

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

EDMS 521 Elementary Literacy I Fall 2004

Thursday 8 – 2:15

UNIVERSITY HALL, room 441

Instructor: **Elizabeth Garza, Ed. D.**
Phone: **(760) 750- 8094**
Email: **egarza@csusm.edu**
Office: **214 University Hall**
Office Hours: **By Appointment**

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 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.

College of Education Attendance Policy

All students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80 % of class time to receive a passing grade for the course. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. (adopted by the COE Governance Community, 12/97)

Standards Alignment

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

Teacher Performance Expectations (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 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. The following TPE's are addressed in this course:

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TPE 1a- Subject Specific Pedagogical Skills for MS Teaching
TPE 4- Making Content Accessible

Task Stream, TPE's, and Assignments

TPE Reflective Writing for Task Stream:

This course requires that you address the TPE's listed above for your Task Stream Electronic Portfolio. You will address these TPE's 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 TPE's 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.

<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.

COURSE REQUIREMENTS

Required Texts (ALL are required)

Gibbons, P. (1993). Learning to learn in a second language. Portsmouth, NH: Heinemann.

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

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

(Please note that the Zarrillo is packaged with Tompkins when you buy a new – not used- edition of Tompkins.)

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)

- Field Experience Observations 35 points
- Reading Strategy Lesson Plan 35 points
- Primary Case Study 30 points

ASSIGNMENTS:

Field Experience Observations (TPE 1a)

(35 pts)

When you are observing/participating in classrooms **BEFORE** you begin student teaching, 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 on page 5 of the syllabus.

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

Example of a Field Experience Observation:

Topic: Phonics Instruction

Date/Time 9/7/98 9:00-10:00

Place (school/grade/classrooms) Discovery Elementary, Monolingual 1st grade

Activity: Teacher taught "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.

Please do one observation sheet for each of these areas of the RICA Notebook using the form provided.

TPE Reflection Information

Please read TPE 1A and 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 assignment to be complete, students must post their observation sheets and reflections it to their Task Stream Account after it is returned with the comment: **Ready to Post TPE 1A: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments**

Teaching Reading-Language Arts in a Multiple Subject Assignment

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.

Field Experience Observation Form

Topic	
Date/Time	
Place (school/grade/classrooms)	
Activity	Reflective Notes to Myself
	The Teacher:
	I noticed:
	I would modify:

Reading Strategy Lesson Plan (TPE 4)

(35 pts)

You will write, and share in small groups one **READING STRATEGY** lesson plan. (note: You must clearly comprehend strategies readers use in order to write an effective lesson.) Please be advised that in order to obtain full credit you will 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 Reflection Information

Please read TPE 4 and 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 making content accessible for all students. In order for the assignment to be complete, students must post their lesson plan and reflections in Task Stream Account after it is returned with the comment: **Ready to Post**

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.

Primary Mini Case Study

(30 pts)

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 (Johns 390, 391, 424)
- Wordless Picture Reading (Johns 409-410, 428)
- Literacy Knowledge - Concepts About Print (Johns 393, 395, New Shoes, 426 – 427, Tompkins p. 75)
- Phoneme Segmentation (Johns 416, 433)

Analyze: Look at the information that you have gathered and develop a **profile** of the child as an emergent reader and a **qualitative analysis** of early literacy by using the data to complete the forms in John's p 422 and 423.

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. Write a well developed paragraph(s) describing the child's areas of strength, make 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. Write a well developed paragraph(s) which both describes what area of need you would focus on first and explains why you would start your instruction there. Write another well developed paragraph(s) which describes what you would do as a teacher to help him/her in this area and why you think that instructional strategy/approach/activity will help the child progress. (Remember, the instructional strategy should take advantage of the child's strengths).

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

RICA Resource Notebook--Part 1

(Class Assignment)

Each of you will develop a Reading/Language Arts Resource Notebook that will be used to inform your teaching. The Resource Notebook has two main objectives. First, is to demonstrate your learning and understanding of the reading and language arts. Second is to start building a resource for your own learning. Be creative and thoughtful in the compilation of the notebook—it will be a demonstration that you are ready to teach the language arts to a diverse student population.

The Notebook will be organized around the 13 RICA Content Areas. Each section of the notebook should 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.
- A lesson observation form (except for section 1)

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

- Content Area 2: Organizing for Literacy Instruction
- Content Area 3: Phonemic Awareness
- Content Area 4: Concepts About Print
- Content Area 5: Phonics Instruction
- Content Area 6: Spelling Instruction
- Content Area 7: Reading Comprehension-Narrative
- Content Area 11: Supporting Reading through Oral and Written Language Development
- Content Area 12: Vocabulary Development

You MAY (but are not required to) include in your language arts note book the following: course assignments, course handouts and materials from your classroom/school site, examples of lesson plans and student work, information from internet sources or professional journals, strategies you will use to teach these content areas, 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.

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.

Language Arts Components Grid (Quioco, 2000)

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

See an example on the next page of a completed RICA Grid for a specific content area.

Component	How to Assess	How to Teach it (Strategies)	Accommodations
<p>Phonemic Awareness</p> <p>Being aware of the sounds of language</p> <p>being conscious of the fact that words are made up of sounds</p> <p>can identify rhyming words, the number of sounds in a word</p> <p>Not the same as phonics</p>	<p>Phonemic awareness is assessed by finding out whether or not the student is capable of manipulating the language. For example;</p> <ul style="list-style-type: none"> • I would ask a student to pick out the first sound or last sound of a word, • I would ask the student to identify, pronounce and blend sounds or a segment of a word, • I would ask students to identify sentences, words, or sounds to see if they are aware of the structure of a sentence. <p>Assessment Tools</p> <p>1.) The Yopp-Singer Test of Phonemic Segmentation</p>	<p>These are strategies that can be used to teach ELL and non-ELL students phonetic awareness,</p> <ul style="list-style-type: none"> • Involve students in poetry, rhymes and songs of all types, • Use a chant to clap syllables in students' names, • Sort known objects or pictures into groups of similar sounds (Realia Cans), • Play a guessing game using picture cards and help the children to put together blends to make their guess, • Sing songs that allow children to replace sounds with other sounds, even to make nonsense words, • Read to your students. 	<p>For children with special needs I would use these strategies,</p> <ul style="list-style-type: none"> • Specific skills instruction alongside a basal reading 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, • 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, • Rhymes, chants, finger rhymes, manipulatives, games, role-playing, • Writing journals and quick writes (encourage invented spelling!), • Provide a print rich environment including the use of Word Walls, • 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.

Course Outline

(Timeline Subject to Change pending “Teachable” Moments)

Date	Topic	Assignment
Session 1/2 September 2	Course Overview: A Balanced Approach to Literacy Instruction Reading and Writing Strategies and Skills Assessing Literacy The Language of School RICA CA 1	TOMPKINS 8 (260 – 275) TOMPKINS 3 (p. 66 – 90) TOMPKINS 8 (248 – 251) JOHNS APPENDIX A (p. 387 – 436) GIBBONS 2
Session 3/4 September 9	Concepts About Print, Emergent Reading Mother Tongue in the Classroom RICA CA 4 Phonemic Awareness, Oral Language Dev Phonics RICA CA 3, RICA CA 5	TOMPKINS 4 (p. 104 -126) GIBBONS 6 (p. 61, 62, 66 - 69) TOMPKINS 5 (p. 138 – 159) GIBBONS 8 (p. 90 – 94) The English Language Arts Standards
Session 5/6 September 16	Balanced Reading Instruction, Cueing Systems Oral Language Development continued... RICA CA 13, RICA CA 11 Spelling Word Recognition and Identification RICA CA 6, RICA CA 5	GIBBONS 7 (p. 70 – 80) TOMPKINS 1 (p. 2 – 21) TOMPKINS 5 (p. 161 – 172) TOMPKINS 6 (p. 176 – 199)
Session 7/8 September 23	Reading Processes Comprehension (narrative) Guided Reading RICA CA 7 Vocabulary Activities RICA CA 12	Due: Reading Lesson Plan TOMPKINS 2 (p. 33 – 45) TOMPKINS 8 (p. 251 – 260) TOMPKINS 7 (pg 213 – 242) TOMPKINS websites on (p. 225, 227, 228, 230, 232, 234)
Session 9/10 September 30	Running Records Fluency Miscue Analysis	JOHNS (p. 24 – 27, 420, 435, 436) TOMPKINS (p. 76 – 79 and 199 – 204) JOHNS (p. 24 – 27) JOHNS (p 30 – 34) JOHNS (p. 57 – 68)
Session 11/12 October 7	Building a Portrait of the Reader Narrative Text Structure	Tompkins Chap 9 Due: Field Observations
Session 13/14 October 14	Organizing for Literacy: Classroom Space and Materials, Grouping, Literacy Learning Centers RICA CA 2 Writing Process (links to Reading Process) RICA CA 7	Tompkins (105, 113 – 115, 453 – 457) TOMPKINS 2 (p. 45 – 62)
Session 15/16 October 21	Ready for RICA share-out Review & Closure	ZARRILLO 2, 3, 4, 5, 6, 7, 11, 12 Due: Case Study