

California State University San Marcos
College of Education
EDMS 540 Language and Literacy, 4 units
Spring, 2002

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Every expert began as a novice.

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 advancing professional practice. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, live-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism and shared governance.

EDMS 540 Catalog Course Description. The scope and sequence of language arts in the K-8 curriculum to include: the place of literacy in the elementary school curriculum; methods and materials in teaching language and literacy to students from diverse class, cultural, and ethnolinguistic background; strategies in using literacy across the curriculum; first and second language acquisition theories; and English as a second language methods. *Prerequisites: Semesters 1 of Integrated Bachelor of Arts and Multiple Subject Credential Program and consent of Program Coordinator.*

Reading Instruction Competence Assessment, a.k.a., the RICA (pronounced ree-ka). By state law, all multiple subject credential candidates (including CLAD/BCLAD multiple subject candidates) and special education credential candidates in mild-to-moderate, moderate-to-severe, physical and health impairments, and visual impairment programs have to demonstrate their competency in reading and writing instruction for all K-8 children, native and non-native speakers alike, by passing the state-administered RICA to be eligible for a preliminary credential. While EDMS 540 is a major class in preparing you for this exam, the exam is an *end-of-program* examination and should not be taken until you have completed student teaching.

After finishing this class, you may elect to take CSUSM's one-day RICA prep session. Contact information is at the end of the class schedule in this syllabus (p. 12).

College of Education Attendance Policy. Due to the dynamic and interactive nature of the course 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. If you miss two class sessions or are late (or leave early) more than three sessions, you cannot receive a grade of “A”. If you miss three class sessions, your highest possible grade is a “C+”. Should you have extenuating circumstances, contact the instructor as soon as possible.

Writing Policy. In keeping with the All-University Writing Requirement, all courses must have a writing component of at least 2,500 words (approximately 10 pages) which can be administered in a variety of ways.

Course Objectives.

To address the following California Reading Standard Factors:

- A. Exposure to well-designed instructional programs, which enables [credential candidates] to provide a balanced comprehensive program of instruction.
- B. Explicit and meaningfully-applied instruction in reading
- C. Explicit and meaningfully-applied instruction in writing
- E. Strong preparation for teaching comprehension skills
- J. Instruction and experience in developing student background knowledge and vocabulary
- K. Instruction and experience in the use of reading comprehension strategies such as analysis of text structure, summarizing, questioning and making inferences
- M. Instruction and experience in writing instruction, including pre-writing, drafting, revising, editing, publishing and assessment strategies for writing
- N. Instruction and experience in teaching organized, systematic, explicit skills that promote fluent reading and writing including: phonemic awareness, systematic, explicit phonics; and decoding skills including spelling patterns, sound/symbol codes (orthography), and extensive practice in reading and writing connected text
- P. Instructional uses of ongoing diagnostic strategies that guide teaching and assessment
- Q. Early intervention techniques in a classroom setting, and
- R. Guided practice of these techniques
- S. The phonological/morphological structure of the English language
- T. Methodologically sound research on how children learn to read, including English language learners, students with reading difficulties and students who are proficient readers

...and the following RICA Competencies:

- 1.1 Principles of assessment
- 1.2 Assessing reading levels
- 1.3 Using and communicating assessment results
- 2.1 Factors involved in planning reading instruction
- 2.2 Organizing and managing reading instruction

- 3.1 Assessing phonemic awareness
- 3.2 The role of phonemic awareness
- 3.3 Developing phonemic awareness
- 4.1 Assessing concepts about print
- 4.2 Concepts about print
- 4.3 Letter recognition
- 5.1 Assessing phonics and other word identification strategies
- 5.2 Explicit phonics instruction
- 5.3 Developing fluency
- 5.4 Word identification strategies
- 5.5 Sight words
- 5.6 Terminology (digraphs; blends...)
- 6.1 Assessing spelling
- 6.2 Systematic spelling instruction
- 6.3 Spelling instruction in context
- 7.1 Assessing reading comprehension
- 7.2 Fluency and other factors affecting comprehension
- 7.3 Facilitating comprehension
- 7.4 Different levels of comprehension
- 7.5 Comprehension strategies
- 9.1 Assessing content-area literacy
- 9.2 Different types of texts and purposes for reading
- 10.1 Encouraging independent reading
- 10.2 Supporting at-home reading
- 11.1 Assessing oral and written language
- 11.2 Oral language development
- 11.3 Written language development
- 12.1 Assessing vocabulary knowledge
- 12.2 Increasing vocabulary knowledge
- 12.3 Strategies for gaining and extending meanings of words
- 13.1 Assessing English language structures
- 13.2 Differences between written and oral English
- 13.3 Applying knowledge of the English language to improve reading

Organization of this class. This class is organized around the basic components of a comprehensive literacy program, shown in the attached matrix entitled *Reading/Language Arts Instruction, K-8*. We will examine the research/theoretical underpinnings of the components, how they apply to native and non-native speakers of English, and how to implement them in California K-8 classrooms.

Required Books.

- Fountas, I.C. and Pinnell, G.S. (1996). *Guided Reading: Good first teaching for all children*. Portsmouth, NH: Heinemann.
- Fountas, I.C. and Pinnell, G.S. (2001). *Guiding Readers and Writers, Grades 3-6.. Teaching comprehension, genre, and content literacy*. Portsmouth, NH: Heinemann.

- California Department of Education (1999). *Reading/Language Arts Framework for California Public Schools: Kindergarten through grade twelve*. Sacramento, CA: California Department of Education Press.
- Dye, M. and Giles, M. (2001). *Preparation Guide for the California RICA*. New York: Houghton Mifflin Co.

Required Article.

- Moustafa, M. and Maldonado-Colon, E. (1999). Whole to parts phonics instruction: Building on what children know to help them know more. *The Reading Teacher*, 52, 5, 448-458.

Recommended Texts (to deepen your knowledge).

- general, K-8
 - Johns, J. (2001). *Basic Reading Inventory: Pre-primer through grade twelve and early literacy assessments*, eighth edition. Dubuque, Iowa: Kendall/Hunt.
 - Routman, R. (1999). *Conversations: Strategies for Teaching, Learning, and Evaluating*. Portsmouth, NH: Heinemann
 - Tompkins, G. (2001). *Literacy for the 21st Century: A balanced approach*, second edition. Upper Saddle River, NJ: Prentice Hall.
- for emergent and early readers, K-3
 - Dorn, L.J., French, C., and Jones, T. (1998). *Apprenticeship in Literacy: Transitions across reading and writing*. Portland, ME: Stenhouse.
 - Fisher, B. (1998). *Joyful learning in kindergarten*. Portsmouth, NH: Heinemann
 - Fountas, I.C. and Pinnell, G.S. (1999). *Matching Books to Readers: Using levels books in guided reading*, K-3. Portsmouth, NH: Heinemann.
 - Moustafa, M. (1997). *Beyond Traditional Phonics: Research discoveries and reading instruction*. Portsmouth, NH: Heinemann.
 - Parkes, B. (2000). *Read It Again!: Revisiting shared reading*. Portland, ME: Stenhouse.
- for junior high, 6-8
 - Atwell, N. (1998). *In the Middle: Writing, reading, and learning: Second Edition*. Boynton/Cook (available through Heinemann).

Helpful Websites.

- California Department of Education: <http://www.cde.ca.gov>
- CSU San Marcos <http://www.csusm.edu>
- free teaching materials: <http://www.ed.gov/free/>

Required Experiences.

1. **Read-aloud reflection.** In this class you will learn how to do read-alouds. Beginning the third week of class you should be doing weekly read alouds in your K-8 classroom. By March 22, hand in a summary and reflection on your experience (approximately one page) describing your successes, challenges, and growth over time. Perfection is not expected. Reflection is. At the top of the reflection include:

- the grade level where you practiced the instructional strategy
- the reading/writing proficiency level of the children
- the English language proficiency level of the English language learners (non-native speakers of English), if any, in the group.

Standard punctuation is expected!!

2. **Running records and analysis.** In this class you will learn how to take and analyze running records and find a child’s instructional level. After you have learned about the technique in this class, you will need to take running records to find the instructional level of three children in any grade, first through third grade. If you are not observing in a 1-3 classroom, please talk to the principal, assistant principal, or site coordinator to make arrangements to work with children in these grades. Ask to work with a range of reading proficiencies, e.g., students who are more proficient and students who are less proficient. Your report to me should include each child’s:

- Grade level
- Home language (and if other than English language, level of proficiency in English)
- Running record and retelling
- instructional level
- zone of development (emergent, early, or fluent)
- what type of reading instruction would be in the child’s zone of development.

Due any time but no later than March 15.

Grading:

Grading rubric:

Response shows:	points
A thorough understanding of the relevant content and pedagogical knowledge.	5
An adequate understanding of the relevant content and pedagogical knowledge	3
Limited understanding of the relevant content and pedagogical knowledge.	1
Little or no understanding of the relevant content and pedagogical knowledge, blank or unreadable	0

<u>Pts.</u>	<u>Activity</u>
5	read aloud reflection (rubric x 1)
15	running records and analysis (rubric x 1 for each child x 3 children)
25	exam 1 (3 essay questions, 1 phonics practicum, 1 question on terms, each rubric x 1)
25	exam 2 (3 essay questions, rubric x 1; plus one essay question, rubric x 2)
<u>30</u>	exam 3 (2 essay questions, rubric x 1; plus 2 essay questions, rubric x 2)
100	

Class Schedule.

Dates	Class Topics	Follow-up
Class 1 Tues Feb 5	<ol style="list-style-type: none"> 1. TORP (Theoretical Orientation to Reading Profile) 2. introduction to class <ul style="list-style-type: none"> • required texts • the K-8 credential • the RICA • Reading/Language Arts Instruction K-8 matrix (attached to syllabus) 3. definitions of reading <ul style="list-style-type: none"> • traditional: pronouncing print • contemporary: making sense of print 4. the reading process (i.e., the process of making sense of print) involves: <ul style="list-style-type: none"> • background knowledge • language • letter-sound correspondence 5. reading development (see instruct. matrix) <ul style="list-style-type: none"> • emergent • early • fluent 6. spelling development <ul style="list-style-type: none"> • pre-phonetic: scribbling, random letters • semi-phonetic } a.k.a, temporary • phonetic } or invented • transitional • conventional 7. instructional approaches <ul style="list-style-type: none"> • traditional: parts to whole • contemporary: whole to parts 8. <u>DAILY READING INSTRUCTION</u> <u>for ALL levels of proficiency</u> <ul style="list-style-type: none"> • read-alouds <ul style="list-style-type: none"> • benefits of read-alouds • technique: <ul style="list-style-type: none"> . primary grades (K-3) . intermediate grades (4-8) • self-selected reading • home reading 	<p><u>Good First Teaching</u></p> <ul style="list-style-type: none"> • introduction(1st half) • chapter 2 • pp. 25-27 (reading aloud) <p><u>RICA</u></p> <ul style="list-style-type: none"> • p. 35 (balanced rdg) • p. 36 (rdg process) • p. 39 (stages of spelling) • p. 70 (home rdg) • p. 81 (oral/ written lang. connections) • p. 88 (written/oral language diff.) <p><u>Grades 3-6</u></p> <ul style="list-style-type: none"> • pp. 16-17 (interactive read aloud) • pp. 29-30 (interactive read aloud) <p>Talk to your master teacher about doing read-alouds each week you are in your K-8 class. Plan the books. While you're talking let him/her know that you will need to do running records on 3 children once you have learned more about it in class.</p>

<p>Class 2 Friday Feb 8</p>	<ol style="list-style-type: none"> 1. TORP results 2. discuss readings 3. <u>initial and ongoing assessment (a.k.a., formative assessment) to plan instruction in children's zone of development</u> <ul style="list-style-type: none"> • Concepts of Print (K) • miscue analysis (K-3⁺) • running record & retelling (K-3⁺) • silent reading & retelling (4-8) • IRI: informal reading inventory (K-8) • reading interviews 4. grouping for instruction in children's zone of development 5. <u>DAILY READING INSTRUCTION IN CHILDREN'S ZONE OF DEVELOPMENT: Emergent Readers</u> <ul style="list-style-type: none"> • decodable & predictable texts (demo) • shared reading with predictable text (demo) 	<p><u>Good First Teaching</u></p> <ul style="list-style-type: none"> • chapter 6 • chapter 7 (pp.89-92) <p><u>RICA</u></p> <ul style="list-style-type: none"> • pp. 1-14 <p><u>Grades 3-6</u></p> <ul style="list-style-type: none"> • pp. 488-91 (IRI, miscue analysis, running records) • pp. 36-37 (shared reading, choral reading) • appendix 46 <p><u>Framework</u></p> <ul style="list-style-type: none"> • p. 280 (text difficulty)
<p>Class 3 Tues Feb 12</p>	<ol style="list-style-type: none"> 1. discuss readings 2. emergent readers & writers continued: <ul style="list-style-type: none"> • phonics instruction <ul style="list-style-type: none"> . demo . practicum <ul style="list-style-type: none"> . hands-on . paper/pencil • phonemic awareness • terms association with phonics instruct. <p>alphabetic principle, automaticity blending, segmenting, stretching phoneme, phonemic awareness onset, rime letter-sound correspondence digraph consonant cluster: consonant blend, consonant digraph morpheme word attack (analysis), word recognition decode, decodable text, predictable text</p> <p>(continued next page)</p> 	<p><u>Reader</u></p> <ul style="list-style-type: none"> • Moustafa <p><u>Good First Teaching</u></p> <ul style="list-style-type: none"> • chapter 3 <p><u>RICA</u></p> <ul style="list-style-type: none"> • pp. 16-18 (terminology) • p. 37 (terminology) <p><u>Framework</u></p> <ul style="list-style-type: none"> • pp. 276 – 280 (terms association with phonics inst.) <p>Begin doing read-alouds in your K-8 classroom.</p> <p>Begin doing running records with children in 1-3 classrooms.</p> <p>Bring crayons or colored pens or pencils, if handy, to class 4.</p>

	<p>3. <u>DAILY WRITING INSTRUCTION</u> <u>IN CHILDREN'S</u> <u>ZONE OF DEVELOPMENT:</u> <u>Emergent Writers</u></p> <ul style="list-style-type: none"> • shared writing (video) • spelling <ul style="list-style-type: none"> . to foster phonetic stage: <ul style="list-style-type: none"> . sound it out (stretch) . analogy . to foster conventional stage: <ul style="list-style-type: none"> . does it look right? . how do we see in books? 	
<p>Class 4 Friday Feb 15</p>	<p>1. discuss readings 2. emergent readers & writers continued:</p> <ul style="list-style-type: none"> • interactive writing • writer's workshop at emergent level: the role of the picture <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Our writer's workshop (emergent level)</p> <ul style="list-style-type: none"> • draw picture • writing time • author's chair </div> <ul style="list-style-type: none"> • writing folders 	<p>Put your story in your writing folder. Bring your writing folder to every class.</p> <p>Review for Exam 1 on instruction for emergent readers & writers</p>
<p>Class 5 Tues Feb 19</p>	<p>1. Exam 1 2. TORP 2 3. <u>DAILY READING INSTRUCTION</u> <u>IN CHILDREN'S</u> <u>ZONE OF DEVELOPMENT:</u> <u>Early Readers</u></p> <ul style="list-style-type: none"> • revisiting running records • guided reading (video) • developing fluency <ul style="list-style-type: none"> . rereading . Reader's Theater 	<p><u>Good First Teaching</u></p> <ul style="list-style-type: none"> • chapter 7, pp. 92-96 • chapters 10 & 11 <p><u>Grades 3-6</u></p> <ul style="list-style-type: none"> • p. 457 (Readers' Theater)

<p>Class 6 Friday Feb 22</p>	<ol style="list-style-type: none"> 1. TORP 2 results 2. Debrief from Exam 1 3. discuss readings 4. <u>DAILY WRITING INSTRUCTION</u> <u>for ALL levels of proficiency</u> <ul style="list-style-type: none"> • writing workshop for early and fluent writers: <ul style="list-style-type: none"> . structure <ul style="list-style-type: none"> . mini lesson . writing . author's chair . overview (Calkins video) . a first grade example of writing under the influence of literature and writing in the content area (video) <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Our writer's workshop (early/fluent level)</p> <ul style="list-style-type: none"> • mini lesson: writing under the influence of literature • writing time • author's chair </div>	<p><u>Good First Teaching</u></p> <ul style="list-style-type: none"> • chapters 12 & 14 <p>Add your 2nd story to your writing folder.</p>
<p>Class 7 Tues Feb 26</p>	<ol style="list-style-type: none"> 1. discuss readings 2. <u>DAILY WRITING INSTRUCTION</u> <u>IN CHILDREN'S</u> <u>ZONE OF DEVELOPMENT:</u> <u>Early Writers</u> <ul style="list-style-type: none"> • drafting • revising <ul style="list-style-type: none"> . sequencing (video) . elaborating (video) • editing (video) • proof reading & publishing 3. informal writing assessments <ul style="list-style-type: none"> • portfolios • writing rubrics • spelling: analyzing progress <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Our writer's workshop</p> <ul style="list-style-type: none"> • mini lesson: memory maps • writing time • author's chair </div>	<p><u>Grades 3-6</u></p> <ul style="list-style-type: none"> • chapter 5 • chapter 28, pp 486-7 • attach a copy of appendix 10 & 11 to your writing folder <p>Add your 3rd story to your writing folder. Word process your favorite story, save it to your computer or a disc, and print it out. Paper clip your first draft behind the print</p> <p>Bring the <u>Framework</u> to class 8</p>

<p>Class 8 Friday Mar 1</p>	<p>1. discuss readings 2. applying what we've learned: case studies 3. teaching to California's reading/ language arts content standards, K-3</p> <div data-bbox="394 359 943 552" style="border: 1px solid black; padding: 5px;"> <p>Our writer's workshop</p> <ul style="list-style-type: none"> • mini lesson • <u>writing/revision conferences</u> • author's chair </div>	
<p>Class 9 Tues Mar 5</p>	<p>1. applying what we've learned: case studies 2. catch up and review</p> <div data-bbox="394 695 943 909" style="border: 1px solid black; padding: 5px;"> <p>Our writer's workshop</p> <ul style="list-style-type: none"> • mini lesson • <u>state of the class</u> • writing • author's chair </div>	<p><u>Grades 3-6</u></p> <ul style="list-style-type: none"> • p. 104 <p>Review for Exam 2 on instruction for emergent and early readers and writers</p>
<p>Class 10 Friday Mar 8</p>	<p>Exam 2 TORP 3</p>	
<p>Class 11 Tues Mar 12</p>	<p>1. TORP 3 results 2. Debriefing from Exam 2 3. TORP discussion: comparing responses 4. <u>DAILY READING INSTRUCTION IN CHILDREN'S ZONE OF DEVELOPMENT: Fluent Readers</u></p> <ul style="list-style-type: none"> • literature discussion circles (video) • reading workshop <div data-bbox="464 1587 919 1822" style="border: 1px solid black; padding: 5px;"> <p>Our writer's workshop</p> <ul style="list-style-type: none"> • mini lesson • state of the class • writing • author's chair </div>	<p><u>Grades 3-6</u></p> <ul style="list-style-type: none"> • chapters 15 & 16 • chapter 4 <p>Running record project due no later than March 15.</p>

<p>Class 12 Friday Mar 15</p>	<p>1. discuss readings 2. <u>DAILY READING INSTRUCTION IN CHILDREN'S ZONE OF DEVELOPMENT:</u> <u>Fluent readers:</u></p> <ul style="list-style-type: none"> • reading in the content areas <ul style="list-style-type: none"> . pre-requisites of comprehension . teaching comprehension <ul style="list-style-type: none"> . providing background knowledge . comprehension instruction <ul style="list-style-type: none"> . DRTA . reciprocal teaching . KWL (demo/classroom mgt.) <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Our writer's workshop</p> <ul style="list-style-type: none"> • mini lesson • state of the class • writing • author's chair </div>	<p><u>Good First Teaching</u></p> <ul style="list-style-type: none"> • chapters 4 & 5 <p><u>Grades 3-6</u></p> <ul style="list-style-type: none"> • chapter 6 • chapter 27, pp. 463-473 <p><u>RICA</u></p> <ul style="list-style-type: none"> • pp. 64-65 <p>Bring Framework to class 13</p>
<p>Class 13 Tues Mar 19</p>	<p>1. discuss readings 2. <u>DAILY WRITING INSTRUCTION IN CHILDREN'S ZONE OF DEVELOPMENT:</u> <u>Fluent writers:</u></p> <ul style="list-style-type: none"> • writing across genres • writing in the content areas <ul style="list-style-type: none"> . Venn diagram (demo/classroom mgt.) . KWL plus writing <p>3. English Language Learners 4. applying what we've learned: case studies 5. teaching to the standards, 4-8</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Our writer's workshop</p> <ul style="list-style-type: none"> • mini lesson • state of the class • writing • author's chair </div>	<p><u>Grades 3-6</u></p> <ul style="list-style-type: none"> • chapter 23 <p><u>RICA</u></p> <ul style="list-style-type: none"> • pp. 82-85 • pp. 64-67 <p>Reflection on read-aloud experiences due March 22.</p>
<p>Class 14 Friday Mar 22</p>	<p>1. discuss readings 2. computers in literacy instruction <ul style="list-style-type: none"> . reading . writing </p> <p>3. applying what we've learned 4. review</p>	<p>Review for Exam 3 on instruction for emergent, early, and fluent readers and writers.</p>

Class 15 Tues Mar 26	Exam 3 TORP 4	
Class 16 Friday Mar 29	<ol style="list-style-type: none"> 1. TORP 4 results 2. debrief from Exam 3 3. RICA test taking strategies 4. Class evaluation 	<p>Register for RICA prep session with Dr. Quioco.¹</p> <p>Take RICA <i>after</i> student teaching.</p>

¹ For contact information and dates, go to:

<http://www.csusm.edu/Quioco/credentialstudents.html>

Scroll down the screen and click on RICA Study Sessions Dates

Reading/Language Arts Instruction K-8

DAILY READING INSTRUCTION		CHILDREN'S PROFICIENCY (zone of development)	DAILY WRITING
For all levels of proficiency	In children's zone of development		In children's zone of development
read alouds	shared reading *	emergent ¹	shared writing + interactive writing +
self-selected reading	guided reading*	early ²	writing process • revising • editing + • publishing
home reading	literature discussion circles, or reading workshop reading in the content areas	fluent ³ (a.k.a., independent)	writing across genres writing in the content areas

¹ May recognize a few print words such as his/her name and STOP on stop signs. Spelling pre-phonetic or semi-phonetic.

² Able to independently read simple text with help. Spelling semi-phonetic or phonetic.

³ Able to independently read age-appropriate text without help. Most spelling conventional.

* Includes explicit phonics instruction in context.

+ Includes spelling and punctuation instruction in context.

Margaret Moustafa, 2002