

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

Fall 2003: CRN# 42438, Tuesdays and Thursdays, 8:00 am-10:45 am, UH-441
 CRN# 41989, Tuesdays and Thursdays, 11:30 am-2:15 pm, ACD 404

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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 COE Governance Community, October 1997)

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.

Attendance Policy

Due to the dynamic and interactive nature of EDMS 521, all students are expected to attend all classes and participate in all class activities. For every absence, students will lose 6 points. Three tardiness or “early exits” will be the equivalence of an absence. **A passing grade will not be issued for students who do not attend 80% or more of the class sessions.** Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.

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 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 TPEs are addressed in this course:

Primary Emphasis:

TPE 1a - Subject Specific Pedagogical Skills for Multiple Subject 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

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 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

Teacher candidates 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

NOTE: All texts/readings **MUST** be brought to each appropriate class session.

Choate, J. (2000). Successful Inclusive Teaching. Fourth edition. Boston: Allyn and Bacon
 Cunningham, Patricia M., & Allington, Richard L. (2003). Classrooms That Work. Third edition. Allyn and Bacon: Boston.

Gibbons, P. (1993). Learning to Learn in a Second Language. Portsmouth, NH: Heinemann.
 Tompkins, Gail E. (2003). Literacy for the 21st Century. Third edition. Upper Saddle River, NJ: Merrill Prentice Hall.

Course Assignments Guide for EDMS 521-522 (Course Reader), 2003-2004. Available at *CopyServe*, 754 S. Rancho Santa Fe. Road (at San Marcos Blvd.), San Marcos, 760/599-9923 (price forthcoming).

Optional

Cunningham, Patricia. (2000). Phonics They Use: Words for Reading and Writing. Third edition. New York: Longman.

Johns, J. (2000). Basic Reading Inventory: Pre-Primer Through Grade Twelve & Early Literacy Assessments. Dubuque, Iowa: Kendall-Hunt.

Zarrillo, J. J. (2002). Ready for RICA: A Test Preparation Guide for California's Reading Instruction Competence Assessment. Merrill Prentice Hall.

Course Requirements

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 .

- Attendance, participation, and attitude.....10 points
- Completed readings.....10 points
- Resource Notebook (10 sections).....50 points
- Reading Strategy Lesson Plan.....10 points
- Beginning Assessment.....10 points
- Bibliography of professional resources.....5 points
- Bibliography of children's literature.....5 points

Grading Scale	
96-100 = A	80-82= B-
91-95= A-	77-79= C+
86-90= B+	74-76= C
83-85 = B	70-73= C-

Cell phones and pagers

Out of consideration for your classmates and instructor, please turn off cell phones and pagers in class. Unless you *must* be contacted for emergencies, I will consider it a breach of appropriate professional disposition for cell phones and pagers to sound during class. If they do, immediately take your call outside. Kindly inform me (right before class) about your anticipated “emergency” call. Use of laptops in class other than to engage in classroom activities (e.g., note-taking, group work) is also a breach of appropriate professional disposition. Repeated breaches of this kind may lower your grade.

ASSIGNMENTS

Attendance, participation, and professional disposition (10 points) First is the expectation that you will attend all class sessions and participate constructively in class discussions and activities. Remember, if you miss three (3) class sessions, your grade will automatically drop to a “C” per the COE attendance policy. As part of your participation grade, remember that all assignments must be handed in on due dates. Points will be deducted for late assignments. Please speak to the instructor if you think you will be handing in a late assignment.

Completed readings (10 points) *Your attendance, participation, and professional disposition* grade is directly related to the quality of your engagement in class. In conjunction with this, it will be obvious through your comments (or lack thereof) and course assignments that you have completed readings. The readings are critical to build your literacy knowledge. I will assign in-class ***quickwrites*** throughout the semester to assess your understanding of readings and instructional content. You are encouraged to take notes as you read and you may use your notes for your *quickwrites*. **Please be advised that quickwrites cannot be made up if you are late or absent.**

Language Arts Resource Notebook (50 points)

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 (see the RICA Registration Bulletin, pp. 45-51) and include additional sections on:

- A reflective summary of your understanding of an effective balanced literacy program components, assessment, and instruction.
- Special Needs Students

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 - two to four sentences), (b) Two ways of assessing this content area (include rationale); and (c) One way of teaching it (description and accommodations). Describe the teaching strategy and explain how it supports reading, writing and/or language arts development. (see sample in *Course Reader*)
A lesson observation form for sections 4, 5, 6, 7, 8 and 13 (see sample included in the syllabus entitled, *Field Experience – Classroom Lesson Observation Form*)
- A technology-rich assignment that enhances your teaching and student learning
- Lesson plans, articles, and any other resources collected within class or student teaching that would be helpful.

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

- Section 1: Assessment of Literacy – Running Record (RICA Content Area 1)
- Section 2: Planning, Organizing, and Managing Reading Instruction (RICA CA 2)
- Section 3: Phonemic Awareness (RICA CA 3)
- Section 4: Concepts About Print (RICA CA 4)
- Section 5: Systematic, Explicit Phonics and Other Word Identification Strategies (RICA CA 5)
- Section 6: Spelling Instruction (RICA CA 6)
- Section 7: Reading Comprehension - Narrative (RICA CA 7)
- Section 8: Vocabulary Development (RICA CA 12)
- Section 9: Oral Language Lesson (RICA CA 11)
- Section 10: Structure of the English Language (RICA CA 13)
- Section 11: Special Needs

You can choose how to organize this information in your notebook. You may include course assignments, course handouts and materials from your classroom/school site, examples of lesson plans, student work, and 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 activities that you used in the classroom (must be related to language arts instruction).

The 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.

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. You might also want to browse at www.ed.gov/free/ for free educational materials.

Reading Strategy Lesson Plan (Critical Assessment Task) (10 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 California Reading/Language Arts standards? --check the Reading/Language Arts framework for California 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 for 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?

Beginning Assessment (10 Points)

In this assignment you will be taught how to observe students reading, to listen to them read and make instructional decisions for students based on observation and assessment. You will be taught how to conduct assessment in class workshops. You will be asked to work with a student at the grade level in which you have been placed and to conduct assessments with this student. The format in which you will submit your assessment will be shared with you in class.

Bibliography of Professional Resources (5 points)

This is intended to be the beginning of a reference collection for your professional library. Be creative in your search – school/district sites, colleagues, teachers, libraries, community centers, museums, and the internet are some good sources of information There's a lot out there; be selective and discriminating.

Bibliography of Children's Literature (5 points)

This document will also serve as the beginning of a reference collection for you. Engage the services of librarians. Remember to add your personal favorites. At least fifteen books must be accompanied by an annotation, or summary, as an annotated bibliography contains useful information that will save you time as a teacher.

Course Calendar

(Subject to change by instructor to best meet student needs)

Week/Date	Topic	Readings and Assignments
1a T-September 2	A Balanced Approach: Literacy for the 21 st century	- Tompkins, Chapter 1
1b R-September 4	The Language of School/The Language of Learning	- Gibbons, Chapters 1 and 2
2a T-September 9	The processes	- Tompkins, Chapter 2 - The English Language Arts Standards
2b R-September 11	The mother tongue	- Gibbons, Chapters 5 and 6
3a T-September 16	Oral language development	- Tompkins, Chapter 3 - Gibbons, Chapters 3 and 4
3b R-September 18	Reading in a Second Language	- Gibbons, Chapters 7 and 8
4a T-September 23	The Writing Process	- Tompkins, Chapter 4 - Gibbons, Chapter 9
4b R-September 25	A Whole School Response	- Gibbons, Chapter 10
5a T-September 30	The Alphabetic Code	- Tompkins, Chapter 5
5b R-October 2	Concepts About Print	-Johns (Basic Reading Inventory) -Due: <i>Bibliography of Children's Lit</i>
6a T-October 7	Fluent Readers and Writers	- Tompkins, Chapter 6
6b R-October 9	Word Meanings and Vocabulary Development	- Tompkins, Chapter 7 -Due: <i>Biblio. of Professional Resources</i>
7a T-October 14	Comprehension	- Tompkins, Chapter 8 - Due: <i>Reading Strategy Lesson Plan</i>
7b R-October 16	Structure of Text	- Tompkins, Chapter 9 -Due: <i>Lang. Arts Resource Notebook</i>
8a T-October 21		-Due: <i>Beginning Assessment</i>
8b R-October 23	Closure	

Field Experience – Classroom Lesson Observation Form

When you are observing/ participating in classrooms throughout the semester, look for and write down your observations of the following topics: **Phonemic Awareness, Concepts About Print, Phonics, Spelling, Reading Comprehension (narrative), and Vocabulary Development**. Jot down brief notes about the teacher instruction, student activity and assessment of learning. Note any accommodations you see for ELL and intervention strategies for Struggling readers. Be sure to write observations and not judgments Add your observations to your Resource Notebook.

<u>Topic</u>	<u>Date/time</u>	<u>Place</u> (school/grade/classroom)	<u>Activity</u>
Example: Phonics	2/2/03	Richland, Gr. 1, Mrs. Smith	onset and rime
<p>Teacher introduced the rime “ate” to students reinforcing the “silent e rule” making the “a” a long sound. Students discussed the meaning of ate. Teacher provided a variety of letter cards and blend cards along with a word card sheet ___ate. Students worked in pairs to try a variety of onset letters to build words. When students discovered a word they recorded it on their word card sheet. Teacher circulated and assisted students as needed, correcting some non-word choices “cate” and the difference in spelling for bait/bate. When students finished they shared the words they built with the class and words were added to a class chart entitled “The ate word family”. Students then cut apart their word cards and read the words aloud to teacher and filed them in their word card box.</p> <p>Assessment: Teacher assessed student’s ability to build words during the partner work. Then assessed their ability to blend sounds and read words by listening as they read the word cards.</p> <p>Strategies for English Language Learners Teacher worked with students who needed help with a few blend sound “ch, th”. Teacher modeled saying the blend aloud having students watch mouth formation and placement of the tongue. Students said them orally and thought of words that used this blend, then realized that they do not work with “ate”. Teacher asked meaning of words students had built with word cards to determine if students knew the word in English.</p> <p>Note: The students who created most of the non-words appeared to be ELL students and the vocabulary work became part of the lesson.</p> <p>Intervention Strategies Two students appeared to struggle to read the words they had built on their word cards. These students were partnered with more capable students who were helpful during the building of words. After the words were built and shared the teacher went to these students first, as other students were cutting word cards, and worked one-on-one to help them blend the sounds on the cards students appeared to improve with teacher assistance, the teacher then asked them to read their words again to a partner.</p> <p><u>Comments/Reflective notes:</u></p>			

The CLAD (Cross Cultural Language and Academic Development) competencies below are included in this syllabus for your information to ensure that you understand which CLAD competencies will be addressed in this course. Issues of English language learners will be an integral part of this course.

Authorization to Work with English Learners Competencies

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND- LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	2. Theories and Methods of Bilingual Education	3. The Nature Culture
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	II. Theories and Methods for Instruction In and Through English	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	II. Manifestations of Culture: Learning About Students
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	C. How teachers can use what they learn about their students (culturally responsive pedagogy)
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	III. Cultural Context
B. Psychological factors affecting first- and second-language development	B. Methods	A. Concepts of cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	B. Stages of individual cultural contact
D. Pedagogical factors affecting first- and second-language development	E. Limitations of assessment	C. The dynamics of prejudice
E. Political factors affecting first- and second-language development	E. Technical concepts	D. Strategies for conflict resolution

EDMS 555 stresses competencies highlighted in bold.