

**UCLA TEP ED315a**  
**Elementary Literacy Methods**  
Fall 2013   Thursdays 1:00-4:00 p.m. Moore Hall 2120

**Overview of the Literacy Methods Course Sequence**

Welcome to ED 315a Elementary Literacy Methods. This course focuses on the theoretical principles and pedagogical strategies necessary for developing and maintaining a balanced, comprehensive literacy program for elementary aged children. This course marks an important transition for you as you make the shift from thinking about teaching and learning from the perspective of a student, to thinking about teaching and learning from the perspective of a teacher. During this quarter, we will be deeply immersed in exploring what literacy is; how children learn to read, write, and use language in and out of school; and how teachers support the growth and development of their students as literacy learners. We will examine these areas as we read and discuss a variety of texts, meet in our university classroom, and work with teachers and children in school and classroom contexts.

**Goals and Key Understandings:**

- Develop an understanding of the components of a balanced, comprehensive literacy program, including appropriate assessments. *(TPEs 1, 3, 4, 5, 6, 7, 8, 9, 11)*
- Develop an understanding of the theories, principles, and standards in California which guide and direct the teaching of reading and writing in elementary schools. *(TPEs 1, 3, 4, 5, 6, 7, 8, 9, 11)*
- Develop and strengthen the connections between the TEP Guiding Principles emphasizing social justice, and the practice of teaching a balanced, comprehensive literacy program. *(TPEs 1, 4, 6, 7, 11, 12, 13)*
- Understand the interaction and significance of reading, writing, listening, and speaking in relation to literacy development. *(TPEs 1, 3, 4, 5, 6, 7, 8, 9, 11)*
- Understand, interpret, and use the English Language Development standards and assessments that guide the instruction of **English Language Learners**. *(TPEs 1, 2, 3, 4, 5, 6, 7)*
- Participate in a variety of field experiences in order to bring together literacy theory and practice, and integrate principles of social justice-in-action. *(TPEs 1 – 11, 13)*

Specifically, our course readings, activities and projects this quarter are designed to help you explore and learn about the following key ideas:

**Essential Questions for Fall Quarter:**

- What does it mean to be literate?
- What does a balanced, comprehensive literacy program look like?
- How is curriculum developed for teaching reading on a national, state, and district level?
- How do we use children's literature to develop listening, speaking, reading and writing skills?
- How can teachers best support the reading development of the full range of learners (struggling readers, students with special needs, different types of **English Language Learners**, speakers of non-standard English, speakers of non-dominant varieties of English and advanced learners)?
- How does assessment of literacy progress and reflection of our teaching guide our planning and classroom organization?
- How can we use our critical thinking skills when using adopted materials as tools based on our knowledge of literacy instruction?

**REQUIRED TEXTS****Download the following On-Line:**

California Department of Education. (2010). Common Core Standards for English Language Arts. (on-line). Available: [www.cde.ca.gov/be/st/ss/index.asp](http://www.cde.ca.gov/be/st/ss/index.asp)

California Department of Education. (1999). English language development standards for California public schools: Kindergarten-grade twelve. (on-line). Available: [www.cde.ca.gov/be/st/ss/index.asp](http://www.cde.ca.gov/be/st/ss/index.asp)

**Purchase at the UCLA bookstore or online:**

Gunning, T. (2012). *Creating Literacy Instruction for All Students*. 8<sup>th</sup> Edition. Boston, MA: Allyn & Bacon.  
 Tompkins, G. (2012). *50 Literacy Strategies: Step by Step*. 4<sup>th</sup> Edition. Upper Saddle River, NJ: Pearson Education, Inc.

Rossi, J. & Schipper, B (2007) *Case studies in preparation for the RICA* (4th ed.). Boston, MA: Allyn and Bacon.

Zarillo, J. (2010). *Ready for Revised RICA* (3rd ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

**Reading Instruction Competence Assessment : <http://www.rica.nesinc.com/>**

**PREPARATION AND PARTICIPATION**

It is essential that you not only attend each class session (and be on time!), but that you are also prepared to be an ACTIVE participant. An important aspect of any classroom learning community is the active engagement of students and teachers around worthwhile content. Your contributions to class discussions and activities are essential to your learning as well as to the health and learning of our own classroom community. It is your responsibility to complete the assigned readings and related assignments before coming to class. Additionally, you will be expected to be an active participant who raises relevant questions, makes contributions that promote discussion, is sensitive to eliciting the ideas of others in the class, and actively engages in small group work. Your attendance, preparation, and participation will contribute to your successful completion of the class and a passing grade.

**COURSE ASSIGNMENTS**

You will be given further details and due dates for each of the following assignments/projects:

- Weekly Interactive Journal Writing
- Literacy Internet Resources Review
- Literature Assignment (read aloud collection, book box, lesson plans)

**GRADING CRITERIA**

Attendance / Participation (including weekly journal)	20 pts.
Internet Resources for Teaching Literacy	20 pts.
Literature Assignment: Read Aloud Collection	15 pts.
Book Box	15 pts.
Lesson Plans	30 pts.

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100 total points for the course

- You must earn at least 90 points to pass the course.
- All assignments must be completed and turned in on time.
- If you are absent, an electronic copy of the assignments must be sent to the instructor by 5 pm on Friday.