ED 321 Elementary Language Arts Methods II

Semester/Year Spring Winter/Evening 2020-2021	**Instructor:** Jessica Kato, MEd
Course# and Credits: EDU 320, 3 credits	**Email:** jessica.kato@chaminade.edu
Class Title: Elementary Language Arts I	**Telephone:** 808-674-7580
Course Format: Online: Canvas	**Office Hours:** email or call as needed
Class Time/Day: ONLINE 1/11/2021-3/27/2021	**O&P/Service-Learning Requirement:** 8 hours in a Grades K-2 Classroom (will be complete through video observations throughout the course)
Textbooks: n/a	

Catalog Description: This course guides teacher candidates in exploring the meaning of literacy and how it is taught with research-based strategies. Topics include a comprehensive view of the development of reading and writing from emergent to fluent stages; the role of oral language, culture, and new literacies; creating a literate environment; and developing expertise in using children's literature to support learning in all areas of language arts: reading, writing, speaking, listening, viewing and visually representing. The emphasis is on lower elementary grades, K-2, with next semester's Elementary Language Arts II having a stronger focus on upper elementary. (8 hours of Observation and Participation required.)

Course Requirements (see weekly schedule below)

Module 1 1/11-1/17	*Introduction to English Language Arts: Building Your ELA PLN* Read the following posts, and two additional posts of your choice from NCTE's blog. Word of Wisdom to New Teachers Donnalyn Miller: EdWeek Posts (read all three EdWeek posts) Begin to develop your PLN on Twitter by following some ELA thinkers. You can begin by following me: @jessicakato80 and the authors of these blogs and our textbooks. Some other people I learn a lot from are: @nellkduke @mistorminor, @KyleneBeers @ReadingShanahan @DFISHERDSU @KatieNovakUDL @petrahschatz @HIDOE808 **Assignment:** Write a 2-3 page essay synthesizing ideas from your reading this week, both in the blogs, the text, and your PLN. Explain the ideas that are most new and interesting to you, but you want to pursue further. ***Next week's assignment is time consuming, you may want to begin this week***
Module 2 1/18-1/24	*What Readers Need to Know* Review the Common Core State Standards for Reading Foundational, Reading Literature & Reading Informational for grades K-2. Then, read the Foundational Skills Guidance Document. **Assignment:** Write a 2-3 page response to the following prompts**:** What do you notice about how the standards are organized? Consider both within the grade level, as well as between grade levels. What are the key aspects of foundational reading? How might you teach each of these skills? Why does it matter that we explicitly address foundational reading in a systematic way?
Module 3 1/25-1/31	*The Simple View of Reading and Scarborough's Rope* Read _____ to learn about the Simple View of Reading and Scarborough's Rope, then review the Foundational Skills Practice Strategies. **Assignment:** Choose THREE strategies from the Foundational Skills Practice Document, summarize the strategy and then explicitly explain which part of Scarborough's Rope the strategy addresses and why the strategy would be an effective instructional practice.
Module 4 2/1-2/7	*The Science of Reading: How the Brain Works* Watch the short video: "What the Science Says About How Kids Learn to Read" Read "Hard Words" and listen to the accompanying podcast to understand the importance of understanding the science of reading, then choose a podcast to

	listen to from the *Science of Reading Podcast* Series. **Assignment:** Synthesize information from the material you read, viewed, and listened to in the module to explain what the "science of reading" means and why it is important. What implications does this information have for your future practice?
Module 5 2/8-2/14	*The Hawaii State Literacy Plan* Review the *Hawaii State Literacy Plan,* paying special attention to pages 13-24 and 44-50. **Assignment:** Reflect on the state of Hawaii's literacy plan, specifically connecting information from the plan to what you have learned in Modules 1-4. Also, explain how this plan can guide your instruction, what from this plan will help you as you teach in grades K-2?
Module 6 2/15-2/21	*Resources for Teaching Foundational Reading* First dig into the Reading Basics, to ensure that you have deep understanding of each of the concepts related to foundational reading: Print Awareness, Phonological and Phonemic Awareness, Phonics and Decoding, Fluency, Vocabulary, Spelling, Comprehension, Informal Assessment. Then, review the following Resources: Reading Rockets Classroom Strategies The Text Project Beginning Reads (pay attention to the toolkits) Achieve the Core Foundational Reading Materials (explore all three tabs) **Assignment:** What resources did you find most useful from this Module? Assuming that you are provided with a curriculum at the school you teach in, which of these materials might you use to supplement that curriculum to ensure that students are receiving high quality, research based foundational reading instruction?
Module 7 2/22-2/28	*The Power of Literature as a way to Build Knowledge* First read the article, "How Knowledge Helps" by Daniel Willingham. Then, review the Text Sets and the Read Aloud Project from achievethecore.org Finally, explore the following website: http://www.theclassroombookshelf.com/category/classroom-curricular-ideas/ and the books it highlights. When you click on a book, you will find MANY ideas for how to incorporate the book into various curricula and grade levels. **Assignment:** Choose TWO books OR one Text Set that you think is interesting and important for students to read. Explain why you chose each book and what lesson you would do with each book, making explicit connections to how it supports the ideas presented in Willingham's article, "How Knowledge Helps".

Module 8 3/1-3/7	*The Reading Writing Connection* Read the following article: [To Write or Not To Write Part 1](#) and [To Write or Not To Write? There is No Question Part 2](#) **Assignment:** Write a 1-3 page response to the following prompt: What is the connection between reading and writing?
Module 9 3/7-3/14	*The Writing Standards: Types of Writing* Review the [Writing Standards](#) for grades K-2, with special attention paid to standards 1-3. To change the grade level, go to the menu bar in orange on the right of the screen and pick a different grade, just make sure you are still under Writing. **Assignments:** 1. Create a visual representation of the similarities and differences among the three types of writing: Writing Standard 1 Opinion, Writing Standard 2 Informational, Writing Standard 3 Narrative 2. Choose ONE of those types of writing and deconstruct the standard. What do students need to be able to do in order to meet that standard? 3. Consider a reading lesson ideas from Module 7-how might you connect writing to that reading lesson? Which writing standard would you use? What would the prompt be? How will you ensure that students see the connection between what they are reading and writing?
Module 10 3/15-3/21	**Final Course Paper:** In a 3-5 page essay, explain how you thinking about teaching English Language Arts has grown throughout this course. What do you believe is most important for ELA teachers to consider? What is your philosophy of teaching ELA? What commitments can you make to your future ELA students?

Chaminade University Mission Statement: Chaminade University offers its student an education in a collaborative learning environment that prepares them for life, work and service. Guided by its Catholic, Marianist and liberal arts educational traditions, Chaminade encourages the development of moral character and personal competencies, and the commitment to build a just and peaceful society. The University offers the civic and church communities of the Pacific region its academic and intellectual resources in the pursuit of common aims.

Marianist Values

1. Education for Formation in Faith: Within the community of learners, reason and personal faith are seen as mutually complementary roads to truth. All Education Division members join the larger community of faith, hope, love and ethical practice.
2. Integral, Quality Education: The community is committed to an integral, quality education that begins with respect for the complexity and diversity of each person. All Education Division members attempt to engage the whole person with quality courses and activities that challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each student's life experience.
3. Education and the Family Spirit: The community of learners is a second family which encourages the personal development of each of its members. Mutual respect for all members of the Education Division family allows the community to share responsibility for decision making at all levels.
4. Education for Service, Peace and Justice: All members of the community strive to serve the university community and the larger community. Education Division community members are committed to scholarly service and to dispense and receive justice to and from each other and to the larger community.
5. Education for Adaptation and Change: True to the tradition of faith, a Marianist-founded education prepares students for tomorrow and adapts to its time. The Education Division scholarly community of learners regards technology as a critical aid in the quest for understanding in a changing world.

(from *Characteristics of Marianist Universities: A Resource Paper* Published in 1999 by Chaminade University of Honolulu, St. Mary's University and University of Dayton)

Conceptual Framework: The Education Division's Conceptual Framework is based upon a set of beliefs that flow from the University's vision and mission statements, the Division's vision and mission statements, and the core academic beliefs of Chaminade University. These values and beliefs are based on the Catholic Marianist principles; a commitment to mentor teacher and educational leader candidates to their fullest potential; a commitment to teaching, scholarship and research; and a commitment to serve the university and the larger community. This alignment is designed to prepare education professionals who meet the InTASC standards for effective teaching by demonstrating professional dispositions and empathy, content knowledge, and the pedagogical/leadership skills to work effectively work with a diverse community of learners.

Program Learning Outcomes (PLOs): Successful teacher candidates in Chaminade initial teacher licensure programs will demonstrate knowledge, skills, and dispositions in the following areas:

PLO1	**Content Knowledge** *Knowledge of subject matter*
PLO2	**Developmentally Appropriate Practice** *Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning*
PLO3	**Pedagogical Content Knowledge** *Knowledge of how to teach subject matter to students and application of a variety of instructional strategies that are rigorous, differentiated, focused on the active involvement of the learner*
PLO4	**Educational Technology** *Knowledge of and application of appropriate technology for student learning*
PLO5	**Assessment for Learning** *Knowledge of and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning*
PLO6	**Diversity** *Skills for adapting learning activities for individual differences and the needs of diverse learners and for maintaining safe positive, caring, and inclusive learning environments*
PLO7	**Focus on Student Learning** *Skills in the planning and design of meaningful learning activities that support and have positive impact on student learning based upon knowledge of subject matter, students, the community, curriculum standards, and integration of appropriate technology*
PLO8	**Professional & Ethical Dispositions and Communication** *Professional dispositions, professionalism in teaching, and ethical standards of conduct consistent with Marianist values, and positive and constructive relationships with parents, the school community and professional colleagues*

Course Learning Objectives(CLOs)

CLO 1 (InTASC 4)	Demonstrate knowledge of literacy processes and research-based instructional practices. (PLO 1, 3)
CLO 2 (InTASC 2)	Demonstrate understanding of a wide range of instructional practices, approaches, methods and technologies to support learners from diverse cultural and linguistic backgrounds. (PLO 2,3,4,6)
CLO 3 (InTASC 6)	Identify a variety of assessment tools and practices to plan, guide and evaluate effective instruction. (PLO 5, 7)
CLO 4 (InTASC 4)	Demonstrate understanding of foundational skills of reading: print concepts, phonological awareness, phonics and word recognition, fluency and comprehension. (PLO 1, 3, 7)
CLO 5 (InTASC 6, 8)	Describe practices used in the early identification of at-risk readers, especially problems with print concepts, phonological awareness, basic phonics skills, and ability to read high-frequency words. (PLO 2, 5)
CLO 6 (inTASC 9)	Demonstrate a general understanding of how the edTPA process contributes to professional growth of teacher candidates.

Essential Questions Addressed in This Course

Essential Questions	Related CLOs	Related PLOs
What is research-based literacy instruction?	1,4	1,7
What is the role of literature in a child's literacy development?	1,2,4	2,3,4,6,7,8
How is literacy development assessed in ways that support learning among diverse students?	3	2,5,6