

**Instructor Information**

Name: **Miriam Meeks**

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Office Hours: After Class or By Appointment

**Rooms and Times:**

**Tuesday – virtual 9:30-10:45**

**Thursday – virtual 9:30-10:45**

**Text Rental:**

**Pinnell, Fountas (2011) Literacy Beginnings – A Prekindergarten Handbook – Heineman Press**

**Practicum: 10 hours to be determined**

**Covid-19 Requirements:**

This is university policy and not up to the discretion of individual instructors. Failure to adhere to this requirement could result in formal withdrawal from the course.

**Face Coverings:**

- At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the Disability and Assistive Technology Center to discuss accommodations in classes. Please note that unless everyone is wearing a face covering, in-person classes cannot take place.

**Other Guidance:**

- Please monitor your own health each day using this screening tool. If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email your instructor and contact Student Health Service (715-346-4646).

As with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus.

- Maintain a minimum of 6 feet of physical distance from others whenever possible.
- Do not congregate in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room.
- Wash your hands or use appropriate hand sanitizer regularly and avoid touching your face.
- Please maintain these same healthy practices outside the classroom.

## COURSE DESCRIPTION

An elementary education methods course emphasizing integrated language arts with a focus on reading, writing, listening, speaking, viewing and visually representing in the elementary and middle schools.

- **Course Philosophy:**

Effective instruction and assessment of reading and writing relies on an integrated curriculum, researched-based instruction, and a corresponding practicum. Course content will build upon the pre-service teachers' prior knowledge and assumptions of language and literacy as the base for how we understand, shape, and work in the world. Content will include major concepts and processes central to understanding literacy/language arts development. How learners become readers and writers, multiple contexts in which literacy learning develops, with emphasis on new literacies and technologies. The importance of selection of assessment and interventions, and the critical role of teachers in fostering literacy learning which must integrate the six language arts strands of reading, writing, speaking, listening, viewing and visually representing in elementary and middle school settings.

- **Course performance** tasks will emphasize application of the **Optimal Learning Model** (GRR) for teaching and include consideration of the following:

- **Prerequisite:** Admission to Professional Education and EDUC 302 or Department Approval

- C. **University Policies:**

1. **The expectations** delineated in the UWSP Community Rights and Responsibilities intended to help maintain a positive living and learning environment. It also includes policies regarding academic misconduct (found in UWSP Chp. 14) as well as nonacademic misconduct (found in UWSP Chap. 17 & 18). For additional information refer to <http://www.uwsp.edu/dos/Pages/Academic-Misconduct.aspx>
2. **Copyright and File Sharing:** Posting instructor-created course material onto any websites directly violates the instructor's copyright on his/her academic materials. These materials provided for your convenience as an aid to learning. Permission to post instructor-created material on any such site denied.
3. **Americans with Disabilities Act:** If you need special accommodations to meet any of the course requirements, you should register with the Disability Services Office (located on the sixth floor of LRC) and contact the instructor at the beginning of the course. The Americans with Disabilities Act is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information, refer to <http://www.uwsp.edu/disability/Pages/default.aspx>

**SPECIFIC LEARNING OUTCOMES: As a result of this learning experience preservice teachers will:**

1. Demonstrate knowledge of language development theory and its interconnectedness with literacy development.
2. Define effective instructional units which integrate the strands of language arts: reading, writing, speaking, viewing, and visually representing.
3. Utilize appropriate formative assessments for language arts (aligned to curriculum standards and learning objectives) to inform planning, grouping, and differentiated instruction.
4. Adapt language arts instruction to respond to a range of diverse students needs based on careful observation and assessment.
5. Explore the writing process and the writers workshop approach as it applies to early childhood education.
6. Understand that the field of literacy is constantly evolving and that what is considered best practice changes as new information is gained about students and learning.

**ACTIVITIES, REQUIREMENTS, ASSIGNMENTS:**

**A. ACTIVITIES:**

The methods of instruction in this class will consist of the following components:

1. Whole and small group discussions
2. Group and individual presentations and projects
3. Textbook and journal information
4. In-class and out-of-class assignments
5. Lecture
6. Reflective journal writing

**B. REQUIREMENTS:**

1. Learning from reading:  
Each student is expected to carefully read each assigned chapter from the required text and be ready to participate in a guided discussion of the reading.
2. Learning from one another:  
Each student is expected to actively participate in class discussions. Learning activities designed to illustrate various reading instruction techniques and materials will be demonstrated in class. A successful and enjoyable learning community requires mutual respect of all members.

3. Learning from writing:

Each student is expected to write as an integral part of this class. In addition to the formal writing assignments, informal writing in the form of reflective responses will be required.

4. Learning from practice:

Each student is expected to practice planning and presenting at various times throughout the semester. Specific assignments, along with rubrics for assigning points will be explained well in advance of due dates throughout the semester.

**1. EVALUATION/GRADING:**

Grades are earned based on averaged scores earned through tests, learning activities, journals. The final grade for the course will be determined according to the following scale:

**D. ASSIGNMENTS: (forms are on Canvas)**

- Interactive Read aloud with lesson plan – 10 points - work group
- Reading Response Journals – 75 points
- 1-Read -Aloud – 20 points
- 1-Readers Theater – 20 points - work group
- Writing Research -30 points
- 10 hours of practicum experience – to be determined

**Grading will be based on percentages:**

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
94-100	90-93	87-89	84-86	80-83	77-79	74-76	70--73	67-69	64-66	60-63	0-65

Late work:

All assignments are due on the due date listed in the syllabus.  
If you cannot attend class e-mail me.

**Late assignments will lose 5 points.**

## Resources:

### Common Core State Standards - Response to Intervention – Teacher Standards – Balanced Literacy

- Wisconsin has adopted the Common Core Standards (CCSS) as part of a larger vision to have students who are college and career ready in Reading, Writing, Speaking, Listening and Language.

ELA-CCSS Resources: <http://www.corestandards.org/ELA-Literacy>

Wisconsin State Standards

<https://dpi.wi.gov/sites/default/files/imce/standards/New%20pdfs/ELASTandards2020.pdf>

- Teaching Standards:  
[https://www.uwsp.edu/education/Pages/PortfolioResources/teacher\\_standards.aspx](https://www.uwsp.edu/education/Pages/PortfolioResources/teacher_standards.aspx)
- Wisconsin's framework for Response to Intervention (RTI) is found at these attached links <http://www.wisconsinrticenter.org/>
- Balanced Literacy - <https://resources.corwin.com/thisisbalancedliteracy>
- Virtual teaching - <https://vimeo.com/403505682> reading  
<https://pioneervalleybooks.com/pages/home-resources>  
<https://vimeo.com/385111947> writing

**COURSE OUTLINE AND SCHEDULE:**

Remember that planning is **FLUID** it can change  
Class and Assignment Schedule

Date	FLEXIBLE PLAN	Assignment/Due Date
Sept.3	Introductions, course overview, groupings- WHAT IS LANGUAGE ARTS	<p style="text-align: center;"><b>TEXT Read pages 23-28</b>  <b>Submit journal entry to canvas</b>  <b>Due: Sept. 10</b></p> <p style="text-align: center;"><b>Bring a picture book or chapter book to class on Sept. 8<sup>th</sup>.</b></p>
Sept.8 Sept.10	Background knowledge, comprehensible input	<p style="text-align: center;"><b>Chapt. 6 Role of Language pp 74-81</b>  <b>Due: Sept. 17</b> submit to canvas</p>
Sept. 15 Sept. 17	Word work Environmental print	<p style="text-align: center;"><b>Chapt. 7 Oral vocabulary pp 82-88</b>  <b>Due: Sept. 24</b> submit to canvas</p>
Sept. 22 Sept. 24	Vocabulary building strategies.	<p><a href="https://resources.corwin.com/thisisbalancedliteracy/student-resources/videos">https://resources.corwin.com/thisisbalancedliteracy/student-resources/videos</a></p> <p style="text-align: center;"><b>Video 1 Balanced Literacy</b>  <b>Due: Oct. 1</b> submit to canvas</p>
Sept. 29 Oct. 1	Balanced literacy  <b>SEPT. 30 READ ALOUD DUE</b>	<p><a href="https://resources.corwin.com/thisisbalancedliteracy/student-resources/videos">https://resources.corwin.com/thisisbalancedliteracy/student-resources/videos</a></p> <p style="text-align: center;"><b>Video 3 Interactive Read Aloud</b>  <b>Due: Oct.8</b> submit to canvas  <b>Chapt. 11 TEXT Interactive Read Aloud pp 114-124</b>  <b>Due: Oct. 8</b> submit to canvas</p>
Oct. 6 Oct. 8	Interactive read-alouds	<p style="text-align: center;"><b>Chapt. 18 Reading Writing Connection pp 176-181</b>  <b>Due: Oct. 15</b> submit to canvas</p>
Oct. 13 Oct. 15	Writers workshop	<p style="text-align: center;"><b>Chapt. 15 Learning to Write pp 148-153</b>  <b>Due: Oct. 22</b> submit to canvas</p>
Oct. 20 Oct. 22	Writers workshop	<p style="text-align: center;"><b>Chapt. 16 Shared and Interactive Writing pp154-169</b>  <b>Due: Oct. 29</b> submit to canvas</p>
Oct. 27 Oct. 29	Writers workshop  <b>OCT. 28 INTERACTIVE READ ALOUD DUE</b>	<p><a href="https://resources.corwin.com/thisisbalancedliteracy/student-resources/videos">https://resources.corwin.com/thisisbalancedliteracy/student-resources/videos</a></p> <p style="text-align: center;"><b>Video 10 – write with Mentor Text</b>  <b>Due: Nov. 5</b>  <b>Chapt. 17 – Early Writing Behaviors pp 170-175</b>  <b>Due: Nov. 5</b></p>
Nov. 3 Nov. 5	Writers Workshop	<p><a href="https://resources.corwin.com/thisisbalancedliteracy/student-resources/videos">https://resources.corwin.com/thisisbalancedliteracy/student-resources/videos</a></p> <p style="text-align: center;"><b>Video 19 – Guided Writing</b>  <b>Due: Nov. 12</b> submit to canvas  <b>Video 14 Peer Editing</b>  <b>Due: Nov. 12</b> submit to canvas</p>

Nov. 10 Nov. 12	Editing and conferencing	<p><b>Chapt. 22 Observing Reading Behaviors</b> pp 208-211 <b>Due: Nov. 19</b> submit to canvas</p> <p><b>Chapt. 23 Observing Writing Behaviors</b> pp 212-215 <b>Due: Nov. 19</b> submit to canvas</p>
Nov. 17 Nov. 19	<p>Assessment</p> <p><b>NOV. 18 READERS' THEATER DUE</b></p>	<b>No assignments for next week</b>
Nov. 24	<b>NOV. 30 WRITING RESEARCH DUE</b>	
Dec.1 Dec. 3		
Dec. 8 Dec. 10		

## Reading Response Assignment

### What was your “aha” moment in this reading?

#### What did you learn?

- Entries are due on the date listed. (Form is on canvas. Submit to canvas)
- Use a quote from your reading as a reference to your “aha” moment. The quote should be stated first in your response. **Include the page number**
- What did you learn and what do you think the impact will be on your teaching?

	5	3	0
Reference	“Aha” quote is stated with page number.	“Aha” quote is stated without page number.	“Aha” quote is not included.
Content/Information What did you learn and how will it impact instruction.	Evidence of careful thought and analysis and/or insight.	Some evidence of careful thought and/or analysis or insight.	Little or no evidence of careful thought and/or analysis or insight.
Grammar/Mechanics	No punctuation or mechanical errors.	Few punctuation or mechanical errors.	Too many punctuation or mechanical errors.
Format	Meets format of assignment.	Meets some of the format of assignment.	Does not meet the format of assignment.

**Each reading is worth 5 points**



Reading Response – AHA Moment

Name: \_\_\_\_\_ TEXT or VIDEO \_\_\_\_\_

AHA Moment (quote from book or thought from video)	Page from text:
What did you learn?	
How do you think you might use it in your classroom?	

## READ-ALOUD

### Assignment- Read Aloud – This is not done with your work group.

1. Choose a picture book or chapter book (only need 1 or 2 chapters) and video yourself reading it. Upload links to canvas.

Submit this form to Canvas:

Name: \_\_\_\_\_

Picture Book Read Aloud/Chapter Book	
Book Title:	Author:
Why did you choose this book?	
What speaking and listening standards does this meet? (no more than 2)	

### Read Aloud Rubric

	20	10	5
VOLUME	Volume was perfect and added increases and decreases for emphasis.	Can hear, but not loud enough.	Too soft, can't hear clearly.
CLARITY	There was crispness to the pronunciation.	Mumbled a little bit. Hard to understand all of the words.	Could not understand. Mumbled a lot.
FLUENCY	Flowed faster or slower depending on the story's mood.	Stopped now and then to work on a word.	Choppy, needed to stop and figure out words.
EXPRESSION	Changed their voice to make it exciting and engaging.	Read in a sing-song way. Did not change voice very much.	Didn't change voice at all. Monotone
POSTURE	Moved and held the book comfortably. Illustrations viewed by all the students.	Sometimes held the book comfortably. Illustrations not always in view for students.	Held book in front of your face. Did not show illustrations.
STANDARDS	Standard/s stated and met.	Standard/s stated but not met.	No standards stated.

## READERS THEATER

### Assignment – Readers Theater – 2 stories      This may be done in your work group.

1. Choose a picture book and create a script from the story. Submit script and this form separately to canvas.
2. Find writing standards (no more than 2) that will be met by this project.

Names: \_\_\_\_\_

Creating a Reader's Theater	
Choose Book Title:	Author:
Writing standards:	

Create main and supporting characters:

Create a simple plot line:

Set tone: (funny, sad, mad etc.)

## Interactive Read-Aloud Assignment

**Work may be done in your work group.**

- Complete lesson plan form. **Upload to Canvas.**
  
- One person from the group will present the lesson. You do not need to present the whole lesson. Choose a small portion to present. (1 chapter or the beginning of a book) Be sure to have all the materials you need.

	25	15	0
Objectives	Matched and clearly connected to the language arts standards.	Matched but not clearly connected to the language arts standards.	Not matched or clearly connected to the language arts standards.
Developmentally Appropriate	Major concepts and assumptions of learning are developmentally appropriate.	Most concepts and assumptions of learning are developmentally appropriate.	Concepts and assumptions are not developmentally appropriate.
Procedures	All content and resources required for instruction: includes a variety of teaching strategies, materials, and questions.	Some content and resources required for instruction are listed.	Minimal content and resources required for instruction are listed.

## Interactive Read Aloud Planner

**Names/s:** \_\_\_\_\_

**Grade Level:** \_\_\_\_\_

**Book Title:** \_\_\_\_\_ **Author:** \_\_\_\_\_

**Standard/s:**

**Focus skill:**

**Vocabulary Words:**

**Activities:**

**Before Reading:**

**During Reading:**

## After Reading:

### Writing Sample Research Paper

Writing sample:

To become familiar with the writing process, you will write a research paper on either spelling or grammar.

You will need to turn in on Canvas:

- Prewriting – what are your initial thoughts
- Rough Draft – beginning to get it together without erasing anything
- Revising – checking that it makes sense and is clear
- Editing/Proofreading – mechanics, grammar, spelling, sentence structure
- Final Copy – publishing

Research:

You will need to read and create a report based on current journal articles (within the past 5 years). There will be one report and you're able to choose between **SPELLING or GRAMMAR or HANDWRITING.**

Discover the pros and cons to teaching in one of these content areas. Summarize what you have learned and how it might impact your instruction. (Focus on one or two ideas that interest you.)

Procedure:

- Decide what your research will be on.
- Look for resources at the library and online. Look for journals, and other documents.
- Find at least 3 resources that you will use to develop your writing. (Be careful not all resources are great)
- Develop a system for keeping your notes in order.
- Write the introduction: Explain the focus of the paper and our specific purpose.
- Write the body: Build your writing around the points you want to make. Summarize, analyze and explain your research instead of just listing it.
- Write the conclusion: Summarize what you have learned for the reader and integrate your sources. Use this part of your paper to add up your information and explain their significance.
- No more than 2 pages double spaced. Use APA guidelines for your citations.

**Writing Sample Research Report**

**Suggested Resources:**

Richard Allington  
 Fontas-Pinnell  
 Reggie Routman  
 Jan Richardson

ASCD  
 Edutopia  
 Reading Rockets  
 DPI

Zaner-Bloser

	25	10	0
Purpose	The writer's central purpose or argument is readily apparent to the reader.	The writing has a clear purpose or argument, but sometimes may digress from it.	The purpose or argument is generally unclear.
Content	Balanced presentation of relevant information that clearly supports the purpose or argument. Reader gains important insights.	Information provides reasonable support for a central purpose or argument. Reader gains some insight.	Central purpose or argument is not clearly identified. Reader is confused or may be misinformed.
Organization	The ideas are arranged logically to support the purpose or argument. The reader can follow the line of reasoning.	For the most part ideas are arranged logically to support the central purpose or argument. The reader can almost follow the line of reasoning.	In general the writing is arranged logically but the ideas may fail to make sense. The reader is not clear about what the writer intends.
References	Compelling evidence from professionally legitimate sources to support purpose or argument.	Legitimate sources that support claims are generally present.	References are seldom cited to support statements.
APA Format	APA format is used accurately and consistently.	APA format is used with minor errors.	There are frequent errors in format.
Mechanics	The writing is free or almost free of errors.	There are occasional errors but they don't obscure the meaning.	There are so many errors that the meaning is confused.

## **What is Language Arts? 6 Strands**

### **Listening – Receptive Understanding:**

Listening is the active process of constructing meaning from sound:

- Vocabulary
- Visual Clues
- Inflection, volume, tone, emotion, pace, gestures
- Interpreting words, organization patterns
- Interpretation of implied and literal meanings

### **Speaking – Spoken Language:**

To say words, talk converse

- Fluent spoken language.
- Oral language to communicate thoughts and to form and maintain relationships.
- Oral language experiences through formal and informal experiences.
- Purposes, dialogues, plays, speeches etc.
- Speaking promotes opportunities to strengthen the process of students' thoughts and vocabulary.

### **Reading – Comprehending and communicating through printed text:**

The act or process of constructing meaning of written or printed words.

- Reading is the vehicle for students to respond, analyze and engage in critical thinking.
- Source of ideas and information for instruction in reading.
- Contributes to the full meaning of language, such as connotation, tone, figurative language and sound.

### **Writing – The use of squiggly lines/markings used to communicate:**

The activity or skill of marking coherent words on paper and composing text.

- Writing is a means to explore ideas, experiences, and emotions, and is also a way of communicating with others.
- The process starts informally and progresses to formal.
- Awareness that there are many forms of writing including electronic media.



**Viewing – Images convey messages:**

The act of seeing, the power of seeing, range of the eye.

- Images convey ideas, values and beliefs, just as words do.
- Visual clues of composition, color and light, shadow and contrast.
- Viewing helps the “reader” to look at elements of pattern, mood, symbolism and historical content.

**Visual Representation – Visual tools used to express ideas:**

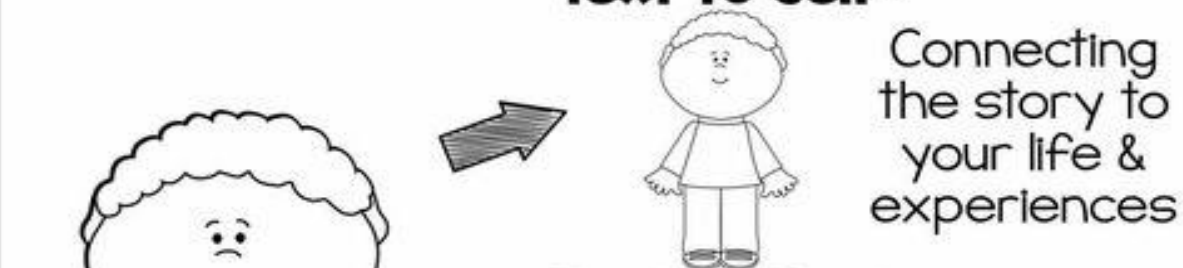
Idea or image that is presented in a particular way to have meaning and symbolism.

- Use of sketches, webs, maps, and graphic organizers to develop and organize thoughts.
- Use of charts, slide, posters and handouts to enhance formal products that correspond with print and or oral texts.

# Use **BACKGROUND KNOWLEDGE**

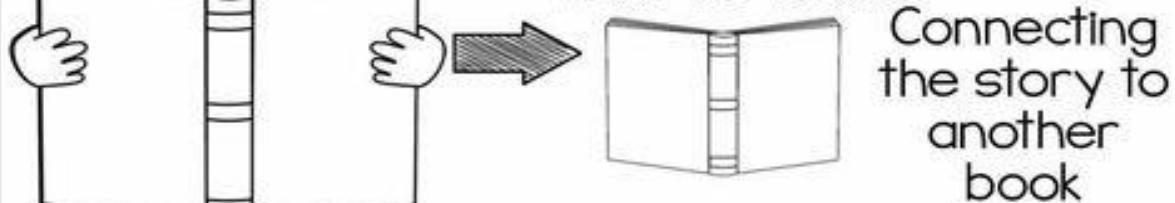
Good readers use what they already know to help them make connections to what they are reading.

## **Text to Self:**



Connecting the story to your life & experiences

## **Text to Text:**



Connecting the story to another book

## **Text to World:**



Connecting the story to the real world

# Background Knowledge

Background knowledge is all the information you have filed away in your brain. Your life experiences can help make you a better reader. Background knowledge can also be called schema or prior knowledge.

## Characteristics of Background Knowledge:

It grows with new experiences

Everyone's background knowledge is unique

It changes over time

## How does background knowledge help me as a reader?

- Background knowledge is necessary for readers to make predictions.
- Background knowledge is necessary for readers to make inferences.
- Background knowledge is necessary for readers to make connections.
- Background knowledge helps readers draw conclusions.
- Background knowledge helps readers make generalizations.