

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

**EDMS 521(03): Elementary Literacy I**

**Fall 2010**

**crn: 41426**

**Alvin Dunn**

**8:30 – 2:45 Wednesdays**

**Instructor: Dr. Garza**

**Office Hours: by appointment**

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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 elementary and middle school classrooms.

***Course Prerequisite***

Admission to the Multiple Subject/CLAD Teacher Credential Program.

***California Teaching Commission Standards Alignment:***

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subjects Credential. You will incorporate artifacts from this class into your final comprehensive portfolio. The following are the primary emphasis of 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

***Standards Alignment:***

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subjects Credential. The following standards are a primary emphasis for this course:

3- Relationship between theory and practice      4-Pedagogical thought and reflective practice

5-Equity, Diversity & Access

7-A: Multiple Subject Reading, Writing, and Related Language Instruction in English

***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 and the knowledge of reading content including: word analysis, fluency, vocabulary-academic language- and background knowledge, reading comprehension, literary response and analysis.
- Gain understanding of how to learn to read and write in first and second languages.
- Become familiar with how to “deliver a comprehensive program of systematic, explicit instruction in reading, writing, listening, and speaking aligned to the state adopted English Language Arts Content Standards and the Reading/Language Arts Framework (2007).
- Become familiar with “multiple monitoring measures within the three basic types of assessments to determine students’ progress towards state adopted content standards.”
- Become familiar with “differentiated reading instruction and interventions to meet the needs of the *full range of learners (including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners)* who have varied reading levels and language backgrounds.”

### **Skills –**

Teacher candidates will:

- Become sensitive observers of children’s language using behaviors.
- “Demonstrate knowledge and ability to utilize multiple monitoring measures within the three basic types of assessments to determine students’ progress towards state adopted content standards: entry level assessment for instructional planning, monitoring student progress, post test or summative assessment.”
- “Be able to analyze and interpret results [of children’s reading and writing behaviors] to plan effective and differentiated instruction and interventions.”
- “Demonstrate knowledge of components of effective instructional delivery in reading, writing and listening and speaking.”
- Develop the ability to select appropriate materials and instructional strategies to meet the individual needs of students and use “State Board of Education (SBE)-adopted core instructional materials for both instruction and intervention.”
- Develop the ability to differentiate literacy instruction in order to provide Universal Access.
- Learn how to organize the classroom for teaching reading and writing to the *full range of learners (including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners)* who have varied reading levels and language backgrounds

### **Attitudes and Values –**

Teacher candidates will:

- Develop an appreciation for the natural language abilities children possess for processing and producing print.
- To appreciate the need and value of integrating reading writing into all curricular areas
- Affirm the importance of a rich environment for an effective language arts program.
- Develop a sensitivity to and appreciation for culturally and linguistically diverse learners.
- Develop a sensitivity to and appreciation for the importance of reading and writing for students’ 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.

(2007). *Reading/ Language Arts Framework for California Public Schools*. California Department of Education, Sacramento.

## ***INFUSED COMPETENCIES***

### ***Authorization to Teach English Learners***

This credential program was 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.*)

### ***Special Education***

Consistent with the intent to offer a seamless teaching credential in the College of Education, this course demonstrates the collaborative infusion of special education competencies reflecting inclusive educational practices.

### ***Technology***

This course infuses technology competencies to prepare candidates to use technology, emphasizing use in both teaching practice and student learning.

### ***All University Writing Requirement***

Writing requirements for this class will be met as described in the assignments. Every course at the university, including this one, must have a writing requirement of at least 2500 words.

## ***STUDENT LEARNING OUTCOMES***

### ***Teacher Performance Expectation (TPE) Competencies***

Teacher Performance Expectations are standards for student teachers. 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 implement 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.

### ***California Teacher Performance Assessment (CalTPA)***

Beginning July 1, 2008, all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM, this assessment system is called the "CalTPA" or TPA. To assist your successful completion of the TPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment. Additionally, COE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA, and, more importantly, in your credential program. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the COE website provided at the website provided:

<http://www.csusm.edu/coe/CalTPA/ProgramMaterialsTPA.html>

## ***UNIVERSITY REQUIRMENTS***

### ***Students with Disabilities Requiring Reasonable Accommodations***

Students with disabilities requiring reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). The 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, to ensure confidentiality, in a more private setting.

### ***CSUSM Academic Honesty Policy***

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas or materials borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

### ***Plagiarism***

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

## **COURSE REQUIREMENTS**

### ***Grading Standards (Points)***

In order to earn a teaching credential from the state of California, you must maintain a B average (3.0 GPA) and cannot receive below a C+ in any course in your teacher education program.

<b>A</b>	93-100	<b>B+</b>	87-89	<b>C+</b>	77-79
<b>A-</b>	90-92	<b>B</b>	83-86	<b>C</b>	73-76
		<b>B-</b>	80-82	<b>C-</b>	70-72

### ***College of Education 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. Individual instructors may adopt more stringent attendance requirements. (Adopted by the COE Governance Community, December, 1997).

Should a student have extenuating circumstances, s/he should contact the instructor as soon as possible. *Students missing more than two class sessions will not earn a passing grade.* Illness and emergencies are considered on a case-by-case basis. However, notifying the instructor does not excuse students from assignments nor the attendance policy.

### ***Electronic Communication Protocol***

Electronic correspondence is a part of professional interactions. If you need to contact me, e-mail is often the easiest way to do so at [bingalls@csusm.edu](mailto:bingalls@csusm.edu). Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the College of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care. Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

### ***Required Texts:***

Gail Tompkins. (2010). *Literacy for the 21<sup>st</sup> Century: A Balanced Approach* (5<sup>th</sup> Edition)  
ISBN -10: 01350 28922

Jerry L. Johns (any recent edition). Basic Reading Inventory

Richard L. Allington. (2009). What Really Matters in Fluency: Research Based Practices across the Curriculum [www.allynbaconmerrill.com](http://www.allynbaconmerrill.com) ISBN-13: 978-0-205-57058-4

### ***Optional Texts:***

Zarrillo, James. Ready for Revised RICA: A Test Prep Guide (highly recommended)

Gail E. Tompkins. (2007). *Teaching Writing: Balancing Process and Product*. Prentice Hall.  
ISBN: 9780131584167

[www.prenhall.com/tompkins](http://www.prenhall.com/tompkins)

## ***COURSE ASSIGNMENTS***

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio.

Proofread and edit word-processed assignments prior to submission. Hand-written work is not accepted. Assignments are written in Times, size 12 font, and are double-spaced. Ensure the text is error-free (grammar, spelling), and ideas are logically and concisely presented. All citations, where appropriate, use American Psychological Association (APA) format.

Students are expected to complete assigned readings *prior* to the class sessions to which the readings are related in preparation for class activities. Refer to the handout on reading assignments distributed by the instructor for the specific information about the readings for each class session.

<b>Assignment</b>	<b>Points Possible</b>
Field Observations (x 4)	25
Literacy Lesson Plan <i>Focus: narrative reading</i>	25
Investigating Literacy Assessments (Assessment Table)	25
Journal (includes quizzes)	25
<b>Total Points</b>	100

## *Descriptions of Assignments*

### FIELD OBSERVATIONS

<b>RICA DOMAINS COVERED</b>
Embedded in each area: Assessment, Universal Access/Differentiated Instruction, Oral Language and Writing
Domain 1: “Planning Reading Instruction based on Assessment”
Domain 2: “Word Analysis”
Domain 3: “Fluency”
Domain 4: “Vocabulary, Academic Language, and Background Knowledge”
Domain 5: “Comprehension”

You will conduct 4 observations of reading instruction. Observe a teacher while she/he is teaching a reading/language arts lesson and identify the RICA topic(s) being taught. Topics are described in the “Ready for Revised RICA Study Guide” written by James Zarrillo and also on the RICA website.

Using the Field Observation form, write your observations on the left hand side of the Field Observation form. Write your reflections about what you learned from your observation on the right hand side of the form. Replicate the Field Observation form (below) on your computer. Completed forms should be approximately one full page. To complete the forms, type them using size 10 Times New Roman font, with 1.5 spacing.

<b>Topic:</b> RICA Topic: Phonemic Awareness	<b>Date:</b> 9/17/08
<b>Grade Level:</b> Kindergarten	<b>Additional Descriptors:</b> SEI class
<b>Activity:</b>	<b>Reflective Notes to Myself</b>
Teacher taught /B/ sound using picture cards and the pocket chart. The students sat together on the carpet as a whole group. The teacher asked the students to help him place the picture cards that represented words starting with /B/ in the pocket chart. The teacher also used some words that were Spanish-English cognates, (ball/bola). Some pictures represented words starting with other letter sounds and so the students had to decide which ones did and which ones did not go in the pocket chart. The teacher then had them look for word cards that matched with the /B/ picture cards. Then, the teacher had the students work at their tables sorting small objects that did begin with /B/ into one column on their worksheet and items that did not begin with /B/ into the other column.	While observing this lesson, I realized that the teacher was teaching the RICA content area of phonemic awareness. I learned that phonemic awareness can be taught directly and effectively in a whole group when the teacher uses interactive activities like this sorting activity. In this lesson, I noticed that the children were engaged in identifying the /B/ sound. I think that they enjoyed making the matches between /B/ and the picture cards. When I saw the teacher making use of cognates to support ELLs, I realized how do-able that is. I learned that sorting activities are an effective way to get children engaged actively in their learning. The teacher also began making connections between the sounds, the pictures and the words. I think that the next step for them is learning the letter “B”.

## INVESTIGATING LITERACY ASSESSMENTS

This assignment is designed to familiarize students with the different purposes of a variety of literacy assessments, in particular the literacy assessments that students use to conduct a literacy case study. In addition, this assignment will help students become familiar with listening to children read and with analyzing their reading through a running record. In class, students will explore and become familiar with how each assessment is administered, the distinct kind of information each provides, and their uses at various times during the instructional cycle as entry-level, progress-monitoring and summative assessments.

Students complete an Assessment Table (using the template provided by the instructor) to describe each assessment in terms of the following characteristics: what it is supposed to measure, who it assesses, how it is scored and administered, who is tested, and when it is best used. Students are encouraged to keep this table for use during the second literacy course.

**Assessment Table for Investigating Literacy Assessments**

Assessment	What it Measures	How to Score	How to Administer	To Whom	When to Use

## JOURNAL

Throughout the course, students complete five (5) journal entries, each of which is based on the instructor's assigned prompts that provide instructions to the students about what to do. The prompts will frequently include a quiz about the readings and core content of the course. The journal entries will be submitted in hard copy to the instructor. The journal rubric (below) describes the criteria for Journal entries.

**Rubric for Journal Entries**

Criteria	5	4	3	2-1
Answers the prompt assigned by the instructor				
Demonstrates analytical reflective writing				
Makes connections to course readings				
Includes any required attachments				

## **JOURNAL TOPICS**

Literacy Beliefs Profile and Emergent Literacy
Reading Phonics and Fluency
Reading Comprehension
Differentiated Reading Instruction
New Literacies



## LITERACY LESSON PLAN ACTIVITIES

Students complete a variety of activities to develop a lesson plan for teaching reading. The literacy lesson plan focuses on reading skills for beginning readers including word recognition, fluency and comprehension. In addition, the lesson plan involves the use of literature that is appropriate for children in kindergarten through second grade. The lesson plan activities are designed so that students learn the purposes of various components of a reading lesson, how to develop the lesson components, and how effective deliver reading instruction. The literacy lesson plan format corresponds to the TPA lesson plan. Students should create a reading lesson plan containing all the elements listed in the template below.

Name	LITERACY LESSON PLAN TEMPLATE Description
<b>Anticipatory Set</b>	<p><b>Pre-reading activities for the “Into”</b></p> <p>Teacher engages students, activates &amp; builds their background knowledge, previews the text and states the objective/purpose for reading</p> <ul style="list-style-type: none"> <li>• I engage students in the lesson topic</li> <li>• I activate &amp; build their background knowledge</li> <li>• I preview the story</li> <li>• The objective/purpose for reading _____ today is _____</li> </ul>
<b>Teach to the Objective</b>	<p><b>Modeled instruction of reading skills for the “Through”</b></p> <p>Teacher explains and demonstrates the task by actually doing it while students watch. Teacher explains the key concepts (criteria for task) and how to use them. Teacher “thinks aloud” to show the associated thinking process while students listen. Teacher doesn’t ask children questions at this point.</p> <ul style="list-style-type: none"> <li>• I explain the key concepts (using a checklist criteria when possible)</li> <li>• Step by step, I demonstrate and “think aloud” (using a graphic organizer when possible)</li> </ul> <p><b>Shared instruction of reading skills for the “Through”</b></p> <p>Teacher leads the students in doing the task and thinking through the task together with her/him. Teacher asks students to help teacher. Teacher asks questions, encourages partner-talk, such as “think-pair-share”, and charts out students’ ideas. Teacher consistently refers to key concepts (criteria) for the task.</p> <ul style="list-style-type: none"> <li>• I invite the students to do it with me (Please help me with _____...)</li> <li>• I describe step by step what I will do together with the students.</li> <li>• I include student interaction with a “think/pair/share”</li> </ul>
<b>Guided Practice</b>	<p><b>Guided practice reading activities for guided instruction</b></p> <p>Teacher invites children to try doing the task while they work with a partner/small group. Teacher provides students the materials to practice doing the task together. Teacher coaches and consults with students, offering guidance as needed, consistently referring to use of key concepts (criteria). Teacher supports students who need extra help with reteaching/mini-lesson.</p> <ul style="list-style-type: none"> <li>• I decide how to group the students</li> <li>• I provide a step by step description of the practice activity</li> <li>• I gather the materials needed for the activity</li> <li>• I support and guide the group work</li> </ul>
<b>Independent Practice</b>	<p><b>Review and apply reading skills for the “Beyond”</b></p> <p>Teacher reviews the key concepts of the lesson with the students by stating again what the key concepts of the lesson were.</p> <p>Teacher provides opportunities for students to apply what they have learned in the lesson beyond this particular lesson, both in and out of classroom.</p> <ul style="list-style-type: none"> <li>• I prepare one or more opportunities for my students to review and also to apply what they have learned during my lesson.</li> </ul>

(ALVIN DUNN)

**COURSE SCHEDULE: EDMS 521 (03) Wednesdays Fall 2010**

**The instructor reserves the right to modify the schedule**

<b>Date</b>	<b>Topic</b>	<b>Assignment</b>
<b><u>Session 1</u></b> Sept 1	Orientation to the course Reading process, cueing systems & literacy assessment	<b>DUE: Journal # 1</b>
	Campus Closed for Labor Day Monday, Sept. 6	
<b><u>Session 2</u></b> Sept 8	Emergent language & literacy development Phonemic awareness, Concepts about Print	<b>DUE: Journal # 2</b>
<b><u>Session 3</u></b> Sept 15	Word identification skills: phonics, sight words & fluency	<b>DUE: Journal # 3</b>
<b><u>Session 4</u></b> Sept 22	Word identification skills: Syllabic and structural analysis, spelling & fluency	<b>DUE: Field Observations 1 &amp; 2</b>
<b><u>Session 5</u></b> Sept 29	Reading comprehension skills & strategies, background knowledge & fluency	<b>DUE: Journal # 4</b>
<b><u>Session 6</u></b> Oct 6	Narrative genres, text structures, vocabulary & reading comprehension	<b>DUE: Literacy Lesson Plan</b>
<b><u>Session 7</u></b> Oct 13	Assessment for differentiation, culturally responsive and multicultural literature, standards based state adopted materials	<b>DUE: Investigating Literacy Assessments</b>
<b><u>Session 8</u></b> Oct. 20	Connections to RICA Debrief of course, Preview of teaching reading lessons in Clinical Practice I	<b>DUE: Journal # 5</b> <b>DUE: Field Observations 3 &amp; 4</b>

**Readings for EDMS 521 Elementary Literacy I  
Fall 2010**

**Session 1 Reading process, cueing systems & literacy assessment**

Tompkins chapter 2 & chapter 3, pages, 12 – 15, 21-23, 133  
Johns basic reading inventory

**Session 2 Emergent language & literacy development, phonemic awareness, concepts about print**

Tompkins chapter 4 and pages 146 – 155  
Johns section on early literacy assessments

**Session 3 Word identification skills: phonics, sight words & fluency**

Tompkins chapter 5 and pages 197 – 198, 206 – 216  
Allington chapters 1 and 2  
Johns section on inventory word identification assessment

**Session 4 Word identification skills: Syllabic and structural analysis, spelling & fluency**

Tompkins pages pages 168 – 180, pages 198 – 206, 245 – 246  
Allington chapters 3 and 4

**Session 5 Reading comprehension skills & strategies, background knowledge & fluency**

Tompkins chapter 8 and pages 7 – 9, 42 – 43, 259 - 261, 265  
Johns section on inventory comprehension assessment

**Session 6 Narrative genres, text structures, vocabulary & reading comprehension**

Tompkins chapter 9 and pages 42, 225 – 228, 238 – 240, 260

**Session 7 Assessment for differentiation, culturally responsive multicultural literature,  
Standards-based state-adopted materials**

Tompkins chapter 11, pages 9, 24 – 25, 325 – 330, 363,

Please note: Additional readings, including websites, power points and articles, will be assigned by instructor during the course.