California State University San Marcos
College of Education

EDMS 522B
Elementary Literacy II
Fall 2006

Mondays, 4:00 – 6:45
UH 442

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Office Hours: By Appointment

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Mission of the College of Education at CSUSM.
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, Oct. 1997)

Authorization to teach English Learners.
This credential program has been specifically designed to prepare teachers for 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 4205, and can be contacted by phone at (760) 750 – 4905, or TTY (760) 750 – 4909. Students authorized by SDD to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

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.

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 assignments must be original work. All ideas/materials that are 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. Plagiarism or cheating is unacceptable under any circumstance. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website http://courses.csusm.edu/sthompsn/plagiarism/ about_site.html. If there are questions about academic honesty, please consult the University catalog. 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."

Appeals
Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any class. Disputes may be resolved informally with the professor, or through the formal grades appeal process. For the latter, consult Dr. Kelly, Associate Dean.

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.
This course is Web Based Instruction enhanced using Web CT and can be found at:
http://courses.csusm.edu. On-line access/work for web based instruction portion of the course is required.

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-Equity, Preparation to Teach Reading Language Arts

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 understanding of how to learn to read and write in first and second languages.
- 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 /writing behavior as basis for making instructional decisions.
- Translate the results of formal and informal assessment of children's reading and writing behaviors into instructional plan.
- 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 and 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 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 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.

COURSE REQUIREMENTS

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 in all class activities. A t a minimum, a student 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. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible *(Adopted by the COE Governance Community, December, 1997)*. For every day of absence students will lose 6 points. Attendance at Web CT sessions counts the same as face to face class sessions. Attendance will be taken during the first 5 minutes of class. Three tardiness or "early exits" will be the equivalence of an absence. A student missing 3 sessions will not receive any grade higher than a "B". Students missing more than 3 class sessions will not receive a passing grade.

Unique Course Requirements:
Web CT: This course is *Web Based Instruction enhanced using Web CT*. On line access and work for the web based instruction portion of the course is required. To meet the requirements of this course, students will need to complete the web based assignments. The only exception is if student makes alternative arrangements with the instructor ahead of time. Students must follow guidelines for appropriateness in on-line discussions. You can find the Web CT site for this course at http:// courses.csusm.edu. One way to Web CT is to go to the Library page on the CSUSM website and click the Web CT option in the upper right hand corner.

Task Stream: This course requires students to use a Task Stream electronic portfolio. 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.

Required Texts:

Culham, R. (2003). *6 + 1 Traits Writing: The Complete Guide*. Scholastic Professional Books.

Johns, J. (2000). *Basic Reading Inventory: Pre-primer through Grade Twelve and Early Literacy Assessments. 9th Edition.* Kendall-Hunt.

Tompkins, G. E. (2006). *Literacy for the 21st Century: A Balanced Approach. 4th Edition.* Prentice Hall.

Zarrillo, J. J. (2002). *Ready for RICA: A test preparation guide for California's Reading Instruction Competence Assessment.* Merrill Prentice Hall.(packaged as one).

Websites: You will be assigned specific websites to research and, then, report on to the class.

<u>**Additional Texts:**</u>
Students will decide in class which of the following "choice" literature pieces s/he will read together with a literature circle group. The literature is available for purchase at the University Store.
<u>Gathering the Sun</u> by Alma Flor Ada
<u>Icy Watermelon</u> by Mary Sue Galindo
<u>My First Book of Proverbs</u> by Ralfka Gonzalez
<u>My Name is Maria Isabel</u> by Alma Flor Ada

<u>**Grading Standards:**</u>

The following grading scale will be used. ***Note: The College requires completion of this course with a C+ or higher in order to meet credentialing requirements.***

93-100 points	A	88-89 points	B+	75-79 points	C+
90-92 points	A-	83-87 points	B		
		80-82 points	B-		

<u>**Assignments:**</u>
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.

Literacy Case Study – TPE 3 artifact and "reflection"	30 points
Introduction to Student – TPE 8 artifact and "reflection"	15 points
Writing Strategy Lesson	25 points
Field Observations	15 points
Web CT Assignments	15 points
Options: Multicultural/Multilingual Literacy Events:	<u>10 points extra credit</u>
Total possible points =	100 points + 10 extra credit

TEACHER PERFORMANCE EXPECTATIONS (TPE):
The courses in Elementary Literacy EDMS 521 and EDMS 522 require that you address a total of four (4) TPE's for your Task Stream electronic portfolio. You will address these by completing course assignments that serve as artifacts for the TPE's and by writing "reflections" about TPE's. The assigned TPE artifacts and reflections must be submitted, responded to, and archived via Task Stream. The table below lists each course and the associated TPE's and artifacts.

CLASS	TPE	ARTIFACT
EDMS 521	**1A**	**Field Observation**
EDMS 521	**4**	**Literacy Strategy Lesson**
EDMS 522	**3**	**Case Study: All Sections**
EDMS 522	**8**	**Case Study: Introduction to Student**

Your TPE "reflections" should *follow the format* specified by the instructor. Please use the checklist distributed in class to make sure that your submission is correctly organized. All TPE artifacts & "reflections" must be submitted to the instructor for feedback on Task Stream by the due date indicated on course schedule. If you are required to submit a revision of a TPE "reflection" based on instructor feedback via task stream, your final drafts must be submitted no later than the last day of class.

OPTIONS MULTICULTURAL MULTILINGUAL LITERACY EVENTS
(10 points extra credit)
You may earn up to 10 points extra credit for attending the multicultural/multilingual event options which are listed on the OPTIONS list distributed in class by the instructor. In order to receive credit, you will attend the event and then submit a one, full page written reflection on your experience at the event and the implications for you as a developing educator.

FIELD OBSERVATIONS:

In the Literacy courses EDMS 521 and EDMS 522, you will complete 13 Field Observation (FOB) forms. Each Field Observation (FOB) topic is related to a RICA area. Find the list of FOB topics listed in the table below under the title of the literacy course you are taking this semester.

EDMS 521		EDMS 522
Phonemic Awareness		
Concepts about Print		Content Area Literacy
Phonics Instruction		Independent Reading
Spelling Instruction		Literacy Assessment
Reading Comprehension – Narrative		Reading Comprehension – Expository
Supporting Reading through Oral and Written Language		Literary Response and Analysis
Vocabulary Development		
Structure of the English Language		

You will complete one Field Observation (FOB) form for each topic. Your observations should be written on the left hand side of the FOB form and your reflections should be written on the right hand side of the FOB form. Please make sure to reserve your judgments, opinions, and evaluations for your reflections.

On the next page you will see the FOB form with a brief example. You need to save the form to your word processing program, erase the example and make multiple copies of the form.. Your Field Observations must be typed on a word processor.

FIELD OBSERVATION FORM

Topic: RICA 5, Phonics	Date: 9/7/98
Grade Level: Kindergarten	Additional Descriptors: SEI class
Activity:	Reflective Notes to Myself
Teacher taught "B" sound using alphabet cards and the pocket chart. Students wrote words beginning with B then illustrated the following – bird, ball, balloon, and boat.	The teacher did a good job being inclusive with all students. Accommodations were made for second language learners when the teacher used some words that were close cognates (ball-bola) to help the students make connections. I noticed that one of the children who has trouble focusing was seated next to the teacher. She was very effective in selecting children to participate in order to ensure that the students did not get out of hand. I would modify this lesson in order to help English learners by using some cognates in Spanish and showing the students how the beginning sounds work in their language.

WRITING STRATEGY LESSON PLAN:
In pairs, you will write and present a writing strategy lesson plan that is active, interesting, meaningful and accessible to diverse students. Use the lesson plan guide below:

LITERACY LESSON PLAN GUIDE

Facts About Learners: Who are your students and how do they learn?
The Writing Strategy: What is the name of the reading strategy you plan to teach?
Lesson Related Language Arts Reading Standard(s): Between 3rd and 6th
Lesson Objective(s): What you want students to be able to know and do?
Lesson Assessment: The assessment should be directly related to lesson objectives.
- The criteria by which I am judging their performance is on my checklist:
  - >

INTO: Prior to the lesson, you must create the conditions needed for all students to fully participate in the lesson and, therefore, the INTO must include:
- Plans to motivate and engage the students in the lesson topic and objectives
- Plans to connect to students' lived experience, culture and language
- Plans to make students aware of prior knowledge and experience relevant to topic
- Plans to build the background knowledge needed to be successful in the lesson
- Plans to introduce key vocabulary

THROUGH: During the lesson, your instruction must provide multiple and varied opportunities to learn the lesson objectives and, therefore, the THROUGH portion of lesson plan must include:
- Plans for how to assess students' comprehension of content and procedures and also for how to assess students' developing performance of key concepts - skills.
- Plans for explicit SDAIE instruction of the key concepts and skills which incorporates modeling and student interaction
  - Your modeling must reach a variety of learning modalities and intelligences.
  - Use of a graphic organizer is recommended.
- Plans for shared instruction which involves students in the key concepts and skill by following the teacher's lead.
  - When leading the shared experience, provide visual and vocal points of reference to ensure all students can follow you.
- OPTIONAL: Plans for interactive instruction of the key concepts and skill in which the teacher and the students demonstrate the key concepts/skills together interactively.
  - When taking turns with the students, plan to deal with errors in student performance in constructive, positive, encouraging and motivational ways.
- Plans for guided instruction in which the teacher provides students hands-on activities for students to work with each other to practice the key concepts and skills.
  - When guiding the students' practice, plan to deal with errors in student performance in constructive, positive, encouraging and motivational ways.
  - Describe the hands-on activity in detail and how your students will be grouped while practicing.

THE BEYOND:
- I REVIEW key vocabulary and key content concepts by _____
- I provide opportunities to APPLY what they've learned in this lesson by _____

LITERACY CASE STUDY: TPE 3 Artifact for Task Stream e-portfolio
The Literacy Case Study has several sections. All sections should be put together in one document. Each section must start with the appropriate section title. Please make sure that your literacy case study includes all sections by using the checklist below.

Case study checklist
[ ] Introduction to Student
[ ] Reading Attitude Survey
[ ] Writing Sample Analysis
[ ] Oral Language Analysis
[ ] IRI Reading Analysis
[ ] One table- Comprehension and Word Recognition levels
[ ] One grid – Data Analysis Grid
[ ] Description of Student's Literacy strengths
[ ] Description of Student's Literacy needs
[ ] Recommendations of Instructional Strategies
[ ] Application to Classroom Instruction
[ ] Appendix

The student you choose for the literacy case study must already be reading. It is recommended that s/he be in the upper elementary grades and be reading below his/her current grade level. You will need to conduct a wide variety of informal assessments, which may take several sessions with the child. Then, you will analyze the data that you have gathered and determine literacy strengths and needs. Next, you will develop appropriate recommendations and apply one in an instructional plan. It is recommended that you record all the student's oral responses on tape. If the child is getting tired, stop the assessment and pick up another day.

Each section of the literacy case study is described below.

Literacy Case Study Introduction to Student
When introducing your student be sure to use a pseudonym, not the child's real name. You will introduce your student by describing multiple aspects of the student's life including those indicated in the list drawn from TPE 8 below. After describing the student in your case study you will need to explain how this information is important and useful to you as a teacher.
TPE 8 List
- "Prior mastery of academic language abilities, content knowledge, skills"
- "student's abilities, ideas, interests, and aspirations"
- "student's parents/family"
- "student's gender"
- "students health"
- "student's need for specialized instruction"
- "student's physical disabilities, learning disabilities"
- "student's giftedness"

Literacy Case Study Reading Attitude Survey

Use the Reading Attitude Survey (RAS) attached to this syllabus. Administer the survey and note student responses. Write a well developed paragraph(s) which identifies 3 important findings you made about the reader from the interview. Support each finding with the data from the interview. It is recommended that you structure your RAS findings paragraph according to the format laid out in the graphic organizer.

Topic Sentence	The three most significant findings I made during the RAS are…
Describe 1st finding	The first finding I made was…
Supporting data	The data from the interview that supports this finding was…
Insights	This helps me understand the reader…
Describe 2nd finding	The second finding I made was…
Supporting data	The data from the interview that supports this finding was…
Insights	This helps me understand the reader…
Describe 3rd finding	The third finding I made was…
Supporting data	The data from the interview that supports this finding was…
Insights	This helps me understand the reader…
Overall conclusions about the reader	Overall, I learned from the reading interview that this reader…

Literacy Case Study Writing Sample Assessment

Obtain a writing sample from the student and include it in the appendix. Have the child write about a favorite topic. Then, analyze the writing sample using the 6 traits of writing (listed in the table below) and write a detailed summary of your analysis.

Ideas	Clear messages, main points, sufficient detail, development, unity of content, information marked by insight, logical
Organization	Arrangement, beginning-middle-end, recognizable skeletal structure, sequence or order, shape, transitions hold ideas together
Voice	Connection to the reader, imprint of self, point of view, attitude, the sound, tone, topic brought to life, writer's personality, style
Sentence fluency	Sentence variety, rhythm, cohesive sentences, modification, readability, and flow of words
Word choice	Appropriate number of words, connotation and denotation, types of words (precise, colorful, striking, memorable, quotable, fresh)
Conventions	Adherence to standard forms, capitalization, punctuation, grammar, spelling, legibility, format, spacing

Literacy Case Study Oral Language Assessment

Analyze a sample of the student's oral language using the rubric. Have the child talk about a favorite topic, taping them on a tape recorder. Then, listen to the tape, analyze their oral language using the rubric (in the table below), and write a detailed summary of your analysis.

Aspect of Oral Language	Score of 0	Score of 3	Score of 5
Fluency	Sentences incomplete	Repetitive and/or awkward sentences	Appropriate variety of sentence structures
Grammar	Incomplete, incorrect conjugations, lack of agreement verb/noun	Most verbs correctly conjugated, may be non-typical but correct	Correct verb and agreement, Conventional
Content	Does not talk about one idea, relate words to a topic	Most of the sentences are related to topic, may stray off topic onto unrelated tangents	All words, sentences and ideas describe and develop the main topic
Clarity	Requires lots of clarification to be understood	Begins to include details for who, what, where, when but still needs clarification	Provides sufficient details for who, what, where, when to be fully understood
Vocabulary	Does not use the name of objects, ideas, has no descriptive vocabulary	Repeats the same words and names; lacks variety and precision of descriptive words	Rich descriptive words; appropriate names for objects, ideas, feelings; precision and variety
Delivery	Speaker unaware of audience	Speaker uses eye contact, and most of the time uses appropriate intonation and expression.	Speaker seeks to engage the audience. Speaks with confidence, appropriate intonation, and expression.

Literacy Case Study IRI Reading Assessment

The Informal Reading Inventory (IRI) has 3 parts. After administering the assessment and collecting the data, you must write analyze the data and write a summary of what your analysis, describing what you have learned about the reader.

- Part 1: Word list: Ask the student to read a word list that is below the student's current grade level. Score the word list. If the student scores "independent" ask the child to read the next word list. Continue until the FIRST TIME that the students scores "instructional." Stop.
- Part 2: Student Reading and Comprehension Assessment: Use the reading passages in the JOHNS section A. Tell the student that s/he will read a story and then answer some questions about it. Ask the child to start reading the graded passage which is one below the "independent" word list grade level. Tape record the child reading. Immediately after reading the passage, turn the page and ask the child the comprehension questions. Score the questions to determine the reader's level. Have the child continue reading passages so that you can find the independent, instructional and frustration levels for comprehension.

- Part 3: Miscue Analysis: Listen to the tape of the student reading the passages. Record directly onto the narrative text where the reader makes the miscues as you listen. Next, record the miscues on the miscue record sheets. Score for significant miscues.

Literacy Case Study Table: Comprehension and Word Recognition Levels
Create the table below for your case study document and record the comprehension levels.

Independent Word Recognition Grade Level	Instructional Word Recognition Grade Level	Frustration Word Recognition Grade Level
Independent Comprehension Grade Level	Instructional Comprehension Grade Level	Frustration Comprehension Grade Level

Literacy Case Study Grid: Data Analysis Grid
Look at ALL the information that you have gathered about the reader from ALL assessments. Replicate the DATA ANALYSIS GRID on your computer and use it to analyze the data.

DATA ANALYSIS GRID

Assessments	Data from the Assessments	+/-	Reader's strengths & needs (2 of each)	Instructional Interventions

Literacy Case Study Description of Literacy Strengths
Use the information that you gathered from ALL assessments administered to the student and your analysis of that data (using the Data Analysis Grid) and write a detailed description of the student's two main strengths and show how they are related to his/her literacy development.

Literacy Case Study Description of Literacy Needs
Use the information that you gathered from ALL assessments administered to the student and your analysis of that data (using the Data Analysis Grid) and write a detailed description of the student's two main literacy needs.

Literacy Case Study Recommendations of Instructional Strategies

Pick one of the needs you described in the previous section. You need to recommend two research-based instructional strategies that could help the child to improve in the area of need that you have identified. The instructional strategies that you recommend MUST be research based, specific, address the identified need, and utilize the student's strengths. Explain how your recommendations utilize the student's strengths and address her/his LITERACY needs. It is recommended that you organize your recommendations according to the format outlined in the graphic organizer below.

Opening sentence	I have decided to develop recommendations to address the student's literacy need of _____ _____.
Topic sentence	The two specific recommendations that will address this need and tap the student's strengths are the research based instructional strategies of _____ and _____.
Describe 1st recommended instructional strategy	The first instructional strategy that I recommend, _____, is a strategy that is _____
Explain how 1st recommendation will help student improve in area of need	This instructional strategy will help the student improve by…
Explain how 1st recommendation will tap student's strengths	This instructional strategy is also appropriate because it taps the student's strengths by …
Describe 2nd recommended instructional strategy	The second instructional strategy that I recommend, _____, is a strategy that is _____
Explain how 2nd recommendation will help student improve in area of need	This instructional strategy will help the student improve by…
Explain how 2nd recommendation will tap student's strengths	This instructional strategy is also appropriate because it taps the student's strengths of…
Overall conclusions about how you hope to see the child improve through the two recommended instructional strategies.	Overall, I recommend that these instructional strategies be used because _____.... I believe that consistent use of the strategies will help the reader be able to…

Literacy Case Study Application to Classroom Instruction

Take the role of a teacher. Choose ONE of the recommendations and write a paragraph explaining how you would incorporate this recommendation into your daily literacy instruction. For example, would you make this part of your whole class instruction, small group instruction, or one to one? Would you make this part of shared reading experiences, whole class lessons or literacy centers? How would you ensure the student was getting the recommended instructional strategy often enough for it to be effective?

Literacy Case Study Appendix

Include all assessment forms and records. Your case study will not be accepted as complete without a complete appendix. You will submit the appendix in hard copy form to the instructor. You will not need to submit it to your Task Stream account.

INTRODUCTION TO STUDENT: TPE 8 artifact for Task Stream e-portfolio

Your artifact for TPE 8 is an exact copy of the first two sections of your case study. You will copy what you have written for the first two sections of your case study (described below) and put them together in a single document entitled "Introduction to Case Study Student". This document will serve as the artifact for your TPE 8.

TPE 8 Introduction to Student

When introducing your student be sure to use a pseudonym, not the child's real name. You will introduce your student by describing multiple aspects of the student's life including those indicated in the list drawn from TPE 8. After describing the student in your case study you will need to explain how this information is important and useful to you as a teacher.

TPE 8 Reading Attitude Survey

Use the Reading Attitude Survey (RAS) attached to this syllabus. Administer the survey and note student responses. Write a well developed paragraph(s) which identifies 3 important findings you made about the reader from the interview. Support each finding with the data from the interview.

RICA STUDY SHEETS:

It is highly recommended that you complete a RICA study grid for each of the RICA areas covered in the course. We will have a RICA study grid share out session at the end of the course. RICA study grids include information on (a) what the content area is about, (b) ways of assessing it, (c) ways of teaching it, and (d) accommodations. Besides the course readings, Dr. Alice Quiocho'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.

(Quiocho, 2000)

Component	How to Assess	How to Teach It (Strategies)	Accommodations

Fall 2006, **Course Schedule,** EDMS 522

The instructor reserves the right to make changes to the course schedule as needed.

Date	Topic	Readings
Session 1 August 28	Assessment in literacy Literacy case study Overview of course	Zarrillo chapter 1 Tompkins chapter 9
Session 2**WebCT** September 4 Campus closed	The 6 traits of writing in grades 3 & up Writing & English language structure	Zarrillo chapters 11 & 13 Culham chapters 1 & 6
Session 3 September 11	The writing process in narrative text Writer's workshop & 6 traits activities *Case study: Getting to know your student,* *the RAS & oral language analysis*	Zarrillo chapter 11 Tompkins chapter 2 & 13 Culham chapter 2 & 5
Session 4 September 18	The writing process in expository text with 6 traits activities *Case study: Writing sample analysis*	Tompkins chapter 8, p. 62 & p. 274 Culham chapter 3 & Appendix a,b,c,d
	Border Pedagogy Conference Option	
Session 5 September 25	Expository comprehension & vocabulary development in the content areas *Case study: Introduction to the IRI*	Zarrillo chapters 9 & 12 Tompkins chapters 8 & 14 Johns
Session 6**WebCT** October 2	Content Area Literacy	Zarrillo chapter 9 Tompkins chapter 14
Session 7 October 9	Journaling with expository – narrative texts Presentations of Writing Lesson Plans *Case study: IRI Comprehension assessment*	Johns IRI materials **DUE:** Writing lesson plan/presentation
Session 8**WebCT** October 16	Technology in reading & writing	Websites
Session 9 October 23	Independent reading, reader's workshop *Case study: IRI miscue analysis*	Zarrillo chapter 10 Tompkins chapter 13 Johns IRI materials **DUE:** Introduction to Student **DUE:** TPE 8 "reflection"
Session 10 October 30	Compare/contrast: literature based – basal based approaches to reading instruction *Case study workshop: Data analysis*	Tompkins chapters 10 & 11 Johns IRI materials & case study data
Session 11 November 6	Literary response & analysis	Zarrillo chapter 8 Tompkins chapter 12
Session 12 November 13	Literature circles & applications across the curriculum	Tompkins chapter 12 "Choice" literature
Session 13**WebCT** November 20		**DUE:** Field Observations **DUE:** TPE 3 "reflection"
	Thanksgiving Holiday	
Session 14 November 27	*Case Study Round Table Discussions*	**DUE:** Literacy Case Study
Session 15 December 4	Preparing for RICA	**DUE:** RICA study sheets **DUE:** All Task Stream "reflection" revisions for TPE 3 & TPE 8

SB 2042 - AUTHORIZATION TO TEACH 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)	**I. Theories and Methods of Bilingual Education**	**I. The Nature of 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.** Intra-group 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
I. Language Change		**C.** How teachers can use what they learn about their students (culturally responsive pedagogy)
II. Theories and Factors in First- and Second-Language Development	**III. Language and Content Area Assessment**	**III. Cultural Contact**
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	**A.** Purpose	**A.** Concepts of cultural contact
B. Psychological factors affecting first- and second-language development	**B.** Methods	**B.** Stages of individual cultural contact
C. Socio-cultural factors affecting first- and second-language development	**C.** State mandates	**C.** The dynamics of prejudice
D. Pedagogical factors affecting first- and second-language development	**D.** Limitations of assessment	**D.** Strategies for conflict resolution
E. Political factors affecting first- and second-language development	**E.** Technical concepts	**IV. Cultural Diversity in U.S. and CA.**
		A. Historical perspectives
		B. Demography
		C. Migration and immigration

A READING ATTITUDE SURVEY
Literacy Case Study Assessment

1. What are the kinds of books that you like to read? Why do you like them?
    ¿Qué son los tipos de libros que te gusta leer? ¿Por qué te gustan?

2. What is easy about reading? What is hard about reading?
    ¿Qué te parece fácil sobre la lectura? ¿Qué te parece difícil sobre la lectura?

3. How do you learn to read new books?
    ¿Cómo aprendes a leer nuevos libros?

4. What do you do before you start to read?
    ¿Qué usualmente haces antes de leer?

5. While you are reading, what do you do when you come to a new word that
you do not understand?
    Mientras estás leyendo ¿qué haces cuando te encuentres con una palabra
    nueva que no entiendes?

6. What would your teacher do to help you if you didn't know a word while reading?
    ¿Qué harías tu maestro para ayudarte si no entiendas una palabra que lees?

7. Do you think that you are a good reader? Why or why not?
    ¿Crees que puedes leer muy bien? ¿Por qué sí?/ ¿Por qué no?

8. How can you tell when someone is a good reader?
    ¿Cómo puedes ver que alguien sabe leer muy bien?

9. What do you do to help yourself understand and remember a story after you read it?
    ¿Qué haces para ayudarte entender un cuento mejor y recordarlo después de leerlo?

10. What would you like to learn to do next in reading?
    ¿Qué más a ti te gustaría aprender en la lectura?

CALIFORNIA STATE UNIVERSITY SAN MARCOS

CONSENT TO PARTICIPATE IN RESEARCH

Dear Parents/Caretakers,

_____, a student teacher at California State University San Marcos, is enrolled this semester in an Elementary Literacy course. This course prepares our college students to assess their students' literacy levels and then design appropriate instruction that best addresses the needs of their students. One of the assignments for this class is a case study, which analyzes the literacy and learning practices of a student they are teaching. We are requesting permission to interview and observe your child for this purpose. The CSUSM student teacher will ask questions about the student's experiences with school and literacy and will evaluate the student's reading and writing skills. Reading will assessed by having the student read selected passages and answering comprehension questions. Writing will be assessed by having the student write a brief selection about a topic of interest to him/her. The CSUSM student teacher is not a reading or writing specialist and is not prepared to diagnose a student's difficulties. They will only gather information and look for patterns and areas of significance that can help them to be better teachers.

There are no risks in this research greater than those involved in everyday classroom practices and assessment. The potential benefits to your child are that he/she gets individual attention and could receive helpful feedback for continued literacy development. Your participation will also help the teacher to better understand individual student needs and how to best teach to those needs.

Participation in this study is voluntary, and your child may withdraw from the study at any time without penalty. If your child does not participate in this study, his/her performance and grades at school will not be affected in any way. All identification from the data gathered will be blacked out so that your child will not be identifiable in the written analysis. All information gathered in this case study can be made available to you upon request. If you have further questions, please contact Elizabeth Garza at CSUSM (760) 750 -8094. This study has been approved by the Cal State San Marcos Institutional Review Board. Questions about your rights as a research participant should be directed to the Chair of the Board at (760) 750-8820. You will be given a copy of this form to keep for your records.

Check one:
_____I agree that my child may participate. Any questions, I had were answered.
_____I do not agree that my child may participate.

_____
Participant's name (printed)   Participant's signature

_____   _____
Parent/Legal Guardian's signature   Date

_____
Researcher's Signature

CALIFORNIA STATE UNIVERSITY SAN MARCOS
PERMISO

Estimados Padres o Encargada/o:

_____ es un estudiante de la Facultad de Pedagogía en la Universidad Estatal de San Marcos que cursa estudios para convertirse en maestra/o. Actualmente dicho estudiante está matriculada/o en un curso que prepara a futuros maestros en el campo de la lecto-escritura. Parte de esta preparación incluye el evaluar a los niños en el proceso de la lecto-escritura. Uno de los trabajos que tienen que completar para recibir su título de maestro es de analizar las destrezas de lecto-escritura de los niños. Es por esta razón que usted recibe esta carta en la cual se solicita su permiso para que su hija/o pueda participar en esta actividad.

Nuestro estudiante universitario le hará preguntas a su hija/o con respecto a las experiencias que ha tenido su hija/o en la lectura y escritura, y evaluará estas destrezas. Para evaluar la lectura, su hija/o tendrá que leer un pasaje de un cuento y contestar algunas preguntas. Para evaluar la escritura, su hija/o tendrá que escribir un párrafo acerca de un tema que le interese. El estudiante universitario no es especialista en lecto-escritura, solo recopilará datos que usará para analizar el nivel de aprendizaje de un niño. De esta manera, el estudiante universitario podrá aumentar su capacidad para entender mejor las necesidades en la lecto-escritura de los estudiantes.

En este estudio no hay ningún riesgo previsible para su hija/o. Los beneficios de dicha evaluación podrían incluir ayuda especial para que su hija/o mejore su capacidad académica en la lecto-escritura. Su participación también podría ayudar a la maestra/o de su hija/o a entender mejor las necesidades en la lecto-escritura de los estudiantes.

La participación en este proyecto es completamente voluntaria, de tal manera que su hija/o podrá dejar de participar cuando quiera, sin ninguna consecuencia negativa. Su decisión de permitir o impedir que su hija/o participe no ejercerá ninguna influencia en sus calificaciones, el trato que recibe, o cualquier otro aspecto de su proceso escolar. Para asegurar confidencialidad total, todos los nombres de los estudiantes serán eliminados. La información recopilada estará a su disposición si desea verla. Si tiene preguntas o desea mayor información acerca de este estudio, por favor comuníquese con Elizabeth Garza en la Universidad Estatal de San Marcos, (760) 750- 8094. Este proyecto ha sido aprobado por la Junta Directiva Institucional (un comité universitario de protección a participantes en proyectos de investigación). Si tiene preguntas acerca de sus derechos como participante en esta investigación, puede dirigírselas al Presidente de la Junta Directiva, (760) 750-8820.

Se le otorgará una copia de este formulario.

Por favor marque uno:

_____ Doy permiso de que mi hija/o, _____,
        participe en el estudio. Todas mis preguntas con respecto al estudio han sido contestadas.
_____ No doy permiso de que mi hija/o participe en el estudio.

_____
Nombre del participante (EN LETRA DE MOLDE)

_____
Firma del participante

_____
Firma del padre o encargada/o   Fecha

_____
Firma de la (del) investigador/a

TPE 3: Interpretation and Use of Assessments

Candidates for a Teaching Credential understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students' progress and plan instruction. They know about and can appropriately implement the state-adopted student assessment program. Candidates understand the purposes and uses of different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments. They use multiple measures, including information from families, to assess student knowledge, skills, and behaviors. They know when and how to use specialized assessments based on students' needs. Candidates know about and can appropriately use informal classroom assessments and analyze student work. They teach students how to use self-assessment strategies. Candidates provide guidance and time for students to practice these strategies.

Candidates understand how to familiarize students with the format of standardized tests. They know how to appropriately administer standardized tests, including when to make accommodations for students with special needs. They know how to accurately interpret assessment results of individuals and groups in order to develop and modify instruction. Candidates interpret assessment data to identify the level of proficiency of English language learners in English as well as in the students' primary language. They give students specific, timely feedback on their learning, and maintain accurate records summarizing student achievement. They are able to explain, to students and to their families, student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived. Candidates can clearly explain to families how to help students achieve the curriculum.

TPE 8: Learning about Students

Candidates for a Teaching Credential draw upon an understanding of patterns of child and adolescent development to understand their students. Using formal and informal methods, they assess students' prior mastery of academic language abilities, content knowledge, and skills, and maximize learning opportunities for all students. Through interpersonal interactions, they learn about students' abilities, ideas, interests and aspirations. They encourage parents to become involved and support their efforts to improve student learning. They understand how multiple factors, including gender and health, can influence students' behavior, and understand the connections between students' health and their ability to learn. Based on assessment data, classroom observation, reflection and consultation, they identify students needing specialized instruction, including students whose physical disabilities, learning disabilities, or health status require instructional adaptations, and students who are gifted**.**