

California State University San Marcos
EDMS 522 - Elementary Literacy Education II

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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 ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.

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
- Standard 9 – Educational Technology

Teacher Performance Expectation (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:

Primary Emphasis

TPE 1a-Subject Specific Pedagogical Skills for MS Teaching
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

Secondary Emphasis:

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

TPE 14 – Educational Technology

TPE 15 – Social Justice and Equity

OBJECTIVES**KNOWLEDGE**

Students will:

- gain an understanding of how a first and second language is acquired.
- gain an understanding of the reading process 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

Students 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.

COURSE TEXTS

- Fearn, L. & Farnan, N. (2001). *Interactions: Teaching writing and the language arts*. Boston: Houghton Mifflin Company.
- Moore, D., Moore, S., Cunningham, P., & Cunningham, J. (2003) *Developing readers and writers in the content areas; K-12*. Boston: Allyn and Bacon.
- Case study packet
- Johns, J. *Johns' reading inventory* (Optional)
- Tompkins, G. *Literacy in the 21st century*. (You should already have this from EDMS 521).
- Cunningham, P. & Allington, R. *Classrooms that work: They can all read and write*. (You should already have this from EDMS 521).

Choose ONE of the following professional texts:

- Beers, K. (2002). *When kids can't read; What teachers can do*. Portsmouth, NH: Heinemann.
- Hoyt, L. (2002). *Make it real*. Portsmouth, NH: Heinemann.
- Lane, B. (1993). *After THE END: Teaching and learning creative revision*. Portsmouth, NH: Heinemann
- Ray, K. (2004). *About the authors: Writing workshop with our youngest writers*. Portsmouth, NH: Heinemann.
- Ray, K. (2001). *Writing workshop: Working through the hard parts (and they're all hard parts)*. Illinois: National Council of Teachers of English.

Other Useful Resources

- Allen, J. (1999). *Words, words, words: Teaching vocabulary in grades 4-12*. Stenhouse
- Bear, D., Invernizzi, M., Templeton, S., & Johnston, F. (2000). *Words their way: Word study for phonics, vocabulary, and spelling instruction* (2nd ed.). Prentice Hall.
- Cunningham, P., Hall, D., & Sigmon, C. (1999). *The teacher's guide to the four blocks: A multimethod, multilevel framework for grades 1-3*. Greensboro, NC: Carson-Dellosa.
- Fletcher, R. & Portalupi, J. (1998). *Craft lessons: Teaching writing K-8*. Stenhouse.
- Fletcher, R. & Portalupi, J. (1998). *Nonfiction craft lessons: Teaching writing K-8*. Stenhouse.
- Fountas, I.C. and Pinnell, G.S. (2001). *Guiding readers and writers grades 3-6: Teaching comprehension, genre, and content literacy*. Portsmouth, NH: Heinemann.
- Fountas, I.C. and Pinnell, G.S. (1996). *Guided reading: Good first teaching for all children*. Portsmouth, NH: Heinemann.
- Keene, Ellin & Zimmerman, Susan. (1997). *Mosaic of thought*. Heinemann.
- Routman, R. (2002). *Reading essentials: The specifics you need to teach reading well*. Portsmouth, NH: Heinemann.

ASSIGNMENTS

Writing lesson plan	25 points
Case study	35 points
Reading responses	20 points
Field observations	10 points
Participation and professionalism	10 points

Writing Strategy Lesson Plan (25 points)

You will write and present a writing strategy lesson plan that takes into account student needs. It can be a mini-lesson, direct instruction, inquiry, or any other format you choose. Make your lesson active, interesting, fun and meaningful. Be sure to identify which writing standard(s) from the English Language Arts framework is the focus of your objectives. Examples of possible strategies include:

- Making transitions between paragraphs
- Editing
- Using commas
- Writing paragraphs
- 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
- Poetry

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.

Case Study (35 points)

See the directions in the case study packet. We will discuss this assignment in depth in class.

Reading Responses (20 points)

You will keep a journal with all of your reading responses. Complete the readings and the responses BEFORE each class session. Use as many of the response techniques that we have learned or that you have observed as possible.

Field Observations (10 points)

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

- Comprehension instruction for expository texts
- Content reading and writing lesson(s)
- Writing instruction
- Writing assessment
- Literary response and analysis of expository texts
- Student independent reading
- Integration of reading, writing, and oral language instruction and processes

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. Your reflection/analysis is the most important part of this assignment.*

Thoughtful Participation and Professionalism (10 points)

As teachers you will need to articulate your beliefs, advocate for students, and defend your decisions to parents, administrators, and the public. Begin practicing in our classroom. We expect you to participate in both large group and small group discussions, attend class on time, and otherwise act as you would in a professional learning situation.

Resource Notebook

Continue to compile your RICA resource notebook. You will not turn this in for a grade, but we highly recommend that you continue to collect materials, handouts, and resources from our class and from your observations.

Grading Scale

94 – 100% = A

90 – 93% = A-

88 – 89% = B+

84 – 87% = B

80 – 83% = B-

78 – 79% = C+

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 s/he may not receive a passing grade for the course at the discretion of the instructor.

A good student is one who adheres to standards of dependability and promptness. If you miss more than two class sessions or are late or leave early by 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. Late assignments will be penalized by a 5% deduction in points for each weekday late. After two weeks, late assignments will be given a zero. If you have extraordinary circumstances in your life which will impact your assignments, please let us know. We want you to be able to stay in school and succeed. If you have any questions or concerns, please feel free to speak with one of us about them.

Date	Topic	Due
August 30 (W and E)	Assessment Introduce case study	
September 13 (E)	Assessment continued <i>Review of literacy concepts</i>	Read: MMCC Ch. 6 FF Chs. 1, 12
September 20 (E)	Independent Reading Technology Resources	Bring: FF Chs. 2, 11
September 27 (W)	Content area literacy	Read: MMCC Chs. 1 and 2 Due: Reading responses (3)
October 4 (W and E)	Content area literacy Comprehending expository texts	Read: MMCC Ch. 5; Tompkins Chs 9, 14
October 11 (W)	Writing	Read: FF Chs. 3, 4 Due: Reading responses (2)
October 18 (W and E)	Case study workshop	Bring: Data from case study
October 25 (W and E)	Writers' Workshop	Read: FF Chs. 7, 8 Bring: <i>Rough draft</i> of case study analysis
November 1 (W)	Writing	Read: FF Chs. 5, 6
November 8 (W)	Writers' Workshop	Read: FF Chs. 9, 10 Bring: <i>Rough draft</i> writing lesson plans
November 15 (W)	Differentiation: <i>Providing scaffolding</i> Lesson presentations	Read: MMCC Ch 4; FF Ch 13 Due: Reading responses (4) Writing lesson plan
November 22 (W and E)	Literary response and analysis (expos. texts) Literature Circles	Read: First half professional book Due: Case study
November 29 (E)	Keeping all students engaged	Read: http://www.education- world.com/a_curr/curr197.shtml
December 6 (E)	Pulling it all together	Read: MMCC Ch. 9; C/A Review Chs. 9, 10, 11 Due: Rdg responses (3)
December 13 (W and E)	Closure	Due: Field observations