CALIFORNIA STATE UNIVERSITY SAN MARCOS
COLLEGE OF EDUCATION

EDMS 521B (01): ELEMENTARY LITERACY I
SPRING 2007
ICP Cohort P1, CRN 22299

Wednesdays, 1:00 – 3:45   **University Hall # 442**
Instructor: Elizabeth Garza   **E-mail: egarza@csusm.edu**
Office Hours: Wednesdays 11:30 – 12:30, Thursdays 4:00 – 5:00, & by Appointment

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Mission of the College of Education at CSUSM.
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, Oct. 1997)
Authorization to teach English Learners. This credential program has been specifically designed to prepare teachers for 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 4205, and can be contacted by phone at (760) 750 – 4905, or TTY (760) 750 – 4909. Students authorized by SDD to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.
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.
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 assignments must be original work. All ideas/materials that are 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. Plagiarism or cheating is unacceptable under any circumstance. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website http://courses.csusm.edu/sthompsn/plagiarism/ about_site.html. If there are questions about academic honesty, please consult the University catalog. 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."

<u>Appeals</u>
Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any class. Disputes may be resolved informally with the professor, or through the formal grades appeal process. For the latter, consult Dr. Kelly, Associate Dean.

NOTE: Contract Negotiations

The instructor's union is in the midst of contract negotiations and there is a possibility of a work interruption. Updates on this situation will be provided throughout the semester.

COURSE DESCRIPTION

Official description from the course catalog: "The primary aim of this course is for students to develop a preliminary understanding of the theory, methodology and assessment of English Language Arts and second language learning in integrated and inclusive K-8 school classrooms. This course is aligned with the California 2042 standards."

Additional description: This course is Web Based Instruction Enhanced course using WebCT 6.

<u>Standards Alignment</u>:
The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subjects Credential. The following standards are a primary emphasis for this course:
3- Relationship between theory and practice   4-Pedagogical thought and reflective practice
5-Equity, Diversity & Access   7-Equity, Preparation to Teach Reading Language Arts

<u>Course Objectives:</u>
KNOWLEDGE - Teacher candidates will:
- Gain an understanding of how a first and second language is acquired.
- To understand the reading process and its relationship to thought, language and learning.
- Gain understanding of how to learn to read and write in first and second languages.
- 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 /writing behavior as basis for making instructional decisions.
- Translate the results of formal and informal assessment of children's reading and writing behaviors into instructional plan.
- 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.
- To appreciate the need and value of integrating reading writing into all curricular areas
- Affirm the importance of a rich environment for an effective language arts program.
- Develop a sensitivity to and appreciation for culturally and linguistically diverse learners.
- Develop a sensitivity to and appreciation for the importance of reading and writing for students' 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/her individual needs.

COURSE REQUIREMENTS

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 in all class activities. A t a minimum, a student 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).* **For every day of absence students will lose 5 points. Attendance at Web CT sessions counts the same as face to face class sessions.** Attendance will be taken during the first 5 minutes of class. Three tardiness or "early exits" will be the equivalence of an absence. A student missing 3 sessions will not receive any grade higher than a "B". Students missing more than 3 class sessions will not receive a passing grade.

Unique Course Requirements:
WEBCT6: This course is *Web Based Instruction enhanced using WEBCT*. On-line access and completion of web based assignments is required. The only exception is if student makes alternative arrangements with the instructor ahead of time. Students must follow guidelines for appropriateness in on-line discussions. You can find the site for this course at http:// courses.csusm.edu. Find WEBCT by going to Library page on CSUSM website & click WEBCT link in the upper right hand corner. TASK STREAM: This course requires students to use a Task Stream electronic portfolio. http://lynx.csusm.edu/coe/eportfolio/index.asp. This will take you to the CSUSM COE website where you can get help with how to create your electronic portfolio and information on the required elements. http://www.taskstream.com. This is the Task Stream home page where you will register for Task Stream and return to when working on your electronic portfolio.

Required Texts:
Students must bring to class the required texts listed in the readings for each session.

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).

Carmen Lomas Garza. Family Pictures / Cuadros de familia

Additional Texts:
Additional texts on-line will be assigned, such as the English Language Arts Standards, the ESL standards, as well as select websites and on-line articles.

Recommended Texts:

Schon, I. (1998). *Tito, Tito: Rimas, Adivinanzas y Juegos Infantiles, (2nd Edition).* León, Spain, Editorial Everest.

Grading Standards:

The following grading scale will be used. *Note: The College requires completion of this course with a C+ or higher in order to meet credentialing requirements.*

93-100 points	A	88-89 points	B+	75-79 points	C+
90-92 points	A-	83-87 points	B		
		80-82 points	B-		

Assignment Point Values:

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 **submitted to WebCT** on the due date. **Assignments not submitted on due date will lose 10 % of earned credit per day. TPE Task Stream assignments that do not receive "This TPE is done," by the due date for completing revisions will receive NO points.** Assignments should be typed and double-spaced with the exception of Task Stream reflections, WebCT discussion board submissions and Field Observations.

- RICA Content Area "Field Observations"   16 points
- Reading Strategy Lesson Plan   24 points
- Reading Strategy Lesson Plan Presentation   10 points
- Emergent Reader Mini-Case Study   24 points
- TPE 1a-Reading Task Stream Reflection & Artifact   8 points
- TPE 4 Task Stream Reflection & Artifact   8 points
- All WebCT Discussion Boards   10 points
- Attendance: 5 points are deducted each class session a student is absent
- Multicultural/Multilingual Literacy Options: A total of 10 points can be earned by attending and writing a reflection on an "options" event approved by the instructor.
- RICA Study Sheets: place the key terminology in each column

Descriptions of Assignments

- **Assignment Description: RICA "Field Observations" (Task Stream Artifact)**

In the Literacy courses EDMS 521 and EDMS 522, you will complete 13 Field Observation (FOB) forms. Each FOB topic is related to a RICA area. Find the list of FOB topics listed in the table below under the title of the literacy course you are taking this semester and complete one FOB form for each topic. Your observations should be written on the left hand side of the FOB form and your reflections should be written on the right hand side of the FOB form. Please make sure to reserve your judgments, opinions, and evaluations for your reflections. On the next page you will see the FOB form with a brief example. Replicate the FOB form on your computer and typed them in size 10, Times New Roman font. Compile all FOB forms into one document file.

RICA Field Observations for EDMS 521		RICA Field Observations for EDMS 522
Phonemic Awareness		
Concepts about Print		Content Area Literacy
Phonics Instruction		Independent Reading
Spelling Instruction		Literacy Assessment
Comprehension – Narrative		Comprehension –Expository
Supporting Reading through Oral and Written Language		Literary Response and Analysis
Vocabulary Development		
Structure of English Language		

FIELD OBSERVATION FORM
SAMPLE

Topic: RICA 5, Phonics	Date: 9/7/98
Grade Level: Kindergarten	Additional Descriptors: SEI class
Activity:	Reflective Notes to Myself
Teacher taught "B" sound using alphabet cards and the pocket chart. Students wrote words beginning with B then illustrated the following – bird, ball, balloon, and boat.	The teacher did a good job being inclusive with all students. Accommodations were made for second language learners when the teacher used some words that were close cognates (ball-bola) to help the students make connections. I noticed that one of the children who has trouble focusing was seated next to the teacher. She was very effective in selecting children to participate in order to ensure that the students did not get out of hand. I would modify this lesson in order to help English learners by using some cognates in Spanish and showing the students how the beginning sounds work in their language.

- **Assignment Description: WEBCT Discussion Boards**

Students engage in Discussion Board conversations on WebCT. The *only* exception is if a student makes alternative arrangements with the instructor *ahead of time before the first WebCT assignment is due.* Students must follow guidelines for appropriateness in on-line discussions. See "Guidelines for On-Line Discussions" below. All WEBCT discussion board assignments are due on the due date indicated in the syllabus. Failure to attend a WebCT discussion by the due date is counted as an absence. For each Discussion Board Assignment, you *must first read the required material and respond to the professor's prompt/question. Then you must read and respond to at least 2 other students* who have contributed to the discussion. Each entry will be evaluated for quality of thought in response to the prompt, including referencing required reading material as well as referencing personal experience and for quality of contribution to the overall discussion.

Guidelines for On-Line Discussions

Electronic correspondence is part of your professional interactions. All electronic messages should be crafted with professionalism and care. They are a very specific form of communication, with their own form of nuances and meaning. For instance, messages sent in all upper case letters, with major typos, or in slang often communicate more than the sender originally intended. Please be mindful of all messages you send, to your colleagues, to faculty members in the CoE, and to persons within the greater educational community. The core rules of "Netiquette" are described at the following link: http:// www. albion.com/netiquette/corerules.html. If there is ever a concern with an electronic message sent to you, talk to that person face-to-face to correct any confusion. 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?

- **Assignment Description: Reading Strategy Lesson Plan (Task Stream Artifact)**

In pairs, you will write and present a Reading Strategy Lesson Plan that is active, meaningful and accessible to diverse students. Your presentation will be evaluated based on the following criteria:

- **Presenters collaboratively teach the "THROUGH" of the written lesson plan**
- **demonstrate quality direct instruction of reading comprehension strategy**
- **demonstrate quality shared instruction of reading comprehension strategy**
- **demonstrate quality guided practice activity of reading comprehension strategy**
- **demonstrate quality accommodations for English Learners throughout**
- **A graphic organizer is used effectively**

Use the lesson plan guide below to write your entire Reading Strategy Lesson Plan:

READING STRATEGY LESSON PLAN GUIDE

Facts About Learners: Write a BRIEF description of your students as learners.
The Reading Strategy: Write the ONE reading comprehension strategy you teach.
English Language Arts Standard: Write ONE standard your lesson teaches.
Lesson Objective: Complete this sentence frame: *Our students will use the _____ strategy to improve their reading comprehension while reading the children's story titled _____.*
Lesson Assessment: Write 3 criteria that you plan to use to evaluate student's performance.
- **Students will be able to _____**
- **Students will be able to _____**
- **Students will be able to _____**

INTO:
Write what you plan to do **before** your direct instruction to prepare students.
- We interest students in the topic by_____
- We relate the topic to students' lived experience by _____
- We activate students' prior knowledge related to the reading strategy by_____
- We build the needed background knowledge for the lesson by _____
- The three key vocabulary words we introduce are _____

THROUGH:
Write what you plan to do **during** your direct, shared and guided instruction.
- We model the reading comprehension strategy by _____
- We make sure EL students understand our modeling by _____
  - Use of a graphic organizer is recommended.
- We do shared activity of _____
- We make sure EL students fully participate in shared activity by _____
  - Use of the same graphic organizer is recommended.
- We do guided practice with the hands-on activity of _____
  - Use of the same graphic organizer is recommended
  - Describe how students will be grouped

BEYOND:
Write what you plan to do **after** practice so students can review and apply the reading strategy.
- We review the 3 vocabulary words and the use of the reading strategy by _____
- We help students apply the reading strategy beyond this lesson by _____

- **Assignment Description: Emergent Reader Mini-Case Study**

Choose a child between the ages of 3.5 – 5.5 years of age who is NOT yet a reader. You will gather and analyze data using emergent reader assessments. Use the JOHNS text, part 3, "Early Literacy Assessments" to conduct the emergent reader assessments. Record the scores on the record booklets for each assessment. Place these in an appendix to be handed in to the professor on the due date for the paper. Administer the 5 emergent reader assessments listed below:

- Alphabet Knowledge
- Writing
- Literacy knowledge
- Wordless picture reading
- Auditory discrimination

You will write a 5 page paper that describes the emergent reader's strengths & needs and that explains an appropriate instructional strategy for helping the child to develop as a reader. Use the Mini-Case Study Guide below to write your paper.

EMERGENT READER MINI-CASE STUDY GUIDE

PAGE 1
Write the title "EMERGENT READER." Write a brief introduction that describes the child. Be sure to use a pseudonym for the child and not the child's real name.
PAGE 2
Use the assessment data to complete the "Profile of an Emergent Reader." This profile is page 2.
PAGE 3
Write the title "EMERGENT READER STRENGTHS." Write a description of the child's strengths using the data from the assessments to support your statements.
PAGE 4
Write the title, "EMERGENT READER NEEDS." Write a description of the child's needs using the data from the assessments to support your statements.
PAGE 5
Write the subtitle, "INSTRUCTIONAL STRATEGY FOR EMERGENT READER." Use the graphic organizer below to write a description of one instructional strategy that you would use to help the child develop as a reader. The instructional strategy MUST be research based, specific, and address at least one of the student's identified needs.

Opening sentence	The instructional strategy I chose will address the student's literacy need of _____.
Topic sentence	The one specific, research-based instructional strategy I recommend is called _____.
Describe the strategy	The way this instructional strategy works is…
Explain how it helps	This instructional strategy will help the student improve 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 grow in the following ways…

- **Assignment Description: Teacher Performance Expectations & Task Stream:**

The table below lists each elementary literacy course and their required TPE's and artifacts.

CLASS	TPE	ARTIFACT
EDMS 521	1A	Field Observations
EDMS 521	4	Literacy Strategy Lesson
EDMS 522	3	Case Study: Assessment Sections
EDMS 522	8	Case Study: Introduction to Student

The courses in Elementary Literacy EDMS 521 and EDMS 522 require that you address a total of four (4) TPE's for your Task Stream electronic portfolio. You will address these by completing course assignments that serve as artifacts for the TPE's and by writing "reflections" about TPE's. The assigned TPE artifacts and reflections must be submitted, responded to, and archived via Task Stream. **Any student having difficult with access to Task Stream must make arrangements with the instructor *BEFORE* the first Task Stream Assignment is due or will lose 8 points for each TPE not submitted.** Use the following format for the TPE reflections:

TPE Reflection Format
- TPE reflection, Paragraph 1
  Describe the TPE. Describe all that is involved in this important area of teaching.
- TPE reflection, Paragraph 2
  Explain the artifact. Explain what you did in the artifact. Explain how your artifact demonstrates what you know about this TPE.
- TPE reflection, Paragraph 3
  Reflect on the importance of the TPE to you as a teacher. How will your understanding of this TPE help you to be a better teacher? help your students to be successful?

In EDMS 521, you must complete TPE 1a-Reading by writing a reflection and by attaching the required artifact by the due date. Then, you must revise the reflection for TPE 1a-Reading by the due date for completing all revisions. The artifact for TPE 1a-Reading is all Field Observations conducted for EDMS 521 compiled into one file and attached to the TPE on the Task Stream electronic portfolio.

In EDMS 521, you must complete TPE 4 by writing a reflection and by attaching the required artifact by the due date. Then, you must revise the reflection for TPE 4 by the due date for completing all revisions. The artifact for TPE 4 is the Reading Strategy Lesson Plan created for EDMS 521 and attached to the TPE on the Task Stream electronic portfolio.

- **Options Multicultural/Multilingual Literacy Events:**
(10 points extra credit)
You may earn up to 10 points extra credit for attending any of the multicultural/multilingual event options shared by the professor in class. In order to receive credit, you must attend the whole event and submit one, full page written reflection that is double spaced and uses size 10, Times New Roman font. The reflection must (1) reflects on your experience at the event sharing your feelings, thoughts, insights, anything you learned and (2) reflect on the implications of that experience for you as a developing educator. Your reflection must do both for you to receive the extra credit.

- **RICA STUDY SHEETS (Quiocho, 2000)**

It is highly recommended that you complete a RICA study sheet for each of the RICA areas covered in the course. We will have a RICA study session at the end of the course. RICA study sheets include information on (a) what the content area is about, (b) ways of assessing it, (c) ways of teaching it, and (d) accommodations. Besides the course readings, Dr. Alice Quiocho's web site can also serve as a resource. The address is: http://www.csusm.edu/Quiocho. Click on "reading instruction portfolio." See the section on accommodations for ideas on ways to support second language learners. Note: See **www.ed.gov/free/** for free Educational Materials.

It is also highly recommended that students attend a RICA test preparation workshop offered by Dr. Alice Quiocho. The Extended Studies Catalog lists dates and prices of test prep workshops.

Component	How to Assess	How to Teach It (Strategies)	Accommodations

COURSE SCHEDULE

The instructor reserves the right to modify the schedule for teachable moments.

Date	Topic	Readings
Session 1 January 24	Planning, Organizing, Managing Balanced Literacy Instruction TPE 1a-Reading Reflection	Tompkins chapter 1 & 2 On-line ELA standards
Session 2 January 31	Reading comprehension- narrative L2 reading, language acquisition Family Stories	Tompkins chapter 7 & 8 Family Pictures/Cuadros de familia Zarrillo
Session 3 February 7 **WEBCT**	Emergent and Beginning Readers CAP Phonemic awareness	Tompkins chapters 3 & 4 JOHNS "Early Lit. Assessments" Zarrillo **DUE: WebCT Dcssion Board**
Session 4 February 14	Phonics, Word Recognition & Identification, Fluency	Tompkins chapters 4 & 5 Zarrillo
Session 5 February 21	Narrative Vocabulary Spelling & Word Study	Tompkins chapters 4 & 6 Zarrillo
Session 6 February 28	The structure of the English language TPE 4: Access Reflection	Tompkins chapters 1 & 8 Zarrillo
Session 7 March 7	*Lesson plan presentations*	**DUE: Reading Lesson Plan DUE: TPE 4 "reflection"**
Sess. 8 March 14 **WEBCT session only**	WebCT Discussion Board, website investigations & evaluations	Websites on-line **DUE: WebCT Dcssion Board**
Session 9 March 21	Literacy Assessment & data analysis	Tompkins chapter 9 JOHNS, Zarrillo **DUE: Evaluation of Web Site**
3/26 – 3/30	SPRING BREAK	SPRING BREAK
Session 10 April 4	Supporting Reading through Oral Lang. & English Learners Visit: Baharona Centr in Kellog Lib.	Zarrillo
Sess. 11 April 11 **WEBCT session Only**	WebCT Discussion Board Recommendations for research-based reading instructional strategies	**DUE: Field Observations DUE: TPE 1a "Reflection" DUE: WebCT Dcsssion Board**
Session 12 April 18	Mini-Case Study Workshop	
Session 13 April 25	Writing w/ early readers, Basal worksheets, interaction & constrction	Tompkins Chapters 2 & 3 Zarrillo
Session 14 May 2	*Mini-Case Study Poster Session*	**DUE: Mini-Case Study**
Session 15 May 9	Preparing for RICA Workshop	Zarrillo **DUE: All Task Stm Entries must be "done" to receive pts.**

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 <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
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

TPE 1A: Teaching Reading-Language Arts in a Multiple Subject

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in English-Language Arts (K-8). They understand how to deliver a comprehensive program of systematic instruction in word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies and applications; written and oral English Language conventions; and listening and speaking strategies and applications. They know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards. Candidates create a classroom environment where students learn to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts. They understand how to make language (e.g., vocabulary, forms, and uses) comprehensible to students and the need for students to master foundational skills as a gateway to using all forms of language as tools for thinking, learning, and communicating. They understand how to use instructional materials that include a range of textual, functional and recreational texts and how to teach high quality literature and expository text. They understand that the advanced skills of comprehending narrative and informational texts and literary response and analysis, and the creation of eloquent prose, all depend on a foundation of solid vocabulary, decoding, and word-recognition skills.

Candidates teach students how to use visual structures such as graphic organizers or outlines to comprehend or produce text, how to comprehend or produce narrative, expository, persuasive and descriptive texts, how to comprehend or produce the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English-language conventions. They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts taught directly, and how to determine the effectiveness of instruction and students' proficiency after instruction.

TPE 4: Making Content Accessible

Candidates for Teaching Credentials incorporate specific strategies, teaching/instructional activities, procedures and experiences that address state-adopted academic content standards for students in order to provide a balanced and comprehensive curriculum. They use instructional materials to reinforce state-adopted academic content standards for students and they prioritize and sequence essential skills and strategies in a logical, coherent manner relative to students' current level of achievement. They vary instructional strategies according to purpose and lesson content. To meet student academic learning needs, candidates explain content clearly and reinforce content in multiple ways, such as the use of written and oral presentation, manipulatives, physical models, visual and performing arts, diagrams, non-verbal communication, and computer technology. They provide opportunities and adequate time for students to practice and apply what they have learned. They distinguish between conversational and academic language, and develop student skills in using and understanding academic language. They teach students strategies to read and comprehend a variety of texts and a variety of information sources, in the subject(s) taught. They model active listening in the classroom. Candidates encourage student creativity and imagination. They motivate students and encourage student effort. When students do not understand content, they take additional steps to foster access and comprehension for all learners. Candidates balance instruction by adjusting lesson designs relative to students' current level of achievement.