



SUBR - 2022 Spring Main (SUBR) - Elem. Language Arts Methods (CRIN-331B-02) CRIN-331

Spring 2022 Section 31701 01/12/2022 to 05/30/2022

Description

This course helps candidates gain competence in the use of English Language Arts. Opportunities will be provided to use concepts from reading, language and child development to teach students reading, writing, listening, speaking, viewing, and thinking skills and to help candidates apply their developing skills to different situations, materials, and ideas. This course is aligned with ACEI/NCATE standards and with the conceptual framework of the College of Education.

Objectives

Curriculum and Instruction Program Learning Outcomes

Outcome 1: The Learning and Learning

Graduates of the teacher preparation program will be able to demonstrate understanding of how learners grow and develop, design and implement developmentally appropriate differentiated instruction and create an environment that supports individual and collaborative learning.

Outcome 2: Content

Graduates of the teacher preparation program will be able to demonstrate an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and create learning experiences that allow learners to engage in critical thinking, creativity, and problem solving.

Outcome 3: Instructional Practice/Assessment

Graduates of the teacher preparation program will be able to plan and use multiple methods of assessment to engage learners in their own growth, by drawing upon knowledge of content areas, curriculum, and pedagogy and using a variety of instructional strategies.

Outcome 4: Professional Responsibility

Graduates of the teacher preparation program will be able to engage in ongoing professional learning and seek appropriate leadership roles and opportunities to take responsibility for students learning while collaborating with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Outcomes

After successful completion of the course students will:

1. The teacher candidate is able to read and understand the language, craft, topics, themes, and ideas of complex texts and explain how they are able to read and understand those texts.
2. The teacher candidate demonstrates proficiency with written and spoken language when writing about the topics, themes, and/or ideas of complex texts.
3. Examine Louisiana state standards for K-5 language arts and plan instruction and assessment to meet those standards;
4. Establish and confirm a multi-method, multilevel framework for teaching reading that reflects what good readers do;
5. Develop and apply a variety of instructional approaches to the teaching of reading which emphasize higher order thinking (e.g., analytical, creative, critical) skills;
6. Develop and apply “thoughtful connections” questions (i.e., text-to-self, text-to-text, text-to-world) for reading and discussing literature;
7. Explore, select, and apply various resources and technology (e.g., trade books, basals, big books, computer software, audio/videocassette programs, multimedia) for promoting the teaching of reading and writing in the classroom setting;
8. Identify, design, and apply hands-on strategies for promoting children’s “self-selected reading” that accommodate for a variety of genres and literacy levels;
9. Identify, design, and apply hands-on “guided reading” lessons to teach children how to use reading strategies needed to understand what they read and to meet set purposes;
10. Identify, design, and apply hands-on teaching lessons to help the student learn to read content area textbooks for gathering knowledge and subject-matter concepts;
11. Identify, design, and apply hands-on “working with words” lessons to develop children’s ability to read and spell high frequency words through noted phonic and word family patterns;
12. Identify, design, and apply hands-on teaching methods to promote metacognition (i.e., think-aloud techniques, study strategies, fix-up strategies) which emphasizes monitoring reading success as an act that is controlled by the reader; and
13. Make judgments about the ethics of the reading models, approaches, practices, materials and technology for helping students become critical thinkers through the language arts.

Materials

You will need to access the following e-texts for this course.

The e-texts are available at no cost through the John B. Cade Library's website.

Title: *Teach Them All to Read: Catching Kids Before They Fall Through the Cracks*

Author: McEwan-Adkins, E. K.

Publisher: Corwin

Edition: Second

Availability: Campus Library (<https://subr.libguides.com/c.php?g=986875>) Price:

No cost

Multisensory Teaching of Basic Language Skills

Author: Judith R. Birsh, Suzanne Carreker

Publisher: Paul H. Brooks Publishing Company

Availability: [Campus Library \(https://subr.libguides.com/c.php?g=986875\)](https://subr.libguides.com/c.php?g=986875)

Price: No cost

Teaching Reading in the 21st Century: Motivating All Learners

Author(s): Peter Dewitz, Michael F. Graves, Bonnie B. Graves, Connie F Juel

Publisher: Pearson

Availability: Campus Bookstore

Price: \$50.00

Deliverables

Students in CRIN 331B-01 are expected to complete a variety of learning activities in the following course modules. Each deliverable is described briefly below.

Description of Deliverables

1. **Pretests and posttests** – For each course topic (phonemic awareness, phonics, and fluency), each student will complete a pretest before engaging in lecture activities and a posttest after engaging in lecture activities. Posttests will be reviewed with the whole group to address and misconceptions or knowledge gaps.
2. **Lecture activities, including student-led learning circles, group presentations, etc.** – Students will engage in cooperative grouping (learning circles) that will include but not be limited to creating and responding to higher order thinking questions related to course readings, analyzing and using academic vocabulary, visually representing concepts, documenting work on learning circle task sheets, and presenting their findings as part of a class discussion. The instructor will act as a facilitator during these activities and use the discussion time to address misconceptions and/or knowledge gaps.
3. **Lesson plans and unit plans** – For the midterm examination, students will use high-quality curriculum materials (quality based on evaluations completed by the Louisiana Department of Education (LDOE)), course textbooks, IRIS Center Early Reading Case Study STAR Sheets, Louisiana Literacy resources from the LDOE, and guidance from ReadingRockets.org, etc. to develop a foundational skills reading block that includes phonemic awareness, phonics, and fluency activities that are embedded within lesson plans that utilized the Universal Design for Learning. These activities will be implemented as part of the students' Level 3 Field Experiences and revised based on evaluation of those field experiences. For the final examination, students will expand the skills block lesson plan into a unit plan that includes five days of foundational skills reading block activities for each of the following types of foundational reading instruction: phonemic awareness, phonics, and fluency.
4. **Individual and small group tutoring (Level 3 field experiences)** – Students will use activities and lesson plans developed in class and high-quality instructional materials provided by cooperating teachers to provide individual and small group tutoring with first through fifth graders at assigned schools/classrooms in the local school district.
5. **Field experience reflections** – Students will use School of Education forms to document field experience hours, and they will complete reflection forms to evaluate their teaching and revise their foundational reading instructional activities and lesson

plans.

✓ Evaluation

Grading Category	%
Class Attendance, Lecture Activities, Pretests and Posttests	60%
Level 2 Field Experiences and Written Reflections	10%

Midterm - Lesson Plan	10%
Final - Unit Plan	20%

Course Deliverables Organized by Student Learning Outcome

Student Learning Outcome	Course Activities and Assessments
The teacher candidate is able to read and understand the language, craft, topics, themes, and ideas of complex texts and explain how they are able to read and understand those texts.	<ol style="list-style-type: none"> 1. Pretests and posttests 2. Lecture activities, including student-led learning circles, presentations, etc. 3. Lesson plans and unit plans 4. Individual and small group tutoring (Level 2 field experiences) 5. Field experiences reflections
The teacher candidate demonstrates proficiency with written and spoken language when writing about the topics, themes, and/or ideas of complex texts.	<ol style="list-style-type: none"> 1. Pretests and posttests 2. Lecture activities, including student-led learning circles, presentations, etc. 3. Lesson plans and unit plans 4. Individual and small group tutoring (Level 2 field experiences) 5. Field experiences reflections
Examine Louisiana state standards for K-5 language arts and plan instruction and assessment to meet those standards;	<ol style="list-style-type: none"> 3. Lesson plans and unit plans
Establish and confirm a multi-method, multilevel framework for teaching reading that reflects what good readers do;	<ol style="list-style-type: none"> 3. Lesson plans and unit plans 4. Individual and small group tutoring (Level 2 field experiences) 5. Field experiences reflections
Develop and apply a variety of instructional approaches to the teaching of reading which emphasize higher order thinking (e.g., analytical, creative, critical) skills;	<ol style="list-style-type: none"> 3. Lesson plans and unit plans 4. Individual and small group tutoring (Level 2 field experiences) 5. Field experiences reflections
Develop and apply "thoughtful connections" questions (i.e., text-to-self, text-to-text, text-to-world) for reading and discussing literature;	<ol style="list-style-type: none"> 3. Lesson plans and unit plans 4. Individual and small group tutoring (Level 2 field experiences) 5. Field experiences reflections

Explore, select, and apply various resources and technology (e.g., trade books, basals, big books, computer software, audio/videocassette programs, multimedia) for promoting the teaching of reading and writing in the classroom setting;	<ul style="list-style-type: none"> 3. Lesson plans and unit plans 4. Individual and small group tutoring (Level 2 field experiences) 5. Field experiences reflections
Identify, design, and apply hands-on strategies for promoting children’s “self-selected reading” that accommodate for a variety of genres and literacy levels;	<ul style="list-style-type: none"> 3. Lesson plans and unit plans 4. Individual and small group tutoring (Level 2 field experiences) 5. Field experiences reflections
Identify, design, and apply hands-on “guided reading” lessons to teach children how to use reading strategies needed to understand what they read and to meet set purposes;	<ul style="list-style-type: none"> 3. Lesson plans and unit plans 4. Individual and small group tutoring (Level 2 field experiences) 5. Field experiences reflections
Identify, design, and apply hands-on teaching lessons to help the student learn to read content area textbooks for gathering knowledge and subject-matter concepts;	<ul style="list-style-type: none"> 3. Lesson plans and unit plans 4. Individual and small group tutoring (Level 2 field experiences) 5. Field experiences reflections
Identify, design, and apply hands-on teaching methods to promote metacognition (i.e., think-aloud techniques, study strategies, fix-up strategies) which emphasizes monitoring reading success as an act that is controlled by the reader; and	<ul style="list-style-type: none"> 3. Lesson plans and unit plans 4. Individual and small group tutoring (Level 2 field experiences) 5. Field experiences reflections
Make judgments about the ethics of the reading models, approaches, practices, materials and technology for helping students become critical thinkers through the language arts.	<ul style="list-style-type: none"> 1. Pretests and posttests 2. Lecture activities, including student-led learning circles, group presentations, etc. 3. Lesson plans and unit plans 4. Individual and small group tutoring (Level 2 field experiences) 5. Field experience reflections

COURSE CALENDAR: CRIN 331: Elementary Language Arts Methods

Week	Day & Date	Topic	Activities
<p>Wednesday 1/26 First Day of Classes/Last Day to Add/Drop Last Day to Add/Drop</p>			
1	Thu. 1/27	Course Introduction	Syllabus Review
<p>Tuesday 2/1 Last Day to Drop with a W Show - No Show Deadline</p>			
2	Tue. 2/1	Vocabulary 1. Lecture Activities.	-Vocabulary Pretest -Collaborative Learning Circles: Group Reading Assignments with Role Sheets - <i>Teach Them ALL to Read</i> , Chapter 5, Word and World Knowledge - <i>Multisensory Teaching of Basic Language Skills</i> , Chapter 15, Working with Word Meaning: Vocabulary Instruction - <i>Teaching Reading in the 21st Century</i> , Chapter 10
2	Thu. 2/3	Vocabulary 2. Lecture Activities.	-Collaborative Learning Circles: Group Presentations - <i>Teach Them ALL to Read</i> , Chapter 5, Word and World Knowledge - <i>Multisensory Teaching of Basic Language Skills</i> , Chapter 15, Working with Word Meaning: Vocabulary Instruction - <i>Teaching Reading in the 21st Century</i> , Chapter 10 -Vocabulary Posttest
<p>Tuesday 2/8 at 6:00 pm School of Education Spring Convocation</p>			
3	Tue. 2/8	Vocabulary 3. Instructional Planning.	-Collaborative Planning for Evidence-Based Instruction: Vocabulary
3	Thu. 2/10	Vocabulary 4. Instructional Planning.	-Collaborative Planning for Evidence-Based Instruction: Vocabulary
4	Tue. 2/15	Vocabulary 5. Field Experiences.	-Level 2 Field Experiences: Teaching Vocabulary in Schools
4	Thu. 2/17	Vocabulary 6. Field Experiences.	-Level 2 Field Experiences: Teaching Vocabulary in Schools
<p>Sunday 2/20 from 5:00 pm to 8:00 pm JCPenney Suit-Up Event Registration Required https://www.subr.edu/form/263</p>			

5	Tue. 2/22	Vocabulary 7. Field Experience Reflection.	-Field Experience Professional Learning Community: Teaching Vocabulary and Reviewing Student Work
<p>Wednesday 2/23 from 10:00 am to 3:00 pm Career Exploration Day F.G. Clark Activity Center (Minidome) https://www.subr.edu/assets/subr/CareerServices/Spring-2022-Save-the-Date.jpg</p>			
5	Thu. 2/24	Vocabulary 8. Field Experience Reflection.	-Develop Field Experience Written Reflections -Develop Field Experience Multimedia Presentations
<p>Monday 2/28 & Tuesday 3/1 Mardi Gras</p>			
6	Thu. 3/3	Midterm Exam 1.	-Present Field Experience Multimedia Presentations
<p>Monday 3/7 - Friday 3/11 Midterm Examinations</p>			
7	Tue. 3/8	Midterm Exam 2.	-Final Draft of Vocabulary Lesson Plans
	Thu. 3/10	Midterm Exam 3.	-Final Draft of Vocabulary Lesson Plans
8	Tue. 3/15	Comprehension 1. Lecture Activities.	-Comprehension Pretest -Collaborative Learning Circles: Group Reading Assignments with Role Sheets - <i>Teach Them ALL to Read</i> , Chapter 6, Comprehension - <i>Multisensory Teaching of Basic Language Skills</i> , Chapter 16, Strategies to Improve Reading Comprehension in the Multisensory Classroom
	Thu. 3/17	Comprehension 2. Lecture Activities.	-Collaborative Learning Circles: Group Reading Assignments with Role Sheets -Teaching Reading in the 21st Century, Chapter 11, Comprehension of Narrative Text; Chapter 12, Comprehension of Informational Text
9	Tue. 3/22	Comprehension 3. Lecture Activities.	-Collaborative Learning Circles: Group Presentations -Teach Them ALL to Read, Chapter 5, Word and World Knowledge -Multisensory Teaching of Basic Language Skills, Chapter 15, Working with Word Meaning: Vocabulary Instruction
	Thu. 3/24	Comprehension 4. Lecture Activities.	-Collaborative Learning Circles: Group Presentations -Teaching Reading in the 21st Century, Chapter 11, Comprehension of Narrative Text; Chapter 12, Comprehension of Informational Text -Comprehension Posttest

10	Tue. 3/29	Comprehension 5. Instructional Planning.	-Collaborative Planning for Evidence-Based Instruction: Comprehension of Literary Text
	Thu. 3/31	Comprehension 6. Instructional Planning.	-Collaborative Planning for Evidence-Based Instruction: Comprehension of Literary Text
11	Tue. 4/5	Comprehension 7. Instructional Planning.	-Collaborative Planning for Evidence-Based Instruction: Comprehension of Informational Text
	Thu. 4/7	Comprehension 8. Instructional Planning.	-Collaborative Planning for Evidence-Based Instruction: Comprehension of Informational Text
12	Tue. 4/12	Comprehension 9. Field Experiences.	-Level 2 Field Experiences: Teaching Comprehension in Schools
Thursday 4/14 & Friday 4/15 Spring Break			
13	Tue. 4/19	Comprehension 10. Field Experiences.	-Level 2 Field Experiences: Teaching Comprehension in Schools
	Thu. 4/21	Comprehension 11. Field Experiences.	-Field Experience Professional Learning Community: Teaching Vocabulary and Reviewing Student Work
14	Tue. 4/26	Comprehension 12. Field Experiences	-Field Experience Professional Learning Community: Teaching Vocabulary and Reviewing Student Work
	Thu. 4/28	Comprehension 13. Field Experiences	-Present Field Experience Multimedia Presentations
15	Tue. 5/3	Final Exam. Comprehension Unit Plan.	-Post final exam/comprehension unit plan to Moodle and LiveText.
Thursday 5/5 - Saturday 5/7 Final Examinations			