

TL 410: Teaching Reading & Writing in the Elementary School 3 Credits TEAM 6 Fall 2007
College of Education and Human Development - Department of Teaching and Learning
Room 7, Education

Instructor Information

Name: Dr. Shelby J. Barrentine, Professor

Office #: 5-C, Education Building

Phone #: 777-3243

Office Hours: TBA

Email Address: shelby.barrentine@und.nodak.edu

Resources: <http://college.livetext.com/college/index.html>

<http://und.edu/blackboard/>

Departmental Framework:

This course is aligned with the conceptual framework defined by the Department of Teaching and Learning and with the Interstate New Teacher Assessment and Support Consortium Standards (INTASC) which have been adopted for the undergraduate programs in the Department of Teaching and Learning. (Note: Not every dimension of the conceptual framework or every INTASC Standard is covered in any single course.)

Conceptual Framework:

The teacher education programs at the University of North Dakota are grounded on constructivist principles. Throughout our programs, we support the development of teachers who are learners, active agents of learning and articulate visionaries.

Interstate New Teacher Assessment and Support Consortium Standards (Professional Standards)

<http://www.ncpublicschools.org/pbl/pblintasc.htm>

North Dakota English Language Arts Content & Achievement Standards:

<http://www.dpi.state.nd.us/standard/content/ELA/index.shtm>

Course Description and Goals

In this course, students learn how to teach and assess reading and writing in kindergarten-6th grade. They learn program approaches, assessment, and instructional practices that are child-centered, process oriented, and literature based. This course is designed to meet the following goals:

1. Understand strategic actions readers use to process text (INTASC 1).
2. Analyze texts for opportunity to learn and to match readers' needs (INTASC 1, 2, 3).
3. Plan assessment to uncover needs of learners and for evidence of learning (INTASC 8).
4. Plan lessons using varied approaches: interactive read-aloud, guided reading, reading and writing workshops (INTASC 4, 5, 6, 7).
5. Plan rigorous instruction that supports orchestration of the reading and writing processes, including development of reading comprehension (INTASC 4, 8).
6. Plan instruction that meets the needs of diverse learners (INTASC 3)
7. Better understand yourself as a reader, writer, and teacher (INTASC 6, 9).
8. Read and write for professional purposes (INTASC 9, 10).
9. Approach the teaching of reading and writing with commitment and enthusiasm (INTASC 9).

Professional Texts--Required

- Armbruster, B. B., Lehr, F. & Osborn, J. (2001). *Put reading first: The research building blocks for teaching children to read*. National Institute of Child Health and Human Development: USDOE. (You will be given a copy of this publication.)
- Fletcher, R. & Portalupi, J. (1993). *Craft lessons: Teaching writing K-8*. York, ME: Stenhouse.
- Hagerty, P. (1992). *Reader's workshop: Real reading*. Richmond Hill, Ontario: Scholastic Canada.
- Hill, B.C. & Ruptic, C. & Norwick, L. (1998). *Classroom-based assessment*. Norwood, MA: Christopher-Gordon.
- Schuman, M.B. & Payne, C.D. (2002) *Guided reading: Making it work*. NY: Scholastic Professional Books.

Children's "Touchstone" Books--Required

- Gardiner, J. R. (1980). *Stone Fox*. NY, NY: HarperCollins.
- Pilkey, Dav (1996). *The paperboy*. NY, NY: Orchard Books.
- Rylant, C. (1985). *The relatives came*. NY, NY: Bradbury Press.
- Teague, M. (2002). *Dear Mrs. LaRue: Letters from obedience school*. NY, NY: Scholastic.

Note: Additional readings will be required (e.g., handouts and postings on Blackboard or Livetext).

Professional Texts--Recommended

- Buckner, A. (2005). *Notebook know-how: Strategies for the writer's notebook*. Portland, ME: Stenhouse.
- Portalupi, J. & Fletcher, R. (2001). *Nonfiction craft lessons: Teaching information writing K-8*. Portland, ME: Stenhouse.

Other Materials--Required

- Composition Book for use as a Writer's Notebook (To be explained in class)
- 3 or more packets of "sticky" notes (various sizes)
- Note cards or heavy paper and fastener for Strategy Cards
- Multiple pocket folders for completed portfolios and assignments

Evaluation (subject to adjustment, as needed)

- 15% Course Participation
- 10% Interactive Read-Aloud Project
- 20% Guided Reading Folder
- 15% Reading Workshop Folder
- 20% Writing Workshop Process Portfolio
- 10% Post-assessment of content knowledge about reading
- 10% Reading & Writing Practices Statement

Rubrics are designed for each of the areas listed above and are provided below. In some cases, these rubrics are generalized and assessment/grading information accompany written assignment descriptions. All assessment tools are subject to adjustment, as needed. The final course grade is an aggregate of the weighted scores received across all categories on all assignments. The grading scale is as follows: A=100-93%; B=92-80%; C=79-70%; D= 69-60%; F=59% & Below

The University policy for giving a grade of incomplete (I) is as follows: "A grade of "Incomplete" shall be assigned only to the student who has been in attendance and has done satisfactory work up to a time within four weeks of the close of the semester, including the examination period, and whose work is incomplete for reasons satisfactory to his or her instructor."

Various Policies

- You are expected to own all of the books specified as required for the course; owning and marking the books factors into your participation grade for the course.
- You are expected to read and be familiar with the content of the course syllabus and to access Blackboard for course information.
- Cell etiquette: Cell phones should be turned off during class. If there is an emergency which requires you to be available, let me know, put the ringer on vibrate then signal me and leave the classroom if you receive a call. Arriving late from break because of cell conversations should be avoided. Additionally, please refrain from text-messaging during class.
- Please contact me if you are unable to attend a class session, in advance.
- It is expected that your assignments are to be handed in on time unless previous arrangements have been made. Late work results in a loss of points.
- The syllabus and assignment due dates are tentative in nature; *changes to it will occur throughout the semester*; students will be apprised of changes, and often they will be involved in developing changes that occur.
- Students who receive services through Disability Support Services are encouraged to visit with the instructor about accommodations that may be recommended or needed. Students who may need instructional modifications to complete course requirements due to exceptionality have the responsibility of making the instructor aware of this as soon as possible.
- Physical Requirements: All teacher education students must be able to perform the essential functions expected of a student in a field-based classroom experience as described in the Student Teacher Handbook, page 11 (Guidelines for Student Teachers). Reasonable accommodations will be afforded to student teachers with disabilities as required under the Americans with Disabilities Act of 1990. Students who can no longer perform the essential functions of teacher candidates must report that to the Director of Teacher Education and suggest any accommodations that they think will enable them to perform as teacher candidates. The Director will then determine if the suggested accommodations are reasonable or if there are any other accommodations that can be made. If accommodations cannot be made, the student will not be able to remain in the teacher education program.
- Grievance Procedures: Students are encouraged to voice their perceptions of all relevant academic matters in class and to the professor outside of class. Should an academic grievance arise, the grievance policy for the Department of Teaching & Learning is posted on the (TL 410 TEAM 6 section) Blackboard pages under "Syllabus".

Instructional Practices

Reading, writing, class discussion, individual work, small and large group activities, mini-lessons, interactive demonstrations and simulations, peer-teaching, video viewing and student presentations are teaching and learning practices implemented in this course.

Specific Expectations & Assignments

1. *Active Participation (15%)*

Your regular presence in class and your active, supportive engagement in discussions and activities are critical elements that will ensure your attainment of course learning goals as well as make the semester a worthwhile learning experience for all of us.

Exemplary/Excellent	Commendable/Good/Acceptable	Weak/Limited/Unsatisfactory
<p>The student:</p> <ul style="list-style-type: none"> frequently participates during small and whole group discussions and activities reflecting serious, on-task and thoughtful inquiry into course topics and activities. owns course books and the books show evidence of being well used (e.g., marginal notes). appears highly, prepared with detailed knowledge of content that demonstrates a deep and serious reading of the text or completion of assignments. (This student has read and prepared in-depth and is ready and able to participate richly in all tasks). is highly supportive and courteous of peers and instructor during group work and whole class activities. completes specialized participation tasks to attain deep knowledge) self and peer evaluations are approached constructively and insightfully. 	<p>The student:</p> <ul style="list-style-type: none"> regularly participates during small group and/or whole group discussions and activities reflecting a consistent interest in course content, topics, and/or activities (if not each class, more often than not). owns course books and they show good to adequate evidence of use (e.g., highlighting). appears prepared with good general knowledge of content in required readings and/or completed assignments (This student can easily add to the discussion but comments may not demonstrate a depth of understanding or tend not to be grounded in readings). is supportive and courteous of the instructor and peers. completes specialized participation tasks with thoroughness (e.g., literature circle and read aloud assignments). self and peer evaluations are approached constructively but feedback or reflection may focus on less powerful aspects of the task . 	<p>The student</p> <ul style="list-style-type: none"> rarely participates during small group and/or whole group discussions and activities reflecting inconsistencies and a disinterest in course content, topics, and/or activities. does not own all of the course books and/or books are used in limited ways. appears unprepared with limited knowledge of content in required readings and/or incomplete assignments (This student can add very little to the overall discussion) is obstructive and/or discourteous to the instructor or peers. completes specialized participation tasks in a perfunctory manner (e.g., literature circle and read aloud assignments). self and peer evaluations are approached tentatively or provide limited help or little insight.

2. 10% Interactive Read-Aloud Project: Analyze a book for an interactive read-aloud and plan for intentional conversation.

3. **20% Guided Reading Folder: Leveled book analyzed for Guided Reading lesson, partially scripted lesson plan with insertions about teacher intentions help students problem solve and develop comprehension; explanation of a word study idea; and running record for one student with 1 page analysis and explanation.

**Note: This assignment may be revised, contingent on tentative arrangements to work in classrooms.

4. 15% Reading Workshop Folder: Use a touchstone book as the basis for a scripted mini/focus lesson that teaches effective processing of text, two scripted conferences with readers, list of books for reading workshop, model or chart of how to respond to reading, and letter to parents explaining Reading Workshop with examples of targeted strategic reading behaviors.
5. 20% Writing Workshop Process Portfolio: Writing notebook entries, published piece, process materials (e.g., helpful craft lessons, mentor literature, drafts, key notebook entries, etc.), scripted craft lesson, assessments with narrative.

The rubric below provides a general view of achievement expectations for Assignments 2-5 grading purposes. More specific grading tools are used for each of these assignments.

Exemplary/Excellent Note, points vary for each assignment	Commendable/Good/Acceptable Note, points vary for each assignment	Weak/Limited/Unsatisfactory Note, points vary for each assignment
<ul style="list-style-type: none"> • Work includes all required information in highly detailed fashion that indicates that the pre-service teacher thoroughly understands the selected instructional framework. • Instructional plans are complete, appropriate, personalized (not simply copied out of a book or off-line), fit within the selected framework, appropriately matched to selected age group, and have rich learning potential. • The assessment planning reveals student learning. • Accommodations are specified for diverse learners and support achievement. • The work is extremely well designed, easy to follow and of professional quality. 	<ul style="list-style-type: none"> • Work includes required information and is well expressed; some of the work may be basic and may lack detail, suggesting some understanding of the framework is not fully developed (or, some incorrect or incomplete information is evident) • With a few exceptions, instructional plans are complete, appropriate, somewhat personalized; may be limited in scope making it difficult to implement without second guessing. The content of the lesson is sound has potential to meet needs of students. • The assessment plan is appropriate for the lesson. • Accommodations for diverse learners are general. • The work is organized; there may be some inconsistency in quality, or rigor, or cohesiveness. 	<ul style="list-style-type: none"> • Work may have some parts missing and/or is limited indicating that pre-service teacher lacks critical understanding of selected instructional framework. • Instructional plans are incomplete and/or inappropriate and/or simply copied from a text or lifted from the Internet. Or, the content of the lessons lack depth and has superficial qualities. • Assessment is omitted or lacks power to reveal student learning. • Accommodations for diverse learners are overlooked or overly general or problematic. • The work is disorganized and confusing and lacks professional quality.

6. 10% Post-assessment of content knowledge about reading: Date To Be Determined. You will have approximately 30 minutes to write an analysis of a leveled text. The analysis will reveal your ability to organize and report your knowledge of the teachable content in an elementary level text.

7. 10% Reading & Writing Practices Statement

You will compose a statement describing how you plan to teach reading and writing in the classroom. The statement is to be approximately 2-3 pages in length. You should consider this a published piece of writing, taking it through the entire writing process. If appropriate, be sure to state the grade level range you are addressing in this statement.

Exemplary/Excellent	Commendable/Good/Acceptable	Weak/Limited/Unsatisfactory
<ul style="list-style-type: none"> • Connection to the frameworks and practices presented in this course clearly made (teach strategic processes, practices couched in frameworks). • Ways you will teach Reading and Writing (what practices you will implement) clearly stated. • Ways you will assess your learners' literacy development clearly stated. • Ways you will address needs of diverse learners are clearly stated. • Typed and free of conventional errors. • Thoughtfully composed—there is an undercurrent of a strong commitment to teaching literacy well—statement is clearly about practices and how you will teach. • Goes beyond conventional knowledge to professional knowledge. Either a few ideas are well developed in professional vocabulary, or practices are well conceptualized. • Tone is compelling—written in the first person and with a sense of “intention”. 	<ul style="list-style-type: none"> • Connection to the frameworks and practices presented in this course somewhat evident. • Ways you will teach English Language Arts (what practices you will implement) somewhat evident. • Ways you will assess your learners' literacy development somewhat evident. • Ways you will address needs of diverse learners are somewhat evident • Typed with few or no conventional errors. • Well stated, but less personalized or somewhat mechanical in expression; mostly about how you will actually teach and assess though there may be some tentativeness. • Professional knowledge is evident and professional language is used to express practices in statement—not just conventional knowledge. • Tone is convincing; written in first person and credible. 	<ul style="list-style-type: none"> • Connection to the frameworks and methods presented in this course vague or not evident. • Ways you will teach English Language Arts (what practices you will implement) vague or not evident. • Ways you will assess your learners' literacy development vague or not evident • Ways you will address needs of diverse learners are vague or not evident • Has multiple conventional errors • Writing feels like a “laundry list” of ideas that are undeveloped; perhaps there is more emphasis on beliefs than how you will teach. • Statement is overly conventional—expression of ideas sounds like a non-educator could have composed the statement. • Tone is tentative or distanced; may not have used first person or lacks clarity or directness.

Schedule of Course Topics and Preparation and Assignment Due Dates

Note: Schedule and Due Dates are subject to change

SESSION/DATE	TOPIC	PREPARATION FOR TODAY
Session # 1 8/21	Introduction to Course Writing Notebook Explanation Comprehensive Literacy Program Accountability <ul style="list-style-type: none"> • ND State R/LA Standards • Other Professional Standards Readers & Reading <ul style="list-style-type: none"> • Literacy Development • Systems of Strategic Reading Actions 	Pre-Assessment of content knowledge about reading Handout: Fountas & Pinnell Handout: Reading First Pamphlet
DUE: Thursday August 23	<ul style="list-style-type: none"> • Information Cards • Writing Notebook Entry • Printouts of ND RLA Standards for any 3 grade levels 	Special Directions: Place the information card, Writing Notebook, and the Standards in your OWN mailbox and I will access them that way.
Session # 2 8/28	Assessing Readers Strategic Actions (Sustain Processing & Expand Thinking) <ul style="list-style-type: none"> • Anecdotal notes • Running Records • Conferences • Interviews Text Demands on Readers <ul style="list-style-type: none"> • Fiction (Realistic) • Non-fiction (if time) 	Handout: Fountas & Pinnell (read) Handout: Reading First (use in class) Schulman & Payne: p. 134-151 (key concepts) Hill, Ruptic, Norwick: Form 11.2 (Print) 8.2-9.7; 19.17A-9.20 (Task: Print 3 forms you like and explain why on a sticky note) <i>The Paperboy</i> : Read and bring to class http://literacyconnections.com/Dolch1.html Handout: Fountas & Pinnell (p. 193-199) Writing Notebook Entry
Session # 3 9/04	Interactive Read-Aloud <ul style="list-style-type: none"> • Preparation • Planning Assign Literature Circle Groups	Handout: Barrentine article (read) Handout: Fountas & Pinnell (read) Bring a read-aloud book of your choice Writing Notebook Entry
Session # 4 9/11	Literature Circles (Touchstone books) <ul style="list-style-type: none"> • LC discussion • Video of LCs • Group Work 	Read your Literature Circle book with several places marked for discussion Readings: TBA Writing Notebook Entry
Session # 5 9/21 (6 & 7)	Guest Speaker: Book Clubs Present Interactive Read-Alouds	Writing Notebook Entry
DUE: Monday Sept. 24 – 9 AM	Interactive Read-Aloud Folders	
Session # 6 9/25	Guided Reading <ul style="list-style-type: none"> • Structure (Chapter 5, in class) • Leveled Books 	Schulman & Payne: Bring to class; read Ch. 6 Writing Notebook Entry
Session # 7 9/28 (6 & 7)	Centers (Rachael) Guided Reading Assessment (Shelby)	Schulman & Payne: Read Ch. 4 Schulman & Payne: Read Ch. 7 Writing Notebook Entry

Session # 8 10/02	Guided Reading <ul style="list-style-type: none"> • Planning a GR Lesson • Running Records and Extensions 	Schulman & Payne: Bring to class Hill, Ruptic, Norwick: Bring to class Writing Notebook Entry
Session # 9 10/09	Reading Workshop <ul style="list-style-type: none"> • Structure • Mini/Focus Lessons 	Bring Touchstone Books Hagerty: Read in full Writing Notebook Entry
DUE: Monday Oct. 15—9 AM	Guided Reading Folders	
Session # 10 10/16	Reading Workshop <ul style="list-style-type: none"> • Conferring (Video) • Text: Processing and Response • Assessment 	Bring Hill, Ruptic, Norwick Writing Notebook Entry
Session # 11 10/23	Writing Workshop <ul style="list-style-type: none"> • Structure • Craft/Focus Lessons & Video • Peer Conferences: Choosing a Topic • Starting the Focus Notebook 	Craft Lessons, p. 1-13; 23-24; 50 & 52; 78, 79, 80 Article on Writing Process (Bb) Bring Touchstone books Bring Writing Notebook Writing Notebook Entry
DUE: Monday Oct. 29—9 AM	Reading Workshop Folders	
Session # 12 10/30	Writing Workshop <ul style="list-style-type: none"> • Peer group sharing • Mentor Books • Assessment of Writing <ul style="list-style-type: none"> ○ 6 Traits ○ Conferring (Video) 	Draft of Memoir/Personal Narrative Hill, Ruptic, Norwick: Bring to class
Session # 13 11/02	Writing Workshop <ul style="list-style-type: none"> • Revising • Editing • Publishing 	Bring Mentor Books
Session # 14 11/06	Writing Workshop <ul style="list-style-type: none"> • Handwriting • Spelling 	Revised Draft of Finished Piece
DUE: Friday Nov. 9—9 am	Writing Process Portfolios	
Final 12/11	Post Assessment of Reading Content Knowledge—or plan a day for students to come in at 8:00 am, e.g., Oct 30.	