

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

EDMS 522 - Elementary Literacy Education II

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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.

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
- Standard 9 – Educational Technology
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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 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:

Primary Emphasis

TPE 1a-Subject Specific Pedagogical Skills for MS Teaching
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

Secondary Emphasis:

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
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 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

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

Moore, David W. (2003). *Developing Readers and Writers in the Content Areas K-12*, 4th edition, Boston: Allyn and Bacon.

Piazza, Carolyn L. (2003) *Journeys: The Teaching of Writing in Elementary Classrooms*, Columbus, OH: Merrill Prentice Hall.

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:

Literacy and Technology Assignment (to be included in Literacy Resource Notebook):

Due: 12/2

(15 Points)

For this assignment you will visit five sites listed with URL below and 10 of your choosing. Then write a description of each and how you could use it. See further details below.

Visit these five websites and describe what you find there:

- Dr. Quiocho's Reading Instruction Portfolio: <http://www.csusm.edu/Quiocho/rip.html>
- CDE: <http://www.cde.ca.gov/>
- SDCOE: <http://www.sdcoe.k12.ca.us> - When you get to the SD county Office site be sure to visit:
 - SCORE: <http://www.sdcoe.k12.ca.us/score/cla.html>
 - Cyberguides: <http://www.sdcoe.k12.ca.us/score/cyberguide.html>
- Barahona Center for the Study of books in Spanish: <http://www.csusm.edu/csb/>
- Inspiration: <http://www.inspiration.com>

State RICA web site: <http://www.rica.nesinc.com/>

IRA: <http://www.ira.org>

NCTE: <http://www.ncte.org>

ALA: <http://www.ala.org/alsc/>

Literacy: <http://www.csusm.edu/literacy>

Do an annotated bibliography of at least 10 more web sites related to reading and writing instruction. Please check these out yourself rather than simply copying them out of journals or the like and give your own opinion. Find five that are appropriate for teachers (and/or parents) and five appropriate for children (many sites are appropriate for both so use them for either). For each website include the following information:

- The URL of the web site
- A description of what is there.
- Who's sponsoring the site (if you can) so that we know if it is simply an advertisement, a personal web site or one from a professional organization..
- Is it primarily an adult site (includes lesson plans, etc.) or is it appropriate for children as well. Determine if it is a site that would be appropriate for students to use in the classroom
- Describe how you or your students might use the site.

Writing Strategy Lesson Plan (Critical Assessment Task - CATs)

Due: 10/7

(15 Points)

You will write and present a writing 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. Please choose a writing standard from the English Language Arts standards to guide your objectives. Examples of possible strategies include:

- Monitoring Writing
- Editing
- Using commas
- Writing paragraphs
- Making transitions between paragraphs
- Beginning a piece of writing
- Organizing information while you write
- Relating what you are writing to what you already know
- Writing the main idea of a story
- Identifying patterns in a text
- Using graphic organizers to write
- Poetry

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?

Organizing managing, and evaluating reading language arts instruction (Critical Assessment Task - CATs - to be started in class)

Due 12/9

(15 Points)

Choose a grade level Describe **in detail** what a week of a 2-3 hour block of your language arts program would look like. Imagine that it is the 4th week of school. You have already established your routines, gotten the class accustomed to school, gotten to know each other, etc. If someone came in to observe, what would they see? (Do not hand in a week of lesson plans, provide a

narrative) Be as specific as possible. Assume that some of your students are reading and writing at grade level, a few are above grade level and some are below grade level. You also have some English learners. Describe how will you know what each student is capable of. How will your assessment guide your instruction? How will you group students? Will they remain in those groups? How will you hold students accountable for the time and work when they are not meeting with you?

If someone came in to observe, what would they see? (Do not hand in three weeks of lesson plans, provide a narrative) If you are using centers, feel free to describe what happens at the centers. How will you organize your centers? How will you provide time for one-on-one and small groups to meet with you? Be sure to tell what the students are doing and what you are doing.

Your plan should include the following:

Letter of introduction about your language arts program Write a letter explaining to parents of the students in this class your philosophy and practice of your language arts program. Use as little educational jargon as possible, explain what a parent can expect their child to be doing in language arts in your classroom. This letter should also provide a rationale for why their child will be doing particular things. The letter should be one typed pages in length. If it is much longer, parents will not read it.

1. **Introduction:** briefly describe your classroom (grade level, number of students, and ...). Also see “letter of introduction about your language arts program below.”
2. **Assessment plan:** how will you determine what each student is capable of in reading and writing and how will that assessment guide your planning.
3. **Grouping:** how will you group students, for how long do they remain in a particular group, for what purpose, how large are groups, etc.
4. **Physical layout:** How is your room organized, where do you meet with students, where do they work individually, in small groups, in centers, where is the library, independent reading area, etc.
5. **Instruction:** Write out a plan for the week: what will the students be doing, for how long at each activity and what will you be doing. In a two- three hour block of time, how long are students reading independently, in guided reading groups, at centers (if at all), working independently, working in small groups, writing independently, writing with partners (revising or editing) or in small groups, working with the teacher in small groups or one-on-one. Will you read aloud? How will you hold students accountable for the work you expect?. What are your goals for your students (standards should be cited)?
6. **Accommodations or modifications:** What are the accommodations and modifications being made for special needs, second language learners, and transitioning students. How are you maintaining high expectations, managing a classroom and differentiating for all students to be successful. What literacy scaffolds do you have in place? How do you know if they are being successful?

Literacy Case Study (25 points) (Critical Assessment Task – CATs)

Conducting Ongoing Assessment of Reading Development Case Study (RICA CA 1)

Choose a student in the upper elementary or middle school who is reading at or above first grade level and below his/her current grade level. Prepare a reading and writing case study on this student. Record all the student’s oral responses on tape. If you think the child is getting tired, stop the assessment 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.

Due 9/16

A. Overview: age, grade level, interests, ethnic and linguistic background, etc.

Select 3 students. You will work with only 1. If the child moves you will have two back ups.

Collect informed consent form. For the case study, summarize the student information.

Due 9/23

B. Reading interview: Use an attitude survey. Surveys are included with this assignment. For the case study, summarize student responses. (Include the original responses in an appendix.)

Due same day as B.

C. Writing assessment: Use a Writing Survey about attitudes toward writing. 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. Summarize student responses, information obtained about child’s stage of writing the child, areas of strength and areas in need of improvement in writing.

Due same day as B.

D. Oral Language Assessment: Select a picture as a stimulus to assess the child’s use of language. Encourage the child to talk about the picture. Record the conversation and transcribe it. For your study, analyze the child’s oral language in terms of: child’s willingness to talk about objects or content, child’s clarity of expressing his/her ideas, amount of prompting you had to do, the kind of responses the child made.

See Due Dates Below

E. Reading Assessment: The Informal Reading Inventory has 4 parts. For the study, summarize the information that you obtain from each part. (Include original data in an appendix.)

Insert the following chart at the appropriate place:

Independent	Instructional	Frustration
Grade level	Grade level	Grade level

Due 10/14

Part 1: 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.

Due 10/21

Part 2: Student Reading: Use a narrative text. Make sure that you have an exact copy of each text. Record (on audio tape) the student reading each text so you can listen to it again while conducting an analysis.

Due Same day as part 2

Part 3: Retelling: Before the student reads each text, tell him/her that you will be asking him/her to retell the story. After s/he reads, ask the comprehension questions as listed in the John's IRI. Also, use the criteria provided in the Johns to analyze the student's retelling.

Due 11/4

Part 4: Miscue Analysis: Listen to the tape of the student reading the narrative text. First, mark the miscues on your copy of the narrative text. Next, use the *Johns* to record and analyze the miscues. What cues did the child use to make meaning? What are his/her strengths? Use the analysis sheets in the John's and transfer that information to the assessment grid provided to record data about your student. Finally, for your case study write your analysis of the student's reading in a clear manner on the assessment grid. Consider how the answers given by the student in your original reading interview might connect to the miscues the students made. Also consider the quality of the retelling and how you think that is related to the miscues.

Initial draft Due 11/11**Final draft Due 11/18**

F. Recommendations: Take the role of a literacy consultant. Look at ALL the information that you have gathered about the child. Collect it in the Data Collection Grid. Using the data, describe what you believe are the child's strengths in language arts and areas for improvement in language arts. Based on your assessment of this child's strengths and areas for improvement, make 2 or 3 **specific** instructional recommendations for using the child's strengths to help him/her improve in reading and writing for the child's teacher[required], the child's parents[optional], and the child[optional].

Due same as F.

G. Instructional Plan: Take the role of a teacher. Using the recommendations of the literacy consultant, design an instructional plan/intervention plan for the child. Decide on one or two focus areas for improvement, determine the goal(s), and describe at least three steps to help the child reach the goal(s).

Due 11/18, together with whole case study

H. Reflection: Based on what you've learned about the child's literacy learning, what would you do differently or try differently to help the child develop their literacy? 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?

Due same as H.

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

Language Arts Resource Notebook...Part II

Due 12/2

(20 Points)

You will develop a Reading/Language Arts Resource Notebook that will be used to inform your teaching. First, it demonstrates your preparation and understanding of the reading and language arts. Second, it serves as a growing resource for your continued learning. The Notebook needs to have an index and it should be clearly and neatly organized around the RICA Content Areas covered in this course: RICA Content Areas 1, 7, 8, 9, 10, 11,

For each of the 6 RICA Content Areas covered in Part II you need to include a type written:

A RICA analysis sheet: (a) what this content area is about (Put it in your own words – 2 to 4 sentences), (b) 2 ways of assessing it (include rationale); (c) 1 way of teaching it (description & accommodations). Describe the strategy & explain how it supports reading, writing and/or language arts development.

A field observation form for: Reading Comprehension-Expository (RICA CA 7)

Literary Responses and Analysis (RICA CA 8)

Content-Area Literacy (RICA CA 9)

Student Independent Reading (RICA CA 10)

Relationships Among Reading, Writing, and Oral Language (RICA CA 11)

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 Quiocho'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.

Thoughtful Participation/Taskstream (10 points)

Due 12/9

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 DECEMBER 9th.**

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.

Session	Topic	Readings
1	Course Overview <u>Text Structure & Comprehension</u> The Reading and Writing Processes RICA 7	Tompkins 9 (279–317) Moore 5 Piazza 1
2	Literacy Assessment: IRI, Miscues, and Reading Levels RICA 1	Tompkins 1 (22–24) and 3 (78–83) Johns (7–10), (27-29), (79-85), (121-170)
3	Approaches to Literacy: Units, Circles, Workshops, Basals A Continuum of Literacy Instruction	Tompkins 14 (428-444) and (229-301) Piazza 6 Due: Case Study Section A
4	Content Literacy Comprehension Graphic Organizers	Moore (68-72), (106-112) Tompkins 9 (297-303) Due: Case Studies B, C, D
5	Expository Writing Learning to Write, Writing to Learn, Writing to Demonstrate Learning	Tompkins 14 Piazza 6
6	Writer’s Workshop	Due: Writing Strategy Lesson Plan Draft
7	Literary Response & Analysis Literature Circles RICA 8	Due: Case Study Word List (IRI) Tompkins 11
8	Oral Language & Reading and Writing RICA 11 Puppetry in Class Reader’s Theater	Due: Writing Strategy Lesson Plan (Final) Choose a favorite children’s story, bring it to class Due: Student Reading, and Retelling
9	Reading Workshop, independent reading, miscue analysis workshop RICA 10	Tompkins 12 (372-388)
10	Data collection grid workshop RICA 9	Due: Miscue Analysis Johns (75-78), (87-98)
11	Writing & Thinking Processes Content area writing poetry	Moore (9-14) (116-118) (175-216) All of Ch. 7 Pizza 5 Due: Initial Draft F&G
12	Basals and leveled readers Vocabulary	Tompkins 13 Due: Mini Case Study Moore Ch. 6
13	RICA Content Area Workshop Begin organizing, managing, and evaluating reading language arts instruction	Due: Language Arts Resource Notebook (with literacy and technology assignment)
14	Case Study Debrief Organizing your language arts classroom	Due: Letter of Introduction Taskstream Completed

Teacher Performance Expectations

Rubric - Resource Notebook-2nd Semester

Criteria	Developing	Nearly Meets	Meets	Exceeds
TPE 2- Monitoring Student Learning				
TPE 3- Interpretation and Use of Assessments				
TPE 4- Making Content Accessible				
TPE 5- Student Engagement				

Teacher Performance Expectations

Rubric - Case Study-2nd Semester

Criteria	Developing	Nearly Meets	Meets	Exceeds
TPE 2- Monitoring Student Learning				
TPE 3- Interpretation and Use of Assessments				
TPE 4- Making Content Accessible				
TPE 5- Student Engagement				

Teacher Performance Expectations

Rubric - Managing & Organizing Language Arts Instruction

Criteria	Developing	Nearly Meets	Meets	Exceeds
TPE 8- Learning About Students				
TPE 9- Instructional Planning				
TPE 10- Instructional Time				
TPE 11- Social Environment				