

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

EDMS 522 Elementary Literacy II SPRING 2004

Tuesday
5:30 – 8:15 pm
UH 439

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Office Hours: **By appointment**

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)

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:

TPE 3- Interpretation and Use of Assessments
TPE 8- Learning About Students

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 will include that you have submitted 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 Task Stream home page where you will register for Task Stream and return to when working on your electronic portfolio.

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, 4th Edition. Allyn and Bacon.

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

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.

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. Sign the attendance sheet every class session.

Language Arts Resource Notebook...Part II

30 points

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 needs to have an index and it should be clearly and neatly 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 type written:

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: 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)

You MAY (but are not required to) include in your language arts note book the following: course assignments, course handouts and materials from your classroom/school site, examples of lesson plans and student work, information from internet sources or professional journals, strategies you will use to teach these content areas, 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.

Note: Besides the course readings, Dr. Alice Quicho'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.

Due draft September 28

Due final draft and presentation November 30

Writing Strategy Lesson Plan

15 points

You will WRITE and PRESENT one **WRITING STRATEGY** lesson plan. Make your lesson active, interesting, and meaningful. *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. Choose a writing standard for your grade level to guide your objectives.

Literacy Case Study

40 points

Choose a student in the upper elementary or middle school who is reading at or above first grade level and below his/her current grade level. Prepare a literacy case study on this student. Record all the student's oral responses on tape. If you think the child is getting tired, stop the assessment 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.

TPE 8 ASSIGNMENT

Learning about Students

Section A of the literacy case study is designed to address and assess your performance on TPE 8 of your Task Stream Electronic Portfolio.

Due A: September 14

Section A: Learning about your student: You will refer to the rubric distributed in class for the details of this assignment. This assignment will be an artifact in your electronic portfolio which accompanies your reflective statements on TPE 8.

TPE 3 ASSIGNMENT

Interpretation and Use of Assessments

Sections B through H of the literacy case study are designed to address and assess your performance on TPE 3 of your Task Stream Electronic Portfolio.

Due B: September 21

Section B: Reading interview: Use an attitude survey that is distributed in class. Administer the survey and note student responses. Write a well developed paragraph(s) which summarizes student responses and what you learned about the student from the interview. (Include survey in appendix- section H.)

Due same day as B.

Section C: Writing assessment: 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. Write a well developed paragraph(s) which summarizes the information that you learned from the child's writing sample; ie: child's stage, strengths, needs. (Include writing sample in appendix – section H.)

Due same day as B.

Section D: 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. Write a well developed paragraph(s) which describes the child's willingness to talk about objects or content, child's clarity of expressing his/her ideas, amount of prompting you had to do, the kind of responses the child made. (Include transcript in appendix.)

Section E (see due dates below)

Section E: Reading Assessment: The Informal Reading Inventory has 4 parts. Write a well developed paragraph summarizing the information that you obtain from each part. (Include original data in an appendix.)

Insert the following chart at the appropriate place:

Independent level	Instructional level	Frustration level
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Due October 5

Section E Part 1: 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.

Due October 19

Section E Part 2: Student Reading: Use a narrative text. Make sure that you have an exact copy of each text. Record (on audio tape) the student reading each text so you can listen to it again while conducting an analysis.

Due Same day as part 2

Section E Part 3: 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.

Due October 26

Section E Part 4: 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. Finally, for your case study 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.

Due November 9

Section F. Recommendations: Take the role of a literacy consultant. Look at ALL the information that you have gathered about the child. Organize it in the Data Collection Grid.

*Using the data grid information, write a well developed paragraph that describes what you believe are the child's strengths in language arts.

*Using the data grid information, write a well developed paragraph that describes what you believe are the child's areas for improvement in language arts.

Next, based on your assessment of this child's strengths and areas for improvement, make 2 or 3 **specific** instructional recommendations (instructional activities that you could do to help this child improve). Make sure that your recommendations are appropriate for the child's needs and make appropriate use of the child's strengths to help him/her improve in reading and/or writing for the child's teacher [required], the child's parents[optional], and the child[optional].

Due same as F.

G. Instructional Plan: Take the role of a teacher. Using the recommendations of the literacy consultant (described above in section F), you will write a well developed paragraph which describes an instructional plan/intervention for the child that focuses on 1 or 2 areas for improvement. The paragraph must include a statement of your goal(s) in helping the child and describe at least three steps/ ways in which your plan will help the child reach the goal(s).

Due November 23 (turn in together with whole case study as artifact on Task Stream)

H. Reflection: You will write a reflection not to exceed 250 words about what you have learned about the interpretation and use of assessments based on your experience with the literacy case study.

Due same as H.

I. 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 August 30	Overview: Art & Literacy Text Structure & Comprehension Instructional Methods & Writing Process RICA CA 7 – Zarrillo 7	Tompkins 9 (279 – 317) Moore 5 Piazza 1
Session 2 September 7	Literacy Assessment: IRI, Miscues, & Reading Levels RICA CA 1- Zarrillo 1	Tompkins 1 (22 – 24) and 3 (78 – 83) Johns (7-10), (27-29), (79–85) & (121-170)
Session 3 September 14	Approaches to Literacy: Units, Circles, Workshops, Basals A Continuum of Literacy Instruction	Tompkins 1 (16 – 21) Johns Section 2 (20 – 33, 48) Due: Section A
Session 4 September 21	Expository Writing Learning to Write, Writing to learn, Writing to Demonstrate Learning	Tompkins 14 (428 – 444) and (299 – 301) Piazza 6 Due: Sections B, C, & D
Session 5 September 28	Literary Response and Analysis Literature Circles Puppetry: Art & Literature Workshop RICA CA 8 – Zarrillo 8	Tompkins (360–362 & 383) Piazza 6 (326 – 327) Tompkins 11 (353 – 358, 363, 365, 369) Due: Writing Strategy Lesson Plan Draft
Session 6 October 5	Literature Units Centro Barahona Visit Another IRI preview	Tompkins 10 (321 - 333), Moore (p. 76) Johns Section 2 (30 – 35) Due: Section E part 1 - Word List
Session 7 October 12	Oral language & Reading & Writing Comprehension & ELL Literacy Writers Workshop, process writing RICA CA 11 – Zarrillo 11	Tompkins 12 (389–400)
Session 8 October 19	Reading Workshop, Independent Reading Miscue Analysis Workshop RICA CA 10 – Zarrillo 10	Tompkins 12 (372 – 388) Due: Section E parts 2 & 3 - Student Reading and Retelling (IRI)
Session 9 October 26	Technology Lab Content Literacy Comprehension Data Collection Grid Workshop RICA CA 9 – Zarrillo 9	Moore (68 – 72 & 106 - 112) Johns 6 (75 – 78 & 87 – 98) Due: Section E part 4 - Miscue Analysis
Session 10 November 2	Art Cohort Legacy Project (2 hours) Story Writing	Piazza 4 (163 – 225)
Session 11 November 9	Writing and Thinking Processes Content Area Writing Poetry	Moore (9-14), (116–118), (175–216) Moore 7 and Piazza 5 Due: Sections F and G
Session 12 November 16	Basals and Leveled Readers	Tompkins 13
Session 13 November 23	Vocabulary, Families as Authors	Moore 6 Due: ENTIRE CASE STUDY
Session 14 November 30	RICA Content Area Workshop	Due: Language Arts Resource Notebook Due: Lesson Plan and Presentation
Session 15 December 7	Case Study Debrief Children’s Literature Circle	