



**California State University, Long Beach
College of Education
Department of Teacher Education
Spring 2021**

UTEACH EDEL 442: Teaching & Learning Language Arts, K-8 (3 units)

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College of Education Mission Statement

Vision: Equity & Excellence in Education

Mission: The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

Recommended Text and Materials

Boyd-Batstone, P. (2006). Differentiated Early Literacy for English Language Learners: Practical Strategies. Boston, MA: Allyn & Bacon

Cox, C. (2008). Teaching Language Arts: A Student- and Response-Centered Classroom. (6th edition) Boston, MA: Allyn & Bacon.

Cunningham, P. M. (2011). *Classrooms that work. (5th Edition)*. New York: Longman.

RICA Practice books

The following required texts are available at no charge on-line via BeachBoard website & taskstream.com:

California State Department of Education (1999). Reading/Language Arts Framework for California Public Schools, K-12

California State Department of Education (2004). English Language Development Standards for Public Schools, K-12.

BeachBoard will be used extensively for readings, handouts and communication.

Course Description-Prerequisite: Admission to the Multiple Subject Credential Program. **442**=Language arts and visual/performance arts curriculum; developmentally appropriate practice, assessment- and research-based instruction in culturally/linguistically diverse classrooms; English Language Development; SDAIE; relationships among oral language, writing, spelling, reading, literature, and technology.

Student-based Learning Outcomes

Upon successful completion of the course, the student will be able to:

SLO 1:-Meet the Needs of the Individual Student

- Provide instruction to all students, including English language learners, speakers of non-mainstream English, and students with special needs.
- Design instruction, which is characterized by a sensitivity to the culture and language of the students.
- Design instruction, which is based on students' developmental, linguistic, functional, and age-appropriate needs.

SLO 2: Knowledge of Phonological Awareness/Concepts Of Print and Letter Recognition

- Provide both implicit and explicit instruction in phonological awareness, including auditory awareness, discrimination of sounds, word awareness, and phoneme awareness.
- Explain the importance of phonological awareness for learning to read.
- Select and use materials and activities that begin to make the connection between oral language and print.
- Plan phoneme awareness lessons; choose a variety of materials in various formats; design activities that include examples of: specific sounds for identification, comparison, blending, substitution, segmentation, and onsets and rimes, syllables, phonemes, and morphemes.
- Identify characteristics of and utilize effective programs, materials and activities for phonological awareness development; flexibly group students for instruction.
 - Teach concepts of print (e.g. concept of word, directionality, etc.)
 - Teach recognition of letters in print.
 - Select materials in a variety of formats, activities, and methods for teaching concepts of print and letter recognition.

SLO 3: Phonics and Other Word Identification Strategies

- Demonstrate knowledge of the terminology and concepts of phonics, decoding, and word attack (e.g. consonant blends, digraphs, syllable patterns, morphology, etc.)
- Follow a systematic plan for explicit instruction in phonics.
- Provide engaging and varied instruction using graphophonic cues, Syllables, morphology, and context, and opportunities for non-decodable sight words.
- Model for students how readers use word identification strategies to read text for meaning.
- Plan phonics lessons; choose appropriate lesson materials and activities-with clear examples of phonemes, syllable correspondences, and orthographic patterns – including decodable text and children's literature.

- Select a wide variety of texts at student’s independent reading levels for the development of fluency.
- Plan word identification lessons linked to spelling; provide explicit feedback for errors.
- Knowledge of high-frequency sight words; why rapid, accurate decoding is important; orthographic patterns of English to be taught sequentially.
- Identify linguistic units important for word attack and plan and Implement a program based on sequence of increasing complexity of linguistic units.

SLO 4: Spelling Instruction

- Follow a systematic plan for spelling instruction related to reading instruction and based on interpretation of students’ spelling errors, stages of spelling development, temporary/invented spelling, phonics, phoneme awareness, word patterns, and high frequency words.
- Provide spelling practice using purposeful, non-repetitious activities and multi-sensory techniques to develop the alphabetic principle (i.e., visual, auditory, and kinesthetic-tactile)
- Provide opportunities for students to apply and assess their own spelling skills during the editing phase of writing.
- Demonstrate knowledge of the etymology and morphology of words as they relate to orthographic patterns in the English language.
- Demonstrate knowledge of the stages of spelling development and their manifestations in written text, phonological awareness, and word identification abilities.
- Demonstrate ability to choose words that are examples of phonemes or syllables to be taught in lessons.
- Demonstrate ability to identify characteristics of and utilize effective programs, materials, and activities that can be used to develop spelling skills.
- Demonstrate ability to utilize students’ writing in the development of spelling instruction.

SLO 5: Vocabulary Development

- Select varied material to read aloud to students to increase vocabulary and understanding of language patterns.
- Encourage students to analyze the meaning of new words and to practice using new words in a variety of contexts.
- Demonstrate knowledge of the varieties of word relationships (e.g. antonyms, synonyms, associations, figures of speech, etc.)
- Demonstrate ability to use a variety of engaging materials, activities, and techniques to help students increase their vocabularies (e.g. classification, word banks, word sorts, word walls).
- Demonstrate knowledge of the relationship between comprehension and vocabulary, including the impact of independent reading.
- Teach prefixes, suffixes, base words, root words, and word origins.
- Teach students how to use reference materials to develop vocabulary, e.g. dictionary, thesaurus

SLO 6: Student Independent Reading and its Relationship to Improved Reading Performance

- Promote the independent reading of a wide selection of fiction and nonfiction material, in English and in the primary languages of English language learners.

- Organize reading material for a variety of purposes (e.g. area of interest, themes).
- Read aloud daily to children from quality material to generate interest in independent reading, build language knowledge, and enhance concept development.

SLO 7: Relationships Among Reading, Writing, and Oral Language/Comprehension

- Provide explicit instruction in letter formation using a variety of engaging activities, materials, and techniques.
- Provide daily writing opportunities throughout the curriculum.
- Teach student that different forms of writing require different reading skills and strategies.
- Provide support to English language learners as they transition to English reading and writing.
- Teach students the differences between oral language and written text.
- Knowledge of different forms of writing.
- Knowledge of how students can transfer literacy competencies from one language to another.
- Knowledge of the differences between spoken and written language.
- Knowledge of the similarities and differences between Standard English and (1) non-mainstream English and (2) other languages.
- Knowledge of the development of students' writing and its relationship to teaching reading.
- Ability to use a variety of engaging activities, materials, and techniques to expand the vocabulary and grammatical structures that students use in their writing.
- Teach grammatical structures used in written text that are not typically used in oral language.
- Teach English grammar and the structure of the English language.
- Provide opportunities for students to apply their knowledge of English grammar and the structure of the English language to reading, writing, and speaking.
- Demonstrate knowledge of the ways in which academic language differs from conversational language.
- Demonstrate knowledge of the systems of the English language (i.e. phonology, semantics, pragmatics, and orthography).
- Ability to identify the characteristics of and utilize effective approaches, materials, and programs that can be used to develop students' understanding of English language structure and syntax (e.g. explicit instruction, meaningful practice, application to daily reading and writing).
- Demonstrate knowledge of English grammar.
- Demonstrate knowledge of how proficient readers read.
- Demonstrate knowledge of the relationship between prior knowledge and comprehension.
- Demonstrate knowledge of the different needs of early, emergent, and fluent readers and related teaching implications.
- Demonstrate knowledge of the different needs of struggling readers and related teaching implications.
- Demonstrate knowledge of reading fluency and its impact on comprehension.
- Plan instruction in comprehension strategies that involves modeling and explanation, guided practice, independent practice, and application in authentic reading situations.

- Teach strategies for self-monitoring of comprehension (e.g. clarifying, predicting, questioning, summarizing, etc.).
- Teach students effective strategies for comprehending content area reading.
- Select appropriate and motivating materials in different formats and methods for comprehension instruction.
- Plan lessons with guided reading, shared reading, and independent reading activities.

SLO 8: Student Independent Reading and Its Relationship to Improved Reading Performance

- Demonstrate knowledge of contemporary, classic, and multicultural children’s authors and literature.
- Demonstrate knowledge of the purposes of reading and related motivational factors that promote reading.
- Demonstrate ability to select and organize a wide variety of reading materials in both print and electronic formats at appropriate levels for classroom use.
- Demonstrate understanding of the importance of reading aloud daily to children.
- Demonstrate understanding of the importance of frequent opportunities for independent reading and rereading of text to foster the development of fluency.
- Demonstrate understanding of the importance of encouraging and providing support for students reading at home, and for parents or guardians reading to students, in English and/or the primary home language.
- Plan reading lessons that incorporate a variety of reading options (e.g. partners small groups, cross-age, etc).
- Select and organize a wide variety of reading materials in different formats at appropriate levels for classroom use.

Course Requirements

Syllabus

The syllabus represents a contractual agreement between the student and the instructor. Maintaining enrollment in this class constitutes your agreement to accept the requirements and responsibilities for this class as stated in the syllabus.

Attendance

- For the rest of the semester, one absence is allowed with no explanation required. Any additional absences or late arriving to class will result in a deduction of 5 points from the total possible points in the course, unless it is an officially excused absence.
- Excused absences will be granted only if written evidence (e.g. a doctor's written notice, a letter for jury duty, or a copy of a funeral program) is provided in a timely manner. *(University Attendance Policy, PS 01-01, defines excused absences as 1) illness or injury to the student; 2) death, injury, or serious illness of an immediate family member or the like; 3) religious reasons (California Educational Code section 89320); 4) jury duty or government obligation; 5) University sanctioned or approved activities.)*
- Regular on-time attendance at each class is expected. Points will be deducted for tardiness, leaving early.

Policy for Withdrawal

- In rare cases due to a documented emergency or a "serious and compelling reason" (PS 02-12), a student may need to request an authorized incomplete or withdrawal. In such a case University Policy will be strictly adhered to. Refer to the current California State University, Long Beach *Catalog of Undergraduate and Graduate Studies* for more detailed guidelines. See <http://www.csulb.edu/~senate/Policies/pstable.html>.

Students with Disabilities

Students with a disability or medical restriction who are requesting a classroom or academic accommodation should contact the Bob Murphy Access Center (BMAC) located in the Student Success Center, #110, or by phone at 562-985-5401 or via email at BMAC@csulb.edu. The BMAC will work with the student to identify a reasonable accommodation in partnership with appropriate academic offices and medical providers. We encourage students to reach out to BMAC as soon as possible. It is the student's responsibility to notify the instructor in advance of the need for accommodation related to a university-verified disability.

Preparation and Professional Behavior

Teacher candidacy requires a consistent demonstration of instructional preparation and professional behavior. All students are expected to maintain classroom courtesy, attention to instruction, a readiness to share ideas, and preparation. You will be evaluated for in-class preparation and professional behavior. This includes classroom participation, courtesy, and bringing required materials to class. (TPEs: 12, 13) Teacher candidates are expected to demonstrate professionalism in the following ways:

Professional Dispositions: Teacher Candidates are expected to demonstrate professionalism, participation, preparation, and appropriate behaviors in class and in field experience assignments.

- Professional behaviors include courtesy toward the instructor and classmates, flexibility regarding field experience and unanticipated changes in the course calendar, on-time attendance and attending to due dates. Appropriate demeanor toward and interactions with children are required by teacher candidates at all times. Attention to professional dress at school sites is required.
- Professional in-class participation means asking clarifying or more in-depth questions, contributing to group activities and discussions, and communicating ideas or concerns with the instructor. Creativity is encouraged; but check with the instructor prior initiating changes in assignments.
- Demonstrating preparedness with regard to assignments is essential to quality field experience teaching. Teacher candidates neglecting to prepare quality instructional materials for field experience teaching will be docked grade points. Off-topic and/or adlibbed instruction will result in loss of grade points and, in repeated instances, removal from field experience.

Consequences of Unprofessional Behavior

- Inappropriate behavior toward children in field experience will not be tolerated and result in the teacher candidate being withdrawn from the field site. The offending teacher candidate will also be referred to the Department Admissions and Standards Committee for review and recommended for withdraw from the Teacher Education Program.
- If the school site administrator removes a teacher candidate from the field site classroom and/or the school for whatever reason, that teacher candidate will not be permitted to attend class or to complete work independently. Students asked to leave class due to disruptive, discourteous, or inappropriate behavior will not be permitted back to class until a meeting has been conducted with the instructor and designee, and in some cases the school site administrator.
- The course instructor, host teachers at field sites, and in some cases the school administrator will participate in evaluating professional dispositions of teacher candidates.

Field Site Issues: As stated in the course catalog, this class requires all students to successfully complete the student teaching assignment. The instructor and University Supervisor (or teachers) will be in contact about any concerns. Course grades are linked with fieldwork.

- In keeping with professional collaboration with field site schools, please come dressed according to school dress code standards; professional/casual attire is recommended. As a "rule of thumb", look to the accepted dress of the host teachers at the school for your model. (For example: according LBUSD dress code, open-toed shoes and short-shorts are not permitted. Please use discretion with regard to attire that is inappropriate for working in an environment with children.)
- Remember that we are guests representing CSULB, and that the primary focus of the school is the children, not the teacher candidates.

Assignment Information

- All assignments are to be word processed, except when otherwise indicated. Assignments are performance-based and graded according to specific criteria as stated on Rubrics.
- The instructor is more than willing to clarify any questions about assignment criteria. Students are encouraged to submit work in advanced via email, even if unfinished, for review and clarification.
- Keep a copy of each assignment for your own records.
- At the instructor's discretion, students will be given the opportunity to rewrite assignments during the semester. No extra credit is assessed to rewritten assignments.

General criteria for evaluation of assignments includes:

- Quality of conceptualization; grounding in sound theory, research and practice; adherence to Teaching Performance Expectations, the California Content Standards for English Language Arts, California Visual & Performing Arts Standards, English Language Development Standards, and RICA Domains and Content Specifications;
- Following directions; meeting stated criteria in assignment rubrics; meeting the needs of culturally and linguistically diverse students; organization; creativity and originality.

- The instructor reserves the right to award extra grade points to student work that exceeds criteria. Conversely, below criteria work will be docked points accordingly.
- The instructor reserves the right to refuse to accept any assignment due to poor quality work, late submission, off-topic writing, lack of attention to stated criteria, or any other reason deemed appropriate. *The University policy on Cheating and Plagiarism (PS 85-19) is summarized in the Schedule of Classes.*

Grading Policies

- Attendance, promptness, preparation and professional behavior are course requirements, and factors that impact your grade.
- Borderline grades (within 2 points of the next highest grade) may be raised based on multiple factors including receiving an "Excellent-10" evaluation from the field site host teacher, or site administrator, and level of class participation (attendance, promptness, preparation, & professional behavior).
- Please note that the instructor reserves the right to assess extra credit points to assigned work that exceeds stated criteria in quality or presentation.
- Traditional grading applies to this course.

Grades: will be on a 10% scale.

ASSIGNMENTS

Reader Response Journal (RRJ) SLO 1-8 Complete journal from all assigned readings cite 3 useful language arts teaching strategies, reflect on how the text applies to the fieldwork experience, authentic peer response for each chapter. Participate in class and small group discussions

Anecdotal Records Assessment (SLO 1,2,3,5,7) Periodically, you will code the records for strengths/needs/points of information. Then you will select two of the children you observed (with a minimum of 5 observations per child) and write a complete assessment that summarizes their strengths/needs and provides specific instructional recommendations to address those assessed strengths and needs. *Important Note: Provide one recommendation for a strength and one recommendation for a need for a total of two recommendations per child. Avoid providing identical recommendations for each child.*

3 Lesson Plans- (SLO 1-8) you will be given a format and instructions in class and on BeachBoard. You will turn in 3 lesson plans for grading (at least one must include a rubric) and 1 must include an after instruction reflection with future plans). Please note that you will be able to turn in a draft, receive feedback then a final version and reflections after you teach the lesson. The signature assignment section in Beachboard contains more info about the signature lesson plan.

Developmental Spelling and Writing Assessment: (SLO 1,2,3,4) You will select two (2) students from your fieldwork assignment to assess for developmental levels of spelling, one English Learner and a child that poses a particular challenge to your teaching. See BeachBoard

for the template. Refer to the Cox text chapter 10 for assessment tools (MONSTER Test on Beachboard). TPEs: 1, 2, 3, 6, 8, 9 Criteria: All hard copy assessments included, well written summaries of two students (E/O and EL), accurate assessments conducted, word-specific recommendations for strengths/needs, reflection addresses the assessment experience, course readings and RICA, includes a photocopy of actual writing samples from both students.

Graphic Organizer (SLO 5, 6, 7) You will create a graphic organizer for your social studies unit listing goals, standards and assignments. This will be done by your group and shared with all students in the cohort.

Annotated literature and materials list (SLO 5, 6, 7) You will find literature/videos/fieldtrips etc to enhance your unit of instruction. Literature and videos etc must be annotated to be accessible to all students and this “list” will be given to all students.

Unit Presentation (SLO 1, 5, 7) You will participate in a poster presentation of your units IF WE ARE BACK FACE TO FACE- if not this will be done virtually....

442/452 Course Assignments	Possible Points
Weekly Reading Journals	10
Anecdotal Records Assignment	10
442 Signature Assignment	24
442 RUBRIC for writing lesson	10
Reflection after teaching	10
Content area reading lesson plan	10
Spelling Assignment with lesson plan	16
Graphic Organizer for the unit of instruction	16
Annotated Literature list for unit	24
SS Unit presentation with handout of literature/support materials	10
Total Points	140

Due dates etc. will be on the course calendar. Please remember that your two methods courses this semester EDEL 442 (Language Arts) and EDEL 472 (Social Studies) will be integrally linked with assignments and content.