

4012: C&I LANGUAGE ARTS

4013: TEACHING EARLY LITERACY

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COURSE DESCRIPTION

Education 4012: Curriculum and Instruction in Language Arts (Primary-Junior)

This basic survey course is designed to familiarize teacher candidates with the characteristics and development of young children's language. The course will focus on the teacher's role in the selection, design, implementation, and evaluation of learning opportunities based on the individual's abilities and needs in viewing, listening, speaking, reading and writing. A functional approach which recognizes the interrelated nature of the above communication strands will be explored within the current documents provided by the Ontario Ministry of Education for developing language arts programs at these levels.

Education 4013: Teaching Early Literacy (Primary-Junior)

Theory, processes and strategies in teaching literacy skills to young children. *Please note that C&I Language Arts (4012) and Teaching Literacy (4013) will be combined in this course.*

FOUNDATIONS OF PROFESSIONAL PRACTICE

A commitment to a clear vision of what it means to be a teacher is at the core of teacher professionalism and is the foundation for this course. The principles of the Ontario College of Teachers' (OCT) *Foundations of Professional Practice* have been embedded in the learning expectations for this course.

COURSE OBJECTIVES

The expectations of this course are that students will:

- demonstrate an understanding of the principles of an effective language arts and literacy program;
- understand the theoretical framework (nature of language, the language processes, and language learning) underlying language arts and literacy programs;
- demonstrate knowledge of the Ontario Ministry of Education Language curriculum and resource documents;
- understand the role of the learner and the teacher in promoting language development;
- acquire knowledge and skills in the selection, planning, implementation and evaluation of learning experiences which promote language/literacy development;
- understand the basic principles of assessment, evaluation and reporting of student progress in language arts;
- understand how to accommodate and modify expectations, teaching strategies and assessment practices based on the special needs of students;
- demonstrate the ability to integrate information and technology into teaching/learning in Language Arts;
- understand how to create inclusive and equitable learning environments that address the diversity of all learners;
- be an active and supportive participant in the Language Arts classroom learning community ; attend regularly, punctually and prepared to learn;
- behave in a professional manner consistent with the host requirements (all school and board policies).
- recognize that ongoing professional growth that informs practice supports a commitment to students and student learning (*Standards of Practice for the Teaching Profession*).

COURSE REQUIREMENTS

Students should note:

- All assignments will be discussed in class. Criteria for evaluation of assignments will be reviewed when the assignments are discussed.
- All assignments should be handed in directly to the instructor.
- All assignments must be typewritten/word processed unless otherwise directed.
- Request and rationale for late submissions of assignments must be discussed with the instructor prior to the due date and a minimum of 10% shall be deducted for late submissions. The instructor will consider mitigating circumstances in the application of the late submission penalty. Extended deadlines resulting from a provable, documented emergency will not be penalized.

- Students are expected to complete all assigned readings from the course text and other related literature.
- Regular attendance is expected of all students. After missing two classes or arriving late on more than two occasions, a notification will be sent to the chair of undergraduate studies. Students missing more than two classes without medical documentation receive a maximum grade of C..
- Students are expected to contact the instructor in advance of any absence (via email).
- Students are responsible for determining well in advance of presentations that multi-media equipment and programs are available, booked, functional and compatible.

The expectations of this course are that teacher candidates will conduct themselves in a professional manner that reflects the Standards of Practice for the Teaching Profession as outlined by the Ontario College of Teachers. To that end, teacher candidates are expected to:

- behave in a manner consistent with the teaching profession and in a manner that augments all forms of communication;
- adhere to codes of conduct in host environment;
- adhere to the ethical standards of the teaching profession (care, trust, respect and integrity).

TEXTS/READINGS

Required

Ministry of Education (2003) *The Ontario Curriculum Grade 1-8, Language*, Toronto, ON: Queen's Printer of Ontario

Ministry of Education (2003) *A Guide to Effective Instruction in Reading, Kindergarten to Grade 3*, Toronto, ON: Queen's Printer of Ontario

Ministry of Education (2003) *A Guide to Effective Instruction in Writing, Kindergarten to Grade 3*, Toronto, ON: Queen's Printer of Ontario

Ministry of Education (2003) *A Guide to Effective Literacy Instruction, Grades 4 to 6 volumes 1-7*

Cecil, Nancy Lee (2011). *Striking a Balance, A Comprehensive Approach to Early Literacy* 4th edition, Scottsdale, Arizona: Holcomb Hathaway.

Readings will be selected from the following Ministry documents/resources which are available on-line.

- Early Reading Strategy: The Report of the Expert Panel on reading in Ontario
- Literacy and Learning, The Report of the Expert Panel on Literacy in Grades 4-6

Recommended Resources, Texts

Booth, David (1999). *Guiding the Reading Process*. Markham, ON: Pembroke Publishers.

Miller, Debbie (2002). *Reading with Meaning: Teaching Comprehension in the Primary Grades*, Stenhouse Publishers

Harvey, Stephanie and Goudvis, Ann (2007) *Strategies that Work: Teaching Comprehension for Understanding and Engagement*, 2nd Edition Pembroke Publishers

Fountas, Irene & Pinnell, Gay Su (1996). *Guided Reading*. Portsmouth, NH: Heineman.

Tompkins, G. E. (2011) *Language Arts, Content and Teaching Strategies* (5th Canadian Edition) Pearson Education Inc.

Additional Ministry of Education Resources

Ministry of Education and Training documents and DVDs

- What Works: From research into practice(LNS monographs)
- LNS DVDs
- Many Roots, Many Voices: Supporting English Language Learners in Every Classroom
- Me Read? No Way! A practical guide to improving boys' literacy skills
- Me Read? And How? *Ontario teachers report on how to improve boys' literacy skills*, Toronto, ON: Queen's Printer.

ASSIGNMENTS AND EVALUATION ASSIGNMENTS AND EVALUATION

As noted above, this course integrates 2 courses. Some course requirements are integrated; some focus more specifically on language arts or literacy. You will receive the same mark in both courses.

LEVELLING

When assignments are levelled, the rubrics represent an analysis of the marking by criteria. The overall mark is assigned based on the Faculty of Education Assessment Rubric.

The following conversion for levelled marks will apply:

Level	Grade	Descriptor
5+	98	Extraordinary Unique and original
5	95	
5-	92	
4+	88	Exceptional
4	85	
4-	82	
3+	78	Well done Meets expectations
3	75	
3-	72	
2+	68	Adequate
2	65	
2-	62	
1+	58	Incomplete
1	55	
1-	52	
0	0 – 48	Failure

ASSIGNMENTS	DUE DATES	COURSE %
Reflections and Responses	On-going	20%
Language Arts Lesson Plans	Session 5 :Oct. 1	15%
Language Arts Test	Session 7 Oct. 15	15%
Unit Plan	Session 13: Jan. 28	15%
Language Learning Centres	Group 1: Session 15 , Feb.11 (Grade 1 &2) Group 2: Session 16, Feb. 25 (Grade 3&4) Group 3:Session 17 , Mar. 4 (Grade 5 &6)	15%
Literacy Block Plan(in class)	Session 18: Mar. 11	20%

Late assignments: Extended deadlines must be negotiated with the instructor *prior* to the due date. Extended deadlines resulting from a provable documented emergency will not be penalized.

1. Reflections: 20%

- Students will be required to reflect/respond to a number of readings/ topics during the course of the year.

2. Language Arts Lesson Plans (15%)

- Students will prepare a lesson plan based on information provided by the instructor.
- Lesson plans will follow the provided format.
- Lesson plans will thoroughly demonstrate an understanding of effective assessment and instruction.
- Any required resource information will be provided.

3. Content Test (15%)

Each test will be based upon course readings, lectures, presentations and classroom activities. The format for the tests may include a combination of any of the following:

- Multiple choice responses
- Matching
- True or false statements
- Fill in the blanks
- Short answer/short essay responses

4. Unit Plan (15%)

Students will plan a resource based or a thematic literature unit of study for a primary or junior grade. The plan will include the following components:

- a brief statement of purpose for the unit
- a list of relevant curriculum expectations to be addressed

- a planning web or flowchart that provides an overview of the unit
- a table of contents that lists the subtasks or mini-lessons
- a timetable for the delivery of the unit
- the key assessment strategies used to assess student progress
- Success criteria as well as a rubric used to assess one key product, performance or demonstration

5. Language Learning Centres (15%)

- In groups of twelve to fourteen, organize six to seven centres which reinforce language skill development.
- Develop centres in pairs.
- Centres will be set up in the classroom prior to class on the appointed presentation day.
- A spokesperson for the large group will introduce the overall centres to the class and explain the method of grouping and rotation plan.
- Students will present their centre as groups of students visit their venue. Each presentation will include an explanation of prior instruction; centre learning activities and tracking process.
- The class will be grouped and will visit each centre for a professional presentation of the centre. Participants will examine the potential learning inherent in the centre and possible modifications or adaptations. Participants should have the opportunity to experience the application of the centre and its resources.
- Students will be assessed on the effectiveness of their centre, the grade level appropriateness, the curriculum application and the cohesiveness of the centres presented by the whole group.

Group 1 – Grade 1 / 2

Group 2 – Grade 3 / 4

Group 3 – Grade 5 / 6

6. Literacy Block Plan (20%)

Students will be given language arts materials at the junior level to be used for planning a two hour balanced Literacy block of instruction. Students need to be aware of the topics required in a literacy block and opportunities for across-curricular instruction. Students will examine the given resources and determine the learning opportunities. This will be an individual task and will be competed in class. Assessment will be based on the details in planning, the aspects of Balanced Literacy that are included and subject integration.

COURSE SCHEDULE

Note: Although all topics will be covered, they may not occur in the exact sequence indicated. Some of the topics may be addressed over more than one session.

Topic #1: Language Arts in the Ontario Context

- Introduction to the Language Arts document
- Introduction to other ministry documents

Topic #2: Teaching the Language Arts: Theories

- The Learning Process: Theories
- Bloom's Taxonomy
- Multiple Intelligences and learning styles

Topic #3: Comprehensive Literacy Programs

- Components of a Comprehensive or Balanced Literacy Program
- Gradual Release of responsibility
- Read-Alouds, shared reading, guided reading, independent reading
- The Learning Environment: Language Rich classrooms

Topic #4: Focus on Writing (Theory)

- Stages of the writing process
- Modelled, shared, guided and independent writing
- Writer's Workshop and writing folders

Topic #5: Focus on Writing (Theory into Practice)

- Elements of Writing
- The reading /writing connection
- Mentor texts

Topic #6: Emergent Literacy

- Fostering early/emergent reading and writing

Topic #7: Focus on Oral Communication

- Talking, listening and thinking
- Accountable talk & formal talk
- Activities to engage students and improve their speaking & listening skills

Topic #8: Focus on Media Literacy

- Overview of Media Literacy
- Teaching Media Literacy

Topic #9: Focus on Rich Learning

- Rich tasks
- Effective questioning
- Critical literacy

Topic # 10: Words and Language Tools

- Words and Their Meaning
- Grammar Instruction and Assessment
- Spelling Instruction and Assessment
- Handwriting

Topic #11: Fiction and Non-Fiction

- Text Features, text forms and genres
- Non-fiction texts
- Reading and writing in the content areas
- Elements of story structure
- Reading stories\teaching about stories

Topic #12: Teaching Poetry

- Developing Students' concept of poetry
- Reading poetry / Writing poetry

Topic 13 Literacy in the context of the diversity of learners

- Boys literacy
- Aboriginal literacy
- English Language learners

Topic 14: Instructing to meet the needs of all learners

- Differentiated instruction
- Accommodations & Modifications

RELATED LAKEHEAD UNIVERSITY and FACULTY OF EDUCATION POLICIES**INCOMPLETE STANDING**

<http://navigator.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=19&chapterid=3080&topicgroupid=9348&loadusercredits=False> [V Standing]

ACADEMIC MISCONDUCT

<http://navigator.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=19&chapterid=3080&topicgroupid=9352&loadusercredits=False> (IX Academic Misconduct)

THE FACULTY OF EDUCATION ASSESSMENT RUBRIC.

<http://education.lakeheadu.ca/undergraduate/uploads/Microsoft%20Word%20-%20Professional%20Grading%20Policy-1.pdf>

EDUCATION ACADEMIC REGULATIONS

<http://navigator.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=19&chapterid=2898&loadusercredits=False>

Summary of Assignments: PPOD YA 2013-2014

	4012/4013	4490	3013
On-going	Reflections on-going 20%	Presentations with lesson plan ongoing 20%	Lit. Coaching Field Logs due weekly 1 st term 30%
1: Sept. 3			
2: Sept. 10			
3: Sept. 17			
4: Sept. 24			
5: Oct. 1	Lesson Plan developed in class 15%	Lesson Plan developed in class 15%	
6: Oct. 8		Running Record task 10%	Running Record task Oct. 15%
7: Oct. 15	Content Test 15%		
8: Oct. 22			Content test 25%
9: Oct. 29		Classroom Management Content test 10%	
Culminating Task days			
			Lit. Coaching Field Logs due weekly 2 nd term 30%
10: Jan. 7			
11: Jan. 14			
12: Jan. 21			
13: Jan. 28	Unit Plan 15%	Unit Plan 15%	
14: Feb. 4			
15: Feb. 11	Literacy Centres group 1, Gr. 1&2 15%		
16: Feb. 25	Literacy Centres group 2, Gr. 3&4 15%		
17: Mar. 4	Literacy Centres group 3, Gr. 5&6 15%	Classroom Management Content Test 10%	
18: Mar. 11	Literacy Block Plan in class 20%	Literacy Block Plan in class 20%	
Culminating Task days			