

**ARGOSY UNIVERSITY**  
**SCHOOL OF EDUCATION**  
**Multiple Subject Teacher Credential Preparation Program**  
**E6903: Language and Literacy Education in Elementary Schools**

Location: San Francisco      Class Meeting Day(s) Sat /Sun  
Time: Sat/Sun 9:-5:00

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Office Hours: Sat/Sun

**Course Description**

This course focuses on the scope and sequence of language arts in the K-8 curriculum. The course specifically addresses the role of literacy in the elementary school curriculum; methods and materials for teaching language and literacy to students from diverse class, cultural, ethno linguistic and ability backgrounds and experiences; strategies for using literacy across the curriculum; first and second language acquisition theories; and English as a second language methods. All components of the California Reading Reform as well as content areas that prepare candidates to pass the RICA Test are included in this class.

***Domain I: Planning and Organizing Reading Instruction Based on Ongoing Assessment***  
***Domain II: Developing Phonological and Other Linguistic Processes Related to Reading***  
***Domain III: Developing Reading Comprehension and Promoting Independent Reading***  
***Domain IV: Supporting Reading Through Oral and Written Language Development***

**Purpose and Goals**

The primary aim of this course is for students to develop an understanding of the theory, methodology and assessment of English language arts and second language learning in integrated and inclusive school classrooms. The intent is to prepare teachers to be effective in addressing the unique language and literacy needs of every child in their class, while providing them with a rich array of literacy experiences, and strategies for success in reading, writing, communication, listening skills and critical thinking. It is also the intent of this course is to help students develop the knowledge and skills necessary to be an effective teacher of elementary language arts in a public school classroom in California, where there is a diversity of student ability, culture, socio-economic status, and learning styles.

Course Goals include:

1. gaining and understanding of how a first and second language is acquired.
2. gaining an understanding of the reading process its relationship to thought, language and learning.
3. gaining an understanding of how people learn to read and write in their first and second language.
  
4. becoming familiar with classroom diagnostic techniques and evaluation procedures.
5. becoming familiar with current approaches to the teaching of reading and writing to

- children with special learning needs.
6. becoming sensitive observers of children's language-use behaviors.
  7. analyzing children's reading and writing behavior as a basis for making instructional decisions.
  8. translating the results of formal and informal assessment of children's reading and writing behaviors into instructional plans.
  9. developing the ability to select appropriate materials and instructional strategies to meet the individual needs of students.
  10. developing an appreciation for the natural language abilities children possess for processing and producing print.
  11. developing an appreciation for the need and value of integrating reading and writing into all areas of the curriculum.
  12. affirming the importance of a rich environment for developing an effective language arts program.
  13. developing a sensitivity to and appreciation for culturally and linguistically diverse learners.
  14. developing a sensitivity to and appreciation for children with special learning needs.
  15. developing an appreciation for the importance of reading and writing for their own personal and professional growth.
  16. developing a respect for each, his/her abilities and background and the student's right to instruction that meets his or her individual needs.

### **Required Texts**

1. Bear, D., et al. (2000). *Words their way* (3<sup>rd</sup> ed.). New York, NY: Merrill.
2. Cunningham, P. & R. Allington. (1999). *Classrooms that work*. (3<sup>rd</sup> ed.). New York, NY: Longman.
3. California Department of Education. (1999). "Reading/Language arts framework and standards".
4. Johns, J. (2001). *Johns basic reading inventory* (7<sup>th</sup> ed.). New York, NY: Thorndike.

### **Recommended Texts**

1. Cunningham, P. (1999). *Phonics they use* (3<sup>rd</sup> ed.). Harper Collins.
2. Thompkins, G. (1998). *50 literacy strategies*. Pearson.

### **Children's Books**

(These books may be borrowed from libraries, teachers, or friends. It is not essential that candidates purchase them.)

#### Choice books:

Johnny Tremain  
 Child Garden of Verses  
 Dr. Seuss – The Cat in the Hat  
 Books on fantasy and magic – Harry Potter, etc.  
 Books on Science Fiction

### **Course Requirements:**

1. Attendance and Participation

Students will be expected to be punctual, attend class regularly and participate in class discussion and activities. Professional demeanor and stance toward the class is essential.

## 2. Professional Portfolio

A requirement of the Credential Program is the development of the Professional Portfolio. Students will begin the development of the Professional Portfolio in the Curriculum and Instruction class, where they will receive specific instructions regarding the appearance and components of the Portfolio. *Recommendations will be made during this course by the instructor regarding the inclusion, in the Portfolio, of the candidates' work, which represents their teaching and learning in Language and Literacy.* At the completion of their program, students will have a Portfolio that represents them as a Professional Teacher who has had a wide variety of significant experiences that have contributed positively to their successful completion of their Credential Program.

3. prepare a one-week timeline (Planbook Model) of language and literacy lessons and activities that are integrated across curricular areas (Ex., using children's literature in science and math ; using journal writing in social studies, etc.);
4. develop two lesson plans that integrate the use of technology and at least two curricular areas (one must be Language and Literacy), using the following models: Into-Through-Beyond, and a choice of SDAIE or Traditional (7-step);
5. indicate accommodations and adaptations on lesson plans for students who:
  - are English language learners
  - have learning disabilities in mathematics
  - learn best auditory or visually
  - are gifted

## 6. Comment Cards

Students will do all of the readings and will come to class prepared to discuss them. To come prepared, students will write at least 3 comments (not summaries) or questions from the readings for that session. No comment cards need to be written for the children's literature. If the readings are from more than one book, students should comment on more than one book. The comment cards will be collected at the beginning of each class meeting.

## 7. Literacy Autobiography

Students will reflect on their own literacy development. In a 3-5 page narrative, they will answer these questions and add other thoughts that occur to them as they reflect upon their own literacy development:

- How did they come to learn to read and write?
- What are their earliest memories of reading and writing?
- What books do they remember reading?
- What kinds of writing and reading did they engage in while learning?
- Did they have positive or negative experiences with reading and writing?
- Do they remember reading and/or writing at home before they started school?
- Who if anyone was important in developing their attitude toward reading and writing?

- What are their school memories of reading and writing?
- When and where did they read and write?

#### 8. Personal Writing Process Reflections

During a class session, students will begin to write a story, poem, play, or some other literary form. After completing the piece, students will reflect upon and write about their own writing process. How did they get started? What was it like writing the first draft? What was difficult? What was easy? What kinds of decisions did they have to make in writing? Did they consider an audience when they were writing? Who was their audience? In a final paragraph, students will reflect on what they learned through this experience about fostering children's writing.

#### 9. Partner Presentation: *With a partner*, students will do the following assignments:

##### Reading and Writing Strategy Lessons: Connecting with the Frameworks

After choosing a topic, and signing-up for a reading or writing strategy presentation and presentation date, students will:

- 1) write ONE 1-2 page lesson plans on reading or writing strategies (See suggested list of examples below);
- 2) do a 10-15-minute presentation (description only) of the lessons; and
- 3) give a copy of their strategy lessons to each classmate and the instructor on the day of presentation.
- 4) include adaptations to ensure the success of every child, including English language learners, a child with special needs, the "at grade level" child who is gifted. These may be lessons that could be taught individually, in a small group or to a whole class. They may be mini-lessons, direct instruction, inquiry, or any format the students may choose. The lessons should include active participation of the children being taught, and should be interesting, fun and meaningful. Students may use the required literature for this class. The lessons must demonstrate valid connections to the Language Arts Frameworks. (Students should include a comment about this connection in their lesson plan objective(s).)

##### Examples of Strategy Lesson Topics

Make predictions while reading	Form hypothesis while reading
Support the hypotheses you make	Monitor how well you comprehend while you read
Letter sound associations	Decoding
Vocabulary Development	Direct instruction in phonics
Edit your writing	Monitor your writing to see if it makes sense
Form mental pictures while you read	Summarize what you read
Make inferences	Ask questions of yourself while you read
Use of commas	Use context clues to figure out words you don't know
Sound out a word you don't know	Know what to do when you don't know how to spell a word
Write paragraphs	Make transitions between paragraphs
Begin a piece of writing	Choose books you can read

Organize information while you read  
Recognize the main idea of a story  
Use graphic organizers to write

Relate what you are reading to what you already know  
Identify patterns in a text

Read your children's book and find the main ideas. Be prepared to discuss what you have found.

You should also include:

- complete bibliographic information on the chosen piece of literature;
- brief (one paragraph) summary of the book;
- grade level for which the unit is appropriate; and

5. The Reading Instruction Portfolio: RICA Prep

Students may choose to include this Portfolio in the Professional Portfolio.

Students will also visit this site: <http://www.csusm.edu/Quiocho/rip.html>

("Reading Instruction Portfolio") and read through the components of the reading initiative.

***(NOTE: Students will NOT follow the portfolio directions listed on the site. Students will scroll down to the 14 components, and visit each link. Then they will complete the assignment as outlined here It is optional to write about the points, but everyone must read them.)***

- For each of the fourteen components listed, design and describe an activity that will address the needs of second language learners, special education students, gifted students and mainstream students. (Note: This should be one activity that encompasses *all* issues – not four separate activities.)
- Label the chosen component clearly on each activity description.
- Include enough details that would enable anyone to understand and do the activity described.

Students are encouraged to visit the following web site to access information, to support their development of the Reading Instruction Portfolio, and to get information about the RICA Test:

<http://www.rica.nesinc.com/>

Language and Literacy Education in Elementary Schools  
Class Schedule

<u>CLASS#</u>	<u>DATE</u>	<u>TOPICS</u>	<u>ASSIGNMENT</u>	<u>DUE</u>
1		Course overview; Building community; Language rich environment; Strategy lesson models		
2		Language Development; 1 <sup>st</sup> & 2 <sup>nd</sup> language acquisition; Language and Culture		
3		Reading Development: Reading Processes		
4		Sociopsycholinguistic Theory: Phonics		
5		Emergent Literacy; Supporting Early Reading; Balanced Literacy		
6		Writing Processes; Writing Development		
7		Supporting Early Writing: Spelling Development		
8		Writing Instruction; Reading and Writing Workshop		
9		The Relationship Between Oral Language, Reading, Writing and Spelling; Guided Reading; Choosing Books		
10		Teaching Reading Comprehension; Reading Fluency		
11		Miscue Analysis, Running Records, Informal Reading Inventories; Using and Interpreting Data for Designing Instruction		

- 12 Literature Based Reading in Primary  
Classrooms: Basal Reading  
Instruction and Genre Studies
- 13 Literature Based Reading in Intermediate Grades: Response  
Based Literature; Teaching Strategies in Context
- 14 Reading and Writing Assessment
- 15 SDAIE Instruction in Language Arts; Differentiating Instruction
- 16 Reading and Writing in the Content Areas
- 17 Your Gifted and Struggling Readers and Writers
- 18 Implementing Standards; Negotiating the Realities of  
School
- 19 Student Partner Presentations
- 20 Portfolio and Integrated Case Study  
Sharing Course Reflections