ELED 414 Literacy and Language for Transitional and Intermediate Readers and Writers

Course Description

This course will examine the development of lessons and curriculum for the teaching of literacy (reading, writing, speaking, and listening). Emphasis will be placed on the methodologies of delivering whole-class reading and writing instruction that is based on literacy assessment data in a supervised elementary pre-practicum setting. Continuing to explore Critical Literacy as the overarching theoretical framework, students will understand how to incorporate topics such as equity, diversity, and social-emotional awareness as part of their literacy instruction. This course will also help students understand disciplinary literacy as a way of preparing grades 1-6 students for reading and writing the various disciplines (content/ subject areas).

Course Rationale

This course is designed to prepare future professional educators who effectively model researched based effective whole-class practices that encourage students to use language purposefully as they comprehend, construct, and convey meaning from print. Moreover, this course provides candidates with the skills to successfully engage children in literacy activities successfully while exploring issues such as diversity, equity, and social emotional awareness. Through a variety of course experiences the candidates learn to assess and monitor student literacy development that will guide their whole-class instruction. Candidates analyze and interpret the learning and content involved in the acquisition of literacy at the emergent and developing stages. Course experiences also provide authentic reasons for reading and engaging students in literacy and thinking.

Learning Outcomes

The Program Learning Outcomes (PLO) for early childhood and elementary education majors are numbered below. Under each PLO are the learning outcomes for this course and how they align with the learning outcomes for your program. Additionally, you will be assessed on the PLOs for the program through the learning outcomes for the course.

Upon completion of this course the candidates will:

1. **Curriculum, Planning, and Assessment:** Teacher candidates will promote the learning and growth of all students by providing high quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an on-going basis, and continuously refining learning objectives.

   A. Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based components of reading development and implement evidence based whole-class instructional approaches with emerging, developing, and fluent readers. **Assignments: Teaching the Whole Class, Integrated Unit, Mini Quiz, Curriculum Analysis Project**

   B. Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based components of writing development and implement evidence based whole-class instructional approaches for writing processes and orthographic knowledge of emerging, developing and

fluent writers. **Assignments: Teaching the Whole Class, Integrated Unit, Mini Quiz, Curriculum Analysis Project**

C. Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based frameworks that describe the centrality of language to literacy learning and implement evidence based whole-class instructional approaches that support the development of listening, speaking, viewing, and visually representing. **Assignments: Teaching the Whole Class, Integrated Unit, Expository, Mini Quiz, Curriculum Analysis Project**

D. Candidates use observational skills and results of student work to determine students' literacy and language strengths and needs; select and administer formal and informal assessments appropriate for assessing literacy and language development. **Assignments: Teaching the Whole Class, Integrated Unit,**

E. Candidates demonstrate knowledge of critical literacy and disciplinary literacy in planning literacy instruction and curriculum. **Assignments: Teaching the Whole Class, Integrated Unit, Children's Literature Annotated Bibliography 2**

2. **Teaching All Students:** Teacher candidates will promote the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

A. Candidates revisit their knowledge of the five key components of reading presented in Literacy I and with a deeper emphasis on fluency, comprehension, and word study. **Assignments: Teaching the Whole Class, Integrated Unit, Mini Quiz**

B. Candidates situate diversity as a core asset in instructional planning, teaching, and selecting texts and materials. **Assignments: Teaching the Whole Class, Integrated Unit, Children's Literature Annotated Bibliography 2, Unearthing Joy Presentation**

C. Candidates demonstrate the ability to critically examine literacy curricula and select high- quality literary, multimedia, and informational texts to address both general and discipline-specific needs. **Assignments: Teaching the Whole Class, Integrated Unit, Children's Literature Annotated Bibliography 2**

D. Candidates demonstrate the ability to deliver culturally and linguistically relevant literacy instruction. **Assignments: Teaching the Whole Class, Integrated Unit, Unearthing Joy Presentation**

4. **Professional Culture:** Teacher candidates will promote the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

A. Candidates engage in their own professional learning experiences and collaborate with peers and educator professionals as a means of participating in ongoing teaching inquiry. **Assignments: Teaching the Whole Class, Integrated Unit, Unearthing Joy Presentation, Curriculum Analysis Project**

B. Candidates reflect as a means of improving their own teaching practices and understand the value of reflection in fostering change. **Assignments: Teaching the Whole Class, Integrated Unit**

CEHS Dispositions

1. Demonstrates respect for human diversity, community and cultural perspectives.
2. Collaborates with others (faculty, supervising practitioners, peers, students, and parents) in a thoughtful and considerate manner.
3. Demonstrates clear understanding of legal and moral obligations of the profession, mandated reporting responsibilities and confidentiality.

4. (a) Believes in creating a safe learning environment demonstrating respect for students' differences, provides fair and equitable access to all learners including vulnerable populations;
   (b) Believes that all students can learn.
5. Communicates effectively and professionally in speech, writing, and nonverbal contexts.
6. Demonstrates professional demeanor and a passion for their chosen profession.
7. Demonstrates their own social emotional skills.
8. Understands the importance of fostering social emotional skills in their students;
9. Exhibits personal integrity and professional conduct with all members of the learning community.

Course Topics

1. The intersection of oral language, written language, and visual literacy.
2. Theories and frameworks of emergent and developing literacy and the acquisition of reading and writing
3. The major components of reading: Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension; with an emphasis on fluency, vocabulary and comprehension.
4. The reading process: dynamic interactions in the construction of meaning through print, visuals and prior knowledge and experiences
5. Characteristics of emergent, developing and fluent writers, and effective strategies to implement in writing instruction
6. Administering, interpreting, and analyzing the results of various literacy assessment tools in order to plan, evaluate and strengthen instruction that promotes the intellectual, and social-emotional growth of students
7. Selecting and critically analyzing a variety of high-quality texts of different genres for various instructional purposes
8. Planning and implementing evidence based and culturally responsive practices based on knowledge of students, learning theories, curricular goals, and community (small groups/ whole class) (Shared Reading/Writing; Independent Reading /Writing; Book Talks; Conferring) Whole Group Focus
9. Approaches and interventions for striving readers/writers (Emergent and Developing) and English Language Learners
10. Organizing a comprehensive literacy program to incorporate interdisciplinary approaches
11. The use of technology in literacy planning and teaching
12. MA Curriculum Frameworks for English Language Arts and Literacy; MA Department of Elementary and Secondary Education Subject Matter Knowledge Guidelines; MA DESE Professional Standards for Teachers; International Literacy Association Standards for the Preparation of Literacy Professionals

Instructional Methods and Activities

The methods and activities for instruction include:

1. Traditional and web-based experiences such as lectures, discussions, demonstrations, and video analysis
2. Collaborative partner and small group work
3. Individual and group student presentations
4. Pre-practicum experience (whole-class literacy lessons) includes a family literacy event, planning for literacy tutoring sessions, sharing, reflecting, and debriefing with classroom teachers and professors

Required Readings

Hougen, M.C., & Smartt, S.M. (2020). Fundamental of literacy instruction & assessment prek-6. Paul H Brookes Publishing Co.

Muhammah, G. (2023). Unearthing joy: A Guide to culturally and historically responsive teaching and learning. Scholastic.

Resources

Two professional journals are highly recommended: *The Reading Teacher* published by the International Literacy Association, and *Language Arts* published by the National Council for Teachers of English.

Websites are excellent sources for teaching ideas. The International Literacy Association (ILA) and National Council of Teachers of English (NCTE) produce readwritethink.org. Scholastic.com also is a good resource for ideas. The Massachusetts Reading Association activities and professional development opportunities can be found on their website.

Course Requirements & Grading

Class Participation & Professionalism	5%
Children's Literature Annotated Bibliography Part 2	5%
Curriculum Analysis Project	10%
Unearthing Joy Presentation	10%
Reading Pre-practicum Project: Teaching the Whole-Class	35%

- Class Groupings and Instructional Goal Planning Report (5%)
- Interactive Read Aloud (10%)
- Shared Reading (5%)
- Modeled Writing Lesson (10%)
- Phonics/ Word Study Lesson 1 (5%)

Integrated Unit with a Focus on Literacy Skills (4 literacy lessons)			30%

A 100% - 94%	A- 93% - 90%	B+ 89% - 87%	B 86% -83%
B- 82% - 80%	C+ 79% - 77%	C 76% - 73%	C- 72% - 70%
D+ 69% - 67%	D 66% - 63%	D- 62% - 60%	F below 60%

Assignments/Projects

Class Participation & Professionalism (5%)

This is a professional course preparing you to work with children and other educators. **Therefore, your active participation including attending each class, being on-time and prepared, being attentive and participating during class, turning in quality assignments on time, and participating in group activities in a constructive manner is required for a successful semester**. We will be engaging in a variety of collaborative discussions and activities about reading and language arts in the elementary classroom. You are expected to actively participate in the course throughout each class meeting, both on an individual and group level. Important aspects of participation within this course include providing others with support, contributing

to group discussions, sharing your thoughts and experiences with others, and participating in collaborative small-group activities.

Assigned Course Readings
Please read all assigned readings thoroughly and come to class prepared to meaningfully contribute to class discussions. The required readings provide you with an understanding of literacy theory and the connection between the theory and research-based, effective literacy whole-class practices that can be integrated throughout the elementary curriculum. All assignments and activities will require responses based on the readings, class discussions, and your personal experiences.

Children's Literature Annotated Bibliography Part 2 (5%)
Select, read, and evaluate 5 recently published (20XX-20XX), award-winning picture books appropriate for grades 2-6. The 5 children's books should include:

- 2-3 nonfiction/informational/expository texts- use awards (must be science or math)
- 2-3 fiction/storybook texts- use awards

Prepare an annotated bibliography approximately 2 pages (12-point font, single-spaced) that includes the following information about your 5 children's books. For each of the children's books, include:

- Book Information - APA Citation for each book.
- Summary – One sentence summary of the book.
- Literacy Lesson Plan Ideas – Bulleted list of 3 specific ideas about how the book could be shared in an elementary classroom instruction. You must cite the specific Massachusetts Curriculum Framework Standard for each idea.
- Awards & Recognitions - Bulleted list at most two of the awards and recognitions that the book has won.

Curriculum Analysis of Whole Class Instruction (10%)
Using knowledge of the seminal works in the field of early literacy acquisition (Scarborough's Rope, Active View of Reading, 4-Part processor, Gradual Release of Responsibility) as well as their knowledge of the Massachusetts ELA Curricular Frameworks, teacher candidates will analyze whole class instruction of a core reading curriculum.

Students will jigsaw and work in groups to analyze an assigned core literacy curriculum using the guiding questions and theories to conduct their analysis. Guiding questions and reflection questions are posted on Blackboard.

Unearthing Joy Chapter Presentations (10%)
In a small group with your peers, you will provide a 15-20 minute presentation of the chapter that you signed up for in class. During your presentation you will do the following:

- explain 3-4 key ideas or concepts discussed in the chapter
- how your thinking about teaching has changed as a result of the reading
- how you plan to bring my joy into your own learning and your work with your book buddies (cite specific examples from the chapter)

After your presentation you will facilitate a 10-minute whole class discussion of the chapter. You will present 2-3 questions from the beginning of the chapter and guide your colleagues to reflect on the chapter through the questions that you selected.

Reading Pre-practicum Project: Teaching the Whole-Class (35%)
For your literacy pre-practicum project, you will work with the students in your designated full-day placement You will engage all students in various whole-class literacy activities. The goals of this project are to link candidates with students and their parents in order to enhance children's literacy skills. In addition, this pre-practicum experience provides candidates with opportunities to observe, assist, and assess children in the different stages of literacy development. This pre-practicum experience engages the candidates in teaching and assessing a whole-class of students, provides opportunities to differentiate instruction, and enables them to reflect on teaching and learning. Each assignment will culminate with a debriefing and reflection. Classroom teachers, professors, and candidates will reflect on what happened during the whole-class lesson, react to best practices observed and discuss how to best meet the needs of students'. Students will reflect on their teaching in their learning log that will be shared and responded to by their peers and professor. An additional assignment description will be distributed in class for each of the components of the pre-practicum project.

- **Class Groupings and Instructional Goal Planning Report (5%)**
  At the beginning of the term, you will work with the classroom teacher to administer whole-class literacy assessments. You and your classroom teacher will select various literacy assessments to be administered. The areas of assessments that need to be included in the report are reading fluency and/or comprehension, writing, and phonics/ word study/ phonological awareness (early literacy skills). You may use any district or school-based assessments for any or all of the areas previously listed. Your report will include:
  A) Demographic information about the class- including heritage language
  B) 1 paragraph summary explaining the assessment (must do for each assessment)
  C) Identified groupings based on results for each assessment
     a) includes areas of strengths on the assessment
     b) identified areas for instruction
     c) lesson plan ideas connected to (b) above
  D) Identified striving readers or writers
     a) include areas of specific strength
     b) identified areas for instruction
     c) individualized instruction ideas to accelerate literacy learning

- **Interactive Read Aloud (10%)**
  For the literacy project you are to design one complete whole-class reading lesson. You will submit the lesson for feedback and then utilize the feedback to implement in your pre-practicum classroom with your entire class. The lesson must incorporate one of the following practices for whole-class lessons; DR-TA, QtA, or Text-Structure.
  - **Summary & Book Information -** A one-half page summary of the book should begin the lesson. Also include information about the book including the title and author.
  - **Activating Prior Knowledge & Building Background -** Make a plan for activating prior knowledge and building background. What does your book or chapter represent that your students may not be familiar with? (i.e. A foreign setting, an unusual problem, situation, or event?)
  - **Strategies for Teaching Selected Vocabulary** - For this lesson you are to teach the vocabulary before reading. Select the vocabulary (2-3 words per lesson) that you want to focus on. Explain why you chose these particular words (context? phonology? affixes?) and then give the strategy to be employed that will enable the students to "take ownership" if utilizing the 7 Step Method, it needs to be explained only once, <u>model using one word</u> through the other steps).

- **Purpose for Reading** – The purpose for reading needs to be included. Prior to reading, students need to be given a purpose or reason to read, some type of motivation to proceed that is connected to the reading practice selected for the lesson.
- **Procedures-** The detailed instructions for each step of the lesson plan delivery will reflect the literacy practice that was selected by the teacher (e.g., DR-TA, QtA, Text -Structure). Included in the lesson plan will be specific phrases, questions, and actions the teacher plans to implement during the delivery of the lesson. Special attention to student linguistic and cultural diversity will be highlighted throughout the lesson plan.
- **Extension Activity** – A post-reading activity for this project should include a writing component. Emphasizing the reading and writing connection, you will have your students think critically about the topic of the text and write a response that demonstrates their critical thinking of the text.
- **Graphic Organizer** – The lesson plan should include the use of a graphic organizer. It can be included in any part of your plan, but you need to specifically state in your plan when it will be used.

You will schedule time for the lesson to be observed and reflect on your lesson planning, delivery, evidence of student learning, and your ability to create a safe learning environment.

- **Shared Reading (5%)**
  You will plan and implement a shared reading lesson with your entire class. You will select an enlarged text to project a text on a screen for all to see. When conducting your shared reading lesson in the upper grades (2-6) you will choose one of the following as a focus to the lesson: reading fluently, comprehension checking, decoding unknown words, or determining the meaning of new words. During your shared reading lesson, you will begin by modeling the area you chose as the focus for the lesson as reflected by whole class data. Then, you will provide students with 3-5 opportunities to practice as a class. During the practice, students need to participate in various cooperative learning structures (turn and talk, think-pair-share) to engage all students in the class.

  You will schedule time for the lesson to be observed and reflect on your lesson planning, delivery, evidence of student learning, and your ability to create a safe learning environment.

- **Modeled Writing (Writing Mini Lesson) (10%)**
  You are to develop one mini lesson. The lesson must be typed and include the following:
  - **Summary Information -** A one-half page summary of the topic and expository writing strategy you are addressing in this lesson. The expository writing strategy needs to be explained in detail and how it supports the development of an arguement or informative writing piece.
  - **Connection -** Help students make the connection between this and what they have been learning about previously. You should also connect it to why this skill or strategy is important to them as writers.
  - **Explicit Instruction** - In this section you will write your exact words to the students as you will teach this skill or strategy. Some things to remember, you must teach it briefly, and then model it by doing it yourself in modeling or think aloud. This is the "I do" part.
  - **Guided Practice** –In this part you will gradually release responsibility by doing an example with the whole group or by having them do some examples in partners, or having them finish

finding examples using the mentor text you started above in explicit instruction. But, you will guide their practice here- "we do."

- **Link- Remember, today and everyday, you can...** Finish this sentence and remind them of the focus skill and why it's important to use it.
- **Independent Practice**- This is where you have them independently try this skill or strategy out in their own independent reading or writing pieces or it might be on another example you provide. This is the "you do" part.
- **Share** – Describe how you will provide the opportunity for students to share their writing or a piece of their writing.
- **Checklist** – Please be sure to check that you have all of the necessary components for this project. The rubric for this assignment will be distributed in class.

You will schedule time for the lesson to be observed and reflect on your lesson planning, delivery, evidence of student learning, and your ability to create a safe learning environment.

- **Phonics/ Word Study Lesson 1 (5%)**
  Once during the 7 weeks, you will plan and implement a word study lesson. You may start by selecting a phonics or word study lesson from the school's literacy program materials that matches the needs of your class. You should then review the plan carefully prior to teaching. Critically analyze the plan according to what you have learned about explicit instruction and the principles for teaching phonics/word study. Attach the lesson plan from your published curriculum and your pre-lesson reflection form before teaching.

  You will then teach and videotape the lesson and write a reflection afterwards that provides evidence of your reflective thinking about student learning, meeting diverse needs (using data to determine additional support or intervention), and creating a safe learning environment.

Integrated Unit with a Focus on Literacy Skills (4 literacy lessons) (30%)
Using expository material, you will be designing and implementing an integrated unit using reading, writing, and vocabulary lessons that includes pre, during and post reading (writing) activities and strategies. You will be implementing your lessons in your pre-practicum classroom with consultation of the classroom teacher.

I will expect thoughtful reflections on what worked and what didn't when planning your lessons. Also, you will want to reflect on your choice of materials, instructional context and instructional strategies. You would also want to include any modifications made during your teaching to meet the needs of diverse learners. The lesson plans, instructional materials, and reflection should all be submitted.

Plan Components that are to be included: NOTE: You will use the Elementary and Early Childhood Department Lesson Plan that has been adapted for the design of effective reading, writing, and vocabulary lessons. Modifications for diverse students are included in these plans.

All lessons begin with standards and outcomes from the Massachusetts Curricular English/Language Arts Framework in conjunction with the standard for the discipline of which your students are studying.

- You need to explain what student behaviors you will look for to ensure they are learning.
- Lesson plans are to be thoroughly written; all components included.
- Evidence use of technology for preparation and in implementation is expected
- You are to have well prepared materials, be on time, show professionalism and be knowledgeable in the content you are teaching for EACH lesson.

Literacy Lessons in the Unit:

- One- Whole class read aloud lesson using text structure (10%)
- One- Whole class writing lesson (10%)
- One- Whole Class - word Study w/ a focus on vocabulary (5%)
- One- textmasters activity description (5%)

- **Small Group Instruction- Textmasters Book Clubs**
  During the pre-practicum you will use textmasters to promote engagement, academic conversation, and strong comprehension in the classroom. Depending on the classroom placement, you will facilitate textmasters with either one small group or with the whole class divided into groups. You will provide a book related to the topic of your unit (print or digital). Each student will be assigned a role in the discussion for which they will prepare while reading independently before the group meeting. You must model and explain each of the roles. Roles can vary depending on grade level, but should reflect roles for nonfiction books. You will write a plan for the structure of your textmasters. How will you select the book(s)? How will you group students? How many sessions will there be? What roles will you use? Will students switch roles? How are you going to assess student participation? How will you assess student content knowledge for your unit?

As you develop the unit across your cluster 3 courses you will need the following in your unit write-up:

- **Standards for each content area/ discipline**
- **Topic of inquiry**
- **Unit pre and post assessments**
- **Analysis of pre-assessment results & standards**
- **Identified unit goals and outcomes**
- **Craft Lessons that Address the Standards, Unit Goals, and Learning Outcomes**
- **Reflection/ Presentation on implementation of unit with your class**

Information about the requirements for each type of lesson plan are outlined in the PowerPoints/VoiceThreads and videos that are presented on Blackboard. Be sure to have your pre-reading (writing), during reading (writing), and post reading (writing) components in each lesson plan.