

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

EDMS 521 - Elementary Literacy

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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 tot he 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 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 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:

- Choate, J. (2000). *Successful Inclusive Teaching*. Allyn and Bacon (3rd edition)
- 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, 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.

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 .

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| • Attendance and participation | 20 points |
| • Resource Notebook Sections (10 sections) | 50 points |
| • Reading Strategy Lesson Plan | 15 points |
| • Interactive Journal | 15 points |

Grading

A	96–100
A-	90–95
B+	89-87
B	86-83
B-	80–82
C+	77-79
C	73-76
C-	70-73

ASSIGNMENTS:

Comment Cards/Quickwrites : It is expected that everyone will understand all the readings and will come to class prepared to discuss them. You will need to comment on the readings at least 10 times during the semester. Five of those times will be assigned and you will choose five. You should also be prepared to occasionally comment in class in the form of a quickwrite. Write at least 3 comments or questions from the readings for that session. **Do not summarize.** Please give thoughtful reactions, responses, and reflections. If the readings are from more than one book, try to comment on more than one book. We will use these as the basis of our discussion at the beginning of some classes. I will collect them at the beginning of each session and they should show that you have done the reading.

Field Observation form When you begin observing in your classrooms, take this form (attached to syllabus) and fill it out as you observe various aspects of language arts.

Reading Strategy Lesson Plan (Critical Assessment Task) You will write and present a reading strategy lesson plan for a small group or whole class activity that takes into account the needs for your students. They can be mini-lessons, direct instruction, inquiry, or any format you choose. This is also an opportunity to try a reading in the content areas lesson. Make your lesson active, interesting, fun and meaningful.

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

Bring enough copies for the cohort on the day you demonstrate your lesson.

Language Arts Resource Notebook--Part 1 (50 Pts)

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, p.39-45) and include additional sections on:

- A personal statement of your philosophy of the teaching reading and writing
- 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 – 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.
- An lesson 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.

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

You can choose how to organize this information in your notebook. 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 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.

Note: See www.ed.gov/free/ for free Educational Materials.

Reading Strategy Lesson Plan (Critical Assessment Task)

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 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?

Personal Statement of your Philosophy of Teaching Section 1

It is important before you begin teaching reading/language arts that you define what reading is and address literacy education. Your personal statement of your philosophy of teaching is an opportunity for you to find your own voice as a teacher and to begin to understand what you believe in and to analyze and reflect on how your beliefs and experiences will shape you as a teacher. For this section of the notebook, you can be as creative as you choose. Find a way to express your voice and your ideas. You can use icons, photos, poems, quotes and favorite storylines. Be individualistic and thorough as you explore who you are and what you believe. Here are some questions and ideas to help you get started.

Reflect on your own literacy development like an autobiography. Here are some kinds of questions you may answer as you reflect upon your own literacy development: How did you come to learn to read and write? What are your earliest memories of reading and writing? What books do you remember reading? What kinds of writing and reading did you engage in while learning? Did you have positive or negative experiences with reading and writing? Do you remember reading and/or writing at home before you started school? Who if anyone was important in developing your attitude toward reading and writing? What are your school memories of reading and writing? When and where did you read and write?

Define what literacy is and what it means to be literate in our society. Make sure to support your definition utilizing theory and research from class readings, texts, class activities and notes.

Discuss how your definition of literacy will impact your teaching instruction for now (teaching is a journey and you may change your position throughout your career).

Favorite Children's Books: This is meant to be the beginning of a reference list for you. Think back to your favorite children's books and what you remember about them. What books did you love to read? What books do you remember reading over and over again? What books helped you with difficult problems and issues?

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 day of absence, students will lose 6 points. Attendance will be taken during the first 5 minutes of class. 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 Outline
(Timeline Subject to Change pending “Teachable” Moments)

Date	Topic	Assignment
Session 1	A Balanced Approach	Tompkins Chap 1
Session 2	The Language of School/The Language of Learning	Gibbons Chap 1 & 2
Session 3	The Processes	Tompkins Chap 2 The English Language Arts Standards
Session 4	The Mother Tongue	Gibbons Chap 5 & 6
Session 5	Oral Language Development	Tompkins Chap 3 Gibbons Chap 3 & 4
Session 6	Reading in a Second Language	Gibbons Chap 7 & 8
Session 7	The Writing Process	Tompkins Chap 4 Gibbons Chap 9
Session 8	A Whole School Response	Gibbons Chap 10 The ELD Standards
Session 9	The Alphabetic Code	Tompkins Chap 5
Session 10	Concepts About Print	Johns
Session 11	Fluent Readers and Writers	Tompkins Chap 6
Session 12	Fluent Readers and Writers	Tompkins Chap 6
Session 13	Word Meanings	Tompkins Chap 7
Session 14	Comprehension	Tompkins Chap 8 Due: Reading Lesson Plan
Session 15	Structure of Text	Tompkins Chap 9 Due: Resource Notebook
Session 16	Closure	

Field Experience Observation Form

When you are observing/participating in classrooms **BEFORE** you begin student teaching, please look for and write down your observations of the following. Jot down brief notes about the kinds of activities teachers and students are engaged in. Be sure to write observations and not judgments. If you don't see something in your classroom, visit another. If you need more room, use another piece of paper or reproduce this as an electronic table, but please use the same headings.

<u>Topic</u>	<u>Date/time</u>	<u>Place</u> <u>School/grade/classroom</u>	<u>Activity</u>
Example: Phonics Instruction	9/7 9:00 – 10:00 AM	1 st grade monolingual Discovery Elementary	Making words activity Began word wall Teacher taught “B” sound Students wrote words beginning with B (This would also be phonemic awareness)
Phonemic Awareness			
Phonics Instruction			
Guided Reading			
Promoting oral language			
Writer’s Workshop			
Spelling Instruction/Assessment			
Reading Comprehension Instruction			
Diagnostic Strategies			
Intervention Strategies			
Content Reading Instruction			