



EDUC 4307

Teaching Language Arts in the Elementary Classroom
Summer I, 2017

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Core Textbook

Tompkins, Gail E. Language arts: Patterns of practice (9th edition). Boston: Pearson.

Book Study Required Text

Uvalde Section: The Breadwinner by Deborah Ellis

Del Rio Section: Stella by Starlight by Sharon Draper

Eagle Pass Section: Sylvia and Aki by Winifred Conkling

Course Description

This course is a study of the language arts curriculum in the elementary grades, including spelling, composition, grammar, and handwriting. Activities focus on development of integrated lesson plans, instructional materials, visual aids, and assessment of student progress. This course addresses standards that include oral language, phonological and phonemic awareness, alphabetic principle, literacy development and practice, fluency, as well as written communication, writing conventions, assessment and viewing and representing.

Objectives

Upon completion of this course, the student will:

- ❖ identify, explain and integrate the six language arts
- ❖ apply literacy skills and strategies to content areas through language arts instruction
- ❖ select literature material for focus studies based on specific age/grade criteria
- ❖ demonstrate journaling techniques to foster comprehension and develop writing and communication skills
- ❖ participate in book selection and literacy project design

Standards

Standard I. Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.

1.1s

acknowledge students' current oral language skills and build on these skills to increase students' oral language proficiency through specific language instruction using such activities as

meaningful and purposeful conversations, dramatic play, songs, rhymes, stories, games, language play, discussions, questioning, and sharing information;

1.2s strengthen vocabulary and narrative skills in spoken language by reading aloud to students and teaching them to recognize the connections between spoken and printed language;

1.3s provide direct and indirect instruction, including modeling and reading aloud, in “classroom” English (e.g., language structures and pronunciations commonly associated with written English) and support students’ learning and use of classroom English through meaningful and purposeful oral language activities;

1.4s select and use instructional materials and strategies that promote students’ language development, respond to students’ individual strengths, needs, and interests, and reflect cultural diversity;

1.5s help students learn how to adapt students’ spoken language to various audiences, purposes, and occasions;

1.6s help students learn how to evaluate the content of their own spoken messages and the content and effectiveness of the messages of others;

1.8s communicate with student’s families about ways that they can encourage their student’s language development;

1.9s provide opportunities for students to engage in active purposeful listening;

1.10s communicate with other professionals and continually seek implications for practice from current research about oral language; and

1.11s support students’ development of communication skills through the use of technology.

Standard II. Phonological and Phonemic Awareness: Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.

2.1s plan, implement, and monitor instruction that is focused on individual students’ needs and is based on continuous use of formal and informal assessments of individual students’ phonological development;

2.2s use instructional approaches, including language games, activities, materials, and direct teacher instruction, that promote students’ phonological awareness;

2.3s select and use instructional materials that promote students’ phonological and phonemic awareness and build on students’ current language skills;

Standard III. Alphabetic Principle: Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide

instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

3.1s respond to individual student's needs by providing focused instruction on the letters of the alphabet and the relationships of sounds and letters;

3.2s select and use instructional materials and strategies, including multisensory techniques (e.g., letter names, graphophonemic knowledge, and the relationship of letters and printed words to spoken language) to promote students' understanding of the elements of the alphabetic principle;

3.3s use formal and informal assessments to analyze individual student's alphabetic skills, monitor learning, and plan instruction;

3.6s provide learning experiences that promote students' ability to read critically and evaluate information presented in nonliterary texts.

Standard IV. Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.

4.5s engage students in story reading experiences and encourage young students to interact with others about stories;

4.6s provide many opportunities for students to read and write in order to develop an extensive reading and writing vocabulary;

4.7s assist young readers in selecting their own books for independent reading;

4.8s teach students about authors and their purposes for writing;

4.9s use formal and informal assessments of individual student's literacy development to plan, implement, and monitor instruction;

4.10s communicate with families about ways to enhance students' literacy development;

4.11s communicate with other professionals and continually seek implications for practice from current research on literacy acquisition; and

4.12s use technology to help students access a wide range of narrative and expository texts.

Standard VI. Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

6.1s identify and monitor on an ongoing basis young students' fluency levels by using leveled passages or reading materials on a daily basis;

6.2s provide frequent opportunities for fluency development through reading in independent-level materials, reading orally from familiar text, repeated reading activities, and silent reading for increasingly longer periods;

Standard VIII. Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.

8.1s create an environment in which students are motivated to express ideas in writing;

8.2s teach purposeful, meaningful writing in connection with listening, speaking, and reading;

8.3s formally and informally monitor students' writing development and provide focused instruction to address students' individual strengths, needs, and interests;

8.6s provide opportunities for students to write in a variety of forms and modes and for various purposes and audiences;

8.8s communicate with families about students' development of written communication and ways to encourage students' written communication;

8.9s communicate with other professionals and continually seek implications for practice from current research about students' development of written communication; and

8.10s provide opportunities for students to conference with peers and the teacher.

Standard IX. Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop those conventions.

9.3s teach pencil grip, paper position, and beginning stroke;

9.4s provide direct instruction and guided practice in English writing conventions (e.g., grammar, spelling, capitalization, and punctuation);

9.5s provide systematic spelling instruction in common spelling patterns based on phonics skills already taught and provide opportunities for student to use and develop spelling skills in the context of meaningful written expression (e.g., applying decoding skills as one strategy to help proofread spelling during the editing process);

9.7s communicate students' performance in the use of writing conventions to families and discuss ways to encourage students' use of writing conventions; and

9.8s communicate with other professionals and seek implications for practice from ongoing research about student's development of writing conventions.

Standard X. Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

10.1s use multiple assessments to plan instruction in and monitor the literacy development of young students;

10.2s analyze students' errors in reading and writing and use them as a basis for future instruction;

10.3s use ongoing assessments to determine when a child may be in need of classroom interventions or specialized reading instruction and develop an appropriate instructional plan;

10.4s communicate students' progress in literacy development to parents and other professionals through a variety of means, including the use of examples of students' work;

10.5s communicate instructional decisions based on research, assessments, and knowledge of students; and

10.6s collaborate with other professionals and continually seek implications for practice from convergent research about assessment of students' developing literacy.

Standard XII. Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.

12.1s use ongoing assessment and knowledge of grade-level expectations to plan instruction and to identify students' needs regarding the interpretation, analysis, evaluation, and production of visual images, messages, and meanings;

12.2s compare and contrast print, visual, and electronic media (e.g., films and written stories);

12.3s evaluate how visual image makers (e.g., illustrators, documentary filmmakers, political cartoonists, and news photographers) represent meanings and provide students with varied opportunities to analyze and interpret visual images;

12.4s teach students to analyze visual image makers' choices (e.g., related to style, elements, and medium) and evaluate how these choices help to represent or extend meaning;

12.5s use various instructional techniques to help students understand and distinguish between denotative and connotative meanings;

12.6s provide students with opportunities to interpret events and ideas based on information from maps, charts, graphics, video segments, and technology presentations, and to use media to compare ideas and points of view;

12.7s teach students how to select, organize, and produce visuals to complement and extend meanings;

12.8s provide students with opportunities to use technology to produce various types of communications (e.g., class newspapers, multimedia reports, and video reports) and help student assess how language, medium, and presentation contribute to the message;

12.9s communicate with families/caregivers about students' progress in developing skills for interpreting, analyzing, evaluating, and producing visual images, messages, and meanings and collaborate with them to promote development in these areas; and

12.10s collaborate with other professionals and continually seek implications for practice from convergent research about students' development of skills for interpreting, analyzing, evaluating, and producing visual images, messages, and meanings.

Summer Course Requirements

The nature of summer classes is very different than the typical semester. You are choosing and committing to the demands of covering in a five week span what is usually distributed over 14 weeks. During a summer session with increased rigor and pace, circumstances can often prevent students from completing a class successfully. Dropping a class may be necessary and/or wise in your specific case. Please feel free to contact me regarding your consideration to drop the class. Should dropping the class be the best course of action, you are responsible for completing the necessary actions to do so by June 22, 2017. A professor can also drop a student for non-participation which will result in an "F". For summer courses, a single absence will result in a letter grade difference and two class periods missed can result in being dropped from the course. Each class meeting represents 20% of content coverage. Students attending each class meeting have the opportunity for full class credit.

Class Contribution

Active engagement and participation is essential for successful completion of this course. You are encouraged to contribute each week by leading discussions, posing questions, providing feedback to your peers and demonstrating a positive attitude toward the learning that takes place. This portion of your grade will be based on your attendance, time management and preparedness, communication with your professor and peers, quality of work and your personal contribution to each class. Your ability to effectively participate in class will be significantly enhanced by appropriate preparation, which will include reading and reflecting on assigned chapters, articles, or other assigned materials. The nature of summer classes moves at an incredibly intense pace. Class time will be used for discussion of previously assigned material and assignments that allow you to demonstrate what you have read. **Chapter coverage is expected to occur outside of class.** Teachers in training are expected to convey a sense of professionalism during coursework which will be reflected in your overall grade. You are expected to arrive on time, with proper preparation, ready to contribute and participate. Frequently exiting class, being unfamiliar with content, and conveying a sense of disengagement during class will result in less credit.

Assessment

You will have several varied opportunities to demonstrate learning in this class. Assessments will include objective quizzes, written responses, journal entries, projects and demonstrations.

Web-Assignments, Activities, Discussion Board

Chapter activities and assignments will utilize both in class demonstration and Blackboard submission. In the event that your assignment requires a written response, **take the time to edit your work.** As educators in training, it is important to be an effective writer of educational material. Your work should be free of spelling and grammatical errors, and should reflect *your* understanding. You should be developing the ability to paraphrase information from textbooks and journals. If you must use an author's words verbatim,

you need to properly cite their work. Work that is copied from online sources will receive no credit, and plagiarism can lead to an "F" in this class. I am interested in what you understand, not what you can locate and call your own. Assignments that are submitted with improper sentence structure, grammar and usage issues, and/or improper formatting will not receive credit. Consider every assignment an opportunity to demonstrate your very best work.

Blackboard assignments need to be formatted as .doc or .docx documents. You must use a word processing program that is compatible in order for me access your submissions. Microsoft Word is your best option. Creating documents in Works or other formats cannot be opened in Blackboard, and therefore, will not receive credit. If you do not have access to Microsoft Word, please use the computer labs to create and submit your work. Please adhere to all designated deadlines. **Late work will not be accepted via email.**

Book Study

Each site will be involved in a book study that will focus on a novel. The structure of the book study will follow the literature circle model discussed in our text. Each site will develop a reading schedule, appoint discussion leaders for each session/meeting, and each member of the group will design a different project that represents the learning that takes place throughout the study. Suggestions for projects will be discussed in class. Each group member will also keep either a reading log or a double entry journal throughout the reading. The log will be submitted at the end of the session for review.

Professionalism

This course also serves as an opportunity to demonstrate a professional attitude at all times. An educator demonstrates his/her professionalism in ways such as being on time, participating in and contributing to class activities, interacting appropriately with the instructor and other students, using mature judgment, exhibiting reliability and responsibility, and maintaining personal and professional integrity.

Grading Criteria:

Chapter Activities 4 @ 25 each	100 points
Quiz #1	50 points
Quiz #2	50 points
Quiz #3	50 points
Book Study Project	
Reading Log	40 points
Project	60 points
<u>Contribution</u>	<u>25 points</u>
Total	375 points

A – A work exhibits excellent work that demonstrates not only a clear understanding of the material but also a superior ability to utilize that material in the assignment submitted. All criteria are met. The student's work goes beyond the task and contains additional, unexpected or outstanding features.

B – B work represents solid work that demonstrates a good understanding of the material under study and utilizes material well in assignments submitted. The student meets the assignment criteria, with few errors or omissions.

C – C work demonstrates a technical, or basic, understanding of the material under study and utilizes that material adequately in the assignment submitted. The work meets the minimum assignment criteria.

D – Work that fails to demonstrate a basic, or technical, understanding of the material under study and fails to use relevant material in the assignment submitted. Work may not address one or more criteria or may not accomplish what was asked.

F – Work that is incomplete, inappropriate, and/or shows little or no comprehension of the class material in the assignment submitted.

Reminders

- In-class activities and assignments will not be turned in as “make-up” work. Please do not request special consideration of this policy.
- There is not a distinction between excused and unexcused absences.
- Please be prepared to begin class on time and stay through the duration of class. Entering and exiting after class has started serves as a disruption so please wait until a break to leave class.
- When corresponding with me via email, please include your name either by identifying yourself in the text or signing at your closing.
- As a courtesy to others, please keep cell phones on vibrate or silent mode. Keep cell phones out of sight while you are in class. You will be able to check your messages during breaks.

Academic Integrity

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct, for which a student is subject to penalty, includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. Plagiarism is unacceptable and, for the purpose of this course, is defined as using in part or in whole any material written or designed by someone other than the student, unless appropriate credit is given to the person or resource material used. This includes, but is not limited to: lesson plans found on the Internet, lessons provided by classroom teachers, materials located in any form of publication (workbooks, magazines, etc.), book reviews, or coursework completed by previous students. Disciplinary action for academic misconduct will first be considered by the faculty member assigned to the course and can result in failure of individual assignments and/or course credit.

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact the Student Services Department.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Date	Assignment	
6-1-17	Welcome, Introductions, Syllabus, Class Format, Book Study Groups, Discuss Reading Logs and Projects *In Class Chapter Questions Homework: Read 1, 2, & 3	25 points
6-8-17	Discuss Chapters 1, 2 & 3 Quiz #1 Book Study Homework: Read chapters 4, 5 & 6 *Locate a picture book that would promote the corresponding type of listening: Del Rio –Critical, Eagle Pass – Efferent, Uvalde – Aesthetic. Post summary by June 12th. Bring book to class for demonstration.	50 points 25 points
6-13-17	Discuss Chapters 4, 5 & 6 Picture Book Listening Demonstration Quiz #2 Book Study Homework: Read chapters 7, 8 & 9 *Develop a word study lesson using one of the vocabulary strategies discussed in our text. Post your lesson by June 18 th .	50 points 25 points
6-15-17	Individual Conferences Homework: Read Chapter 10 *Poetry Project posted by June 21 st .	25 points
6-22-17	Discuss Chapter 7, 8, 9 & 10 Poetry Demonstration Quiz #3 Book Study Homework: Book Study Reading Logs Due Sunday June 25th Homework: Complete Book Study Project	50 points 40 points
6-27-17	Book Study Project Presentation	60 points