

**EDMS 522 Language and Literacy for Elementary Teachers II**  
**University Hall Room 441**  
**Mondays 7:30 – 2:20**  
**Fall 2007**

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**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, October 1997.)*

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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 K-8 school classrooms. This class is aligned with the California 2042 standards. **Prerequisite:** Successful completion of EDMS 521 is required.

**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
- Gain an understanding of how people learn to read and write in their first and second language
- Become familiar with current approaches to the teaching of reading and writing, their theoretical bases
- Understand current approaches to reading and writing instruction in culturally, linguistically diverse classes
- Become familiar with classroom diagnostic techniques and evaluation processes
- Become familiar with current approaches to teaching reading and writing to children with special needs.

(Skills) Teacher candidates will:

- Make sensitive observations of children's language using behaviors
- Analyze children's reading and writing behavior as a basis for making instructional decisions
- Translate the results of formal and informal reading/writing assessment into instructional plans
- Select appropriate materials and instructional strategies to meet the needs of students
- Organize the classroom for teaching reading and writing in culturally, linguistically diverse populations.

(Attitudes and Values) Teacher candidates will:

- Develop an appreciation for the natural language abilities children possess for processing and producing print
- Develop an appreciation for the need and value of integrating reading/writing into all areas of the curriculum
- Affirm the importance of a rich environment for developing an effective language arts program
- Develop a sensitivity to and appreciation of culturally and linguistically diverse learners
- Develop a sensitivity to and appreciation of children with special learning needs
- Develop an appreciation for the importance of reading and writing for their 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.

## 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. Students successfully completing this program receive a credential with authorization to teach English learners. (*Approved by CCTC in SB 2042 Program Standards, August 2002.*)

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## TEACHER PERFORMANCE EXPECTATION (TPE) COMPETENCIES

The course objectives, assignments, and assessments have been aligned with the CTC standards for the Multiple Subjects 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 districts in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address the following TPEs in this course: 3 and 8.

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## TASK STREAM, TPEs, ASSIGNMENTS

### TPE Reflective Writing

This course requires that you address the TPEs listed above for your Task Stream Portfolio. You will address these TPEs by completing course assignments. Completion of the course assignments will include that you have submitted them in the appropriate format to your electronic portfolio. Assessment of your TPEs is directly related to the assessment of your course assignments. You will write summary reflections to be submitted, responded to, and archived via Task Stream.

The following link will take you to the CSUSM COE website where you can get help with how to create your electronic portfolio and information on the required elements: <http://lynx.csusm.edu/coe/eportfolio/index.asp>

This following is the Task Stream home page link where you will register for Task Stream and return to when working on your electronic portfolio: <http://www.taskstream.com>

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## 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 actively. 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.*)

***You cannot receive an "A" in this course if you miss more than two class sessions.***

- 8 sessions: Miss an entire class session once and you will not receive an "A-". Miss any part of class sessions twice you will not receive an "A-". Your grade will automatically drop to a "C" if you miss an entire class session and any part of another class session. Your grade will automatically drop to a "C" if you miss any part of a class session 3 times. If you miss more than what is needed for a "C", you will receive a failing grade.
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## ALL-UNIVERSITY WRITING REQUIREMENT

Writing in this course will be judged on clarity, detailed support for main points, support from texts and standards. This will include lesson plans, interventions for literacy case study, and RICA materials. Every course at the university must have a writing requirement of at least 2500 words.

## STUDENTS WITH DISABILITIES REQUIRING REASONABLE ACCOMMODATIONS

Students 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.

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## 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 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 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.

### 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 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.

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## COURSE REQUIREMENTS

### Required Texts:

California Department of Education. (1999). Reading Language Arts Framework for California Public Schools: Kindergarten through grade twelve. Retrieved August 18, 2005, from <http://www.cde.ca.gov/re/pn/fd/documents/lang-arts.pdf>

Johns, J. (2000). *Basic reading inventory: Pre-primer through grade twelve & early literacy assessments*. Dubuque, Iowa: Kendall-Hunt.

Tompkins, G. E. (2006). *Literacy for the 21st century: A balanced approach* (4th ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Zarrillo, J. J. (2002). *Ready for RICA: A test preparation guide for California's Reading Instruction Competence Assessment*. Upper Saddle River, NJ: Pearson Education, Inc.

### Grading/Assignment Policy

All students are expected to participate in class activities and demonstrate reflective learning. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meeting. Unless otherwise negotiated with the instructor, all assignments are to be handed in on the due date. **Assignments not handed in on the due date will**

**lose 10% of earned credit per day.** Assignments should be typed and double-spaced unless specified by the instructor. Attendance will also affect your grade. Please see the Attendance Policy on page 2. The following grading scale will be used:

	<b>B+</b>	269 - 260	<b>C+</b>	239 - 230	<b>D+</b>	209 - 200	<b>F</b>	179 or less
<b>A</b>	<b>B</b>	259 - 250	<b>C</b>	229 - 220	<b>D</b>	199 - 190		
<b>A-</b>	<b>B-</b>	249 - 240	<b>C-</b>	219 - 210	<b>D-</b>	189 - 180		

**Assignments**

- Quick Writes/Reflections/Ideas Notebook (In-Class) 20 points
- Field Experience Observations 60 points
- RICA grids/outlines 40 points
- Writing Strategy Lesson Plan 40 points
- Literacy Case Study 70 points
- TPE 3 and 8 30 points
- Attendance and participation 40 points
- Extra Credit for attending RICA Study Sessions up to 10 points
- Web Sites review

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**300 points**

**Quick Writes/Reflections/Ideas Notebook (In Class) 20 points**

You will be required to write and reflect upon your learning and thinking as it relates to key ideas from the readings and class discussions. There will no prior notice given for these in-class assignments.

**Field Experience Observations 60 points**

You will be required to conduct 6 field experience observations while you are observing/participating in K-12 classroom activities. Please look for and write down your observations of lessons related to balanced literacy and the RICA content areas taught in this course. Jot down brief notes about the kinds of activities teachers and students are engaged in, the room arrangement, instructional methods and materials, student groupings, etc. Be sure to write your observations of the teacher and students in the “activity” section and reserve your judgments for the “reflective notes” section.

For each observation, use the grid below. Turn in through WebCT 6.

**Field Experience Observation Form**

Name	
Topic of Lesson	
Date/Time	
Place (school/grade/teacher)	
Activity	Reflective Notes to Myself
	Modifications:

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Each of you will develop RICA study materials to be used to inform your teaching. The materials have two main objectives:

- Objective 1** To demonstrate your learning and understanding of reading and language arts
- Objective 2** To begin a resource for your own learning

Be creative and thoughtful in the compilation of the materials. They will be a demonstration that you are ready to teach reading and language arts to a diverse student population.

RICA study materials will be organized around the 13 RICA Content Areas (see the RICA Registration Bulletin, p.39-45 and Zarrillo's text, *Ready for RICA*). Each content area will be turned in electronically to WebCT.

For the second semester you will study Content Area 1, Conducting Ongoing Assessment of Reading Development, and complete RICA study grids or outlines for the following content areas:

- ❖ Literary Response and Analysis (8)
- ❖ Content Area Literacy (9)
- ❖ Student Independent Reading (10)
- ❖ Supporting Reading Through Oral and Written Language Development (11)

Besides the course readings, Dr. Alice Quiocho's website 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. See [www.ed.gov/free/](http://www.ed.gov/free/) for free educational materials.

### Writing Strategy Lesson Plan

40 points

You will write and present one **WRITING STRATEGY** lesson plan that takes into account student needs. (*Note: You must clearly comprehend strategies writers use in order to write an effective lesson. Make your lesson active, interesting, fun, meaningful, and based on writing standards. Also, write the lesson plan as if you are writing for a substitute, parents, or even students. The lesson plan must follow specific guidelines provided by the instructor and will be turned in electronically to WebCT.*)

We will examine how lesson plans must start with assessment. Therefore, we will be learning how to assess students and use the assessment information to make informed decisions about instruction that specifically addresses the standards

*Keep the following in mind when writing your lesson:*

**It is important that your lesson addresses the needs of mainstream students, as well as makes provisions for second language learners, students presenting difficulty, and accelerated students.**

- ❖ What is the purpose of your lesson?
- ❖ How does it relate to real writing?
- ❖ What are your learning goals?
- ❖ What language development goals do you have planned for students?
- ❖ How are they aligned with the CA Reading/Language Arts standards? (check the Reading/Language Arts framework for CA public schools) The ELD Standards?
- ❖ How will you present the lesson? (instructional strategies, resource materials, time frame)
- ❖ How will you group students for the lesson?
- ❖ How will you assess your students?
- ❖ What scaffolds and accommodations will you provide for students who need additional help?
- ❖ How are you going to work with students who are having difficulty?
- ❖ How will you scaffold for second language learners' learning during the lesson?
- ❖ How will your lesson provide enrichment for accelerated students?
- ❖ Will you meet with students individually or in a small group while others students work independently?

### Writing Strategy Lesson Plan Guide

**Facts About Learners:** Write a BRIEF description of your students as learners.

**The Writing Strategy:** Write the ONE writing strategy you want to teach.

**English Language Arts Standard:** Write ONE standard your lesson teaches.

**Lesson Objective:** Complete this sentence frame: *My students will use the \_\_\_\_\_ strategy to improve the writing trait of \_\_\_\_\_ while writing a narrative (or) expository piece.*

**Lesson Assessment:** Write 3 criteria that you plan to use to evaluate student's performance.

- **Students will be able to** \_\_\_\_\_

- **Students will be able to** \_\_\_\_\_
- **Students will be able to** \_\_\_\_\_

**INTO:**

Write what you plan to do **before** your direct instruction to prepare students. Here are some areas to think about and to take into consideration as you plan your lesson introduction.

- We interest students in the topic by \_\_\_\_\_
- We relate the topic to students' lived experience by \_\_\_\_\_
- We activate students' prior knowledge related to the writing strategy by \_\_\_\_\_
- We build the needed background knowledge for the lesson by \_\_\_\_\_
- The three key vocabulary words we introduce are \_\_\_\_\_

**THROUGH:**

Write what you plan to do **during** your direct, shared and guided instruction. Number your steps so I know what you are doing in order. Here are some ideas to think about and to take into consideration as you plan your lesson.

- We model the writing strategy by \_\_\_\_\_
- We make sure EL students understand our modeling by \_\_\_\_\_
  - Use of a graphic organizer is recommended.
- We do shared activity of \_\_\_\_\_
- We make sure EL students fully participate in shared activity by \_\_\_\_\_
  - Use of the same graphic organizer is recommended.
- We do guided practice with the hands-on activity of \_\_\_\_\_
  - Use of the same graphic organizer is recommended
  - Describe how students will be grouped

**BEYOND:**

Write what you plan to do **after** practice so students can review and apply the writing strategy.

- We review the 3 vocabulary words and the use of the writing strategy by \_\_\_\_\_
- We help students apply the writing strategy beyond this lesson by \_\_\_\_\_

**Literacy Case Study**

**70 points**

You will **select an intermediate student (if possible) at your site that is experiencing difficulties with reading**. Explain the assessment project to your Cooperating Teacher, and ask her/him to help you identify students - don't shy away from second language learners or students with active IEPs. Discuss possible times for giving the assessments. You will probably need to meet with the student about 3 or 4 times. When conducting this case study, it is important to record all of the student's oral responses on tape. An important part of the assessment is developing a rapport with the child in which s/he is comfortable to fully participate. If you think the child is getting tired, stop the assessment and pick up another day.

Following the course outline are several forms that will support your work with this case study. These forms include the Parental Consent to Participate in Research (English/Spanish), Rubric for Case Study, and the Reading and Writing Interview (English/Spanish). Refer to the rubric distributed in class for the details of this assignment. This assignment **will be turned in electronically to Task Stream**.

We will discuss this in more detail in class.

Literacy Case Study **Section A:**

Learning about your student **Observe the student** in the classroom and other school areas. Take **anecdotal notes** about the student's interests and participation. Write a one-page **overview** about your student (including his/her age, gender, grade level, interests, ethnic and linguistic background, etc). Include the **conditions** under which the assessment was administered.

Literacy Case Study Sections B, C, D, E, F, and G:

- **Section B: Reading Interview** Use a reading attitude survey with your student. Administer the survey, note student responses, and record the responses on tape. You will especially want to find out what kinds of things/topics the student is interested in so you can make some book recommendations. Write a well-developed paragraph(s) that identifies 3 important findings you made about the reader from the interview. Support each finding with the data. (Include survey in appendix.)
- **Section C: Writing Assessment** Obtain a writing sample from the student. Have him or her write about a favorite toy, book, food, sport or anything that is personal to this child. Write a well-developed paragraph(s) that summarizes the information that you learned from the child's writing sample; i.e. child's stage of writing and spelling development, strengths, and needs. (Include writing sample in appendix.)

- **Section D: Oral Language Assessment** Select a picture as a stimulus to assess the child's use of language. Encourage the child to talk about the picture. Record the conversation and transcribe it. Write a well-developed paragraph(s) that describes the child's willingness to talk about objects or content, child's clarity of expressing his/her ideas, amount of prompting you had to do, and the kind of responses the child made. (Include transcript in appendix.)
- **Section E: Reading Assessment** The Informal Reading Inventory has 4 parts. Write a well-developed paragraph(s) summarizing the information that you obtain from each part. (Include original data in an appendix.)
  - **Section E Part 1: Word List** Use the graded word lists (in isolation) to ascertain the level at which you will have your student begin to read the reading passages. Administer the word lists beginning 3 grades below the student's current grade level. Score and find the word list grade level at which the student first scores "instructional." Next, go back one grade level from the first instructional level. Student will begin readings at that grade level. (Include scoring forms in appendix.) **Note that you will administer two types of passages – one narrative and one expository. Each passage has to be examined separately.**
  - **Section E Part 2: Student Reading** Use the reading passages in Johns. Before the student reads each narrative or expository passage, tell her/him that you will be asking her/him to retell the story afterwards. Tell the student to start reading the passage indicated by the results of the word list assessment. Record (on audio tape) the student reading each one. Do not score the reading miscues, yet.
  - **Section E Part 3: Retelling and Reading Comprehension** Have the student retell the story. Transcribe the retelling word for word, designating who is talking (T for teacher or you, and S for student). Ask the comprehension questions found on the back page of each reading passage. **The student may not look back at the text to answer comprehension questions.** Use the criteria provided in John's to analyze and score the student's responses. Determine if s/he is at independent, instructional, frustration level. If the child scores in the independent or instructional range continue having her/him read the next passage. If the child scores in the frustration range, stop. (Include scoring forms in appendix.)

Insert the following chart in this section based on comprehension question scores:

Independent level	Instructional level	Frustration level
Grades ? - ?	Grades ? - ?	Grade ?

- **Section E Part 4: Miscue Analysis** Listen to the tape of the student reading the passages. You may want to record miscues directly on your copy of the narrative/expository texts as you listen. You must record the miscues on the miscue record sheets for each text found in the reading passages. Next, score the miscues for significant miscues. Record all the information from the Section E assessments on the overall assessment-recording sheet in Johns. (Include forms in appendix.)

Insert the following chart based on the word analysis:

Independent level	Instructional level	Frustration level
Grades ? - ?	Grades ? - ?	Grade ?

- **Section F: Recommendations** Take the role of a literacy consultant. Look at **all** the information that you have gathered about the child and organize it in the Data Analysis Grid and use the grid to help you write the following:
  - Write a well-developed paragraph(s) describing the child's strengths (3) in language arts.
  - Write a well-developed paragraph(s) describing the child's areas of need (3) in language arts.
  - Write a well-developed paragraph(s) that describes 2 **specific** instructional recommendations. Explain how your recommendations utilize the student's strengths and address their LITERACY needs.

Assessments administered to student	Data from the assessments	Student's strengths and needs (3 of each)	Instructional Interventions

- **Section G: Instructional Plan** Take the role of a teacher. Choose one of the recommendations made by the literacy consultant (described above in section F), and write a well-developed paragraph(s) describing an instructional plan/intervention. The paragraph must be organized as a statement of your goal(s) in helping the child and a description of how you will incorporate the recommendation into your literacy instruction. Be sure to use instructional methods/approaches that are appropriate and research-based.
- **Section H: Reflection** Use the following questions to explain what you learned about the assessment through the process of developing this project. What did you learn about child's reading, writing and oral language learning and development? What did you learn about developing an instructional plan and making instructional decisions? Did anything in the process surprise you? Based on your classroom observations of reading and writing as well as on what you learned in the assessment and instructional plan process, what would you do differently or try differently? What other scaffolds or strategies would you include? How would you use them? What other interventions would you try? What



would your next steps in assessment be? Reflect on how the knowledge you have gained may help you as a soon-to-be first year teacher.

- **Section I: Case Study Appendix** Include **all** assessment forms and records. Your case study will not be accepted as complete without a complete appendix. Turn in paper copies to me on due date. Your report will need to be submitted on WebCT.

Reading Interview Survey  
Writing Sample  
Oral Language Assessment Transcript  
Word List Scoring Forms  
Miscue Record Sheets  
Overall Assessment-Recording Sheet  
Retell/Reading Comprehension Scoring Forms

### TPE 3 Reflection

15 points

Please read TPE 3 and write a three (3) paragraph reflection that elaborates on your learning and mastery of this TPE. The reflection should include evidence that **you have a grasp of interpreting and using assessments appropriately**. In order for the assignment to be complete, you must post your artifact (**Literacy Case Study Sections B-G**) and reflection to your Task Stream account after it is returned with the comment: **Done/Ready to Post**.

#### TPE 3: Interpretation and Use of Assessments

Candidates for a Teaching Credential understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students' progress and plan instruction. They know about and can appropriately implement the state-adopted student assessment program. Candidates understand the purposes and uses of different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments. They use multiple measures, including information from families, to assess student knowledge, skills, and behaviors. They know when and how to use specialized assessments based on students' needs. Candidates know about and can appropriately use informal classroom assessments and analyze student work. They teach students how to use self-assessment strategies. Candidates provide guidance and time for students to practice these strategies. Candidates understand how to familiarize students with the format of standardized tests. They know how to appropriately administer standardized tests, including when to make accommodations for students with special needs. They know how to accurately interpret assessment results of individuals and groups in order to develop and modify instruction. Candidates interpret assessment data to identify the level of proficiency of English language learners in English as well as in the students' primary language. They give students specific, timely feedback on their learning, and maintain accurate records summarizing student achievement. They are able to explain, to students and to their families, student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived. Candidates can clearly explain to families how to help students achieve the curriculum.

### TPE 8 Reflection

15 points

Please read TPE 8 and write a three (3) paragraph reflection that elaborates on your learning and mastery of this TPE. The reflection should include evidence that **you have a grasp of the significance of getting to know your students**. In order for the assignment to be complete, you must post your artifact (**Literacy Case Study Section A**) and reflection to your Task Stream account after it is returned with the comment: **Done/Ready to Post**.

#### TPE 8: Learning about Students

Candidates for a Teaching Credential draw upon an understanding of patterns of child and adolescent development to understand their students. Using formal and informal methods, they assess students' prior mastery of academic language abilities, content knowledge, and skills, and maximize learning opportunities for all students. Through interpersonal interactions, they learn about students' abilities, ideas, interests and aspirations. They encourage parents to become involved and support their efforts to improve student learning. They understand how multiple factors, including gender and health, can influence students' behavior, and understand the connections between students' health and their ability to learn. Based on assessment data, classroom observation, reflection and consultation, they identify students needing specialized instruction, including students whose physical disabilities, learning disabilities, or health status require instructional adaptations, and students who are gifted.

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**GENERAL CONSIDERATIONS NOTE:** I RESERVE THE RIGHT TO CHANGE, ADD TO, OR DELETE ANY MATERIAL OR ASSIGNMENT FROM THE COURSE.

**Course Outline** (Timeline, subject and reading assignments are subject to change pending on needs of students. Note that if and when there is a problem in understanding assignments and content, please see me.)

Date	Topics for Discussion	Reading/Assignments
Session 1 August 27	Course Overview (Syllabus/ Requirements) Review of Balanced Literacy Approach Stages of Writing Development Writing Process Writing Workshop Scaffolds of Writing Field Observations	Tompkins 89-96 Tompkins 57-69 Tompkins 416-423 Tompkins 25-30, 101-105
Session 2 September 10	Conducting On-Going Assessments RICA 1 Connecting Assessment with Instruction Assessing Student Writing Continuous Assessment Student Independent Reading RICA 10	Zarillo 1-7 Tompkins 31-34 Tompkins 312-313, 181  Zarillo 65-71  <b>Field Observation #1 Due on WebCT</b>
Session 3 September 17	Content Area Literacy RICA 9 Expository Texts Expository Writing Expository Text Structures Writing as a Learning Tool Writing to Demonstrate Learning Literacy Case Study – TPE 3, 8 and Establishing Rapport	Zarillo 55-64  Tompkins 62 Tompkins 274-276 Tompkins 431 Tompkins 436 Johns 20  <b>Field Observation #2 Due on WebCT</b> <b>RICA Grid 10 Due on WebCT</b> <b>TPE's Due</b>
Session 4 September 24	Diverse Learners – Writing, Assessment, Instructional Practices English Language Learners Special Education Learners Supporting Reading Through Oral and Written Language Development RICA 11	Zarillo 72-83  <b>Field Observation #3 Due on WebCT</b> <b>RICA Grid 9 Due on WebCT</b>
Session 5 October 1	Content Area Literacy RICA 9 continued Study Skills English Language Learners – Prereading, During, Post Reading Literacy Case Study – Word Recognition List	Zarillo 62-64 Tompkins 451-452  Johns 20-24  <b>Field Observation #4 Due on WebCT</b> <b>RICA Grid 11 Due on WebCT</b>
Session 6 October 8	Planning Writing Instruction Writing Strategy Lesson Plan Literacy Case Study – Graded Passages Poetry	Johns 24-36  <b>Field Observation #5 Due on WebCT</b> <b>RICA Grid 8 Due on WebCT</b> <b>Notebook Due</b>
Session 7 October 15	Literary Response and Analysis RICA 8 Planning Writing Instruction Writing Strategy Lesson Plan continued Literacy Case Study – Review, Write Up, and Attachments	Zarillo 48-54  <b>Literacy Case Study Due on WebCT</b> <b>Field Observation #6 Due on WebCT</b> <b>Writing Lesson Plan Due on WebCT</b>
Session 8 October 23	Writing Strategy Lesson Plan Literacy Case Study – Final Debrief, Review, TPE 3 and 8, Write Up	

**SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES**

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

**CALIFORNIA STATE UNIVERSITY SAN MARCOS**

**CONSENT TO PARTICIPATE IN RESEARCH**

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Dear Parents/Caretakers,

\_\_\_\_\_, a student teacher at California State University San Marcos (CSUSM), is enrolled this semester in a course that prepares our college students to assess their students' literacy levels and then design appropriate instruction that best addresses the needs of their students. One of the assignments for this class is a case study, which analyzes the literacy and learning practices of a student they are teaching. We are requesting permission to interview and observe your child for this purpose. The CSUSM student teacher will ask questions about the student's experiences with school and literacy and will evaluate the student's reading and writing skills. Reading will be assessed by having the student read selected passages and answer comprehension questions. Writing will be assessed by having the student write a brief selection about a topic of interest to him/her. The CSUSM student teacher is not a reading or writing specialist and is not prepared to diagnose a student's difficulties. They will only gather information and look for patterns and areas of significance that can help them to be better teachers of students at the elementary school level.

There are no risks in this research greater than those involved in everyday classroom practices and assessment. The potential benefits to your child are that he/she gets individual attention and could receive helpful feedback for continued literacy development. Your participation will also help the teacher to better understand individual student needs and how to best teach to those needs.

Participation in this study is voluntary, and your child may withdraw from the study at any time without penalty. If your child does not participate in this study, his/her performance and grades at school will not be affected in any way. All identification from the data gathered will be blacked out so that your child will not be identifiable in the written analysis. All information gathered in this case study can be made available to you upon request. If you have further questions, please contact Barbara Hall at CSUSM, 760-750-8506. The CSUSM Institutional Review Board has approved this study. Questions about your rights as a research participant should be directed to the Chair of the Board at (760) 750-8820. You will be given a copy of this form to keep for your records.

Check one:

I agree to participate in this research study. The experimenter has answered my questions.

I do not agree to participate in this research study.

\_\_\_\_\_  
Participant's name (printed)

\_\_\_\_\_  
Participant's signature

\_\_\_\_\_  
Parent/Legal Guardian's signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Researcher's Signature

**CALIFORNIA STATE UNIVERSITY SAN MARCOS**

**PERMISO**

Estimados Padres o Encargada/o:

\_\_\_\_\_ es un estudiante de la Facultad de Pedagogía en la Universidad Estatal de San Marcos que cursa estudios para convertirse en maestra/o. Actualmente dicho estudiante está matriculada/o en un curso que prepara a futuros maestros en el campo de la evaluación. Parte de esta preparación incluye el evaluar a los niños en el proceso de la lecto-escritura. Uno de los trabajos que tienen que completar para recibir su título de maestro es de analizar las destrezas de lecto-escritura de los niños. Es por esta razón que usted recibe esta carta en la cual se solicita su permiso para que su hija/o pueda participar en esta actividad.

Nuestro estudiante universitario le hará preguntas a su hija/o con respecto a las experiencias que ha tenido su hija/o en la lectura y escritura, y evaluará estas destrezas. Para evaluar la lectura, su hija/o tendrá que leer un pasaje de un cuento y contestar algunas preguntas. Para evaluar la escritura, su hija/o tendrá que escribir un párrafo acerca de un tópico que le interese. El estudiante universitario no es especialista en lecto-escritura, solo recopilará datos que usará para analizar el nivel de aprendizaje de un niño. De esta manera, el estudiante universitario podrá aumentar su capacidad para entender mejor las necesidades en la lecto-escritura de los estudiantes.

En este estudio no hay ningún riesgo previsible para su hija/o. Los beneficios de dicha evaluación podrían incluir ayuda especial para que su hija/o mejore su capacidad académica en la lecto-escritura. Su participación también podría ayudar a la maestra/o de su hija/o a entender mejor las necesidades en la lecto-escritura de los estudiantes.

La participación en este proyecto es completamente voluntaria, de tal manera que su hija/o podrá dejar de participar cuando quiera, sin ninguna consecuencia negativa. Su decisión de permitir o impedir que su hija/o participe no ejercerá ninguna influencia en sus calificaciones, el trato que recibe, o cualquier otro aspecto de su proceso escolar. Para asegurar confidencialidad total, todos los nombres de los estudiantes serán eliminados. La información recopilada estará a su disposición si desea verla. Si tiene preguntas o desea mayor información acerca de este estudio, por favor comuníquese con Barbara Hall en la Universidad Estatal de San Marcos, (760) 750 - 8506. Este proyecto ha sido aprobado por la Junta Directiva Institucional (un comité universitario de protección a participantes en proyectos de investigación). Si tiene preguntas acerca de sus derechos como participante en esta investigación, puede dirigírselas al Presidente de la Junta Directiva, (760) 750-8820.

Se le otorgará una copia de este formulario.

Por favor marque uno:

\_\_\_\_\_ Doy permiso de que mi hija/o, \_\_\_\_\_ , participe en el estudio. Todas mis preguntas con respecto al estudio han sido contestadas.

\_\_\_\_\_ No doy permiso de que mi hija/o participe en el estudio.

\_\_\_\_\_  
Nombre del participante (EN LETRA DE MOLDE)

\_\_\_\_\_  
Firma del participante

\_\_\_\_\_  
Firma del padre o encargada/o

\_\_\_\_\_  
Fecha

\_\_\_\_\_  
Firma de la (del) investigador/a

**EDMS 521-522 - Literacy Education I & II**  
**Reading and Writing Interview**  
**Guiding Questions**

1. What are you learning to do in reading? [writing]
2. How are you learning it? Who is helping you?
3. What is easy about reading, what's hard? [writing]
4. What do you do before you start to read? [write]
5. While you are reading, if you come to a word that you don't understand or don't know, you \_\_\_\_\_ [writing]
6. How can you tell when someone is a good reader? [writer]
7. \_\_\_\_\_ is a good reader because \_\_\_\_\_
8. Do you think \_\_\_\_\_ ever comes to a word that s/he doesn't know?
9. If \_\_\_\_\_ comes to word s/he doesn't know, what do you think \_\_\_\_\_ does?
10. What would your teacher do to help someone who doesn't know a word while s/he is reading?  
[writing]
11. What do you do to help yourself understand and/or remember a story after you have read it?
12. Do you think that you are a good reader? [writer] Why or why not?
13. What would you like to learn to do next as a reader? [writer]
14. How do you think you will learn it? (will someone help you?)

**EDMS 521-522 - Literacy Education I & II**  
**Reading and Writing Interview**  
**Guiding Questions (Spanish)**

1. ¿Que estas aprendiendo hace en la lectura? En la escritura?
2. ¿Como estas aprendiendo? ¿Quien te ayuda?
3. ¿Que es fácil acerca de la lectura? (Escritura?) ¿Que es dificil acerca de la lectura? (Escritura?)
4. ¿Que haces antes de empieza a leer? ¿Que haces antes de empieza a escribir?
5. ¿Cuando lees, si llegas a una palabra que no entiende o no sabes, tu \_\_\_\_\_
6. ¿Como sabes cuando alguien es un buen lector? (Escritor?)
7. Es un buen lector porque \_\_\_\_\_
8. ¿Piensas que \_\_\_\_\_ encuentra una palabra que no entiende/sabe?
9. ¿Si \_\_\_\_\_ encuentra una palabra que no sabe o entiende que piensa que hace?
10. ¿Que haría tu maestro/a para ayudar a alguien que no sabe una palabra mientras ella o el lee?
11. ¿Que haces para ayudarte a ti mismo/a para comprender o recordar un cuento despues que lo has leído?
12. ¿Piensas que eres un buen lector/escritor? ¿Porque o porque no?
13. ¿Que te gustaría aprende como lector? (Escritor?) ¿Como piensas que lo aprenderas? ¿Te ayudara alguien ?