

## ED 343 Elementary Reading, Language Arts and Literature

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Also available by appointment

### Catalog Description:

Prerequisites: Admitted into Stage 2

6 credits

Stresses interrelationships of oral/written communication; investigates concepts, skills, and procedures for teaching literacy and using children's literature in grades 1- 6 and the importance of the total learning environment- school, home and community through service learning.

### Course goals:

This course provides an opportunity for prospective elementary level teachers to acquire a strong foundation in current knowledge, perspectives, and procedures for teaching literacy in grades 1-6. The course emphasizes the social constructivist perspective of reading and writing development which includes the importance of the total learning environment- school, home and community. Children will arrive in school with a diverse range of exposure and experiences with reading and writing, so that teachers must meet the individual needs of their students. An important part of providing instruction is to design a program that not only reflects, but that utilizes the total environment- school, home and community.

The course includes a **20 hour (or more) practicum** with opportunities to observe and apply classroom practices in **reading, language arts, and literature** so as to relate them to current theory and research-based procedures. **Ten hours of the total prepracticum will be spent serving in the after school reading service learning project.**

### Course Objectives:

#### Subject Knowledge Goals:

1. Demonstrate knowledge of significant theories, approaches, practices & programs for the development of literacy, such as bottom -up, top-down, phonics, whole language, and balanced literacy.
2. Critically observe and analyze grade 1-6 classrooms so as to identify teaching approaches and practices.
3. Recognize the developmental nature of language acquisition (first & second languages) as it affects reading & writing development.
4. Describe the relationship of reading, writing, listening and speaking.
5. Integrate a balanced variety- children's literature imaginative/literary & informational/expository into all facets of reading and language arts instruction, as well as recognize how children's literature relates to all curriculum areas.
6. Analyze, summarize, and designate specific instructional uses for children's literature including books, magazines, and software.
7. Recognize the varied approaches and procedures for teaching beginning reading and to plan and implement beginning reading lessons.
8. Describe the role of phonological awareness, phonemic awareness, concepts about print, and the alphabetic principle in the development of reading and writing.
9. Explain the role of phonics and developmental word knowledge in promoting reading development, and design instruction for these components.

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10. Describe vocabulary development including the relationship between oral & written vocabulary development and comprehension.
11. Explain the basic nature of the reading comprehension process, and apply procedures for teaching reading comprehension strategies using imaginative/literary readings and expository/informational readings.
12. Explain the role of fluency in the reading and writing process, and design appropriate instructional activities & materials.
13. Explain the writing process; describe and plan writing process activities to improve the craft and mechanical aspects of writing; and to evaluate writing with use of rubrics.
14. Recognize and apply various instruments (standardized, criterion-referenced, & informal assessments) for evaluating reading and writing and planning instruction.
15. Recognize how to adjust literacy instruction to meet individual needs including English Language Learners and children with special needs.
16. Design an integrated thematic literacy unit which utilizes service learning and quality children's literacy, and which aligns with state standards.
17. Recognize & design literacy activities which reflect current reading theory and the Massachusetts State English Language Arts Standards & English Language Proficiency Benchmarks and Outcomes.

## **Service Learning Goals:**

### **Service Goals:**

#### **Benefits to ED 343 students/preservice teachers:**

- 1) Students will research the community agency that is providing housing, support and encouragement they need to fight childhood cancer kids and their families from all over the Central New England community.
- 2) WSC students will be engaged in a real-life teaching situation where they provide free reading tutorials to struggling readers at a partnership school.
- 3) WSC students will design an introductory service learning lesson which integrates technology for students in grades 1-6 which provides background knowledge on the agency.
- 4) WSC students will design an integrated thematic literacy unit which utilizes service learning and quality children's literacy, and which aligns with state standards.

#### **Benefits to Elementary School Students (3-6 grade students):**

- 1) Students will learn about a local community agency and its background and function and in the community.
- 2) Students will be empowered to engage in a real-life decision making process of evaluating and determining what children's literature is donated to the agency.
- 3) Students will plan and celebrate the donation of the books to the agency.

### **Learning Goals:**

#### **ED 343 students/preservice teachers will:**

- 1) Research the background of the community agency,
- 2) Utilize this information to design and implement a service learning lesson and integrated thematic unit which utilizes quality children's literature and aligns with state standards.
- 3) Research and select children's literature that would be appropriate for students in a After school program and for children at the community agency,
- 4) Assess and analyze the students' reading development (fluency)
- 5) Design and teach guided reading lessons.

#### **Elementary School Students (3-6 grade students) will**

- 1) Improve their reading fluency performance,
- 2) Improve vocabulary understanding,
- 3) Demonstrate comprehension for the read literature &
- 4) Evaluate children's literature that they have read.

**Required Texts:**

**Books:**

Gunning, T. G. *Creating literacy instruction for all children* (6th Ed.).Boston: Allyn & Bacon, 2003.

Anderson, N.A. *Elementary children’s literature: The basics for teachers and parents* (2<sup>nd</sup> Ed.).Boston: Allyn & Bacon, 2006.

Zarrillo, J. *Are you prepared to teach reading?: A practical tool for self-assessment.* Upper Saddle River, NJ: Pearson Prentice Hall, 2007.

Adler, C.R. (Ed). *Put reading first: The research building blocks for teaching children to read.* Center for the Improvement of Early Reading Achievement, 2001.

- Download the document; go to the National Institute for Literacy website at <http://www.nifl.gov>

**Articles and Handouts:**

Massachusetts Campus Compact . Teacher Instruction for Service Learning Handout.

Massachusetts Department of Education. *English language arts curriculum frameworks.* 2001 & Supplement for Grades 3 & 5, 2003.

Massachusetts Department of Education. *English language arts curriculum frameworks for English Language Learners, 2004.*

\* Download both documents; go to the Massachusetts Dept. of Education website at <http://www.doe.mass.edu>

\*These documents are also available in the Ed. Dept.

**Grading & Requirements:**

<b>1. Children’s Literature Assignments-</b> Evaluating Literature Checklist, Genre Checklist, Author Fact Sheet & Read Aloud Lesson	100pts	10%
<b>2. Class Assignments</b> ( discussion board questions, individual &collaborative activities/tasks/mini lessons)	100pts	10%
<b>3. Service Learning Pre-Practicum/Field-based Tasks &amp; Reflections</b>	125pts	12.5%
<b>4. Collaborative Integrated Thematic Literacy Unit Project</b> <b>uses service learning and quality literature-</b>	125 pts	12.5%
<b>5. Examinations &amp; Quizzes</b>		60%
Literature, Reading & Writing Quizzes	300	
Midterm - cumulative Exam	150	
Final Exam- cumulative	<u>150</u>	
	600 pts	

**Professionalism:**

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This includes class participation (attendance, arriving on time and attending the entire class session, and actively participating in class activities & discussions); completing assignments on time and in a professional manner, being fully engaged in your group project, and professional conduct in class and field sites.

**Cell phones/pagers-** As a professional courtesy to the instructor and other students, please refrain from using cell phones/pagers during an instruction session.

**Attendance policy:**

All students are expected to attend and participate in all class meetings and laboratory sessions. In the event that illness or some other emergency prevents a student from attending class, the student should contact the instructor directly.

**All assignments are due on time.** Failure to submit the above assignments as required in the course schedule will result in losing 1 percentage point for each week that an assignment is late( *For example the Children's Literature Assignment is worth 10% or 100 points, so that if it was passed in a week late the highest possible grade would= 9% or 90 points.*) If the student has questions or concerns regarding an assignment, the student is encouraged to ask for needed clarification before the assignment is due, during course sessions and/or to contact the instructor in person( see office hours) or by phone or email.

**\*\*\* All lesson plans should use the WSC Ed. Dept. format shared with you in class.**

**Make-up policy/ work policies:**

Any student with an excused absence shall be provided with an opportunity to make up an examination, study, or work requirement; provided that such make up examination or work shall not create an unreasonable burden on the school.

**Students with Disabilities:**

In accordance with Section 504of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990(ADA), relevant and reasonable accommodations will be provided to students with physical, learning, and neurological/emotional disabilities on an individual needs basis. It is the responsibility of the student to inform the instructor regarding these accommodations, so that the instructor can support the needs of the student.

**Academic Honesty:**

Academic dishonesty of any sort will not be tolerated and will result in a failing grade for the entire course. Plagiarism, copying from others, or submitting others' work as one's own constitutes a violation of college policy, course policy, and the ethical standards of the teaching profession.

**Reporting of professional research articles:** All writing done for the Education Department, including Masters' programs should use the APA (American Psychological Association) style. Books outlining APA style of writing are available in the bookstore.

**Quality of Writing** is an important component of this class. If you find you need assistance in this area, be sure to utilize the Writing Center Laboratory on campus, which is there to support you. Always have a friend or family member proofread your work. There are many grammatical and spelling errors which are not picked up by the computer.

## Approach

Instructor assumes a view of teaching that is consistent with adult learning. Participants are assumed to be adults who are committed to learning as much as possible regarding elementary literacy learning and instruction, and who accept responsibility as learners, colleagues, and teachers. It is the instructor's responsibility to design meaningful learning experiences and to structure the course and its requirements to reflect course goals and objectives so as to facilitate participant learning.

The goals of the course in Elementary Reading, Language Arts, and Literature were designed to reflect Massachusetts State competencies for Elementary (levels 1-6) educator licensure regulations and the Massachusetts English Language Arts State Curriculum.

The instructor designed learning which utilizes a six tier format to teach the foundations of reading:

1. Instructor presents knowledge base, current research, and approaches on reading foundation/concept (e.g. phonological awareness);
2. Learners/teachers reflect on knowledge base and research;
3. Instructor models application of research-based strategies, lesson plans, and assessment of concept( e.g. phonological awareness);
4. Students collaborate and design research-based strategies and/or lesson plans;
5. Students apply research-based strategies by teaching lesson plan and/or assessing concept in classroom and/ or prepracticum setting.
6. Students evaluate and reflect on their instruction experience.

Instructor designed learning activities include direct instruction using lectures, interactive discussion, student collaboration, and videos, as well as structured activities and assignments which require hands-on experience and reflection to associate course concepts with classroom practice. The intent is to balance theory with practice so that participants develop a firm understanding of literacy as a foundation to guide them in making instructional decisions during field work and student teaching and for their further professional development