

**EDMS 522**  
**Language and literacy in Elementary and middle school classrooms**  
**Autumn 2007**  
**Thursdays – 8:00 – 2:15 PM**  
**San Marcos Elementary School**

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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 ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.

**Infused Competencies**

**Authorization to Teach English Learners**

In 1992, the College of Education voted to infuse Cross-cultural, Language and Academic Development (CLAD) competencies across the curriculum. The CLAD competencies are attached to the syllabus and the competencies covered in this course are highlighted.

**Special Education**

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

**Technology**

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

**Students with Disabilities Requiring Reasonable Accommodations.** Students are approved for services through the Disabled Student Services Office (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.

**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 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.

## **Prerequisite: EDMS 521**

## **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.

## **Teacher Performance Expectation (TPE) Competencies**

This course is designed to help teachers seeking the Multiple Subjects Credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing an 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. The following TPE's are addressed in this course:

### **Primary Emphasis**

TPE 3-Interpretation and Use of Assessments

TPE 8-Learning About Students

## **Objectives**

### **KNOWLEDGE**

Students 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 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

Students will:

- become sensitive observers 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 assessment of children's reading and writing behaviors into instructional plans
- 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

Students 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 and 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 for culturally and linguistically diverse learners.
- develop a sensitivity to and appreciation for 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 or her individual needs.

## REQUIRED TEXTS (Bring books to class on the date we discuss them):

- Beers, K. (2003) When kids can't read. Portsmouth: Heinemann.
- Johns, J. (8<sup>th</sup> ed.) (1997) Basic Reading inventory. Iowa: Kendall Hunt.
- Tompkins, G. (2004) (5<sup>th</sup> ed.) Teaching writing: Balancing process and product. NJ: Merrill.

## Packet of readings available at Copy Serve

Optional: Zarrillo, J. J. (2002). *Ready for RICA: A test preparation guide for California's Reading Instruction Competence Assessment*. Merrill Prentice Hall. (Recommended)

### Choose ONE:

Betty G. Birney, *Seven Wonders of Sassafras Springs*

Clements, A , *Frindle*

Fleischman, P. *Seedfolks*

Dicamillo, K. *Because of Winn Dixie*

Juster, N. *Phantom Tollbooth*

Ryan, P. M. *Esperanza Rising*

## Assignments

**Reading reflections (30pts.):** It is expected that everyone will understand all the readings and will come to class prepared to discuss them. Write at least 3 comments or questions from the readings for that session. **Do not summarize.** Please give thoughtful reactions, responses, and reflections. If the readings are from more than one book, try to comment on more than one book. We will use these as the basis of our discussion at the beginning of some classes. I will collect them at the beginning of each session and they should show that you have done the reading. You do not have to write comment cards for the young adolescent literature. If a reading is repeated, do not comment on it again. **You have 3 free passes!**

### **Writing Strategy Lesson Plan (10 points)**

You will write and present a writing strategy lesson plan for a small group or whole class activity that takes into account the needs of your students. They can be mini-lessons, direct instruction, inquiry, or any format you choose. This is also an opportunity to try a writing-in-the-content-areas lesson. Make your lesson active, interesting, fun and meaningful. Examples of possible strategies include:

- How to begin a piece of writing
- Writing an engaging opening
- Narrowing or expanding topics
- Using a piece of literature as a model for writing
- Writing paragraphs
- Developing characters
- Developing a central idea
- Organizational structure for a particular kind of writing (compare/contrast, persuasion, etc.)
- Monitoring writing to see if it makes sense
- Editing writing
- Using commas
- Making transitions between paragraphs
- Using graphic organizers to write
- Using active verbs
- Peer response
- Strategies specific to a particular domain (like response to literature, persuasion, etc.)

*Keep in mind when writing your lesson:* What is the purpose of your lesson? How does it relate to real writing? What are your learning goals? How are they aligned with the CA Reading/Language Arts standards (check the Reading/Language Arts framework for CA public schools)? 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 accommodations will you provide for students who need additional help?

*Important:* Your lesson must address the needs of mainstream students, as well as make provisions for second language learners, students presenting difficulty, and accelerated students. How are you going to work with students who are having difficulty? How will you scaffold 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 other students work independently? Bring enough copies for the cohort or email the lesson to everyone on the day you demonstrate your lesson.

### **Reflect upon your own writing process (20 points)**

You will take a topic (we will explore some topics in class) and develop it as a piece of writing. You will bring a draft to class on February 11 and we will have conferences with each other about them. Then you will finish the piece on your own. After you have finished the piece you will reflect upon and write about your own writing process. How did you get started? What was it like writing the first draft? What was difficult for you? What was easy? What kinds of decisions did you have to make in the writing? Did you consider an audience when you were writing? Who was your audience? Especially respond to: What did you learn about fostering student's writing through this experience? **DO NOT BEGIN THIS ASSIGNMENT UNTIL IT IS DISCUSSED IN CLASS!** Bring a rough draft to class Sept. 13  
**Final reflection and completed piece of writing due Sept. 27.**

**Case Study (Critical Assessment Task , TPEs 3 & 8) (60 points) DUE: Oct. 15**

Choose a student at your school site who struggles with reading and writing (the teachers will help identify students). Choose a student who is reading at least at a first grade level. Identify a student as quickly as possible after starting your observation. Ask your master teacher for a good candidate. Prepare a reading and writing case study on this student:

Important: Take notes as you work with your student. Include your anecdotal notes in the final appendix. (for example, your student’s behavior during the activity, reactions to the activity, comments, etc.) in your analysis of the student and in your design of an appropriate instructional plan. Record all the student’s oral responses on tape. Don’t try to assess the child in only one day. If you think the child is getting tired, stop the assessment for the day and pick up another day. An important part of the assessment is developing a rapport with the child in which s/he is comfortable to fully participate.

Your case study will include:

1. Learning about your student: This section includes the students age, grade level, interests, ethnic and linguistic background, etc. Select 3 students, however, you are only going to be working with one student. The other two will be backups- just in case students move or change schools.

Conduct a reading interview: Use an attitude survey. Surveys are included with this assignment. Summarize the interview and include the original responses in an appendix.

- **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.

- You will need to write a reflection that elaborates on your learning and mastery of this TPE. The reflection should be at least 2 paragraphs in length and include evidence that you have a grasp of Subject-Specific Pedagogical Skill for MST in the area of teaching Reading-Language Arts. In order for the TPE assignment to be complete, students must post their artifact and reflection to their Task Stream account after it is returned with the comment.
3. Reading assessment: Summarize the information gained from a Informal Reading Inventory and include the original data in an appendix. Insert the following chart at the appropriate place:

Independent	Instructional	Frustration
Grade level	Grade level	Grade level

Word list. Use the graded word lists to ascertain the level at which you will have your student begin to read the reading passage. Start at 2 to 3 grade levels below your student's grade level placement.

Miscue Analysis. Use an expository and narrative text. Record the student reading to be able to conduct the analysis.

Recording and Analysis. Listen to the tape. Record the miscues on a piece of paper containing a duplication of the reading selection. Use the *Johns* to record and analyze the miscues. Analyze the miscues made by your student using what you know about this student. What cues did your student use to make meaning? What are the strengths of your student? Use the analysis sheets in the *John's* and transfer that information to the assessment grid provided to record data about your student. Write your analysis in a clear manner. As you write your analysis, consider your original reading interview and consider how the answers given by the student during the interview connect to the miscues. Also consider the quality of the retelling and how you think that is related to the miscues.

Retelling. Before your student reads the expository or narrative text, be sure to tell him/her that you will be asking him/her to retell the story. Ask the comprehension questions as listed in the *John's* IRI. Also use the criteria provided in the *John's* to analyze the student's retelling.

5. Writing assessment: Use a Writing Survey about attitudes toward writing. Summarize the writing interview. 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 or use a piece of writing that the teacher has on file. Personal writing encourages more writing. Students can draw if they want to. You will want to see what stage of writing the child is in as well as the child's ability to manipulate this abstract type of language. Summarize the student's strengths and areas of improvement in writing.
6. Recommendations: based on the information you have gathered about the student, discuss his or her strengths (very important - what can he or she do) and weaknesses: what does this student need to work on. Make specific instructional recommendations for how a teacher could work with this student in the future. You might also make recommendations for the student and parents: what can the student do on his or her own that is not dependent on the teacher.
7. Instructional Plan: Design an instructional plan for your student. You are the teacher. Knowing what you know about your student as a result of assessment, what areas would an appropriate instructional plan focus on? Why? Refer to the standards in the reading/language Arts Framework for CA Public Schools for your child's grade level to guide you as you design the intervention plan.

- **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.

You will need to write a reflection that elaborates on your learning and mastery of this TPE. The reflection should be at least 2 paragraphs in length and include evidence that you have a grasp of Subject-Specific Pedagogical Skill for MST in the area of teaching Reading-Language Arts. In order for the TPE assignment to be complete, students must post their artifact and reflection to their Task Stream account after it is returned with the comment.

Reflection: Based on your classroom observations of reading and writing as well as on what you learned in the assessment process and intervention process, what would you do differently or try differently? What other scaffolds or strategies would you use? How would you use them? What other interventions would you try? What would your next steps in assessment be?

8. Appendix: Include the reading and writing interviews, the John's forms, writing samples, and writing rubric.

Bring the data that you have to class Oct. 4 and we will troubleshoot, and analyze your data.

**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, 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 answering 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 high 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 (instructor's name) at CSUSM (instructor's phone). This study has been approved by the Cal State San Marcos Institutional Review Board. 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 [instructor's name] en la Universidad Estatal de San Marcos, [instructor's phone number]. 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 dirigiérselas 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.

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Nombre del participante (EN LETRA DE MOLDE)

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Firma del participante

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Firma del padre o encargada/o Fecha

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Firma de la (del) investigador/a

EDMI 522 - Literacy Education  
Reading and Writing Interview – Guiding Questions

What are you learning to do in reading? [writing]

How are you learning it? Who is helping you?

What is easy about reading, what's hard? [writing]

What do you do before you start to read? [write]

While you are reading, if you come to a word that you don't understand or don't know, you \_\_\_\_\_ [writing]

How can you tell when someone is a good reader? [writer]

\_\_\_\_\_ is a good reader because \_\_\_\_\_

Do you think \_\_\_\_\_ ever comes to a word that s/he doesn't know?

If \_\_\_\_\_ comes to word s/he doesn't know, what do you think \_\_\_\_\_ does?

What would your teacher do to help someone who doesn't know a word while s/he is reading? [writing]

What do you do to help yourself understand and/or remember a story after you have read it?

Do you think that you are a good reader? [writer] Why or why not?

What would you like to learn to do next as a reader? [writer]  
How do you think you will learn it? (will someone help you?)

EDMS 522 - Literacy Education  
Reading and Writing Interview – Guiding Questions (Spanish)

¿Que estas aprendiendo hace en la lectura? En la escritura?

¿Como estas aprendiendo? ¿Quien te ayuda?

¿Que es fácil acerca de la lectura? (Escritura?) ¿Que es dificil acerca de la lectura?  
(Escritura?)

¿Que haces antes de empieza a leer? ¿Que haces antes de empieza a escribir?

¿Cuando lees, si llegas a una palabra que no entiende o no sabes, tu \_\_\_\_\_

¿Como sabes cuando alguien es un buen lector? (Escritor?)

Es un buen lector porque \_\_\_\_\_

¿Piensas que \_\_\_\_\_ encuentra una palabra que no entiende/sabe?

¿Si \_\_\_\_\_ encuentra una palabra que no sabe o entiende que piensa que  
hace?

¿Que haría tu maestro/a para ayudar a alguien que no sabe una palabra mientras ella o el lee?

¿Que haces para ayudarte a ti mismo/a para comprender o recordar un cuento despues que lo  
has leído?

¿Piensas que eres un buen lector/escritor? ¿Porque o porque no?

¿Que te gustaría aprende como lector? (Escritor?) ¿Como piensas que lo aprenderas? ¿Te  
ayudara alguien ?

**TPE Reflective Statements (10 points)** In EDMS 522, you are specifically responsible for writing a reflective statement for TPEs 3 & 8 in the TaskStream Electronic Portfolio. Each reflection (TPE 3 and 8) should be approximately 200-300 words (the goal is to be succinct not to count words) and focus on a description, analysis, reflection sequence. ***You must attach the relevant parts of your case study as an artifact to support your ideas for both reflective statements. (TPEs 3 and 8).*** You may attach other artifacts that also support your ideas. The same artifact may appear in multiple TPE reflections. When you submit each TPE reflection, you will receive feedback from me. When the reflection is finalized, it will become a permanent record in your TaskStream Portfolio. You may return to the TPE at another point in your program and make modifications as your understanding deepens. **Drafts of your TPE Reflective Statements are due on Oct. 11 Bring them to class for feedback. Final draft must be posted by Oct. 22.**

Each TPE reflective statement must include:

1. a description of the teacher candidate's learning with respect to the specific TPE being addressed (refer to *TPEs-at-a-Glance with Salient Features*)
2. an analysis of how the attached artifact(s) is (are) evidence of that learning
3. a reflection describing personal significance of this learning and/or next steps in the journey toward continuing to meet this TPE

<http://lynx.csusm.edu/coe/eportfolio/index.asp>

This 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://www.taskstream.com>

**This is the TaskStream home page where you will register for Taskstream and return to it when working on your electronic portfolio.**

**Professional Disposition (10 Points)** Grading will also include a component of "professional demeanor." Students will conduct themselves in ways that are generally expected of those who are entering the education profession. This includes but is not limited to the following:

- On-time arrival to all class sessions;
- Advance preparation of readings and timely submission of assignments;
- Respectful participation in all settings (e.g., whole group, small group, in/outside of class); Carefully considered, culturally aware approaches to solution-finding

**Grading:**

	<u>Points</u>	<u>Due</u>
Reading reflections	30 points	Each class
Case Study	60 points	Oct. 15
Writing reflection	20 points	Draft Sept. 13, final September 27
Writing strategy lesson	20 points	Sign up
TPEs	10 pts	Oct. 22
Professional disposition	10 points	
 Total	 150 points	

**COE 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, 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. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.

A good student is one who adheres to standards of dependability and promptness. If you miss more than two class sessions or are late (or leave early) for more than three sessions, you cannot receive an A. If you miss more than three class sessions you cannot receive a B. Notification of absences does

not allow students to assume they are automatically excused from class or making up missed class. Late assignments will be penalized by a 5% deduction in points for each weekday late. After two weeks, late assignments will be given a zero. If you have extraordinary circumstances in your life that will impact your assignments, please let me know. I want you to be able to stay in school and succeed. If you have any questions or concerns, please feel free to come in and speak with me about them.

#### **RICA Resource Notebook:**

**This is not for a grade but rather for you to use as a resource for organizing your materials and study for the RICA exam.**

The Notebook will be organized around the 13 RICA Content Areas (see the RICA Registration Bulletin, p.39-45)

Each section of the notebook could contain the following:

- A RICA analysis sheet including: (a) what this content area(s) is about (Put it in your own words – 2 to 4 sentences), (b) 2 ways of assessing this content area (include rationale); and (c) 1 way of teaching it (description and accommodations). Describe the teaching strategy and explain how it supports reading, writing and/or language arts development.
- An lesson observation form
- A technology-rich assignment that enhances your teaching and student learning
- Lesson plans, articles, and any other resources collected within class or student teaching that would be helpful.

For the first semester we will need to complete the following content areas:

- Section 1 Conducting ongoing assessment of reading development
- Section 2: Planning, Organizing, and Managing Reading Instruction
- Section 3: Phonemic Awareness
- Section 4: Concepts About Print
- Section 5: Systematic, Explicit Phonics and Other Word Identification Strategies
- Section 6: Spelling Instruction
- Section 7: Reading Comprehension - Narrative
- Section 12: Vocabulary Development
- Section 13: Structure of the English Language
- Section 14 Special Needs/accommodating all learners

For the second semester we need to complete these areas:

- Section 8: Content area literacy
- Section 9: Independent reading
- Section 10: Literary response and analysis
- Section 11: Relationship among reading, writing and oral language
- Section 14: Special Needs/accommodating all learners
- Section 15: Writing

You can choose how to organize this information in your notebook. You may include course assignments (lesson plan,, classroom observations, choice project, etc.), course handouts and materials from your classroom/school site, examples of lesson plans and student work, information from internet sources or professional journals. You may want to include strategies you will use to teach these content areas. You may even include pictures of students learning a specific strategy as well as your reflection on what was happening, why it worked or didn't work and why that was. You may include one (or more) successful activities that you used in the classroom (must be related to language arts instruction).

The resource notebook will contain samples of your learning and understanding, and examples of your work that demonstrate that you are ready to instruct children in reading, writing, listening and speaking. Feel free to use a variety of graphic and written presentations, as best suits your learning style, in order to show your learning and understanding. Use a three-ring binder to organize your materials. Work with a friend so you can exchange ideas.

As you learn about assessment, phonemic awareness, the use of phonics, comprehension strategies and other components crucial to effective literacy instruction, compiling your resource notebook will help you prepare and review the content areas assessed by the RICA test. More importantly, it will serve as a resource for you in the future, and may be used for job interviews to illustrate your knowledge and experiences.

Note: 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/](http://www.ed.gov/free/) for free Educational Materials

Each section of the notebook could contain the following:

- A RICA analysis sheet including:
  - (a) what this content area(s) is about (Put it in your own words – 2 to 4 sentences),
  - (b) 2 ways of assessing this content area (include rationale), and
  - (c) 1 way of teaching it (description and accommodations). Describe the teaching strategy and explain how it supports reading, writing and/or language arts development. Include description of 3 accommodations minimum.
- An observation form (except for section 1).
- A technology-rich assignment that enhances your teaching and student learning.
- Lesson plans, articles, and any other resources collected within class or student teaching that would be helpful.

Example 1

**California Reading Initiative Reading/ Language Arts Components Grid**

Component	How to Assess ( include rationale)	How to Teach It (Strategies)	Accommodations (at least 3)

Example 2

RICA Analysis Sheet

Component	How to Assess	How to Teach it (Strategies)	Accommodations
Phonemic Awareness	Phonemic awareness is assessed by finding out whether or not the student is capable of manipulating the language. For example; <ul style="list-style-type: none"> <li>• I would ask a student to</li> </ul>	These are strategies that can be used to teach ELL and non-ELL students phonetic awareness, <ul style="list-style-type: none"> <li>• Involve students in poetry, rhymes and</li> </ul>	For children with special needs I would use these strategies, <ul style="list-style-type: none"> <li>• Specific skills instruction alongside a basal reading</li> </ul>

	<p>pick out the first sound or last sound of a word,</p> <ul style="list-style-type: none"> <li>• I would ask the student to identify, pronounce and blend sounds or a segment of a word,</li> <li>• I would ask students to identify sentences, words, or sounds to see if they are aware of the structure of a sentence.</li> </ul> <p><b>Assessment Tools</b> 1.) The Yopp-Singer Test of Phonemic Segmentation</p>	<p>songs of all types,</p> <ul style="list-style-type: none"> <li>• Use a chant to clap syllables in students' names,</li> <li>• Sort known objects or pictures into groups of similar sounds (Realia Cans),</li> <li>• Play a guessing game using picture cards and help the children to put together blends to make their guess,</li> <li>• Sing songs that allow children to replace sounds with other sounds, even to make nonsense words,</li> <li>• Read to your students.</li> </ul>	<p>program- This means I would ask students what sounds they hear in certain words or what word would make sense in an empty space within a sentence. This strategy would allow me to assess my student's progress,</p> <ul style="list-style-type: none"> <li>• Great children's literature books including, nursery rhymes, alliterative books, picture books, rhyming books, repetitive pattern books, Dr. Seuss books, and alphabet books with word-picture formats,</li> <li>• Rhymes, chants, finger rhymes, manipulatives, games, role-playing,</li> <li>• Writing journals and quick writes (encourage invented spelling!),</li> <li>• Provide a print rich environment including the use of Word Walls,</li> <li>• Rebus activities- this activity is when you replace a noun in a sentence with a picture of the noun. The student can then replace the picture with an invented spelling of the word.</li> </ul>
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**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

Readings for EDMS 522

Date	Topic	Readings
August 23 am	Overview	
August 23 pm	6 traits and writing	Tompkins chpt. 5 VIM p. 5, pgs. 8-13, 50-55 Course reader, pgs. 168-170
August 30 am	Comprehension and prior knowledge	Beers Chpts 1, 2, 6
August 30 pm	Assessment/case study Miscue analysis	Beers Chpt 3 Course reader, pgs. 149-157 Bring Johns book
Sept.6 am	Writing workshop	Tompkins chpt. 1, 2, 10, 11
Sept.6 pm	Assessment/case study	Beers Chpt. 3, 10 Johns chpt 1, 2, 3 Bring Johns book
September 13 am	Writing workshop Teaching writing	Tompkins chpts. 3, 4 <b>Bring draft of writing piece</b>
September 13 pm	Comprehension Vocabulary	Beers Chpts. 4, 5 Article in reader, Nilsen and Nilsen, "Latin revived: Source-based vocabulary lessons courtesy of Harry Potter".
September 20 am	Teaching literature/comprehension Struggling readers	Beers Chpts. 7, 11, 14, 15 Course reader p. 197
September 20 pm	Lit Circles Curriculum integration	<b>Read and bring lit circle role sheets and books</b>
September 27 am	Content reading and writing	Beers Chpt. 9 Tompkins chpt. 8, 9 <b>Writing process reflection due</b>
September 27 pm	Content reading and writing	Beers Chpt. 8 Tompkins chpt. 12
October 4 am	Case study workshop RICA	Bring all case study data and Johns book
October 4 pm	Teaching writing Teaching skills in the context of writing	Tompkins chpt. 4, 6
October 11 am	Differentiating: meeting the needs of all learners Engagement TPE feedback	Bring drafts of TPEs: sections of your case study
October 11 pm	Wrap up	

**Case study due: Oct. 15**

**If you need more time with your student you may turn it in Oct. 22 but for every day late after Oct. 22, 5 points will be automatically deducted.**