**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. 8th Edition. Boston, MA: Allyn & Bacon.

Tompkins, G. (2012). *50 Literacy Strategies: Step by Step. 4th 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.

| **Date** | **Guiding Questions /Class Agenda** | | **Readings** | **Tompkins**  **Strategies** | **Assignments** | **Connections to RICA** | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 9/26 | * What does it mean to be literate? * How do we build a classroom literacy community? * How do we come to know our students’ strengths and needs as readers and writers? * What are the elements of balanced literacy instruction? | * Course Overview * Getting to know each other as readers and writers * Elements of balanced literacy instruction | Gunning Ch 1 & 11 (pgs. 469-476; 481-487) | #33 Quick writes |  | | Zarillo Introduction |
| 10/3 | * What are different ways to organize literacy instruction? * How are literacy assessments used in California * How do teachers read books aloud most effectively? | * California Reading/Language Arts Framework and Common Core Standards * Recommended Literature, Pre-K through Grade 12 * Assessment * Read Alouds | Gunning Ch. 3 | #27 Mini Lesson  #6 Book Talks  #50 Interactive Read Alouds |  | | Zarillo Ch. 1 & 2  Rossi Domain 1 |
| 10/10 | * How do teachers foster emergent/early literacy skills (reading, writing, spelling)? * How are phonological awareness and phonics skills assessed? * What are different approaches to phonics instruction? | * Phonological awareness and phonics | Gunning Ch. 4 | #2 Alphabet Books  #23 Language Experience Approach  #21 Interactive Writing | ***Internet Resources Assignment Due*** | | Zarillo Ch. 3 4 & 5  Rossi Domain 2 |
| 10/17 | * How do young children discover how written language works? * What characteristics describe emergent writers? * How do teachers support students in the emergent stage of writing development? * In what ways can teachers enact foundational writing strategies, applications, and conventions, and processes with emergent writers? * How do teachers and students use writer’s workshop to facilitate writing instruction? | * Emergent Writing * Writing Workshop * Conferring with Emergent Writers * Supporting English Language Learners as writers with genre specific language function, forms and vocabulary | * Graves Ch. 2 *Survive Day One* * Beyhmer, *Kindergarten Writing Workshop.* |  |  | |  |
| 10/24 | * How do students become fluent readers? * How is reading fluency assessed? * How do teachers support students that struggle with reading fluency? | * Decodable Text * Building Fluency * Leveling Books and Building a Classroom Library | Gunning Ch. 5 | #16 Goldilocks Strategy  #35 Reader’s Theater  # 40 Running Records | ***Read Aloud Collection Due*** | | Zarillo Ch. 6, 7, 8 & 9  Rossi Domain 2 & 3 |
| 10/31 | * What is the relationship between vocabulary development and reading? * What are effective ways of teaching vocabulary? * What are some ways to assess vocabulary learning? | * Word study * Vocabulary Development | Gunning Ch.6 | #26 Making Words  #47 Word Ladders  #48 Word Sorts  49 Word Walls | ***Book Box Due*** | | Zarillo Ch. 10 & 11  Rossi Domain 4 |
| 11/7 | * What characteristics describe transitional and intermediate writers? * In what ways can teachers enact foundational writing strategies, applications, and conventions, and processes with transitional and intermediate writers? * How do teacher support the spelling and grammar development of students? * What are writing conferences and how are they used in supporting writers? | * Conferring with transitional and intermediate writers * Spelling and grammar development and instruction * Supporting upper grade English Language Learners as writers with genre specific language function, forms and vocabulary | Calkins. *The Patterns of Conferences*  Gunning, Ch. 12 |  |  | |  |
| 11/14 | * How do students use comprehension strategies to understand what they are reading? * How do teachers teach comprehension strategies? * How is reading comprehension assessed? | * Comprehension strategies instruction * Conferencing with readers | Gunning Ch. 7 & 8 | #20 Guided Reading  #13 Double Entry Journals  #32 Storyboards  #36 Reading Logs  #40 Sketch to stretch |  | | Zarillo Chpt. 12, 13 & 14  Rossi Domain 5 |
| 11/21 | * How do readers use comprehension strategies with content area texts? * How are writing strategies used to learn in the content areas? | * Content Area Literacy (text features, instructional techniques) | Gunning Ch. 9 | #22 KWL  #24 Learning Logs |  | | Zarillo Ch. 15  Rossi Domain 5 |
| 11/28 | HAPPY THANKSGIVING!!! NO CLASS TODAY!! | | | | | | |
| 12/5 | * How can teachers effectively assess and support struggling and advanced readers? * How can teachers create intervention programs for students according to their assessed instructional needs? * What is critical literacy? * What strategies can we use to help students become critically literate? * How do I work with my students to use their literacy skills as a means for social action? | * Differentiated Instruction * Grouping for Literacy Instruction * Critical Literacy | Gunning Ch. 10 |  | ***Literacy Lesson Plans Due*** | |  |

**Course Assignment: Weekly Interactive Journal Writing**

**Rationale:** The purpose of this assignment is twofold. First, writing about the theoretical and practical concepts we will read in this course allows us to integrate theory into practice, clarify our thinking, explore ideas in greater depth and focus on content and methodology. Writing also empowers us to be leaders and supports us in our journey as social justice educators. These reading reflections and the conversations that follow the writing will provide the opportunity to look at the course texts with an analytical eye and express our thoughts, feelings, and responses in an organized way. Second, these weekly responses will help us develop the analytic writing skills needed for graduate-level courses as the ideas from the texts will be used to support our thinking.

**Procedure:**

-In a notebook, three ring binder, or file on your computer, you will have multiple opportunities to respond in writing to topics and ideas from the class sessions.

**-**Your instructor will give you details for the weekly journal topics. This may include in-class responses or reflections related to a course topic, out-of-class writing related to a topic or idea in the course text, completing an activity started in class and reflecting on that activity, preparing questions or a text for the next class session, or completing an “exit slip” about what you learned or the questions you have remaining from the class session.

**Course Assignment: Internet Resources for Teaching Literacy**

**Rationale:** The Internet is a valuable tool in developing your practice as a teacher of literacy and as a social justice educator. Reviewing websites dedicated to teaching and learning in the areas of reading, writing, listening and speaking, will help grow your pedagogical content knowledge as well as your repertoire of instructional strategies.

**Procedure:** Your instructor will gather several dozen literacy websites for the class to explore. You will randomly choose one and spend some time navigating the site and it’s contents. In preparation for class, write a review of the website that includes the following elements:

-list the website URL

-name the organization or author(s) that has constructed the website and provide a description of the organization/author.

-describe who the intended audience is for this site or blog

-summarize what can be found on the website

-describe how this website could be useful to the teaching of literacy

-include anything else that you think is important or noteworthy

Post your website review to the course CCLE website.

**During Class:** On the day the review is due (10/10), bring your laptop or the URL for your website to class. In small groups, be prepared to give your classmates a 2-3 minute “tour” of the website and answer any questions that they may have. Be especially mindful of ways in which the website can be used during your novice year student teaching.

**Course Assignment: Choosing and Using High Quality Children’s Literature**

**Rationale**: The goal of this assignment is to help you to understand how to identify and use high quality, grade level appropriate picture books and novels to develop listening, speaking, reading and writing skills. Some novice fieldwork may take place in urban schools that currently adopt the California Treasures curriculum. While this mandated curriculum introduces students a variety of text selections, it is important that you supplement what the anthology offers with high quality children’s literature that promotes student interest and engagement, reinforces the strategies and skills they are currently learning, and increases their comprehension.

**Procedure**: This three-part assignment asks you to: identify a series of books appropriate for an interactive read-aloud; create a “book box” suitable for instruction; and write a series of standards-based literacy lesson plans.

**Read Aloud Collection**: According to the US Department of Education’s Commission on Reading report, *Becoming a Nation of Readers* (1985), “The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children.” (Anderson, Heibert, Scott and Wilkinson, p. 23). Children must listen to and interact with high quality children’s literature many times and for many purposes, in order to become strong readers themselves. For the this assignment, you should talk with your guiding teacher and identify a theme, author, comprehension strategy, or current California Treasure’s unit currently underway at your grade level, or later in the year during your student teaching time. *Visit the public library in your assigned neighborhood* to locate and checkout children’s books related to the theme, author, strategy, or CA Treasures unit. Create a Read Aloud Collection that includes six (6) high quality children’s literature titles. (All selected books must be checked out from the neighborhood library). Your read aloud collection must include selections for above, on-grade, and below grade readers, be appropriate for English Learners at different levels of proficiency, include at least one informational text selection, and appeal to the students in your classroom. Please consult and use the “Recommended Literature, Pre-Kindergarten Through Grade Twelve” book list and be especially mindful of including culturally and linguistically responsive literature. http://www.cde.ca.gov/ci/cr/rl/.

Prepare an annotation handout which includes: title; author; illustrator/photographer; publisher and year; number of pages; grade level/span and a descriptive annotation, for each book. Bring your library collection and handouts to class on **10/24.** Electronic copies of the handout must be posted to the CCLE course website. A hard copy must be submitted to the instructor.

1. **Book Box**: “Book boxes are visual representations that enhance students’ comprehension of books they read”. (Tompkins,2009, p. 12). Select one of the books from your Read Aloud Collection that has high interest and instructional utility. Create a "Book Box" for the selection. The contents of the book box should introduce the book and provide background information students need before, during and after reading the selection. Prepare a handout that includes the name of the theme of the read aloud collection, an annotation (see #1 above); a list of contents; and a picture of the book box and its contents. Bring a copy of the selection, the competed book box and handouts to class on **10/31.** Electronic copies of the handout must be posted to the course CCLE website. A hard copy must be submitted to the instructor. Be prepared to read your book aloud to a small group.
2. **Literacy Lesson Plans**: Focused lessons on literacy strategies and skills are essential for students to become strong, independent readers. Literacy lessons “enable teachers to introduce a topic/skill and connect it to the reading or writing students are doing, provide information, and supervise students as they practice the topic/skill” (Tompkins, 2009, p. 74). Develop a series of **2** connected lessons using one of the books from your read aloud collection. You must teach at least one of these lessons to either the whole group or a small group of students during your Observation and Participation time. Please plan ahead with your guiding teacher. Use the TEP lesson plan template to organize your lesson plans and include a lesson reflection with the write-up. Bring your lesson plans, reflections, and any of the instructional materials you used to class on **12/5**. Copies of your lesson plans must be uploaded to the course CCLE website.

# Resources

Tompkins, G. (2012). 50 Literacy Strategies: Step by Step. 4th Edition. Upper Saddle River, NJ: Pearson Education, Inc.