

**Instructor Information**

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Office Hours: After Class or By Appointment

**Rooms and Times:**

**310-1 Monday/Wednesday 11:00-12:15 rm: 229**

**310-2 Monday/Wednesday 12:30-1:45 rm: 229**

**Both sections meet for seminar Thursday 2:00-2:50 rm: 209**

**7 Weeks Practicum – Schools to be determined**

**Text Rental:**

**Tompkins, G.E. (2018), Language Arts: Patterns of Practice 9<sup>th</sup> edition, Pearson: Boston MA**

**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>

## I. SPECIFIC LEARNING OUTCOMES

At the end of this course UWSP Pre-Service Teachers will:

1. Demonstrate knowledge of transmitting meaning through speaking, writing, and visually representing and comprehending meaning through listening, reading, and viewing. (INTASC #1, 2, 4, 6)
2. Demonstrate competency using a holistic language arts approach to teach across the curriculum, (language arts/social studies integration.) (INTASC #3, 4, 5)
3. Speak clearly and effectively using professional English. (INTASC #6)
4. Write clearly and effectively using correct grammar, spelling, and handwriting. (INTASC #6, 7)
5. Identify specific strategies and develop meaningful materials appropriate for teaching language arts. (INTASC #4, 5, 7)
6. Demonstrate knowledge of how to create a physical environment conducive to language learning. (INTASC #5)
7. Recognize the importance of meeting the needs of students with special or culturally diverse needs and demonstrate specific ways in which these needs can be met, especially in assessment and evaluation. (INTASC #3)
8. Demonstrate knowledge of how to incorporate learning in the classroom. (INTASC #2, 5, 8)
9. Demonstrate knowledge of how to incorporate multicultural education in the language arts program, including thematic and unit instruction. (INTASC #3, 5, 7, 9)

10. Demonstrate knowledge of teaching writing process (story, information, poetry) (INTASC #1)
11. Demonstrate knowledge of creating classrooms that will encourage students toward a lifelong love of reading and writing. (INTASC #ALL)
12. Demonstrate knowledge of how to effectively involve parents in the language arts program. (INTASC #6, 10)
13. Demonstrate reflective thinking through class discussions, projects, and cooperative group activities. (INTASC #9)
14. Demonstrate behavior which is consistent with a competent, caring, committed teacher. (INTASC #ALL)

## II. 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.

## III. 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)

- |  |                                   |                  |
|--|-----------------------------------|------------------|
| • Literacy Work Stations – 40 points       | with mini-lesson plan – 40 points | <u>80 points</u> |
| • Interactive Read aloud with lesson plan  |                                   | <u>25 points</u> |
| • Reading Response Journal – 5 points each |                                   | <u>35 points</u> |
| • Writing Process Sample                   | 25 points– Research Paper - 25    | <u>50 points</u> |

**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 - edTPA**

- 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>  
<http://vimeo.com/tcrwp/portfolios>
- 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/>
- edTPA reference: <http://www.uwsp.edu/education/Pages/edtpa.aspx>

**COURSE OUTLINE AND SCHEDULE:**

Remember that planning is **FLUID it can change**

Class and Assignment Schedule

DATE	FLEXIBLE PLAN	ASSIGNMENT AND DUE DATE
1/22	Syllabus Review What is language arts? Standards Community of Learners	Read and respond to Chapter 7 pp 209-223 Due 1/27
1/27 1/29	Review Prior Knowledge Academic Language Building vocabulary Word learning strategies Engaging ELL	Read and Respond to Chapter 3 pp62-67 and 77-86 Due 2/3
2/3 2/5	Review Read Alouds Interactive read alouds Basils and Trade books Interactive writing Literacy centers Reading File presentation 2/5	Read and Respond to Chapter 5 pp124-138 Due 2/10
2/10 2/12	Review Reading Strategies Types of reading and Writing Connecting Reading and Writing Reading/ Writing process	Read and Respond to Chapter 5 pp139-154 Due 2/17
2/17 2/19	Review Balanced Literacy Gradual Release 6 traits Genres Integration Writing File presentation 2/19	Read and Respond to Chapter 9 pp273-277 and 289-296 Due 2/24
2/24 2/26	Review Fiction and Nonfiction Grammar Spelling Handwriting	Read and Respond to Chapter 11 pp 332-346 Due 3/2
3/3 3/5	Review Readers Theater Listening Interactive Read Aloud 3/11	Read and Respond to Chapter 11 Pp347-360 Due 3/9
3/10 3/12	Putting it all together	

## Reading Response Assignment

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

#### What did you learn?

- Entries are due on the date listed. They will be turned in after discussion during Monday class. (typed or handwritten)
- 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 for a total of 35 points**

## Interactive Read-Aloud Assignment

**Work may be done in a group.**

- Choose a group of no more than 4 to work together.
- Complete lesson plan form. Bring a hard copy for me when you present. **Upload to Canvas.**
- Bring all the materials you'll need and present plan to class.
- 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)

	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:

## WORK STATION ASSIGNMENT

- 1 reading file folder – no more than 2 standards - form available on canvas

**FORM COMPLETED AND SUBMITTED TO CANVAS – BRING A HARD COPY TO CLASS WHEN PRESENTING**

- 1 writing file folder – no more than 2 standards - form available on canvas

**FORM COMPLETED AND SUBMITTED TO CANVAS – BRING A HARD COPY TO CLASS WHEN PRESENTING**

- 1 Pre-teaching lesson plan for reading file folder – form available on canvas

What is the lesson you are supporting with your file folder? Use the same standards as your file folders. **SUBMIT TO CANVAS**

- 1 Pre-teaching lesson plan for writing file folder – form available on canvas

What is the lesson you are supporting with your file folder? Use the same standards as your file folder. **SUBMIT TO CANVAS**

- You may work in groups of no more than 2 students.
- Submit mini- lesson plan work station form to **Canvas** before presenting.
- Bring a hard copy for me of the Literacy Work Station Form when you are presenting and upload to **Canvas**.

	20 POINTS	15 POINTS	0 POINTS
<b>PREPARATION</b>	Literacy work station form is completed. All information is clear and concise.	Literacy work station form is incomplete. Information is not clear and concise.	Literacy work station is incomplete.
<b>STANDARDS</b>	Language arts standards are clearly stated and file folder supports the standards.	Standards are stated but file folder does not support the standards.	Standards are not stated.
<b>CREATIVITY</b>	Folder includes interesting illustrations. Folder reflects the age group and developmental stages.	Folder is finished but doesn't have interesting illustrations. Folder partially reflects age group and developmental levels.	Folder not complete and there is no engaging use of illustrations. Folder does not reflect age group and developmental levels.

**ASSIGNMENT**  
**MINI-LESSON PLAN**

“Work stations” are meant to be used as a practice of a skill that has already been introduced.

- 2 lessons that match with 1 reading and 1 writing station.
- This lesson plan needs to reflect these skills.
- Use the same standards that are part of the work station.
- This is a mini-lesson that will introduce the skill that needs to be practiced.

	20 points	10 points	0
<b>Standards</b>	LA standards clearly stated and match the standards in the work station.	LA standards are not clearly identified and only partially match the work station.	LA standards are missing.
<b>Planning</b>	Procedures and objectives are clearly stated.	Procedures and objectives are minimally stated.	Procedures and objectives are not stated
<b>Content</b>	Skills support work station requirements.	Skills minimally support work station requirements.	Skills do not support work station requirements.

ED 310 – Literacy Work Station

Name/s: \_\_\_\_\_ Grade: \_\_\_\_\_

Reading or Writing \_\_\_\_\_

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Language Arts Standard/s
Procedures
Assessment
Tracking

**Pre-teaching Lesson Plan**  
**Mini Lesson**

Name/s: \_\_\_\_\_ Grade: \_\_\_\_\_

**Lesson overview or summary:** In a few sentences summarize this lesson.

**What are the language arts learning standards?**

**Learning Targets:** What should the students know or be able to do after instruction?

**Academic vocabulary:** List the academic language needed for this lesson.

**Learning activities:** What are you going to do?

**How will you close the lesson?**

**How will you assess the lesson?**

## 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.