

California State University San Marcos
College of Education
EDMS 522 – Elementary Literacy II
Poway Cohort – Wednesdays 8 – 2:15

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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, 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 522, 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:

- 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

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

Culham, Ruth. (2003). *6+ 1 Traits of Writing: The Complete Guide Grades 3 and Up*. Scholastic.

Johns, Jerry. (2000). *Basic Reading Inventory: Pre-primer through Grade Twelve and Early Literacy Assessments. 9th Edition*. Kendall-Hunt.

Tompkins, Gail 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	20 points
Writing Strategy Lesson	35 points
Literacy Case Study (TPE 3 and TPE 8)	45 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 (20 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

Writing Strategy Lesson Plan (35 points)

You will write and present a writing strategy lesson plan. The Bilingual cohort may create a bilingual lesson. Make your writing lesson active, interesting, meaningful and accessible to diverse students. Your writing strategy lesson plan will need to follow the guidelines in the following writing 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 writing standard(s) (this may be a Spanish Language Arts Standard)

Choose a standard for grade level between 2nd and 7th grade.

Lesson Objective(s)

Assessment: How will you know that your students understand? The assessment should be directly related to the objectives. For a writing lesson, you will want to use a writing rubric specific to the particular genre of writing.

INTO:

Anticipatory Set

How will I motivate and focus my students?

What activities will I use to tap prior knowledge and engage all students?

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 writing lessons and thinking them through, you need to include details so that I can see your thinking and instructional actions.

Be sure to include the following:

1. Modeling
2. Guided practice/progress monitoring
3. Independent practice
4. Closure

BEYOND:

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

Literacy Case Study (TPE 8) and (TPE 3) (45 points)

The Literacy Case Study has several sections. The first two sections together serve as the artifact for TPE 8. The ENTIRE Literacy Case Study serves as the artifact for TPE 3. The student you choose must already be reading. It is recommended that s/he be in the upper elementary grades and be reading below his/her current grade level. You will need to conduct a wide variety of informal assessments, which may take several sessions with the child. Then, you will analyze the data that you have gathered and determine literacy strengths and needs. Next, you will develop appropriate recommendations and apply one in an instructional plan. It is recommended that you record all the student's oral responses on tape. If the child is getting tired, stop the assessment and pick up another day.

Learning about your student: (TPE 8 artifact) You will write a well developed paragraph in which you describe what you have learned about the student. Your paragraph must include the following:

First, introduce the student and be sure to use a pseudonym.

Next, describe FOUR aspects of the student's life- from the TPE 8 list below. Next, explain where and how you as a teacher can gather this information.

Finally, explain how this information is important and useful to you as a teacher.

TPE 8 list

- “Prior mastery of academic language abilities, content knowledge, skills”
- “student's abilities, ideas, interests, and aspirations”
- “student's parents/family”
- “student's gender”
- “students health”
- “student's need for specialized instruction”
- “student's physical disabilities, learning disabilities”
- “student's giftedness”

Reading interview: (TPE 8 artifact) Use the Reading Attitude Survey (RAS) that is distributed by the instructor. Administer the survey and note student responses. Write a well developed paragraph(s) which identifies 3 important findings you made about the reader from the interview. Support each finding with the data from the interview. Use the graphic organizer below.

Topic Sentence	The three most significant findings I made during the RAS are...
Describe 1 st finding	The first finding I made was...
Supporting data	The data from the interview that supports this finding was...
Describe 2 nd finding	The second finding I made was...
Supporting data	The data from the interview that supports this finding was...
Describe 3 rd finding	The third finding I made was...
Supporting data	The data from the interview that supports this finding was...
Overall conclusions about the reader	Overall, I learned from the reading interview that this reader...

Writing assessment: Obtain a writing sample from the student and include it in the appendix. Have the child write about a favorite topic. Then, analyze the writing sample using the 6 traits of writing and write a well developed paragraph(s) which summarizes the information that you learned from the child’s writing sample in each of the 6 traits of writing:

Ideas	Clear messages, main points, sufficient detail, development, unity of content, information marked by insight, logical
Organization	Arrangement, beginning-middle-end, recognizable skeletal structure, sequence or order, shape, transitions hold ideas together
Voice	Connection to the reader, imprint of self, point of view, attitude, the sound, tone, topic brought to life, writer’s personality, style
Sentence fluency	Sentence variety, rhythm, cohesive sentences, modification, readability, and flow of words
Word choice	Appropriate number of words, connotation and denotation, types of words (precise, colorful, striking, memorable, quotable, fresh)
Conventions	Adherence to standard forms, capitalization, punctuation, grammar, spelling, legibility, format, spacing

Oral Language Assessment: Analyze a sample of the student’s oral language using the rubric. Have the child talk about a favorite topic, transcribe what s/he says and then analyze their speech using the rubric. Write a well developed paragraph summarizing the information that you learned from the child’s oral language sample in each of the areas of the rubric:

Aspect of Oral Language	Score of 0	Score of 3	Score of 5
Fluency	Sentences incomplete	Repetitive and/or awkward sentences	Appropriate variety of sentence structures
Grammar	Incomplete, incorrect conjugations, lack of agreement verb/noun	Most verbs correctly conjugated, may be non-typical but correct	Correct verb and agreement, Conventional
Content	Does not talk about one idea, relate words to a topic	Most of the sentences are related to topic, may stray off topic onto unrelated tangents	All words, sentences and ideas describe and develop the main topic
Clarity	Requires lots of clarification to be understood	Begins to include details for who, what, where, when but still needs clarification	Provides sufficient details for who, what, where, when to be fully understood
Vocabulary	Does not use the name of objects, ideas, has no descriptive vocabulary	Repeats the same words and names; lacks variety and precision of descriptive words	Rich descriptive words; appropriate names for objects, ideas, feelings; precision and variety
Delivery	Speaker unaware of audience	Speaker uses eye contact, and most of the time uses appropriate intonation and expression.	Speaker seeks to engage the audience. Speaks with confidence, appropriate intonation, and expression.

Reading Assessment: The Informal Reading Inventory (IRI) has 3 parts. After doing all the parts you must write one summary paragraph describing what you learned about the reader through the IRI assessment.

- **Part 1: Word list:** Ask the student to read a word list that is below the student’s current grade level. Score the word list. If the student scores “independent” ask the child to read the next word list. Continue until the FIRST TIME that the students scores “instructional.” Stop. Record the data on the data summary sheet.
- **Part 2: Student Reading and Comprehension Assessment:** Use the reading passages in the JOHNS section A. Tell the student that s/he will read a story and then answer some questions about it. Ask the child to start reading the graded passage which is one below the “independent” word list grade level. Tape record the child reading. Immediately after reading the passage, turn the page and ask the child the comprehension questions. Score the questions to determine the reader’s level. Have the child continue reading passages so that you can find the independent, instructional and frustration levels for comprehension and record the data on the data summary sheet. Create the table below for your case study document and record the comprehension levels.

Independent Comprehension Grade Level	Instructional Comprehension Grade Level	Frustration Comprehension Grade Level

- **Part 3: Miscue Analysis:** Listen to the tape of the student reading the passages. Record directly onto the narrative text where the reader makes the miscues as you listen. Next, record the miscues on the miscue record sheets. Score for significant miscues and record the data on the data summary sheet. Create the table below for your case study document and record the comprehension levels.

Independent Word Recognition Grade Level	Instructional Word Recognition Grade Level	Frustration Word Recognition Grade Level

Analysis: Look at ALL the information that you have gathered about the reader. Replicate the DATA ANALYSIS GRID on your computer and use it to analyze the data. Then, write the following paragraphs:

- a well developed paragraph describing the child’s strengths (3) in language arts.
- a well developed paragraph describing the child’s areas of need (3) in language arts

DATA ANALYSIS GRID

Assessments administered to the student	Data from the Assessments	Reader’s strengths & needs (3 of each)	Instructional Interventions

Recommendations:

- You need to pick one of the needs you described in Section F. Using your class notes and readings, you will search for two appropriate instructional strategies that could help the child to improve in the area of need that you have identified. The instructional strategies 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 **two specific** recommendations. Explain how your recommendations utilize the student’s strengths and address her/his LITERACY needs. Use the following graphic organizer.

Opening sentence	I have decided to develop recommendations to address the student’s literacy need of _____ _____.
Topic sentence	The two specific recommendations that will address this need and tap the student’s strengths are the research based instructional strategies of _____ and _____.
Describe 1 st recommended instructional strategy	The first instructional strategy that I recommend, _____, is a strategy that is _____
Explain how 1 st 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 is also appropriate because it taps the student’s strengths by ...
Describe 2 nd recommended instructional strategy	The second instructional strategy that I recommend, _____, is a strategy that is _____
Explain how 2 nd recommendation will help student improve in area of need	This instructional strategy will help the student improve by...
Explain how 2 nd recommendation will tap student’s strengths	This instructional strategy is also appropriate because it taps the student’s strengths of...
Overall conclusions about how you hope to see the child improve through the two recommended instructional strategies.	Overall, I recommend that these instructional strategies be used because _____.... I believe that consistent use of the strategies will help the reader be able to...

Application: Take the role of a teacher. Choose ONE of the recommendations and write a paragraph explaining how you would incorporate this recommendation into your daily literacy instruction. For example, would you make this part of your whole class instruction, small group instruction, or one to one? Would you make this part of shared reading experiences, whole class lessons or literacy centers? How would you ensure the student was getting the recommended instructional strategy often enough for it to be effective?

Case Study Appendix: Include all assessment forms and records. Your case study will not be accepted as complete without a complete appendix.

CASE STUDY CHECKLIST

All parts of this checklist should be incorporated into one document that will serve as the artifact for TPE 3.

- One paragraph- Learning about your Student
- One paragraph- Reading Attitude Survey
- One paragraph- Writing Sample Analysis
- One paragraph- Oral Language Analysis
- One paragraph- What I learned from the IRI reading assessment
- One table- Comprehension levels
- One table- Word Recognition levels
- One grid – Data Analysis Grid
- One paragraph- Literacy strengths
- One paragraph- Literacy needs
- One paragraph- Recommendations
- One paragraph- Application
- One appendix

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 18	Literacy Assessment TPE 3 and TPE 8	Tompkins chapter 9 Culham Introduction & chapter 1
Session 2 January 25	6 + 1 Traits Oral and writing sample analysis	Tompkins chapter 2 Culham chapter 2 & chapter 3 Johns
Session 3 February 1	IRI workshop Higher Level Thinking with Literacy	Tompkins chapter chapter12 Culham chapter 4 & chapter 5 Johns
Session 4 February 8	Expository writing Vocabulary	Tompkins chapter 8 and chapter 14 Culham chapter 6 & chapter 7 Johns
Session 5 February 15	Content Area Literacy/ comprehension expository Data Analysis Workshop	Tompkins chapter 14 Culham appendix D Johns
Session 6 February 22	Independent Reading Literary Response and Analysis	Tompkins chapter 12 & chapter 13 Johns
Session 7 March 1	Literature Circles Lesson Plan Share Out	Children Literature Selection DUE: Writing Strategy Lesson Plan
Session 8 March 8	Case Study Share Out RICA workshop	DUE: Literacy 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

522 TPEs

TPE 3: Interpretation and Use of Assessments

Candidates for a Teaching Credential understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students' progress and plan instruction. They know about and can appropriately implement the state-adopted student assessment program. Candidates understand the purposes and uses of different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments. They use multiple measures, including information from families, to assess student knowledge, skills, and behaviors. They know when and how to use specialized assessments based on students' needs. Candidates know about and can appropriately use informal classroom assessments and analyze student work. They teach students how to use self-assessment strategies. Candidates provide guidance and time for students to practice these strategies.

Candidates understand how to familiarize students with the format of standardized tests. They know how to appropriately administer standardized tests, including when to make accommodations for students with special needs. They know how to accurately interpret assessment results of individuals and groups in order to develop and modify instruction. Candidates interpret assessment data to identify the level of proficiency of English language learners in English as well as in the students' primary language. They give students specific, timely feedback on their learning, and maintain accurate records summarizing student achievement. They are able to explain, to students and to their families, student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived. Candidates can clearly explain to families how to help students achieve the curriculum.

TPE 8: Learning about Students

Candidates for a Teaching Credential draw upon an understanding of patterns of child and adolescent development to understand their students. Using formal and informal methods, they assess students' prior mastery of academic language abilities, content knowledge, and skills, and maximize learning opportunities for all students. Through interpersonal interactions, they learn about students' abilities, ideas, interests and aspirations. They encourage parents to become involved and support their efforts to improve student learning. They understand how multiple factors, including gender and health, can influence students' behavior, and understand the connections between students' health and their ability to learn. Based on assessment data, classroom observation, reflection and consultation, they identify students needing specialized instruction, including students whose physical disabilities, learning disabilities, or health status require instructional adaptations, and students who are gifted.