

Rhode Island College
Feinstein School of Education and Human Development
Department of Elementary Education

- 1. Course Number:** ELED 527
- 2. Course Title:** Language Arts M. A. T. Practicum
- 3. Instructor:** Pat Cordeiro
- 4. Course Description:**

Catalog: Foundation is provided in research and theory as applied to language arts and associated teaching methods. Emphasis is on application and authentic assessment in practicum settings with diverse populations. 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.

Extended Description:

This course has a focus on linguistically and culturally diverse learners, their families and communities. This includes children who speak other languages and dialects, or who come from homes where languages other than English are spoken. Candidates will learn more about the development of English language arts in linguistically diverse populations through projects and practicum in an urban, multicultural, multilingual school community. Readings, projects, and class activities will examine ways of working with students, collaborating with families, school and community librarians, and school-based personnel.

We examine language arts instruction in schools today in light of our own experiences and assumptions about writing and writing process. 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 oral language and literacy connections, reading-writing connections and assessment systems. The language arts are viewed as functional uses of reading, writing, speaking, and listening.

Relationship to Professional Program:

This course is one of five graduate-level courses in discipline-based methodology and is open only to M.A.T. students who have been accepted to the M.A.T. program and who have completed ELED 500. This practicum is an option for one of three field-based practicum 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. This course particularly focuses on the teaching of writing to second language learners in the context of general education classrooms.

5. Course Information

Course Prerequisites:

Admission to the M.A.T. program, CEP 552, ELED 500, FNED 546, minimum GPA of 3.0; or consent of department chair

Required Readings:

Fletcher, Ralph. (2003). *A writer's notebook: Unlocking the writer within you*. New York: Harper Trophy.
Fletcher Ralph & Portalupi, JoAnn. (2001). *Writing workshop: The essential guide*. Portsmouth, NH: Heinemann.
Portalupi, JoAnn & Fletcher, Ralph. (2001). *Nonfiction craft lessons*. York, ME: Stenhouse.
Simon, Liz. (2005). *Write as an expert: explicit teaching of genres*. Portsmouth, NH: Heinemann.

6. Course Objectives:

Conceptual Framework
RI Beginning Teacher Standards
Assoc. for Childhood Ed Inter.

	Course Objectives	Course Assessments
CF Knowledge, Planning, Acting, Reflecting RIBTS 2.1, 2.2 ACEI 2.1, 2.8, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.2	Situate the teaching of English Language Arts (ELA) within a comprehensive and coherent conceptual framework	Learning Log Implemented lessons
CF Knowledge, Diversity RIBTS 2.1, 2.2, 3.2, 4.1, 4.2, 4.3, 4.4, ACEI 2.1, 5.2	Explain current research and theory on the acquisition of language skills for all language learners	Learning Log Case Study
CF Planning, Acting, Reflecting Pedagogy RIBTS 5.3, 5.5, 6.4, 6.7, 7.1, 8.1, 9.0, 9.5, 10.0, 11.0 ACEI 2.1, 2.8, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.2	Apply and reflect on standards and expectations as applied to language learners	Learning Log Implemented lessons Case Study
CF Planning, Acting, Reflecting, Diversity, Pedagogy, Professionalism RIBTS 1.1, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.5, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 7.1, 8.1, 8.2, 8.3, 8.4, 9.1, 9.2, 9.3, 9.4, 9.5, 10.1 ACEI 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1, 5.2	Plan, act and reflect on implementation of writing process with children	Learning Log Implemented lessons Case Study
CF Knowledge RIBTS 2.1, 3.1 ACEI 2.1, 4.0	Develop an understanding of the development of written language skills, such as encoding, decoding, phonics	Learning Log Implemented lessons Case Study
CF Planning, Acting, Pedagogy RIBTS 2.4, 8.3 ACEI 3.5	Incorporate technology in language arts instruction into implemented lessons	Implemented lessons
CF Knowledge, Pedagogy RIBTS 1.2, 1.3, 1.4, 10.3 ACEI 2.12.2, 2.3	Develop by participation an understanding of how writers learn in a workshop environment by	Writers workshop

7. Course Requirements: Student Responsibilities:

***Writers Workshop (25%):** Planning, Action, Reflection for our own learning - You will be asked to take 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 write whatever you like. 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. As a class, we will develop a language arts unit of study and "be our own students" as we implement it.

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 is best. You may write about class writings in this notebook.

Going Public: During our last class times, there will be a sharing of favorite pieces of writing and our own writing during this semester. I believe (as do Donald Graves and others) that this publishing process is essential to the writing process experience and may take several forms. 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 our poster session. This poster can become a model for you to use in future teaching of an English language arts writing program

* **Lesson plans and Implementation in an instructional unit (25%)**: Two copies are due to me before you teach. I will leave a copy of your lesson plan with the classroom teacher and return the other to you at the next campus class. Include the following heading:

Your name

Date of teaching

Grade level

Plans must include, in this order:

A chart showing:

Standards addressed: Grade Level Expectations

What student will know and be able to do as a result of this lesson

Assessments of student learning tied to standards

Procedure, with schedule or timeline (Beginning, Middle, End)

Individual Learner Factors/ Adaptations

At least one What if?? and an indication of what to do about it

***Case study (25%)**: This is graded according to the rubric in the case study description. This assignment provides M.A.T. students with their Preparing to Student Teach Portfolio artifact for Language Arts. Refer to assigned readings and standards.

***Learning Log (25%)**: This is your response journal for recording your learning in this course. Your Learning Log will be collected five times during the semester and graded only on content. You may submit it in hardcopy or electronically. You may use it for recording what you have been learning from readings, class discussions, teaching experiences, and insights that you are having. You might think about any of these questions:

What are you learning about children's development through this course?

What are you learning about the teaching of language arts?

What are you learning about language, cultural or social differences among children?

What are you learning about extending language learning into home and community?

8. Course Schedule, Topics, and Reading Assignments:

Dates	Today's Topics	Today's Assignments	Today's Readings
Week 1 Th campus	Syllabus and Introductions		
Wk 2 T Th campus	Writing and the English Language Arts Writers Notebook, topics & genres Falling in love with words		Complete reading "A Writer's Notebook"
Wk 3 T campus	Understanding our writing histories and the effect on our teaching		
Th Fortes	Children's writing samples		Complete reading "Writing Workshop"
Wk 4 T campus	Using nonfiction literature	Learning Log due	
Th Fortes	Minilessons		Complete reading "Nonfiction Craft Lessons"
Wk 5 T campus	Lesson planning Dialogue journals		
Th			
Wk 6 T campus	Writing Process		Complete reading "Write as an Expert"
Th	Graphic organizers, webbing vocabulary		
Wk 7 T campus		Learning Log due	
Th			
Wk 8 T campus			
Th campus			
Wk 9 T campus		Learning Log due	
Th			
Wk 10 T campus			

Th			
Wk 11 T campus			
Th Fortes		Learning Log due	
Wk 12 T			
Th	THANKSGIVING HOLIDAY		
Wk 13 T campus		Case study due	
Th			
Wk 14 T campus			
Th			
Wk 15 T campus		Learning Log due	
Th	Publishing Party!		

9. Evaluation:

Writers Workshop	25%
Case study	25%
Lesson planning & implementation	25%
Learning Log	25%

You are expected to attend all class sessions and be on time. If you are unable to attend campus class for a legitimate reason, let me know in advance; leave a message. **If you are unable to attend a teaching day, call the school and leave a message for the teacher and call me on my cell phone.** More than two absences could result in a reduced grade and/or reduced recommendation. Be punctual to both campus and school classes; punctuality and attendance are part of professional behaviors. Chronic lateness may be cause for a reduced grade and/or reduced recommendation.

10. References:

- Atwell, N. (1987). *In the middle*. Portsmouth NH: Heinemann.
- Atwell, N. (1998). *In the middle: new understandings about writing, reading, and learning*, 2nd edition. Portsmouth, NH: Heinemann.
- Atwell, N, ed. (1990). *Coming to know: writing to learn in the intermediate grades*. Portsmouth NH: Heinemann.
- Au, K. (1983). *Literacy instruction in multicultural settings*. New York: Harcourt.
- Betrand, Nancy & Stice, Carol. (2002). *Good teaching: an integrated approach to language, literacy, and learning*. Portsmouth, NH: Heinemann.
- Bridges, L. (1998). *Writing as a way of knowing*. York, ME: Stenhouse.
- Calkins, L. (1983). *Lessons from a child*. Exeter, NH: Heinemann.
- Calkins, L. (1986). *Art of teaching writing*. Portsmouth NH: Heinemann.
- Calkins, L with Harwayne, S.. (1990). *Living between the lines*. Portsmouth NH: Heinemann.
- Calkins, L. (1994). *Art of teaching writing, new edition*. Portsmouth NH: Heinemann.
- Cambourne, B. (1988). *The whole story: natural learning and the acquisition of literacy in the classroom* . Auckland NZ: Ashton/Scholastic.
- Cazden, C, Cordeiro, P. & Giacobbe, M. (1985). Spontaneous and scientific concepts: Young children's learning of punctuation. In G. Wells & J. Nichols (Eds.) *Perspectives on language and learning*. England: Falmer Press.
- Cazden, C. (1988). *Classroom discourse: the language of teaching and learning*. Portsmouth, NH: Heinemann.
- Clay, M. (1991). *Breaking ground: the construction of inner control*. Portsmouth, NH: Heinemann.
- Cochrane, O. (1984). *Reading, writing, and caring*. Winnipeg, Alberta: The CEL Group.
- Cordeiro, P. (1988). Children's punctuation: An analysis of errors in period placement. *Research in the Teaching of English*, 22, 1, pp. 62-74.
- Cordeiro, P. (1992). *Whole learning: whole language and content in the upper elementary grades*. Katonah, NY: Richard C. Owen.
- Cordeiro, P, ed. (1995). *Endless possibilities: generating curriculum in social studies and literacy*. Portsmouth, NH: Heinemann.
- Cordeiro, P. Giacobbe, M. & Cazden, C. (1983). Apostrophes, quotation marks, and periods: Learning punctuation in the first grade. In *Language Arts*, 60, pp. 323-332.
- Donaldson, M. (1978). *Children's minds*. New York: W.W. Norton, 1978.
- Dyson, A. (1993). *The social worlds of children learning to write in an urban primary school*. New York: Teachers College Press.
- Ferreiro, E, & C. Zucchermaglio. (1996). Children's use of punctuation marks: A case of quoted speech in C. Pontecorvo, M. Orsolini, B. Burge & L. Rescind, eds. *Children's early text construction*. Yahweh, NJ: Lawrence Erlbaum.

- Gibbons, P. (1993). *Learning to learn in a second language*. Portsmouth, NH: Heinemann.
- Gold, J. (1989). *The writer in all of us: improving your writing through childhood memories*. New York: E. P. Dutton.
- Goodman, K. (1993). *Phonics phacts*. Portsmouth, NH: Heinemann.
- Goodman, Y, ed. (1990). *How children construct literacy*. Newark, DE: International Reading Assoc.
- Graves, D. (1983). *Writing: teachers and children at work*. Portsmouth NH: Heinemann.
- Graves, D. (1989). *Experiment with fiction*. Portsmouth NH: Heinemann.
- Graves, D. (1989). *Investigate nonfiction*. Portsmouth NH: Heinemann.
- Graves, D. (1990). *Discover your own literacy*. Portsmouth NH: Heinemann.
- Graves, D. (1991). *Build a literate classroom*. Portsmouth NH: Heinemann.
- Graves, D. (1992). *Exploring poetry*. Portsmouth NH: Heinemann.
- Gunlock, D. & Gunlock, P. (1990). *Multicultural education in a pluralistic society*. Columbus, OH: Merlin.
- Hall, N. & Robinson, A., eds. (1996). *Learning about punctuation*. Portsmouth, NH: Heinemann.
- Hansen, J., Newkirk, T. & Graves, D. (1985). *Breaking ground*. Portsmouth NH: Heinemann.
- Hansen, J. 1987. *When writers read*. Portsmouth, NH: Heinemann.
- Harste, J. & Short, K. 1990. *Creating classrooms for authors*. Portsmouth, NH: Heinemann.
- Harste, J., Woodward, V. & C. Burk, C. (1984). *Language stories and literacy lessons*. Portsmouth, NH: Heinemann.
- Harwayne, Shelley. (2001). *Writing through childhood: rethinking process and product*. Portsmouth, NH: Heinemann.
- Harwayne, S.. (1992). *Lasting impressions: weaving literature into the writing workshop*. Portsmouth NH: Heinemann.
- Heard, G. (1989). *For the good of the sun and earth: teaching poetry*. Portsmouth NH: Heinemann.
- Heath, S. 1991. *Children of promise: literate activity in linguistically and culturally diverse classrooms*. Newark, NJ: International Reading Association.
- Hindley, J. (1999). *In the company of children*: York, ME: Stenhouse.
- Holdaway, D. 1979. *The foundations of literacy*. New York: Scholastic.
- Igoa, C. (1995). *The inner world of the immigrant child*. New York: St. Martins.
- Jervis, K. (1996). *Eyes on the child: three portfolio stories*. New York: Teachers College Press.
- Kress, G, ed. (1976). *Halliday: system and function in language*. London: Oxford University Press.
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- Krogness, M. (1995). *Just teach me, Mrs. K: talking, reading, and writing with resistant adolescent learners*. Portsmouth, NH: Heinemann.
- Laminack, L. & Wood, K. (1999). *Spelling in use*. Urbana, IL: National Council of Teachers of English.
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- Pinker, S. (1994). *The language instinct: how the mind creates language*. New York: Harper Perennial.
- Pinnell, Gay Su & Fountas, Irene. (2000). *Word matters*. Portsmouth, NH: Heinemann.
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- Steward, E. (1995). *Beginning writers in the zone of proximal development*. Hillsdale, NJ: Lawrence Erlbaum.
- Stires, S. 1991. *With promise: redefining reading and writing for "special" students*. Portsmouth, NH: Heinemann.
- Taylor, D. (1996). *Toxic literacies: exposing the injustice of bureaucratic texts*. Portsmouth, NH: Heinemann Trade.

- Wells, G. (1986). *The meaning makers: children learning about language and using literature to learn*. Portsmouth, NH: Heinemann.
- Wilde, S. (1992). *You can read this! Spelling and punctuation for whole language classrooms, K-6*. Portsmouth, NH: Heinemann
- Wollman-Bonilla, J. (1991). *Response journals: inviting students to think and write about literature*. New York: Scholastic.

Websites

<http://www.ubdexchange.org>

<http://readwritethink.org>

<http://rubistar.org>

Professional Journals:

Language Arts. National Council of Teachers of English, Urbana, IL.

Primary Voices. National Council of Teachers of English, Urbana, IL.

Research in the Teaching of English. National Council of Teachers of English, Urbana, IL.

*** GOOD BYE -- KEEP WRITING --- GOOD LUCK!! ***

Rhode Island College
Department of Elementary Education
ELED 527: Language Arts in the Elementary School

Language Arts Portfolio Artifact: Case Study

Candidate Name _____ Semester _____

This Case Study must include

- a. at least three samples of the child's written work. A pseudonym is to be used to identify the child.
- b. at least two anecdotal entries reporting on classroom observations.
- c. a report of an individual conference with the child in which the child assesses his or her own strengths and weaknesses in language learning.
- d. a report of a conference with the child's teacher in which the teacher assesses the child's strengths and weaknesses in language learning.
- e. your description of the child that analyzes the child's language learning, referencing specific aspects of the written work, anecdotal records, and conferences with the child and the child's teacher, and your design for the next specific steps (lessons, materials, approaches) to be taken to enhance the child's language growth.

(see over for complete rubric)

Original Submission Satisfactory ____ Needs Revision ____ Unsatisfactory ____ Date _____

First Revision : Satisfactory ____ Needs Revision ____ Unsatisfactory ____ Date _____

Second Revision : Satisfactory ____ Needs Revision ____ Unsatisfactory ____ Date _____

Instructor _____ -

CASE STUDY RUBRIC

Exemplary

1. Paper includes all the basic requirements.
2. In-depth analysis accurately and insightfully reflects and references specifics of the child's language learning,
3. Recommended design for next steps demonstrates extensive knowledge of the nature of how children learn and develop and how to create instructional opportunities that reflect that understanding, are specific, realistic and address the needs of the child.
4. Recommended design for next steps demonstrates extensive knowledge of the diversity of learners and an in-depth understanding of how students differ in their approaches to learning.
5. Paper is logically organized, with fluent, clear, and eloquent writing.
6. Paper has no or minimal grammar, spelling, or conventions of written language errors.

Meets the Standard

1. Paper includes all the basic requirements.
2. Analysis accurately reflects and references the specifics of the child's language learning.
3. Recommended design for next steps demonstrates knowledge of how children learn and develop and how to create instructional opportunities that reflect understanding, are specific, realistic and address children's needs.
4. Recommended design for next steps demonstrates knowledge of the diversity of learners and a basic understanding of how students differ in their approaches to learning.
5. Paper is logically organized and clearly written.
6. Paper has few grammar, spelling, or conventions of written language errors.

Below Standard

1. Paper may omit some basic requirements.
2. Analysis may not accurately reflect and/or reference the specifics of the child's language learning or may not be fully developed.
3. Recommended design for next steps may not be fully developed or may not demonstrate knowledge of the nature of how children learn and develop. It may lack evidence of knowledge of how to create instructional opportunities that reflect understanding of the needs of the child.
4. Recommended design for next steps may fail to demonstrate knowledge of the diversity of learners and a basic understanding of how students differ in their approaches to learning.
5. Paper may be disorganized and poorly written.
6. The paper may have many grammar, spelling, or conventions of written language errors.