

EDCUR 370.3 (08)
Introduction to Literacy Education:
Reading and Writing in Elementary Grades

Thursday 12:30 – 3:20 pm
St. Frances School

Debbie Pushor, PhD
Office: ED 3038

Office Hours: By appointment

Bonnie Mihalicz, Seconded Teacher
Office: ED 3118

Office Hours: By appointment

“You have seen what may be. ...Now go and make it so.”

The king followed the old man to the castle balcony. There the old man brought out a long round canister and pulled from it a brass tube with a sewn leather cover. A spyglass. He raised the spyglass to his eye and looked out over the land until a smile crossed his face. Then he handed the spyglass to the king. “Look thither.”

The king looked out through the glass. He could see great farms and gardens, magnificent castles and cathedrals. He lowered the spyglass and said impatiently, “I have seen the wonders of the eastern kingdom. I hear far too much of them.”

“You are mistaken,” said the old man. “It is your own kingdom you see.”

The king again raised the spyglass. This time he recognized the hills and glens of his own kingdom. But where there had been barren pasture there were now fields of grain stretching as far as the eye could see. His own people were in the fields, their wagons overflowing with their harvest.

“You are a wizard,” said the king. “It is a trick of the glass.”

“It is no trick,” said the old man.

But when the king put down the glass his kingdom looked the same as before, “Nothing has changed.”

“No,” said the old man. “Change requires work. But one must first see before doing.”

The king again raised the glass. “What greatness this kingdom holds.”

“You have seen what may be,” said the old man. “Now go and make it so.”

Richard Paul Evans
The Spyglass

Goals of the Course

ECUR 370 provides you with an opportunity to translate your “big and bright dream” of yourself as a teacher of language arts in an elementary classroom, developed last term in ECUR 273, into practice. It provides you with a theoretical and practical introduction to teaching reading and writing in elementary classrooms with a focus on learning and assessment. It will contribute to making more specific and explicit, responses to the questions:

What does an outstanding language arts teacher do?

What does an outstanding language arts program look like?

Continuing to use the curricular commonplaces as a foundation (teacher, student, milieu, and subject matter), the following concepts will be explored in the course:

- Understanding ways and purposes for reading and writing
- Strategies for word study
 - Morning message, individualized spelling, paragraph dictation, mini-lessons
- Strategies for writing
 - Writing from experience, using literature, establishing a writing process: planning, conferencing, revising and editing, sharing
- Strategies for reading
 - Planning the reading classroom, using series and trade books, reading across the curriculum, literature circles, learning to talk about literature, using informational texts (SQ3R), scaffolding reading situations, phonemic awareness, reading and comprehension strategies
- Struggling readers and writers/the adaptive dimension
- Assessing Children in reading and writing
 - Conferencing, miscue analysis/running records, reading inventories, anecdotal records, sharing with parents

Required Resources

1. Reading Package available at the University Bookstore
2. Library Resources on course homepage for ECUR 370 or use the following link...
https://library.usask.ca/courses/ECUR_370/200801/06/readings
3. Saskatchewan Education Language Arts Curriculum Guide for the Elementary Level:
available via <http://www.sasklearning.gov.sk.ca/docs/ela/index.html>

Attendance

Given the nature of this school-based class and the integration of course content with work with students, your attendance is required in all classes. We are all teachers and learners in this course, personally and professionally responsible for our learning and the learning of others. Much of the knowledge you will gain in this course will be constructed through discussion and sharing with other members of our classroom community. With that in mind, you have a professional responsibility to the class and yourself. When you have a valid reason for being absent from class (such as an illness), please contact me in advance of class by phone or email.

Course Assignments

Knowing students, knowing self: Reading and writing experiences (40%)

Individual assignment

Reading Experience due February 6th, 2008.

Writing Experience due March 6th, 2008.

You will explore, in some depth, a selected reading experience and a selected writing experience. These reading and writing experiences will focus on work samples or assessments of a child.

- Reading experiences may surround an experience such as:
 - a reading inventory
 - a running record/miscue analysis
 - guided reading observations and anecdotal notes
 - literature circle observations and anecdotal notes
- Writing experiences may surround an experience such as:
 - a writing plan
 - draft writing
 - writing conference observations and anecdotal notes
 - a sample of edited/revised writing
 - a final draft

Alongside these student work and assessment samples you collect/generate over the term, you will provide corresponding lesson plans/field notes that show how you responded as a teacher to your developing knowledge of the student's learning. You will also provide critical reflections that interrogate what you have learned from these experiences in relation to teaching and learning.

Knowing subject matter: Planning the language arts day and week (30%)

Small group assignment (3 members)

Due March 27th, 2008

In this assignment, you will construct a week plan for language arts considering how and when you will teach reading, writing, word study, and literature. Inherent in this week plan will be the routines and structures of the day to support daily language arts learning within the larger context of the week. A supporting paper will provide your rationale for your decision-making and an explanation of the organizational structures you have selected, detailing what and how you will accomplish in relation to language arts outcomes through these structures. It is intended that this will provide you with a foundation for your future planning during internship and in your practice as a teacher.

Knowing milieu: Parent newsletter to introduce your language arts program (25%)

Individual 'take home exam' in lieu of final

Due on scheduled final exam date

Write a newsletter to parents introducing your language arts program (specify grade level).

- Describe the organizational structures inherent in your language arts program and your rationale for them.
- Describe the role you hope parents will play in regard to their children's literacy development.
- Use language, tone, newsletter formatting, etc which reflects your beliefs about your relationship with parents and your specific knowledge of families and community.

The grading system follows the system described on p. 33 of the 2007 – 2008 University Calendar. Criteria for assessment and evaluation will be discussed in class prior to your work. In order to pass this course you must complete all course work.

In class work:

These in class assignments have been developed to support the assignments list above.

Understanding reading and writing resources/strategies... we will explore reading and writing resources/strategies and consider the ways they can be used in classrooms to support student learning.

Creating and assessing running records... we will use and interpret running records of children's reading.

Article conversations... you will be asked to have read articles/chapters so that you can discuss them in fluid group situations. Your understanding of the articles will shape the understanding of others in the group.

Proposed Class Readings

Learning to read

Calkins, L. M. (2001). *The art of teaching reading*. New York: Longman.

Collins, K. (2004). *Growing readers: Units of study in the primary classroom*. Portland, ME: Stenhouse Publishers.

Fountas, I. C., & Pinnell, G. S. (1996). *Guided reading : Good first teaching for all children*. Portsmouth, NH: Heinemann.

Guastello, E. F., & Lenz, C. (2005). Student accountability: Guided reading kidstations. *Reading Teacher*, 59(2), 144-156.

Lane, H. B., & Wright, T. L. (2007). Maximizing the effectiveness of reading aloud. *Reading Teacher*, 60(7), 668-675.

McIntyre, E. (2007). Story discussion in the primary grades: Balancing authenticity and explicit teaching. *Reading Teacher*, 60(7), 610-620.

Neufeld, P. (2005). Comprehension instruction in content area classes. *Reading Teacher*, 59(4), 302-312.

Smith, M., Walker, B. J., & Yellin, D. (2004). From phonological awareness to fluency in each lesson. *Reading Teacher*, 58(3), 302-307.

Yopp, H. K., & Yopp, R. H. (2000). Supporting phonemic awareness development in the classroom. *Reading Teacher*, 54(2), 130.

Yopp, R. H., & Yopp, H. K. (2003). Time with text. *Reading Teacher*, 57(3), 284-287.

Extending reading

Barton, J., & Sawyer, D. M. (2003). Our students are ready for this: Comprehension instruction in the elementary school. *Reading Teacher*, 57(4), 334-347.

Chapman, V. G., & Sopko, D. (2003). Developing strategic use of combined-text trade books. *Reading Teacher*, 57(3), 236-239.

Edmunds, K. M., & Bauserman, K. L. (2006). What teachers can learn about reading motivation through conversations with children. *Reading Teacher*, 59(5), 414-424.

Huber, J., & Clandinin, D. J. (2004). Scaffolding children's identity making with literature. In A. Rodgers & E. M. Rodgers (Eds.), *Scaffolding literacy instruction: Strategies for k-4 classrooms* (pp. 143-180). Portsmouth, NH: Heinemann.

Kurkjian, C., & Livingston, N. (2005). The right book for the right child for the right situation. *Reading Teacher*, 58(8), 786-795.

Laminack, L. L., & Bell, B. H. (2005). Children's books to slip between the cracks. *Language Arts*, 82(3), 224-229.

Liang, L. A., & Dole, J. A. (2006). Help with teaching reading comprehension: Comprehension instructional frameworks. *Reading Teacher*, 59(8), 742-753.

Lublimer, S. (2004). Help for struggling upper-grade elementary readers. *Reading Teacher*, 57(5), 430-438.

Maloch, B. (2004). One teacher's journey: Transitioning into literature discussion groups. *Language Arts*, 81(4), 312-322.

Vardell, S. M., Hadaway, N. L., & Young, T. A. (2006). Matching books and readers: Selecting literature for English learners. *Reading Teacher*, 59(8), 734-741.

Walker, B. J. (2005). Thinking aloud: Struggling readers often require more than a model. *Reading Teacher*, 58(7), 688-692.

Learning to write

Calkins, L. M. (1994). *The art of teaching writing* (New ed.). Portsmouth, N.H.: Heinemann.

Calkins, L. M. (2003). *Units of study for primary writing : A yearlong curriculum*. Portsmouth, NH: FirstHand.

Extending writing

Calkins, L. M., & Harwayne, S. (1991). *Living between the lines*. Toronto: Irwin Publishing.

Calkins, L. M. (2006). *Units of study for teaching writing : Grades 3-5*. Portsmouth, NH: FirstHand.

Graves, D. (2004). What I've learned from teachers of writing. *Language Arts*, 82(2), 88-94.

Young, T. A., & Vardell, S. M. (2005). "Speaking up" With Janet Wong. *Language Arts*, 82(3), 230-233.

Word study

Clark, K. F. (2004). What can I say besides "Sound it out"? Coaching word recognition in beginning reading. *Reading Teacher*, 57(5), 440-449.

Dahl, K. L., Barto, A., Bonfils, A., Carasello, M., Christopher, J., Davis, R., et al. (2003). Connecting developmental word study with classroom writing: Children's descriptions of spelling strategies. *Reading Teacher*, 57(4), 310-319.

Reading in content

Noll, E., & Watkins, R. (2003). The impact of homelessness on children's literacy experiences. *Reading Teacher*, 57(4), 362-371.

Palmer, R. G., & Stewart, R. A. (2005). Models for using nonfiction in the primary grades. *Reading Teacher*, 58(5), 426-434.

Smolkin, L. B., & Donovan, C. A. (2005). Looking closely at a science trade book: Gail gibbons and multimodal literacy. *Language Arts*, 83(1), 52-62.

Tower, C. (2005). What's the purpose? Students talk about writing in science. *Language Arts*, 82(6), 472-483.

Ward, R. A. (2005). Using children's literature to inspire k-8 preservice teachers' future mathematics pedagogy. *Reading Teacher*, 59(2), 132-143.

Assessing and reporting

Boyd-Batstone, P. (2004). Focused anecdotal records assessment: A tool for standards-based, authentic assessment. *Reading Teacher*, 58(3), 230-239.

Klassen-Endrizzi, C. (2004). We've got to talk: Redefining our work with families. *Language Arts*, 81(4), 323-333.