

Literacy Block: ED 320/325/327

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Office Hours:
M, T, W, Th: 11:30-2:00
or call for an appointment

Required Texts:

Tompkins, G. (2006). *Literacy for the 21st Century: A Balanced Approach* (4th Ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

Leu, D.J., Kinzer, C.K., Wilson, R.M., & Hall, M. (2006). *Phonics, Phonemic Awareness, and Word Analysis for Teachers: An Interactive Tutorial* (8th Ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

A packet of photocopied material from the bookstore is also required.

Overview:

The Literacy Block integrates three courses: ED 320 Teaching Reading in the Elementary School, ED 325 Teaching Language Arts and Children's Literature in the Elementary School, and ED 327 Literacy Practicum. Students will learn the content, skills, and dispositions appropriate for the teaching of literacy (reading, writing, listening and speaking) within a balanced and integrated model for instruction. Emphasis is on developing reflective educators capable of empowering all learners to explore and develop literacy through multiple approaches and within varied contexts.

The Literacy Block is designed to develop theory with the practice of teaching reading and language arts within a Professional Development School Model. Preservice teachers engage in the study of methods and theory within university classes while simultaneously engaged in meaningful classroom experiences. Washburn University is partnered with USD 345 Seaman Unified School District and USD 437 Auburn-Washburn School District elementary schools which serve as partners in the study of teaching and learning within classroom communities. Preservice teachers will observe, teach, and learn from and along with peers, students, teachers, staff, professors, parents, the school and community. Together we will become a learning community. The goals of this partnership are the increased learning achievement of all children in each instructional setting as well as the development of preservice teachers who are well-prepared to enter this profession and positively affect literacy learning.

Conceptual Framework:

The Department of Education believes in the importance of preparing *Reflective Educators*. This course supports this goal through readings, assignments, discussion, essays, and quizzes/examinations that specifically allow teacher candidates the opportunity to engage in:

Reflection on content. Through course readings, journaling, the competency checklist, the portfolio summary, and a comprehensive exam, students will demonstrate their understanding of all aspects of

literacy and literacy development.

- Reflection on the context of teaching and learning. Through observations of and interactions with children engaged in learning literacy skills within specific classroom contexts, focused journaling assignments, an assessment of student learning (KPA-related portfolio task), and discussing the nature of classroom environments, students will explore how the context of teaching/learning has an impact on literacy development.
- Reflection on student differences. Through discussions, focused journaling assignments, written snapshots of student learning, modifications made for students with learning issues on lesson plans, and an assessment of student learning (KPA-related portfolio task), learners will show understanding of student differences.
- Reflection on methods and materials. Students' reflections on lesson preparation and implementation, the midterm reflective essay, competency checklist, videotaped lesson/reflection, and action research project provide opportunities to demonstrate students abilities to consider various methods/materials for teaching/learning.
- Reflection on assessment as a process for change. Through the selection and implement of an appropriate assessment for each lesson, reflection on the outcome of lessons, and by analyzing student learning as a result of their unit instruction (a KPA-related portfolio task), students will demonstrate the importance of assessment and how assessment data affects instructional decisions.
- Reflection on self as an emerging, developing, and maturing professional. Course discussions, journaling, the midterm reflective essay, the action research project, and the portfolio summary provides the opportunity to explore and challenge teacher educators' beliefs about how literacy development occurs and their own growth in becoming an effective teacher of literacy skills.

Diversity Proficiencies:

The Department of Education provides experiences throughout the K-6 Elementary Program that extends students' knowledge of diversity, creates opportunities to express and change beliefs about students from diverse backgrounds, develops experiences that expose relevant issues relating to diversity within school cultures, and provides direct experiences with students from diverse backgrounds. The following Dimensions of Diversity are presented through readings, discussion, assignments, and practicum experience.

- Knowledge Construction. Students learn about the unique nature of school cultures and differences among learners through focused observations in schools, journaling tasks, and group discussions. An analysis of student learning within the portfolio must include information regarding SES, gender, and ethnic groups within the district, school, and classroom.
- Equitable Pedagogy. Students focus on the needs of the diverse learners within their classroom by observing for and discussing learner needs with their mentor teacher, adjusting all lesson plans for at least one special learner within the group, and examining assessment data from their unit to determine student growth of all learners and demographic groups.
- Empowering School Culture. Students are placed in settings that expose them to students from diverse backgrounds. Specific strategies to meet unique learner needs must be applied appropriate to placement settings.

Standards:

KSDE Professional Education Standards for Teacher Education addressed in this course include:

Knowledge:

- 1.1 The teacher knows that literacy skills are essential to help students understand texts, themselves and others, acquire new information, respond to the need and demands of society and the workplace, and experience personal fulfillment.
- 1.3 The teacher knows how to assess and evaluate student progress in language arts.
- 1.4 The teacher has knowledge of a variety of genres, of children's literature, including works written for K-6 students by ethnically diverse writers.
- 1.5 The teacher understands the composing processes for different forms of oral and written discourse.
- 1.6 The teacher understands the research process and how to use data from a variety of sources to communicate information to different audiences.
- 1.8 The teacher has knowledge of the significance of social, economic, cultural, and linguistic diversity for development and learning of literacy skills, and recognizes that children are best understood in the contexts of family, culture, and society.
- 1.10 The teacher understands the various purposes of reading and writing (narrative, expository, technical and persuasive).
- 7.5 The teacher understands his or her role in the IEP process, how to collaborate in the design of intervention strategies and how to integrate goals from the IEP into daily activities and routines.
- 7.6 The teacher understands and values the function of the home language in the total development of children and the interrelationships among culture, language, and the involvement of family in the school.

Performance:

- 1.1 The teacher designs, implements, and evaluates literacy experiences that are developmentally appropriate.
- 1.2 The teacher models a variety of effective instructional strategies that aid students in developing their reading, writing, speaking, listening, and viewing abilities.
- 1.3 The teacher uses effective instructional strategies to help students make cross curricular connections.
- 1.4 The teacher develops and uses criteria for evaluating and selecting a variety of materials for language arts instruction, recognizing issues of equity in gender, age, ethnicity, lifestyle, and socioeconomic status.
- 1.5 The teacher demonstrates an understanding of the various purposes for reading and writing (narrative, expository, technical, and persuasive).
- 1.6 The teacher demonstrates an understanding of the phonemic, morphemic, semantic, syntactic, and pragmatic systems of language and their relation to the reading and writing process.
- 1.7 The teacher creates literacy rich environments and experiences that promote individually and culturally responsive approaches throughout the curriculum.
- 1.8 The teacher evaluates and selects assessment to fit diverse learners' strengths and needs.
- 1.9 The teacher uses a variety of assessment tools, analyzes the results, and applies the results to instruction.

- 7.2 The teacher creates a learning environment that reflects respect and adaptations for children's culture, home languages, individual abilities and disabilities, family contexts and communities.
- 7.3 The teacher creates a learning environment that reflects the belief that all children can learn.
- 7.7 The teacher creates learning environments that appropriately and individually challenge children to stretch their abilities to higher levels of accomplishments.
- 7.8 The teacher uses developmental theory, brain research, and learning theory to design appropriate instruction, assessment, curriculum and learning environments.

Course Objectives for ED 320/325/327:

At the conclusion of this integrated literacy block, pre-service teachers will be expected to be able to:

- 1. understand and discuss different theories that underscore the teaching of the language arts.
- 2. understand the structure of oral and written language which includes the graphophonic, semantic, syntactic and pragmatic language cueing systems and how learners acquire and develop language.
- 3. understand the relationship of listening, speaking, reading, and writing and the variables which affect and support the development of language.
- 4. know and demonstrate strategies for teaching all students including those from diverse linguistic and cultural backgrounds and with various learning needs.
- 5. understand the interrelationship of culture and language development and support the unique social, cultural, and family identities of the learners they teach.
- 6. understand the reading process in which readers sample, predict, and confirm their transactions with text and guide this process with emerging, developing, and maturing readers with a variety of texts.
- 7. know and demonstrate the use of comprehension strategies appropriate for various text types and purposes.
- 8. know and demonstrate the ability to think about words including the use of context; structural and phonetic analysis; spelling; and vocabulary strategies.
- 9. demonstrate familiarity with various genre of literature and use a broad repertoire of literature-based instructional strategies and resources for developing written and oral language skills.
- 10. identify various story grammar elements within literature and demonstrate the ability to plan instruction to teach characterization, plot, setting, theme, point of view, and verbal style.
- 11. understand and demonstrate a variety of authentic reading and writing assessment processes and the ability to analyze student performance.
- 12. plan and manage literacy instruction to develop a literate learning environment using a variety of approaches, strategies, materials and technology.
- 13. develop and implement a unit of instruction which supports and develops literacy skills among learners and provides for multiple ways of making meaning such as art, music, movement, writing, drama.
- 14. reflect on the effectiveness of personal teaching skills and the ability to set and attain personal learning goals.
- 15. demonstrate reflective thinking in making appropriate instructional decisions and adjusting instruction to meet the diverse learning needs of all students.
- 16. develop and maintain a community of learners.

17. plan and conduct an action research inquiry project as a teacher researcher.
demonstrate the ability to collaborate and communicate with peers and teaching professionals.

Literacy Block Assignments (700 points total):

All assignments will be discussed in depth in class and due dates assigned.

Children's Literature Assignment (50 points)

Autobiographical Letter and Teaching Goals (15 points)

Field Journal (60 points total)

Classroom Snapshots (30 points total)

Lesson Plan Preparation: 2 Mini-lessons and 2 Maxi-lessons (90 points total)

Unit Preparation (100 points)

Reflection on Lessons (30 points)

Videotaped Lesson/Paper (15 points)

Evaluation of Instruction (45 points)

Action Research Inquiry Project and Oral Presentation (60 points total)

Assessment of Student Learning (50 points)

Midterm Reflective Essay (30 points)

Phonics Quiz (25 points)

Exam (100 points)

Grading Scale:

651-700 A

560-650 B

490-559 C

455-489 D

below 455 F

Course Outline:

TOPICS

A Literate Learning Environment

and a Community of Learners

Reflecting about Personal and Family Literacy

Literacy, Aliteracy, Illiteracy

Theories of the Reading Process

A Balanced Approach to Literacy Instruction

Principles of Language and Literacy Learning

An Overview of the Rdg/Writing Process

Components of Effective Literacy Instruction

Instructional Frameworks for Delivering Literacy

Four Blocks

Reading Workshop

Guided Reading

Instructional Planning:

ASSIGNED READINGS:

Tompkins, Ch. 1

Tompkins, Ch. 2

Lesson and Unit Planning
Adjusting for Student Differences

Assessments:

Checklists, Rubrics
Kidwatching (Snapshots)
Anecdotal Records
Six Trait Writing Assessment
Garfield Writing Survey

Children's Literature:

Genres and Literacy Awards
Engaging in Literature Circles Selected novel for study
Elements of Literature Tompkins, Ch. 8
Responding to Literature:
Plot, Setting, Point of View, Theme,
Characterization, Verbal Style

Phonemic Awareness Principles and Practices Leu, et al., Ch. 1-2

Sight Words Leu, et al., Ch. 6

Word Study:

Phonics Leu, et al., Ch. 3-4
Morphemic and Structural Analysis Leu, et al., Ch. 7-8
Context Leu, et al., Ch. 5
Spelling Leu, et al., Ch. 10; Tompkins (138-146)

Vocabulary Tompkins, Ch. 6

Fluency Tompkins (173-181)

Comprehension Tompkins, Ch. 7

The Writing Process and Writing Workshop Tompkins, Ch. 13

Action Research