Course & Section Nos.	EDMS 521-03
Course Title	ELEMENTARY LITERACY I
Class Roster No.	42735
Course Day(s)	Tuesday - Online
Time	12:30 pm - 3:30 pm
Online - Zoom Link	https://csusm.zoom.us/j/99606693524
Course Location	**ONLINE** Joli Ann Leichtag Elementary School San Marcos Cohort
Semester / Year	Fall 2020
Instructor	Dr. Christiane Wood
Phone	760.750.8235
E-Mail	cwood@csusm.edu
Office	University Hall 425
Office Hours	By Appointment

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

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

Syllabus is subject to change.

TABLE OF CONTENTS

_____

Dr. Christiane Wood, EDMS 521

Syllabus is subject to change.

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 elementary classrooms.

Course Prerequisites

Admission to the Multiple Subject Teacher Credential 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.

Teacher Candidates will develop as literacy educator professionals who:

- 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
- Become familiar with how to deliver a comprehensive program aligned with California's ELA/ELD standards.
- Demonstrate the ability to use multiple measures of assessments to determine students' progress towards state adopted content standards.
- Demonstrate knowledge of components of effective instructional delivery of literacy.
- Be able to analyze and interpret results of children's literacy behaviors to plan effective and differentiated instruction and interventions.
- Develop the ability to select appropriate materials and instructional strategies to meet the individual needs of students.
- To appreciate the need and value of integrating literacy into all curricular areas.
- Learn how to organize the classroom and instruction for differentiated literacy instruction and intervention for teaching different reading and writing to the wide range of learners to provide Universal Access.
- Demonstrate a respect for each student, his/her abilities and background and the student's right to instruction that meets his/her individual needs.

COURSE LEARNING OUTCOMES

Upon successful completion of this course, teacher candidates will be able to:

- Demonstrate a respect for each student, his/her abilities and background and the student's right to instruction that meets his/her individual needs.
- Understand reading and writing processes, their relationship to thought, language and learning.
- Understand how a first and second language is acquired.
- Understand delivery a comprehensive program aligned with CA ELA/ELD standards and ELA/ELD Framework.
- Demonstrate knowledge of components of effective literacy instruction.
- Select appropriate materials and instructional strategies to meet the individual needs of students.
- Demonstrate the ability to use multiple measures of assessments to determine students' progress towards state adopted content standards.
- Analyze and interpret children's literacy behaviors to plan differentiated instruction and interventions.

- Organize the classroom and instruction for differentiated literacy instruction and intervention for teaching reading and writing to the wide range of learners to provide Universal Access.
- Appreciate the need to and value of integrating literacy across all curricular areas.
- Teach students to develop and use academic language in English in all areas of literacy and to learn about the English language.
- Use the ELA/ELD Framework and practice the 5 themes: making meaning, language development, effective expression, content knowledge, foundational skills.
- 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.
- 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.

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Required Texts

Bear, et al., (2020). Words Their Way: Word study for phonics, vocabulary, and spelling instruction **7th Edition**. Pearson. ISBN-13: 978-0135204917

Cooper, et. al., (2018). Literacy Helping Students Construct Meaning. **10th Edition**. Cengage. Boston: MA. ISBN-13: 978-1305960602

Cunningham, P. (2017). Phonics They Use: Words for Reading and Writing (**7th Edition**). Pearson. ISBN-13: 978-0134255187

_____

The following readings will be made available on Cougar Courses

RICA content specifications (2009) _ available on cougar course
http://www.ctcexams.nesinc.com/about_RICA.asp

CA ELA/ELD Framework (2015). _ available on cougar course
http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp

CA common core state standards: English language arts & literacy (2013). _ available on cougar course
http://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf

CA English language development standards (2012). _ available on cougar course
http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf

Recommended (Optional)

Zarrillo, J. J. (2010). (3rd ed.) *Ready for RICA: A test preparation guide for California's Reading Instruction Competence Assessment.* Merrill Prentice Hall.
OR

Zarrillo, J. J. (2017). (4th ed.) *Ready for RICA: A test preparation guide for California's Reading Instruction Competence Assessment.* Pearson.

Cougar Course

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

Task Stream Account

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

Teacher Performance Expectation (TPE) Competencies (2020)

The course objectives, assignments, and assessments have been aligned with the CTC standards for (Single Subject, Multiple 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

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).

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)*

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.

SCHEDULE/COURSE OUTLINE

Course Schedule (Topics, Readings, Assignments, and Due Dates) Are Subject to Change

Date	Topic	Preparation Required	Due
Session 1 Date 9/1	Welcome! Creating a culture of literacy Project Global Competence overview	Review: Global Competence Framework Global California 2030	DUE: Participation and Practice Activities outlined in weekly session - See Cougar Courses
Session 2 Date 9/8	Becoming an Effective Teacher of Literacy	Cooper (2018) Chapter 1 - *What you Need to Know to be an Effective Literacy Teacher*	Reading Notes Submit to Cougar Courses DUE: Participation and Practice Activities outlined in weekly session - See Cougar Courses
Session 3 Date 9/15	Early Literacy Development Oral language development & early speaking & listening skills Oral Language Assessment Early Writing Development	Cooper (2018) Chapter 6 - *Beginning Literacy* Chapter 9 - *Writing and the Construction of Meaning* read pp. 329-338	Reading Notes Submit to Cougar Courses Quiz DUE: Participation and Practice Activities outlined in weekly session - See Cougar Courses
Session 4 Date 9/22	Early Literacy Development Emergent literacy, concepts about print Concepts of Print Assessment Early Writing Development	Cunningham (2017) Chapter 1 - *Early Reading and Writing Activities* Chapter 5 - *Early Reading Concepts* read pp. 62-66	Reading Notes Submit to Cougar Courses Quiz DUE: Participation and Practice Activities outlined in weekly session - See Cougar Courses

Session 5 Date 9/29	Early literacy development, phonemic & phonological awareness Phonemic & phonological awareness assessment	Cunningham (2017) Chapter 2 - *Phonological and Phonemic Awareness* Chapter 3 -*Concrete Words, Letter Names, and Sounds* Chapter 5 - *Early Reading Concepts* read pp. 66-74	Reading Notes Submit to Cougar Courses Quiz DUE: Participation and Practice Activities outlined in weekly session - See Cougar Courses
Session 6 Date 10/6	Word analysis, decoding, phonics, morphemic analysis Assessment	Bear (2020) Chapter 1 -*Developmental Word Knowledge* Chapter 4 - *Word Study for the Emergent Stage* Cunningham (2017) Chapter 4 - *Making Words in Kindergarten* Chapter 9 -*Making Words to Learn Spelling Patterns* Chapter 10 - *Rhyme-Based Decoding and Spelling*	Reading Notes Submit to Cougar Courses DUE: Participation and Practice Activities outlined in weekly session - See Cougar Courses
Session 7 Date 10/13	Word analysis - continued Fluency, automaticity, rate, prosody	Bear (2020) Chapter 5 - *Word Study for the Letter Name - Alphabetic Stage* Cunningham (2017) Chapter 6 - *Fluency Activities* Chapter 7 -*High Frequency words* Chapter 8 - *Fluency Assessment and Interventions*	Reading Notes Submit to Cougar Courses Quiz DUE: Participation and Practice Activities outlined in weekly session - See Cougar Courses

Session 8 Date 10/20	Word Study Principles and Practices Standards-Based Literacy Lessons Guided Reading/Comprehension Instruction and Lesson Planning Literacy Centers	Bear (2020) Chapter 3 - *Word Study Principles and Practices* Cooper (2018) Chapter 2 -*Frameworks for Effective Standards-Based Literacy Lessons*	Understanding Literacy Assessments Due DUE: Participation and Practice Activities outlined in weekly session - See Cougar Courses
Session 9 Date 10/27	Reading comprehension development and effective comprehension instruction	Cooper (2018) Chapter 4 - *Prior Knowledge Activating and Developing Concepts and Vocabulary*	Literacy Inquiry Based Observation Presentation Due DUE: Participation and Practice Activities outlined in weekly session - See Cougar Courses
Session 10 Date 11/3	Comprehension instruction, designing effective literacy lessons Academic language development and integrating literacy across the curriculum	Cooper (2018) Chapter 5 - *How to Teach Strategies for Constructing Meaning*	DUE: Participation and Practice Activities outlined in weekly session - See Cougar Courses
Session 11 Date 11/10	ELA/literacy assessments Assessment and Evaluation that Informs Instruction Differentiated ELA/literacy instruction for a wide range of learners for universal access	Cooper (2018) Chapter 3- *Assessment and Evaluation that Informs Instruction* Bear (2020) Chapter 2 -*The Assessment of Orthographic Development*	DUE: Participation and Practice Activities outlined in weekly session - See Cougar Courses
Session 12 Date 11/17	Multimodal Literacy Instruction New Literacies Digital literacy, digital tools, educational technologies and digital citizenship	See Cougar Courses for Readings	Literacy Lesson Plan Due DUE: Participation and Practice Activities outlined in weekly session - See Cougar Courses
Session 13 Date 11/24	No Class - Thanksgiving Break	No Readings this Week	
Session 14	Design Thinking Challenges and	See Cougar Courses for	Technology Project

Syllabus is subject to change.

Date 12/1	Literacy Learning Literacy Centers	Readings	Due DUE: Participation and Practice Activities outlined in weekly session - See Cougar Courses
Session 15 Date 12/8	Literacy Center Presentations Synthesis and closure	Literacy Center Presentations	Literacy Center Due

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Course Assignment Descriptions

Participation and Practice Activities (521) 10pts x 14weeks = 140 points
[TPE 3.1 Practiced]
      Candidates complete participation and practice activities. This assignment provides candidates opportunities throughout the course to practice demonstrating knowledge of subject matter, including the adopted California State Standards and curriculum frameworks (TPE 3.1), more specifically the CA CCSS for ELA & Literacy, the CA ELD Standards and the ELA/ELD Framework. Candidates participate in learning activities related to ELA/Literacy instruction through their interactions both face-to-face and online. Participation and practice activities correspond with weekly topic(s) of study and candidates submit evidence associated with participation in these practice activities as directed. These practice activities include but are not limited to the following: recording instructional examples of RICA competencies, demonstrating ELA/Literacy instructional strategies and learning activities and exploring the use of technologies that support literacy development. Each week participation and practice activities will be outlined in Cougar Courses.

Weekly Readings and Reading Notes (521)
[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)

Reading - Notes - 10 points x 6 = 60 points
Due week **2, 3, 4, 5, 6, 7**
You will engage in an ongoing discussion with your professor and your classmates about the readings as they connect to our in-class discussions. Make sure to read each week's readings BEFORE class starts and take notes and/or respond to them in any format that you choose, including using graphic organizers that you learn from student teaching or any of your methods courses. You may focus on themes you notice or questions you have or you may respond with your overall thinking on the topic. Submit the reading reflection/notes to cougar courses as indicated in the course schedule. Phone images (as long as I can read them are allowed) Note: Reading reflections-notes are due before class.

Reading Quizzes - Candidates will be assessed on their understanding of course readings - 4 multiple choice quizzes worth **10 points each = 40 pts** will be given throughout the semester. **Due Session 3, 4, 5, 7**

Literacy Inquiry Based Primary Grades Observation- 50 points
Due: October 27, 2020
The purpose of this primary grades observation is to observe actual literacy instruction related to the RICA domains and essential literacy instruction for helping all students develop as strong readers, writers, speakers, and listeners.
RICA Domains: https://www.ctcexams.nesinc.com/content/docs/RC_content_specs.pdf

RICA DOMAINS
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

You will make arrangements to observe in a primary grade classroom TK-3rd grade (virtual or F2F) - please use your student teaching school site for this assignment. You will observe literacy instruction, specifically in the following areas:
- Phonemic Awareness and Phonics
- Concepts About Print
- Spelling
- Reading Comprehension
- Oral Language Development
- Vocabulary Development
- Writing

You will engage in a Literacy Inquiry Based Observation. You will interview the teacher before the lesson, you will identify the RICA Domain (s) that you will observe. You will find an article related to the domain, you will observe and take notes during the lesson, identify the RICA domain you observed during the lesson using an observation tool. You will interview the teacher after the lesson. Finally, you will share your learning by creating a presentation using a technology tool. Specific directions will be given in class.

Understanding Literacy Assessments - 40 points
Due October 20, 2020
        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. When candidates write about the learning experience, they answer the following questions:

What overall insight(s) have you gained about literacy assessments and their use?
What more do you want to learn about literacy assessments and how to use them to inform your instructional decisions and your feedback to your students?

Specific information regarding the Literacy Assessments assignment will be given in class. This is an ongoing assignment.

Literacy Lesson Plan - Due November 17, 2020 - 50 points
[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).

	(521) Lesson Plan Rubric	
Exceeds Expectations	**Meeting Expectations** Lesson Learning Goals	**Needs Improvement**

All of 3, plus: Creates individualized LGs	-Demonstrates knowledge of subject matter, including the adopted California State Standards and curriculum frameworks (TPE 3.1) by basing ELA & ELD learning goals (LGs) on appropriate ELA Standards & ELD Standards and ELA/ELD Framework. -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. -Identifies salient academic language (AL) demands associated with the learning goals (i.e., vocabulary, grammar)	-LGs not based on salient ELA knowledge from standards/ framework or on salient knowledge of students, or, -Insufficient AL
	Assessment	
All of 3, plus: Makes individualized adaptations & accommodations to assessments of the lesson's learning goals	-Identifies the kinds of evidence looking for when assessing (criteria/rubric) to determine the extent to which students meet learning goals (LGs). -Describes how teacher checks for students' understanding and monitors students' progress and learning/higher order thinking during the lesson. -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)	-Criteria/ rubric not identified or aligned to LGs, or, -Lacks sufficient/ appropriate asmt or ways for students to show learning
	Student Learning Activities	
All of 3, plus: Makes individualized adaptations & accommodations and/or uses UDL multiple means of engagement, action/expression and representation for individual learning differences	-Describes appropriate ELA learning activities (SLAs) that… > support students to achieve the learning goals (LGs), > support students to develop the academic language (i.e., vocab & grammar), > engage & challenge students, developing their higher-order thinking, > address appropriately the students' developmental considerations, assets, & needs, > use appropriate resources and materials, apply digital tools & 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), > provide English learners the language adaptations & accommodations that support access to ELA content in SLAs while also integrating salient ELD as needed. -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).	-SLAs not aligned with LGs or lack support, challenge or engagement of students, or, -SLAs inadequately address students' assets, needs, dev considerations, or EL needs, or, -Lack appropriate grouping or materials or tech
	Instructional to Support Learning	
All of 3, plus: Makes individualized adaptations & accommodations and/or uses UDL multiple means of engagement, action/expression	-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. -During the body of lesson, describes appropriate ISL that… > supports students achieving LGs by effectively engaging them in learning activities, > teaches, demonstrates and supports use of the academic language (i.e., vocab & grammar) associated with the LGs.	ISL not aligned with LGs or LAs, or, -ISL lacks support, challenge or engagement of students, or,

and representation for individual learning differences, -Applies digital technologies to create personalized and integrated technology-rich lessons (4.8)	> engages & challenges students, developing their higher-order thinking, > addresses appropriately students' developmental considerations, assets, & needs, and thus can be adapted/accommodated to improve student access to LGs, > uses appropriate resources, materials, digital tools & 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), > uses language adaptations & accommodations to support English leaner access to ELA learning and ISL that teaches salient ELD as needed > tries using a range of communication strategies and activity modes with students to encourage student participation (TPE 4.7). -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.	-ISL inadequately addresses students' assets, needs, dev considerations, or EL needs, or, -Lacks appropriate use of resources, materials, technologies, or, -Does not clearly support student learning at each stage of lesson

Technology Project   30 points
Due: December 1, 2020
Building upon the website you created in EDUC 422, you will create a page that includes resources for student literacy learning. Please note that we will be using Google Sites for this project. A detailed handout will be provided regarding this assignment. This is an ongoing project.

Literacy Center Presentation and Materials 50 points
Due: December 8, 2020
Literacy Center Group Presentation and Lesson Plan Outline . Your group will design and present literacy center activities and a lesson plan outline that demonstrates your understanding of instructional practices for emergent/beginning reading and writing instruction. A detailed handout will be provided regarding this assignment.

Professional Learning- Variable due dates - 20 points
This semester you will be encouraged to attend at minimum one of the professional learning opportunities offered through the School of Education. These opportunities will be held outside of class time. Information regarding dates and times for professional learning opportunities will be posted in Cougar Courses and announced in class. A reflection of your learning and implications for implementation is due one week after the professional learning.

Project for Future Teachers - Knowing Our Students; Knowing Ourselves (KOSKO)
Variable due dates - 20 points
Participation in iEARN - De Orilla a Orilla
Details forthcoming

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 Times New Roman or Arial fonts. 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.

A	493-500	**A-**	490-492		
B+	487-489	**B**	483-486	**B-**	480-482
C+	477-479	**C**	473-476	**C-**	470-472

Assignments	Points Possible
Participation, Attendance, and Practice Activities	140
Course Readings and Reading Notes	60
Reading Quizzes	40
Literacy-Inquiry Based Primary Grades Observation	50
Understanding Literacy Assessments	40
Literacy Lesson Plan *Focus: Reading Comprehension*	50
Technology Project	30
Literacy Center Presentation	50
Professional Learning and Participation in KOSKO	40
Total Points	500

Final Exam Statement

There will be no final exam.

School of Education/Course Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) 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 (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997). NOTE: While this is an online synchronous course (we meet face to face virtually) - each week may include hybrid instruction and assignments.*

GENERAL CONSIDERATIONS

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 assignments must be original work, clear and error-free. All ideas/material 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 accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero 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.
Refer to the full Academic Honesty Policy at:
http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) 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.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4200, contact 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.

Credit Hour Policy Statement

In this course with face-to-face- synchronous and/or hybrid per 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. For this course with three weekly hours of instruction, you should plan on spending an additional six hours engaged in study, review, and planning.

All University Writing Requirement

The All-University Writing Requirement of 2500 words for courses of 3 or more units is satisfied in the course through written assignments such as lesson plans, reflections and analyses.

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.

Campus Resources

Academic Success Center

CSUSM as ONE COVID-19 Resources

Return to Campus Guidelines