

**California State University San Marcos
College of Education**

**EDMS 521 - Elementary Literacy Education I
Tuesday
Margarita Middle School (Temecula)**

Instructor: Mindy Martin
Office: UH 423
Phone: (760) 750-8093 (909) 302-3341
Office Hours: Upon Request

**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.

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.

STANDARDS ALIGNMENT

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subjects Credential. Please be sure to incorporate artifacts from this class into your final comprehensive portfolio. The following standards are a primary emphasis in this course:

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 an effective program 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 1a-Subject Specific Pedagogical Skills for MS Teaching
TPE 2-Monitoring Student Learning
TPE 3-Interpretation and Use of Assessments
TPE 4-Making Content Accessible
TPE 6-Developmentally Appropriate Teaching Practices
TPE 6a-Developmentally Appropriate Practices in Grades K-3
TPE 6b-Developmentally Appropriate Practices in Grades 4-8
TPE 6d-Teaching Special Education Populations in General Education Environments

Secondary Emphasis:

TPE 5-Student Engagement
TPE 7-Teaching English Learners
TPE 8-Learning About Students
TPE 9-Instructional Planning
TPE 10-Instructional Time
TPE 11-Social Environment
TPE 13-Professional Growth
TPE 14-Educational Technology
TPE 15-Social Justice and Equity

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

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 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:

- Cunningham, P. M., & Allington, R. L. (1999). *Classrooms that work: They can all read and write* (2nd ed.). Longman.
- Gibbons, P. (1993). *Learning to learn in a second language*. Portsmouth, NH: Heinemann.
- Johns, J. (2000). *Basic Reading Inventory: Pre-primer through grade twelve & early literacy assessments*. Dubuque, Iowa: Kendall-Hunt.
- Reading/language Arts Framework for CA Public Schools* CA Dept of Ed
- Tompkins, G.E. (2001). *Literacy for the 21st Century: A Balanced Approach, 2nd Edition*. Prentice Hall.
- Zarrillo, J. J. (2002). *Ready for RICA: A test preparation guide for California's Reading Instruction Competence Assessment*. Merrill Prentice Hall.

ASSIGNMENTS:

Thoughtful Participation/Taskstream (20 points)

Class time will be interactive. It will require total participation in small group discussions and projects. It is expected that information from prior readings and reflections on observation and personal teaching experiences be incorporated. Additionally, each student is required to subscribe to www.taskstream.com in order to reflect on primary TPEs for this class in an active dialogue with the professor. **Taskstream reflections are on-going, but must be completed by OCTOBER 19.**

Reading Response/Interactive Journal (20 points)

For this project, you will be keeping a Reading Response Journal. For each set of readings, you may respond in a variety of ways that reflect multiple ways of demonstrating knowledge. Possible formats, such as graphic organizers, Cornell notes, sketches, KWL chart, drama, sequence maps, summaries, character analysis webs, anticipation guides, identify 2 fact and 2 opinions, etc. will be highlighted in class. Effective journals are practical in nature, connecting course content and teaching experiences and observations, expressing your ideas, opinions, questions and concerns relative to your teaching experience and/or observations. This assignment is ongoing and begins with readings for the second session and will continue until the last week of the class. Each journal entry must be one page in length and be completed **before** each class meeting. This journal will be graded according to its comprehensiveness, insightful connections, and “deep understanding” of the issues. **Responses will be collected at periodic class meetings.**

Language Arts Resource Notebook – Part 1 (20 points)

You will develop a Reading/Language Arts Resource Notebook. 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 (see the RICA Registration Bulletin, p.39-45) and include the following additional sections:

- A personal statement of your philosophy of the teaching of reading and writing
- A Table of Contents page.

Each section of the notebook should contain the following:

- **A RICA study grid** including: (a) what this content area(s) is about (Put it in your own words – 2 to 4 sentences), (b) 1-2 ways of assessing this content area; and (c) 1 way of teaching it. Describe the teaching strategy and explain how it supports reading, writing and/or language arts development. I will review this information as we cover the content for this course.
- **An observation form** (except for section 1) For the first semester, you will need to conduct lesson observations in the following areas:
 - Assessment of literacy (Running Record)
 - Organization of the classroom: physical layout and schedule
 - Managing groups
 - Guided Reading Instruction
 - Phonemic Awareness
 - Concepts About Print
 - Systematic, Explicit Phonics and Other Word Identification Strategies
 - Spelling Instruction
 - Reading Comprehension – Narrative
 - Oral Language Development
 - Vocabulary Development
 - Structure of the English Language (grammar/writing)
- **A collection** of lesson plans, articles, and any other resources gathered within class or student teaching that would be helpful. (Recommended, but optional.)

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

- Section 1: Philosophy of Literacy Learning
- Section 3 Planning, Organizing, and Managing Reading Instruction
- Section 4: Phonemic Awareness
- Section 5: Concepts About Print
- Section 6: Systematic, Explicit Phonics and Other Word Identification Strategies
- Section 7: Spelling Instruction
- Section 8: Reading Comprehension – Narrative
- Section 13: Vocabulary Development
- Section 14: Structure of the English Language
- Section 15: Special Needs (We will discuss in class what this section might look like.)

You can choose how to organize this information in your notebook. You may combine several of the content areas in ways that make sense for instruction. You may include course assignments (lesson plan, case study, mini book unit, classroom observations and interactive email journals), 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 activity that you used in the classroom (must be related to language arts instruction).

Begin early! Be creative and thoughtful! This 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. I will explain and review information as we cover the content for this course.

Sections will be due throughout the semester. See course schedule.

Entire Notebook Due: OCTOBER 5.

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.

Reading Strategy Lesson Plan - Critical Assessment Task (20 points)

You will write and present a reading strategy lesson plan for a small group activity that takes into account student needs. They can be mini-lessons, direct instruction, inquiry, or any format you choose. Make your lesson active, interesting, fun and meaningful. Because lesson planning may be unfamiliar to some of you, but is so important to teaching, you will learn how to write a language arts lesson plan in class. Choose a reading standard for your grade level to guide your objectives. Sample lessons include:

- Monitoring Reading
- Comprehension
- Content area reading
- Phonics
- Phonemic Awareness
- Organizing information while you read
- Relating what you are reading to what you already know
- Finding the main idea of a story
- Identifying patterns in a text
- Using graphic organizers for comprehension

Keep in mind when writing your lesson: What is the purpose of your lesson? How does it relate to real reading and/or 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?

DUE: OCTOBER 12

Mini Case Study (20 points)

Assess: Choose a child between 4-6 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)
- Literacy Knowledge – Concepts About Print (Johns 393, 395, New Shoes, 426-427, Tompkins p.75)
- Auditory Discrimination – phonemes (Johns 414, 431)
- Phoneme Segmentation (Johns 416, 433)
- Basic Word Knowledge (Johns 417, 434)

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 Johns p.422 and 423.

Apply: Apply your analysis of the child's early literacy behaviors to reading instruction. How would you use the child's strengths to help him/her develop his/her literacy? What area(s) would you focus on first? What would you do as a teacher to help him/her in this area?

Reflect: Think again about the process of assessing the child. What would you do differently or try differently next time? Why? What scaffolds and strategies would you try? What would your next steps in assessment be?

DUE: SEPTEMBER 28

Point Breakdown

Thoughtful Participation/Taskstream	20%
Reading Responses	20%
Language Arts Resource Notebook (Part 1)	20%
Reading Strategy Lesson Plan	20%
Mini Case Study	<u>20%</u>
	100%

Grading Scale

94 - 100%	A
90 - 93 %	A-
88 - 89 %	B+
84 - 87 %	B
80 - 83 %	B-
78 - 79 %	C+

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. 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 which 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.

Completion of Course Assignments

Readings listed in black should be completed before the class meeting. All assignments should be handed in on the date due. **RICA STUDY GRIDS** and **OBSERVATIONS** (parts of the Resource Notebook) and **THE READING LESSON PLAN** must be submitted electronically to mmartin@csusm.edu as well as printed and brought to class. Late assignments will be penalized by a deduction of 5% for each weekday late. After one week, late assignments will receive a zero. If you have extraordinary circumstances in your life which 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.

Course Schedule

The instructor reserves the right to alter the course schedule depending on student needs and teachable moments. Reading assignments in gray will be completed during class. Be sure to bring required texts.

Date	Topic	Reading/Assignments
August 31, 2004	Course Overview Observations Student Teaching Assignments Reading Response Journal Format A Balanced Approach to Literacy Strategic Reading Instruction Introduction to Mini Case Study	Bring all required texts Download and print syllabus In Class: Cunningham & Allington –Ch 1, Ch 5 (pp.134-138) Gibbons – Ch. 7 pp. 70-75 Tompkins – Ch 1 & 2
September 7	Phonemic Awareness RICA Study Grids The Role of Assessment Classroom Organization & Management Mini Case Study Model	Cunningham & Allington -Ch 2 (pp. 26-37) Tompkins –Ch 5 (pp. 143-150) RICA –Ch 3 In Class: Cunningham & Allington –Ch 6 Gibbons – Ch. 4 Tompkins – Ch 3 RICA – Ch 1 John p.424
September 14	Mini Case Study Questions Oral Language Development L1 & L2 Acquisition The Role of L1 in L2 Development Structure of English Phonics	Gibbons – Ch. 1, 2, 3, & 8 RICA – Ch 13 RESPONSE JOURNAL DUE In Class: Cunningham & Allington – Ch 2 (pp.37-68) Tompkins – Ch 5 (pp.150-160) RICA – Ch 5
September 21	Introduction to Lesson Planning Emergent Reading Development Shared Reading Early Reading Development/Fluency Concepts About Print Guided Reading Assessing Beginning Readers	Cunningham & Allington – Ch. 9 Tompkins – Ch 2 (pp37-38) Ch 4 (pp 104-126) RICA - Ch 4 Johns p 422 RESPONSE JOURNAL DUE In Class: Cunningham & Allington – Ch 2 (pp 38 – 49) Ch 5 (pp 138 – 159) Tompkins – Ch 2 (pp 37-39), Ch 6 (pp 199 – 207) Johns pp 97 – 98
September 28	Emergent/Early Writing Development Spelling Vocabulary Development & Word Study	Cunningham & Allington – Ch 4 (pp 126-136) Gibbons - Ch 9 Tompkins – Ch 4 (pp 126 – 136) Ch 7 Johns p 425 RICA –Ch 12 MINI CASE STUDY DUE In Class: Cunningham & Allington – Ch 2 (pp 49 – 68) Tompkins – Ch 5 (pp 161–173) Ch 6 (pp 177–199) RICA – Ch 6
October 5	Comprehension Strategies Narrative Text Structure Three Reading Levels Integrating Literature Across the Curriculum	Cunningham & Allington – Ch 3 Tompkins – Ch 8, Ch 9 (pp 283-297) RICA – Ch 7 Johns pp. 7-11 RESOURCE NOTEBOOK DUE

		In Class: Cunningham & Allington – Ch 7
October 12	Teach Lesson Plan in Class Differentiating Reading Instruction Supporting English Learners/Scaffolding	Cunningham & Allington – Ch 8 Gibbons – Ch 5, 6, & 7 READING LESSON PLAN DUE
October 19	Planning, Organizing & Managing Instruction	Cunningham & Allington – Ch 9, 10, 11 RICA – Ch 2 TASKSTREAM DUE