

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION**

EDMS 521, Elementary Literacy I
CSUSM, University Hall 439
Wednesdays, 7:30 A.M. to 2:15 P.M.

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Office Hours: Before and after Classes

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 on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism and shared governance. (*Adopted by COE Governance Community, Oct. 1997*)

COURSE DESCRIPTION

Official description from the course catalog: “The primary aim of this course is for students to develop a preliminary understanding of the theory, methodology and assessment of English Language Arts and second language learning in integrated and inclusive K-8 school classrooms. This course is aligned with the California 2042 standards.”

Course Prerequisites

EDUC 350
EDUC 364
EDUC 422

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-Equity, Preparation to Teach Reading Language Arts

Course Objectives:

KNOWLEDGE - Teacher candidates will:

- Gain an understanding of how a first and second language is acquired.
- To understand the reading process and its relationship to thought, language and learning.
- Gain understanding of how to learn to read and write in first and second languages.
- Become familiar with current approaches to the teaching of reading and writing and the theoretical bases of such approaches.
- Become familiar with current approaches to the teaching of reading and writing in culturally and linguistically diverse elementary school classrooms.
- Become familiar with classroom diagnostic techniques and evaluation procedures.
- Become familiar with current approaches to the teaching of reading and writing to children with special learning needs.

SKILLS - Teacher candidates will:

- Become sensitive observers of children's language using behaviors.
- Analyze children's reading /writing behavior as basis for making instructional decisions.
- Translate the results of formal and informal assessment of children's reading and writing behaviors into instructional plan.
- Develop the ability to select appropriate materials and instructional strategies to meet the individual needs of students.
- Learn how to organize the classroom for teaching reading and writing to culturally and linguistically diverse populations.

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 Texts:

Jerry L. Johns (2008). *Basic Reading Inventory*, Edition # 10.

Zarrillo, James. *Ready for RICA: A Test Prep Guide* (1st or 2nd edition)

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

Amy Seely Flint (2008). *Literate Lives: Teaching Reading and Writing in Elementary Classrooms*.

Additional Texts:

- Additional texts on-line will be assigned, such as the English Language Arts Standards, the ESL standards, as well as select websites and on-line articles.

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for 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)*

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 not be required to formally address the required TPEs in Taskstream in this course.

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, COE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the COE website provided below:

<http://lynx.csusm.edu/coe/CalTPA/CalTPAdocuments.asp>

College of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate in all class activities. At a minimum, a student must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible (*Adopted by the COE Governance Community, December, 1997*).

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 5205, 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, in order to ensure confidentiality, in a more private setting.

Course Requirements

Descriptions of Assignments

FIELD OBSERVATION FORMS

In both the Literacy courses EDMS 521 and EDMS 522, you will study topics in literacy instruction related to RICA areas. Find the list of RICA topics in the table below under the title of the literacy course you are taking this semester, EDMS 521. You will complete one Field Observation Form (FOB) for each topic in the list.

I would like you to duplicate this form for classroom anecdotal notes/observation use. Take your notes, bring them to class and we will work on this as a class project. The final forms should be posted for me to review.

| RICA Topics EDMS 521 Spring 08 | RICA Topics EDMS 522 Fall 08 |
|---|--|
| Literacy Assessment | Content Area Literacy |
| Comprehension – Narrative | Comprehension –Expository |
| Spelling Instruction | Vocabulary Development |
| Phonemic Awareness | Literary Response & Analysis |
| Phonics Instruction/Fluency | Independent Reading |
| Concepts about Print | Supporting Reading through Oral Language and Writing |
| Structure of English Language | Writing |

To complete the FOB, you must observe lessons teaching each topic. For example, if the topic is comprehension of narratives, make sure that you are observing a lesson which teaches narrative comprehension. Your observations should be written on the left hand side of the form and your reflections should be written on the right hand side of the FOB form. In other words, on the left hand side of the form, you do not make any judgments but only write what you observe the teacher doing during the lesson. On the right side of the form, you should reflect on the effectiveness of the lesson and express your opinions and evaluations. Below is the FOB form with a brief example. Replicate the FOB form on your computer. Completed forms should be no longer than one full page. To complete the forms, type them using size 10 Times New Roman font, with 1 ½ spacing. Please remember to compile all FOB forms into one document file, one after the other, and submit them as one document.

FIELD OBSERVATION FORM SAMPLE

| | |
|--|--|
| Topic: RICA 5, Phonics | Date: 9/7/98 |
| Grade Level: Kindergarten | Additional Descriptors: SEI class |
| Activity: | Reflective Notes to Myself |
| Teacher taught “B” sound using alphabet cards and the pocket chart. The students sat together on the carpet as a whole | The teacher did a good job being inclusive with all students. Accommodations were made for second language learners when |

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|---|---|
| <p>group. The teacher asked the students to help her place the picture cards and the word cards together in a matching activity. Then, the teacher had the students work at the tables writing words beginning with B then illustrated the following – bird, ball, balloon, and boat.</p> | <p>the teacher used some words that were close cognates (ball-bola) to help the students make connections. She was very effective in selecting children to participate actively. I would modify this lesson in order to help English learners by using some cognates in Spanish and showing the students how the beginning sounds work in their language.</p> |
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READING LESSON PLAN

You will develop a lesson plan that teaches reading. The lesson should engage the students actively and be meaningful and accessible to diverse students. Your lesson plan **MUST** be sufficiently detailed so that it describes what the teacher’s actions are during each phase of the lesson. Your lesson must follow the general outline of the guide below.

GUIDE for READING LESSON PLAN

Heading:

- **Student Characteristics**

Grade level, linguistic background, academic language abilities, content knowledge & skills, physical-social-emotional development, cultural background, health, special considerations, interests-aspirations

- The name of the unit in which this reading lesson occurs, E.g., the Multicultural Literature Unit for EDMS 555.
- Identify where in the unit this reading lesson occurs (beginning, middle, end).
- The Lesson Objective (learning goal) – what the students will be **LEARNING**, not **DOING**.

Instructional Plan

- **INTO**

Write a paragraph that describes what you will do prior to teaching the lesson to connect to student’s prior knowledge and to engage them in the topic.

Describe Instructional Strategies: What will you do as a teacher?

Describe Student Activities: That is, what will the students be doing?

THROUGH

Write a detailed instructional plan of what you will do when teaching the reading lesson.

- Do this step by step. That is, if I were going to teach your class for you, would I be able to do exactly as you had planned to. Therefore, list/describe what you will do first, second etc.
- What will you do for modeled instruction, shared instruction, & guided instruction?
- 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 as they continue reading in the overall reading unit you have chosen.
- How will you reinforce and review the key concepts and skills of this lesson so that they continue applying them?
- What will be the ongoing assessment?

ANNOTATED MENU of ASSESSMENTS

This assignment is designed to familiarize you with a variety of assessments and evidence of student learning. You will describe the process and purpose of various assessments including entry-level, progress-monitoring and summative. In addition, you will choose 2 assessments to administer to a student and reflect on the information they provide you about student learning. Please use the guide below to develop an Annotated Menu of Assessments.

GUIDE for ANNOTATED MENU of ASSESSMENTS

The Annotated Menu of Assessments must include a descriptive list of 10 different assessments and a summary reflection of conducting 2 assessments. You should organize your Assessments Menu according to the following outline.

Menu Section A

Complete a descriptive list of 10 different assessments. You should use assessments for math, language, and literacy. For each assessment you should include a description that includes the following:

[] The name of the assessment

[] A statement of the main purpose of the assessment

[] A brief description of what the assessor does and what the student does

[] A brief description of the kind of data that it creates

Menu Section B

Choose 2 of any of the assessments on your descriptive list of 10 different assessments. Conduct only these 2 assessments at least one time each. You can work with one or more students in the public school classroom. Score the assessment. Submit the evidence of student learning and determine what the data tells you about the student’s strengths and needs. Write a summary reflection that includes the following:

[] a brief summary of the assessment and how you conducted it

[] a summary of the data and your interpretation of that data

[] your insights gained from this experience about the purposes of the assessment.

RICA STUDY MATERIALS

In both the Literacy courses EDMS 521 and EDMS 522, you will study topics in literacy instruction related to RICA areas. Find the list of RICA topics in the RICA Topics Table under the title of the literacy course you are taking this semester, EDMS 521. You will complete one RICA Study Sheet for each topic in the list.

RICA Content Area Study Sheets include information on (a) what the RICA content area is about, (b) ways of assessing it, (c) ways of teaching it. These content areas will be categorized into the domains a much easier way for you to remember the area and make connections between the content areas and the domains. Besides the course readings, Dr. Alice Quioco’s web site can also serve as a resource. The address is:

<http://www.csusm.edu/Quiocho>. Click on “reading instruction portfolio.” See the [section on accommodations](#) for ideas on ways to support second language learners. Note: See www.ed.gov/free/ for free Educational Materials.

| <u>RICA</u> | <u>STUDY</u> | <u>SHEET</u> | |
|--|------------------------------|-----------------------------|--|
| This is a sample of what you can use. You may create a study sheet or make study cards. Think about your learning style and how you best remember terms, ideas, etc. | | | |
| What is it? | How do you assess it? | How do you teach it? | Adaptations? English Learners? Gifted Students? Special Educations students with active IEPs |
| | | | |

Grading Standards

The following grading scale will be used. *Note: The College requires completion of this course with a C+ or higher in order to meet credentialing requirements.*

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|----------------------|-----------|---------------------|-----------|---------------------|-----------|
| 93-100 points | A | 90-92 points | A- | | |
| 88-89 points | B+ | 83-87 points | B | 80-82 points | B- |
| 75-79 points | C+ | | | | |

All students are expected to participate in class activities and demonstrate reflective learning. Students must bring to class the required texts listed in the readings for each session. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meeting. All assignments are to be submitted on the due date to WEBCT6. Assignments not submitted on due date will lose 10 % of earned credit per day. All assignments should be typed in size 11 Times Roman font and they should be double spaced. At a minimum, a student must attend more than 80% of class time, or s/he may not receive a passing grade. Students missing more than 2 class sessions will not receive a passing grade. Attendance will be taken during the first 5 minutes of class. Three tardiness or “early exits” will be the equivalence of an absence.

- Field Observations Forms (Supporting RICA) 7 forms 20 points
- Reading Lesson Plan for a Reading Unit 40 points
- Assessment Menu 20 points
- RICA Study Materials 10 points
- Attendance & Participation 10 points

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 student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstance. 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:

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, WEBCT6, 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 will be submitted online, and some will be submitted hard copy as well.

Electronic Communication Protocol:

Electronic correspondence is part of your professional interactions. If you need to contact the instructor, email is often the easiest way to do so. It is my intention to respond to all received email in a timely manner. Please be reminded that email 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 email and on-line discussion messages you send to your colleagues, to faculty members in the College 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.

Schedule/Course Outline: *Changes may be made to the schedule as fit the needs of the class.*

| Date | Topic | Assignment (if any) |
|--------------------------|--|--|
| Session 1 August 27 | Overview of course ELA Standards & Literacy Assessment Dr. Moineau: language development | Pp. 82-96 in Quiocho/Ulanoff Pp. 212-213 in Flint (App. D) |
| Session 2 September 3 | Phonemic Awareness & Concepts About Print Dr. Moineau: language development | Chapter 2 in Flint P. 160 in Flint (CAP) Pp. 96-108 in Quiocho/Ulanoff |
| Session 3 Sept. 10 | Phonics & Spelling Dr. Moineau: language development | Chapter 6 in Flint: Emergent readers/writers Pp. 181-193 in Flint |
| Session 4 Sept. 17 | Fluency | Pp. 227-229 in Flint Pp. 193-212 in Flint |
| Session 5 Sept. 24 | Reading Comprehension – Narrative TPA Task 1 due: October 6 (midnight) | Chapter 8 in Flint |
| Session 6 October 1 | Comprehension & Meaning Vocabulary TPA Task 2 due: October 16 (midnight) | Chapter 5 in Quiocho/Ulanoff |
| Session 7 October 8 | Structure of the English Language | Chapter 6 in Quiocho/Ulanoff |

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| Session 8 October 15 | A Balanced Approach to Literacy Instruction | Chapter 1 in Flint Chapter 8 in Quioco/Ulanoff |
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Discussion Prompts for WEB CT or Workshop in Class

Prompt # 1: (What is a literacy unit?)

1. Take a look at the materials provided for you in your Teaching and Learning course on unit planning. With your group, highlight some of the key features of various kinds of units. Together try to apply the criteria for a unit to reading and writing. Now try to answer the following questions:

“What is the purpose of a literacy unit?”

“What is one possible design of a literacy unit and its key features?”

“What are some possible literacy unit learning goals?”

Prompt # 2 (What is a reading lesson?)

1. Take a look at Appendix E, pages 133-134 and 245-246 in the Flint text and pages 173-185 of your Quioco text. These texts talk about effective reading lesson plans. With your group, determine the difference between the mini lesson and a differentiated lesson. Determine how reading lesson plans are different from but also related to literacy units. Describe some of the key features of different kinds of reading lesson plans. Together try to answer the following questions:

“How is a reading lesson plan different from a literacy unit?”

“How is a reading lesson plan related to a literacy unit?”

“What are different kinds of reading lesson plans and their key features?”

Prompt # 3 (How can a reading lesson be used to assess student progress in a literacy unit?)

1. Take a look at pages 256-261 and 277-287 in the Flint text and pages 96-104 in the Quioco text. These texts talk about the different purposes of various assessments and how the information (data) help teachers determine 1) student progress toward learning goals and 2) the effectiveness of instruction. With your group, try to answer the following questions.

“How could a teacher use one literacy lesson in the middle of a literacy unit to monitor student progress toward the learning goals of the unit?”

“What kinds of literacy assessments might be appropriate to use for progress-monitoring during a literacy unit?”

“What evidence of student learning do the students create during this assessment?”

“How could this assessment inform the teacher about student progress?”

“How could this assessment inform the teacher about the effectiveness of instruction?”

SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES

| <p align="center">PART 1:</p> <p align="center">LANGUAGE STRUCTURE AND FIRST- AND SECOND- LANGUAGE DEVELOPMENT</p> | <p align="center">PART 2:</p> <p align="center">METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION</p> | <p align="center">PART 3:</p> <p align="center">CULTURE AND CULTURAL DIVERSITY</p> |
|--|---|---|
| <p>I. Language Structure and Use: Universals and Differences (including the structure of English)</p> | <p>I. Theories and Methods of Bilingual Education</p> | <p>I. The Nature of Culture</p> |
| <p>A. The sound systems of language (phonology)</p> | <p>A. Foundations</p> | <p>A. Definitions of culture</p> |
| <p>B. Word formation (morphology)</p> | <p>B. Organizational models: What works for whom?</p> | <p>B. Perceptions of culture</p> |
| <p>C. Syntax</p> | <p>C. Instructional strategies</p> | <p>C. Intra-group differences (e.g., ethnicity, race, generations, and micro-cultures)</p> |
| <p>D. Word meaning (semantics)</p> | <p align="center">II. Theories and Methods for Instruction In and Through English</p> | <p>D. Physical geography and its effects on culture</p> |
| <p>E. Language in context</p> | <p>A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction</p> | <p>E. Cultural congruence</p> |
| <p>F. Written discourse</p> | <p>B. Approaches with a focus on English language development</p> | <p align="center">II. Manifestations of Culture: Learning About Students</p> |
| <p>G. Oral discourse</p> | <p>C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)</p> | <p>A. What teachers should learn about their students</p> |
| <p>H. Nonverbal communication</p> | <p>D. Working with paraprofessionals</p> | <p>B. How teachers can learn about their students</p> |

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| I. Language Change | | C. How teachers can use what they learn about their students (culturally responsive pedagogy) |
| II. Theories and Factors in First- and Second-Language Development | III. Language and Content Area Assessment | <i>III. Cultural Contact</i> |
| A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy | A. Purpose | A. Concepts of cultural contact |
| B. Psychological factors affecting first- and second-language development | B. Methods | B. Stages of individual cultural contact |
| C. Socio-cultural factors affecting first- and second-language development | C. State mandates | C. The dynamics of prejudice |
| D. Pedagogical factors affecting first- and second-language development | D. Limitations of assessment | D. Strategies for conflict resolution |
| E. Political factors affecting first- and second-language development | E. Technical concepts | <i>IV. Cultural Diversity in U.S. and CA</i> |
| | | A. Historical perspectives |
| | | B. Demography |
| | | C. Migration and immigration |