

CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION
EDMS 521
Elementary Literacy Education I
Spring 2005
Section 2; ACD 319; Mondays 2:30-5:15; CRN 21636
Section 5; ACD 317; Wednesdays 2:30-5:15; CRN 21984

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Monday 1:30-2:30
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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 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).

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.

Course Prerequisites

Admission to the College of Education Multiple Subject Program.

Course 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

Teacher candidates will:

- develop an appreciation for the natural language abilities children possess for processing and producing print
- develop an appreciation for the need and value of integrating reading and writing into all areas of the curriculum
- affirm the importance of a rich environment for developing an effective language arts program.
- develop a sensitivity to and appreciation for culturally and linguistically diverse learners.
- develop a sensitivity to and appreciation for children with special learning needs
- develop an appreciation for the importance of reading and writing for their own personal and professional growth
- develop a respect for each student, his/her abilities and background and the student's right to instruction that meets his or her individual needs.

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the 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)

Standards Alignment

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subjects Credential. Please be sure to incorporate artifacts from this class into your final comprehensive portfolio. The following standards are a primary emphasis in this course:

Standard 3-Relationship between theory and practice

Standard 4-Pedagogical thought and reflective practice

Standard 5-Equity, Diversity, & Access to the Core Curriculum

Standard 7-Equity, Preparation to Teach Reading Language Art

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).

You cannot receive an "A" in this course if you miss more than two class sessions.

Required Texts

NOTE: All texts/readings MUST be brought to each appropriate class session.

Cunningham, Patricia M., & Allington, Richard L. (2003). *Classrooms That Work. Third edition.* Allyn and Bacon: Boston.

Johns, J. (2000). *Basic Reading Inventory: Pre-Primer Through Grade Twelve & Early Literacy Assessments.* Dubuque, Iowa: Kendall-Hunt.

Tompkins, Gail E. (2003). *Literacy for the 21st Century. Third edition.* Upper Saddle River, NJ: Merrill Prentice Hall.

(Optional Texts)

Cunningham, Patricia. (2000). *Phonics They Use: Words for Reading and Writing.* Third Edition. New York: Longman.

Zarrillo, J. J. (2002). *Ready for RICA: A Test Preparation Guide for California's Reading Instruction Competence Assessment.* Merrill Prentice Hall.

Course Requirements

1. Attendance, Participation, & Professionalism

100 Points

The instructor reserves the right to determine the level of participation and professionalism. For example, you should come prepared for class discussions of the readings by being prepared for your role in your literature circle (this will be explained in class). Areas such as coming to class prepared and on time, paying attention,

being courteous and involved will be considered. Remember, you cannot receive an “A” if you miss more than two classes.

2. Teacher Performance Expectation (TPE) Competencies

100 Points

This course requires that you address the TPEs listed below for your Task Stream Electronic Portfolio. You will address these TPEs by completing course assignments, then writing summary reflections to be submitted, responded to, and archived via Task Stream.

Read TPE 1A and TPE 4, then write a reflection that elaborates on your learning and mastery of this TPE. The reflection should be at least 2 paragraphs in length and include evidence that you have a grasp of Subject-Specific Pedagogical Skill for MST in the area of teaching Reading-Language Arts. In order for the assignment to be complete, students must post their observation sheets and reflections it to their Task Stream Account after it is returned with the comment: *Ready to Post*

TPE 1A: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments: Teaching Reading-Language Arts in a Multiple Subject Assignment

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, 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.

<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 TaskStream home page where you will register for Taskstream and return to when working on your electronic portfolio

3, Language Arts Resource Notebook (Part 1)

100 Points

You will develop a Language Arts Resource Notebook that will be used to inform your teaching. The Resource Notebook has two main objectives. First, is to demonstrate your learning and understanding of the reading and language arts. Second, is to start building a resource for your own learning. Be creative and thoughtful in the compilation of the notebook—it will be a demonstration that you are ready to teach the language arts to a diverse student population.

The Notebook will be organized around the 13 RICA Content Areas (see the RICA Registration Bulletin, p.39-45) and include additional sections on:

- A personal statement of your philosophy of the teaching reading and writing
- Observation notes and reflections
- A table of contents page

Each section of the notebook regarding a standard should contain the following:

- A RICA analysis sheet including: (a) what this content area(s) is about (Put it in your own words – 2 to 4 sentences), (b) 2 ways of assessing this content area (include rationale); and (c) 1 way of teaching it (description and accommodations). Describe the teaching strategy and explain how it supports reading, writing and/or language arts development. I will review this information as we cover the content for this course.
- An observation form
- Lesson plans, articles, and any other resources collected within class or student teaching that would be helpful.

For the first semester you will need to complete the following: (10 points each section)

- Section 1 Philosophy of Literacy Learning
- Section 3 Planning, Organizing, and Managing Reading Instruction
- Section 4: Phonemic Awareness
- Section 5: Concepts About Print
- Section 6: Systematic, Explicit Phonics and Other Word Identification Strategies
- Section 7: Spelling Instruction
- Section 8: Reading Comprehension: Narrative
- Section 13: Vocabulary Development
- Section 14: Structure of the English Language
- Section 15: Special Needs

You may include course assignments (lesson plan, case study, mini book unit, classroom observations and interactive email journals), course handouts and materials from your classroom/school site, examples of lesson plans and student work, information from internet sources or professional journals. You may want to include strategies you will use to teach these content areas. You may even include pictures of students learning a specific strategy as well as your reflection on what was happening, why it worked or didn't work and why that was.

Be creative, but avoid excessive "cuteness". Your notebook should be professional and thoughtful. This resource notebook will contain samples of your learning and understanding, and examples of your work that demonstrate that you are ready to instruct children in reading, writing, listening and speaking. Feel free to use a variety of graphic and written presentations, as best suits your learning style, in order to show your learning and understanding. Use a three-ring binder to organize your materials.

As you learn about assessment, phonemic awareness, the use of phonics, comprehension strategies and other components crucial to effective literacy instruction, compiling your resource notebook will help you prepare and review the content areas assessed by the RICA test (see <http://www.rica.nesinc.com/> click on "Sample Written Examination Materials"). More importantly, it will serve as a resource for you in the future, and may be used for job interviews to illustrate your knowledge and experiences. I will explain and review information as we cover the content for this course.

Note: Web sites can also serve as a resource. See: <http://www.csusm.edu/Quiocho> ; .click on "reading instruction portfolio." See the [section on accommodations](#) for ideas on ways to support second language learners. Also: <http://www.rica.nesinc.com/> ;

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

Example: RICA Analysis Sheet

Component	How to Assess	How to Teach it (Strategies)	Accommodations
<p><u>Phonemic Awareness</u> is the ability to manipulate the sounds in words orally.</p>	<p>Phonemic awareness is assessed by finding out whether or not the student is capable of manipulating the language. For example;</p> <ul style="list-style-type: none"> • 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. <p style="text-align: center;">Assessment Tools</p> <p>1.) The Yopp-Singer Test of Phonemic Segmentation</p>	<p>These are strategies that can be used to teach ELL and non-ELL students phonetic awareness,</p> <ul style="list-style-type: none"> • 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. 	<p>For children with special needs I would use these strategies,</p> <ul style="list-style-type: none"> • Specific skills instruction alongside a basal reading program- This means 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 my student's 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- this activity is 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.

Field Experience Observation Form

Topic Phonemic Awareness	
Date/Time 1-23-05/9:00-10:00	
Place Lake Elementary/3 rd grade/monolingual	
Activity “B” sound	Reflective Notes
<p>The teacher taught the “b” sound by reading the book <i>Baby Bees</i>, and asking students to raise their hand whenever they heard the sound. The class then volunteered words they know that started with the “b” sound.</p>	<p>The Teacher:</p> <p>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.</p> <p>I noticed:</p> <p>I noticed that one of the children who was having 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</p> <p>I would modify:</p> <p>. I would modify this lesson in order to help English learners by using some cognates in Spanish and showing the students how beginning sounds work in their primary language.</p>

4. Reading Strategy Lesson Plan (Critical Assessment Task)

50 Points

Write and demonstrate a 15 minute reading strategy lesson plan for a small group activity that takes into account student needs. They can be mini-lessons, direct instruction, inquiry, or any format you choose. Make your lesson active, interesting, fun and meaningful. Choose a reading standard (see <http://www.cde.ca.gov/be/st/ss/engmain.asp>) for your grade level to guide your objectives. Sample lessons will fit into one of the following sections and you will make enough copies of the lesson and materials for the class.

- Section 4: Phonemic Awareness
- Section 5: Concepts About Print
- Section 6: Systematic, Explicit Phonics and Other Word Identification Strategies
- Section 7: Spelling Instruction
- Section 8: Reading Comprehension: Narrative
- Section 13: Vocabulary Development
- Section 14: Structure of the English Language

These lessons will be due on the day we cover the corresponding section.

Keep in mind when writing your lesson: What is the purpose of your lesson? How does it relate to real reading and/or writing? What are your learning goals? How are they aligned with the CA Reading/Language Arts standards (check the Reading/Language Arts framework for CA public schools)? How will you present the lesson (instructional strategies, resource materials, time frame)? How will you group students for the lesson? How will you assess your students? What accommodations will you provide for students who need additional help?

Important: Your lesson must address the needs of mainstream students, as well as make provisions for second language learners, students presenting difficulty, and accelerated students. How are you going to work with students who are having difficulty? How will you scaffold second language learners' learning during the lesson? How will your lesson provide enrichment for accelerated students? Will you meet with students individually or in a small group while other students work independently?

5. Primary Mini Case Study

50 Points

Find a child between the ages of 3.5 – 5. Use the John's Appendix A: Early Literacy Assessment to conduct the following assessments of the child's emergent reading behavior:

- Alphabet Knowledge - Letter Identification (Johns 390, 391, 424)
- Wordless Picture Reading (Johns 409-410, 428)
- Literacy Knowledge - Concepts About Print (Johns 393, 395, New Shoes, 426 – 427, Tompkins p. 75)
- Phoneme Segmentation (Johns 416, 433)

Develop a profile of the child as an emergent reader by using the data to complete the forms in John's p 422 and 423. Apply your analysis of the child's early literacy behaviors to reading instruction. You may use the RICA data grid to help you with this process. Write a well developed paragraph(s) describing each areas of strength; make sure that you use data to support your statements. Write a well developed paragraph describing each of the child's areas of need, making sure that you use data to support your statements. Write another well developed paragraph which describes what you would do as a teacher to help the student in this area and why you think that instructional strategy/approach/activity will help the child progress.

At the end of your paper, think again about the process of assessing the child. What did you learn from this process? What would you do differently next time?

Grading Standards

Grades will be determined on a percentage of the 300 points possible as follows:

Percentage: Grade:

- 100-94 A
- 93-91 A-
- 90-88 B+
- 87-84 B
- 83-81 B-
- 80-71 C

Written Work Rubric

A to A-	<ul style="list-style-type: none"> • Few if any errors in spelling, punctuation, etc. • All sources cited properly • Reference page complete • Clear definitions and explanations • Well organized with heading and bullets
B+ to B-	<ul style="list-style-type: none"> • Some errors in spelling, punctuation, etc. • Some material not cited • Reference page incomplete • Somewhat clear definitions and explanations • Some attempts at organization
C	<ul style="list-style-type: none"> • Several errors in spelling, punctuation, etc. • Sources not cited • Reference page missing or incomplete • Definitions and explanations poor or missing • Organization is not apparent

All University Writing Requirement

Every course at the university must include the writing of at least 2500 words. Your notebook, in-class writing, and lesson plan will count towards this requirement.

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.

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.”

Students with Disabilities Requiring Reasonable Accommodations

Students must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This 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, in order to ensure confidentiality, in a more private setting.

TENTATIVE SCHEDULE AS OF January 20, 2005

Mon	Wed	TOPIC	DUE
1/24	1/26	Course Overview	
1/31	2/2	Section 1 Reading & Writing Theory	Cunningham Ch 1 Tompkins Ch 1
2/7	2/9	Section 3 Planning, Organizing and Managing Reading Instruction *Grouping Students	Section 1 Cunningham Chs 9, 10, 11
2/14	2/16	Section 4 Phonemic Awareness Section 5 Concepts About Print	Section 3 Tompkins Ch 4 Tompkins Ch 12
2/21	2/23	Section 6 Systematic, Explicit Phonics Instruction	Section 4 Section 5 Cunningham Ch 2 Tompkins Ch 5
2/28	3/2	Section 7 Spelling	Sections 6 Tompkins Ch 3
3/7	3/9	Section 7 Case Study Workshop	Cunningham Ch 6
3/14	3/16	Section 8 Reading Comprehension: Narrative Writing Lesson Plans	Section 7 Cunningham Ch 3 Tompkins Ch 8
3/21	3/23	NO CLASS	
3/28	3/30	SPRING BREAK	
4/4	4/6	Section 13 Vocabulary Development	Section 8 Case Study Tompkins Ch 7
4/11	4/13	Section 14 Structure of the English Language	Section 13 Tompkins Ch 9
4/18	4/20	Section 15 Special Needs	Section 14 Cunningham Ch 8
4/25	4/27	Catch up Day	Section 15 TPEs Due
5/2	5/4	Wrap Up	