

ASBURY  COLLEGE
ACHIEVE
Adult Degree Completion Program



Syllabus: Florida Campus

Course Name-*Reading and Language Arts Methods & Materials, K-Gr 6*
Course Number-EDA 341

Instructors of this Course-Shirley M. Pauler, Ph.D., Mrs. Nina Pneuman
Office Hours:
Contact Information:

Course Co-requisite: Candidate is Completing EDA 400, Level II Field Experience

Text and Required Materials: *Language Arts: Process, Product & Assessment* (4th ed.), by Pamela J. Farris (co. 2005)
Zaner Bloser Handwriting: *Cursive Worksheet, Grades 5 and 6*
Zaner Bloser Handwriting: *Manuscript Worksheet*
 On Reserve at Library Circulation Desk: Ways with Words, by Shirley Brice Heath (published 2006, Cambridge University Press; Original copyright, 1983)
Children’s Voices: Talk in the Classroom, ed. by Bernice Cullinan (co. 1993, International Reading Association)

Links to...	Course Description
Department Mission, Theme, and Conceptual Framework	To enable the elementary teacher candidate to facilitate the success of her/his students in the elementary classroom, <i>Reading and Language Arts Methods and Materials (K-Gr 6)</i> develops her/his understanding of language development in the pre-school and elementary grades, current research regarding best practice in language arts teaching, and some approaches, strategies, and materials based on best practice and currently in use in the field. Through in-class activities, unit and lesson planning, and field experiences the elementary teacher candidate applies the declarative and procedural knowledge she/he gains from this course to

	stimulate initial development of conditional knowledge.
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Summary Standards Addressed in Course:

Florida Educator Accomplished Practice 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12;
 Florida Elementary Competencies 60.2, 4, 5, 6
 English for Speakers of Other Languages Performance Standards 3, 5, 11, 16, 17
 ESOL Competencies 47.1, 2, 3, 4, 6, 7, 8
 IRA Standards for Reading Professionals-Classroom Teacher Candidates: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 4.2, 4.3, 5.1
 Asbury’s Dispositions Standard 13: Respect/compassion for others; Passion for teaching;
 Personal/emotional wellness & vitality; Moral/ethical integrity

Attention to...	Description
Culturally Responsive Instruction	Aspects of culturally responsive instruction are integrated throughout the course and addressed specifically through the topics of ethnic, linguistic, and socio-economic diversity (see class schedule) as they relate to language learning and creating a classroom climate conducive to optimal language growth for ALL students
Technology Integration:	
Professor’s Use	Advanced Word Processing, PowerPoint, Internet, Smart Board
Candidate’s Use	Advanced Word Processing, Internet, E-mail conferencing with cooperating classroom teacher, literacy software evaluation
Dispositional Development	Through language arts lesson planning/implementation that addresses the unique backgrounds and needs of all K-Gr 6 learners in the candidate’s assigned class for the field experience, the candidate demonstrates Asbury’s disposition of “respect and compassion for others”. The completion and implementation of lesson plans throughout the 56 hour field experience requires a strong work ethic, perseverance, and a love for learning that promotes the candidate’s dispositional growth as described in “passion for teaching”. The field experience also requires the candidate to maintain healthy rest, exercise, and nutritional habits leading to “personal and emotional wellness and vitality” during the experience. The field experience will also afford the candidate an opportunity for growth in “moral and ethical integrity”.

Impact on Learning	
Impact on Candidate Learning	As a class that is taken in the semester with other methods classes and while the candidate is completing the Level II Field component (56 hours) and its associated debriefing sessions, the impact of this class on a candidate's learning is assessed in a number of ways, including lesson plan evaluation, classroom observation (informal and formal) by Asbury supervisor and classroom teacher, FEAP-based evaluation conference with scoring guide of teaching, mini-unit/teacher work sample (with assessment and feedback for revision provided continuously), and candidate reflection and self-evaluation. Impact on candidate learning is also demonstrated through performance on in-class activities and class assignments, and Entrance/Exit Slips.
(Impact on Candidate Learning, cont.)	
Candidate's Impact On K-6 Student Learning	Within this class, candidates develop a knowledge base for language arts lesson design for learners K-grade 6. During their field experience, candidates design and implement language arts instruction for learners, and reflect in writing on the impact of their teaching on the learning of their students, with respect to their instructional objectives. Where possible, their written reflections/evaluations are supported by samples of student work, including the work of an LEP student.

Course Objectives and Standards Addressed

1. Demonstrate understanding of the language arts and their interrelationships. FEAP 8; IRA 1.3; FEC 2, 4, 5; ESOL Ps 11
2. Describe and compare stages of native language learning and 2nd language acquisition related to the systems of language. FEAP 7, 8; IRA 1.3; FEC 1; ESOL Ps 5
3. Explain cultural, socio-economic, and socio-linguistic factors influencing children's language growth in native and 2nd languages, and ways teachers can nurture it as a foundation for literacy. FEAP 5, 7, 9; IRA 1.1, 1.3; FEC 1, 4; ESOL Ps 3, 11
4. Identify, distinguish among, and incorporate in language arts lesson planning literal, interpretive/inferential, and critical listening and reading. FEAP 4, 10; IRA 1.4; FEC 2;
5. Describe, incorporate in lesson plan, and implement in the classroom materials and approaches/strategies for accommodating the needs of LEP students. FEAP 1, 2, 4, 5, 7, 9, 10; IRA 2.2, 2.3; FEC 2, 4, 5; ESOL Ps 17
6. Reflect on and evaluate the impact of language arts instruction and instructional accommodations on the learning of native English speakers and LEP students. FEAP 1; IRA 3.3; FEC 6; ESOL Ps 16
7. Describe several strategies and approaches for strengthening students' comprehension of expository text and promoting the vocabulary growth of students, including LEP students. FEAP 4, 8; IRA 1.4, 2.2, 2.3; FEC 2; ESOL Ps 16

8. Describe characteristics of children’s spelling at different stages of development and instructional approaches and strategies for promoting the spelling growth of students, including LEP students. FEAP 7, 8; IRA 2.2, 3.2; FEC 2; ESOL Ps 11
9. Describe benefits for children of working in collaborative learning groups, and collaborative grouping structures appropriate for the language arts classroom. FEAP 2, 4, 5, 7, 9; IRA 1.2, 2.1; FEC 2; ESOL Ps 11
10. Describe procedures for facilitating the writing growth of students, including LEP students, during each stage of the writing process. FEAP 2, 4, 5, 8; IRA 2.2; FEC 5; ESOL Ps 11
11. Identify the goal of handwriting instruction, describe distinguishing characteristics and advantages of “circle-line” and “continuous stroke” methods, demonstrate steps in teaching handwriting, and describe criteria for evaluating it. FEAP 1, 8, 9; IRA 2.2, 2.3; FEC 1, 2, 5, 6
12. Demonstrate proficiency in manuscript and cursive handwriting following the Zaner Bloser and D’Nealian models. FEAP 8; IRA 2.2, 2.3; FEC 5
13. Demonstrate competence in oral and written communication. IRA 4.3
14. Evaluate instructional software for the elementary language arts. FEAP 12; IRA 2.2, 4.2; FEC 1, 2
15. Use technology for lesson planning, preparation of lesson materials, and to support instruction as well as to communicate with instructor and cooperating classroom teacher. FEAP 12; IRA 4.2

Instructional Strategies Used in this Course

Cooperative Learning
 Direct Instruction
 Large and Small Group Discussion
 Instructor Modeling
 Lecture
 Independent Student Activities
 Teaching Lesson in Field/Guided Reflection
 Peer Assessment

Course Topics

The Language Arts and their Inter-relationships
 Handwriting: Goal, Methods, Steps in Teaching, Criteria for Evaluating
 Stages of and Influences on Language Acquisition-Native Language & 2nd Languages
 Impact of Ethnicity, Culture, SES on Literacy Expectations & Acquisition
 Approaches to Teaching Language Arts
 Integrated Instruction: Thematic Units
 Organizing Curriculum & Classroom for Culturally Responsive Instruction
 Collaborative Learning Groups
 Expository Text Comprehension: Text Features, Building Background, Previewing
 Facilitating Success of ELL’s-SIOP Model
 Writing Process-Facilitating Expository Writing at Each Stage
 Spelling Development Stages & Teaching Approaches
 Informal Writing-Kinds of Journaling

Attendance Statement-This course requires in-class and out-of-class time to complete the assignments. Attendance is very important. Candidates are expected to attend all classes. In the event of an emergency the candidate should contact the professor prior to the beginning of class.

Academic Integrity Statement-Cheating (dishonestly taking the knowledge of another person whether on a test or an assignment and presenting it as your work) and plagiarism (to take and pass off as one's own the ideas or writing of another) are a serious issue. While it is legitimate to talk to others about your assignments and incorporate suggestions, do not let others "write" your assignments in the name of peer review or "borrow" sections or whole assignments written by others. We do get ideas from life experiences and what we read, but be careful that you interpret these ideas and make them your own. I am aware that many types of assignments are available on the internet and will check these sources when there is legitimate suspicion. Penalty is a zero on the assignment. In cases where there is a major or continuous breach or trust, further discipline, such as an "F" in the course, may be necessary. The major consequence of any form of cheating is damage to your character and the lack of trust and respect that result. Remember, in the teacher education program and on job recommendations we are asked to rate your character and integrity. Once a paper, project, or assignment is used in a class that same paper, project, or assignment cannot be used again for another class in your teacher education program. A paper, project, or assignment can be used as an evidence in your portfolio to support a Florida Educator Accomplished Practice.

COURSE REQUIREMENTS, POINT VALUES, GRADING

PLEASE NOTE:

It is important for teachers to practice and model correct use of spoken and written English for their students. On spoken language observed during evaluations of teaching and on written work prepared outside of class, credit will be deducted for usage errors and—on written work—for spelling errors.

1. Class Participation/Attendance: (5 points for 5 sessions = 25 pts)
FEAP 4, 7, 8; IRA 1.3, 1.4, 2.2, 2.3; FEC 2, 4, 5; ESOL Ps 5, 11

The expectation is that ACHIEVE students will attend every class session, arriving on time, staying attentive throughout, and actively participating in class activities. For each of the 5 classes, students will earn 5 points toward their course grade for doing so. If a

student misses one class, she/he will forfeit these points. Missing more than one class will result in the student losing credit for the course.

2. Zaner-Bloser Handwriting: (10 pts)

FEAP 8; IRA 2.2, 2.3; FEC 5

Students will demonstrate proficiency in manuscript and cursive writing in this “circle-line” handwriting system. Cursive and Manuscript Worksheets must be purchased from the bookstore. The student is encouraged to purchase 2 of each—one for initial practice, and the second for “best handwriting” to turn in for a grade.

3. D’Nealian Handwriting: (10 @ 3 points per packet = 30 pts)

FEAP 8; IRA 2.2, 2.3; FEC 5

Students will demonstrate proficiency in manuscript and cursive writing in this “continuous stroke” handwriting system. The 10 worksheet packets will be provided by the instructor, along with a schedule showing due date for each packet.

4. Reading Response Journal (RRJ): (17 @ 10 pts per journal entry = 170 pts)

FEAP 2, 4, 5, 8; IRA 2.2; FEC 5; ESOL Ps 11

Using loose leaf notebook paper in a pocket folder, each student will make an entry in her/his RRJ for each Reading Assignment as shown on the “Schedule of Classes”. In each entry the student should:

- 1) List the text, and page numbers of the reading assignment, and the date of the journal entry
 - 2) State in writing whether she/he has read the entire reading assignment or not, and sign the statement. [Electronic signature is acceptable.]
 - 3) Write a response as follows:
 - If any portion of the reading addresses the backgrounds, characteristics, needs, instructional approaches, materials, or grouping arrangements for working with English Language Learners, response **MUST** summarize, in student’s own words, the main idea(s) and supporting details of that portion
- In every entry, the student should write about at least one of the following:
- Summarize key information you want to remember from the reading
 - Describe an insight gained from the reading OR a question the reading raised
 - Make a connection from the reading to the classroom you’re working in
 - Make a connection from the reading to your personal experience

PLEASE NOTE: Journal entry content should be specific enough to demonstrate that the student has read the text with good comprehension. The instructor reserves the right, for entries that do not demonstrate this characteristic, to ask the student to redo the entry.

5. Heath Reading Guide: (15 points)

FEAP 5, 7, 9; IRA 1.1, 1.3; FEC 1, 4; ESOL Ps 3

Students will be assigned to either read about the children of Trackton (pp. 190-211) or the children of Roadville (pp. 211-235) from Ways with Words and answer the questions on the Reading Guide (see document on class CD). The book, Ways with Words is on

reserve at the Library Circulation desk (ask for it by title, on reserve for Dr. Pauler's classes).

6. Video Viewing Guides: (2 @ 15 pts=30 pts)

FEAP 4, 8; IRA 1.3, 1.4, 2.2, 2.3; FEC 2, 4, 5; ESOL Ps 11

Students will view and complete video viewing guides for two videos outside of class: *Think Non-Fiction!* and *The Reading Writing Connection*. Videos will be placed on reserve in the library media center and students may view them there. Students are encouraged to view with a partner or small group and may divide responsibility and share answers for the viewing guide questions when they do so.

7. Software Evaluations: (2 @ 10 points each = 20 pts)

FEAP 12; IRA 2.2, 4.2; FEC 1,2

Students are required to consult with their classroom teacher and/or the technology resource person in the school where they are completing their Level II Practicum to gain access to two software applications that are used to support students' literacy development (reading and/or writing), and that **are new to them**. Students must explore and evaluate each program using an evaluation form distributed in class. In addition to trying the programs out for themselves, students are encouraged observe children working with the software programs whenever possible and include notes on those observations with their software forms.

NOTE: While it's preferable for students to locate, evaluate language arts software in the schools where they are completing their practicum, they may evaluate language arts software available in our Curriculum Lab as an option of "last resort".

8. Observation of Language Arts Instruction: (15 pts)

FEAP 9

During her/his Level II Practicum, each pre service teacher must observe the classroom teacher giving direct instruction in some aspect of the language arts (other than reading) and complete a structured observation form (see Florida ACHIEVE: *Methods Block Field Experience Handbook*). For example, the pre service teacher may observe the classroom teacher giving instruction in spelling, handwriting, the writing process (pre-writing, revising, editing), daily oral language, or completing an interactive read-aloud from a text (fiction or non-fiction) that involves discussion to enhance the listener's comprehension and/or vocabulary knowledge related to the text. This observation should take place before the pre service teacher teaches his/her language arts lesson completed for this class.

9. Literacy Project: (15 pts)

FEAP 9, 10

Each pre service teacher must choose one of the following projects to do in their classroom during field experience

Reader's Theater Script & Performance: Locate a script (based on a children's book) or revise an excerpt from a children's book to create a script to perform as Readers Theater. Direct the children in the classroom in practice and performance of the script. Write and turn in a brief summary describing and reflecting on how the readers

responded to and learned from the activity, and what you learned from your experience with planning and facilitating the activity. [Portfolio Piece]

OR

Collaborative Literacy-Related Display: Collaborate with children (small reading group or whole class) in your classroom to design and construct a literacy-related display (bulletin board, door decoration, hallway wall display). Take a picture of the display and write a half-page, single-spaced summary describing how you collaborated with the children and reflecting on what you learned from the activity.

10. Whole Class Language Arts Lesson Plan & Analysis, Reflection on Lesson: (40 pts)
FEAP 1, 2, 4, 5, 7, 9, 10; IRA 1.4, 2.2, 2.3, 3.3; FEC 2, 4, 5, 6

While in the field, each pre service teacher will write a lesson plan for and teach a lesson involving reading aloud an expository text with the whole class or a small group of students, with discussion points occurring during the reading and a formative assessment task to demonstrate text comprehension upon completion of the reading. To ensure that all students in the class have some background knowledge related to the topic of the reading, the text chosen should relate to a topic in science or social studies, or an integrated thematic unit of study underway in the classroom. The lesson will require planning for and implementing approaches or strategies for accommodating the identified needs of the LEP students in the group, including formative assessment adaptations as needed. The student will collaborate with the classroom teacher in selection of student learning outcomes and text, and in accommodating lesson procedures, strategies, and formative assessment tasks to the needs of the LEP students. **The lesson plan must be aligned to and reference the appropriate Sunshine State Standards.** These may be found at: www.floridastandards.org/Downloads.aspx The ACHIEVE student will collect the results of formative assessment from all students and evaluate the work according to her/his rubric for the lesson, retaining copies of the assessment tasks of 3 students, including one from an LEP student. He/she will reflect in writing on her/his rationale for the accommodations made in lesson procedures and formative assessment for the LEP student(s) and conclusions about the impact of her/his instruction on the learning of each student based on observations during the lesson and analysis of the students' work on the assessment task. Ideally, the pre service teacher will have multiple opportunities to teach and provide instructional support in the language arts, but she/he will only need to turn in one lesson plan from her/his teaching experiences for grading for this class. For the policy on the due date and grading of this plan, see the following box. [Portfolio Evidence]

NOTE: Prior to teaching the lesson, the pre service teacher must provide a copy of the final form of the lesson plan to the Instructor. Pre service teachers who desire feedback on their lesson plan may submit a draft to the Instructor at least 2 full (week) days before the day they will teach it. The instructor will make suggestions in writing on the plan and return it. The student may then revise the plan before it is graded. **The student will NOT receive course credit for a lesson plan that she/he teaches if it was taught BEFORE the instructor received a copy of the plan.**

11. Entrance/Exit Slips: (5 @ 10 points = 50 pts)
FEAP 2, 4, 5, 7, 8, 9; IRA 1.2, 2.1, 2.2, 3.2; FEC 2

For classes 2-5 students will complete an Entrance Slip (Quiz) reviewing understanding/application of key class content from the previous class. Students will be notified concerning the class content they should review to be prepared for the Entrance Slip. For the last class, students will have an “open notes” Exit Slip (application task) to complete, as well.

Summary of Course Requirements with Point Values

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|----------------------------------------------------------|------------|
| 1. Participation/Attendance | 25 points |
| 2. Zaner-Bloser Handwriting | 10 points |
| 3. D’Nealian Handwriting | 30 points |
| 4. Reading Response Journal (RRJ) | 170 points |
| 5. Heath Reading Guide | 15 points |
| 6. Video Viewing Guides (2 @ 15 pts each) | 30 points |
| 7. Software Evaluations (2 @ 10 pts each) | 20 points |
| 8. Observation of Language Arts Instruction | 15 points |
| 9. Literacy Project (Reader’s Theatre or Display) | 15 points |
| 10. Small Group or Whole Class Language Arts Lesson Plan | 40 points |
| 11. Entrance/Exit Slips (5 @ 10 pts each) | 50 points |

Total Possible Points: 420

Points	Percentage	Points	Percentage
403-420, A	96-100	348-356, C+	83-84
390-402, A-	93-95	327-347, C	78-82
382-389, B+	91-92	319-326, C-	76-77
365-381, B	87-90	294-318, D	70-75
357-364, B-	85-86	0-294, F	< 70

EDA 341, Language Arts Methods and Materials: *ESOL Infusion Syllabus Addendum*

ESOL Performance Standard Addressed	Related Course Objective	Related Readings, Class Activities, and Assignments	Related Assessments (i.e., entrance/exit slips or artifacts/products) that Demonstrate Mastery of ESOL Performance Standards & Indicators	
3	3	<i>Nourishing Language Development</i> , Video & Video Viewing Guide		
		Reading from <u>Ways With Words</u> , Reading Guide & Class discussion		
5	2	<i>Nourishing Language Development</i> , Video & Video Viewing Guide		
11	1	Class Activity		
	3	<i>Nourishing Language Development</i> , Video & Video Viewing Guide	Entrance Slip	
	8	Text Reading, Written Response-RRJ		
	9		Entrance Slip	
	10		Text Reading, Written Response-RRJ	
			<i>The Reading Writing Connection</i> , Video & Video Viewing Guide	
16	6	Analysis, Reflection on Lesson Taught		
17	5	Lesson Plan-Taught in Classroom	Entrance Slip	

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