

201MORAVIAN COLLEGE

Literacy for the Elementary Classroom, part 2

Education 326 A, B & Z

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Education 326 is a four-credit course. It is designed to introduce the pre-service teacher to the theory and practice of literacy instruction including current research in language and cognition, and the implications for teaching listening, speaking, reading, writing, and visual representation. The structure of the class will enable everyone to actively participate in classroom teaching. An equally important purpose is to open up the world of children's books to the prospective teacher, and to show how literature may be used to facilitate and extend language development.

Course Goals and Objectives:

1. To find pleasure and enjoyment in children's literature through reading many children's books.
2. To show familiarity with the various genres of children's literature and how each might be integrated into the k-8 school curriculum.
3. To identify and understand the values of using children's literature in diverse environments.
4. To design and use a variety of literacy strategies.
5. To be able to design, role play, and teach literature/language arts lessons, which encompasses a variety of literature-related activities and purposes.
6. To show awareness of the way culturally diverse populations are portrayed in children's literature.
7. To begin to build a personal library of children's books and professional books in this field.
8. To understand and teach reading and writing in a classroom including developing comprehension, fluency, vocabulary, and text structure
9. To continue to understand the components of a comprehensive, balanced reading program, which includes literature circles, reading and writing workshop, literature focus units and reading/ writing across the content areas.
10. To be able to work with PA's SAS to develop lesson plans

Write your **personal pledge** for this course in the remaining space.

Required textbooks:

Basic Textbook: (Same as last semester)

Vacca, Vacca, Gove, Burkey, Lenhart, & McKeon. (2008). Reading and Learning to Read, 7th ed. NY: Pearson.

Strategy Book: One of the following three:

Johns, Lenski & Bergland. (2006). *Comprehension and Vocabulary Strategies for Primary Grades*, Iowa: Kendall Hunt.

Johns, Lenski & Bergland. (2006). *Comprehension and Vocabulary Strategies for Elementary Grades*, Iowa: Kendall Hunt.

Johns & Bergland. (2006). *Strategies for Content Area Learning*, Iowa: Kendall Hunt

Internet connection because of use of BlackBoard
Reading Teacher and/or Reading Teacher online

Course Requirements:

1. Quizzes & Chapter tests = 25%
2. Class discussion, participation, and professionalism, along with strategy presentation evaluations, professional development activities, and BlackBoard usage. This may include Book Talks, journal articles, learning logs, and special events such as active participation in the Job Fair (March 30, 2011) and a substitute class = 10%
3. Children's Literature = Caldecott Book Fair = 15%
4. Literature Circles/Newbery Group Projects = 10%
5. **Partner** Strategy Presentations = (February) (Written materials due day of presentation) = 15%
 Strategy lesson cannot be selected by another person and must be selected from a strategy book from above section, Required Texts.
6. **Pre-student teaching portfolio**, college supervisors' assessments, and cooperating teacher's response = 25% (Pre-student teaching will be from 3/21 to 4/29.) Pre-student teaching journals are **due on April 29th**. Pre-student teaching is a 90-hour experience in an assigned classroom environment. To student teach, you must successfully complete all 90 hours of pre-student teaching.
7. Sign up to take your last two Praxis tests before the end of the school year. If you want to student teach in the spring, your application is due on April 15th.

Other Information:

LEARNING ACCOMMODATIONS:

In accordance with the Americans with Disabilities Act, any student has the right to request reasonable accommodations for a disability. Accommodations can be requested through the Academic Support Services on campus. Please note that you will need to present documentation of your disability to the Disabilities Office. Students are encouraged to contact the appropriate individual as soon as possible to enhance the likelihood that accommodations are implemented in a timely fashion. Accommodations cannot be provided until the instructor has received appropriate authorization. Moravian College does not discriminate in any of its programs on the basis of disability.

Day students who wish to disclose a disability and request accommodations for this course must contact Mr. Joseph Kempfer, Assistant Director of Learning Services for Disability Support, (extension 1510).

Comenius Center students who wish to disclose a disability and request accommodations for this course must contact the Dean of the Comenius Center, (extension 1400).

TECHNOLOGY STATEMENT:

Integrated into all coursework are identified competencies in the use of technology. Technology will be used to enhance the learning experience, to address learning modalities, to model good teaching, and to increase content knowledge. Smart Board technology will be available to faculty and students. The courses are also dependent on the use of Blackboard. All syllabi, agendas, assignments, assessment tools, videos, and journal articles will be placed on Blackboard. Students will utilize Discussion Boards, Blogs, and Evaluation Center. Students have access to web searches and library holdings through databases both on and off campus. Computer labs, MAC and PC, are available.

PDE STANDARDS, SAS, AND ASSESSMENT ANCHORS STATEMENT:

PDE has produced academic standards for the following content areas: Math, Social Studies, Science/Technology, Language Arts, Health, Safety, and Physical Activities. PDE has also developed Assessment Anchors. These Standards and Anchors inform student about what they need to know and be able to do at the completion of a course at each grade level. Teacher candidates will be aware of and develop lesson plans using the PA Academic Standards and SAS.

Absence Notification = Attendance in class is very important. Should a personal emergency arise it is important that you let me know this as soon as possible. This will assist me in the design of small group team projects. Please call when you are going to be absent for that day. Missing any class without a phone call or e-mail prior to class time will significantly lower your overall grade. If you are ill, you must give me a doctor's excuse for an excused absence. If you do not have an acceptable reason, your final grade will reflect it. Attendance is of critical importance in order for you to participate actively in discussions, etc.

Food = Water is allowed, but we will be moving around too much to be eating.

Cell Phones = Turn them off. If there is an emergency, you can make arrangements with me before class. If your cell goes off, you will be asked to bring in a snack for everyone the next day we have class. If you text message in class, you will loose all your participation points.

Expected Work Load – For this course, it is expected that you will work between 6-10 hours for preparation outside of class for each week. You also may be asked to apply some experiences in a field experience that you will be having during the time of this course.

References and formatting = Use the Publication of the American Psychological Association, (Current edition) for references. The formatting of your papers must be in Arial 12 font. You will be expected to provide accurate documentation and proper citations for all your written work.

Plagiarism: Always cite your sources if the ideas are not original. If you transcribe words from another work, identify the passage as a quotation and cite the author. If you paraphrase, cite the source. Academic dishonesty will result in notification to the Academic Dean, in accordance with College policy. This will result in a failing grade if rules were broken. This course will follow all the rules for Academic Honesty as found on AMOS.

"All violations of academic honesty reported to the Dean are shared with the Teacher Education Committee at the time the candidate's application for student teaching is being considered. In the past, such violations have prevented the Committee from approving some candidates for student teaching."

Grading:

Your performance in all areas will be graded in accordance with Moravian College's standards of academic achievement as stated in the Student Handbook.

94-100 %	A	90-93.99 %	A-
87-89.99 %	B+	84-86.99 %	B
80-83.99 %	B-	77-79.99 %	C+
74-76.99 %	C	70-73.99 %	C-
67-69.99 %	D+	64-66.99 %	D
60-63.99 %	D-	0-59.99 %	F

F= This indicates failure.

D= 64-67% (D- = 60-64%) (D+ = 67-69%) These grades indicate unsatisfactory work, below the standard expected by the college.

C= 74-76% (C- = 70-73%) (C+ = 77-79%) You meet all requirements adequately.

B= 84-86% (B- = 80-83%) (B+ = 87-89%) You go beyond the requirements enhancing your work by doing such things as adding additional resources, related areas or topics, etc.

A= 94-100% (A- = 90-93%) Your work is definitely outstanding. It goes beyond requirements and shows perception and insightfulness. Extraordinary!!! Everyone can earn an "A" if they care to, though not everyone will put forth the necessary extra effort and time.

It is within the instructor's purview to apply qualitative judgment in determining grades for all of your assignments and your final grade for this course.

Late work:

- A written explanation handed in on due date; the "Work" will be evaluated and lowered only a half grade if handed in by the end of due week; an additional late week with written explanation means one grade lower.

Written work requirements:

- All handed in written work needs to be done on a computer. Use your spell checker. Meaning and mechanics both are graded.
- It needs to be organized and identified.
- **Please do not hand in work in the plastic page holders.**

Class Arrangements:

We meet once a week for half of a semester. Our class structure will vary. There will be interactive small and large group assignments. For many of the activities, you will physically be participating. You will present demo lessons and activity engage in others lessons. Since you will be in a field experience, many of the assignments will be field-tested.

Professionalism:

Since this is a course to prepare students to think and act like professional educators, it is expected that students' attitudes and behaviors reflect those responsibilities. Attendance, punctuality, and coming prepared to learn, and collaborating with others are all professional behaviors. These behaviors are important to acquire and are needed for this course. Each person will need to be actively involved with class discussions, prepared to present given tasks to the whole class and remain engaged while others are presenting. Assignments and readings must be done to develop a community of learners. Attendance and participation will be calculated and averaged. It is worth 10% of your total grade.

Professionalism Scoring Rubric

Attendance	Arrived and left on time 50%	Late or left early 40%	Misses class, but called or e-mailed and had legal excuse 20%	Missed class and did not call, but had a legal excuse 10%
Participation	Encourages others, strong participant, stays on topic, shares ideas, facilitates activities, mentors others, comes "over" prepared 50%	Collaborates well with others, stays focused, is adequately prepared, actively participates, shares in group work 40%	Participates when called on, supports group projects, comes to class not quite prepared or is occasionally busy eating 20%	Talks while others are talking, often not engaged in class discussion or group activities, comes to class not prepared or is busy eating 10%

Student and professor will do this.

Class Time Arrangements:

We meet one time a week for classes. For part of our time together, I will lead literacy demonstration lessons. Some of the time, we will review our text. Other times, we will interact with mini lessons about strategies. Some class time will be for group work or to view teaching videos. Weeks may vary, but I will normally give you an advanced weekly schedule. Our text has an enormous amount of valuable information in it and you are expected to read the chapters for the appropriate weeks.

Missed Scheduled Presentations:

If you miss your scheduled presentation date for any reason, it will be rescheduled if possible. The presenter will immediately have 10 points deducted from their final grade on the presentation. If you know you will not be able to present on given day, trade dates with a classmate.

Class Structure: The spring session will be divided into several parts to correspond to different focuses. Concepts from chapters will be modeled, but much of the reading will be done independently or in a study group. In Literacy I we worked through some of the chapters. In Literacy II different concepts will be demonstrated, but we will not touch on all the important points because of the time issue. It will be important that you work in a study group to discuss points from the chapters. Class time will be to expand concepts found in text. For the final, both expanded and text concepts will be included. Class time for Literacy II will be focused more on application of content that you have learned from reading, webbing, and/or discussing. The main part will be discussion from Vacca, et al.'s book. Another part will focus on children's literature and sharing of our strategy lessons. Class will end on **March 18th**. On **March 21st** you will report to your assigned pre-student teaching placement until **April 29th**. During that time, a field supervisor will visit you in your elementary classroom.

March 30 from 8:30-12:00 you will attend a Job Fair at Moravian College.

Part I of 2 parts for Caldecott Book Fair Assignment

Name _____

Date _____ Section _____

Caldecott Book Fair Written Assignment (50 pts)

Book Facts: 5 pts.

- ____ Title:
- ____ Author:
- ____ Illustrator:
- ____ Publisher:
- ____ Copyright:
- ____ Year of the Award:
- ____ Genre

Fiction Book Summary: 15 pts. (pp. 325-329)

- ____ Chain of Events:
See page 329 and use that **map** story structure
- ____ Description of characters: major and significant minor
- ____ Personal Response:

Textbook Activity or Strategy Connection: 15 pts.

- ____ Page number in textbook (1 pt.)
- ____ Lesson plan without self-assessment

Strategy from another source -- not in textbook or in class strategy: 15 pts.

- ____ Citation in APA (1 pt.)
- ____ Copy of pages used (2 pts)
- ____ Lesson plan without self-assessment

Non-fiction Book Summary

- ____ Define text pattern and why, pages 470-472
- ____ Summary of book using as many categories from fiction book summary as possible
- ____ Use graphic organizer type, which illustrates text pattern

Points for part 1 = _____

Part 2 of 2 parts for Caldecott Book Fair Assignment

Name _____ Date _____ Section _____

Caldecott Book Fair Oral Presentation (50 pts.)
Ten to Fifteen minute Mini-lesson (Section A, B & Z)

Book Facts: 3 pts.

- ____ Title
- ____ Author
- ____ Illustrator
- ____ **Year of the Award**
- ____ Genre

Book Summary: 15 pts.

- ____ Story structure or non-fiction summary
- ____ Describe illustrator's technique and its relationship to text
- ____ **Read** and explain to demonstrate text to illustration connection
(Read at least one excerpt, but not more than 3. If story is short, read the total book.)

Textbook Activity or Strategy Connection: 12 pts. (Have **materials to show**, but you will not teach lesson to us. You will just explain it to us.)

- ____ Concrete samples, materials, supports of strategy
- ____ Definition / Description and Rationale of strategy
- ____ Motivation for students about lesson
- ____ How would you model this strategy to your students?

Novel Strategy Connection: 12 pts. (Have **materials to show**, but you will not teach lesson to us. You will just explain it to us.)

- ____ Concrete samples, materials, supports of strategy
- ____ Definition / Description and Rationale of strategy
- ____ Motivation for students about lesson
- ____ How would you model this connection to your students?

Tri-fold: 8 pts.

- ____ Appearance
- ____ Usefulness
- ____ User friendly
- ____ Informative

Points for part 2 = _____

Total points for both parts: _____%

Newbery Group Project – Literature Circles

Written and Orally Shared
(15-20 minutes)

Names _____

Date _____ Section _____ Book _____

(All written work will be submitted in one binder for entire group with sections identified)

_____ **Book Facts: Written:** 10 pts.

Title:
Author:
Illustrator:
Publisher:
Copyright:
Year of the Award:
Genre

_____ **Book Summary: Written:** 20 pts.

Description of characters: main and supporting
Chain of Events: See page 329 and use that **map** story structure
Personal Reactions: Each person submits his/her own personal reaction

_____ **Group Presentation: Oral:** 40 pts. (Goal is for us to have a good idea about your book)

Preparedness
Every voice heard equally
Engaging, Entertaining and Informative
Creative and novel (not the same as others)
Appropriateness of shared book experience
Audience got the "gist" of the total book including the ending

_____ **Discussion work: Written:** 30 pts. (Submitted in a single binder for whole group with written parts identified):

For binder = Each session identified with tasks for each session with each person's written contribution

For assignments done by literature circles for binder =

1. Creative or novel **prepared** assignments for different sessions –use textbook or other sources for ideas
2. Assignments done by each person if in written form – If orally shared, a recorder's record of discussion
3. List extra sessions and work done

_____ **Total Points**

Written Strategy Lesson (Part 1)

Assessment Form For: _____

Date: _____

Section: _____

Strategy Lesson Title: _____

Printed work to be handed in: Well written description of strategy, which includes:

A. Overview of strategy: 40 pts.

_____ Name, section, and title of strategy plus mechanics are correct

_____ Focus – What standard?

_____ Rationale – why

_____ When

_____ How – grouping structures

_____ Description of procedure – Step by step

_____ Work cited, APA and a printed copy of the original strategy

_____ Have printed copies of **overview** for everyone except original copy of strategy at time of presentation (Should be one sheet)

B. Demonstration Lesson Plan: 60 pts.

_____ Complete **lesson plan** for strategy at age appropriate lesson (demo for children)

- ◆ Focus on motivation and modeling
- ◆ Summary statement at end of lesson
- ◆ Following the taught lesson, each person will do an **individual self-evaluation** of the lesson and working together with your partner as stated in the Oral Part of this lesson.

Total points earned = _____

Oral Strategy Presentation (Part 2)
15-20 minutes for presentation

Assessment Form For: _____

Date: _____

Section: _____

Strategy Lesson Title: _____

5= Exceeds Competency 4= Meets Competency 3= Missing one element
2= Emerging Development 1= Needs Improvement 0= Not observed

Explanation of Strategy (This part taught to pre-service teachers) = 50 pts.

_____ Attitude towards teaching the lesson

- Demonstrate belief in the strategy lesson
- Enthusiastic
- Passionate
- **Add a touch of theater**

_____ Well-stated introduction so we know exactly what the strategy is

_____ Overview of total lesson

_____ **Motivation** for strategy: Did you really hook us? Do we want to know about your strategy?

_____ Visuals/technology to help and support your strategy and lesson

_____ State rationales for using the strategy – when and why use this strategy

_____ Clear explanation of how to do the strategy

_____ Explain how to differentiate strategy

- ELL
- Delayed readers
- General education

_____ Professional attire, both voices heard & time –15-20 minutes

Model lesson of application (Move to lesson as if it were taught to children) = 50 pts.

_____ Motivation (10 pts.)

_____ Development – step by step (15 pts.)

_____ Summary and Closure (10 pts.)

_____ Authentic assessment of learning (10 pts.)

_____ Self-evaluation of lesson – each person does one **individually** after lesson and for the next class (5 pts.)

_____ **Total points earned**

The assessor's personalized comments about the lesson taught and how it was taught.

Newbery Book Selections: Section A, B & Z

Check Calendar for presentation dates for each Newbery book.

Literature Circle Team 1:

1. 2009: *The Graveyard Book* by Neil Gaiman, illus. by Dave McKean
2. 2007: *The Higher Power of Lucky* by Susan Patron

Literature Circle Team 2:

1. 2010 *When You Reach Me* by Rebecca Stead
2. 2008: *Good Masters! Sweet Ladies! Voices from a Medieval Village* by Laura Amy Schlitz

Literature Circles Team 3:

1. 2011: *Moon Over Manifest* by Clare Vanderpool
2. 2005: *Kira-Kira* by Cynthia Kadohata 2002: *A Single Shard* by Linda Sue Park

Caldecott Book: The year the book won the award is _____.

Example: You selected 2010. Your book is *The Lion and the Mouse* by Jerry Pinkney.