

READ 4213- METHODS OF TEACHING AND LANGUAGE ARTS

Midwestern State University
Gordon T. & Ellen West College of Education

Instructor/Contact Information:

Leann Curry, Ph.D. E-mail: leann.curry@mwsu.edu
Phone: 940-397-4965 Home: (940) 691-2706
Office: Ferguson 213

Required Text:

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*Syllabus, handouts, announcements will be posted on D2L and Revel. (Go to [MWSU](#))

Catalog/Course Description:

Prerequisites: EDUC 3153, 3162, 4102, 4202, and 4302. Concurrent enrollment in READ 4203. Planning and organizing for the integrated teaching of scientifically-based reading and language arts (i.e. listening, talking, reading, writing, viewing, visually representing) instruction within the context of the content areas.

Interns will spend more than one-half of the semester in a public school classroom with children in grades preK-grade 8 during language arts/reading instruction. In addition to tutoring individual children, working with small groups, and providing whole-class instruction, interns will work cooperatively with their mentor teacher involved in the various activities teachers engage in throughout the course of the school day. Interns will also plan, cooperatively with their mentor teacher, an integrated thematic unit to be presented to the pupils in the classroom. On days that interns are not assigned to public school classrooms, they will be in a lecture/workshop setting with the course instructor.

WCOE Standards (InTASC):

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

Learner Development - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social,

emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences. Learning Differences - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Learning Environment - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Application of Content - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Assessment - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Planning for Instruction - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Instructional Strategies - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Learning and Ethical Practice - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Leadership and Collaboration - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

TEXES Preparation: The Language Arts and Reading content preparation test and review for the EC-6 Generalist and 4-8 Language Arts certification will be given during this block.

Course Objectives based upon the State Standards:

The goals of the Reading Block are based on the Standards for Reading Professionals developed by the Professional Standards and Ethics Committee of the International Literacy Association (ILA).

Standards/Objectives:

Foundational Knowledge:

Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction. As a result, candidates will:

- Recognize major theories of reading and writing processes and development, including first and second literacy acquisition and the role of native language in learning to read and write in a second language.
- Explain language and reading development across elementary years (e.g., word recognition, language comprehension, strategic knowledge, and reading-writing connections) using supporting evidence from theory and research.
- Demonstrate knowledge about transfer of skills from the primary or home language (L1) to English (L2) as it affects literacy learning across these components.
- Explain the research and theory about effective learning environments that support individual motivation to read and write (e.g., choice, challenge, interests, and access to traditional print, digital, and online resources).
- Show fair-mindedness, empathy, and ethical behavior in literacy instruction and when working with other professionals.
- Use multiple sources of information to guide instructional planning to improve reading achievement of all students.

Curriculum and Instruction:

Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing. As a result, candidates will:

- Explain how the reading and writing curriculum is related to local, state, national and professional standards.

- Implement the curriculum based on students' prior knowledge, world experiences, and interests.
- Evaluate the curriculum to ensure that instructional goals and objectives are met.
- Plan with other teachers and support personnel in designing, adjusting, and modifying the curriculum to meet students' needs in traditional print, digital, and online contexts.
- Select and implement instructional approaches based on evidence-based rationale, student needs, and purposes for instruction.
- Differentiate instructional approaches to meet students' reading and writing needs.
- Implement and evaluate instruction in each of the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.
- Incorporate traditional print, digital, and online resources as instructional tools to enhance student learning.
- As needed, adapt instructional approaches and materials to meet the language-proficiency needs of English learners.

Assessment and Evaluation:

Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction. As a result, candidates will:

- Demonstrate an understanding of established purposes for assessing student performance, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.
- Explain district and state assessment frameworks, proficiency standards, and student benchmarks.
- Select or develop appropriate assessment tools to monitor student progress and to analyze instructional effectiveness.
- Administer classroom and school-based assessments using consistent, fair, and equitable assessment procedures.
- Interpret and use assessment data to analyze individual, group, and classroom performance and progress.
- Collaborate with other teachers and with support personnel to discuss interpretation of assessment data and their uses in responding to student needs and strengths.
- Use assessment data to plan instruction systematically and to select appropriate traditional print, digital, and online reading resources.
- Use assessment data to evaluate students' responses to instruction and to develop relevant next steps for teaching.
- Interpret patterns in classroom and individual students' data.

- Collaborate with other reading professionals to modify instruction and to plan and evaluate interventions based on assessment data.
- Use assessment data and student work samples to discuss relevant implications and goals for reading and writing instruction.

Diversity:

Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

- Demonstrate an understanding of the ways in which diversity can be used to strengthen a literate society, making it more productive, more adaptable to change, and more equitable.
- Demonstrate an understanding of the impact of urban, suburban, and rural environments on local culture, language, and learning to read and write.
- Demonstrate an understanding of the ways in which the various forms of diversity interact with reading and writing development.
- Demonstrate an understanding of the relationship between first- and second-language acquisition and literacy development.
- Assess the various forms of diversity that exist in students as well as in the surrounding community.
- Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity.
- Provide instruction and instructional materials that are linked to students' backgrounds and facilitate a learning environment in which differences and commonalities are valued (e.g., use literature that
- Reflects the experiences of marginalized groups and the strategies they use to overcome challenges).
- Provide instruction and instructional formats that engage students as agents of their own learning.
- Demonstrate how issues of inequity and opportunities for social justice activism and resiliency can be incorporated into the literacy curriculum

Literate Environment:

Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments. As a result, candidates will:

- Modify the arrangements to accommodate students' changing needs.

- Demonstrate a respectful attitude toward all learners and understand the roles of choice, motivation, and scaffolded support in creating low-risk and positive social environments.
- Model and teach students routines for establishing and maintaining positive social environments (e.g., appropriate ways to interact with each other and adults).
- Create supportive environments where English learners are encouraged and given many opportunities to use English.
- Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources.
- Create and use routines to support instructional and social goals (e.g., regular steps for sharing and responding to stories, formats for reporting, and efficient transitions among activities, spaces, and online resources).
- Use evidence-based rationale to make and monitor flexible instructional grouping options for students.
- Model and scaffold procedures, so students learn to work effectively in a variety of classroom configurations and activities.
- Use various practices to differentiate instruction (e.g., cooperative learning, literature circles, partner work, and research/investigation groups).

Professional Learning and Development:

Candidates view professional development as a career-long effort and responsibility. As a result, candidates will:

- Display positive reading and writing behaviors and serve as a model for students.
- Promote student appreciation of the value of reading traditional print, digital, and online resources in and out of school.
- Work collaboratively and respectfully with families, colleagues, and community members to support students' reading and writing.
- Identify specific questions and goals about the teaching of reading and writing and plan specific strategies for finding answers to questions.
- Implement plans and use results for their own professional growth.
- Demonstrate effective use of technology for improving student learning.

Dispositions:

The reading faculty expects students to demonstrate the performances essential for meeting the reading instructional needs of all students.

- Reading education professionals are committed to using research-based instruction.
- Reading education professionals assess learner needs to plan appropriate instruction.
- Reading education professionals are aware that best assessments are conducted over time and compare the child's past and present abilities.
- Reading education professionals display positive dispositions related to reading and the teaching of reading.
- Reading education professionals value students' interests, reading abilities, and backgrounds as foundations for the reading and writing program.
- Reading education professionals model reading and writing enthusiastically as valued lifelong activities.
- Reading education professionals help parents find ways to support learning begun at school in enjoyable ways.

ELAR & Science of Teaching Reading (TEXES Core Subjects EC-6)

Educator Standards English Language Arts and Reading EC-6 Standards

Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language and provide a variety of instructional opportunities for young students to develop listening and speaking skills.

1. Phonological and Phonemic Awareness: Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.
2. Alphabetic Principle: Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.
3. Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.
4. Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities. English Language Arts and Reading EC-6 Standard VI

- Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.
5. Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension and teach young students strategies for improving comprehension. English Language Arts and Reading EC–6
 6. Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.
 7. Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop those conventions.
 8. Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.
 9. Research and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills. English Language Arts and Reading EC–6 Standard XII Viewing and Representing: Teachers understand how to interpret, analyze, evaluate and produce.

Focus of the Course:

Learning and the Language Arts/Scientificallly-based instruction

Teaching and Assessing the Language Arts

1. Emergent Literacy (Early Reading Instruction: Phonological Awareness/Phonemic Awareness/Phonics)
2. Promoting Comprehension (Reader and and Text Factors)
3. Oral Language: Listening and Talking
4. Written Language: Reading and Writing (Comprehension/Fluency)
5. Visual Language: Viewing and Visually Representing (Comprehension)
6. Vocabulary (Vocabulary)
7. Comprehending and Composing Stories (Comprehension/Fluency)
8. Investigating Non-Fiction (Comprehension/Fluency)
9. Fluency
10. Learning to Spell Conventionally
11. Language Tools: Grammar and Handwriting

12. Differentiated Instruction

Assessment:

Student performance of knowledge and skills will be formally assessed by Revel Quizzes, the preparation of an integrated thematic unit, public school classroom performance, and documentation of class activities.

Calendar:

See attached.

Assignments (see handout):

Thematic Unit:

The intern will plan and organize an integrated thematic unit with lessons (including technology integration); activities for learning centers, diversity in the classroom assignment, and related children's literature. TEKS are to be included for each lesson. Specific instructions for the thematic unit will be given in class and posted on D2L. Please submit an electronic copy via D2L.

There will be other in-class assignments as dictated by the course.

Field Experience Validation:

Time log and mentor evaluation signed by the mentor teacher will be placed in the READ 4203 Developmental Reading portfolio. Time logs will be submitted through TK20 and validated by mentor teacher (see separate instructions)

Grading Procedures:

Revel Quizzes (25%): Twenty-five percent of the intern's final grade will be determined by performance on quizzes based on readings and case studies in the Revel system. This material is directly linked to our text.

Practice PPR Exam/Certify Teacher (15%): Fifteen percent of the intern's final grade will be determined by participation/completion of the Certify Teacher practice (content area) flash cards/study mode and performance on the practice exam. Failure to complete (participate in) the Certify Teacher study mode, flash cards, and practice exam will result in a failing grade or incomplete for Block B. Students must complete the process below and are not required to pass the Certify teacher content exam to pass Block B. The process is as follows: (1) Exam Mode: take practice content exam through Certify Teacher; (2) Pass: passing the exam (80% in all competencies) will require no further action and 15% of your grade will be determined by the score on the exam; Fail: failing the exam, will require students to go through the study tracker, flash card study materials, and study mode (note: exam

may not be attempted again without going through the flash cards and then study mode); (3) Retake exam: Once you have completed the study tracker (total study mode and flash cards must equal at least 10 hours), you may retake the exam. After study tracker is completed retake the exam. Pass or fail, 15% of the final exam grade will be determined by your score on the final attempt. All students (pass or fail) have the option of repeating the process multiple times by reviewing the flash cards and study mode again and retaking the exam to improve their score. Retaking the exam mode over and over until a passing score is achieved will result in no credit for the course. Specific information on how to access Certify Teacher will be given on the first day of class. To be released for the actual TEXES exam requires passing the practice exam with an 80% in each domain/competency and must be completed prior to clinical teaching. [WCOE TEXES Testing Policy](#)

Thematic Unit (60%): Sixty percent of the intern's final grade will be determined by the preparation and organization of the thematic unit.

Class Activities/Participation: Although the course requires a thorough understanding of the readings and assignments, participation in class discussions/activities will provide the basis for learning and assessment. Attendance is very important. See attendance policy for points deducted for absences from class.

Professional Methods Expectations

Clinical Experiences

Clinical experiences at the WCOE, including both initial clinical experiences (e.g. classroom observations) and clinical teaching, are an essential part of the professional preparation program. Clinical experiences vary across many WCOE undergraduate programs and are designed and implemented through collaboration with school district and community partners. WCOE teacher candidates gain essential knowledge, skills, and dispositions through observations and teaching opportunities in a wide variety of diverse settings (e.g. urban/rural, SES, special needs, race/ethnicity). WCOE believes in gradual release of responsibilities and exposes and evaluates teacher candidates throughout the program so as to provide them with the best learning experience. Below are the assessments that are used across courses and programs to effectively monitor teacher candidates' progress.

Dispositions

Candidates in the teacher education program are evaluated on their dispositions towards the 10 In TASC standards three times (beginning,

middle, end) during their program in Educational Psychology, Professional Methods Block A, and Clinical Teaching in the following areas:

- Candidates respect learners' differing strengths and needs and are committed to using this information to further each learner's development.
- Candidates believe that all learners can achieve at high levels and persist in helping each learner reach his/her full potential.
- Candidates are committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
- Candidates realize that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. He or she keeps abreast of new ideas and understandings in the field.
- Candidates value flexible learning environments that encourage learner exploration, discovery, and expression across content areas.
- Candidates are committed to using multiple types of assessment processes to support, verify, and document learning.

Candidates respect learners' diverse strengths and needs and are committed to using this information to plan effective instruction.

- Candidates are committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
- Candidates take responsibility for student learning and use ongoing analysis and reflection to improve planning and practice.
- Candidates actively share responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

Candidates are evaluated by faculty in those courses at a developing, beginning, and mastery level of competency as determined by the academic committee on program quality. The evaluation is based upon evidence gathered through classroom participation, assignments, observed field experiences and unit planning.

Data Literacy Assignment

Teacher candidates are expected to demonstrate the ability to interpret standardized test data and make instructional decisions based on the test data from students. At the conclusion of Classroom Assessment/Assessment in PE, students will develop an understanding of assessment practices that enable them to accurately read and interpret testing data. In addition, teacher candidates will apply concepts learned in the course to explain what the data means and what, if any, interventions should be implemented for targeting specific groups of students. By identifying weak areas of conceptual understanding of their students, teacher candidates can create appropriate instructional strategies that lead to greater student success.

Lesson Planning

Teacher candidates must demonstrate the ability to plan, assess, and implement instruction. This begins in the Foundational block where the teacher candidates create and write lessons for effective teaching. Teacher candidates are required to develop lesson plans. The specific format can be adapted, but should always include the objectives (TEKS), procedures, materials/resources, and assessment. Student engagement is a key element in a good lesson with a goal of student learning/success is the ultimate goal. Candidates must form an assessment strategy to determine the extent to which students are able to master learning of objectives. Candidates also describes the instructional delivery method addressing the following step-by-step procedures:

1. Questions and concerns listed in the directions given to you by your instructor
2. Setting purposes ("Today we will be...I want you to...because you will...")
3. Method(s) for engaging students in the lesson
4. Any questions asked during the lesson should be in bold
5. Higher order thinking reflected in questions
6. Instructional Strategies: Modeling, Discussion, "Hands-on", Inquiry, etc.
7. Grouping: when and how
8. Instruction that addresses learners' needs (ELLs, Special Education, 504, Gifted, Struggling Learner)
9. Closure

After teaching the lesson, candidates are then required to reflect on the lesson delivery, appropriateness of instructional strategies, impact for future planning, and opportunities for collaboration with mentor teacher. The skills acquired during lesson planning provides the foundation and are also built upon for unit planning and other key assessments.

Unit Plan

Teacher candidate's ability to demonstrate the ability to plan, assess, and implement instruction continues in the professional block with the Unit plan assessment. The unit plan assessment is a modified form of Midwestern Impact on Student Learning (MISL) that requires teacher candidates to plan a unit of teaching. Candidates are required to determine a set of multiple learning objectives aligned to state content standards Texas Essential Knowledge and Skills (TEKS) appropriate to the lesson(s) the candidate is preparing.

Co-Teaching

West College of Education adopts a co-teaching model for the candidates during their clinical experiences. These strategies include the following:

One Teach, One Observe — One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to have a focus for the observation.

- One Teach, One Assist — One teacher has primary instructional responsibility while the other teacher assists students with their work, monitors behaviors, or corrects assignments.
- Station Teaching — The co-teaching pair divide the instructional content into parts and the students into groups. Groups spend a designated amount of time at each station. Of-ten an independent station will be used.
- Parallel Teaching — Each teacher instructs half of the students. The two teachers are addressing the same instructional material and present the lesson using the same teaching strategy. The greatest benefit is the reduction of student to teacher ratio.
- Supplemental Teaching — This strategy allows one teacher to work with students at their expected grade level, while the co-teacher works with those students who need the information and/or materials extended or remediated.
- Alternative/Differentiated Teaching — Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students, however the instructional methodology is different.
- Team Teaching — Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a student's perspective, there is no clearly defined leader, as both teachers share the instruction, are free to interject information, and available to assist students and answer questions. (Adapted from Cook & Friend (1995))

MISL- Midwestern Impact on Student Learning

Successful completion and submission of a MISL portfolio is required during the first six weeks of clinical teaching. Teachers candidates are required to plan, implement, and assess student learning within a unit of study. The Midwestern Impact on Student Learning (MISL) measures content knowledge, pedagogical knowledge, and effect on student learning in the following areas/domains : Learning Environments; Individual Development and Diversity; Collaboration; Planning Process and Content; Assessment; Strategies and Methods; Reflection; Professional Development; and Communication.

Each of the 10 areas is scored with one of 4 ratings: Exemplary 4, Competent 3, Needs Improvement 2, and Unsatisfactory 1. An overall score of 20 (meets expectations) is required for successful completion of student teaching for all teacher candidates.

The MISL is a record of candidates' ability to carefully consider all contextual factors that influence instruction and to then use those factors to plan and design a unit of instruction, including an assessment plan that can demonstrate changes in student knowledge, skills, or dispositions resulting from instruction. The MISL includes both reflexive (description of instructional decision making during the unit) and reflective components that encourage candidates to plan instruction strategically and to approach teaching in a purposeful, thoughtful, and methodical manner.

Attendance Policy:

The majority of the class activities will be interactive in nature and difficult to "make up" if you are absent. Be on time and don't leave early. Students, who arrive after class has started or leave before it ends, will be counted absent. Class attendance and promptness to class are crucial to successful completion of this course. Points will be deducted for each absence as follows: 1 absence = -2 points from final grade; 2 absences = an additional 3 points from final grade; 3 absences = an additional 5 points from final grade; 4 absences = dropped from the class. For example, if you have two absences, five points will be deducted from your final grade.

Other Class Policies:

Please turn off all communication devices during class (both in the MSU class and in the field assigned classroom).

Academic Honesty: MSU students demand of themselves the highest level of academic honesty as delineated in their honor creed. Academic honesty involves the submission of work that is wholly the student's own work, except in the case of assigned group work. Additionally, academic honesty involves the proper citation of other author's works.

Senate Bill 11:

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at: [Campus Carry](#).

Please note: By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.

References:

International Reading Association (2012). Standards for Reading Professionals:

A Reference for the Preparation of Educators in the United States.

Newark, DE. Available [Literacy World Wide](#).