

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS**  
**SCHOOL OF EDUCATION**  
**EDMS 522B: Elementary Literacy II**  
**Fall 2011, CRN 41142**  
**UH 442, Mondays 1-3:45 P.M.**

**Instructor: Sherry Freeborn, MA**  
**Office Hours: Before and after class and by appointment**  
**Email: sfreebor@csusm.edu Phone: 760-443-4057**

**COLLEGE OF EDUCATION**  
**Mission Statement**

*The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.*

**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 Integrated Credential Program and successful completion of EDMS 521B.*

**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-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 are 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.*
- *Appreciate the need and value of integrating reading and 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 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 TPA.

To assist your successful completion of the TPA, a series of informational seminars is offered over the course of the program. TPA related questions and logistical concerns are to be addressed during seminars. Your attendance of 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 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 website [Plagiarism Prevention for Students](http://library.csusm.edu/plagiarism/index.html) <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 [sfreebor@csusm.edu](mailto:sfreebor@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.

### Grading Standards (Points)

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.

<b>A</b>	93-100	<b>B+</b>	87-89	<b>C+</b>	77-79
<b>A-</b>	90-92	<b>B</b>	83-86	<b>C</b>	73-76
		<b>B-</b>	80-82	<b>C-</b>	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 CoE Governance Community, December, 1997). Should a student have extenuating circumstances, s/he should contact the instructor as soon as possible. **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+. Students missing more than three classes cannot earn a C+. 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.**

### Required Texts:

Tompkins, Gail. (2010). *Literacy for 21<sup>st</sup> Century: A Balanced Approach* (5<sup>th</sup> Edition)

Johns, Jerry. (2008). *Basic Reading Inventory* (any edition).

Tompkins, Gail. (2008). *Teaching Writing: Process and Product.*

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

Choose one (sign up in class before you obtain it):

Armstrong, William H. (1969). *Souder*

Snickett, Lemony (1999). *The Bad Beginning*

Munoz Ryan, Pam (2000). *Esperanza Rising*

Alexi, Sherman (2007) *The Absolutely True Diary of a Part-Time Indian*

Hiassen, Carl (2002). *Hoot*

### **Optional Texts:**

Alice Quiocho & Sharon Ulanoff (2009) *Differentiated Literacy Instruction for English Language Learners*

## 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. **Assignments are to be turned in on the due date, no exceptions.** (Contact instructor if an emergency situation exists)

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.

<b>Assignment</b>	<b>Points Possible</b>
Field Observations ( 4)	20
Literacy Lesson Plan Focus: Using writing in mathematics	20
Literacy Case Study	30
Journal	15
Participation/Classwork	15
Total	100

## FIELD OBSERVATIONS

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

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

You will conduct 4 observations of reading instruction in any content area from any of the RICA domains for your Field Observations. To complete the 4 Field Observations you observe a teacher while she/he is teaching a reading/language arts lesson. You will need to identify the RICA topic(s) that was being taught.

You will submit your observations on the Field Observation form. Your observations should be written on the left hand side of the Field Observation form. Your observations are not judgmental but only state what you observed the teacher doing during the lesson.

*Your reflections should be written on the right hand side of the form. You should reflect on what you learned from this lesson about teaching this area of literacy. Your analysis is essential for this section.*

*Below is an example of a completed observation form. Replicate the Field Observation form on your computer. Completed forms should be no longer than one full page. Please compile all 4 forms into one document file, one after the other, and submit them as one document.*

### FIELD OBSERVATION

<p><b>Literacy Topic:</b> Fluency/Reading Strategies</p> <p>Rica Domain 3</p>	<p><b>Date:</b> 10/1/2010</p>
<p><b>Grade Level:</b> First Grade</p>	<p><b>Additional Descriptors:</b> All school assembly for the 1<sup>st</sup> grade</p>
<p><b>Activity:</b></p> <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 slide 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</p>	<p><b>Reflective Notes to Myself</b></p> <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 excited 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</p>

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.

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.

### **LITERACY CASE STUDY**

*The Literacy Case Study is described in detail in the Literacy Case Study Handbook provided on the Moodle site. Students conduct literacy assessment with one child who is a reader, analyze and interpret the resulting data, and describe the child's strengths and needs in reading.*

*Students develop recommendations in the form of specific instructional strategies that support the child's progress in reading.*

*The case study child **must** already be reading. It is recommended that s/he be in the upper elementary grades and be reading below his/her current grade level. The completed assessment forms are placed in an appendix that is handed in to the instructor in hard copy. A parent permission (consent) form must be included in the appendix.*

### **LITERACY LESSON PLAN**

You will write one lesson plan for both your math methods course (EDMS 543b) and your literacy methods course (EDMS 522b). You will integrate math and writing into one lesson. Use the lesson design format that you learned in EDMS 511b, you may work with one other person (preferably someone in the same grade level for the practicum experience), and turn the same lesson plan in to both instructors (math and Literacy).

Use the questions below to guide your thinking as you write the lesson plan.

- CA Content Standard(s), learning objectives, and assessments (all must be connected)
- Into

*Describe what you will do prior to teaching the lesson to connect to students' prior knowledge and to engage them in the topic. Describe instructional strategies and 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 instruction (“You do”)  
*Describe Instructional Strategies*  
*Describe Student Activities*
- Beyond  
*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?*

### **JOURNAL**

- *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 a spiral notebook or composition book dedicated to this journal. You will read each week’s readings 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. More details will be shared in class.*



**The instructor reserves the right to modify the schedule.**

Please note: Differentiation and comprehension strategies will be woven into every class session regardless of the topic listed on the course schedule.

<b>Date</b>	<b>Topic</b>	<b>Assignment</b>
Session 1 August 29	Overview Assessment	<b>Purchase:</b> Texts for the course <b>Bring:</b> Syllabus, Tompkins 21 <sup>st</sup> Century
Session 2 September 12	Case study Miscue analysis Case Study : Student Profile	<b>Read:</b> Tompkins, 21 <sup>st</sup> Century, Ch. 3, Zarrillo, Ch. 2 <b>Bring:</b> Jerry Johns Text
Session 3 September 19	Writing Case Study: Anecdotal notes, student behavior, student work as source of data	<b>Read:</b> Tompkins, Writing, Ch. 1 & 2
Session 4 September 26	Review of emergent literacy concepts (word recognition, phonemic awareness, & phonics) Case study: Reader attitude survey	<b>Review:</b> Tompkins, 21 <sup>st</sup> Century, Ch. 5 & 6 <b>Bring:</b> Tompkins, 21 <sup>st</sup> Century and Zarrillo
Session 5 October 3	More writing Case study: Writing sample analysis	<b>Read:</b> Tompkins, Writing, Ch. 3 You will sign up for 2 Ch, 5-12
Session 6 October 10	Still more writing Writers' Workshop Case study: IRI word recognition	<b>Review:</b> Tompkins, 21 <sup>st</sup> Century, Ch.2 <b>Bring:</b> Rough draft of your lesson plan
Session 7 October 17	Speaking and listening Case study: IRI comprehension	<b>Read:</b> Tompkins, 21 <sup>st</sup> Century, Ch10 <b>Due:</b> Field Observations
Session 8 October 24	Comprehension Case study: Data analysis Literature Circles	<b>Read:</b> Tompkins, 21 <sup>st</sup> Century, Ch. 8 & 9
Session 9 October 31	Content area literacy Case study: Interpreting data to determine student strengths and needs	<b>Read:</b> Tompkins, 21 <sup>st</sup> Century, Ch. 12 <b>Due:</b> Lesson plan
Session 10 November 7	Vocabulary, Academic language, and Background knowledge Case study: Developing appropriate instructional recommendations	<b>Read:</b> Tompkins, 21 <sup>st</sup> Century, Ch. 7
Session 11 November 14	Using assessment to inform instruction Case study: Exploring case study prompts for RICA	<b>Read:</b> Tompkins, Writing, Ch. 4 <b>Review:</b> Tompkins, 21 <sup>st</sup> Century, Ch. 3
Session 12 November 21	Case study workshop	<b>Bring:</b> All of your case study data
Session 13 November 28	More on content area literacy	<b>Read:</b> Tompkins, 21 <sup>st</sup> Century, Ch. 11 <b>Due:</b> Case study
Session 14 December 5	Bringing it all together: debrief course, review key concepts for clinical practice and RICA. Literacy Cafe	<b>Due:</b> Journal