closure	<b>Bring: 3 children's books to recommend</b>