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EDU 339.R01: Teaching and Assessing PK-8 Language Arts

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EDU 339: Teaching and Assessing PreK-8 Language Arts

Instructor Information

Instructor: Stephanie Reid, PhD

Office: EDU 104

Course Day & Time: Mondays @ 12.30pm – 2.20pm (January 11 – April 19)

Dates when there is no class: Monday, January 18 and Monday, February 15

Zoom Link: <https://umontana.zoom.us/j/99267572764?pwd=ZlVWVm4vWFBpbmzMZ2NncGlmV1RxZz09>

Passcode for Zoom if prompted: **099207**

Email: stephanie.reid@mso.umt.edu (my preferred means of contact)

Office hours: Please contact me via email to arrange virtual online or phone appointments.

Teaching and Learning Conceptual Framework

The conceptual framework places central value on learning as a collaborative endeavor. The faculty in C&I believe that an educational orientation is insufficient and outmoded if it is based on isolated content, is teacher-dominated, and directed primarily toward passive students learning alone. Thus, it is our Unit's intent that teacher candidates at The University of Montana-Missoula will experience a cohesive learning community during their own preparation, with the goal that they will be disposed and equipped to create communities of learners in their own future educational settings.

The faculty has identified three essential elements of learning communities which form organizing themes or strands that permeate all the programs and drive the candidate proficiency outcomes:

1. **Integration of Ideas:** Members of a learning community look beyond the traditionally segmented curriculum and think creatively about the interrelationships among subject areas. They work with a variety of fields of study and search for unifying themes that cross disciplinary lines. There is an emphasis on explaining realities and dealing with actual problems in contextual learning situations.
2. **Cooperative Endeavors:** In a learning community, knowing and learning are viewed as communal acts, and all members can learn from each other. There is a commitment to engage all learners cognitively and emotionally in acquiring and sharing knowledge that is personally meaningful. In the process, members create a culture that encourages personal responsibility and active commitment to the group and its learning goals.
3. **Respect for Diversity and Individual Worth:** By definition, a learning community embraces diversity, requiring and valuing the input of all voices present. The ethics of care and mutual respect are viewed as essential for supportive learning environments that enhance each member's self-esteem and foster risk-taking, creative conflict, and excellence.

Course Description

The English Language Arts combine the essential communication skills of reading, writing, speaking, and listening and are the foundation of learning and essential for civic engagement in a democratic society. This course will explore the integration and progression of language arts skills from preschool through eighth grade with an emphasis on writing, reading (literature), and language standards. This course is a writing intensive course. Teacher candidates will explore and develop themselves as writers while learning instructional strategies that enhance effective language arts instruction.

To build understandings and skills in these areas, candidates will read and study professional material about language and literacy learning, instruction, and assessment; participate in group activities in which you will help each other build understandings; complete a series of projects that require you to apply concepts, including numerous opportunities to practice assessing and teaching. You will work with children in and outside of school settings, where you will develop expertise in building relationships, learning about students, and planning and reflecting on instruction. My goal is to help you become careful observers of young people.

Learning Outcomes

By engaging with course readings and in course activities, teacher candidates will:

1. Understand the major educational approaches to K-8 Language Arts education and engage with the sociocultural, historical, and political nature of Language Arts education.
2. Develop a repertoire of teaching strategies to support and nurture students' identities as writers, readers, and orators. It is essential that all students realize that their voice matters and that they can use their voice to promote social change for the better.
3. Develop a repertoire of strategies for learning about K-8 authors and understand assessment as a way to understand the wide-ranging literacy capabilities of individual students.
4. Demonstrate working knowledge of the Montana Common Core State Standards for grades K-8 and develop a range of instructional plans that support students' achievement of the standards.
5. Demonstrate a working knowledge of the Indian Education for All policy and the [Essential Understandings Regarding Montana Indians](#) in the context of a K-8 classroom and develop understandings and pedagogical methods that support [IEFA implementation](#).
6. Read and respond to current scholarship and pedagogical literature on teaching Language Arts. All teacher candidates will become familiar with academic journals and literacy organizations that support teachers with K-8 readers and writers.
7. Begin to envision and design classroom places that foster equitable and inclusive literacy learning for all students with a focus on emergent bilingual or multilingual students who are learning English as an additional language.
8. Carefully reflect on one's professional development and teaching and learning progress.
9. Carefully reflect on one's writing, writing process, and identity as a writer as they engage in different kinds of writing for multiple audiences.

The International Literacy Association's Standards

According to the [International Literacy Association's 2017 Standards for Classroom Teachers](#), classroom teachers at all instructional levels (K-12) are expected to demonstrate proficiency across six standards:

1. **Foundational Knowledge:** Candidates demonstrate knowledge of the major theoretical, conceptual, and evidence-based foundations of elementary literacy and language and the ways in which they interrelate.
2. **Curriculum and Instruction:** Candidates apply foundational knowledge to critically examine elementary literacy curricula; design, adapt, implement, and evaluate instructional approaches and materials to provide a coherent, integrated and motivating literacy program.
3. **Assessment and Evaluation:** Candidates understand, select, and use appropriate assessments to gather evidence on elementary students' language acquisition and literacy development for instructional and accountability purposes.
4. **Diversity and Equity:** Candidates examine their own culture and beliefs; set high expectations for their students; learn about and appreciate the cultures of their students, families, and communities to inform instruction.
5. **Learners and the Literacy Environment:** Candidates apply knowledge of learner development and learning differences to create a positive, literacy-rich learning environment anchored in digital and print literacies.
6. **Professional Learning and Leadership:** Candidates are lifelong learners who reflect upon practice; use ongoing inquiry to improve their professional practice; advocate for students and their families to enhance students' literacy learning.

Course Readings

Required Books

I am so excited to share with you this booklist. I am hoping that this booklist will help you begin to build a library of books that can be used as read-alouds or mentor texts across the K-8 range. Each book focuses centers the importance of storytelling, the authoring of identity, and the role language plays in connecting people to their past, their present, their culture, and their surrounding communities.

- Lê, M. (2018). [Drawn Together](#). Disney/Hyperion.
- Lindstrom, C. (2020). [The Water Protectors](#). Roaring Brook Press.
- Maillard, K. N. (2019) [Fry Bread: A Native American Family Story](#). Roaring Brook Press.
- Woodson, J. (2018). [The Day You Begin](#). Nancy Paulsen Books.

Additional Required Course Readings

Important: Additional course readings from Language Arts journals, websites, and other textbooks will be woven across this course. You will need to locate and access journal articles using the Mansfield Library's online database. The Library's website provides information regarding [searching for online journals and articles](#). Please contact me if you are unable to find the articles. The three main journals you will need to locate are *Language Arts*, *The Reading Teacher*, and *Voices from the Middle*.

Web Resources and Tools

Throughout the course, a number of web-based resources and readings will be used during class and required or recommended as additional reading. These resources include:

- [The International Literacy Association's online Literacy Glossary](#)
- [Montana Content Standards for English Language Arts](#)
- [Consortium on Reaching Excellence in Education \(CORE\) website](#)
- [National Council of Teachers of English Professional Knowledge for the Teaching of Writing](#)
- [National Council of Teachers of English Position Paper on the Role of English Teachers in Educating English Language Learners](#)
- [National Council of Teachers of English Resolution on the Student's Right to Incorporate Heritage and Home Languages in Writing](#)

Course Calendar: An Overview of Session Topics

*Important: Each session's topic and content will be posted on our course Moodle page. You will also find the readings for each week listed on Moodle. I have, where possible, linked the readings to their web or online library location. This schedule is subject to change based on the needs of our class and your field experiences. I will send out weekly updates stating work for the week ahead and clarifying any changes.

Monday Session Dates	Session Topic
January 11, 2021	Introductions to you, to me, to the course You, the writer. Considering reasons for writing Taking an Ecological Perspective on Reading and Writing <ul style="list-style-type: none">• Family and Community• Culturally and Linguistically Sustaining ELA Pedagogy
January 18, 2021	No Class
January 25, 2021	This You Believe: Thinking Through Your Why – Pt #1 Professional Knowledge for the Teaching of Writing <ul style="list-style-type: none">• Content standards• Professional standards• Policy and position statements Read and bring to class <i>The Day You Begin</i>

February 1, 2021	The Writing Process and Workshop Model (Personal) Narrative Writing Linking Reading and Writing
February 8, 2021	Key Writing “Genres” (including Writing for Test Purposes) Mentor Texts Confirmed guest speaker: Dr. Jason Griffith Read and bring to class <i>Fry Bread: A Native American Story</i>
February 15, 2021	No class Post Draft of Personal Narrative
February 22, 2021	The Writing Process: Revising and Editing Grammar Instruction Confirmed guest speaker: Justin Scholes
March 1, 2021	Expanding what Counts as Reading and Writing Reading and writing with images, language, and technology Confirmed guest speaker: Dr. Frank Serafini Read and bring to class <i>Drawn Together</i>
March 8, 2021	Teaching ELA with Intention: <ul style="list-style-type: none">• Building Unit and Lesson Plans• Lesson Planning to Support Emergent Bilingual Students Confirmed Guest Speaker: Reka Barton
March 15, 2021	Approaches to Writing Assessment <ul style="list-style-type: none">• Formative and Summative Assessment• 6 Traits of Writing assessment• Mastery assessment rubrics• Holistic rubrics

	<ul style="list-style-type: none"> • #Ungrading • Class-constructed rubrics using mentor texts
March 22, 2021	Participating in National Conversations through Publication Confirmed Guest Speaker: Dr. Wendy Williams Student Presentations: Personal Narrative Digital Stories
March 29, 2021	What We Say Matters: Teacher and Student Talk Student Presentations: Personal Narrative Digital Stories
April 5, 2021	What We Read Matters: Building Inclusive Curricula and Libraries Read and bring to class Carole Lindstrom's <i>The Water Protectors</i> Student Presentations: Personal Narrative Digital Stories
April 12, 2021	Connecting ELA to issues of Equity and Social Justice Confirmed Guest Speaker: Dr. Francisco Torres Student Presentations: Personal Narrative Digital Stories
April 19, 2021	Concluding Thoughts Remaining Student Presentations: Personal Narrative Digital Stories

Children's Literature Reading Schedule

Session Dates	Picturebook To Be Read and Brought To Class
January 25, 2021	Read and bring to class Jacqueline Woodson's <i>The Day You Begin</i>
February 8, 2021	Read and bring to class K. N. Maillard's <i>Fry Bread: A Native American Story</i>
March 1, 2021	Read and bring to class Minh Lê's <i>Drawn Together</i>
April 5, 2021	Read and bring to class Carole Lindstrom's <i>The Water Protectors</i>

Major Assignments: An Overview

Please know that assignments may be altered and redesigned according to how the semester unfolds.

Assignment Name	Points
Open Mic Presentation <ul style="list-style-type: none">Share anything related to English Language Arts education – book, website, a relevant Twitter account, picturebook, teaching idea...You are only required to share once during the open mic section of class-time, but feel free to share more than once.	10 points
13 Weekly “One-Pagers” on Readings	130 (10 per page)
Participation in class activities <ul style="list-style-type: none">Present in class and prepared for classParticipated in all class activities/discussions	130 (10 per session)
Working Draft of Personal Narrative <ul style="list-style-type: none">Draft posted (20 points)Feedback to 2 group members provided (20 points)	40 points
Personal Narrative Final Portfolio <ul style="list-style-type: none">Written version (50 points)3-Minute Digital Story (50 points)Reflection & Completed Self-Assessment Rubric (50 points)	150 points
Language Arts (WIDA) Lesson Plan with Reflection <ul style="list-style-type: none">Written Lesson Plan (50 points)Reflection on Planning Process and Teaching (50 points)	100 points
Working Plans/Draft for Teaching Tip Article <ul style="list-style-type: none">Draft posted (20 points)Feedback to 2 group members provided (20 points)	40 points

Teaching Tip Article <ul style="list-style-type: none">• Written version (80 points)• Reflection & Completed Self-Assessment Rubric (20 points)	100 points
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Required Major Assignments

Please note that each the details for each assignment, the rubrics, and supporting resources can be found on the Moodle course site. Please also note that assignments, deadlines, and rubrics may shift and undergo development as the course progresses.

Participation in Open Mic (10 points per session = 10 points)

Each class session will open with an Open Mic segment. Although you may contribute more than once, every person is required to share a resource or idea relevant to PreK-8 ELA instruction at least ONCE. You could share a great book, a useful website, a relevant Twitter account, an awesome picturebook, a teaching idea. As a teacher, my most important resource was my colleagues. We swapped ideas and resources at meetings, during lunch, over email, and during chance meetings in the hallway. This is designed to help you practice sharing ideas.

Class participation (10 points per session = 130 points)

There will be learning activities and discussions each week in class. Attendance is important. *You are required to notify the instructor via email if you must miss a class.* You are still responsible for course content during your absence. Participation in class activities means:

- Being present during the synchronous class-time and being prepared for class
- Participating in class activities/discussions

Weekly One-Pagers in Response to Readings (130 points total)

For each weekly session, there is a Required and Recommended Reading List. You must read the texts listed as Required Reading. Each week, your Weekly One-Pagers will give you the opportunity to think about and process the ideas in the Required Readings list. It is important that you take the time to process your readings and build your knowledge. This work will give me important insight into your learning and help me shape the classes to fit your needs and interests.

Your One-Pager for each week is precisely what the name says: One page that you have created that synthesizes your thinking and highlights the important things that you want to remember and point out to others. How you organize your page and what you choose to include is entirely up to you. There should be words (spoken and/or written) present – but you can include images, links to other multimedia, audio files...You could create a video response and post your video. You can be as creative as you like. On the Moodle site and included in the Weekly Assignment One-Pager Task Details document, you will find some inspiration.

Personal Narrative & Reflection: A Dual Presentation (150 points)

A written draft is due on February 15. The final written version is due on March 15. Presentations of the digital stories will run from March 22-April 19. To complete this assignment, you will turn in three components:

- **Personal Narrative Artifact #1: Writing.** Choose the slice of your life you wish to write about and share with your fellow course members. Publish a “final” draft of your writing for your course members to read. Remember, too: This writing artifact could also be written with future young authors in mind. I encourage you to share your authoring with your students.
- **Personal Narrative Artifact #2: Digital Story.** For this component, you will take your written personal narrative and transform it into a 3-minute digital story. The digital and multimodal composition version requires you to play with multiple modes: spoken language, maybe music, photographs, drawn images, video clips, gesture, movement...
- **Written or Spoken Reflection on Your Process:** Although the stages of the writing process seem very linear and sequential, writing is very much a recursive and often messy process that is uniquely experienced by individual writers. Keeping track of your own writing process and reflecting upon it will help you understand how the writing process can be conceptualized in a general way but actualized in very specific ways particular to individual authors and writers. You must include in your reflection your experience of transforming your personal narrative artifact into a multimodal text.

Language Arts & WIDA Lesson Plan with Reflection (100 points)

For this assignment, you will plan a Language Arts lesson or lesson segment for a small group of students or the whole class. Due to the pandemic and its potential repercussions for your field placements, it may be that your lesson plan is designed for one student, a small group, or the whole class. Under typical circumstances, your 1:1 or small group teaching would include a student who is learning English as an additional language. You will confer with your co-operating teacher to work out dates, topics, and potential learning objectives for your lesson. You will have the support of your fellow course members and myself during the construction of your lesson plan. This assignment also includes a post-lesson reflection.

Teaching Tip Article (100 points)

Based on the course readings, course discussions, and your field experiences, decide on one great Teaching Tip you think would benefit PreK-8 Language Arts educators. This could be based on the group lesson you planned and implemented or it could focus on another literacy-oriented interaction in either or both field experiences. If part or all of your field experience is virtual, social media is filled with educators and researchers swapping teaching tips for Language Arts instruction in digital spaces. Digital Teaching Tips are certainly needed right now. This could also be an opportunity for you to explore an area of interest that has caught your attention.

List of Current Due Dates (these may change)

Assignment	Date Due	Where to Submit
Open Mic	Any class session	Share during Open Mic class segment
One-Pagers	Before each class	Your Google Document Page
Personal Narrative Draft	Feb 15-21	Discussion forum on Moodle
Personal Narrative	March 15	Drop box on Moodle
Digital Stories	March 22-April 19	Shared during class session
ELA Lesson Plan	By April 19	Drop box on Moodle
Teaching Tip Article	By April 23	Drop box on Moodle

Assignment Expectations

Students are expected to complete the reading assignments in whole. Success in the course will partially depend on the student's ability to synthesize the reading material and show how they would apply it in a practical setting through discussion prompts and related assignments.

Students are required to complete assignments in a timely manner.

All written work should be typed, double-spaced, use people-first language, use APA 6th Edition style guidelines, be fully referenced, and be clearly and concisely written (unless otherwise indicated). When submitting assignments, follow APA format.

Grading policy

All assignments will be accompanied by a rubric containing criteria that describe achievement with regards to the different components of each assignment. Please let me know at any point if further clarity regarding any assignment is required. My goal is to support you in successfully accomplishing all assignments and meeting all learning objectives. Although the D-F grades are available to me as your course instructor, should I assign you a D or an F grade for any assignment, I will reach out to connect with you regarding the coursework and your progress. My purpose in contacting you will be to support you in meeting the course requirements as best I can. I am invested in you and your success in this course.

Letter Grade	Equivalent Percentage
A	95-100%
A-	92-94%
B+	89-91%
B	86-88%
B-	83-85%
C+	80-82%
C	77-79%
C-	74-76%
Work Not Submitted	0%

Disability modifications

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Disability Services for Students](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

Attendance

We have important content to master and each class session will be comprised of learning activities that have been carefully planned for you. It is critical that you attend every class so that you are prepared to work effectively with children in the field. Missing even one class will have an impact on your learning experience and your grade). **Please notify the instructor via email if you must miss a class to arrange completion of course and class content.** Again, your success in this course is important to me.

Participation: All students are expected to come prepared and to actively engage in class activities. Every session, you will have the opportunity to demonstrate knowledge, skills, and dispositions related to the work of teaching. This includes completing readings and assignments on time; actively listening during mini-lectures and demonstrations; showing understanding of concepts from readings in class discussions and activities; and participating respectfully and professionally in group work, including simulations and analyses.

Student Conduct Code

In an academic context like ours, if you draw on someone else's work (whether the source is a journal article author, a teacher, or a website), you must give credit. Work that is not your own must be properly cited. If you do not cite work that is not your own, it is plagiarism; this qualifies as academic misconduct. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University.

All students need to be familiar with the Student Conduct Code. The [Student Conduct Code](#) at the University of Montana embodies and promotes honesty, integrity, accountability, rights, and responsibilities associated with constructive citizenship in our academic community. This Code describes expected standards of behavior for all students, including academic conduct and general conduct, and it outlines students' rights, responsibilities, and the campus processes for adjudicating alleged violations. The updated version of the Code took effect on August 1, 2021.

Health and Safety: Please adhere to all face-mask and health advisories during field experiences and when on-campus.