

Stone Child College
EDU 344
Teaching Reading and Language Arts

COURSE INFORMATION

- A. Number: EDU 344
- B. Title: Teaching Reading and Language Arts
- C. Credits: 3
- D. This course is offered Spring Semester
- E. Co-requisite: EDU 380
- F. Pre-requisite: Admission to TEP

INSTRUCTOR INFORMATION

- A. Instructor: TBD
- B. Office Hours: TBD

REQUIRED TEXTBOOKS

Boushey, G. and Moser, J. (2014). *The Daily 5, 2nd edition*. Pembroke Publishing.

Thompson, G. (2015). *Language arts: Patterns of Practice*. Pearson Publishing.

COURSE DESCRIPTION

Teaching Reading and Language Arts with Children's Literature develops an understanding that children's books can be used as the foundation for a young reader's success in developing literacy. One course objective is to become knowledgeable readers of children's literature, with an emphasis on Native American children's literature and to develop expertise in using author studies and technology in the classroom. Literature from various genres will be explored as a tool to elicit responses from children and help them to create personal meaning from texts. Various methods for teaching language arts and reading will be discussed as candidates learn to plan and organize a balanced literacy program.

OTHER COURSE INFORMATION

Attendance expectations-

Students are expected to be on time for class and to stay until the designated time set for dismissal. There will be many activities that you will not be able to make up due to the nature of the assignment. If a student must leave early he/she must inform the instructor at the beginning of class. Group observations and field experiences will be scheduled. You will be expected to attend those trips.

Late Assignments –

All assignments are due on the date assigned in class. Assignments that are not turned in at the **beginning of class time** on the date due will be deducted 10% of the total points (even if you have informed me ahead of time). It is your responsibility to turn the work in early if you know you will not be in class on the date due. Emailing assignments is acceptable! If an assignment has not been turned in within one week of the due date then you will not receive the points for that assignment. This policy does not apply for assignments needing revision after initial turn in. However, if an assignment needs revision, you must revise it and turn it in within three days of receiving it.

RELEVANT PEPP STANDARDS AND InTASC PRINCIPLES

10.58.532 (c) Candidates will be able to demonstrate knowledge and understanding of theory and research and apply knowledge in the areas of language, speaking and listening, reading and writing processes, literature, print and non-print texts, which are inclusive of texts from and about American Indians and tribes

in Montana; and technology, and plan, implement, assess, and reflect on English/language arts and literacy instruction that promotes critical thinking and creates engagement;

InTASC Principle 5 Application of Content: The candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Assessment Indicator 2.3 Integrate cross-disciplinary skills, such as critical thinking, problem solving, creativity, and communication to help learners learn the content.

EVIDENCE DOCUMENTATION RUBRIC AND GUIDELINES

Evidence Documentation Form: The essential elements for this assessment are: The artifact must demonstrate the candidate's ability to **integrate cross-disciplinary skills, such as critical thinking, problem solving, creativity, and communication to help learners learn the content** (Assessment Indicator 2.3) by demonstrating knowledge and understanding of theory and research and apply knowledge in the areas of language, speaking and listening, reading and writing processes, literature, print and non-print texts, which are inclusive of texts from and about American Indians and tribes in Montana; and technology, and plan, implement, assess, and reflect on English/language arts and literacy instruction that promotes critical thinking and creates engagement.

Essential Elements	0 Unacceptable	1 Developing	2 Proficient	3 Exemplary
The artifact must demonstrate the candidate's ability integrate cross-disciplinary skills, such as critical thinking, problem solving, creativity, and communication to help learners learn the content by demonstrating knowledge and understanding of theory and research and apply knowledge in the areas of language, speaking and listening, reading and writing processes, literature, print and non-print texts, which are inclusive of texts from and about American Indians and tribes in Montana; and technology, and plan, implement, assess, and reflect on English/language arts	Unacceptable (0) is defined to be a level of work lacking clear demonstration of more than one of the essential elements being assessed.	Developing (1) is defined to be a level of work that indicates all essential elements have been demonstrated, but one of those critical elements are underdeveloped to the degree it would be prudent for the candidate to receive additional preparation in the underdeveloped area.	Proficient (2) is defined to be a level of performance that indicates all assessed elements have been developed to the degree that it is reasonable to conclude the candidate has succeeded in meeting the stated expectations of the assessment.	Exemplary (3) is defined to be a proficient candidate who has developed beyond expectations in 50% or more of the essential elements being assessed.

<p>and literacy instruction that promotes critical thinking and creates engagement.</p> <p>The Evidence Documentation Form must reflect the 6 traits of writing.</p>				
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COURSE OBJECTIVES

CULTURAL RELEVANCY

Cultural relevancy will be addressed in this course through the teaching methods and strategies modeled and utilized by the instructor.

Candidate Objectives

1. Candidates will examine themes in children's literature and analyze various approaches for recognizing cultural themes in children's literature.
2. Candidates will examine, and explore ways to integrate Native American children's literature into curriculum.

CRITICAL THINKING

This course will encourage critical thinking skills by having students apply and critique information.

Candidate Objectives

1. Candidates will apply information learned in class to improve their assessment taking techniques with children.
2. Candidates will analyze and critique school-wide reading programs and determine effectiveness of program.

CITIZENSHIP

Students will be exposed to readings and authors relevant to their culture.

Candidate Objectives

3. Candidates will effectively communicate with/visit the local public school community working closely with reading/language arts students.
4. Candidates will consider children's literature and its appropriateness according to grade level and culture.

COMMUNICATION

Communication skills will be addressed in course discussions, reflections, and personal reflections.

Candidate Objectives

1. Candidates will inquire about teaching techniques with elementary school teaching professionals and experts in the field.
2. Candidates will observe, teach and reflect upon teaching in the elementary classroom.

COURSE REQUIREMENTS

- **(60) Textbook Graphic Organizer Reflections**

For each textbook chapter reflection assigned, choose a graphic organizer and present as your reflection (see example in class)

6 x 10 pts. Ea. - Chapter response graphic organizer

Sites you can go to for graphic organizers

<http://www.teachervision.fen.com/graphic-organizers/printable/6293.html>

<http://www.eduplace.com/graphicorganizer/>

<http://freeology.com/graphicorgs/>

- **(50) Mid-term Exam**

The mid-term exam will be on the following topics:

Vocabulary terms learned up to this point in the quarter (vocabulary book)

5 Essential Elements of Reading

7 Views of the Structure of Language

4 Views of How Children Come by Their Oral Language Ability

- **(50) Final Exam**

The final exam will be on the following topics:

All vocabulary relevant to the field of reading (2 min. teach-to +)

ELA Standards

Reading Strategies (before, during, after)

Benefits of read alouds and Book Clubs or Literature Circles

- **(50) Author Study Bulletin Board and Presentation**

You will choose one favorite author (any grade level K-8) and create a bulletin board representing biographical author info as well as a list or sample books written by author. Bulletin board should be engaging, age appropriate, adequately edited with the author's name clearly displayed. This bulletin board will be on display for one week.

- **(50) Book Club Participation**

Includes: weekly reflection discussion/written reflection

Group bulletin board creation designed to "sell" book to prospective readers at culmination of book;

Group presentation of creative book report (must be 3 or 4 parts depending on how many members in your club). Every member must present a portion of the report.

Links for CREATIVE book report ideas:

<http://teachnet.com/lessonplans/language-arts/more-ideas-than-ever-book-reports/>

http://www.educationworld.com/a_lesson/lesson/book_report_ideas.shtml

<http://www.minds-in-bloom.com/2010/12/ten-great-creative-book-report-ideas.html>

<http://teachers.net/lessons/posts/685.html>

- **(100) 5-day Unit Plan Implementing the 5 Essential Components of Reading and the Montana English Language Arts Standards**

For your 5-day unit plan you will be using your 'book club' book as a reference for all 5 lessons. Using the 5 essential components (or elements) you will create 5 relevant lesson plans for grade 5. Each of the lessons will be in SCC format and implement the Montana ELA Standards.

- ✓ Phonemic awareness
- ✓ Phonics
- ✓ Fluency
- ✓ Vocabulary
- ✓ Comprehension

You will need to create lessons that are age appropriate and include the relevant Montana ELA Standards which are appropriate and meaningful to the novel from your Book Club, while addressing each of the essential components of reading.

- **(40) 4- 2-Minute Teach-To Lessons (10 pts. ea)**

Candidate will be assigned 4 terms relevant to the field of teaching reading to 'teach to' the class. You will briefly define the term, provide examples and use adequate visuals (if necessary) to aid description.

Candidates will record term, definition and example in vocabulary composition book provided in class. These terms will be part of the final exam. You will not be required to provide handouts - only concise explanation to expand understanding for other classmates.

- **(50) Group Reading Lesson**

Students will teach 1 reading lesson in practicum reading classrooms. Candidate will introduce the reading and follow classroom curriculum. Materials for the whole or small group reading lesson will be used from the school-adopted reading curriculum program. You must provide me a copy of the lesson you will be teaching in the elementary classroom prior to your observation.

- **(50) Reading Program Interview**

Students will interview the school or district reading specialist regarding reading instruction. The goal of this interview is to become familiar with the preferred reading curriculum at the practicum school.

GRADING SCALE

500-450 points = A

449-400 points = B

399-350 points = C

349-300 points = D

Below 300 = F

OTHER COURSE INFORMATION

Communication Skills

Correct and effective oral and written communication skills must be exhibited in all assignments for all subject areas. I expect all written reflective papers to have an adequate introduction, compelling, detailed information in the body, and a concluding paragraph that embodies the introduction as well as the main message of the paper. As an educator of young students, you are constantly being judged (whether right or wrong) by the ways in which you present information. Communicating includes your oral language skills, your writing, your reading aloud skills, as well as your non-verbal (dress, body language) modes of communication. Be aware, be vigilant and be prepared!

Writing Style

All lesson plans, units, and assignments must be **typed** using approved format unless otherwise stated.

***YOUR WRITING ON ALL ASSIGNMENTS MUST BE AT A LEVEL OF
ACCEPTABLE/EXPECTED STANDARD ENGLISH LANGUAGE
USAGE IN TERMS OF SPELLING AND MECHANICS. WEAK
WRITING SKILLS WILL IMPACT YOUR GRADE ON ASSIGNMENTS!***

2-minute teach-to! Presentation Schedule

6 Syllable types
Affix
Alliteration
Anecdotal records
Antonym
Basal Reading Programs
Chunking and Blending
Cloze
Consonant blend
Consonant digraph
Context Clues
Decodable texts
Digraphs and diphthongs
Dolch and Fry word lists
Echo Reading
Explicit instruction
Expository text vs. narrative text
Grapheme
High Frequency Words
Holistic
Homonym vs. homophone
Idiom
Jan. 29
Implicit instruction
Invented Spelling
K-W-L
Matthew Effect

Metaphor
Morpheme
Morphology
Nonword
Onomatopoeia
Onset and Rime
Orthography
Phoneme
Phonetic writing
Reading First
Reading wars
Rime
Running records
Scaffolding
Schwa
Schwa/Glottal stop
Scientifically-based reading programs
Segmentation
Semantics
Social promotion
Stop sounds
Story maps
Struggling reader
Supplemental instruction
Synonym
Syntax
Whole language
Word bank

Word calling

Word families