CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION

EDMS 521
Elementary Literacy I (3 units)
CRN# 21348

Spring 2008
Tuesdays 5:30-8:15 (17:30-20:15)
University Hall 441

Instructor: **Vanessa Wierenga, Distinguished Teacher in Residence**
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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.

Students with Disabilities Requiring Reasonable Accommodations
Students with disabilities requiring reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). The 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, to ensure confidentiality, in a more private setting.

INFUSED COMPETENCIES
Authorization to Teach English Learners
In 1992, the College of Education voted to infuse Cross-cultural, Language and Academic Development (CLAD) competencies across the curriculum. The CLAD competencies are attached to the syllabus and the competencies covered in this course are highlighted.

Special Education
Consistent with the intent to offer a seamless teaching credential in the College of Education, this course demonstrates the collaborative infusion of special education competencies reflecting inclusive educational practices.

Technology
This course infuses technology competencies to prepare candidates to use technology, emphasizing use in both teaching practice and student learning.

All University Writing Requirement
Writing requirements for this class will be met as described in the assignments. Every course at the university, including this one, must have a writing requirement of at least 2500 words.

HONESTY, PLAGERISM, ELECTRONIC PROTOCOL
CSUSM Academic Honesty Policy
"Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original

work. All ideas or materials borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole."

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism
As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website http://library.csusm.edu/plagiarism/index.html. If there are questions about academic honesty, please consult the University catalog.

Electronic Communication Protocol
Electronic correspondence is a part of professional interactions. If you need to contact me, e-mail is often the easiest way to do so at bingalls@csusm.edu. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the College of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.
Things to consider:
- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?
In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

PREREQUISITE: Acceptance into the CSUSM College of Education

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 elementary and middle school classrooms.

California Teaching Commission Standards Alignment
The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subjects Credential. You will incorporate artifacts from this class into your final comprehensive portfolio. The following are the primary emphasis of 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

STUDENT LEARNING OUTCOMES

Teacher Performance Expectation (TPE) Competencies
Teacher Performance Expectations are standards for student teachers. 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 implement 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 the primary emphasis of this course:

TPE IA-Subject Specific Pedagogical Skills for Multiple Subject Teaching (field observations)
TPE 4-Making Content Accessible (reading strategy lessons)

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
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

(Bring to class each meeting.)

- Johns, J. (2000). *Basic Reading Inventory: Pre-primer through Grade Twelve and Early Literacy Assessments. 9th Edition.* Kendall-Hunt.
- Tompkins, G. E. (2006). *Literacy for the 21st Century: A Balanced Approach. 4th Edition.* Prentice Hall.
- Zarrillo, J. J. (2002). *Ready for RICA: A test preparation guide for California's Reading Instruction Competence Assessment.* Merrill Prentice Hall.(packaged as one).

COURSE REQUIREMENTS

✓ FIELD OBSERVATIONS (10 points)

Overview:

Field Observations show you have observed specific literacy strategies in the classroom; these strategies are related to RICA areas. Here is a list of RICA areas and the chapter in *Ready for RICA* in which you can read about them. In your Field Observations, show you have observed six (6) of the (9) topics listed.

EDMS 521
Ongoing assessment (Chapter 1)
Planning, organizing, managing reading instruction (Chapter 2)
Phonemic Awareness (Chapter 3)
Concepts about Print (Chapter 4)
Phonics Instruction (Chapter 5)
Spelling Instruction (Chapter 6)
Reading Comprehension – Narrative (Chapter 7)
Vocabulary Development (Chapter12)
Structure of the English Language (Chapter 13)

What To Do:

Below, see the Field Observation form; save it to your word processing program. Field Observations are typed on a word processor so that they can later be submitted electronically to Web CT 6 and to your TaskStream electronic portfolio.

Observe classrooms. In each Field Observation, write observations of lessons related to balanced literacy and the RICA content areas taught in EDMS 521. Write observations of the teacher and students in the "Activity" section and explain how each activity relates to a RICA area next to it. It is possible to observe more than one RICA topic in one observation.

Use this format when completing each observation (copy & paste in word processing document):

Your Name:	
Student's First Name:	
Topic of Lesson:	
Date/Time:	
Place (school/grade/classroom):	
RICA Area(s) Observed	
• Activity	• To what RICA area does this activity relate? Explain.

CHECKLIST (Field Observations)

1. _____ I have Field Observations related to six (6) topic areas found in ***Ready for Rica***. RICA topics were:

OBSERVATION NUMBER   RICA TOPIC
     a. _____   _____
     b. _____   _____
     c. _____   _____
     d. _____   _____
     e. _____   _____
     f. _____   _____

2. _____ I used the Field Observation form provided and word-processed them.

3. _____ I recorded observations in the "Activity" section and explained how they related to a RICA area.

4. _____ Each was thoughtful and thorough, ready to be posted to TaskStream.

✓ READING STRATEGY LESSON PLAN (20 points)

<u>Overview</u>:

In pairs, write and present a READING strategy lesson plan of no more than 15 minutes. Make it *active, interesting, meaningful and accessible* to diverse students. It can be a mini-lesson, direct instruction, inquiry, or any format you choose. Choose a reading standard for your grade level to guide your objectives. Sample lessons might include:

- Monitoring Reading or Comprehension
- Content area reading
- Phonics or 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

What To Do:

MY STUDENTS: Provide this information about your learners and lesson.

- Facts About Learners: Who are your students and how do they learn?
- Reading Strategy: What is the name of the reading strategy you plan to teach?
- Lesson Related Language Arts Reading Standard(s): See the California Department of Education Web Site (K-12)
- Lesson Objective(s): What you want students to be able to know and do?
- Lesson Assessment: Assessment should be directly related to lesson objectives.

INTO: Prior to the lesson, create conditions needed for all students to fully participate in the lesson. The INTO must include:

- Plans to motivate and engage the students in the lesson topic and objectives
- Plans to connect to students' experience, culture, and language
- Plans to make students aware of prior knowledge and experience relevant to topic
- Plans to build background knowledge needed to be successful in the lesson
- Plans to introduce key vocabulary

THROUGH: During the lesson, instruction must provide multiple and varied opportunities to learn the objectives. The THROUGH portion of lesson plan must include:

- Plans for how you assess students' comprehension of content and procedures and how you assess students' developing performance of key concepts and skills.
- Plans for explicit SDAIE instruction of the key concepts and skills incorporating modeling and student interaction
  - Your modeling must reach a variety of learning modalities and intelligences.
  - Use of a graphic organizer is recommended.
- Plans for shared instruction involving students in the key concepts and skill by following the teacher's lead.
  - When leading the shared experience, provide visual and vocal points of reference to ensure all students can follow you.
  - When taking turns with students, plan to deal with errors in student performance in constructive, positive, encouraging and motivational ways.
- Plans for guided instruction in which the teacher provides students hands-on activities for students to work with each other to practice key concepts and skills.
  - When guiding students' practice, plan to deal with errors in student performance in constructive, positive, encouraging and motivational ways.
  - Describe the hands-on activity in detail and how your students will be grouped while practicing.

BEYOND: After the lesson, give students opportunities to review and apply key concepts and skills learned. BEYOND includes:

- Plans to review the lesson concepts and skills immediately after the lesson and also in the following days/weeks.
    - o Opportunities for review should include a variety of modalities and intelligences.
- Plans to apply the key concepts and skill students learned in the lesson to other learning tasks.
    - o Opportunities for application should include a variety of modalities and intelligences.

CHECKLIST (Reading Strategy Lesson Plan)

1. _____ I used an appropriate writing strategy and the California Department of Education's standards for the appropriate grade level and cited them.

2. _____ I INTRODUCED my students and writing strategy at the beginning of my plan.

3. _____ My plan was active, meaningful, and accessible to all learners.

INTO was when   _____

THROUGH was when   _____

BEYOND was when   _____

4. _____ It was word-processed and thoughtful, ready to post to TaskStream.

✓ EMERGENT READER MINI-CASE STUDY (34 points)

Overview:
To gain professional experience in reading assessment and remediation, gather and analyze data about an emergent reader using emergent reader assessments. Write a 4-page paper to turn in to WebCT, and bring a hard copy to class to share in a round table discussion.

What To Do:
Assess:
Choose a child between the ages of 3.5 – 6 years of age who is NOT yet a reader.
1. Title the first page: **EMERGENT READER MINI-CASE STUDY**, and write a paragraph introducing the child using a pseudonym. Use the Johns text, part 3, "Early Literacy Assessments" to conduct the emergent reader assessments. Record the scores on the record booklet for each assessment. Place these in an appendix to be handed in with the paper. The 5 emergent reader assessments you will conduct are listed below:
- **Alphabet Knowledge** (Johns 463) – (Previous John's Edition 309-311)
- **Writing** (Johns 465) – (Previous John's Edition 314-317)
- **Literacy knowledge – Concepts About Print** (Johns 466) – (Previous John's Edition 313)
- **Phoneme Segmentation** (Johns 488) – (Previous John's Edition 322)
- **Auditory Discrimination** (Johns 486)

Analyze:
Use the Profile of an Emergent Reader and the Qualitative Analysis of Early Literacy Assessment Insights forms found in Johns 496 and 497 (Previous John's Edition 330 and 331) to help you analyze the data from the assessments.
2. Title the second page, **DATA ANALYSIS GRID**. All data will be entered on a grid and data analyzed. Your grid will look like this:

Assessments Administered	What I learned from the assessment data.	Patterns	Strengths (+) and/or Areas of Need (-)

3. Title the third page, **EMERGENT READER STRENGTHS**, and write a page describing the child's strengths as an emergent reader.
4. Title the fourth page, **EMERGENT READER NEEDS**, and write a page describing the child's areas of need as an emergent reader.

***Recommend*:**
Pick <u>one</u> of the needs you described on page four. Using class readings, search for ONE appropriate instructional strategy that could help the child develop as a reader. The instructional strategy you recommend MUST be ***research-based, specific, address the identified need, and utilize the student's strengths***. Cite your source, i.e. Tomlinson or Zarrillo.

5. Title the fifth page: **INSTRUCTIONAL STRATEGY,** and write a page describing the instructional strategy and explaining why you think it would help the child progress. Use the grid below for ideas.

6. **Appendix**: Include a hard copy of the Appendix with your case study (this must be turned into your instructor along with your case study pages 1-5). Your appendix includes all assessment forms and records that you used to conduct the Reader Mini-Case Study.

Opening sentence	I have decided to develop recommendations to address the student's literacy need of …
Topic sentence	The one specific recommendation that I have is the research-based instructional strategy of …
Describe the strategy	The way this instructional strategy works is …
Explain how it helps	This instructional strategy will help the student improve by… This instructional strategy taps the student's strengths by …
Overall conclusions about how you hope to see the child improve.	Overall, I recommend that this instructional strategy be used because… I believe that the emergent reader will…

CHECKLIST (Emergent Reader Mini-Case Study)

1. _____ I entitled the first page **EMERGENT READER MINI-CASE STUDY**, introduced the reader, and applied all five (5) Johns assessments.

2. _____ I attached assessments to the back of my Mini-Case Study as an **Appendix**.

3. _____ I analyzed the data. I entitled the second page **DATA ANALYSIS GRID** and completed all sections, the third page **EMERGENT READER STRENGTHS**, and the fourth page **EMERGENT READER NEEDS.**

4. _____ I made a recommendation based upon student need and strengths; I entitled the fifth page, **INSTRUCTIONAL STRATEGY** and cited a reference.

5. _____ My Mini-Case Study is thoughtful and professional, ready to post to TaskStream.

✓ **RICA GRIDS (Study Sheets) (5 grids = 3 points each)**

Overview:
These assignments show that you have done important readings for this course. They also provide you two things: a way to synthesize what you've read, and study aides for the RICA.

What To Do:
Complete the readings in *Ready for RICA* **(see course schedule)**; create a RICA Grid for five (5) of the RICA areas about which you've read. RICA Grids include information on:
(a.) the content area,
(b.) ways of assessing knowledge of the content,
(c.) ways to teach it, and
(d.) accommodations.

Course readings will give you most of what you need, but 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 section on accommodations for ideas on ways to support learners with special needs and second language learners. See **www.ed.gov/free/** for free Educational Materials.

CHECKLIST (RICA GRIDS/STUDY SHEETS)

1. _____ I selected five (5) of the RICA areas found in class readings (*Ready for RICA*).

2. _____ I copied the format for the RICA Grid (vertical or horizontal).

3. _____ I used course readings and the websites cited here to complete the five grids.

4. _____ My RICA Grids show I've completed the readings and am preparing for the RICA.

FOLLOW THIS FORMAT FOR RICA GRIDS:
RICA Analysis Sheet (SAMPLE)

Component	How to Assess	How to Teach it (Strategies)	Accommodations
Phonemic Awareness is the conscious awareness of words are made up of individual sounds—it is the awareness of the sounds of a language.	Phonemic awareness is assessed by finding out whether or not the student is capable of manipulating the language. For example; • I would ask a student to pick out the first sound or last sound of a word, • I would ask the student to identify, pronounce and blend sounds or a segment of a word, • I would ask students to identify sentences, words, or sounds to see if they are aware of the structure of a sentence. **Assessment Tools** 1.) The Yopp-Singer Test of Phonemic Segmentation	These are strategies that can be used to teach ELL and non-ELL students phonetic awareness, • Involve students in poetry, rhymes and songs of all types, • Use a chant to clap syllables in students' names, • Sort known objects or pictures into groups of similar sounds (Realia Cans), • Play a guessing game using picture cards and help the children to put together blends to make their guess, • Sing songs that allow children to replace sounds with other sounds, even to make nonsense words, • Read to your students.	For children with special needs I would use these strategies, • Specific skills instruction alongside a basal reading program. I would ask students what sounds they hear in certain words or what word would make sense in an empty space within a sentence. This strategy would allow me to assess student progress. • Great children's literature books including, nursery rhymes, alliterative books, picture books, rhyming books, repetitive pattern books, Dr. Seuss books, and alphabet books with word-picture formats, • Rhymes, chants, finger rhymes, manipulatives, games, role-playing,

			• Writing journals and quick writes (encourage invented spelling!), • Provide a print-rich environment including the use of Word Walls, • Rebus activities- when you replace a noun in a sentence with a picture of the noun. The student can then replace the picture with an invented spelling of the word

✓ **REFLECTIONS: Teacher Performance Expectations (5 points each)**

Overview:
EDMS 521 requires you address TPE 1A and 4 for your TaskStream electronic portfolio. To do this:

 a. Complete Field Observations and the Reading Strategy Lesson Plan. These serve as artifacts - evidence – to prove you have met the standards (TPE's).

 b. Write "Reflections" describing how your work is evidence of completing TPE's. Reflections are described below.

 c. Assigned TPE artifacts and Reflections must be submitted, responded to, and archived via TaskStream. The table below lists the TPE's and artifacts for 521 and 522.

 PLEASE NOTE: Credit for TPE Reflections is earned only after the TPEs are posted.

CLASS	TPE	ARTIFACT
EDMS 521	**1A**	**Field Observations**
	4	**Reading Strategy Lesson Plan**
EDMS 522	3, 8	Case Study

What To Do:
Your TPE "Reflections" should follow the format described below.

Paragraph 1: This is a descriptive paragraph. Describe the TPE in your own words. This is NOT a huge paragraph, it is more of a "summary in my own words"

Paragraph 2: This is an analysis/explanation paragraph. Analyze the artifact describing how it demonstrates your understanding of the TPE. Make explicit links between the artifact and the TPE.

Paragraph 3: This is a reflective paragraph. Please reflect on the "big picture," why this TPE is important to you as a teacher and to your students as learners.

The following link will take you to the CSUSM COE website where you find help creating your electronic portfolio and information on the required elements: http://lynx.csusm.edu/coe/eportfolio/index.asp The TaskStream home page link is where you register for TaskStream and work on your electronic portfolio: http://www.taskstream.com

CHECKLIST (2 TPE REFLECTIONS)

1. _____ In paragraph 1 of both Reflections for TPE 1A and 4, I summarized the appropriate Teacher Performance Expectation clearly.

2. _____ In paragraph 2 of <u>both</u> Reflections, I analyzed and explained how the artifact (Field Observations – TPE 1A & Reading Strategy Lesson – 4) demonstrates my understanding of the TPE.

3. _____ In paragraph 3 of <u>both</u> Reflections, I described why the Teacher Performance Expectation was important to me as a teacher and to my students as learners.

4. _____ My TPE Reflections are word-processed and posted them to TaskStream.

✓ PROFESSIONAL DISPOSTION (11 points)

<u>Overview</u>:
Grading in 521 includes a component of "professional disposition." Students in the College of Education conduct themselves in ways expected of those entering the profession. Disposition includes:
- General classroom attendance, promptness, and participation
- Attention to classroom discussion protocols
- Social and cooperative skills
- Attention to assignments (deadlines, quality, multi-tasking)
- General classroom demeanor
- Flexibility
- Openness to and enthusiasm for learning

<u>What To Do:</u>
To measure professional dispositions fairly, there is an "Exit Slip" each class session, asking you to respond to the day's learning and to grade yourself in professionalism. See the form below.

PROFESSIONAL DISPOSITIONS EXIT SLIP (521)

<u>Directions</u>: Print this form before coming to class; complete it at the end of each session. Answer questions 1.- 4., then choose *one* other question to answer. Turn it in each time.

1. Name: Date:	

2. Were you on time, as you would be as a teacher? *If not, why not?*	Yes No
3. Were you an attentive listener and an enthusiastic learner? *If not, why not?*	Yes No
4. Did you complete assignments or readings on time today? *If not, why not?*	Yes No

5. What did you learn this session?

6. How will you apply what you learned to your classroom?

7. Today's topic_____ is like _____(noun) because

8. How might we improve this lesson?

College of Education 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. *(Adopted by the COE Governance Community, December, 1997).* Attendance Policy:
Even if you notify the instructor, your absence is not excused.

Grading Policy

Come prepared to class; readings and homework assignments are listed on the dates on which they are to be completed.

Work is submitted on time. One grade level will be deducted for each class meeting for which it is late (e.g., an "A" assignment that is submitted one class session late will be marked down to a "B").

Proofread and edit word-processed assignments prior to submission. Hand-written work is not accepted. Ensure the text is error-free (grammar, spelling), and ideas are logically and concisely presented. All citations, where appropriate, use American Psychological Association (APA) format. Consult American Psychological Association (APA) Manual, 5th edition for citation guidance.

In order to earn a teaching credential from the state of California, you must maintain a B average (3.0 GPA) and cannot receive below a C+ in any course in your teacher education program.

COURSE REQUIREMENTS FOR 521

Number Required	Assignment	Due Date(s)	Points Possible
1-6	Field Observations	2/26; 3/11; 3/25; 4/15; 4/29	10
1	Reading Strategy Lesson Plan	Each Class	20
1	Emergent Reader Mini-Case Study	4/29	34
2	TPE Reflective Statements	3/11; 5/6	10
5	RICA Grids (Study Sheets)	2/26; 3/25; 4/15; 4/29	15
8	Professional Dispositions	Each Class	11

Total points for this course: 100 points

Grading Standards (Points)

		A	93-100	**A-**	90-92
B+	87-89	**B**	83-86	**B -**	80-82
C+	77-79	**C**	73-76	**C -**	70-72

COURSE SCHEDULE: EDMS 521, Spring 2008
Bring your books to class each session.
The instructor reserves the right to modify the schedule.

Date	Topic	Assignment
Session 1 January 22	Review syllabus Building Community Balanced literacy instruction	**BRING YOUR SYLLABUS!** Tompkins: Chapter 1
Session 2 January 29	Reading process Oral language, language acquisition *Emergent Reader Mini- Case Study*	Tompkins: Chapters 2, 9 Zarrillo: Chapter 1 Johns
Session 3 February 5	Reading instruction Phonemic awareness	Tompkins: Chapters 3, 4 Zarrillo: Chapters 3, 4
Session 4 February 12	Reading comprehension	Tompkins: Chapters 7, 8
Session 5 February 19	Phonics Spelling Fluency	Tompkins: Chapters 4, 5 Zarrillo: Chapter 5, 6
Session 6 February 26	Word recognition, spelling ***Evaluate Observations*** ***Evaluate RICA Grids***	Tompkins: Chapter 4, 5, 10 Zarrillo: 5, 6 Johns **DUE: Observation 1** **DUE**: **RICA Grid 1, 2**
Session 7 March 4	Guided practice Strategies Scaffolding	Tompkins: Chapters 7, 8 Zarrillo: Chapter 7
Session 8 March 11	Vocabulary Writing, word choice ***Lesson plan presentations, evaluations*** ***Evaluate TPE 4 Reflections***	Tompkins: Chapter 2, 6 Zarrillo: Chapter 11, 12 **DUE: Reading Lesson Plan** **DUE: TPE 4 Reflective Statement** **DUE: Observation 2**
Session 9 March 18	Technology in reading and writing Second grade reading ***Lesson plan presentations, evaluations***	Assigned Websites **DUE: Reading Lesson Plan**
Session 10 March 25	Writing Syntax Grammar ***Lesson plan presentations, evaluations***	Tompkins chapters: 1, 8 Zarrillo: Chapters 11, 13 **DUE: Observation 3** **DUE: RICA Grid 3** **DUE: Reading Lesson Plan**
Session 11 April 8	Visit the Baharona Center Primary language support	

Session 12 April 15	Emergent reader mini-case study workshop	Tompkins: Chapter 9 Zarrillo: Chapter 1, 14 Johns **DUE: Observation 4** **DUE: RICA Grid 4**
Session 13 April 22	Emergent reader mini-case study workshop	
Session 14 April 29	***Mini-case study round table discussions***	**DUE**: **Mini-Case Study** **DUE: Observations 5, 6** **DUE: RICA Grid 5**
Session 15 May 6	Preparing for RICA	**DUE**: **TPE 1A Reflection**
Session 16 May 13	Wrap Up	**DUE: Reflections posted to TaskStream**

SB 2042 - AUTHORIZATION TO TEACH 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)	I. Theories and Methods of Bilingual Education	I. The Nature of 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. Intra-group 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 both English language development and 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
I. Language Change		C. How teachers can use what they learn about their students (culturally responsive pedagogy)
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	III. Cultural Contact
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	A. Concepts of cultural contact
B. Psychological factors affecting first- and second-language development	B. Methods	B. Stages of individual cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	C. The dynamics of prejudice
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	**D.** Strategies for conflict resolution
E. Political factors affecting first- and second-language development	E. Technical concepts	IV. Cultural Diversity in U.S. and CA
		A. Historical perspectives
		B. Demography
		C. Migration and immigration

CALIFORNIA STATE UNIVERSITY SAN MARCOS
CONSENT TO PARTICIPATE IN RESEARCH

Dear Parents/Caretakers,

_____, a student teacher at California State University San Marcos, is enrolled this semester in a course that prepares our college students to assess their students' literacy levels and then design appropriate instruction that best addresses the needs of their students. One of the assignments for this class is a case study, which analyzes the literacy and learning practices of a student they are teaching. We are requesting permission to interview and observe your child for this purpose. The CSUSM student teacher will ask questions about the student's experiences with school and literacy and will evaluate the student's reading and writing skills. Reading will assessed by having the student read selected passages and answering comprehension questions. Writing will be assessed by having the student write a brief selection about a topic of interest to him/her. The CSUSM student teacher is not a reading or writing specialist and is not prepared to diagnose a student's difficulties. They will only gather information and look for patterns and areas of significance that can help them to be better teachers of students at the high school level.

There are no risks in this research greater than those involved in everyday classroom practices and assessment. The potential benefits to your child are that he/she gets individual attention and could receive helpful feedback for continued literacy development. Your participation will also help the teacher to better understand individual student needs and how to best teach to those needs.

Participation in this study is voluntary, and your child may withdraw from the study at any time without penalty. If your child does not participate in this study, his/her performance and grades at school will not be affected in any way. All identification from the data gathered will be blacked out so that your child will not be identifiable in the written analysis. All information gathered in this case study can be made available to you upon request. If you have further questions, please contact (instructor's name) at CSUSM (instructor's phone). This study has been approved by the Cal State San Marcos Institutional Review Board. Questions about your rights as a research participant should be directed to the Chair of the Board at (760) 750-8820. You will be given a copy of this form to keep for your records.

Check one:
_____I agree to participate in this research study. The experimenter has answered my questions.
_____I do not agree to participate in this research study.

_____
Participant's name (printed)   Participant's signature

_____   _____
Parent/Legal Guardian's signature   Date

_____
Researcher's Signature

CALIFORNIA STATE UNIVERSITY SAN MARCOS
PERMISO

_____

Estimados Padres o Encargada/o:

_____ es un estudiante de la Facultad de Pedagogía en la Universidad Estatal de San Marcos que cursa estudios para convertirse en maestra/o. Actualmente dicho estudiante está matriculada/o en un curso que prepara a futuros maestros en el campo de la evaluación. Parte de esta preparación incluye el evaluar a los niños en el proceso de la lecto-escritura. Uno de los trabajos que tienen que completar para recibir su título de maestro es de analizar las destrezas de lecto-escritura de los niños. Es por esta razón que usted recibe esta carta en la cual se solicita su permiso para que su hija/o pueda participar en esta actividad.

Nuestro estudiante universitario le hará preguntas a su hija/o con respecto a las experiencias que ha tenido su hija/o en la lectura y escritura, y evaluará estas destrezas. Para evaluar la lectura, su hija/o tendrá que leer un pasaje de un cuento y contestar algunas preguntas. Para evaluar la escritura, su hija/o tendrá que escribir un párrafo acerca de un tópico que le interese. El estudiante universitario no es especialista en lecto-escritura, solo recopilará datos que usará para analizar el nivel de aprendizaje de un niño. De esta manera, el estudiante universitario podrá aumentar su capacidad para entender mejor las necesidades en la lecto-escritura de los estudiantes.

En este studio no hay ningún riesgo previsible para su hija/o. Los beneficios de dicha evaluación podrían incluír ayuda especial para que su hija/o mejore su capacidad académica en la lecto-escritura. Su participación también podría ayudar a la maestra/o de su hija/o a entender mejor las necesidades en la lecto-escritura de los estudiantes.

La participación en este proyecto es completamente voluntaria, de tal manera que su hija/o podrá dejar de participar cuando quiera, sin ninguna consecuencia negativa. Su decisión de permitir o impedir que su hija/o participe no ejercerá ninguna influencia en sus calificaciones, el trato que recibe, o cualquier otro aspecto de su proceso escolar. Para asegurar confidencialidad total, todos los nombres de los estudiantes serán eliminados. La información recopilada estará a su disposición si desea verla. Si tiene preguntas o desea mayor información acerca de este estudio, por favor comuníquese con [instructor's name] en la Universidad Estatal de San Marcos, [instructor's phone number]. Este proyecto ha sido aprobado por la Junta Directiva Institucional (un comité universitario de protección a participantes en proyectos de investigación). Si tiene preguntas acerca de sus derechos como participante en esta investigación, puede dirigírselas al Presidente de la Junta Directiva, (760) 750-8820.

Se le otorgará una copia de este formulario.

Por favor marque uno:

_____ Doy permiso de que mi hija/o, _____,
participe en el estudio. Todas mis preguntas con respecto al estudio han sido contestadas.

_____ No doy permiso de que mi hija/o participle en el estudio.

_____
Nombre del participante (EN LETRA DE MOLDE)

_____
Firma del participante

_____
Firma del padre o encargada/o   Fecha

_____
Firma de la (del) investigador/a

CHECKLIST (Emergent Reader Mini-Case Study)

1. _____ I entitled the first page **EMERGENT READER MINI-CASE STUDY**, introduced the reader, and applied all five (5) Johns assessments.

2. _____ I attached assessments to the back of my Mini-Case Study as an **Appendix**.

3. _____ I analyzed the data. I entitled the second page **DATA ANALYSIS GRID** and completed all sections, the third page **EMERGENT READER STRENGTHS**, and the fourth page **EMERGENT READER NEEDS.**

4. _____ I made a recommendation based upon student need and strengths; I entitled the fifth page, **INSTRUCTIONAL STRATEGY** and cited a reference.

5. _____ My Mini-Case Study is thoughtful and professional, ready to post to TaskStream.

RUBRIC for Case Study

Emergent Reader Mini Case Study Rubric

Score of 4: *34 points*	Score of 3: *26 points*	Score of 2: *21 points*	Score of 1: *15 points*
The elements of the above checklist are included in the case study and are presented clearly: - The case study is well organized and flows logically. - The case study contains headings that separate and identify the necessary elements of the case study. - Each section of the case study data indicates that an analysis has been conducted. - Specific examples from the data are used in the analysis to provide elaboration. - The case study is very useful for instructional purposes and will support improved student achievement.	The elements of the case study are included and presented: - The case study flows fairly well, but with difficulties with flow of information. - The case study contains some headings, yet not all of the data is clearly separated. - An analysis has been done, but in general in nature and not specific enough. - Each section of the analysis contains some specific examples that support elaboration; however, some examples have not been provided. - The case study data is useful for instructional purposes but unclear about how it would support improved student achievement in literacy..	Most of the elements of the case study have been included: - The case is a little difficult to follow because of poor organization. - Items in the case study are not clearly labeled with information mixed together. - An attempt at analysis has been done; however, few examples are provided for elaboration. - Overall, the reader is unsure of exactly what has been done and what will be done for the student assessed. - The case study may be used for instructional purposes but does not support logical improvement in student achievement.	The case study is incomplete: - The case study is disorganized and difficult to follow. - Labeling is obscure and it is difficult to locate data in the case study. - It is unclear whether an analysis of the data has been done. - No elaboration has been provided as support. - The case study is not useful for instructional purposes.