

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

EDMS 521 Elementary Literacy I Fall 2005

Wednesdays 8 – 2:15

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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 the COE Governance Community, October 1997)

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.

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 writing 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 & writing instruction in culturally-linguistically diverse classes
- Become familiar with classroom diagnostic techniques and evaluation procedures
- Become familiar with current approaches to teaching reading & 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 & informal reading/writing assessment into instructional plans
- Select appropriate materials and instructional strategies to meet the individual needs of students
- Organize the classroom for teaching reading & writing in culturally-linguistically diverse populations.

(Attitudes and Values) Teacher candidates will:

- Develop an appreciation for the natural language abilities children possess for processing & producing print
- Develop an appreciation for the need & 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.

GENERAL CONSIDERATIONS

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

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 02)

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 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.

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, 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. *(Adopted by the COE Governance Community, December, 1997).*

- 8 sessions: Your grade will drop below an “A-” if you miss one class session. Your grade will automatically drop to a “C” if you miss two class sessions. You will receive a failing grade if you miss more than two class sessions.

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 sources 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.”

Standards Alignment

3- Relationship Between Theory and Practice 4- Pedagogical Thought and Reflective Practice
5- Equity, Diversity, & Access to the Core Curriculum 7- Equity, Preparation to Teach Reading Language Arts

Task Stream, TPE’s, and Assignments

TPE Reflective Writing for Task Stream:

This course requires that you complete an assignment for TPE 1a and TPE 4 and that you write reflections for both TPE 1a and TPE 4. You must post your reflections and your assignments (as an artifact for the TPE) to your TASK STREAM account. You will receive credit for your assignment when you have posted both the reflection and the artifact onto your TASK STREAM account. Your reflections and artifacts must adhere to the criteria for each.

<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 Task Stream home page where you will register for Task Stream and return to when working on your electronic portfolio.

TPE 1A: TEACHING READING – LANGUAGE ARTS

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in English-Language Arts (K-8). They understand how to deliver a comprehensive program of systematic instruction in word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies and applications; written and oral English Language conventions; and listening and speaking strategies and applications. They know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards. Candidates create a classroom environment where students learn to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts. They understand how to make language (e.g., vocabulary, forms, uses) comprehensible to students and the need for students to master foundational skills as a gateway to using all forms of language as tools for thinking, learning, and communicating. They understand how to use instructional materials that include a range of textual, functional and recreational texts and how to teach high quality literature and expository text. They understand that the advanced skills of comprehending narrative and informational texts and literary response and analysis, and the creation of eloquent prose, all depend on a foundation of solid vocabulary, decoding, and word-recognition skills.

Candidates teach students how to use visual structures such as graphic organizers or outlines to comprehend or produce text, how to comprehend or produce narrative, expository, persuasive and descriptive texts, how to comprehend or produce the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English-language conventions. They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts taught directly, and how to determine the effectiveness of instruction and students' proficiency after instruction.

REFLECTION: Describe your understanding of teaching reading – language arts.

Describe how your artifact (assignment) demonstrates what you've learned about teaching reading.

ARTIFACT: The Field Experience Observations

TPE 4: MAKING CONTENT ACCESSIBLE

Candidates for Teaching Credentials incorporate specific strategies, teaching/instructional activities, procedures and experiences that address state-adopted academic content standards for students in order to provide a balanced and comprehensive curriculum. They use instructional materials to reinforce state-adopted academic content standards for students and they prioritize and sequence essential skills and strategies in a logical, coherent manner relative to students' current level of achievement. They vary instructional strategies according to purpose and lesson content. To meet student academic learning needs, candidates explain content clearly and reinforce content in multiple ways, such as the use of written and oral presentation, manipulatives, physical models, visual and performing arts, diagrams, non-verbal communication, and computer technology. They provide opportunities and adequate time for students to practice and apply what they have learned. They distinguish between conversational and academic language, and develop student skills in using and understanding academic language. They teach students strategies to read and comprehend a variety of texts and a variety of information sources, in the subject(s) taught. They model active listening in the classroom. Candidates encourage student creativity and imagination. They motivate students and encourage student effort. When students do not understand content, they take additional steps to foster access and comprehension for all learners. Candidates balance instruction by adjusting lesson designs relative to students' current level of achievement.

REFLECTION: Describe your understanding of making content accessible to all your students.

Explain how your artifact (assignment) demonstrates what you've learned about this TPE.

ARTIFACT: Reading Strategy Lesson Plan

COURSE REQUIREMENTS

Required Texts (ALL are required)

Echevarria, Vogt, and Short. (2004). Making Content Comprehensible for English Language Learners: the SIOP Model, 2nd Edition. Allyn and Bacon.

Johns, J. (2000). Basic Reading Inventory: Pre-primer through grade twelve and early literacy assessments. Dubuque, Iowa: Kendall-Hunt

Tompkins, G. E. (2001). Literacy for the 21st Century: A Balanced Approach, 3rd Edition. Prentice Hall

Grading 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 due date will lose 10 % of earned credit per day.** Assignments should be typed and double-spaced. The following grading scale will be used:

A (96-100)	B+ (87-89)	C+ (77-79)	D+ (67-69)
A- (90-95)	B (83-86)	C (73-76)	D (63-67)
	B- (80-82)	C- (70-72)	D- (60-62)

ASSIGNMENTS

- TPE 1A Artifact and Reflection 35 points
- TPE 4 Artifact and Reflection 35 points
- An Observation Survey 20 points
- Journal Assignments 10 points

TPE 1a ASSIGNMENT (ARTIFACT)

(35 points)

Field Experience Observations

When you are observing/participating in classrooms, please look for and write down your observations of lessons related to the RICA content areas taught in this course. (see list below) Jot down brief notes about the kinds of activities teachers and students are engaged in and your own reactions. *Be sure to write observations* of the teacher in the “activity” section and reserve your judgments for the “reflective notes” section. For each observation topic, please be sure to include: Topic, Date/time, Place (school/grade/classrooms), Activity, Reflective notes. Please use the form provided in this syllabus.

Area 3: Phonemic Awareness **Area 4:** Concepts About Print **Area 5:** Phonics **Area 6:** Spelling
Area 7: Reading Comprehension-Narrative **Area 11:** Supporting Reading - Oral & Written Language
Area 12: Vocabulary Development

- **TPE 1a TASK STREAM postings**

REFLECTION: Describe your understanding of teaching reading-language arts. Explain how your artifact demonstrates what you have learned about this TPE.

ARTIFACT: All the Field Observations in one document

Example of a Field Experience Observation

Topic: Phonics Instruction **Date/Time** 9/7/98 9:00-10:00 **Place** Sea Elementary, Monolingual 1st grade

Activity: Teacher taught the "B" sound using alphabet cards and the pocket chart. Students wrote words beginning with B then illustrated the following – bird, ball, balloon, and boat.

Reflective Notes: The teacher effectively taught so as to include all students. She did a good job accommodating for second language learners by using some words that were close cognates (ball-bola) to help the students make connections. I noticed that one of the children who had trouble focusing was seated next to the teacher. She was selected children to participate in order to ensure that the students did not get out of hand. I would modify this lesson in order to help English learners by using some cognates in Spanish and showing the students how beginning sounds work in their language.

Field Experience Observation Form

Topic	
Date/Time	
Place (school/grade/classrooms)	
My Observations of Literacy Instruction	Reflective Notes to Myself

TPE 4 ASSIGNMENT (ARTIFACT)

(35 points)

The Reading Strategy Lesson Plan

You will write, and share in small groups one **READING STRATEGY** lesson plan. You must follow the lesson plan template (attached). Please be advised that in order to obtain credit you may have to revise your lesson plan. Make your lesson active, interesting, and meaningful. *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. Choose a writing standard for your grade level to guide your objectives.

- **TPE 4 TASK STREAM postings**

REFLECTION: Describe your understanding of making content accessible to all your students. Explain how your artifact (assignment) demonstrates what you've learned about this TPE.

ARTIFACT: Reading Strategy Lesson Plan

The Observation Survey

(20 points)

Assess: Choose a child between the ages of 3.5 – 6 who is **not reading yet**. Use the John's Appendix A: Early Literacy Assessment to conduct the following assessments of the child's emergent reading behavior:

**** Alphabet Knowledge - Letter Identification ** Wordless Picture Reading ** Literacy Knowledge - Concepts About Print**

Analyze: Using the data analysis grid, look at the data that you have gathered in the assessments and determine the strengths and needs of the emerging reader.

- Write a well developed paragraph(s) describing the child's areas of strength, making sure that you use data to support your statements.
- Write a well developed paragraph(s) describing the child's areas of need, making sure that you use data to support your statements.

Apply: Apply your analysis of the child's early literacy behaviors to reading instruction. You may use the RICA data grid to help you with this process. Your analysis must have the following 4 components:

- Write a well developed paragraph(s). State which need you would focus on first. Then, explain ONE literacy activity obtained from course readings/class discussions that you could do to help the child progress in reading.

Reflect: Think again about the process of assessing the child. What did you learn from this process?

Journal Assignments

(10 points)

These in-class journal assignments, including quickwrites and quizzes, will be based primarily on course readings. All journal assignments will be kept in a cumulative folder.

RICA Study Grids

You will complete a study grid for each RICA content area addressed in this course. Each RICA study grid includes information on (a) what this content area(s) is about, (b) 2 ways of assessing this content area, (c) ways of teaching it, and (d) accommodations. 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/ for free Educational Materials.

RICA grid (Quioco, 2000)

Component	How to Assess	How to Teach It (Strategies)	Accommodations

Course Outline

(Timeline subject to change pending “teachable” moments.)

Date	Topic	Assignment
Session One August 31	A Balanced Approach to Literacy Instruction Reading and Writing Strategies and Skills, Assessing Literacy	TOMPKINS 3 and 8 JOHNS Part 3 (461 – 512) ECHEVARRIA 5
Session Two September 7	Emergent Readers, CAP L1 in L2 Reading, Phonemic Awareness, Oral Language Development	TOMPKINS 4 and 5 ECHEVARRIA 3 and 4 The English Language Arts Standards JOHNS Literacy Knowledge (466 & 500)
Session Three September 14	Phonics, Spelling Word Identification Interaction and Language Practice	TOMPKINS 5 and 6 ECHEVARRIA 6 and 7
Session Four September 21	Comprehension (narrative), Retelling Running Records Literature Visit to Centro Barahona	Due: TPE 4 reflection and artifact TOMPKINS 1 and 2 JOHNS
September 22 September 24	Family Literacy Night Border Pedagogy	
Session Five September 28	Vocabulary Grammar Reading Development Prism	TOMPKINS 7 ECHEVARRIA 10
Session Six October 5	Early Writing, Writing Process in Narratives Scaffolding L2 literacy & biliteracy	Tompkins 2 and 9 ECHEVARRIA 1
Session Seven October 12	Planning & Organizing the Literacy Classroom Managing Groups Differentiation	Due: TPE 1a reflection and artifact Due: Observation Survey
Session Eight October 19	RICA Grid share-out	Due: Journal Assignments

READING STRATEGY LESSON PLAN

This template uses prompts to help you think through all the components of each part of the lesson plan. Your ultimate lesson plan should FOLLOW THIS FORMAT.

THE READING STRATEGY:

- The reading strategy is _____

THE LESSON OBJECTIVE:

- The objective(s) is _____

THE ASSESSMENT:

- The criteria by which I am judging their performance is on my checklist:
 - >
 - >
 - >

THE INTO:

- I build background by _____

First, I connect to lived experience by _____

Next, I connect to prior knowledge by _____

Next, I introduce key concepts/procedures

THE THROUGH:

In the "Through, **part 1**",

- I directly teach this objective by _____
(INTERACTION must be part of your direct teaching)

- What I say/teach (input) is comprehensible to the students because _____

- One example of how I using Qs and HOT when I teach this objective is _____

- One example of how I help students to use (meta)cognitive strategies is _____

In the "Through, **part 2**",

- I guide students practice (of what I previously taught directly) by _____
(practice must include ACTIVITIES and HANDS-ON MATERIALS)

- One example of how I integrate all 4 language skills during guided practice is _____

THE BEYOND:

- I review key vocabulary and key content concepts by _____
- I provide opportunities for them to APPLY what they've learned in this lesson by _____