



**EDMS 521B  
Elementary Literacy I  
Section 1 CRN # 50259  
Mondays  
1:00 PM – 3:45 PM  
CSUSM University Hall 440  
Fall 2014**

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*Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.*

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Hours: By Appointment

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**School of Education Mission & Vision Statement**  
*(Adopted by SOE Governance Community, January 2013)*

*Vision*

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

*Mission*

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
  - Promote and foster social justice and educational equity
  - Advance innovative, student-centered practices
  - Inspire reflective teaching and learning
  - Conduct purposeful research
  - Serve the School, College, University, and Community
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**Basic Tenets of our Conceptual Framework**

- Student centered education
  - Research and theory specific to the program field inform practice
  - Connections and links between coursework and application
  - Strong engagement between faculty and candidates
  - Co-teaching clinical practice
  - Culturally responsive pedagogy and socially just outcomes
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## COURSE DESCRIPTION

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

### Course Prerequisites

Admission to the SOE Integrated Credential Program

### 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 California Common Core State Standards.
- 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.

#### **Required Text**

Cooper, J. D., Kiger, N., & Robinson, M. (2015). *Constructing Literacy, 9<sup>th</sup> Edition*. Upper Saddle River, NJ: Prentice Hall. ISBN: 978-1-111-35392-6

#### **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. Candidates successfully completing this program receive a credential with authorization to teach English learners.

*(Approved by CCTC in SB 2042 Program Standards, August 02)*

#### **STUDENT LEARNING OUTCOMES**

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

The course objectives, assignments, and assessments have been aligned with the CTC standards for the Multiple Subject Credential. This course is designed to help teachers seeking a California teaching 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. You will be required to formally address the following TPEs in this course:

TPE 1A- Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments: Reading Language Arts.

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

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 CaTPA or the TPA for short.

To assist your successful completion of the TPA, a series of informational seminars are provided via an online media site. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, SOE 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 CaTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the SOE website: <http://www.csusm.edu/education/CaTPA/ProgramMaterialsTPA.html>

## GENERAL CONSIDERATIONS

### 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 also 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.

### School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates 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 candidate 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 two class sessions will see their grades reduced by one full grade. Students missing three or more class sessions will see their grades reduced by two full grades. Leaving early or arriving late by more than 15 minutes constitutes one absence. Illness and emergencies are considered on a case-by-case basis; however, notification of an absence does not constitute an excuse.***

### Students with Disabilities Requiring Reasonable Accommodations

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates 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.

### All University Writing Requirement

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

### **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/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.

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 candidate 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.

#### **Use of Technology**

Candidates 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.

#### **Electronic Communication Protocol**

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. 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.

## COURSE REQUIREMENTS

Assignments are to be turned in on the due date, no exceptions. Hand-written work is not accepted. Assignments should use size 12 font and be double-spaced. Proofread and edit word-processed assignments prior to submission to ensure the text is error-free (grammar, spelling), and ideas are logically and concisely presented. All citations, where appropriate, should use American Psychological Association (APA) format.

Assignment	Points Possible
First Grade Observation	30
Literacy Lesson Plan <i>Focus: Reading Comprehension</i>	30
Investigating Literacy Assessments	25
Journal	15
Total Points	100

### Grading Standards

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

### **FIRST GRADE OBSERVATION (Due on Cougar Courses: October 6, 2014 by midnight)**

In both the Literacy courses (EDMS 521b and EDMS 522b), you will study topics in literacy instruction related to RICA domains.

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

You will spend one morning (2 to 2 ½ hours) in a first grade classroom of your choice to observe literacy instruction. Including as many of the following as possible:

- Phonemic Awareness
- Concepts About Print
- Phonics Instruction
- Spelling Instruction
- Reading Comprehension-Narrative
- Supporting Reading through Oral and Written Language Development
- Vocabulary Development
- Writing

Then reflect upon what you saw, how it connected (or did not connect) to the theories you are learning this semester, and why the teacher made the pedagogical decisions that he/she did. Try to answer the following questions in your reflection:

1. How was the room organized, the physical layout?
2. Was there a classroom library? Was it organized in any particular way?
3. What opportunities did students have for independent reading? Did they choose what they read?
4. Did the teacher work in small groups? How were the groups organized? How were students placed in groups?
5. How did the teacher differentiate instruction? How did she meet the needs of all the students?
6. What was the rest of the class doing when the teacher worked in small groups?
7. What literacy concepts (see list above) did you observe?
8. What took place – what was the nature of the instruction?
9. Did the teacher read aloud? What? For how long?
10. How much time was spent on reading instruction?
11. *Was it a literacy rich environment? How so?*
12. Was there evidence of student work in the room? What kind?
13. Did you see any kind of reading assessment? What was it? What was being assessed?
14. *How did the instruction you observed support the development of literacy skills?*

Your final reflection will be a narrative about what you saw and your analysis of those observations.

**ANNOTATED MENU OF ASSESSMENTS (Due on Cougar Courses: October 20, 2014 by midnight)**

This is designed to familiarize you with a variety of assessment tools and evidence of student learning. You will describe the process and purpose of various assessment tools, including entry-level, progress-monitoring, and summative. Complete the Menu Section and then choose two assessment tools from your menu and describe how the information from that assessment would or could inform your instruction. What would you do with the assessment information you have gathered about your student(s). You may use an example you have observed or create a scenario in which an assessment might help you understand what a student, a small group or a whole class knows and how that will inform your teaching.

For Menu Section, complete a descriptive list of 10 different assessments.

<b>MENU SECTION</b>				
<b>Write the name of the assessment.</b>	<b>Is it entry-level, progress-monitoring, or summative?</b>	<b>Describe the purpose of the assessment.</b>	<b>Describe what the <u>assessor</u> does and what the <u>student</u> does.</b>	<b>Describe the kinds of data the assessment creates.</b>
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

**READING COMPREHENSION LESSON PLAN (Due on Cougar Courses: November 10, 2014 by midnight)**

Design a lesson where you teach a **reading comprehension strategy** to any grade level. It can be small group or whole group instruction just make sure that you are explicitly teaching the students one aspect of becoming a proficient reader. This lesson **MUST** explicitly teach a reading comprehension strategy, and the focus in 522b will be writing strategies. Examples of reading comprehension strategies are:

- Make predictions
- Form hypothesis
- Support the hypotheses you make
- Monitor how well you comprehend while you read
- Form mental pictures while you read
- Summarize what you read
- Make inferences
- Ask questions of yourself while you read
- Use context clues to figure out words you don't know
- Sound out a word you don't know
- Choose books you can read
- Organize information while you read.
- Relate what you are reading to what you already know
- Recognize the main idea of a story
- Identify patterns in a text

The lesson plan is a collaborative assignment between 521b and 511b. You will generally learn how to design effective lessons in 511b with Professor Vega, and we will apply that learning to specific instruction in reading and writing. Professor Vega will grade the plans for alignment between and among the standards, assessments, and learning activities. I will assess how well the plans describe the explicit teaching of a reading comprehension strategy.

**JOURNAL (Due in class: December 1, 2014)**

You will engage in an ongoing discussion with your professor and your classmates about the readings and how they connect to our in-class discussions as well as your field experiences. Keep your reading notes in the same location as your notes from class. You will read each week's readings BEFORE class starts and respond to them in the journal. You may focus on one theme you notice or a question you have or you may respond with your overall thinking on the topic. Bring your journal to class each week because we will share the journals with each other and respond to each other's writing.

## SCHEDULE/COURSE OUTLINE

*Differentiation and comprehension strategies will be woven into each class session.*

<b>Week</b>	<b>Topic</b>	<b>Readings &amp; Assignments</b>
1: August 25	Overview of course What is language? What is literacy?	Get course textbook by week two.
2: September 1	<i>No class—Labor Day</i>	
3: September 8	Processes of literacy	<b>Read:</b> <i>Literacy</i> chapter 1
4: September 15	Emergent literacy (e.g. phonemic awareness, concepts about print) Oral language development in the L1 and L2	<b>Read:</b> <i>Literacy</i> chapter 5
5: September 22	Word analysis (e.g. phonics, chunking, spelling)	<b>Read:</b> <i>Literacy</i> chapters 3 & 6
6: September 29	California Common Core State Standards	<b>Review:</b> <i>Common Core State Standards</i> ( <a href="http://www.cde.ca.gov">www.cde.ca.gov</a> )
7: October 6	Assessment	<b>Read:</b> <i>Literacy</i> chapter 11 <b>DUE: First grade observation analysis</b>
8: October 13	Comprehension instruction	<b>Read:</b> <i>Literacy</i> chapter 4
9: October 20	More on comprehension instruction	<b>Read:</b> <i>Literacy</i> chapter 7 <b>DUE: Annotated assessment menu</b>
10: October 27	Considerations for designing effective literacy lessons	<b>Read:</b> <i>Literacy</i> chapter 2
11: November 3	More on lesson design	<b>RE-Read:</b> <i>Literacy</i> chapter 2
12: November 10	Writing instruction	<b>Read:</b> <i>Literacy</i> chapter 8 <b>DUE: Comprehension lesson plan</b>
13: November 17	More on writing instruction	Articles on Cougar Courses
14: November 24	<i>Online session: Vocabulary and spelling</i>	<b>RE-Read:</b> <i>Literacy</i> chapter 3
15: December 1	Strategies for choosing texts Closure	<b>Read:</b> <i>Literacy</i> appendix “Good Books and Where to Find Them” <b>DUE: Journal</b>