

**California State University San Marcos  
College of Education**

**EDMS 522 - Elementary Literacy Education II**

**Instructor: Zee Cline**  
**Class Hours: M 8:15-2:15**  
**Class Location: Valley Elementary**  
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**Office Hours: Wed. 4:30-5:00**

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 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))

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 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.

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 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 Arts
- Standard 9 – Educational Technology

### **Teacher Performance Expectation (TPE) Competencies**

This course is designed to help teachers seeking the Multiple Subjects Credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing an effective program for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. The following TPE's are addressed in this course:

#### **Primary Emphasis**

TPE 2-Monitoring Student Learning  
 TPE 3-Interpretation and Use of Assessments  
 TPE 4-Making Content Accessible  
 TPE 6-Developmentally Appropriate Teaching Practices  
 TPE 6a-Developmentally Appropriate Practices in Grades K-3  
 TPE 6b-Developmentally Appropriate Practices in Grades 4-8  
 TPE 6d –Teaching Special Education Populations in General Education Environments  
 TPE 14 – Educational Technology  
 TPE 15 – Social Justice and Equity

#### **Secondary Emphasis:**

TPE 1a-Subject Specific Pedagogical Skills for MS Teaching  
 TPE 5-Student Engagement  
 TPE 7-Teaching English Learners  
 TPE 8-Learning About Students  
 TPE 9-Instructional Planning  
 TPE 10-Instructional Time  
 TPE 11-Social Environment  
 TPE 13-Professional Growth

### **OBJECTIVES**

#### **KNOWLEDGE**

Students will:

- gain an understanding of how a first and second language is acquired.
- gain an understanding of the reading process its relationship to thought, language and learning.
- gain an understanding of how people learn to read and write in their first and second language
- become familiar with current approaches to the teaching of reading and writing and the theoretical bases of such approaches.
- become familiar with current approaches to the teaching of reading and writing in culturally and linguistically diverse elementary school classrooms
- become familiar with classroom diagnostic techniques and evaluation procedures.
- become familiar with current approaches to the teaching of reading and writing to children with

special learning needs

## **SKILLS**

Students will:

- become sensitive observers of children's language using behaviors.
- analyze children's reading and writing behavior as a basis for making instructional decisions
- translate the results of formal and informal assessment of children's reading and writing behaviors into instructional plans
- develop the ability to select appropriate materials and instructional strategies to meet the individual needs of students
- learn how to organize the classroom for teaching reading and writing to culturally and linguistically diverse populations.

## **ATTITUDES AND VALUES**

Students will:

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

Choate, J. (2000). *Successful Inclusive Teaching*. Allyn and Bacon (3<sup>rd</sup> edition)

Johns, J. (2000). *Basic Reading Inventory: Pre-primer through grade twelve & early literacy assessments*. Dubuque, Iowa: Kendall-Hunt.

*Reading/language Arts Framework for CA Public Schools* CA Dept of Ed

Strategic Teaching and Learning (2000). CA Department of Education

Tompkins, G.E. (2001). *Literacy for the 21<sup>st</sup> Century: A Balanced Approach, 3rd Edition*. Merrill-Prentice Hall.

Piazza, C. (2003). *Journeys: the Teaching of Writing in Elementary Classrooms*. Merrill-Prentice Hall.

## **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 .

- Attendance and participation 10 points
- Resource Notebook Sections (7 sections) 35 points
- Writing Strategy Lesson Plan 10 points
- Primary Case Study 45 points

### Grading

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

### ASSIGNMENTS:

#### Language Arts Resource Notebook (Part 2)

Each of you will develop a Reading/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
- Make sure to include a table of contents page.

Each section of the notebook 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 (except for section 1)
- A technology-rich assignment that enhances your teaching and student learning
- Lesson plans, articles, and any other resources collected within class or student teaching that would be helpful.

For the second semester you will need to complete the following content areas:

- Section 2 Conducting Ongoing Assessment of Reading Development
  - Case Study
- Section 8: Reading Comprehension-Expository
- Section 9: Literary Responses and Analysis
- Section 10: Content-Area Literacy
- Section 11: Student Independent Reading
- Section 12: Relationships Among Reading, Writing, and Oral Language

- Section 15: Special Needs

You can choose how to organize this information in your notebook. You may combine several of the content areas in ways that make sense for instruction. 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. You may include one (or more) successful activity that you used in the classroom (must be related to language arts instruction).

Begin early! Be creative 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. Work with a friend so you can exchange ideas.

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. 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: 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/](http://www.ed.gov/free/) for free Educational Materials.

#### Writing Strategy Lesson Plan (Critical Assessment Task – CATs)

You will write and present a writing 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. Because lesson planning may be unfamiliar to some of you, but is so important to teaching, you will learn how to write a language arts lesson plan in class. Please choose a writing standard from the English Language Arts standards to guide your objectives.

Examples of possible strategies include:

- Monitoring Writing
- Editing
- Using commas
- Writing paragraphs
- Making transitions between paragraphs
- Beginning a piece of writing
- Organizing information while you write
- Relating what you are writing to what you already know
- Writing the main idea of a story
- Identifying patterns in a text
- Using graphic organizers to write
- Poetry

*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?

### Intermediate Case Study (Critical Assessment Task – CATs)

Choose a student at your school site who struggles with reading and writing (the teachers will help identify students). Choose a student who is reading at least at a first grade level. Identify a student as quickly as possible after starting your observation. Ask your master teacher for a good candidate. Prepare a reading and writing case study on this student:

Important: Take notes as you work with your student. Include your anecdotal notes in the final appendix. (for example, your student's behavior during the activity, reactions to the activity, comments, etc.) in your analysis of the student and in your design of an appropriate instructional plan. Record all the student's oral responses on tape. Don't try to assess the child in only one day. If you think the child is getting tired, stop the assessment for the day and pick up another day. An important part of the assessment is developing a rapport with the child in which s/he is comfortable to fully participate.

#### Assessment Procedures with Grades 2-6:

1. Overview: age, grade level, interests, ethnic and linguistic background, etc.  
Select 3 students, however, you are only going to be working with one student. The other two will be backups- just in case students move or change schools.
2. Reading interview: Use an attitude survey. Surveys are included with this assignment. Summarize the interview and include the original responses in an appendix.
3. Reading assessment: Summarize the information gained from a Informal Reading Inventory and include the original data in an appendix. Insert the following chart at the appropriate place:

Independent	Instructional	Frustration
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Word list. Use the graded word lists to ascertain the level at which you will have your student begin to read the reading passage. Start at 2 to 3 grade levels below your student's grade level placement.

Miscue Analysis. Use an expository and narrative text. Record the student reading to be able to conduct the analysis.

Recording and Analysis. Listen to the tape. Record the miscues on a piece of paper containing a duplication of the reading selection. Use the *Johns* to record and analyze the miscues. Analyze the miscues made by your student using what you know about this student. What cues did your student use to make meaning? What are the strengths of your student? Use the analysis sheets in the John's and transfer that information to the assessment grid provided to record data about your student. Write your analysis in a clear manner. As you

write your analysis, consider your original reading interview and consider how the answers given by the student during the interview connect to the miscues. Also consider the quality of the retelling and how you think that is related to the miscues.

Retelling. Before your student reads the expository or narrative text, be sure to tell him/her that you will be asking him/her to retell the story. Ask the comprehension questions as listed in the John's IRI. Also use the criteria provided in the John's to analyze the student's retelling.

Listening Level. Read a passage to the student and ask for a retelling as well as comprehension questions to determine the highest level of understanding the student has of material read to them.

4. Oral Language Assessment: Select a picture as a stimulus to assess the child's use of language. Encourage the child to talk about the picture. Record the conversation and transcribe it. You will want to analyze the child's willingness to talk about objects or content. How clearly does the child express his/her ideas? How much prompting did you have to do and what kind of responses did you get?
5. Writing assessment: Use a Writing Survey about attitudes toward writing. Summarize the writing interview. Obtain a writing sample from the student. Have him or her write about a favorite toy, book, food, sport or anything that is personal to this child or use a piece of writing that the teacher has on file. Personal writing encourages more writing. Students can draw if they want to. You will want to see what stage of writing the child is in as well as the child's ability to manipulate this abstract type of language. Summarize the student's strengths and areas of improvement in writing.
6. Recommendations: based on the information you have gathered about the student, discuss his or her strengths (very important - what can he or she do) and weaknesses: what does this student need to work on. Make specific instructional recommendations for how a teacher could work with this student in the future. You might also make recommendations for the student and parents: what can the student do on his or her own that is not dependent on the teacher.
7. Instructional Plan: Design an instructional plan for our student. You are the teacher. Knowing what you know about your student as a result of assessment, what areas would an appropriate instructional plan focus on? Why? Refer to the standards in the reading/language Arts Framework for CA Public Schools for your child's grade level to guide you as you design the intervention plan.
8. Reflection: Based on your classroom observations of reading and writing as well as on what you learned in the assessment process and intervention process, what would you do differently or try differently? What other scaffolds or strategies would you use? How would you use them? What other interventions would you try? What would your next steps in assessment be?
9. Appendix: Include the reading and writing interviews, the John's forms, writing samples, and writing rubric.

### **COE 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.

A good student is one who adheres to standards of dependability and promptness. If you miss more than two class sessions or are late (or leave early) for more than three sessions, you cannot receive an A. If you miss more than three class sessions you cannot receive a B. Late assignments will be penalized by a 5% deduction in points for each weekday late. After two weeks, late assignments will be given a zero. If

you have extraordinary circumstances in your life which will impact your assignments, please let me know. I want you to be able to stay in school and succeed. If you have any questions or concerns, please feel free to come in and speak with me about them.

**Course Outline**  
**(Timeline Subject to Change pending “Teachable” Moments)**

<b>Date</b>	<b>Topic</b>	<b>Assignment</b>
Session 1/2 1-27	<i>When Sacramento Sneezes</i>	Tompkins –Chap. 8-9 Johns
Session 3/4 2-3	<i>Did They Get It?</i>	Tompkins-Chap. 13-14 Johns
Session 5/6 2-10	<i>Writing, Writing &amp; More Writing!!</i>	Piazza Chap. 10-11-12
Session 7/8 2-17	<i>Choices!!</i>	Piazza 1-2
Session 9/10 2-24	<i>Express Yourself!!</i>	Piazza 3-4-5 Strategies
Session 11/12 3-3	<i>Telling it Like it IS!</i>	Piazza 6-7 Writing Lesson Plan Due
Session 13/14 3-10	<i>Reading &amp; Writing Connection!!</i>	Primary Case Study Due/ RICA Resource Notebook Due Strategies
Session 15/16 3-17	<i>Celebrations!!!</i>	