

**California State University San Marcos**  
**School of Education**  
**EDMX 521 - Elementary Literacy I**  
**Fall 2012 - Friday 8:30 – 3:00**  
**Twin Oaks Elementary School Cohort**

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### **SCHOOL OF EDUCATION**

#### Mission Statement

The mission of the School 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. (*Adopted by COE Governance Community, October 1997*).

#### **COURSE DESCRIPTION**

The primary aim of this course is for students to develop an understanding of the theory, methodology and assessment of English language arts and second language learning in integrated and inclusive elementary and middle school classrooms.

#### 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: Preparation to Teach Reading Language Arts

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.

## 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 School 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 Subject 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/education/CalTPA/ProgramMaterialsTPA.html>

### 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 4300, 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.

### 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 [pwilson@csusm.edu](mailto:pwilson@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

School 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.

### **SCHOOL OF EDUCATION ATTENDANCE POLICY**

Due to the dynamic and interactive nature of courses in the School 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. 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 this course:** Students missing more than one class session cannot earn an A or A-. Students missing more than two class sessions cannot earn a B or B+. Be cognizant of punctuality, since arriving late or leaving early by more than 20 minutes counts as an absence. Illness and emergencies are considered on a case-by-case basis. However, notifying the instructor does not constitute an excuse. All assignments must be turned in on due date even in case of an absence. Unless extraordinary circumstances are made known, this is not negotiable.

### **ASSESSMENT OF PROFESSIONAL DISPOSITIONS**

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

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

Reutzel, D.R. & Cooter, R.B. (2009). *The essentials of teaching children to read: The teacher makes the difference*. New York: Pearson Education Inc.

Jerry L. Johns (2008). *Basic Reading Inventory* (latest edition)

Villa, R.A. & Thousand, J.S. *Co-Teaching and Differentiated Instruction*. Port Chester, NY: National Professional resources, Inc. [www.NPRinc.com](http://www.NPRinc.com)

#### **Optional Texts:**

Alice Quioco & Sharon Ulanoff . (2009). *Differentiated Literacy Instruction for English Language Learners*. [www.allynbaconmerrill.com](http://www.allynbaconmerrill.com) ISBN-13: 978-0-13-118000-0

Zarrillo, James. *Ready for RICA: A Test Prep Guide* (highly recommended). Purchase the most recent text that is aligned with the new RICA standards and exam.

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

**\*Some books may be rented. See the CSUSM Bookstore for details. There are also e books available. Optional books will be available in class for your perusal.**

## **COURSE REQUIREMENTS**

Teacher education is a professional preparation program. It is expected that students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Students are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the School of Education.

### **Grading Standards**

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. Assignments should be typed and double-spaced. Students who wish to revise an assignment must negotiate the requirements of the revision with the instructor. It is expected that work will be turned in on time. Please discuss individual issues with the instructor. **Points will be deducted if assignments are submitted late.**

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.

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. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

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

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

## **COURSE ASSIGNMENTS**

All assignments will be graded according to a rubric which you will receive in class before you begin the assignment.

<b>Assignment</b>	<b>Points Possible</b>
<b>Investigating Literacy Assessments:</b> (Assessment Table) – Entry level, progress monitoring, summative assessment	25
<b>Analyzing student data and planning a lesson</b> based on student data	30
<b>Listening to a Child</b> (Interview and Reading): Intro to the case study for second semester – analyzing the data	20
<b>Word Work Presentation</b>	15
<b>Professional Dispositions</b>	10
Total Points	100

## ASSIGNMENT DESCRIPTIONS

### INVESTIGATING LITERACY ASSESSMENTS

25 points

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 during EDMS 522 for the 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.

To complete this assignment, students complete the Assessment Table (below) 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. **You will need your John's Basic Reading inventory for this assignment.**

**Assessment Table for Investigating Literacy Assessments**

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

### STUDENT DATA ANALYSIS AND LESSON PLAN ASSIGNMENT

30 points

You will analyze student data. This assignment will be guided in an in-class workshop. Each piece of student work will be related to an area of reading instruction that we will be studying.

- Write what you know about the student – that is, what can he or she do based on the work sample, and how do you know that?
- Write your recommendations for different students, giving a rationale for your suggestion. That is, what did the data tell you to lead you to the conclusions you came to?
- Be sure to search all of your data resources carefully for information about your students.
- Develop a lesson plan for a student.

#### **Guidelines for the literacy lesson plan based on student data**

- Objective for the literacy lesson and CA Content Standard(s) connected to Objective
- **INTO**
  - Write a paragraph that describes what you will do prior to teaching the lesson to connect to student 's prior knowledge and to engage them in the topic.
  - Describe Instructional Strategies
  - Describe Student Activities
- **THROUGH**
  - Write a detailed instructional plan of what you will do when teaching the reading lesson.
  - What will you do for each of the following steps of instruction?
    - **Modeled instruction: ("I do")**
      - ❖ Describe Instructional Strategies
      - ❖ Describe Student Activities
    - **Shared instruction: ("We do")**
      - ❖ Describe Instructional Strategies
      - ❖ Describe Student Activities
    - **Guided Practice/Instruction** ("You do")
      - ❖ Describe Instructional Strategies
      - ❖ Describe Student Activities
- **BEYOND**
  - Describe what the student will do insure that he or she has mastered the concept taught.

- **Independent Practice**

- ❖ Write a paragraph that describes how you want students to apply what you have taught them to do in this lesson.
- ❖ How will you reinforce and review the key concepts and skills of this lesson?

## WORD WORK PRESENTATION

15 POINTS

- In groups of 2 or 3 you will choose a word work activity from the list provided in class. You will prepare a presentation about that activity.
- **Your presentation must include:**
  - Why is the activity important to include within literacy instruction?
  - When would you use it?
  - What is the value of this activity?
  - Teaching strategies to implement
  - Activities for students participation
  - Teacher Resources – must include at least 1 websites
    - Have handouts or a small packet of resources for each classmate (this does not need to be big – it can be one page of information)
- **You will present your information to a small group – you will have 15 – 20 minutes**
  - **During the first part of your presentation you will:**
    - Describe the activity to your group
    - Share the importance of this activity to a reading program
    - Talk about what you need to prepare – is it time consuming to prepare etc?
    - When and how would you use the activity (small group/whole group etc.)?
  - **During the second part of your presentation you will:**
    - Guide your group through the actual activity
    - Teach it as though they were elementary students – I want you to experience the teaching part and your classmates to experience the students' part.
  - Be sure to bring copies of student activities and teacher resources for each of your classmates
- **Written Reflection:**
  - After your presentation you will write a reflection (1-2 pages) about this assignment. Your reflection should address the following aspects but you may include anything else you observed or discovered during this assignment:
    - What did you learn about the importance of this activity
    - How does this activity address the RICA domain of Word Analysis?
    - What did you learn about the logistics of teaching this activity?
      - ❖ How much preparation is needed etc?
    - Was it hard to engage students with the lesson? Why/why not?
    - How would you incorporate this word work activity into the literacy instruction in your classroom?
    - What was the most important thing you learned from this presentation?
    - Overall, how do you feel this presentation went?



## LISTENING TO A STUDENT READ AND ANALYZING DATA

20 points

In both the Literacy courses (EDMX 521 and EDMX 622), you will study topics in literacy instruction related to RICA domains. Find the list of RICA domains in the table below.

RICA DOMAINS COVERED
Embedded in each area: Assessment, Universal Access/Differentiated Instruction, Listening, 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"

- When you do your observation and participation, look for instruction and assessment in the RICA domains.
- Take anecdotal notes on a student who stands out to you.
- In your anecdotal notes make sure that you are writing what the student is actually DOING, not what you THINK he or she is doing.
- As you observe students, select a student with whom you will conduct an assessment – listening to the student read. You will analyze the data you gather from the reading assessment.
- The process will be modeled in class.

### Content Specification Matrix

Content Specification	In-Class Observations of Content Specification	Gaps Between Specification (Standards) and Instruction and Assessment	Recommendations for Addressing Gaps
Word analysis			
Fluency			
Vocabulary			
Academic language			
Reading comprehension			
Literary response and analysis			

## ATTENDANCE, PARTICIPATION AND PROFESSIONAL DISPOSITIONS

10 points

First is the expectation that you will attend all class sessions prepared to actively participate in class activities, group and individual sharing, and discussions on various topics and assigned reading. Please see the guidelines for the **School of Education Attendance Policy** and the attendance requirements for this course on page 3 of this syllabus.

Professional, credentialed educators are evaluated on "performance of non-instructional duties and responsibilities" by their administrators. Punctuality, attendance, collaboration with colleagues, and professionalism fall under this category.



Your professional disposition is related to how you conduct yourself in class and at a school site. Please communicate any attendance issues directly with the instructor.

**Dispositions and Disposition Rubric for the School of Education, CSUSM**

<http://www.csusm.edu/education/ClinicalPractice/HandbookSS.html>

**Tentative Schedule/Course Outline**

The instructor reserves the right to alter the instructional timeline, add, delete, and/or change topics and assignments in response to individual and class needs.

EDMX 521 – Elementary Literacy I Friday 8:30 – 3:00		
WEEK	TOPIC	ASSIGNMENT
<b>Week 1</b> August 31  Session 1 Session 2	Course Overview Pillars of Reading instruction Assessment RICA Domains Analyzing Student Data	<b>Read:</b> Reutzel & Cooter Chapter 1 – <b>(in class)</b> R & C pages 424-430
<b>Week 2</b> September 7  Session 3 Session 4	Oral Language Language Development/Reading/Assessment Emergent Literacy Word Analysis Analyzing Student Data	<b>Read:</b> R & C Chapter 2 Chapter 3 R & C Chapter 10 (in class) RTI Tri- Fold <b>Word Work Presentation # 1</b>
<b>Week 3</b> September 14  Session 5 Session 6	Word Analysis Fluency Expository Text Lesson Planning Analyzing Student Data	<b>Read:</b> R & C Chapter. 4 R & C pages 513 – 520  <b>Word Work Presentation # 2</b>
<b>Week 4</b> September 21  Session 7 Session 8	Fluency Narrative Texts Differentiated Literacy Instruction for EL Lesson Planning Analyzing Student Data	<b>Read:</b> R & C Chapter 5  <b>Word Work Presentation # 3</b>
<b>Week 5</b> September 28  Session 9 Session 10	Word Analysis Spelling Vocabulary Writing Analyzing Student Data	<b>Read:</b> R & C Chapter 6 R & C Chapter 8 <b>Due: Investigating Literacy Assessments</b> <b>Word Work Presentation # 4</b>
<b>Week 6</b> October 5  Session 11 Session 12	Comprehension Relationships between word analysis, fluency and comprehension Analyzing Student Data	<b>Read:</b> R & C Chapter 7  <b>Word Work Presentation #5</b>
<b>Week 7</b> October 12  Session 13 Session 14	Comprehension Using State Adopted Texts to teach	<b>Read:</b> R & C Chapter 9 R & C Chapter 11  <b>Due: Analysis Assignment with Lesson Plan</b> <b>Word Work Presentation # 6</b>

<b>Week 8</b> October 19  Session 15 Session 16	Bringing it All Together Designing balanced literacy instruction	<b>Read:</b> R & C Chapter 12  <b>Due:</b> Listening to a Child <b>Word Work Presentation # 7</b>
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