

California State University San Marcos
College of Education
EDMS 521 - Elementary Literacy Education I
UH 460 Wednesdays UH 444 Fridays 11:30-2:15

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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.

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 instructors during office hours or, in order to ensure confidentiality, in a more private setting. (approved by CCTC in SB 2042 Program Standards, August 02)

Special Education: Consistent with the intent to offer a seamless teaching credential in the College of Education, this course will introduce the collaborative infusion of special education competencies that reflect inclusive educational practices.

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

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. & Allington, R. (1999). *Classrooms that work: They can all read and write* (3rd ed.). Longman.
- Gibbons, P. (1993). *Learning to learn in a second language*. Portsmouth, NH: Heinemann.
- *Reading/language Arts Framework for CA Public Schools* CA Dept of Ed
- 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*. Merrill Prentice Hall.

OPTIONAL/RECOMMENDED TEXT

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

ASSIGNMENTS

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 "found poems," graphic organizers, double entry, sketches, K-W-L chart, drama, 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 and/or observations. 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 page in length. Journals 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 at periodic class meetings, and a complete collection of your journal responses will be turned in on:

Response Journal Due: Oct. 25

Language Arts Resource Notebook – Part 1 (35 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. The first objective is to demonstrate your learning and understanding of the reading and language arts. The 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 additional sections on:

- Your literacy autobiography and your emerging philosophy of teaching the ELA
- Teaching students with special needs

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 (including accommodations for students with special needs). 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)
- 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.

Make sure to include a table of contents page.

For the first semester you will need to complete 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, classroom observations and journal entries), 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 also 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).

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 due throughout the semester—see course schedule

Entire notebook Due: Oct. 23

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 (35 points)

You will write and present a standards based 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: Oct. 25

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.

As professionals, you are expected to adhere 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.

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 one week, 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.

Point Breakdown

Thoughtful Participation – 10 points

Reading Responses – 20 points

Language Arts Resource Notebook (Part 1) – 40 points

Reading Strategy Lesson Plan (Critical Assessment Task) – 30 points

Grading Scale

94 – 100% = A

90 – 93% = A-

88 – 89% = B+

84 – 87% = B

80 – 83% = B-

78 – 79% = C+

Course Schedule

(The instructor reserves the right to alter the course schedule depending on guest speakers and teachable moments.)

Date	Topic	Due
September 4	Course overview; 1 st language acquisition;	
September 6	Emergent and early literacy; Second language acquisition	Cunningham/Allington Ch. 1 Tompkins Ch. 1

September 11	Processes of literacy/ELA standards	Tompkins Ch. 2 Review the CA CDE framework
September 13	Oral language development; phonemic awareness; Challenges ELLs face	Gibbons Chs. 1-3 Tompkins pp. 143-150
September 18	Phonics; word id strategies; CAP (Working with Words)	Tompkins pp. 111-117; 150-160 Cunningham/Allington Ch. 2
September 20	Opportunity for observation (no class!)	
September 25	Assessment	Cunningham/Allington Ch. 6 Tompkins Ch. 3 Review Johns Due: Sections 4, 5, 6 in notebook
September 27	Writing Development Writing in L2	Cunningham/Allington Ch. 4 Gibbons Ch. 9
October 2	Writing and spelling	Tompkins pp. 126-137; 161-175
October 4	Structure of the English language; Fluency; Reading in L2	Tompkins Ch. 6 Gibbons Ch. 7
October 9	Planning, organizing, managing reading instruction; accommodating students with special needs	Cunningham/Allington Chs. 9, 10, & 11 Tompkins Choose either Ch. 10, 11, OR 12
October 11	Lesson planning; Differentiating	Cunningham/Allington Ch. 7 Gibbons Ch. 5 Due: Section 7 of notebook
October 16	Reading comprehension	Cunningham/Allington Ch. 3 Tompkins Ch. 8
October 18	Vocabulary development	Tompkins Ch. 7
October 23	Writers' Workshop and Literature Selection	Due: Bring rough draft of reading lesson plan Due: Notebook (all sections)
October 25	Closure	Due: Reading responses Due: Final draft of reading lesson plan