

Education 310: Methods and Materials for Teaching Language Arts

University of Wisconsin – Stevens Point

3 credits

Section 1: Tuesdays 2:00-4:30 Rm CPS 229 and Monday Seminars 2:00-3:00 Rm CPS 116

Section 2: Thursdays 2:00-4:30 Rm CPS 229 and Monday Seminars 2:00-3:00 Rm CPS 116

Instructor:

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Course Philosophy:

The purpose of this course is to examine the beliefs, materials, and practices for teaching language arts. Inside our own writer's workshop, we will explore current issues in teaching, assessing, and integrating the six language arts strands of reading, writing, speaking, listening, viewing and visually representing in the elementary and middle school settings. The teaching styles, approaches and management techniques that I will employ in this course are designed to model for you the very methods to use before turning over the responsibility to you for taking the role of the teacher in preparation and delivery.

Course performance tasks will emphasize application of the Optimal Learning Model for teaching and include consideration of the following:

- The Common Core Standards (CCSS) as part of a larger vision of graduating every child college and career ready.
<http://www.corestandards.org/ELA-Literacy/>
- Interstate Teacher Assessment and Support Consortium (InTASC) Standards
http://education.uwsp.edu/central/intasc_core_standards.php
- Educator Effectiveness (EE) <http://ee.dpi.wi.gov/teacher/t-process-manual>
- Correlation of InTASC Standards & EE (DFFT)
<http://maine.gov/doe/accountability/documents/Danielson%20Framework%20correlation%20with%20InTASC.pdf>
- edTPA Literacy Resources:
<https://www.colorado.edu/education/sites/default/files/attached-files/edtpaellhandbook.pdf>
<http://www.uwsp.edu/education/Pages/edtpa.aspx>

Prerequisite:

Admission to Professional Education and EDUC 302 or Department Approval

Required Textbooks:

- Writing essentials: Raising expectations and results while simplifying teaching. Routman, R. (2005). Portsmouth, NH: Heinemann **(To be purchased)**
- Language arts: Patterns of practice (8th edition). Tompkins, G. (2006). Upper Saddle River, NJ: Pearson. **(Rental)**

Course Resources used by Instructor:

- No More “I’m Done!” Jacobson, J. (2010). Portland, Maine: Stenhouse
 - Classroom strategies for interactive learning. Buehl, D. (2001). Schofield, WI: Wisconsin State Reading Association
 - The more ways you teach, the more students you reach. Forsten, C. (2006) U.S: Staff Development for Educators
 - Instruction for all students. Rutherford, P. (2010). Alexandria, VA: Just ASK Publication
 - Classroom Strategies for Dynamic Teachers. Medo, M & Marko, J. (2007). Milwaukee, WI: Stone Cottage Publishing
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Intended Course Outcomes:

As a result of their experiences in EDUC 310, students will:

- Demonstrate knowledge of language development theory and its application to language arts instruction. (InTASC Standards #1, 4, 7, 8)
- Explain that a comprehensive language arts unit includes the six strands of language arts instruction (reading, writing, speaking, listening, viewing and visually representing). (InTASC Standards #1, 4, 5)
- Utilize the Common Core State Standards to ensure that all children are held to high academic expectations in the teaching and learning of language arts. (InTASC Standard #6)
- Adapt language arts instruction to provide for a range of diverse student needs, (i.e., children with special needs, giftedness, and English Language Learners). (InTASC Standard #2)
- Provide effective feedback to foster learners’ mindful literacy, confidence, and inquiry. (InTASC Standard #7)
- Integrate instructional technology within the teaching of language arts. (InTASC Standard #5)
- Recall knowledge of the writing process and writer’s workshop approach. (InTASC Standard #1, 4)
- Communicate effectively with others using a variety of media to promote best practices in literacy. (InTASC Standards #3, 5)

- Demonstrate growth in professional dispositions essential to becoming an effective teacher of language arts. (InTASC Standards #9, 10)
- Develop appropriate formative assessments for language arts (aligned to curriculum standards and learning objectives) to inform planning, grouping, and multi-tiered differentiated instruction. (InTASC Standard #6)
- Meet edTPA (Elementary Literacy) Standards and InTASC Model Core Standards.
- Meet PI 34.15 Conceptual Framework 4 (f). Teaching reading and language arts using appropriate instructional methods including phonics for licenses to teach reading and language arts to pupils in grades PK to 6. In this paragraph "phonics" means a method of teaching beginners to read and pronounce words by learning the phonetic value of letters, letter groups and syllables.

General Expectations and Information:

- Attendance, participation in class, and demonstration of UW- Stevens Point Professional Education Program Teacher Candidate Dispositions throughout all aspects of this course are expected and required. Concern over a pre-service teacher's disposition will be dealt with in a professional and private manner. If necessary, EMB faculty and the SOE Department Head will be involved.
- Students are responsible to check their UWSP email regularly.
- Students are expected to monitor their submissions to D2L, and to monitor D2L after an assignment is sent.
- Grades for course assignments will be posted to D2L. Students have up to 3 days to notify the instructor of concerns regarding grading discrepancy. After three days the grades are final.
- Late assignments will be accepted up to 48 hours past the due date, with a 50% reduction in points earned and Disposition points deducted (instructor's discretion).
- Late assignments submitted more than 48 hours past the due date will receive no assignment points, but will be counted toward Disposition points. In other words, better late than not at all!
- The course instructor does not keep copies of student work beyond the semester of enrollment. Students are advised to store their documents and edTPA portfolio artifacts on electronic back-up files.
- Complete all assigned readings and assignments before coming to class.
- Have all required materials with you in class each time as indicated by the course schedule. Points will be deducted from your final grade for coming to class unprepared (instructor's discretion).
- Laptops/ technology devices are allowed for taking notes and participating. In class emailing, texting, surfing, and cell phone use will result in loss of final points (instructor's discretion).
- Required papers should be typed in Word, double-spaced (12 point font), one inch margin, and properly cited using APA style.

- University and department policies for religious observance, academic misconduct, complaint, grade appeal, and sexual harassment will be followed.

University Policies:

- **The expectations** delineated in the UWSP Community Rights and Responsibilities are 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 Chp. 17 & 18). For additional information refer to <http://www.uwsp.edu/dos/Pages/Academic-Misconduct.aspx>
- **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 are provided for your convenience as an aid to learning. Permission to post instructor-created material on any such site is undeniably denied.
- **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 6th 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>
<http://www.uwsp.edu/dos/Pages/ADA.aspx>

Assignments and Performance Tasks:

1. **Attendance.** Attendance is required. At least 5 points will be deducted from your final grade for each absence (instructor's discretion). Please inform the instructor by email, prior to class, if missing class, late to class, or leaving early. This is an important responsibility in demonstration of your professional dispositions. Students are responsible for all content missed due to absences.
2. **Participation.** Participation in this course should strengthen your abilities to collaborate with your peers and become a contributing member of a dynamic learning community. Your attendance and participation is essential. Participation points are earned through demonstrated growth in the Dispositions and also the quality of in-class contributions.

3. **EMB Seminars.** You are expected to participate in Monday EMB seminars. You are also required to participate in the EMB FINAL SEMINAR scheduled during final exam week. **Exceptions include: Special Education Majors & Others NOT part of the EMB Block.**
4. **Practicum.** You are required to actively participate in and successfully complete an on-site practicum assignment. As many of your course projects involve your practicum placement, your grade for this course will be impacted by the practicum experience. See the EMB Guidelines for specific expectations concerning your placement. It is very possible that an unsatisfactory placement experience may result in a failing grade for this course. This course is part of the Elementary Methods Block and is scheduled so that the first 8 weeks are spent on campus in class. The final 8 weeks are spent in classrooms in Stevens Point Monday – Friday 8:30 a.m. -4:00 p.m. **Exceptions include: Special Education Majors & Others NOT part of the EMB Block.**
5. **Dispositions. 15 Points.** Your interactions and conduct in this class, with children, your peers, your cooperating teacher, school staff, and with parents/guardians should be positive, warm, and professional. Thus, the instructor is obligated to notify the SOE Dean and/or faculty members if there is a concern with a pre-service teacher’s disposition. With that concern, the student’s grade may be affected (instructor’s discretion). My disposition grading is found at the end of the syllabus and a peer evaluation will also be considered in your dispositions grade. UWSP Dispositions document found at <http://www.uwsp.edu/education/Documents/CurrentUndergrad/DispositionsModel.pdf>
6. **Course Readings.** Complete assigned readings prior to each class period. This will build background knowledge allowing you to participate in discussions and activities about those readings. Have your textbooks at class on the dates listed in the course schedule.
 - **Content Literacy Entries. 15 points. (5 entries 3 points each)** Students will utilize a “notebook” throughout the course to record personal and professional exploration of readings and activities related to grounded theory, strategies for teaching and learning, and self-reflection. These entries will give you numerous classroom strategies that involve content/nonfiction literacy. *Content Literacy 1, 2, and 3* are located on D2L and will need to be placed in the Drop Box on the dates listed in the syllabus before class begins. Because many of these assignments will require graphic organizers, please transfer them to PDF documents or have them in Word prior to submitting the assignment. If I am unable to open the document, it is considered a late assignment.
 - Entry #1: Brainstorm Prior Knowledge using List-Group-Label pp.31-33 in *Content Literacy 1* D2L. Create three cue words from the chapter and list-group-label for each.
 - Entry #2: Concept Mapping pp. 41-43 in *Content Literacy 2* D2L. Make two maps, one based on reading and one on writing.
 - Entry #3: Different Perspectives pp. 44-46 in *Content Literacy 2* D2L. Your perspective on language arts as ELL student.

- Entry #4: Interactive Reading Guides pp. 70-72 in *Content Literacy 2 and 3* D2L. Provide an answer key created from a T chart. The reading guide on the left and answers that match on the right of the T chart.
- Entry #5: Frayer Model pp. 56-57 in *Content Literacy 2* D2L. Create the following four Frayer Models: Literature Focus Units, Literature Circles, Reading/Writing Workshop, Thematic Units

7. **Newscast Presentation: 15 Points.** You will sign up for a chapter of Routman’s textbook and give a presentation just as if you were truly apart of the 5 o’clock news hour. Options include being a news anchor behind a desk and/or out in the field interviewing. Creating a backdrop on the Smart board is encouraged! The presentation can be videotaped prior and viewed in class on presentation day. The presentation has a time limit of 3-5 minutes and will include an overview of your assigned section in a creative and entertaining way!

You will be graded on:

- The Quality of Information: Student demonstrates full knowledge with explanations and elaboration (7 pts.).
- Organization: Student presents information in logical, interesting sequence (3 pts.).
- Enthusiasm: Student demonstrates a strong, positive feeling about the topic during the entire presentation (4 pts.)
- Props/outfits/backdrop used: (1pts.)

8. **Case Study: Part 1: Elementary Literacy Context for Learning Information.** Before you can begin planning your Case Study Lesson Plan, you will need to develop an understanding of the students to whom you will be (pretend) teaching. This information, presented in class, will be in D2L *Elementary Literacy Context for Learning Information, 3H only*.

9. **Case Study: Part 2: Writing Assessment Analysis. 20 points.** Pretend that I am your cooperating teacher during your student teaching experience. I have given you the background knowledge of the school and students in class, as stated in Case Study: Part 1. Now I am giving you a stack of writing papers to evaluate. From that evaluation, I am asking you to prepare the next lessons.

You will analyze literacy data collected from elementary students and critique your findings. The analysis will need to be double spaced, 12 point font, one inch margins, typed in Word, APA style of reference, and posted to D2L Dropbox, before class, by the determined date. The student sample artifacts can be reviewed on D2L. **Analysis Grading:** In your *whole- class* critique you will:

- Identify your classes’ interests and attitudes towards reading and other literacy areas with the use of the *Reading Inventories* (D2L) (4 pts.).
- Evaluate the students’ writing samples. (D2L) (4 pts.).

- Identify the genre of writing (1pts.).
- Based on your analysis of the data collected, determine your students' strengths and needs (5 pts.).
- Group students according to need for guided writing/mini-lessons. (3pts.)
- Decide on ONE writing skill & related strategy for your *whole-group* Case Study Lesson Plans (1pts.).
- Attach the completed *Writing Rubric Graph* (given in class) to this assignment (2 pts.).

10. **Case Study: Part 3: Lesson Plan. 25 points.** Using the *UWSP Lesson Plan Framework* (D2L), you will design a three day (three 45 minute) writing lesson plans based on the data collected from the Writing Assessment Analysis. One of your lesson plans must include a method/strategy from D2L files: *Language Arts Methods and Materials* or *Content Literacy Entries 1, 2, 3*. The Case Study Lesson Plans will be graded using the Rubric below. Artifacts of assessment materials and elementary student work samples will be shared and posted on D2L. The lesson plans, assessments, and teaching materials are required in D2L Drop Box before 1:30 P.M. Wednesday of week 9. You will also make presentations that will include an overview of your lesson plan procedures using the Optimal Learning Model.

- This literacy case study provides an authentic opportunity to demonstrate your teaching knowledge of assessment, interpretation of data, and instructional planning. This case study is structured with the InTASC Model Core Standards in mind, with a focus on:

Assessment Standard #6: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making, **AND**

Planning for Instruction Standard #7: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

- Place the following on your Task Performance Portfolios: Writing Analysis and Case Study Lesson Plans

Case Study Writing Lesson Plan Rubric

A. Knowledge of Context and Learners to Inform Teaching. 1 point.

- Copy and paste the paragraphs found in *3H Elementary Literacy Context for Learners to Inform Teaching* (D2L). Then add additional paragraphs including the diversity of learners and other class features.
- The Case Study Writing Lesson Plan Rubric (Part A-B-C-D-E-F-G and H) can only be maximum of four pages in length. Also, each lesson plan procedure can only be maximum of four pages in length. The Resources and Instructional Materials (Part K) is not included in the page count.

B. Central Focus. 3 points.

- Candidate's plans for instruction support the essential literacy strategy for comprehension OR composing text with clear connections to related skill(s).
- The literacy strategy builds an authentic connection to reading and writing.

C. Essential Questions. 1 point.

- The candidate provides open-ended, grade-level appropriate questions that will prompt exploration, innovation, and critical thinking about the central focus (typically 2-4).

D. Content Standards. 1 point.

- The candidate includes all applicable grade level standards; if only a portion of a standard is being addressed, then only list the part(s) that are relevant.

E. Learning Outcomes/Objectives. 1 point.

- The candidate identifies what the learners will know, will be able to do, and value as a result.
- The standards, objectives, and lesson procedures are aligned with each other.
- Reference the lesson standard number(s) behind the objectives in brackets.

F. Formative Assessment. 5 points.

- The candidate described how they will use formative assessments to direct, observable evidence in order to monitor and/or measure learning and informs instruction.
- The assessments provide multiple forms of evidence to monitor student's use of the essential literacy strategy AND related skills throughout the lesson procedure.

- Planned supports are tied to learning objectives and the central focus. Supports address specific strategies to address the needs of individuals or groups with similar needs.

G. Academic Language. 1 point.

- The candidate lists and defines all academic language that is essential for learner understanding.


H. Prior Knowledge. 4 points.

- The candidate explains what the learners need to know and be able to do prior to this lesson.
- The candidate justifies why learning tasks are appropriate using examples of students' prior academic learning.
- The candidate includes misconceptions or misunderstandings that the learners have related to this lesson.
- The candidate describes how this information will be used to plan instruction.

I. Lesson Procedure. 6 points.

- The candidate communicated the purpose both in the beginning and the end of each plan.
- The candidate activated background knowledge.
- The candidate used instructional practices/strategies that ensured meaningful engagement of all learners.
- The plan is organized with the Optimal Learning Model labels (Demonstrate, Shared Demonstration, Guided Practice, and Independent Practice).
- The candidate considered technology and media to deepen learning.
- The candidate provided learners with opportunities for learning and application of academic language.
- The candidate provided learners with opportunities to be flexible, make choices, take initiative, interact with others, be accountable, and/or be a leader.

- The instructional plan aligns with time estimates. The resources, materials, and technology are listed with words, and include images of any texts, charts or graphs.

<ul style="list-style-type: none"> • Optimal Learning Model-Reggie Routman's model to make sure students receive a lot of support when beginning to work on a skill, but eventually working up to independence. • Gradual Release of Responsibility-Students begin receiving maximum support from a teacher and gradually gains more responsibility for completing a task on their own. • Differentiation- modifying or accommodating different aspects of a lesson to fit the needs of all the students in the classroom. 		
Prior Knowledge and Pre-Lesson Data Analysis		
<p>Students have been introduced to various parts of speech such as nouns, verbs, and adjectives prior to this lesson. This lesson focuses on how to use adjectives to create a more interesting piece through the use of visual word choice. Students in the classroom have not had a problem with length; most of their pieces of writing have been pretty long up to this point. This shows interest in writing which can be viewed as a strength. Students have also worked with formatting and writing letters prior to this lesson.</p>		
Instructional Plan <ul style="list-style-type: none"> • Introduction- Greet students and welcome them to the classroom. Instruct students that today we will be working with adjectives and interesting word choice. • Demonstration- Invite the students to come sit on the carpet and read the story <i>No Two Snowflakes</i> by Sheree Fitch and Janet Wilson. After reading the story, have the students describe what they saw in their minds as they listened to the story. They will share with their elbow buddy first and then share out loud as a whole group. Ask them how the word choice in the book helped them visualize images in their 	Lesson Procedure Time Estimate (associated with each step) <ul style="list-style-type: none"> • 2 minutes • 8 minutes 	Resources, Materials and Technology <ul style="list-style-type: none"> • Get Doc cam set up • "No Two Snowflakes" by Sheree Fitch and Janet Wilson 
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J. Teacher Reflection. 2 points.

- Include a two paragraph reflection on this lesson and align with two InTASC standards.

K. Resources and Instructional Materials. (Minus 2 points for not having the following :)

- APA style bibliography for ALL resources including professional texts, websites, articles, worksheets, and/or children's books.
- Include lesson materials (graphs, anchor charts, rubrics, worksheets, PPT, pictures, etc.) in the order in which they are used in the lesson procedure with the following labels: Lesson Material 1.1, Lesson Material 1.2, Lesson Material 2.1, etc.
- Five pages maximum for instructional materials per lesson and are all placed behind the last lesson.

11. **Strategies Binder.** You will collect a variety of additional strategies and resources throughout the semester by your instructor and your practicum placement teacher. This one inch binder will be assembled to your liking which will include references such as mentor texts, supplemental guides, language arts programs, strategies, apps, websites, etc. Print out D2L materials: *Content Literacy 1, 2, 3* and

Language Arts Methods and Materials. Place it in your strategies binder by the assigned date. Two points will be deducted from your final grade for not having the strategies binder on the required date. This binder is in lieu of purchasing multiple texts.

12. **CONVENTIONS (Spelling, Grammar, and Punctuation) & Citing Work:** You will be deducted points on your assignments for convention errors and/or not citing (instructor's discretion); after all, your teacher application will simply be placed on the "No" pile for a simple spelling error, in means to "weed through the stack." Please polish your work and show your professionalism.

"Ideas should be judged on substance rather than appearances, but this simply is not how our world works." – Source unknown.

13. **Practicum Writing Conference and Reflection. 10 Points.** During your practicum, you will conference with three students using Routman's *One-on-One Writing Conference Form D2L*. It is your option to use either the *Teacher Directed Content Form* or the *Editing Conference Form*. You will then give me a 2-3 page reflection on all three combined conferences. If your cooperating teacher does not do a writing block, it is your responsibility to meet with another teacher in the building in order to complete this assignment. Special Education Majors and Others not a part of EBM, please schedule a time to conference with three of my third graders in order to fulfill this assignment. Practicum Writing Conference & Reflection due prior to your last day of EMB placement.

14. **Special Education Majors & Others NOT part of the EMB Block.** You will NOT be attending the seminars on campus nor in the schools. You will NOT be placed in the elementary practicum setting. You will be responsible for ALL the assignments for this course including the Co-teaching Writing Assignment since you will not be in the EMB Practicum.

- **Co-Teaching Writing Assignment.** You will co-teaching 8-10 hours with me and my third grade students. Meet after class on the first day to sign up for times. Points will be deducted from your final grade for not meeting this requirement (instructor's discretion).

Evaluation: (Check the syllabus for expectations on each of these assignments.)

Assignments are due on the dates noted on the schedule and by the times listed on D2L. Extensions are granted only in cases of documented emergencies, and would require that you turn in what has been completed on the project to that point. **Written feedback*** of assignments will be given in paper format and not through the D2L gradebook/dropbox. The grades, however, will be posted on the D2L gradebook.

Assignment	Points Possible
Writing Assessment Analysis*	20
Case Study Lesson Plan and Materials*	25
Content Literacy Entries	15
Newscast Presentation*	15
Dispositions/Peer Evaluation*	15
Practicum Writing Conference & Reflection	10
Total	100

Grade	Point	Grade	Point
A	96-100	C+	84-85
A-	93-95	C	78-83
B+	90-92	C-	76-77
B	88-89	Failing Grade	74-75
B-	86-87	Failing Grade	70-73

Course Schedule: Methods and Materials for Teaching Language Arts EDU 310

The instructor of this course reserves the right to make adjustments or changes to the schedule as needed throughout the semester. Changes will be announced in class. Students who are absent will be responsible to learn about these changes.

Week	Topics	Assignments Due Before Class	Materials Needed at Class and Presentations
Week 1	COMMUNITY OF LEARNERS <ul style="list-style-type: none"> ● Course Overview ● Expectations EXAMINE YOUR WRITING	-Preview material on D2L for EDU 310. -Read Tompkins Chapter 1: Learning and the Language Arts	-Print the entire course syllabus (Optional)

Week 2	<p>WHAT IS LANGUAGE ARTS?</p> <ul style="list-style-type: none"> ● Tompkin's Six Strands <p>ORAL LANGUAGE</p> <p>ORGANIZE THE WRITING BLOCK</p> <ul style="list-style-type: none"> ● Launch the Year ● Dependent vs. Independent ● Management 	<p>-Read Tompkins Chp. 5: Oral Language</p> <p>-Read Tompkins Chapter 9: Comprehending and Composing Stories</p>	<p>-Routman Chapter Eight Presentations (2): Organize for Daily Writing/Genre Study</p> <p>- Print D2L documents: Content Literacy 1, 2, 3 and Language Arts Methods and Materials. Place them in your Strategies Binder.</p> <p>-Bring Tompkins' Text</p>
Week 3	<p>RESEARCH AND THEORY</p> <ul style="list-style-type: none"> ● Flip Flop Method - Cambourne's Conditions ● Fisher/Frey ● Mingle Method on OLM/12 Essentials – Routman ● Ruth Culham – 6+1 Traits 	<p>-Read Tompkins Chapter 2: Teaching Language Arts and complete Content Literacy Entry #1: Brainstorming Prior Knowledge.</p>	<p>-Routman Chapter Four Presentations (2): Raise Expectations/OLM</p> <p>-Bring Routman's text</p> <p>-Computers needed</p>
Week 4	<p>CASE STUDY: PART 1 & 2</p> <ul style="list-style-type: none"> ● Literacy Continuum – Dorn ● Lucy Calkins Assessments ● Analyze and Assess Writing ● Exit Method 	<p>-Review Dorn's Literacy Continuum D2L</p>	<p>-Routman Chapter 10 Presentation (1): Making Assessments Count</p>
Week 5	<p>WRITTEN LANGUAGE</p> <p>CASE STUDY: Part 3</p> <ul style="list-style-type: none"> ● Examining Dispositions ● Lesson Procedures ● Conferencing/Work Time 	<p>- Read Tompkins Chapter 6: Written Language and complete Content Literacy Entry #2: Concept Mapping.</p>	<p>-Routman Chapter One (1) and Chapter 2 (1) Presentations: Simplify Writing and Celebrate Writing</p> <p>-Computers needed</p>
Week 6	<p>FOCUS ON WORDS</p> <ul style="list-style-type: none"> ● Word Strategies ● Accommodate/ Modify ● Handwriting Debate: Written Conversation Method 	<p>-Read Tompkins pp. 225- 241 and pp. 379-390 Building Vocabulary/Grammar and complete Content Literacy Entry #3: Different Perspectives.</p> <p>-Writing Assessment Analysis Due</p>	<p>-Routman Chapter Seven (2) and Chapter 9 (2) Presentations: Basic Skills and Conference</p> <p>-Bring Routman's text AND Computers</p>

	<p>CONFERENCES</p> <ul style="list-style-type: none"> ● Save the Last Word Method ● Routman/ CCSS DVD 		
Week 7	<p>CONTENT AREA LITERACY</p> <ul style="list-style-type: none"> ● Strategies/Methods ● Technology ● Mentor Texts <p>VISUAL LANGUAGE</p>	<p>-Read Tompkins Chp. 7: Visual Language</p> <p>-Read Tompkins Chapter 10: Investigating Nonfiction and complete Content Literacy Entry #4: Interactive Reading Guides.</p>	<p>-Routman Chapter 5 (2) and Chapter 6 (1) Presentations: Shared Reading and Reading/Writing Connection</p> <p>-bring computers and Tompkin's text</p>
Week 8	<p>PRESENTATIONS AND CLOSURE</p> <ul style="list-style-type: none"> ● Four Corners method – Examine Writing Belief ● Sum It Up Method ● Peer Evaluations ● Course Evaluation 	<p>-Read Tompkins Chapter 14: Putting It All Together and complete Content Literacy Entry #5: Frayer Model.</p>	<p>-Case Study Presentations – Inside Outside Method</p>
Spr. Break Week	First Practicum Week	-Case Study Lesson Plans due before 1:30 P.M. Wednesday, March 23rd.	Place the following on your Task Performance Portfolios: Writing Analysis and Case Study Lesson Plans
Last Day		-Practicum Writing Conference & Reflection due Friday, May 13th @1:30PM	

Pre-service Teacher Disposition Rubric for EDU 310 Methods and Materials for Language Arts

	Unacceptable (0)	Acceptable (1)	Target (3)
Oral Communication	Poor listening and responding skills	Listens and responds to others most of the time; working towards target	Actively listens & responds to others; consistently participates in class discussions
Reliability and Conscientiousness	Habitually ignores class obligations or misses deadlines for readings and assignments; little participation in group work	Reliable in meeting obligations and deadlines	Thorough and reliable in meeting all classroom and practicum obligations and deadlines; deeply thinks about others and how their actions may affect others
Emotional Maturity and Ability to Collaborate	Aggressive or passive; obsessively dominates or recedes from interpersonal or group activities; impolite, negative, or condescending demeanor toward students, peers, or instructor	Somewhat assertive and effectively balances own needs with the need of others; most often a positive attitude in interactions with students, peers, or instructor	Assertive; effectively balances own needs with the needs of others; demonstrates perceptive understanding when dealing with others; consistent, thoughtful and positive attitude, shows maturity in interactions with students, peers, and instructor. Ability to listen to instruction, take notes, effective leadership skills.
Attitude Toward Responsibility; Reflection and Adaptability	Becomes defensive or difficult time with constructive feedback, rigid, unwilling or unable to adapt	Working on constructive feedback; yet takes responsibility for own actions and decisions. Adjusts most actions based on reflection; willing to learn from experience	Embraces and seeks constructive feedback; confidently take responsibility for own actions and decisions; artfully adjusts actions based on thoughtful reflection; learns quickly from experience and accurately
Professional Commitment	Indifference toward, or dismissive of, the need for professional excellence	Displays commitment to improving his/her effectiveness in the profession	Displays strong commitment to excellence in the profession; self-starter, knows what needs to be done

