

**Rhode Island College**  
**Feinstein School of Education and Human Development**  
**Department of Elementary Education**  
**Summer Session I, 2010**

1. **Course Number:** ELED 508-01
2. **Course Title:** Language Arts in the Elementary School, Summer I  
Class Meeting Times/Location: M, T, W, 4:00-6:00 PM, Mann
3. **Instructor Information:**  
Course Instructor: Pat Cordeiro  
Office Hours: by appt.  
Office Phone: 456-8626; Home Phone: 433-1713  
Email address: pcordeiro@ric.edu

**4. Course Description:**

**Catalog:**

This course approaches language arts from a research base and focuses on the role of creativity in language expressions, the sequence in which the child develops linguistic skills, and the characteristics of a spiral curriculum organization in the elementary school. Individualized laboratory experiences are included.

**Extended Description:**

We examine language arts instruction in schools today in light of our own experiences and assumptions about writing and writing process. This course is founded on the principle that in order to help others to develop lifelong literate behaviors we must understand and engage in our own literacy. Readings, discussion and class experiences analyze basic shifts in the field of literacy away from a separated, discrete, skills-based approach to language arts instruction toward a more integrated, holistic approach, with particular emphasis on current shifts in the teaching of the processes of writing and in reading-writing connections. The language arts are viewed as functional uses of reading, writing, speaking, and listening. Class participants engage in a writers' workshop as a means of analyzing the interplay of theory and practice in language arts as it exists in many classrooms today.

**Relationship to Professional Program:**

This course is one of five graduate-level courses in discipline-based methodology and is open only to M.Ed. and certification graduate students with certified elementary school teaching experience and M.A.T. students who have been accepted to the M.A.T. program and who have completed ELED 500. Within the M.Ed. in Elementary Education, it is an option in Area B of the program description; within the M.A.T. in Elementary Education, it is an option for one of two or three graduate-level methodology courses required of students in that program.

**Relationship to FSHEd Knowledge Base:**

This course is founded on the principles of planning, action, and reflection, and explores the four themes of knowledge, professionalism, pedagogy, and diversity, as defined in the FSHEd Knowledge Base and Model. Course participants are engaged in understanding the processes of the language arts as they apply to themselves first, and then how they apply in the classroom. Students plan, act on, and then reflect on their own processes of writing, reading, listening and speaking, and concurrently consider how what they learn about their own processes will help them accomplish planning, action and reflection with children.

## 5. Course Information

### Course Prerequisites:

Graduate status in education; ELED 330 or elementary school experience, or consent of instructor; ELED 500 (M.A.T. students only)

### Required Readings:

Bear, D., M. Invernizzi, S. Templeton, F, Johnston. (2008)/1996). *Words their way: Word study for phonics, vocabulary, and spelling instruction*. Saddle River, NJ: Pearson.

Fletcher, R. & J. Portalupi. (2001). *Writing workshop: The essential guide*. Portsmouth, NH: Heinemann.

Portalupi, J. & R. Fletcher. (2001). *Nonfiction craft lessons: Teaching informational writing, K-8*. Portsmouth, NH: Heinemann.

Selected handouts

## 6. Course Objectives:

This class functions on two strands :

Strand 1: Planning, Action, Reflection for Our Own Learning -- the application of theory to our understanding of our own literacy; here we are studying ourselves, making use of the rich database which we carry with us all the time: our own literacy and how we learned it

Strand 2: Planning, Action, Reflection and Teaching and Learning with Children in the Language Arts -- - the development of philosophies of practice for working with children and their developing literacy; here we trace the evolution of our teaching practice, using ourselves as one model and learning from our classmates, theorists and classtime of other models of literacy development. How to apply this knowledge in the classroom is the goal of this strand.

### Specific Objectives:

To develop an understanding of current thinking and literature in the field of language arts instruction, including technology

To approach language arts instruction as integrated, thematic and cross-curricular through a process of planning, action and reflection

To view language use as functional implementation of reading, writing, listening and speaking for all student populations

To examine writing process in light of a variety of standards and assessment tools

To plan, act and reflect on teaching lessons incorporated into a thematic unit with particular emphasis on multi-cultural and global perspectives

To develop an understanding of the role of language arts in the inquiry process in a child-centered classroom

To grow in personal literacy and develop an appreciation and understanding of how our own use of the arts of the language influence students as we model and demonstrate our own literate behaviors

## 7. Course Requirements and Student Responsibilities:

### Writers Workshop : 25%

• You will be taking part in a writers' workshop during each class period. This means that you will be engaged in writing and reading during the beginning of class, writing and sharing with people you select, responding to the writing of others and helping them to get to know themselves better as writers. You may work on selected writing or write many different kinds of things. I will try to help you "fill your storehouses," as Mem Fox, the writer, says writers must do so they have something in their heads to get them going. You may write whatever you like. This writing will not be collected, turned in, or graded. Attendance and participation matter.

•Writers Notebook: You are asked to keep a Writers Notebook during the course to collect ideas for things to write about. This can be in any form that you like; a small notebook that you can carry with you works well for some.

•Collection of writing: Near the end of class, you will bring to class the writing that you have done during writers' workshop. Writing does not need to be copied over or typed unless you choose to do this; it will not be collected, turned in, or graded. The purpose of reviewing this collection is twofold: to see our own growth and progress during writers' workshop by setting goals for our own literacy; and to discuss how such a collection of writing might be helpful when working with children in language arts instruction.

•Process Paper: You are asked to write a 3-5 page "process paper" which is a reflection in which you discuss and analyze your own process of writing and how your experience in this class informs you about how to teach children. Refer to assigned readings and standards as appropriate in this description of your writing process and its application to teaching writing.

•Going Public: During our last class times, there will be a sharing of favorite pieces of writing. I believe (as do Donald Graves and others) that this publishing process is essential to the writing process experience and may take several forms. Those who wish to may share any piece of writing orally; writing may also be shared in a display format, such as a poster or book. During this sharing/going public, we will discuss conclusions about our own processes of writing and share our additional sources from writers about writing. Each class participant will be asked to bring a piece of writing to a stage of publishing and share it in some way.

**Artifact** **25%**

Teaching a Craft of Writing Using Children's Literature: See rubric for description. This assignment provides M.A.T. students with their portfolio artifact for Language Arts.

**Applications** **25%**

Applications: An application of course material or response to a course topic. For papers, 1-3 pp. typed, double-spaced, 12 point font; for other prompts, prepared as appropriate

**Poster Presentation** **25%**

Poster Presentation: Prepare a poster for display at our Poster Session, demonstrating how to approach teaching a genre of writing or providing information on a topic related to Language Arts. This assignment has no oral presentation. Provide a 1-page handout for your classmates. Description and rubric is provided in a handout.

**9. Evaluation:**

Teaching a Craft of Writing Artifact	25%
Writers Workshop	25%
Applications	25%
Poster Presentation	25%

Methodologies/strategies of instruction: Writers' Workshop, lecture /discussion, demonstration, collaborative learning.

	Topics for today	Readings for this class	Assignments for today
<b>Week 1 Monday First class 5/24</b>	Introductions What is/are the language arts? Reading, writing, speaking, listening – viewing? Keeping a Writers Notebook Genres and text types Word Walls and word play Minilessons		
<b>Week 1 Tuesday Second class 5/25</b>	Writers Workshop Discussing the Artifact assignment Language development Writing process and product; ourselves as writers and teachers, our histories Personal Narrative: the Default Genre Falling in love with words		
<b>Week 1 Wednesday Third class 5/26</b>	Writers Workshop Discussing the Poster Presentation assignment Sharing children’s books Words, words, words: prefixes and suffixes Drafting an assessment chart for a short study for what students should know (Content) and be able to do (Process) Word play and children’s grapho-phonemic development	RIDE Literacy Grade Level Expectations (GLEs) (download for reading and writing)	Application due: Bring in a children’s book that is a model of Personal Narrative
<b>Week 2 Monday 5/31</b>	<b>NO CLASS</b>	<b>MEMORIAL DAY</b>	
<b>Week 2 Tuesday Fourth class 6/1</b>	Writers Workshop Standards, language and writing process: Grade Level Expectations Words Their Way: learning about words	Fletcher & Portalupi, <i>Writing Workshop</i> , Introduction & chs. 1- 6  Bear et al. chs. 1 & 2	Application due: How did you learn to write? What is your writing history? How does your writing history help you to understand young language learners? What can our own writerly life teach us about teaching others to write?
<b>Week 2 Wednesday Fifth class 6/2</b>	Writers Workshop Sharing an assessment chart for Personal Narrative Skills, skills, skills -- in process and product Word Ladders: word puzzles		Application due: Draft an assessment chart for a short study of Personal Narrative

<b>Week 3 Monday Sixth class 6/7</b>	Writers Workshop Poetry GLEs Rhyming word families	Fletcher & Portalupi, <i>Writing Workshop</i> , Chs. 7-12  Bear et al. chs. 3 & 4	Application due: Bring in poetry samples or a book of poetry that you would use in teaching children about poetry
<b>Week 3 Tuesday Seventh class 6/8</b>	Writers Workshop Poetry Rhyming word families – all word families Root word families		
<b>Week 3 Wednesday Eighth class 6/9</b>	Lesson planning Making a rubric		
<b>Week 4 Monday Ninth class 6/14</b>	Writers Workshop Sharing lesson plans for a writer's craft lesson Word Work and Word Ladders in content areas	Portalupi & Fletcher, <i>Nonfiction Craft Lessons</i> , preview this text Bear et al. chs. 5 & 6	Application due: Draft a lesson plan for a writer's craft lesson
<b>Week 4 Tuesday Tenth class 6/15</b>	Writers Workshop  Using children's literature for teaching a writer's craft	Portalupi & Fletcher, <i>Nonfiction Craft Lessons</i> , preview this text	
<b>Week 4 Wednesday Eleventh class 6/16</b>	<b>Preparation Day – no formal class</b>		<b>Artifact Preparation Day – no formal class</b>
<b>Week 5 Monday Twelfth class 6/21</b>	Writers Workshop Piloting artifact lessons		Artifact due for presentation
<b>Week 5 Tuesday Thirteenth class 6/22</b>	Writers Workshop Piloting artifact lessons		Artifact due for presentation
<b>Week 5 Wednesday Fourteenth class 6/23</b>	Writers Workshop Piloting artifact lessons		Artifact due for presentation
<b>Week 6 Monday Fifteenth class 6/28</b>	Writers Workshop Writing Explanations, recipes, lab reports, all kinds of reports, description		
<b>Week 6 Tuesday Sixteenth class 6/29</b>	Writers Workshop		<b>Artifact due for grading</b>
<b>Week 5 Wednesday Fifteenth class 6/30</b>	Writers Workshop		

## 10. References:

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- Selected handouts
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\*\*\* GOOD BYE -- KEEP WRITING --- GOOD LUCK!! \*\*\*

**Portfolio Artifact: Teaching a Craft of Writing Using Children's Literature**  
**ELED 508: Teaching Language Arts in the Elementary School**

Name: \_\_\_\_\_ Section \_\_\_\_\_ Date: \_\_\_\_\_

The lesson includes the following: 1) Lesson plan for the writing lesson; 2) Presentation of Lesson; 3) Written Reflection on Lesson

**EXEMPLARY**

• **Lesson Plan:**

- lesson informed by data collected through observation, interaction, looking at student writing,
- plan written according to the design presented in class,
- focus is clear; lesson builds around one teaching point, builds upon what writers know and need to learn
- edited according to conventions of language;

• **Presentation of Lesson:**

- make the one point of the lesson clearly so that children understand,
- choose materials that are appropriate, has them prepared and ready to use,
- collect data in a variety of ways: observing, listening, talking, recording, assessing, etc.
- uses appropriate language (be specific; use language of encouragement rather than the language of praise),

- **Reflection:** look honestly and critically at strengths as well as areas of need, make appropriate suggestions for next teaching, write according to conventions of language.

**MEETS THE STANDARD**

• **Lesson Plan:**

- needs support in organizing the lesson based on the data collected (see above)
- needs some support in how to organize information and write up plan according to in to design presented in class,
- needs revision in order to focus the lesson clearly, around one teaching point that these writers need to learn,
- edited according to conventions of language - with only a few mechanical errors

• **Presentation of Lesson:**

- Improving at making the one point of the lesson clearly, so that children understand,
- Selects appropriate materials and has them prepared and set up ahead of time,
- Gathers data in a variety of ways: listens, observes, daily record keeping, children's written responses, yet needs some support in knowing what to observe, what data to collect, and how to use it to inform teaching,
- Shows improvement in specific language (language of encouragement rather than the language of praise),

- **Reflection:** improving in ability to look honestly and critically at strengths as well as areas of need, needs support in suggestions for next teaching, writes according to conventions of language--with few errors.

**BELOW STANDARD**

• **Lesson Plan:**

- needs lots of support in thinking through lesson with these particular children in mind,
- needs help to organize information and write up plan according to design presented in class,
- needs more than minor revisions in order to focus the lesson clearly, around one teaching point,
- many mechanical errors; needs a lot of editing according to conventions of language

• **Presentation of Lesson:**

- Point of the lesson not clear; children do not seem to understand,
- Materials may not be appropriate, and/or not prepared and set up ahead of time,
- Seems unsure about how to listen, observe, what data to gather that will inform next teaching, etc.
- Needs help with appropriate language (needs to be more specific, language of encouragement vs praise),

- **Reflection:** not always able to look honestly and critically at strengths as well as areas of need, in need of support in planning for next teaching, many mechanical errors.

Exemplary

Meets the Standard

Below Standard



## GENRE STUDY POSTER PRESENTATION GUIDELINES

### Your Poster should include:

- Title for your genre study
- Short assessment chart of what students will know (Content) and be able to do (Process) and how content and process will be evaluated
- Sample teaching model you have developed to use in this unit
- Sample minilesson you have developed to use in this unit
- Sample rubric for assessment during this unit
- Bibliography of 5 children's books that could be used in teaching this unit

### Your Handout should include:

- Title for your genre study
- Short assessment chart of what students will know (Content) and be able to do (Process) and how content and process will be evaluated
- Bibliography of 3-5 children's books that could be used in teaching this unit
- Listing of website(s) related to this genre study

### RUBRIC FOR POSTER PRESENTATION

Exceeds Expectations	Meets Expectations	Approaches Expectations
All required elements are evident and are exceptionally well-presented	All required elements are evident	Some required elements are evident
Poster and handout are exceptionally informative	Poster and handout are informative	Poster and handout need more information
Poster and handout are exceptionally well-designed	Poster is visually interesting and handout is clear and well-designed	Poster and handout are adequate

### Grade on Genre Poster

Exceeds Expectations	Meets Expectations	Approaches Expectations
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Instructor Name \_\_\_\_\_ Date \_\_\_\_\_

## TOPICAL STUDY POSTER PRESENTATION GUIDELINES

**Your Poster should include:**

- Title for your Topical Study poster
- Narrative or chart describing the topic
- Bibliography of 3-5 sources of information about this topic
- Listing of website(s) related to this topic

**Your Handout should include:**

- Title for your Topical Study poster
- Brief synopsis of information about the topic
- Bibliography of 3-5 sources of information about this topic
- Listing of website(s) related to this topic

### RUBRIC FOR POSTER PRESENTATION

Exceeds Expectations	Meets Expectations	Approaches Expectations
All required elements are evident and are exceptionally well-presented	All required elements are evident	Some required elements are evident
Poster and handout are exceptionally informative	Poster and handout are informative	Poster and handout need more information
Poster and handout are exceptionally well-designed	Poster is visually interesting and handout is clear and well-designed	Poster and handout are adequate

**Grade on Topical Study Poster**

Exceeds Expectations	Meets Expectations	Approaches Expectations
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Name \_\_\_\_\_ Date \_\_\_\_\_