

## **TUSCULUM COLLEGE TEACHER EDUCATION UNIT**

**Course:** EDUC 417 Literacy through Language Arts

**Instructor:** [REDACTED]

**Phone:** [REDACTED]

**E-mail:** [REDACTED]

**Course Dates:** BAK80 Spring 2014 - April 4, 5, 11, 12, 25, and 26

**Class Meeting Time:** Fridays – 6:00 pm – 10:00 pm; Saturdays – 8:30am – 4:30 pm

**Location:** Knoxville

**Office Location:** Gray 110, Greeneville Campus

**Office Hours:** Before and after class as needed; please contact the instructor via email or phone to schedule time.

**Note:** Students may contact the instructor 8:00 AM - 8:00 PM Monday through Saturday.

The instructor's goal is to return e-mails and phone messages within 24 hours, except on Sundays.

### ***Course Description:* EDUC 417. LITERACY THROUGH LANGUAGE ARTS**

This course provides a working knowledge of the instructional models and materials for teaching language arts in grades K-6. Pre-service teachers will develop an understanding of writing development including language mechanics, appropriate grammar and legible handwriting. Special emphasis will be placed on communication skills, diagnostic procedures and evaluations. Media and technology will be explored to incorporate activities emphasizing the relationship between writing, listening, speaking and reading activities. Multiple strategies and materials will be developed in the coursework for teaching these skills to at-risk students, students with disabilities, economically disadvantaged and highly mobile students as well as intellectually gifted students and students from different racial and ethnic backgrounds. Reflections from practicum experiences will be utilized along with instructional practices. Learning Outcome Writing. Prerequisites: EDUC 200 and SPED 101 Offered every year.

### **Course Resources**

#### ***Required Textbooks:***

Tompkins, G. E. (2013). *Language arts: Patterns of practice* (8<sup>th</sup> ed.). Boston: Pearson.

#### ***Other Required Resources:***

*Common Core Standards for Reading/ Language Arts Grades K-5.* These may be downloaded from <http://www.corestandards.org/>.

1. On the above page, click on "The Standards."
2. Next, click on "Click Here to Download Printable Versions of the Common Core Standards."
3. Download and print "Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects" pages 1-32 and bring these pages to class.
4. Also download and print "English Language Arts Appendix A" (43 pages).

### **Course Competencies, Goals, and Objectives**

#### ***Student Learning Outcomes: Writing***

- Purpose - Sharp, distinct, controlling main point made about a single topic with a unified or strong awareness of task; thesis is clear and skillfully integrated with the text.

- Coherence - Sophisticated arrangement of content into clearly developed and well-connected paragraphs with appropriately strong transitions and internal coherence.
- Content - Substantial, specific and/or illustrative content demonstrating development and support of thesis; paraphrasing, quoting and summarizing are skillful, seamlessly integrated into the text and cited completely and clearly; complex argument that considers multiple angles. Counter arguments are clear and answered.
- Style - Wide-ranging sentence and paragraph structures and verb usage; precise and appropriate choices in language; meticulous attention to cohesiveness and organization.
- Mechanics - Recognizes mechanics as part of communication; none or only a few errors in grammar, spelling or sentence usage.

### ***Course Goals:***

The goals for this course are to deliver instruction and to engage candidates in activities that

1. Increase candidates' understanding of how to use research-based central concepts, tools of inquiry, and structures of Language Arts and a variety of instructional strategies to encourage development of critical thinking, problem solving, performance skills, and student competence. (Professional Education- Standard 4; TC Candidate Proficiency 2.3; Special Education Comprehensive Standard 1; Special Education Modified Standard 1; Reading Standard 1)
2. Improve candidates' ability to foster active inquiry, collaboration, and supportive interaction using effective verbal, nonverbal, and media communication techniques. (Professional Education Standard 6; TC Candidate Proficiency 3.2)
3. Enhance candidates' understanding of a balanced reading program that involves reading within the context of every subject and that provides explicit and systematic instruction within a print-rich environment throughout the PreK, elementary and middle grades. (Elementary Education K-6 Standard 1; Elementary/PreK-3 Reading Standard 1 and 3; Reading Standard 3)
4. Increase candidates' understanding of the developmental nature of language and its relationship to learning to read. (Elementary/PreK-3 Reading Standard 2)
5. Increase candidates' understanding of using assessments to determine strengths and needs of students in planning and delivering reading instruction. (Elementary/Pre-K-3 Reading Standard 5; Reading Standard 5)
6. Enhance candidates' ability to reflect on practices to evaluate the effects of their choices and actions and assess and adapt their practices. (Professional Education Standard 9; Elementary /PreK-3 Reading Standard 6; TC Candidate Proficiency 6.2; Reading Standard 9)
7. Develop candidates' desire to actively seek professional growth. (Professional Education Standard 9; Elementary/PreK-3 Reading Standard 6; TC Candidate Proficiency 6.2)
8. Equip candidates with skills to foster relationships with school colleagues, parents, and agencies in the larger community. (Professional Education Standard 10; Elementary/PreK-3 Reading Standard 7; TC Candidate Proficiency 6.1; Reading Standard 7)
9. Increase candidates' understanding of strategies to meet the unique needs of diverse learners, including the need to relate learning to the diverse cultural and language hermitages the learners bring to the classroom. (Reading Standards 1 and 7)

### ***Course Objectives:***

Upon completion of this course, candidates will know or be able to do the following:

1. Develop lesson plans integrating reading and writing strategies in the content areas. (Elementary Education Professional Standard 4; Tusculum College Candidate Proficiency 1.1, 2.3, 3.1)
2. Design lessons using the principles and techniques associated with strategies reflecting best practice (such as cooperative learning, direct instruction, whole group instruction, independent study, and interdisciplinary instruction) that foster high expectations for all learners. (Professional Education Standard 4; TC Candidate Proficiency 2.3)
3. Develop lessons including learning experiences that connect subject matter to real life experiences and that enable students to apply learning to future careers. (Professional Education Standard 4; TC Candidate Proficiency 3.2)
4. Create lessons in which their role in the instructional process varies (e.g., instructor, facilitator, coach, audience) to achieve different instructional purposes and to meet individual student needs. (Professional Education Standard 4, TC Candidate Proficiency 2.1, 5.1)

5. Design instructional plans using multiple teaching and learning strategies in active learning opportunities to promote the development of critical thinking, problem solving, and performance capabilities in the content areas. (Professional Education Standard 4; TC Candidate Proficiency 2.3)
6. Develop student learning activities that support and expand student expression and develop students' competence in reading, speaking, listening, writing, and technical media. (Professional Education Standard 6; TC Candidate Proficiency 3.2; Middle 4 – 8 English Language Arts Standard 4; Special Education Comprehensive Standard 1; Special Education Modified Standard 1)
7. Describe the role of language in learning and how cultural, gender, and exceptional learning needs affect communication in the classroom. (Professional Education Standard 3, 6; TC Candidate Proficiency 5.1)
8. Define reading and language arts related academic vocabulary (Elementary/PreK-3 Reading Standard 1; TC Candidate Proficiency 1.1)
9. Design reading lessons utilizing strategies that are age and developmentally appropriate to improve the literacy skills of all students. (Elementary/PreK-3 Reading Standard 2, 3; TC Candidate Proficiency 2.1, 2.3)
10. Create lesson plans that include research-supported practices. (Elementary/PreK-3 Reading Standard 3; TC Candidate Proficiency 2.1, 2.2, 2.3; Early Childhood PreK-3 English Language Arts Standard 1).
11. Appropriately develop, utilize, and interpret informal and formal assessments of the components of reading. (Elementary/PreK-3 Reading 5; TC Candidate Proficiency 2.5; Reading Standard 5)
12. Know, understand, and use the writing process for communication, expression, and reflection. (Elementary K-6 English Language Arts Standards 2 and 3; Middle 4-8 English Language Arts Standards 2 and 3; Early Childhood PreK-3 Standards 3 and 4)

***Topics covered include the following:***

Writing process	Integrated language arts
Sentence construction	Mini-lessons
The conventions of language	Stages of spelling development
The six language arts	Emergent, early, and fluent literacy
Theories of language development	Language arts learning environment
Approaches to language arts instruction	Differentiated instruction in language arts
Forms of assessment to include writing rubrics	

### **Course Policies and Procedures**

***Attendance Policy:*** As attending class is essential for candidates to be successful learners in Tusculum College courses, class attendance is mandatory. Following institutional and departmental procedures, faculty members record and report candidate attendance online to the administrative office after each class session.

Attendance affects course grades assigned by faculty to candidates. An institutional policy, which is not left to the discretion of the faculty member, is that a grade of “F” be automatically assigned to any candidate who misses more than one-third of the total class meeting time, which is more than 3 days for a residential course. Total missed class meeting time includes absence from a scheduled class meeting, arriving late to class, or leaving before class is dismissed.

Additionally, the institution allows academic departments to adopt significantly more stringent grading practices relating to attendance as detailed in syllabi. Students should realize that failure to attend class will result in grade reduction and may also impact

financial aid. **Failure to attend class without an excuse such as doctor's note, court document, or documentation of a death in the family will result in grade reduction based on BAED policy as follows: For every two hours of class missed, the student's grade will be reduced by 5 points.**

**Candidates with Disabilities:** Tusculum provides individuals with disabilities reasonable accommodations to participate in educational programs, activities, and services. Candidates with disabilities requiring accommodations to participate in class activities or meet course requirements should contact the following individuals:

**Greeneville:** Mrs. Bobbie Greenway at (423) 636-7300 ext. 5651; 1-800-729-0256; or at [bgreenway@tusculum.edu](mailto:bgreenway@tusculum.edu) The mailing address is Tusculum College Academic Resource Center, Box 5025, Greeneville, TN 37743.

**Knoxville:** Ms. Amanda Lovelace at (865)-693-1177; 1-800-729-0116; or at [alovelace@tusculum.edu](mailto:alovelace@tusculum.edu)

**Tusculum College Learning Centers:** Candidates may arrange for additional academic assistance through the Academic Resource Center at the following sites:

**Greeneville:** Annie Hogan Byrd Hall, Room 112; Box 5025, Tusculum College, Greeneville, TN 37743

To make arrangements, please contact Mrs. Bobbie Greenway at (423)636-7300 ext. 5651; 1-800-729-0256; or at [bgreenway@tusculum.edu](mailto:bgreenway@tusculum.edu)

**Knoxville:** 1305 Centerpoint Blvd., Knoxville, TN 37932

To make arrangements, please contact Amanda Lovelace at (865)-693-1177; 800-729-0116; or at [alovelace@tusculum.edu](mailto:alovelace@tusculum.edu)

**Research Assignments and Library Resources:** To ensure that candidates become fluent and competent users of information, faculty develop assignments that incorporate research that requires using the information resources available in the TC Library or from the TC Library website: <http://library.tusculum.edu>. Librarians are available to candidates in their research. Several of the online resources may also be accessed from home with a username and password provided by library staff. For more information, contact the following:

**Greeneville:** Jack Smith, Library Director, (423) 636-7320; 1-800-729-0256, extension 5148, [jsmith@tusculum.edu](mailto:jsmith@tusculum.edu)

**Knoxville:** Mary Halliburton, Knoxville Library Administrator, (865) 693-1177; 1-(800) 729-0116, extension 5016, [mhalliburton@tusculum.edu](mailto:mhalliburton@tusculum.edu)

**Academic Dishonesty:** Plagiarism is a violation of the Ethics of Social Responsibilities competency. As stated in the *Graduate and Professional Studies Research Handbook* and the *Tusculum College Catalog*, plagiarism is a form of academic dishonesty. It consists of knowingly presenting in writing or in speech the intellectual or creative work of others as if it were one's own. This includes, but is not limited to the following:

1. Failing to identify direct or word-for-word quotations by use of appropriate symbols and reference to the source

2. Restating in your own words the work (ideas, conclusions, words) of another without reference to the source
3. Presenting as your own the creative work (for instance, music or photographs) of another without proper acknowledgment.

See the *Graduate and Professional Studies Research Handbook* and the *Tusculum College Catalog* for other forms of academic dishonesty and the sanctions for dishonest performance.

### **Other Policies**

***Expectations for Written Work:*** Quality written work is expected of all candidates.

- Professional writing is required for ALL materials submitted in this course. Points will be deducted from work for grammatical, spelling and other mechanics errors.
- **ALL ASSIGNMENTS MUST BE TYPED** in MS Word, Times New Roman, Type 12 font (exceptions for titles and headings only) using APA style unless they are completed during class time.
- **On-line resources for APA style (6<sup>th</sup>) edition:**  
<http://www.stylewizard.com/apa6index.html>  
<http://owl.english.purdue.edu/owl/resource/560/01/>  
<http://www.tusculum.edu/adult/downloads/pdf/GPS%20Research%20Handbook%202010.pdf>
- Any assignments that are due through e-mail must be sent through your Tusculum account. All assignments are to be submitted through the Moodle site unless instructor directs otherwise.
- All work must be submitted on or before the due date. No late work will be accepted.

***Cell Phones and Laptops:*** Please only use your cell phone and/or laptop for learning purposes during class time. Otherwise you will be asked not to bring them to class.

## **Course Requirements and Grading**

***Grading Scale:*** The Tusculum College grading scale will be used and is as follows:

93 – 100	A
90 – 92	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-
67 – 69	D+
63 – 66	D
<63	F

***Assignments (100 points):***

<b>Assignment</b>	<b>Due Date</b>	<b>Value</b>
<u>Practicum Reflection Journal</u>	4/25/14 (on Moodle by 8:30 am)	12%
<u>Practicum Evaluation</u>	4/26/14 (submitted in class)	3%
<u>Practicum Teacher Interview</u>	4/25/14 (on Moodle by 8:30 am)	5%
<u>Notebook of Assignments</u>	4/26/14 (submitted in class)	20%
<u>Text Dependent Questions and Close Reading Module Hands-on Activity</u>	4/17/14 (on Moodle by 8:30 am)	10 %
<u>Text Complexity and Academic Vocabulary Module Hands-on Activity</u>	4/19/14 (on Moodle by 8:30 am)	10%
<u>Close Reading Task Plan</u>	4/25/14 (on Moodle by 8:30 am)	20%
<u>Midterm</u>	4/12/14	10%
<u>Final Exam</u>	4/26/14	10%

**Explanation of Practicum (total of 20% of final grade)**

A required 18 hours of practicum experience is an integral part of this course. Candidates are expected to dress, behave, and speak in a professional manner as well as attend all scheduled practicum visits and be punctual. Candidates are to complete all forms and written practicum components according to the instructions provided by field experience personnel and/or the instructor. Practicum evaluations from supervising teachers are submitted in a sealed envelope at the end of the course. The required forms are available on Moodle; the End-of-Syllabus Form is also located at the end of the syllabus.

***Grading for Practicum:*** The following components must be completed in order to receive full credit for the practicum portion of the final grade.

- Completion of a minimum of 18 hours (minimum) in approved setting
- Practicum Reflection Journal (12%) – Your reflection journal must address reading instruction and **must be based on the questions included in the syllabus and posted on Moodle**. You must have **at least six (6) different journal entries**, and each journal entry must contain at least one of the questions in bold print, a summary of what you

observed regarding the question, and your reflection on what you observed. Detail what you saw and/or discussed with the teacher, what you did, and your feelings about what you observed in the classroom, as well as what good ideas you gleaned from the teacher or the environment. The rubric that will be used to grade your journal is posted on Moodle; please refer to it as you prepare your journal. Requirements of the journal are as follows:

- Typed - APA Style
- Double spaced
- 12 point font
- One inch margins
- One –half page **or more** daily (or per two hour session) in the public school classroom or approved setting
- **4½ pages total minimum required**
- The journal is **due at 8:30 a.m. on Friday, 4/25/14**, and will need to be submitted through Moodle.

Completion of Practicum Forms (including signatures) – Evaluation Form (3%) – This form is to be filled out by the school supervising teacher who places it in a sealed envelope with his/her signature across the sealed flap. The envelope containing the evaluation form is **due in class on Saturday, 4/26/14**.

***Practicum Teacher Interviews (5%)*** - Interview your practicum supervising teacher. Include brief statements that give the school, grade level, class size, and a concise description of class demographics (gender, socio-economic status, ELL students, and students with disabilities). Ask the following questions regarding language arts instruction in his/ her classroom, and then prepare a typed report that is at least four (4) paragraphs long. You must include a summary of his/her response to each question and your reflection on each response. This is **due at 8:30 a.m. on Friday, 4/25/14**, and will need to be submitted through Moodle.

1. Describe the most useful and effective resources and materials you use to teach language arts.
2. Describe how you differentiate language arts instruction in your classroom.
3. Describe how you use formative and summative assessment during language arts instruction.
4. Describe how the implementation of the Common Core State Standards has affected language arts instruction in your classroom.

The rubric that will be used to grade your interview write-up is posted on Moodle; please refer to it as you prepare your assignment.

### **Explanation of Other Assignments/Exams**

***Notebook of Assignments (20%)*** – In-and out of- class writing assignments will be required in this course. These writing samples include individual opinion, perspective, and response to applicable situations, as well as exploration and application of concepts included in the course. The notebook will be **due at the end of class on Saturday, 4/26/14**.

***Text Dependent Questions and Close Reading Training Module Hands-on Activity (10%)*** – Using the module developed by the State of Tennessee Department of Education as part of its implementation of the Common Core State Standards (available at [http://tncore.org/english\\_language\\_arts/curricular\\_resources/text\\_dependent\\_questions.aspx](http://tncore.org/english_language_arts/curricular_resources/text_dependent_questions.aspx)), complete the HANDS-ON ACTIVITY: EVALUATING AND MODIFYING TEXT-DEPENDENT QUESTIONS:

**Description:** You will read an appropriately complex text for a particular grade level and will work individually to evaluate the quality of questions from an existing reading program. Using the “Guide to Creating Text-Dependent Questions,” you will create a sequence of text-dependent questions and tasks for the text. You and the instructor will use the “Checklist for Evaluating Question Quality” to assess your work.

**Approximate Time:** This activity requires approximately 2 hours.

**Materials:**

Reading text for targeted grade level (available in IMC)

“Guide to Creating Text-Dependent Questions” (available on Moodle)

“Checklist for Evaluating Question Quality” (available on Moodle)

This activity is **due on Moodle by 8:30 am on Thursday, 4/17/14.**

***Text Complexity and Academic Vocabulary Training Module Hands-on Activity (10%)*** - Using the module developed by the State of Tennessee Department of Education as part of its implementation of the Common Core State Standards (available at [http://tncore.org/english\\_language\\_arts/curricular\\_resources/text\\_complexity.aspx](http://tncore.org/english_language_arts/curricular_resources/text_complexity.aspx)), complete the HANDS-ON ACTIVITY: TEXT COMPLEXITY ANALYSIS (numbers 1-4 only):

**Description:** You will read a sample text and then use a set of tools, including rubrics for evaluating the qualitative dimension, to analyze the text, evaluate its complexity level, and place it in an appropriate grade. This activity will be done in small collaborative groups of 2-3 students.

**Approximate Time:** This activity requires approximately 2 hours.

**Materials** (available on Moodle):

“Basketball, History of”

“Text Placement Template”

“Informational Text Qualitative Measures Rubric”

“Reader and Task Considerations Guide”

This activity is **due on Moodle by 8:30 am on Saturday, 4/19/14.**

***Close Reading Task Plan (20%) – Template on Moodle*** - You are to develop a close reading task plan for grade 3, 4, or 5 based on what you have learned from *Text Dependent Questions and Close Reading Training Module* and *Text Complexity and Academic Vocabulary Training Module* listed above.

**Description:** You will create a close reading task plan, using what you have learned from the above modules and about CCSS in class. The process of completing this assignment will help you apply the concepts and skills you have learned in the modules and will also produce a plan for a close reading task.



Your plan is due on Moodle by **8:30 a.m. on Friday, 4/25/14**. The rubric that will be used to grade your close reading task plan is posted on Moodle; please refer to it as you prepare your plan.

***Mid-term (10%)*** – The mid-term will consist of information discussed in class as well as information presented in the text. This exam may include *any or all* of the following formats: essay items, short answer items, matching items, multiple choice items, and true/false items. The mid-term will be on **Saturday, 4/12/14**.

***Final exam (10%)*** – The final exam will cover material from the day of the mid-term until the end of the course. It will cover textbook material as well as information discussed in class. The final exam may include *any or all* of the following formats: essay items, short answer items, matching items, multiple choice items, and true/false items. The final will be on **Saturday, 4/26/14**.

## Course Schedule and Activities

*Assignments are to be submitted on Moodle at the times specified in the syllabus unless otherwise specified by instructor.*

\*\*\*This syllabus is subject to change in order that learning may best be facilitated.\*\*\*

### COMPLETE THESE ASSIGNMENTS PRIOR TO FIRST CLASS MEETING:

#### Read

- Tompkins *Language Arts: Patterns of Practice* Chapters 1, 2, 3, 4, 6, 8 and 9.

#### If you will be starting your practicum hours prior to the first meeting of the class:

- Read the instructions for the Practicum Journal; the journal entries must address the provided questions. Also, look over the rubric that will be used to grade the journal. It is available on Moodle.
- Read the instructions for the Practicum Teacher Interview. Also, look over the rubric that will be used to grade the interview write-up. It is available on Moodle.

Date Due	Focus	Topics and Activities
<b>WEEK 1</b> <b>Friday, 4/4/14</b> <b>and Saturday,</b> <b>4/5/14</b>	<b>LEARNING, TEACHING, AND ASSESSING THE LANGUAGE ARTS</b>  <b>Ch. 1 Learning and the Language Arts</b> <b>Ch. 2 Teaching and Assessing Language Arts</b>	Introductions Review of Syllabus and Overview of Assignments Materials and Resources  <b>Ch. 1</b> Language Systems The Six Language Arts Language Arts Strategies  <b>Ch. 2</b> Patterns of Practice <ul style="list-style-type: none"> <li>• Literature Focus Units</li> <li>• Literature Circles</li> <li>• Reading and Writing Workshops</li> <li>• Thematic Units</li> </ul> Minilessons The Teacher's Role Scaffolding Differentiated Instruction
	<b>EMERGENT LITERACY</b>  <b>Ch. 3 Emergent Literacy</b>  <b>PERSONAL WRITING</b>  <b>Ch. 4 Personal Writing</b>	<b>Ch. 3</b> Review of Written Language <ul style="list-style-type: none"> <li>• Concepts of Print</li> <li>• Environmental Print</li> <li>• Literacy Play Centers</li> </ul> Review of Alphabet Concepts <ul style="list-style-type: none"> <li>• Alphabetic Principle</li> <li>• Phonemic Awareness</li> <li>• Phonics</li> </ul> Shared Reading Language Experience Approach Introducing Students to Writing Interactive Writing  <b>Ch. 4</b> Journals Social Networking Letter Writing

Date Due	Focus	Topics and Activities
<b>WEEK 1</b> <b>Friday, 4/4/14</b> <b>and Saturday,</b> <b>4/5/14</b> <b>(continued)</b>	<b>WRITTEN LANGUAGE</b>  <b>Ch. 6 Written Language: Reading and Writing</b>  <b>VOCABULARY</b>  <b>Ch. 8 Building Vocabulary</b>	<b>Ch. 6</b> The Reading Process Review of the Five Components of Reading The Writing Process The Six Traits of Writing  <b>Common Core State Standards (CCSS) – Writing Strand</b>  <b>Ch. 8</b> History of English Language Word Meaning Targeting Words to Teach Word Learning Strategies and Activities  <b>Common Core State Standards (CCSS) - Vocabulary</b>
	<b>NARRATIVE/LITERARY COMPOSITION AND TEXTS</b>  <b>Ch. 9 Comprehending and Composing Stories</b>	<b>Ch. 9</b> Story Structure Story Genres Narrative Devices Comprehension of Stories <ul style="list-style-type: none"> <li>Guided Reading</li> <li>Reader's Theatre</li> <li>Responding</li> <li>Retelling</li> </ul> Composing Stories  <b>Common Core State Standards (CCSS) – Reading Strand: Literature</b>
<b>ASSIGNMENTS FOR WEEK 2:</b> <ul style="list-style-type: none"> <li>Read Tompkins <i>Language Arts: Patterns of Practice</i> Chapters 10 and 5.</li> <li>Prepare for Mid-term over Chapters 1, 2, 3, 4, 6, 8, 9, 10 and info from class.</li> <li>Read and watch assigned sections of <i>Text Dependent Questions and Close Reading Module</i> and <i>Text Complexity and Academic Vocabulary Module</i>.</li> </ul>		
<b>WEEK 2</b> <b>Friday, 4/11/14</b> <b>and Saturday,</b> <b>4/12/14</b>	<b>EXPOSITORY/INFORMATIONAL COMPOSITION AND TEXTS</b>  <b>Ch. 10 Investigating Nonfiction</b>  <b>Common Core State Standards (CCSS)</b>	<b>Ch. 10</b> Types of Nonfiction Text Structures Nonfiction Features Student Research Projects and Nonfiction Composition  <b>CCSS – Reading Strand: Informational Text</b>
	<b>Text Dependent Questions and Close Reading</b>  <b>Text Complexity and Academic Vocabulary</b>	<b>Text Dependent Questions</b> <b>Close Reading</b> Work in class on <i>Text Dependent Questions and Close Reading Training Module</i>  <b>Text Complexity</b> <b>Academic Vocabulary</b> Work in class on <i>Text Complexity and Academic Vocabulary Module</i> .  Discussion of Close Reading Task Plan Assignment  Review for Mid-term

Date Due	Focus	Topics and Activities
<b>WEEK 2</b> <b>Friday, 4/11/14</b> <b>and Saturday,</b> <b>4/12/14</b> <b>(continued)</b>	MID-TERM	MID-TERM over Chapters 1, 2, 3, 4, 6, 8, 9, 10 and info from class
	<b>ORAL LANGUAGE</b>  <b>Ch. 5 Oral Language: Listening and Talking</b>	<b>Ch. 5</b> Four Types of Listening Read-Alouds Persuasion/Propaganda Discussions and Grand Conversations Questioning Oral Reports, Interviews, and Debates  <b>Common Core State Standards (CCSS)</b> – Speaking and Listening Strand
<b>ASSIGNMENTS FOR WEEK 3 :</b> <ul style="list-style-type: none"> <li>Read Tompkins <i>Language Arts: Patterns of Practice</i> Chapters 7, 11, 13, 12, and 14.</li> <li>Prepare for Final over Chapters 5, 7, 11, 12, 13 and info from class</li> <li>DUE on Moodle by 8:30 a.m. on Thursday, 4/17/14: Text Dependent Questions and Close Reading Training Module Hands-on Activity</li> <li>DUE on Moodle by 8:30 a.m. on Saturday, 4/19/14: Text Complexity and Academic Vocabulary Training Module Hands-on Activity</li> <li>DUE on Moodle by 8:30 a.m. on Friday, 4/25/14: Practicum Journal Practicum Teacher Interview Close Reading Task Plan</li> <li>DUE in class on Saturday, 4/26/14:</li> <li>Evaluation by Practicum Teacher in a sealed envelope turned in to instructor at the beginning of class</li> <li>Notebook of Assignments (will be submitted at end of class)</li> </ul>		
<b>WEEK 3</b> <b>Friday, 4/25/14</b> <b>and Saturday,</b> <b>4/26/14</b>	<b>VISUAL LANGUAGE</b>  <b>Ch. 7 Visual Language: Viewing and Visually Representing</b>  <b>POETRY</b>  <b>Ch. 11 Exploring Poetry</b>	<b>Ch. 7</b> Visual Elements Viewing <ul style="list-style-type: none"> <li>Art Appreciation</li> <li>Visual Language in Books</li> </ul> Visually Representing <ul style="list-style-type: none"> <li>Artistic</li> <li>Dramatic</li> </ul> <b>Common Core State Standards (CCSS)</b> - Viewing and Visually Representing  <b>Ch. 11</b> Word Play The Poetry Genre <ul style="list-style-type: none"> <li>Poems Students Read</li> <li>Poems Students Write</li> </ul> Poetic Devices  <b>Common Core State Standards (CCSS)</b> - Poetry

Date Due	Focus	Topics and Activities
<b>WEEK 3</b> <b>Friday, 4/25/14</b> <b>and Saturday,</b> <b>4/26/14</b> <b>(continued)</b>	<b>GRAMMAR, AND HANDWRITING</b>  <b>Ch. 13 Language Tools: Grammar and Handwriting</b>	<b>Ch. 13</b> Grammar Concepts Handwriting Forms Handwriting Development Keyboarding  <b>Common Core State Standards (CCSS) – Language Strand</b>
	<b>SPELLING</b>  <b>Ch. 12 Learning to Spell Conventionally</b>	<b>Ch. 12</b> Invented Spelling Stages of Spelling Development Spelling Structures Spelling Program Development  <b>Common Core State Standards (CCSS) - Spelling</b>  <b>Review for Final.</b>
	<b>CH. 14 PUTTING IT ALL TOGETHER</b>	<b>Ch. 14</b> How to Develop a Literature Focus Unit How to Organize Literature Circles How to Set Up Reading and Writing Workshops How to Develop A Thematic Unit
	<b>FINAL</b>	<b>DUE in class on Saturday, 4/26/14:</b> <ul style="list-style-type: none"> <li><b>Evaluation by Practicum Teacher in a sealed envelope turned in to instructor at the beginning of class</b></li> <li><b>Notebook of Assignments (will be submitted at end of class)</b></li> </ul> <b>FINAL over Chapters 5, 7, 11, 12, 13 and info from class</b>



Supervising Teacher,

We appreciate your willingness to allow Tusculum College the opportunity to be a part of your classroom and school. This partnership allows our practicum candidates to gain practical experience within the classroom setting. During this experience, practicum candidates participate in a manner determined by the supervising teacher. In addition, Tusculum College supports the methodology and focus of the specific course in which the practicum candidate is currently enrolled. We ask that the classroom teacher assist our practicum candidates in concentrating upon the components listed below.

**Course: EDIC 417. LITERACY THROUGH LANGUAGE ARTS**

**Concentration:** This course provides a working knowledge of the instructional models and materials for teaching language arts in grades K-6. Pre-service teachers will develop an understanding of writing development including language mechanics, appropriate grammar and legible handwriting. Special emphasis will be placed on communication skills, diagnostic procedures and evaluations. Media and technology will be explored to incorporate activities emphasizing the relationship between writing, listening, speaking and reading activities. Multiple strategies and materials will be developed in the coursework for teaching these skills to at-risk students, students with disabilities, economically disadvantaged and highly mobile students as well as intellectually gifted students and students from different racial and ethnic backgrounds. Reflections from practicum experiences will be utilized along with instructional practices.

**Supervising Teacher:** \_\_\_\_\_

**Practicum Candidate:** \_\_\_\_\_

**Course Instructor:** \_\_\_\_\_

Tusculum College again expresses our gratitude in your willingness to assist in the training of future educators. If you have any questions or concerns please feel free to contact me at your convenience.

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## **EDUC 417**

### **Practicum Experience Guiding Questions**

- 1. How are the following elements set up to support the teaching and learning of language arts?**
  - A. The room environment
  - B. The daily schedule
  - C. Grouping
- 2. What resources and supplies are available for language arts instruction?**
- 3. Do you find any evidence of the use of lessons and/or units that integrate language arts with other content areas such as science or social studies?**
- 4. Do you find any evidence of any of the following:**
  - A. Literature focus units?
  - B. Literature circles?
  - C. Reading and writing workshop?
  - D. Thematic units?
- 5. How does the teacher assess students at the beginning, during, and after language arts instruction?**
- 6. Personal Writing**
  - A. How do students use journals as tools for learning in language arts and across the curriculum?
  - B. How does the teacher incorporate letter writing in the instructional programs?
- 7. What activities and strategies are used to teach listening and talking (speaking)?**
- 8. Writing**
  - A. How do students/teacher select writing genres and topics?
  - B. How does the teacher use conferencing for writing?
  - C. How do students self-revise and peer-revise and/or self-edit and peer-edit?
  - D. How does the teacher assess writing?
  - E. How do the students publish their writing?
- 9. Reading Aloud**
  - A. How does the teacher select literature for reading aloud?
  - B. How does teacher teach components of reading during reading aloud?
- 10. Guided Reading (Reading Groups)**
  - A. How does teacher select literature for guided reading?
  - B. How does teacher teach components of reading, writing, and spelling during guided reading?
  - C. How does teacher group students for guided reading?
- 11. How do the students respond to reading?**
- 12. What activities and strategies are used to teach viewing and visually representing?**
- 13. Vocabulary**
  - A. How is etymology used to teach vocabulary?
  - B. How is morphology used to teach vocabulary?
  - C. What important vocabulary concepts do students learn?
  - D. How do teachers develop students' vocabularies?

**14. Nonfiction/Informational Text**

- A. How does the teacher develop students' knowledge about nonfiction/informational text?
- B. How does the teacher facilitate students' reading of nonfiction/informational books?
- C. How does the teacher incorporate nonfiction/informational text from other subject areas into language arts instruction?

**15. Poetry**

- A. How does the teacher encourage students to play with words and express ideas using figurative language?
- B. How do students read and respond to poems?
- C. What kinds of poems do students write?

**16. Spelling**

- A. What instructional strategies and activities are aimed at teaching children to spell?
- B. How is spelling assessed?
- C. How does the teacher use literature to teach spelling?
- D. How does the teacher use writing to teach spelling?

**17. Grammar and Handwriting**

- A. How does the teacher teach grammar concepts?
- B. How does the teacher teach and assess handwriting?
- C. How does the teacher use literature to teach grammar?
- D. How does the teacher use writing to teach grammar?

