



# MORAVIAN COLLEGE

A SMALL NATIONAL TREASURE

Literacy in the Elementary Classroom, Part I  
EDUC 226  
Fall 2012

Dr. Connie Unger
322 Hurd Academic Building
Office: 610-625-7902 or 861-1558
Home: 610-262-4176
Office hours: T 3:00-4:30, Th 9:00-10:00
Or by appointment
E-mail: <a href="mailto:ungerc@moravian.edu">ungerc@moravian.edu</a>

This course is designed to introduce the literacy process as it relates to children in the primary, intermediate and middle school grades. The theory, knowledge, and teaching skills pertaining to the nature of the process will be explored by lecture, active participation, and classroom experience. This course includes reviews of current theory and research in language acquisition, cognition, and literacy. Literacy incorporates reading, writing, speaking, listening, and visual representation. Responding to literature, reading comprehension, fluency, word identification strategies, phonics, and language systems along with phonemic development, and assessment forms will be a significant part of this course. This course also emphasizes the incorporation of technology and information management. Comprehensive literacy programs, including basal reading materials, will be surveyed. Inherent in the scope of the course is the nature of linguistic, learners' abilities, and cultural variations as these factors relate to literacy learning. This will include strategies that meet the needs of linguistic, cultural, academic, and cognitive diversity. One of the underpinning goals is to prepare you to think and respond like a teacher.

### Course Goals and Objectives:

The student will:

1. Develop a personal and professional understanding of teaching and literacy.
2. Examine the most recent thinking about the nature of reading/writing and language development including English Language Learner and Learners with Special Needs.
3. Develop a critical awareness of available current trade books and library skills.
4. Establish a sound theoretical basis for the teaching of a comprehensive literacy program.
5. Understand the cognitive and affective processes involved in making meaning from text.
6. Incorporate technology into the information management of the teaching/learning process.
7. Understand the contexts in which literacy develops including parental involvement.
8. Learn a variety of instructional strategies and assessment procedures useful in the teaching of literacy.
9. Select, design, and use appropriate materials for a comprehensive literacy program.
10. Understand and use Pennsylvania Initiatives and Standards in the development of literacy plus SAS.

### Course Materials:

#### Required:

1. Vacca, Vacca, Gove, Burkey, Lenhart, & McKeon. Reading and Learning to Read, 7<sup>th</sup> ed. NY: Pearson.
2. Internet connection because of use of **BlackBoard** program
3. Reading Teacher and/or Reading Teacher online plus other online sites

Children's literature: Available from a library. You should be starting a personal library.

### Course Requirements:

1. **Major examination/** quizzes/ other assessments (self, your response to peer assessments) = **(30%)**

## 2. **Professionalism =Class discussion, daily preparedness, and participation: (10%)**

This could include Book Talks, journal article research, double journal entries, and special assignments.

**Class readiness and preparation** – This is a concern about others' interests and welfare; helpfulness/support to others; and becoming part of a community of learners. Preparation for class as reflected in your participation and discussion of the readings, small group projects, and individual written assignments is essential. Class participation is valued and will be based on the readings and applied course experiences especially in your field experience.

**Videos/CD's/web pages** - Some videos, webpages, and CD's will be watched in class, while others will be done at "choice" time.

**Technology**- You must sign onto BlackBoard by the end of the first week. All tests are given on BlackBoard.

**Special assignment – Tuesday, Oct. 23<sup>rd</sup>, special class**

## 3. **Author Study Lesson: (20%)**

Author presentations will begin shortly after the course starts. Students will select a non-fiction author that is credited with at least three notable children's non-fiction books. You must select an author that has not been selected by any another student. Written materials due day of presentation. (Lottery sign-up for dates) (See Class Work Expectations)

## 4. **Mini Strategy Lesson Presentation: (20%)**

Each person will be responsible for presenting a mini strategy lesson. (See Class Work Expectations)

## 5. **Field Experience: (20%)**

September 24<sup>th</sup> to December 7<sup>th</sup> are your field experience dates. You will have a minimum of 40 hours in the field.

- A detailed handout will follow.
- All field journals are **due on November 27<sup>th</sup> in class**. You will not write about your last week's experience

### **CLASS TIME ARRANGEMENTS:**

We meet once a week. For part of our time together, I will lead a reading demonstration lesson. Some of the time, we will review our text. Other times, we will interact with mini lessons about authors. 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.

### **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.

Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.

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. Most coursework will use *MyEducationLab* to enhance the textbook learning by use of videos, vignettes, study guides, etc. 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.

**FIELD COMPONENT STATEMENT:**

The purpose of the field experiences is to provide students with appropriate classroom experiences in a developmental and sequential manner. All field experiences are directly related to coursework and must be successfully completed to pass the education course. Students are required to follow all the procedures and guidelines as outlined in the field experience handbooks, and course syllabi. Failure to accurately report attendance and performance will be considered a violation of academic honesty policy and will result in appropriate sanctions as outlined in the Student Handbook. The Director of Field Experiences is responsible for securing all field placements. Students will be placed in field experiences only when all required clearances documents are current and indicate, "no record exists". Students are also required to have a negative result on a current tuberculosis test.

**OTHER INFORMATION:**

**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 lose 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.

**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.**

**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

<b>Attendance</b>	Arrived and left on time  50%	Late or left early  40%	Missed class, but called and had legal excuse; also submitted written work  30%	Missed class and did not call, but had a legal excuse  10%
<b>Participation</b>	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 <b>or</b> is occasionally busy eating  20%	Talks while others are talking, often not engaged in class discussion or group activities, comes to class not prepared <b>or</b> is busy eating  10%

One idea that was important for you to remember:

One or more ideas that you shared with the class:

One way you encouraged others if scored 50%:

Student and professor will do this.

**Class Work Explanations:**

Class Interactions: You will need to demonstrate readiness or preparation, concern about others' interests and welfare, helpfulness/support to others and become part of a **community of learners**.

Author Authority Tri-fold Presentation: As part of our general shared knowledge, each person will present a tri-fold about a non-fiction author. You will need **to give everyone** a biographical sketch of your author including a list **at least 20** of the author's major works. You will give me a more comprehensive written document which will include: life story, writing style, awards, published books with **brief story sketch** of each book, and a detailed reflective essay on process of lesson designs. For the reflective essay answer the question: How did I

think about and plan my lesson? The essay should include the **reason** for your chosen author, the **process** of creating your tri-fold and the **intent** behind the activities.

The focus or intent of the tri-fold presentation should be to provide an analysis of the author's major works in terms of themes, plot, style, and character development plus information about him or her.

There will be an interactive tri-fold with the activities to be done in smaller peer groups. The interactive tri-fold is a model of a workstation that could be used in a classroom. The activities must develop at least three of the Scientifically Based Research Reading principles or literacy skills: phonics, phonemic awareness, vocabulary (word identification/ word study), comprehension or fluency. You will explain each skill to the **whole group** before the small groups begin to work. Each group (at least three groups) will have a different literacy skill on which to work. The tasks do not need to be completed, but just experienced. Small groups will then share their results.

You will need to create an assessment tool for us to use to evaluate our learning from your entire lesson design. It can be a rap up game or any other form of assessment. Keep it engaging.

Each presenter, for the next class meeting, will need to submit an evaluation of lesson. It should also talk about things that went well and things you would change for the next presentation.

Time for entire lesson equals 30 minutes. See evaluation form.

Mini Lesson Experience: From Valerie Ellery's video series called *Creating Strategic Readers*, which can be found on BlackBoard, **each person** will select a skill or strategy that he/she wants to bring to life and become our expert. You will need to identify the skill or strategy used in the video. Then find the same or similar skill or strategy on the Internet. The strategy will focus on one of these Scientifically Based Researched Reading principles: phonemic awareness, phonics, vocabulary, comprehension or fluency. You will use a trade book as the bases for the lesson. Based on the trade book and the literacy strategy, you will develop a mini lesson for us to experience. You should be able to develop a lesson plan that will work for your children's book. You do not need to read the entire book if it is for intermediate level students. You will teach the lesson to us as pre-service educators explaining what you would do. Your task is to teach us how to use the skill or strategy in the context of your children's book and for our future classrooms. Time for entire lesson equals 30 minutes. See evaluation form.

## Author Study Tri-fold Presentation

Assessment Form For: \_\_\_\_\_

Author \_\_\_\_\_ Date: \_\_\_\_\_

5 = Outstanding      4= Exceeds Competency      3= Meets Competency  
2= Emerging Development      1= Inadequate/deficient      0= Not observed

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### Printed work:

Well-written biographical sketch with sources: Write a **section** for each one of the following **seven** categories. To be given to me before your lesson begins.

- \_\_\_\_\_ Life story
  - \_\_\_\_\_ Writing style/ Illustrative style (How does author use words and/or illustrations?)
  - \_\_\_\_\_ Awards
  - \_\_\_\_\_ Published books with brief story sketch of book (at least 20 if more published)
  - \_\_\_\_\_ Reflective on **the process** of lesson design for **each activity**: why, “so what”, authentic experience, etc. Why did you select the activities for the book?
  - \_\_\_\_\_ Visually pleasing and usable tri-fold
- 

### Tri-fold Presented to Peers

- \_\_\_\_\_ Dressed professionally
- \_\_\_\_\_ Introduction to your author
- \_\_\_\_\_ Motivation or the “so what factor”
  - Make us want to know about your author
  - Hook us into your lesson
- \_\_\_\_\_ Books on display and/or other visuals to set the tone (have at least 10 books)
- \_\_\_\_\_ Give a sense of the author’s books (overview)
- \_\_\_\_\_ Share significant excerpts of the author’s book(s)
- \_\_\_\_\_ Personalize or make the author real for us

\_\_\_\_\_ Author's craft – writing style, word usage, illustrations, etc.

\_\_\_\_\_ Management of small groups – getting us into groups, getting our attention, little transition time, etc.

\_\_\_\_\_ Design of the activity lessons for the small groups, which focus on phonics, word identification, and comprehension. (You must address each of the three, but you can do all.)

\_\_\_\_\_ Explanations, **modeling**, and intentional teaching of the small group activity lessons.

\_\_\_\_\_ Student assessment of what you presented

- How do you know we learned what you shared about your author?
- Design an assessment tool for your peers to assess knowledge about your author

\_\_\_\_\_ Time – Lesson kept to 30 minutes or less.

\_\_\_\_\_ Presenter's **evaluation** of the total presentation - due on the next class

- Self- evaluation handed in the next class meeting
  - Reflect on the positive teaching points, the things that didn't work the way you wanted them to, and the interesting things that happened during your presentation.
  - What would you change the next time you presented this lesson?
  - Overall emotional feeling about your presentation.

\_\_\_\_\_ **Total points = 50 pts.**

\_\_\_\_\_ **% Score = total pts. / 100%**

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

Lesson Assessment by: \_\_\_\_\_

## Mini Strategy Lesson

Names \_\_\_\_\_

Mini Lesson \_\_\_\_\_ Section \_\_\_\_\_ Date \_\_\_\_\_

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### Written and Oral Presentation for Pre-service Teachers

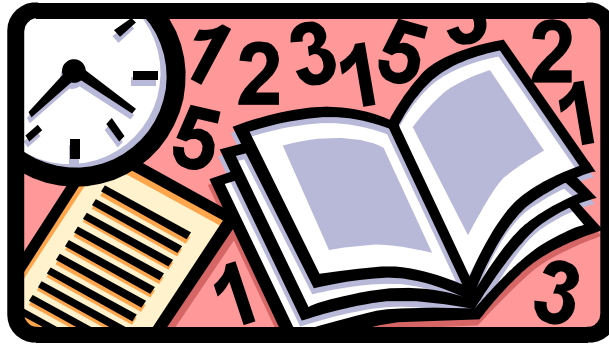
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1. Children's book and Internet resources: Citations (APA) \_\_\_\_\_ / **5 (Written)**  
(Printed copy of website pages used for skill or strategy included in printed materials.)
  
2. A complete Moravian College Lesson Plan for the mini lesson \_\_\_\_\_ / **40 (Written)**
  
3. Explain why or how the skill/strategy is important for children to learn at this age. What are the educational values of this? \_\_\_\_\_ / **5 (Written)**
  
4. The teaching of the mini lesson: Beginning, Middle, End \_\_\_\_\_ / **30 (Oral)**
  - a. Focus on which SBRR principle (phonemic awareness, phonics, vocabulary, comprehension or fluency) you are teaching us
  
5. Materials used in lesson: appropriate, creative, well designed, user friendly, supported by technology, and **meets diverse learners needs** \_\_\_\_\_ / **20**  
(embedded in lesson plans and oral lesson)

Total = 100 points = \_\_\_\_\_

Comments on Oral Presentation:





Literacy in the Elementary Classroom, Part 1  
Ed. 226 - Field Experience Requirements, 9/24-12/7/12  
Due Date for Field Journal Notebook = **November 27th**

- Your task during your field placement is three-fold.
- You are there to observe and to assist your cooperating teacher. You are not to be in charge of the entire class, although you may instruct a large or small group and/or work with individuals.
  - You are expected to teach a literacy lesson with a large group which focuses on the development of phonemic awareness, phonics, vocabulary, comprehension or fluency. The written lesson plan should be included in your field journal notebook. Don't forget your self-evaluation and your coops' evaluation. Make sure you refer to PDE's SAS website.
  - You are to teach a guided reading lesson with a small group. Again a written lesson plan should be included in your field journal. If possible you should observe and try to do a running record.
    - If you can't do a guided reading lesson, then you will design a content lesson using a reading strategy as part of the total lesson. Make sure to highlight the intended reading strategy in your journal. A lesson plan, artifacts, and coop's review are still required.

The first step is to write a brief letter of introduction for your cooperating teacher. Have someone proofread it before you send it. It is the first impression. Send it as soon as possible with your phone number and e-mail address included.

When reporting to your assignment, remember that you are a professional. Dress accordingly. Check in at the office. Follow sign-in procedures. Introduce yourself to the principal and the secretary. If you have any school related questions, ask them. You also will be required to sign out when you leave the building.

For your Field Journal Notebook, you need to include complete copies of your literacy lesson plan and guided reading lesson plan that you have taught. This would be a good time to **ask your cooperating teacher to write an evaluation on your lessons along with your students**. Add their responses to your field journal.

At the end of your field experience, I would like you to take some time and reflect back on your entire experience. Give an overall impression of your experience (PMI) and discuss how you think it will impact on your career as a teacher. Consider the following questions: For example: What kind of instruction is going on in writing? How were you able to help? How did the children respond to your help? These are just a few of the suggested questions to ponder.

You should also consider the classroom environment for learning. What was conducive to learning? What was distracting? How about the classroom management? What techniques did you observe? Did you see a guided reading lesson? How did the teacher handle incorrect answers? **How does your field experience relate to the ideas and philosophy in your text?** ETC.! This will be included in your field journal notebook. It should be at least two to three pages.

Do not be presumptuous enough to critique your cooperating teacher in any way. You are not there to judge, but to observe, learn, and assist. Do not write your journal notes while in the classroom.

Remember that this experience is part of your grade for this course. Your field journal notebook and an evaluation by your cooperating teacher will determine your grade. So have fun, look good, and take your "JOB" seriously!

There are five parts to your field journal notebook.

**Introduction:** A copy of your letter of introduction.

**Literacy Classroom and Weekly Engagements:** A description of placement which includes the name of your teacher, the grade level, the school, subject taught while there, and a floor plan with explanation of how this layout helped or hindered the literacy. In this section, also include a list of things or activities that you did each week in your field experience. You can identify the date of the week and then just bullet activities or experiences that you had for that week.

**Literacy Lesson Plan:** Literacy lesson plans co-operating teacher's evaluations. Add a few students' samples when ever possible. Add pictures if allowed. (Permission from principal)

**A Guided Reading Lesson Plan:** (Strategy Lesson Plan in a content area) This lesson plan will include the materials used and what was done for each of the steps in a guided reading lesson. Add students' samples when ever possible. Add pictures if allowed. (Permission from principal) Pictures will add points to your journal.

**Experience Reflection:** Overall reflection of experience in at least two to three pages. Base your reflections on **content of course** and not just feelings.

Good Luck! Have Fun! Keep thinking that this is what you will be doing in your teaching career! This Journal is **due** November 27, 2012. Do not wait until the last week to do all your teaching experiences.

# Literacy in Elementary Classroom Field Journal Evaluation Form

**For:** \_\_\_\_\_

5 = Outstanding – Meticulously organized and detailed

4 = Exceeds Competency -- Evidence of care taken in choosing items and higher order thinking skills used.

3 = Meets Competency - Items meet criteria of assignment and has been enhanced by personal creativity

2 = Emerging Development – Student shows evidence of working towards goals, but does not meet standards/criteria

1 = Inadequate/Deficient -- Does not meet the required criteria

0 = Missing -- Could not find items

Included in the field journal notebook will be the following:

**1. Overall presentation**

\_\_\_\_\_ Table of contents and tabbed sections

\_\_\_\_\_ Demonstrate your use of technology

**2. Letter of Introduction**

\_\_\_\_\_ Copy of letter

**3. Literacy Classroom:**

\_\_\_\_\_ Description of placement, which includes:

- the name of your teacher
- the grade level
- the school
- subject taught while there

\_\_\_\_\_ Floor plan with explanation of how this layout helped or hindered the literacy

\_\_\_\_\_ A description of the literacy approach used in the classroom

\_\_\_\_\_ A bulleted list of weekly activities/experiences – Identify each week with its activities

**4. Literacy Lesson Plan or Plans:**

\_\_\_\_\_ Moravian College lesson plan

\_\_\_\_\_ Summary of book

\_\_\_\_\_ Co-operating teacher's evaluation of lesson taught

Extra credit: Add students' samples and pictures (Permission from principal)

**4. Guided Reading Lesson Plan (Strategy Lesson in a content area)**

\_\_\_\_\_ "Guided reading lesson plan" identify each step of the lesson and materials used.

Extra credit: Sample of your running record that you took if possible (Justification of strategy selected)

**5. Experience Reflection:** Make sure the reflection has positive, minus and interesting aspects of the experience as it reflects on the **information taught** in the course. This should be 2-3 pages. (Base your reflections on content of course and not just feelings.)

\_\_\_\_\_ Points 60/100 = \_\_\_\_\_%



## **A Framework for Lesson Plans**

### **I. Overview of the lesson:**

- A. Date of lesson
- B. Expected length
- C. Your name
- D. Grade, discipline, and topic

**II. Big Idea** (major understanding): What is the larger idea associated with this lesson that transcends grade level?

**III. Essential Questions:** Questions that are specifically linked to the Big Ideas. They should frame student inquiry, promote critical thinking, and assist in learning transfer.

### **IV. Pennsylvania State Standards**

**V. General Objectives:** Referred to as **concepts** on SAS/PDE website. Describe what students should know (key knowledge) as a result of this instruction specific to grade level.

**VI. Behavioral Objectives:** Referred to as **competencies** on the SAS/PDE website. Describe what students should be able to do (key skills) as a result of this instruction, specific to grade level.

### **VII. Instructional Materials**

### **VIII. Vocabulary**

### **IX. Procedure**

- A. Introduction
- B. Motivation
- C. Development
- D. Strategies for diverse learners
  - a. For English Language Learners
  - b. For students with disabilities
- E. Summary and Closure
- F. Assignment
- G. Assessment

### **X. Reflection & Self-Evaluation – See Instructional Strategy (WHERE TO)**

## **Instructional Strategy**

Use this to check your lessons to ensure your lessons address each of these points:

### **Instructional Strategy:**

**W:** How will you help your students to know where they are headed, why they are going there and what ways they will be evaluated along the way?

**H:** How will you hook and hold students' interest and enthusiasm through thought-provoking experiences at the beginning of each instructional episode?

**E:** What experiences will you provide to help students make their understandings real and equip all learners for success throughout your course or unit?

**R:** How will you cause students to reflect, revisit, revise, and rethink?

**E:** How will students express their understandings and engage in meaningful self-evaluation?

**T:** How will you tailor (differentiate) your instruction to address the unique strengths and needs of every learner?

**O:** How will you organize learning experiences so that students move from teacher-guided and concrete activities to independent application that emphasize growing conceptual understandings as opposed to superficial coverage?