

**California State University San Marcos
College of Education**

EDMS 521 - Elementary Literacy

**Instructor: Alice M.L. Quiocho,
Ed.D. Associate Professor
Class Hours: 8:00 A. M. – 2:30 P.M.
Class Location: Ronal Reagan
Elementary School
Email: aquiocho@csusm.edu**

**Office Location: Room 19
Office Phone: (760) 750-4035
Office Hours: Arranged
Full Time Teaching Start Date: 10/19
Class Dates: 8/25, 9/1, 9/8, 9/15, 9/22, 9/29,
10/6, 10/13. Check district calendars for
holiday breaks.**

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 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.

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 TPE's are addressed in this course:

Primary Emphasis
TPE 1a-Subject Specific Pedagogical Skills for MS Teaching
TPE 4- Access

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/VALUES OR DISPOSITIONS

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

Johns, J. (2005). *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 – available online
 Tompkins, G.E. (2005). *Literacy for the 21st Century: A Balanced Approach, 3rd Edition*.
 Prentice Hall.

Zarrillo, J. J. (2005). *Ready for RICA: A test preparation guide for California's Reading Instruction Competence Assessment*. Merrill Prentice Hall.

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 will be handed in electronically, through Taskstream. Please bring laptops to class when convenient for class work only, not email.

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|--------------------------------|--------------------|
| • Attendance and participation | 20 points |
| • Beginning Assessment | 60 points (TPE 1A) |
| • Scaffolding Student Learning | 40 points (TPE 4) |
| • Taskstream | 20 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%

ASSIGNMENTS:

Beginning Assessment. (60 points) In this assignment you will be taught how to observe students reading, to listen to them read and to make instructional decisions for students based on observations and assessment.

You will be taught how to conduct the assessment in class workshops. You will be asked to work with a student and to conduct assessments with this student. One of the basic assessment tools you will be using is an Informal Reading Inventory or the Basic Reading Inventory by Jerry Johns. The process of administering the test will be reviewed in class. Another basic assessment

tool you will be using that will serve you well in the classroom is anecdotal notes. This process will be taught in class as well.

You will develop a case study that contains the following components:

- Scores from graded word lists
- Miscue scores from graded words passages
- Scored student retelling
- Scores from comprehension questions
- Results of at least five (5) anecdotal notes
- Rubric scores of student response to a story you have read aloud to them.

All data will be entered on a grid and data analyzed. You will develop interventions for your student in the following areas: Word work (phonemic awareness, phonics, concepts about print or spelling), Comprehension (narrative comprehension, response to literature, content area literacy or independent reading), and Vocabulary. Your grid should look like this:

Assessments Administered	What I have learned from the assessment and where it occurs in the data	Patterns	Strengths (+) and/or Areas of Need (-)

Interventions (word work, comprehension, fluency, etc.) described step by step followed by a rationale that makes the case that each intervention will help the student become a more proficient reader.

A reflection that documents what you have learned as a beginning teacher and how you plan to use assessment as an ongoing process in your teaching.

A letter to parents that briefly describes what you have learned about the child in the assessment process. The letter also describes what you as a teacher are going to do about the needs of the child. Keep the language simple and do not engage in using technical literacy terms. This letter should also ask the parents to do one thing to support the reading of their child. You must describe what parents have to do step by step and include a description of the materials they are expected to use at home.

Beginning the Assessment.

1. Write a brief biographical sketch of the student you are assessing.
2. Write a section that describes the conditions under which the test was administered.
3. Place the student in a graded word list that is two years below his or her present grade level.
4. Administer the word list as per the directions in the BRI until the students has missed 20% of the words.
5. Place the student in a graded passage that is one grade level below the level at which the student missed 20% of the words on the graded word list.
6. Record the student reading the passage.
7. After each passage, have the student retell the passage and answer the comprehension questions. Record this as well.

8. Continue to give the student graded word passages until you can see that he or she is clearly struggling with the reading.
9. Listen to the tape and mark the miscues at home – not in the presence of the student.
10. Score the retelling using a tool you have selected from the Basic Reading Inventory.
11. Score the comprehension questions.
12. Calculate the student's independent reading level and his or her instructional reading level in decoding and in comprehension.
13. Analyze the results of the 5 anecdotal notes you have taken of your student over time. Note the patterns you have observed in the student's behavior during literacy activities and instruction. Note patterns only and summarize with examples you actually observed.
14. Read the student a story or a chapter from a book. Read with expression and ask the students to respond to the story in writing. With younger children, have them respond to the story orally and record their response. Then, give the child a piece of paper and have him or her draw a picture of his or her favorite part of the story and write about the picture.
15. Score the writing and the oral response using the rubrics provided.
16. Enter the data into the grid and follow the requirements of the labels in each column.
17. Analyze the data and develop the interventions.
18. You must an intervention in each of the required areas as described above. Word work (phonemic awareness, phonics, concepts about print or spelling), Comprehension (narrative comprehension, response to literature, content area literacy or independent reading), and Vocabulary.
19. Add a section to your case study for parental support. Ask parents to do ONE thing that will support what you are doing in school with the student.
20. Add a reflection section where you reflect on what you have learned from this assessment process.

This case study and all that goes with it (grid, analysis, interventions, letter to parents, and a reflection) will be your attachment to **TPE 1A**.

Scaffolding Student Learning (40 points). Take two of your interventions and modify them or add scaffolds that will insure that students who need linguistic, cognitive or other support receive the appropriate help. In your modifications you **MUST** add:

- The ELA standard the intervention meets.
- Linguistic support – that is, how will you mediate vocabulary in the context of the lesson and/or clarify syntax to insure that students understand what must be done.
- Tactile support – or the use of realia. How will the use of realia and students' senses help them understand the task and the text.
- Concrete/ kinesthetic support – or how you will have students use their bodies to either act out a story, make themselves into letters, act out what they think a word might mean, etc. to help them understand the text and/or the task.

- Graphic organizers – or visually representing text to insure that students can see the relationships between the components of a story, the characters, the elements of a word, etc. to support comprehension.

NOTE. You must modify each of the two interventions with ALL of the supports asked for above. This will be attached to **TPE 4** that addresses teachers modify their instruction and work with other groups to insure that all students receive access to the core curriculum.

TPEs. The assignments above will serve as your attachments for the two TPEs required in this class. As you respond to the TPEs you should respond in four paragraphs:

- Paragraph one talks about how you see yourself implementing the basic components of a balanced reading program (TPE 1A) or finding ways to provide access for all of your students, including ELLs to the core curriculum (TPE 4). In this paragraph you are to use the language of the TPEs.
- Paragraph two talks about what you have done in the attachment that you will provide the reader and what you have to do in your case study or your interventions that address the TPEs.
- Paragraph 3 talks about the progress you have observed in the student you assessed.
- Paragraph 4 makes a case in which you provide evidence from your work and your learning that assures the reader you have met the TPE.

We will spend time in the computer lab at West Bonsall working on TPEs after we have reviewed them in class. Please keep up with your readings and course requirements so you will be prepared to work on your TPEs.

Attendance Policy

Due to the dynamic and interactive nature of EDMS 521 and the short time span in which the course is offered, all students are expected to attend all classes and participate in all class activities. Each day absent is equal to two class sessions on a regular course schedule. **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.

Note that the RICA domains and the corresponding content areas will be covered in this class. This will provide initial exposure to the domains. During the second semester, there will be more time spend on the domains in that instructional strategies will be focused on. The content area in Domain #2 (Content Area Literacy – Reading and Writing) will also be an integral part of the course as well as the writing process.

Course Outline
(Timeline and reading assignments are subject to change pending needs of students)

Date	Topic	Assignment
Session 1 August 25	A Balanced Approach The Role of Assessment as a means to inform instruction Phonemic awareness (Domain #2)	TPE 1A – Chapter 1, Chapter 2, pp. 46-56 ELA Standards [available online at www.cde.ca.gov] Chapter 4, pp. 116-124, Chapter 9, p. 301
Session 2 September 1	The Language of School/The Language of Learning: Structure of the English language (Domain #4) The alphabetic code – Phonics (Domain #2) Concepts about print (Domain #2)	Review of linguistics (lecture) Chapter 4, pp. 124-132, chapter 9, p. 302 Chapter 3, Chapter 9, p. 300
Session 3 September 8	The Processes Assessment: administering assessments (Domain #1)	Johns, Basic Reading Inventory The English Language Arts Standards Chapter 9, 316-324
Session 4 September 15	Assessment: Planning, organizing and managing reading instruction (Domain #1) Spelling (Domain #2)	Johns, Basic Reading Inventory Chapter 9, p. 305-310 Chapter 4, 134-146; Chapter 9, p. 314-315
Session 5 September 22	Oral Language Development – integration of oral language, reading, and writing (Domain #4) Independent Reading (Domain #3)	Discussion, Think-Pair-Share, Round Robin (lecture) Chapter 13, pp. 400-415
Session 6 September 29	Reading in a Second Language Vocabulary (Domain #4)	CELDT ELD Standards [available online at www.cde.ca.gov] Chapter 6, Chapter 9, pp. 311-312
Session 7 October 6	Comprehension of narrative text (Domain #3) Response to literature (Domain #3)	Chapter 7, pp. 223-244 Chapter 12, Chapter 13
Session 8 October 13	Closure Evaluation of instructor	

Authorization to work with English Learners Competencies

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	2. Theories and Methods of Bilingual Education	I. The Nature 3. Culture
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	II. Theories and Methods for Instruction In and Through English	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	II. Manifestations of Culture: Learning About Students
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	C. How teachers can use what they learn about their students (culturally responsive pedagogy)
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	III. Cultural Context
B. Psychological factors affecting first- and second-language development	B. Methods	A. Concepts of cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	B. Stages of individual cultural contact
D. Pedagogical factors affecting first- and second-language development	E. Limitations of assessment	C. The dynamics of prejudice
E. Political factors affecting first- and second-language development	E. Technical concepts	D. Strategies for conflict resolution

EDMS 555 stresses competencies highlighted in bold.

Rubrics: EDMS 521
Instructor: Dr. Alice Lujan Quiocho

Case Study

Use the following as a check list. This will be used as rubric in that the quality of the work you submit will be analyzed and scored accordingly.

The process for administering an IRI has been followed and documented by evidence of:

- A biographical sketch of the student
- A clear description of the conditions under which the assessment was administered.
- Graded word lists and the results
- Miscues from graded paragraphs
- Retelling assessment tool has been selected and used.
- Independent and Instructional levels have been determined at the decoding level and the comprehension level and are listed.
- At least six anecdotal notes have been taken and evidence of analysis is provided.
- Evidence of analysis of student response to literature in writing and drawing is provided where appropriate
- Evidence of analysis of student oral response to literature is provided where appropriate
- The assessment grid has been filled in with specific and clear examples from the data
- The interventions cover each of the required areas
- Each intervention is clear and specific. Each contains a description of the intervention (what you are going TO DO with the student based on your analysis).
- Each description is followed by a step by step description of the what the intervention looks like and sounds like
- Each intervention is followed by a statement that indicates HOW this intervention will support the student in becoming a better reader.
- There is a letter to the parents with a clear suggestion for home support. The suggestion is clearly explained and can be implemented by parents.
- There is a reflection that describes what the student has learned from the assessment process and how he or she will use it in teaching.

Score of 4: 60 points	Score of 3: 45 points	Score of 2: 30 points	Score of 1: 15 points
The elements of the above checklist are included in the case study and are presented clearly: <ul style="list-style-type: none"> • The case study is well organized and 	The elements of the case study are included and presented: <ul style="list-style-type: none"> • The case study flows fairly well, but with difficulties with 	Most of the elements of the case study have been included: <ul style="list-style-type: none"> • The case is a little difficult to follow because if poor 	The case study is incomplete: <ul style="list-style-type: none"> • The case study is disorganized and difficult to follow. • Labeling is obscure and it is

<p>flows logically.</p> <ul style="list-style-type: none"> • The case study contains headings that separate and identify the necessary elements of the case study. • Each section of the case study data indicates that an analysis has been conducted. • Specific examples from the data are used in the analysis to provide elaboration. • The case study is very useful for instructional purposes and will support improved student achievement. 	<p>flow of information.</p> <ul style="list-style-type: none"> • The case study contains some headings, yet not all of the data is clearly separated. • An analysis has been done, but in general in nature and not specific enough. • Each section of the analysis contains some specific examples that support elaboration; however, some examples have not been provided. • The case study data is useful for instructional purposes but unclear about how it would support improved student achievement in literacy.. 	<p>organization.</p> <ul style="list-style-type: none"> • Items in the case study are not clearly labeled with information mixed together. • An attempt at analysis has been done; however, few examples are provided for elaboration. • Overall, the reader is unsure of exactly what has been done and what will be done for the student assessed. • The case study may be used for instructional purposes but does not support logical improvement in student achievement. 	<p>difficult to locate data in the case study.</p> <ul style="list-style-type: none"> • It is unclear whether an analysis of the data has been done. • No elaboration has been provided as support. • The case study is not useful for instructional purposes.
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Retelling Rubric Criteria

1. Retelling should contain all of the critical elements of the story read.
2. The elements of the story should be placed in proper sequence.
3. The student remembers and identifies the main characters of the story appropriately (uses names)
4. The retelling contains a beginning, middle and end.

Drawing Criteria

1. The picture should be related to the story read.
2. The picture should not contain unrelated objects.
3. The student should be able to clearly describe the picture and note how it is related to the story.