

**California State University San Marcos  
College of Education  
Fall 2003  
EDMS 521 - Elementary Literacy Education I**

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**Office Location and Hours:** UH 216, Mon. – 1:30-2:30, Wed. – 10:30-11:30 and by appointment

**Class Location and Meeting Times:** UH 443, Wed. & Fri. – 11:30 -2:15

**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 district 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 the 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 that 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

Course Reader: Available at Copy Serve in San Marcos – 599-9923

Cunningham, P. & Allington, R. (1999). *Classrooms that work: They can all read and write* (3<sup>rd</sup> 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 21<sup>st</sup> Century: A Balanced Approach, 3rd Edition*. Prentice Hall.

### **Optional:**

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

## ASSIGNMENTS

### **Reading Response/Interactive Journal (15 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 found poems, graphic organizers, double entry, K-W-L chart, etc. will be highlighted in class. Effective journals are practical in nature, connecting course content with teaching experiences and observations, expressing your ideas, opinions, questions and concerns relative to your teaching experience. This assignment is ongoing and begins with readings for the second session and will continue until the last week of class. Journal entries must be at least one full page in length. Because this journal will be interactive in nature, during each class you will exchange your journal with a partner and will be given time in class to respond to one another's entries. Each journal entry needs to include the date and title of the readings, the reader's response, feedback from the partner and the partner's signature. Journal entries must 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 each class meeting. A complete collection of your journal responses will be turned in on along with a self-evaluation rubric on:

**Due date: Oct. 24**

### **Reading Strategy Lesson Plan – Critical Assessment Task (35 points)**

You will write and present a reading strategy lesson plan for a small group activity that takes into account student needs. It can be a mini-lesson, 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, a format for your lesson plan will be gone over in class. Choose a reading standard for your grade level to guide your objectives. Sample lesson ideas include:

- Figuring out an unknown word
- Finding the main idea of a story
- Making inferences
- Phonics

- Phonemic Awareness
- Questioning
- Relating what you are reading to prior knowledge
- Retelling
- Self-correcting
- Self-monitoring when reading
- Using graphic organizers for comprehension
- Vocabulary building

**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 as well as the English Language Development Standards)? 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 support?

**Important:** Your lesson must address the needs of mainstream students, as well as make provisions for English learners, students presenting difficulty, and accelerated students. How are you going to work with students who are having difficulty with reading tasks? How will you scaffold for English learners 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: On your presentation date**

### **Technology Review (10 points)**

For this assignment, you will review Language Arts related websites (a list will be provided in class) and complete a review of five different sites that you feel will enhance your teaching and student learning. A format for your written reviews will be discussed in class.

**Due date: Sept. 24**

### **RICA Analysis Study Grids (20 points)**

For this assignment, you will be completing a RICA analysis sheet for each of the RICA content areas listed below. These study grids will help to support your learning/understanding of the content areas and will also help you review the content areas assessed by the RICA test. A template will be given in class. Each RICA analysis sheet should include: (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. I will review this information as we cover the content for this course.

**Due date: Oct. 1**

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

- 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

**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.

## **Field Observations – (20 points)**

For this assignment, you will be required to conduct an in-class observation of a lesson for **each** of the following areas related to the RICA content areas. You will need to turn in a write-up of your observations (the format will be discussed in class). Your write up should include a discussion of: 1) the grade level and type of lesson observed; 2) instructional approaches/strategies utilized by the teacher; 3) how students responded to the lesson. Since you are all at different grade levels in your placements, it may be challenging to observe lessons in all of these areas. You may have to conduct some of your observations outside of your placement classroom. It will be important to begin this assignment early on in your placement and to enlist the help of your cooperating teacher in order for you to complete all required observations.

**Due date: Oct. 15**

**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

## **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 they 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 two or more class sessions or are late (or leave early) for more than three sessions, you cannot receive an A. If you miss three or more class sessions or are late (or leave early) for more than five sessions, you cannot receive a B. Late arrivals and early departures will each count as a 1/2 absence.

## **Completion of Course Assignments**

Readings should be completed **before** the class meeting listed. All assignments should be handed in on the date due unless previously arranged with the instructor. 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.

Professional Disposition – 10 points

Field Observations – 20 points

Reading Responses – 15 points

Reading Strategy Lesson Plan (Critical Assessment Task) – 25 points

RICA Analysis Study Grids – 20 points

Technology Assignment – 10 points

### **Grading Scale**

94 – 100% = A

90 – 93% = A-

87 – 89% = B+

84 – 86% = B

80 – 83% = B-

78 – 79% = C+

## Tentative Class Schedule

The instructor reserves the right to modify the schedule to accommodate guest speakers and “teachable moments.”

Note: Readings are listed next to the date by which you should have **completed** the reading assignment.

<b>Date</b>	<b>Topic</b>	<b>Readings</b>
Session 1 September 3	Course Overview/Needs Assessment	
Session 2 September 5	A Balanced Approach to Literacy Strategic Reading Instruction	Cunningham & Allington – Ch. 1, Ch. 5, pp. 134-138 Gibbons – Ch. 7, pp. 70-75 Tompkins – Ch. 1 & 2
Session 3 September 10	Oral Language Development L1 & L2 Acquisition The Role of L1 in L2 Development	Gibbons – Ch. 1, 2, 3 & 8 Look at ELD Standards websites
Session 4 September 12	Phonemic Awareness	Tompkins – Ch. 5, pp. 143-150 Look at ELA Standards website
Session 5 September 17	Phonics	Cunningham & Allington – Ch. 2, Tompkins – Ch. 5, pp. 139 – 160
Session 6 September 19	Emergent Reading Development Shared Reading	Cunningham & Allington – Ch. 9 Tompkins – Ch. 4, pp. 104-126
Session 7 September 24	Early Reading Development / Fluency Guided Reading	Cunningham & Allington – Ch. 5, pp. 138 – 159 Tompkins – Ch. 6, pp. 199-207 <b>Technology Review due</b>
Session 8 September 26	Emergent / Early Writing Development	Cunningham & Allington – Ch. 4 Gibbons – Ch. 9 Tompkins – Ch. 4, pp. 126-136
Session 9 October 1	Spelling	Tompkins – Ch. 5, pp. 161 – 173, Ch. 6, pp. 177-199 <b>RICA Study Grids due</b>
Session 10 October 3	Vocabulary Development / Word Study	Tompkins – Ch. 7
Session 11 October 8	Comprehension Strategies Narrative Text Structure	Cunningham & Allington – Ch. 3 Tompkins – Ch. 8, Ch. 9, pp. 279 - 297
Session 12 October 10	Study Session	
Session 13 October 15	Using Literature Across the Curriculum Literature Selection / Literature Focus Units	Tompkins – Ch. 10 Look at websites given in class. <b>Field Observations due</b>
Session 14 October 17	Differentiating Reading Instruction Supporting English Learners / Scaffolding	Cunningham & Allington – Ch. 7 & 8 Gibbons – Ch. 5, 6 & 7
Session 15 October 22	The Role of Assessment	Cunningham & Allington – Ch. 6 Gibbons – Ch. 4 Tompkins – Ch. 3
Session 16 October 24	Planning, Organizing & Managing Reading Instruction	Cunningham & Allington – Ch. 9, 10 & 11 <b>Reading Response Journal due</b>