



**EDMS 521B Section 1
Elementary Literacy I
CRN #27526
Wednesdays
1:00 pm – 3:45 pm
University Hall 444
Spring 2014**

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

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Hours:	By Appointment

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. *Enrollment restricted to students in the ICP.*

Course Prerequisites

(For School of Education courses, admission to the program is considered a prerequisite. If any other courses are prerequisites or recommended sequencing is important, as in a sequence of successful completion of 511 prior to 512, please include. This should not differ from the catalog)

Course Objectives

Knowledge –

Teacher candidates will:

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

Skills –

Teacher candidates will:

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

Attitudes and Values –

Teacher candidates will:

- Develop an appreciation for the natural language abilities children possess for processing and producing print.
- To appreciate the need and value of integrating reading writing into all curricular areas
- Affirm the importance of a rich environment for an effective language arts program.
- Develop a sensitivity to and appreciation for culturally and linguistically diverse learners.
- Develop a sensitivity to and appreciation for the importance of reading and writing for students’ own personal and professional growth.
- Develop a respect for each student, his/her abilities and background and the student’s right to instruction that meets his/her individual needs.

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

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)*

Special Education

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

Technology

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

STUDENT LEARNING OUTCOMES

California Teaching Commission Standards Alignment

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

- Standard 3-Relationship between theory and practice
- Standard 4-Pedagogical thought and reflective practice
- Standard 5-Equity, Diversity, & Access to the Core Curriculum
- Standard 7-Equity, Preparation to Teach Reading Language Arts

Standards Alignment

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

- 3- Relationship between theory and practice
- 4-Pedagogical thought and reflective practice
- 5-Equity, Diversity & Access
- 7-A: Multiple Subject Reading, Writing, and Related Language Instruction in English

Teacher Performance Expectation (TPE) Competencies

Teacher Performance Expectations are standards for student teachers. This course is designed to help teachers seeking the Multiple Subjects Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts implement effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students.

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

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

GENERAL CONSIDERATIONS

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.

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*).

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

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 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

Required Texts

Gail Tompkins. (2010). *Literacy for the 21st Century: A Balanced Approach* (6th Edition)

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

Andrew Clements. (1996). *Frindle*

James Zarrillo. *Ready for RICA: A Test Prep Guide*

Grading Standards

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.

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

Course Assignments

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

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

Assignment	Points Possible
Field Observations (4)	24
Literacy Lesson Plans (3)	21
Investigating Literacy Assessments Table	15
Journal/Class Work/Literacy Responses	40
Total Points	100

Descriptions of Assignments

FIELD OBSERVATIONS

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

Using the Field Observation form, write your observations on the left hand side of the Field Observation form. Write your reflections about what you learned from your observation on the right hand side of the form. Replicate the Field Observation form (below) on your computer. Completed forms should be no longer than 1 1/2 pages. To complete the forms, type them using size 12 Times New Roman font.

Literacy Topic: Fluency/Reading Strategies Rica Domain 3	Date: 10/1/2010
Grade Level: First Grade	Additional Descriptors: All school assembly for the 1 st grade
Activity: <p>The students were all seated criss-cross apple sauce on the floor in the multi-purpose room, while their teachers were seated in folding chairs along the side of the room. The teacher began the fluency assembly/lesson by asking the students if they wanted to be good readers. Every student raised their hand in response to her question. She then informed them that they would be reviewing the reading strategies they learned in kindergarten. She put her first PowerPoint slides on the big screen about predict and infer, and read it aloud to the students. She then asked the students to read the strategy name along with her. She then explained to the students that this is when they think about what a story may be about or what comes next in a story. Then she showed the students the hand motions that go along with predict and infer strategy. The students watched as she made a box with her hands as she said predict and infer. She then asked them to do it along with her three times. The next PowerPoint slide for Phonics and decoding was put on the screen and the teacher read it aloud to the students while performing the hand motion of raising her hand up to her ear like a telephone. She explained that students use this strategy by sounding out unfamiliar words when reading. Then she asked the students to repeat the strategy and hand motions back to her three times. After the students were finished, she put the next slide up with the modify and clarify strategy. She explained to the students that they use this strategy to find out more about a text when something is unfamiliar or challenging to them. She then showed the students how to do the hand motion of putting glasses up to your eyes with your hands. After the students had done the motion along with her, she asked them to repeat the strategy three times, saying it out loud and performing the motion. Next, the teacher moved on to the strategy: summarize. She read the strategy out loud and explained to the students that this is when they can tell the beginning, middle and end of a story they have read. She then performed the hand motions of opening her fingers and raising up her hands while saying summarize and then putting her hands from left to right while saying beginning, middle, end. The students did the motion and song along with her and then she asked them to repeat it back three times. She then moved on to the final strategy of evaluate and explained to the students that this is when they decide whether or not they like a text. She performed the motion for them of thumbs up, then thumbs down, explaining what each represented. She had the students perform the motion along with her while they all sang, "evaluate, evaluate." Then the students repeated the motion and song back to her three times. To conclude the fluency assembly/lesson the teacher asked all the students to stand up and perform the motions for each strategy while singing the song together. All the other teachers were asked to join in as well.</p>	Reflective Notes to Myself <p>I enjoyed sitting in on this assembly and felt that I learned a lot along with the students. The facilitating teacher did a fantastic job. She was both informative and entertaining. I liked her use of song and hand motions as a strategy for the students to remember what they were learning about fluency. I left my observation singing the catchy tunes to myself throughout the day and knew that many of the students would be doing the same thing. I also liked how this teacher presented a strategy, provided an explanation, gave an example and then taught the students a hand motion to go along with it. Her order of presenting helped to scaffold the information and aid comprehension. By having the students perform the song and motions back to her three times after each strategy, she was checking to make sure that each student understood that strategy before moving on to the next strategy. I also liked how she began the assembly by asking the students if they wanted to be good readers. In this manner she was grabbing the students attention and getting them exciting about learning. This is key to keeping the students focused on you and what you are teaching, plus applies what they are about to learn to their real lives. This was a fun and inventive way to present young students with the important strategies necessary to reach fluency in reading. I had never thought before about how I could make something as mundane as comprehension strategies fun for students by creating hand motions and song. This teacher ended the lesson well by reviewing all the material by having the students perform the new song and hand motions that they had just learned. This is a way to assess the students understanding as well as see whether or not they can remember all of the many strategies they just learned. Having all the other classroom teachers present is beneficial because they will be able to use the songs and motions presented, to teach and review in their own classrooms. Many students will need further review to commit these strategies to memory and the classroom teachers will be responsible for that. Overall I learned several good teaching strategies that I can keep in mind for my future students.</p>

INVESTIGATING LITERACY ASSESSMENTS TABLE

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

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

Assessment Table for Investigating Literacy Assessments

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

LITERACY LESSON PLAN ACTIVITIES

Students complete a variety of in-class and outside class activities to develop lesson plans for teaching reading. The literacy lesson plan activities will focus on the development of fluent reading as well as reading comprehension. Lesson plans activities will involve the use of literature that is appropriate for children in kindergarten through second grade. The activities are designed so that students learn the purpose of various components of reading lessons, how to create the lesson components, and how to be effective in implementation of their plans. This will be a joint assignment with EDMS 511B.

JOURNAL/CLASS WORK

Students submit 4 Literacy Responses. Each response is based on a prompt that provides instructions to the students about what to do. The prompts will occasionally include a quiz about the readings and core content of the course. All of the prompts require a structured response to a reading, an exhibit and/or a performance. The instructions for each will be provided in class.

Students will keep a journal of responses to the assigned readings which will be submitted at the beginning of each class session and assessed at the end of the semester.

Students will participate in and contribute to a variety of activities and projects for which they will receive credit.

COURSE SCHEDULE

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The instructor reserves the right to modify the schedule and assignments.
Differentiation and comprehension strategies will be woven into every class session.

<u>Date</u>	<u>Topic</u>	<u>Responsibilities</u>
<u>Session 1</u> January 22	Overview of course; building community What is language? What is literacy?	Get: Course textbooks by session 2
<u>Session 2</u> January 29	Processes of literacy and cueing systems RICA Domains Observation in class www.learner.org reading lesson	<u>Tompkins</u> , Chapter 4 <u>Zarrillo</u> , vii-x; xiii Due: Journal Quiz Bring field observation form to class
<u>Session 3</u> February 5	Principles of effective teaching of reading	<u>Tompkins</u> , Chapter 1 & pages 42-43, page 261, page 363 <u>Johns</u> , Section One Overview, 4-15 (8 th editions)
<u>Session 4</u> February 12	Reading comprehension for emergent and beginning readers: story structure	<u>Tompkins</u> , Chapter 9 <u>Johns</u> , Section Two, Administration and Scoring Procedures, 19-41 (8 th edition) Bring assessment table to class
<u>Session 5</u> February 19	Writing Center Presentation, Virginia Hansen Curriculum Room; Bloom's Taxonomy	Allington , Chapters 1 and 2 (Cougar Courses)
<u>Session 6</u> February 26	Word Analysis: phonics, working with words, spelling	Event: Read Across America (March 2) www.nea.org/readacrossamerica Due: Lesson Structure
<u>Session 7</u> March 5	Literacy assessment , phonics instruction and assessment, basal readers	<u>Tompkins</u> , Chapter 5 & re-read pages 12 -15, pages 324-332 Due: Phonics Journal Bring assessment table to class :
<u>Session 8</u> March 12	Fluency	<u>Tompkins</u> , Chapter 6

<u>Date</u>	<u>Topic</u>	<u>Responsibilities</u>
<u>Session 9</u> March 19	Fluency	<u>Allington</u> , Chapters 3 and 4 (Cougar Courses) Due: Fluency Journal
<u>Session 10</u> March 26	Comprehension instruction	<u>Tompkins</u> , Chapter 8 Due: Literacy Assessment Chart
Spring Break		
<u>Session 11</u> April 9	Introduction to writing	<u>Tompkins</u> pages 7, 61, 92, 131, 156 Due: Lesson Structure and Strategies, Comprehension Journal
<u>Session 12</u> April 16	More on writing Present pages and assemble ABC Books	Due: ABC Project
<u>Session 13</u> April 23	Vocabulary	<u>Tompkins</u> , Chapter 7 Due: Observations 1-4
<u>Session 14</u> April 30	Reflections	Due: Journal
<u>Session 15</u> May 7	Literacy Café/ Literature Selection	Bring: Three children's or young adult books to share, writing portfolio Due: Lesson Design