



SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

333 South Twin Oaks Valley Road, University Hall 468  
San Marcos, California 92096-0001  
760.750.4300  
[www.csusm.edu/education](http://www.csusm.edu/education)

---

**EDMI 521**  
**Middle Level Literacy Methods I**  
**CRN #**  
**Fall 20XX**  
**9:00-11:45 OR 12:45-3:30**  
**Woodland Park Middle School (SMUSD)**  
**TPE aligned syllabus**

---

Professor: Laurie Stowell  
Phone: 760.750.4286  
E-Mail: [lstowell@csusm.edu](mailto:lstowell@csusm.edu)  
Office: UH 427  
Hours: By Appointment

---

**Welcome to your professional year!** I look forward to working with all of you. I'm thrilled that you chose to be a middle level educator. In this class you will ALL learn to be literacy educators no matter what subject you intend to teach. I hope you will find this class challenging, informative, interactive, useful and fun. Get ready for the journey of a lifetime!

**School of Education Mission & Vision Statement**  
*(Adopted by SOE Governance Community, January 2013)*

*Vision*

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

*Mission*

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
  - Promote and foster social justice and educational equity
  - Advance innovative, student-centered practices
  - Inspire reflective teaching and learning
  - Conduct purposeful research
  - Serve the School, College, University, and Community
- 

*Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.*

---

**Basic Tenets of our Conceptual Framework**

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

## Table of Contents

COURSE DESCRIPTION .....	2
Course Prerequisites.....	2
Course Objectives.....	2
COURSE LEARNING OUTCOMES .....	<b>Error! Bookmark not defined.</b>
Authorization to Teach English Learners .....	<b>Error! Bookmark not defined.</b>
Teacher Performance Expectation (TPE) Competencies .....	<b>Error! Bookmark not defined.</b>
Teacher Performance Assessment.....	3
edTPA.....	3
Expected Dispositions for the Education Profession .....	4
REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS.....	4
Required Texts.....	5
Cougar Courses.....	5
Grading Standards.....	7
COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS .....	7
Course Assignments .....	8
Final Exam Statement.....	8
School of Education/Course Attendance Policy .....	8
GENERAL CONSIDERATIONS.....	8
CSUSM Academic Honesty Policy .....	8
Plagiarism.....	8
Students with Disabilities Requiring Reasonable Accommodations.....	8
Credit Hour Policy Statement .....	8
All University Writing Requirement .....	9
Electronic Communication Protocol.....	9
SCHEDULE/COURSE OUTLINE.....	13

## COURSE DESCRIPTION

Focuses on developing a preliminary understanding of theory, methodology, and assessment of English Language Arts and second language learning in self-contained settings.

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 elementary and middle school classrooms.

### Course Prerequisites

Admission to the SOE Middle Level Education Program

### Course Objectives

Teacher Candidates will develop as literacy educator professionals, teaching the English language arts. They will develop the ability to use their knowledge of students, the ELA Common Core State Standards and the ELA/ELD Framework to design and implement effective assessment and instruction that integrates ELA and ELD development across the curriculum. They will become effective literacy educators teaching diverse students the English language arts in multiple subject classrooms.

### Course Learning Outcomes

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 and the knowledge of reading content including: word analysis, fluency, vocabulary-academic language- and background knowledge, reading comprehension, literary response and analysis.
- Gain understanding of how to learn to read and write in first and second languages.

- Become familiar with how to “deliver a comprehensive program of systematic, explicit instruction in reading, writing, listening, and speaking aligned to the California ELA Common Core State Standards.
- Become familiar with “multiple monitoring measures within the three basic types of assessments to determine students’ progress towards state adopted content standards.”
- Become familiar with “differentiated reading instruction and interventions to meet the needs of the *full range of learners (including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners)* who have varied reading levels and language backgrounds.”

**SKILLS - Teacher candidates will:**

- Become sensitive observers of children’s language using behaviors.
- Demonstrate knowledge and ability to utilize multiple monitoring measures within the three basic types of assessments to determine students’ progress towards state adopted content standards: entry level assessment for instructional planning, monitoring student progress, post test or summative assessment.
- Be able to analyze and interpret results [of children’s reading and writing behaviors] to plan effective and differentiated instruction and interventions.
- Demonstrate knowledge of components of effective instructional delivery in reading, writing and listening and speaking.
- Develop the ability to select appropriate materials and instructional strategies to meet the individual needs of students and use “State Board of Education (SBE)-adopted core instructional materials for both instruction and intervention.
- Develop the ability to differentiate literacy instruction in order to provide Universal Access.
- Learn how to organize the classroom for teaching reading and writing to the *full range of learners (including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners)* who have varied reading levels and language backgrounds.
- Teach reading comprehension strategies and skills for both narrative and informational texts including how to cite evidence when interpreting a text or making a claim.
- Teach writing composition strategies and skills for opinion/persuasive, expository and narrative texts that adapt to audience, task, purpose & discipline.
- > Teach foundational skills.
- Use the ELA/ELD Framework to develop appropriate literacy lessons.
- Model and assist students to use and evaluate media and technology as tools in the context of language arts, effectively integrating educational technology and being intentional in selecting media & tech tools.

**ATTITUDES AND VALUES – Teacher candidates will:**

- Develop an appreciation for the natural language abilities children possess for processing and producing print.
- To appreciate the need and value of integrating reading and writing into all curricular areas
- Affirm the importance of a rich environment for 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 students’ 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.

**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. Candidates successfully completing this program receive a credential with authorization to teach English learners. *(Approved by CCTC in SB 2042 Program Standards, August 02)*

### **Teacher Performance Expectation (TPE) Competencies (2020)**

The course objectives, assignments, and assessments have been aligned with the CTC standards for the (Multiple Subject, Single Subject, Special Education, etc.) Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs 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. You will be required to formally address the following TPEs in this course:

TPE Subject Specific Pedagogical Skills for Multiple Subject Teaching Assignments # 1

Teaching English Language Arts in a Multiple Subject Assignment

TPE 3\_ Understanding and organizing subject matter for student learning (3.1, 3.7)

TPE 4\_ Planning instruction and designing learning experiences for all students (4.2, 4.3, 4.7, 4.8)

### **Teacher Performance Assessment**

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. During the 2019-2020 academic year, the CSUSM credential programs will use the CalTPA (California Teacher Performance Assessment).

#### **CalTPA**

To assist with your successful completion of the CalTPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials may be found on the website:

[www.csusm.edu/soe/currentstudents/tpa.html](http://www.csusm.edu/soe/currentstudents/tpa.html)

Additionally, to support your success in your credential program and with TPA, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs).

### **Expected Dispositions for the Education Profession**

Education is a profession that has, at its core, certain dispositional attributes that must be acquired and developed. Teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions that must be evident in teacher candidates: social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. These dispositions have observable actions that will be assessed throughout the preparation program. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

### **Required Texts and materials**

Required texts may include some of the following:

- Cunningham, P and Allington, R. (2015) *Classrooms that work, 6<sup>th</sup> edition*. New York: Allyn and Bacon.
- Cooper, J. D., Kiger, N., & Robinson, M. (2017). *Literacy: Helping Students Construct Meaning, 10<sup>th</sup> Edition*. Upper Saddle River, NJ: Prentice Hall. ISBN: 978-1285432427

- National Common Core Initiative: <http://www.corestandards.org/read-the-standards/> (view College and Career Anchor Standards here)
- ELA/ELD Framework: (download the full framework approved July 2015): <https://www.mydigitalchalkboard.org/cognoti/content/file/resources/documents/4b/4b6b5574/4b6b5574ba634f2a0d505cc4b0e78013ab4a7f9a/FrameworkFINAL72415.pdf>
- ELA/ELD Framework chapter by chapter: <http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>
- Cunningham, P. (2016) (7th ed.) *Phonics They Use*
- Allington, R. *What really matters in fluency.*
- Zarrillo, J. J. (2010). (3rd ed.) *Ready for Revised RICA: A test preparation guide for California's Reading Instruction Competence Assessment.* Merrill Prentice Hall.
- Additional required readings in the form of scholarly resources, articles and websites will be made available throughout the course online via the cougar course website.
- *A selection of fiction and nonfiction novels appropriate for grades 3-8 that change each year for teacher candidates to participate in book clubs and plan lessons using literature.*

### **Cougar Course**

Teacher Candidates will be required to utilize the cougar course website associated with the Middle Level Literacy course section, available at <https://cc.csusm.edu>.

### **Task Stream Account**

Teacher Candidates should make sure to have a current Task Stream account while participating in the Multiple Subject program.

## **GENERAL CONSIDERATIONS**

**This syllabus is subject to change.**

### **School of Education Attendance Policy**

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates 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 candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

***For this course: Students missing two class sessions will see their grades reduced by one full grade. Students missing three or more class sessions will see their grades reduced by two full grades. Leaving early or arriving late by more than 20 minutes constitutes one absence. Illness and emergencies are considered on a case-by-case basis; however, notification of an absence does not constitute an excuse.***

### **Students with Disabilities Requiring Reasonable Accommodations**

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760)

750-4909. Candidates 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.

### **All University Writing Requirement**

Every course at the university, including this one, must have a writing requirement of at least 2500 words. Writing requirements for this class will be met through the signature assignments as described below.

### **CSUSM Academic Honesty Policy**

“Teacher Candidates 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 presentation 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.

Candidates 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.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

### **Credit Hour Policy**

Students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning.

### **Plagiarism:**

As an educator, it is expected that each candidate will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

### **Class Behavior Expectations**

Students in this class are expected to follow these basic principles:

- Demonstrate respect for oneself and for others.
- Treat others with dignity and behave in a way which promotes a physically and psychologically safe, secure, and supportive climate.
- Allow all community members to engage as full and active participants where the free flow of ideas is encouraged and affirmed.

### **Use of Technology**

Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Assume that technology will fail at some point. Do not assume that everything will go smoothly when it comes to computers. Plan ahead. Do not leave completion/submission of assignments/projects for the last possible moment.

### **Contact Information for Technical Support Assistance**

If you need any technical support, contact IITS Student Help Desk: <http://www.csusm.edu/sth/>.

### Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

### Grading Standards

In order to earn a teaching credential from the state of California, candidate must maintain a B average (3.0 GPA) and cannot receive below a C+ in any course in the teacher education program. Assignments are to be submitted by midnight on the specified due date. All documents should use 12 point font and be double spaced. Edit assignments prior to submission to ensure the text is error-free and the ideas are logically presented. All citations, where appropriate, should use current American Psychological Association (APA) format.

<b>A</b>	93-100	<b>A-</b>	90-92		
<b>B+</b>	87-89	<b>B</b>	83-86	<b>B-</b>	80-82
<b>C+</b>	77-79	<b>C</b>	73-76	<b>C-</b>	70-72

In both the Literacy courses (EDMI 521 and EDMI 522), you will study topics in literacy instruction related to RICA domains.

RICA Support Materials: <https://community.csusm.edu/course/view.php?id=5630>  
 Password: RICA

<b>RICA DOMAINS COVERED</b>
Embedded in each area: Assessment, Universal Access/Differentiated Instruction, Oral Language and Writing
Domain 1: Planning Reading Instruction based on Assessment
Domain 2: Word Analysis
Domain 3: Fluency
Domain 4: Vocabulary, Academic Language, and Background Knowledge
Domain 5: Comprehension

### COURSE REQUIREMENTS

<b>Assignment</b>	<b>Points Possible</b>
Primary Grade Observation	25
Literacy Lesson Plan <i>Focus: Reading Comprehension Strategy</i>	20

Investigating Literacy Assessments	20
Reading Responses	30
Lit Circle Role sheet	5
Total Points	100

**PRIMARY GRADE LITERACY OBSERVATION (25 pts.)**

Candidates will spend one morning (2 to 2 ½ hours) in a kindergarten or first grade classroom to observe beginning literacy instruction including as many of the following as possible:

- Phonemic Awareness
- Concepts About Print
- Phonics Instruction
- Spelling Instruction
- Reading Comprehension-Narrative
- Supporting Reading through Oral and Written Language Development
- Vocabulary Development
- Writing
- ELA reading foundational standards
- ELD standards

Candidates will reflect upon what they saw, how it connected (or did not connect) to the theories and practice you learned this semester, and why the teacher made the pedagogical decisions that he/she did. Include the setting observed: small group, large group or one on one and what accommodations were made for students with special needs, or English language learners. Try to answer the following questions in the reflection:

1. How was the room organized, the physical layout?
2. Was there a classroom library? Was it organized in any particular way?
3. Was it a literacy rich environment? How so?
4. What opportunities did students have for independent reading? Did they choose what they read?
5. Did the teacher work in small groups? How were the groups organized? How were students placed in groups?
6. How did the teacher differentiate instruction? How did she meet the needs of all the students?
7. What was the rest of the class doing when the teacher worked in small groups?
8. What literacy concepts (see list above) did you observe?
9. What ELA reading foundational standards did you observe? What ELD standards did you observe?
10. What took place – what was the nature of the instruction?
11. Did the teacher read aloud? What? For how long?
12. How much time was spent on reading instruction?
13. Was there evidence of student work in the room? What kind?
14. Did you see any kind of reading assessment? What was it? What was being assessed?
15. What else did you notice about early reading instruction?
16. How would you apply what you observed to your own classroom?

**Investigating Literacy Assessments (20 pts.)**

Overview: Candidates will explore authentic literacy assessments. Candidates become familiar with the different purposes of literacy assessment and involved in the process of gathering and analyzing assessment data. Candidates have the opportunity to explore the power of authentic literacy assessments to inform their instructional planning and delivery and to practice giving feedback to students and reflecting on subsequent instruction. The professor will provide a variety of literacy assessment resources, and candidates will learn how to conduct and score literacy assessments.



For this assignment candidates will select literacy assessments that can be used to assess. Word analysis, fluency, academic language and vocabulary, comprehension and background knowledge. They will describe the assessment, how it is conducted, the purpose, what kind of data will be gathered and how it could be used to inform instruction. Candidates will also identify if the assessment can be used as entry level, progress monitoring or as a summative assessment.

The menu will look like this:

<b>MENU SECTION</b>				
<b>RICA Domain</b>	<b>Assessment #1: What is it? What is its purpose? What data will you gather?</b>	<b>Is it entry-level, progress-monitoring, or summative?</b>	<b>Assessment #2: What is it? What is its purpose? What data will you gather?</b>	<b>Is it entry-level, progress-monitoring, or summative?</b>
Word analysis				
Fluency				
Academic language and vocabulary				
Comprehension				
Background knowledge				

Rubric:

<b>Concerns (comments)</b>	<b>Criteria</b>	<b>Advanced (comments)</b>
	Apply knowledge of different types of assessments (TPE 5.1 ). (4 pts. each)	
	<b>Word analysis assessment:</b> Provides description, Identifies purpose, data gathered, type of assessment (4 pts.)	
	<b>Fluency assessment:</b> Provides description, Identifies purpose, data gathered, type of assessment (4pts.)	

	<b>Academic language and vocabulary assessment:</b> Provides description, Identifies purpose, data gathered, type of assessment (4pts.)	
	<b>Comprehension assessment:</b> Provides description, Identifies purpose, data gathered, type of assessment (4pts.)	
	<b>Background knowledge:</b> Provides description, Identifies purpose, data gathered, type of assessment (4pts.)	

**READING Comprehension LESSON PLAN (20 pts.) (Due on Cougar Courses by the morning you share your lesson)**

[TPE 3.1 Assessed, TPE 3.7 Practiced, Assessed, TPE 4.7 Practiced, TPE 4.8 Practiced, Assessed]

Candidates complete a literacy lesson plan for reading comprehension. This assignment provides candidates the opportunity to demonstrate the knowledge they have been learning about reading comprehension and reading instruction in the CA CCSS for ELA & Literacy, the CA ELD Standards and ELA/ELD Framework. Candidates demonstrate their knowledge of the subject matter, including the adopted California State Standards and curriculum frameworks (TPE 3.1). Candidates should design a lesson in which they explicitly teach a reading comprehension strategy, using the lesson plan template and the associated rubric criteria to prepare a lesson that helps the learner progress in reading comprehension. Candidates practice planning instruction that encourages student participation in learning by incorporating a range of communication strategies and activity modes between candidates and the students and among students (TPE 4.7). Candidates will design a literacy lesson that integrates digital tools and educational technologies. Candidates will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet Security (TPE 3.7). Integrated in the lesson plan design, candidates will demonstrate their understanding and application of digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning (TPE 4.8).

Candidates develop a lesson plan that includes the following components. **1) ELA Subject Area** (i.e., reading comprehension), **2) ELA CCSS Standards, ELD Standards, 3) Learning Goal(s)** for ELA & ELD plus identification of associated academic language (AL) demands. **4) Assessment:** Identify how teacher assesses during the lesson. Include the associated criteria/rubric and what teacher observes students do during lesson to demonstrate their learning. **5) Student Learning Activities:** Describe what students do, the activities students engage in and the materials they use during the lesson in order to learn the ELA learning goals. Include how students use digital tools or educational technologies during these activities (TPE 3.7 & 4.8) Describe how teacher groups students throughout the lesson. Practice incorporating into the learning activity a range of communication strategies and activity modes among students to encourage their participation in group-work (TPE 4.7). **6) Instruction to Support Learning:** Describe what teacher does, the instructional strategies the teacher uses in order to support students' learning of the learning goals at all stages of the lesson (Opening, Body, Closure). Include how teacher models and uses the resources, materials to engage students in learning. Include how teacher models and uses the resources, materials, digital tools and educational technologies to engage students in learning and offer students multiple means to demonstrate their learning (TPE 3.7 & 4.8). Practice incorporating into instruction a range of communication strategies and activity modes between teacher and students to encourage student participation (TPE 4.7).

Concerns	Criteria (5 pts each)	Advanced
	<p><b>Learning goals</b></p> <ul style="list-style-type: none"> <li>-Demonstrates knowledge of subject matter, including the adopted California State Standards and curriculum frameworks (TPE 3.1) by basing ELA &amp; ELD learning goals (LGs) on appropriate ELA Standards &amp; ELD Standards and ELA/ELD Framework.</li> <li>-Creates manageable LGs that build on students' prior academic knowledge related to the ELA content and that appropriately address students' developmental considerations, assets and needs.</li> <li>-Identifies salient academic language (AL) demands associated with the learning goals ( i.e., vocabulary)</li> </ul>	
	<p><b>Assessment-</b></p> <ul style="list-style-type: none"> <li>Identifies the kinds of evidence looking for when assessing (criteria/rubric) to determine the extent to which students meet learning goals (LGs).</li> <li>-Describes how teacher checks for students' understanding and monitors students' progress and learning/higher order thinking during the lesson.</li> </ul>	

	-Describes the ways students demonstrate their learning that the teacher observes and assesses, applying digital tools and learning technologies to offer students multiple means to demonstrate their learning (TPE 4.8)	
	<p><b>Student learning activities</b></p> <p>-Describes appropriate ELA learning activities (SLAs) that...</p> <ul style="list-style-type: none"> <li>&gt; support students to achieve the learning goals (LGs),</li> <li>&gt; support students to develop the academic language (i.e., vocab),</li> <li>&gt; engage &amp; challenge students, developing their higher-order thinking,</li> <li>&gt; address appropriately the students' developmental considerations, assets, &amp; needs,</li> <li>&gt; use appropriate resources and materials, apply digital tools &amp; learning technologies as appropriate to engage students in learning (TPE 4.8) and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship (3.7),</li> <li>&gt; provide English learners the language adaptations &amp; accommodations that support access to ELA content in SLAs while also integrating salient ELD as needed.</li> </ul> <p>-Indicates how teacher appropriately groups students during ELA learning activities and manages student interactions/group work to support student learning, trying a range of communication strategies and activity modes among students (TPE 4.7).</p>	
	<p><b>Instruction to support learning</b></p> <p>During the opening of lesson, describes instruction to support learning (ISL) that clearly sets learning expectations, directly links to students' relevant prior academic knowledge and establishes a positive learning environment.</p> <p>-During the body of lesson, describes appropriate ISL that...</p> <ul style="list-style-type: none"> <li>&gt; supports students achieving LGs by effectively engaging them in learning activities,</li> <li>&gt; teaches, demonstrates and supports use of the academic language (i.e., vocab &amp; grammar) associated with the LGs.</li> <li>&gt; engages &amp; challenges students, developing their higher-order thinking,</li> <li>&gt; addresses appropriately students' developmental considerations, assets, &amp; needs, and thus can be adapted/accommodated to improve student access to LGs,</li> <li>&gt; uses appropriate resources, materials, digital tools &amp; learning technologies to engage students in learning (TPE 4.8), modeling and developing digital literacy by using technology to engage students and support their learning, and promote digital citizenship including copyright law, fair use guidelines, Creative Commons license, and Internet Security (3.7),</li> <li>&gt; uses language adaptations &amp; accommodations to support English learner access to ELA learning and ISL that teaches salient ELD as needed</li> <li>&gt; tries using a range of communication strategies and activity modes with students to encourage student participation (TPE 4.7).</li> </ul> <p>-During the closure of the lesson, describes ISL that teacher uses to review and summarize key points of the lesson's ELA content and LGs.</p>	

**Weekly Readings and Reading reflections (30 pts.):**

[TPE 3.1 Introduced, TPE 3.7 Introduced, TPE 4.2 Introduced, TPE 4.3, TPE 4.7 Introduced, TPE 4.8 Introduced]

Candidates complete weekly readings. This assignment provides candidates opportunities throughout the course to be introduced to essential knowledge. Weekly readings are assigned to help the candidate merge theory and practice in order to realize a comprehensive and extensive educational program for all students. Candidates are introduced to key concepts and knowledge related to ELA/Literacy content and ELA/Literacy instruction and assessment through a variety of course readings each week. The following topics are included throughout the weekly readings in this course:

- Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks. (TPE 3.1)
- Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair

use guidelines and the use of Creative Commons license, and maintaining Internet Security (TPE 3.7)

- Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students. (TPE 4.2)
- Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction. (TPE 4.3)
- Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning. (TPE 4.7)
- Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning. (TPE 4.8)

Candidates should read each week's readings and prepare a written reflection and/or response to the weekly readings in Cougar Courses or via Twitter. This supports their ongoing class discussions about the readings as well as their engagement in activities related to the readings. Candidates submit the weekly readings journal as directed

**No final exam.**

### **Assessment of Professional Dispositions**

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

### Schedule/Course Outline

This schedule/course is subject to change

<b>Date</b>	<b>Topic</b>
Session 1	Overview of course Building community ELA CCSS, ELD Standards & ELA/ELD Framework
Session 2	Safe for all Building community Creating a culture of literacy Comprehension strategies
Session 3	What is language? What is literacy? Processes of literacy 1 <sup>st</sup> language acquisition
Session 4	Emergent literacy Phonemic awareness Concepts of print
Session 5	Emergent literacy Automaticity Oral language development, early speaking and listening
Session 6	Early reading Structure of English Language
Session 7	Guided Reading Shared reading Reading in CA Common Core Standards
Session 8	Word analysis, decoding, phonic, morphemic analysis Fluency
Session 9	Comprehension Response Academic language
Session 10	<b>First Grade Literacy Observation</b>
Session 11	Debrief primary grade observation Assessment Using assessment to plan instruction
Session 12	Comprehension Teaching Literature Fiction and nonfiction
Session 13	Writing development Writing instruction for young children
Session 14	Writing instruction & spelling development
Session 15	Planning, organizing and managing literacy classrooms Balanced literacy