



**EDMS 522
Elementary Literacy II
CRN #28502
Fridays
8:15 am – 2:45 pm
Farr Elementary School
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

Focuses on developing an advanced understanding of theory, methodology, and assessment of English Language Arts and second language learning in integrated and inclusive elementary and middle school classrooms. *Prerequisite: EDMS 521.*

California Teaching Commission 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

Course Prerequisites

Admission to the Multiple Subject Teacher 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 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.

Required Texts

Provide complete access information on texts and readings. Be sure that you have ordered these through the bookstore or have provided adequate information on how to obtain (ISBN number, etc.)

TaskStream account (if applicable).

Do not list any materials you are not going to use.

INFUSED COMPETENCIES

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 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.

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 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

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.

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.

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.

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.

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

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

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. (Adopted by the SOE Governance Community, December, 1997) 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.

Required Texts:

- D. Ray Reutzel and Robert B. Cooter, Jr. (6th Edition) The Essentials of Teaching Children to Read: The Teacher makes the Difference Pearson (ISBN 13: 978-0-13-256606-3)
http://www.amazon.com/Teaching-Children-Read-Teacher-Difference/dp/0132566060/ref=pd_sxp_f_i/183-2289243-0454962
- Jerry Johns (2008 or any recent edition). *Basic Reading Inventory* (ISBN: 9780757551277 for the 10th Edition)
- Zarrillo, James. (2010) Ready for Revised RICA: A Test Prep Guide (3rd Edition) (ISBN: 9780137008681) (\$ 30 new)

Recommended Texts

Gail E. Tompkins. 50 Literacy Strategies: Step by Step 4th edition (ISBN-10: 013294491X); (\$ 30).

COURSE ASSIGNMENTS

Students are expected to: keep a digital copy of all assignments, complete assigned readings *prior* to the class sessions, edit word-processed assignments prior to submission, use American Psychological Association (APA) format and turn assignments in on time. Points will be deducted if assignments are submitted late (10% penalty per day late; no credit will be awarded if the assignment is one week late).

Assignments	Percentages
Read Across America Literacy Project	20 %
Literature Circles	20 %
In-Class Workshop Activities	30 %
Literacy Case Study	30 %

IN-CLASS WORKSHOP ACTIVITIES

For these workshop activities, Candidates may choose to work individually or in a pair with 1 other person. In a couple activities it is highly recommended to work with a partner.

If-Then Thinking Chart

Candidates complete an "If-Then" thinking chart for *two* of the following literacy topics: vocabulary, academic language or writing. Each chart must list at least 3 distinct needs students might experience for one given topic. For each need, TCs must list at 2 to 3 different strategies that a teacher could use to help the student in the areas of need. Finally, TCs must pick one strategy and write a concise but salient rationale for why this strategy would work. Examples are posted on cougar course. The completed charts are submitted to the *IF-Then Thinking* assignment tab on cougar course.

IF-THEN Chart Template

Literacy TOPIC	IF Student has this learning need....	THEN Try using one of these two strategies...	Rationale I picked the strategy... and it will work because...
		•	
		•	
		•	
		•	
		•	

R.A.F.T.S. Writing

In *Using the RAFT Writing Strategy*, on the readwritethink.org website, Cathy Allen Simon shares the value of the R.A.F.T. strategy. “RAFT is a writing strategy that helps students understand their role as a writer and... helps students focus on the audience they will address, the varied formats for writing, and the topic they’ll be writing about... Developing a sense of audience and purpose in writing, in all communication, is an important part of growth as a writer.” www.readwritethink.org/professional-development/strategy-guides/using-raft-writing-strategy-30625.html. In *6+1 Traits of Writing*, Ruth Culham (2003) explains that RAFTS is a strategy that helps writers to narrow the focus of their idea for writing. “It provides a structure for thinking about the main idea, yet allows the writer plenty of elbow room to play with the ideas, narrow the focus, and write about something quite specific” (p. 55).

In this Workshop Activity, it is recommended that Candidates work together with a partner to select two texts (a narrative and an expository text related to social studies) and design a R.A.F.T.S. writing prompt for each text. The partnership posts their two R.A.F.T.S. prompts to the *RAFTS forum* on cougar course, making sure to title it with their names. Then, the partnership finds a second partner pair to work with. The two partnerships share and review each other’s R.A.F.T.S. Each partnership writes one review of the other partner pair’s R.A.F.T.S. and posts it as a comment on the *RAFTS forum* on cougar course. The reviews should include answers to the following questions: To what extent are the R.A.F.T.S. prompts clear and comprehensible? What is something that works particularly well in each of the 2 R.A.F.T.S. prompts? What alternative might you suggest for any of the R.A.F.T.S. components in either of the 2 prompts? How will the R.A.F.T.S. prompts support students to narrow the focus and purpose of their writing for each writing task?

Writing Instruction Strategy Demonstration and Report

Candidates demonstrate (model) writing strategies for teaching writing with academic language. Each Candidate is assigned a writing instructional strategy or may select a strategy to use upon instructor approval. Candidates may work with a partner or individually. Candidates use the “Report Guide” to organize their explanation of the writing instruction strategy, including a photo of the strategy being demonstrated. The report is submitted to the *Writing Demo assignment tab*.

Report Guide

Name the strategy & explain its purpose to support student in a specific area writing development
A photo of the strategy being demonstrated, including materials being used...

Expository Fluency (BRFR)

In *Teaching Children to Read*, Reutzel and Cooter (2012), explain how the “Before Reading Fluency Routine” helps students with reading textbooks. “It acquaints them with the new vocabulary found in the textbook chapter and the author’s style while improving their rapid identification of new words” (p. 521)

In this Workshop Activity, Candidates select a passage, such as the end of chapter summary, directly from a social studies or science textbook. Then, they develop the “Before Reading Fluency Routine” week long plan (p. 533, steps 1 – 7) for their chosen text, making sure to specify the words, phrases and sentence structures to focus on. Templates for the activity are on cougar course or in the text. The completed plan is submitted to the *BRFR assignment tab* on cougar course.

Expository Vocabulary

Candidates become familiar with and practice developing and using strategies for academic vocabulary related to the content areas. For their chosen social studies big idea topic, Candidates develop an AW2 (pp. 229-231, 531), a BKA (p. 434), and a VKS (pp. 523, 524). Templates for each activity are on cougar course or in the text. The Candidate demonstrates the vocabulary activities to at least one peer. The completed materials are submitted to the *Expository Vocabulary forum* on cougar course with the Candidate's name(s) in the title. The peer who saw the demonstration must submit a comment to the post on the forum.

Expository Retelling (SWR)

It is recommended that Candidates work with a partner for this assignment. Candidate partners practice using the strategic approach, "From G.O., to Paragraph to Essay" for the "structure for written retellings" (SWR, pp. 511, 512, 357). It is highly recommended that Candidates use an informational text related to their social studies big idea topic. Using information from an expository text, Candidates develop and demonstrate the procedure to another partner pair. Post to the *SWR forum* and comment on the demonstration by the partnership.

Report Guide

The name of the informational topic and/or the expository text used for the retelling
A photo of the strategy being demonstrated, including the materials being used
Partners comment on each other's demonstrations: How do you rate the partnership's demonstration? How might a teacher use the SWR approach to assess students' expository comprehension of this informational text? How might a teacher use the SWR approach to <i>teach</i> the students comprehension and writing summaries?

LITERACY CASE STUDY

The Literacy Case Study is described in detail in the Literacy Case Study Handbook available on cougar course. This assignment focuses on the analysis of student performance data to inform the development of instructional planning in reading. Candidates conduct literacy assessments with **one** child who is a reader, analyze and interpret the resulting data, describe the child's strengths and needs in reading and develop recommendations and a plan of instruction with specific instructional strategies to support the child's progress in reading. Please note that the case study child **must** already be reading. It is recommended that s/he be in the upper elementary grades (3 – 6) and be reading below his/her current grade level. The completed assessment forms are placed in the appendix handed in to the professor, including a parent permission (consent) form. All sections of the case study (listed below) must be combined in one document to be submitted to cougar course.

	Literacy Case Study checklist (see handbook for descriptions, graphic organizers & rubrics)
[]	Student Profile: (paragraph summary based on items listed in handbook)
[]	Anecdotal Notes / Teacher's notes: (at least 3 notes)
[]	Reading Attitude Survey: (summary of findings)
[]	Writing Sample Analysis: (rubric score accompanied by example/evidence)
[]	Other... (optional)
[]	IRI Word Recognition: (table of levels for independent, instructional, frustration)
[]	IRI Comprehension: (table of levels for independent, instructional, frustration)
[]	Data Analysis Grid
[]	Description of Student's Literacy strengths: (paragraph summary)
[]	Description of Student's Literacy needs: (paragraph summary)
[]	Recommendations (use graphic organizer in handbook to organize this section)
[]	Instructional plan

Case Study Instructional Plan Template:

"If then" objective >	Explanation >	Modeling >	Student practice with teacher guidance >	Independent Practice & Assessment

LITERATURE CIRCLE

Examples of Literature Circle Roles

- 1) Discussion Director 2) Passage Master 3) Word Wizard
- 4) Connector 5) Summarizer 6) Investigator

For this assignment, candidates combine into one document, the list of possible texts for the "big idea," the materials created in the fulfillment of their literature circle roles, and their reflections. Candidates submit this document to cougar course.

First, Candidates research possible texts for their social studies "big idea". The list of texts should include at least 3 literature texts and 3 informational texts. For each piece on the list, include the title, author and date of publication and 1 or 2 sentences stating why the text would support student exploration of the "big idea."

Second, Candidates select a literature piece, a novel, from the options that the instructor makes available or the same novel that they are using in their Social Studies Methods course upon the instructor's approval. TCs with same novel form literature circle groups.

Third, each group member takes two literature circle roles, one of the roles must be "investigator." The group must discuss how they will each use the investigator role to research the social studies themes that the book offers.

Fourth, each group member reads the novel and completes the work of his/her assigned roles and creating the resulting materials. Candidates are encouraged to use role worksheets as a guide. Please note that materials created for a literature circle role must be typed a digital format for submission. No hand-written work will receive credit. Submit completed materials to cougar course.

Fifth, participants bring their role materials to share while discussing the novel at the literature circle meeting during class session.

Sixth, each Candidate reflects on his/her literature circle experience and references that experience to explain the following:

- 1) how lit circles could be used to teach literary response and analysis
- 2) how lit circles could be used to teach reading in content areas (science, math, social studies)
- 3) the potential benefits & challenges of literature circles for participants or teachers.

Read Across America 2014 Project

Candidates will collaborate with the school Literacy Coach and grade level Classroom Teachers to develop a program of activities for the *Read Across America Day* Project, Monday, March 3. Candidates will submit a summary of the project in words and photos as well as write an individual reflection to the *Dr. Seuss assignment tab*.

SPRING 2014 COURSE SCHEDULE EDMS 522

The instructor reserves the right to modify the schedule.

DATE	TOPICS	ASSIGNMENT & READING
Session 1 Friday Jan 24	<p><u>Assessment in Literacy</u> Intro to Case Study & student profile, RAS, anecdotal notes, scheduling IRI Compare/contrast progress monitoring & diagnostic assessment in relation to Tier 1 and Tier 2 RTI instruction</p> <p><u>In-Class Workshop Activities:</u> Intro to workshop menu & If-Then Thinking charts</p>	<p>Read: Reutzel: Ch 10 (lit assessment) & 430, 449 - 450</p>
Session 2 Friday Jan 31	<p><u>Literary Response & Analysis:</u> Intro to Lit Circles Gathering texts: SS big idea Research: Read Across America</p> <p><u>Presentation: Lit Coach Silvia Garcia</u></p> <p><u>In-Class Workshop Activities:</u> Activity focus: Expository Fluency building fluency in upper grades with expository texts, wide & repeated rdg, phrasing, choral reading, unison, echo, antiphonal</p> <p><u>Literacy Case Study Check-in:</u> administering an IRI</p>	<p>Read: Online lit circles vimeo.com/1195054; www.youtube.com/watch?v=wJJhP3frUQ ; www.lauracandler.com</p> <p>Reutzel & Cooter: p. 300-301 (lit circles) Ch 12 (lit grades 4-8)</p> <p>NEA Read Across America 2014 www.nea.org/grants/886.htm www.nea.org/grants/plan-a-reading-event.htm</p>
Session 3 Friday Feb 7	<p><u>Writing</u> Assign writing strategies Writing Sample Analysis Use a poem frame to write a poem, and poem to write a paragraph (Valentine)</p> <p><u>In-Class Workshop Activities:</u> Activity focus: Writing & Vocabulary R.A.F.T.S and writing strategy demos AW2, BKA,VKS</p> <p><u>Lit Case Study check-in:</u> IRI, writing sample</p>	<p>Read Reutzel: Ch 8 (writing) Ch 6 (vocab) & 531 & 433 & 295-296 AW2 (pp. 229-231, 531), a BKA (p. 434), and a VKS (pp. 523, 524)</p>
Session 4 Friday Feb 14	<p><u>In-Class Workshop Activities:</u> Activity focus: Expository Retelling</p> <p><u>Lit Case Study check-in:</u> using the grid to conduct data analysis</p>	<p>Read: Reutzel: Chapter 7 (comprehension) & 271, 527, 278-9, 281-2 & 511, 512, 357 Data gathered from case study assessments, data analysis grid</p>
Session 5 Friday Feb 21	<p><u>Literature Circle</u></p> <p><u>In-Class Workshop Activities:</u></p> <p><u>Literacy Case Study Check-In:</u> writing strengths & needs; writing recommendations</p>	<p>Bring to class: Completed role written work in preparation for Lit Circle participation</p>

DATE	TOPICS	ASSIGNMENT & READING
Friday Feb 28	Meet with Dr. Laura for Social Studies	
Session 6 Monday March 3	Farr Ave Literacy Event NEA 2014 Read Across America Project <u>In-Class Workshop Activities:</u> <u>Lit Case Study Check-In:</u> instructional plan	
Session 7 Friday March 7	<u>In-Class Workshop Activities:</u> RICA review	DUE: Literature Circle DUE: Summary & Reflection on NEA Read Across America Project
Session 8 Friday March 14	Family Science Night Lit Course Debrief	DUE: Literacy Case Study Draft & hard copy Appendix
Monday March 17		DUE: TPA Task 3
Friday March 21	Literacy Case Study Final Due	DUE: Lit Case Study Due (<i>post to cougar course</i>)