

California State University San Marcos
College of Education
EDMS 521 – Elementary Literacy I
Fridays, 8 – 2:15 UH 443

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This course is Web Based Instruction enhanced using WebCT and can be found at:
<http://courses.csusm.edu>

NOTE: On line access/work for web based instruction portion of the course is required.

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, October 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.

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 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 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

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 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.
- 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 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/her individual needs.

REQUIRED TEXTS

Echevarria, J., Vogt, M., & Short, D.(2004). *Making Content Comprehensible for English Language Learners: The SIOP Model*. Allyn and Bacon.

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

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.

Field Observations and TPE Reflection 35 points
Reading Strategy Lesson and TPE Reflection 35 points
Emergent Reader Mini-Case Study 30 points

WebCT sessions count the same as face to face class sessions. For every WebCT session that a student fails to complete WebCT assignments during the same week, a student will lose 6 points.

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

TEACHER PERFORMANCE EXPECTATIONS (TPE) COMPETENCIES

EDMS 521 and 522 require that you address TPE's for your Task Stream Electronic Portfolio. You will address these by completing course assignments, then writing summary reflections to be submitted, responded to, and archived via Task Stream.

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

Checklist for Literacy TPEs:

Is your submission between 250 – 300 words?

Paragraph 1:

Did you provide a brief, comprehensive summary of the TPE?

Paragraph 2:

Did you explain how the artifact demonstrates your understanding of the TPE?

<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.

ASSIGNMENTS

Field Observations (35 points)

Observation Guides

When you are observing/participating in classrooms before you begin your student teaching, please look for and write down your observations in the following areas. Jot down brief notes about the kinds of activities teachers and students are engaged in and your own reactions. Be sure to write observations and not judgments.

Example:

Observation: Teacher taught “B” sound. Students wrote words beginning with “B”.

Judgment: Teacher did a good job teaching “B” sound.

Please note: If you don’t see something in your classroom, visit another class or grade level.

For each observation topic you MUST include: Topic, Date/Time, Place, (school/grade/classroom), Activity, Reflective notes. You should use the form provided.

Example:

Topic: Phonics Instruction

Date/Time: 9/7/98, 9:00 – 10:00 am

Place: Discovery Elementary, Monolingual, 1st grade

Activity: 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.

Reflective Notes: 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.

Please do one field observation each of the following RICA areas:

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

FIELD OBSERVATION FORM

Topic:	
Date/Time:	
Place:	
Activity:	Reflective Notes to Myself

Reading Strategy Lesson Plan (35 points)

You will write and present a reading strategy lesson plan. Make your reading strategy lesson active, interesting, meaningful and accessible to diverse students. Your reading strategy lesson plan will need to follow the guidelines in the following reading lesson plan guide.

WRITING LESSON PLAN GUIDE

Facts about my learners

Who are my students and how do they learn? (If you do not know who your specific students are, consider the following: 25 students, including 10 ELL, 2 other students with IEPs for language processing, and 1 student whose IEP is for GATE.)

Language arts reading standard(s)

Choose a standard for grade level between kindergarten and 2nd grade.

Lesson Objective(s)

Assessment: How will you know that your students understand? The assessment should be directly related to the objectives. For a reading strategy lesson, you will want to use a checklist of observable behaviors that you want the reader to demonstrate when s/he is successfully using the strategy.

INTO: Anticipatory Set

How will I motivate and engage my students?

What activities will I use to tap the prior knowledge of my students about this reading strategy?

How will I introduce key concepts/vocabulary?

Throughout the lesson, I indicate how I scaffold to ensure access for all students.

THROUGH: Process/Steps of Instruction and Assessment

Describe the step-by step process you will use to teach this lesson. Include questions you will ask and even dialogue of what you might say. This part of the lesson should be comprehensive enough that someone else could pick it up and teach the lesson. It is almost like a script. When you are actually teaching, you will not necessarily write such detailed lessons, but rather a guide of what you are teaching. However, for the purposes of practicing reading lessons and thinking them through, you need to include details so that I can see your thinking and instructional actions.

Throughout the lesson, I indicate how I scaffold to ensure access for all students.

Be sure to include the following:

1. Modeling
2. Activities that get the children involved
3. Interaction (student to student)
4. Guided practice
5. Review of key concepts

BEYOND:

How will you provide opportunities for students to apply and reinforce what they have learned in this lesson?

Emergent Reader Mini-Case Study (30 points)

You will write a 4 paragraph paper and create a poster session to share with your peers based on the data gathered from your mini-case study of an emergent reader.

Assess: Choose a child between the ages of 3.5 – 6 years of age who is NOT yet a reader. *Write a brief paragraph introducing your child.* Use the Johns text, part 3, Early Literacy Assessments to conduct the following assessments of the emergent reader. Record the reader’s scores on the record booklet for each assessment. Place these in an appendix to be handed in with the paper.

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

Analyze: Use the Profile of an Emergent Reader (pg 496) and Qualitative Analysis of Early Literacy Assessment Insights (pg 497) to help you analyze the data from the assessments What appear to be the emergent reader’s strengths? *Write a well developed paragraph describing the child’s strengths as an emergent reader.* What appear to be the child’s areas of need? *Write a well developed paragraph describing the child’s areas of need as an emergent reader.*

Recommend: You need to pick one of the needs you described. Using your class notes and readings, you will search for ONE appropriate instructional strategy that could help the child to develop as a reader in the area of need that you have identified. The instructional strategy that you recommend MUST be research based, specific, address the identified need, and utilize the student’s strengths. *Write a well developed paragraph that describes one recommendation.* Use the following graphic organizer.

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 recommended instructional strategy	The way this instructional strategy works is...
Explain how the recommendation will help student improve in area of need	This instructional strategy will help the student improve by...
Explain how 1 st recommendation will tap student’s strengths	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...

RICA STUDY SHEETS

It is highly recommended that you complete a RICA study grid for each of the RICA areas covered in the course. We will have a RICA study grid share out session at the end of the course. RICA study grids 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 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.

RICA STUDY SHEET (Quioco, 2000)

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

COURSE SCHEDULE

The instructor reserves the right to modify the schedule.

Date	Topic	Readings
Session 1 January 20	Balanced literacy instruction TPE 1a Reading assessment/ CAP	Tompkins chapter 9 & 3 Echevarria chapter 1 & chapter 2 Johns
Session 2 January 27 WebCT	L2 acquisition & L2 reading Comprehensible Input Building Background	Tompkins chapter 1 & chapter 2 Echevarria chapter 3 & chapter 4
Session 3 February 3	Reading comprehension- Narrative Reading Strategy Lesson Plan TPE 4	Tompkins chapter 7 & chapter 8 Echevarria chapter 5 & chapter 6 Johns
Session 4 February 10 WebCT	Phonics & spelling Practice & lesson delivery	Tompkins chapter 4 Echevarria chapter 7 & chapter 8 Johns
Session 5 February 17	Word recognition & identification Running records & fluency	Tompkins chapter 5 Johns
Session 6 February 24 WebCT	Structure of English Basal readers	Tompkins chapter 1 & chapter 10 Echevarria chapter 9 & chapter 10
Session 7 March 3	Vocabulary development Reading Lesson Plan Share Out	DUE: Reading Strategy Lesson Plan
Session 8 March 10	Mini-Case Study poster presentation RICA study session	DUE: Emergent reader mini-case study DUE: Field Observations DUE: RICA Study Sheets

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: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments:
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.