Philosophy
The goal of this course is to prepare credential students to teach reading and language arts at the elementary school level. Candidates will examine the nature of language, literacy development, and teaching/learning processes in order to develop knowledge and competencies required to teach reading and language arts to students of diverse backgrounds. Major areas of study include the reading process as one of the integrated language arts, literature and materials used in teaching and assessment, teaching strategies, and current issues in reading instruction. To the extent that we are able, students will engage in active learning experiences that serve as examples and models for the type of literacy and language experiences that are found in exemplar public school classrooms. Field assignments provide opportunities for first-hand knowledge of classroom literacy practices and application of course concepts.

Intentions
• Examine current thought about literacy processes across the curriculum.
• Explore implications of current theory/research in literacy learning & teaching.
• Develop awareness of diversity in student abilities, cultural backgrounds, and language, and use these understandings to develop classroom practices.
• Examine research, methods, and materials for teaching literacy development in first and second languages and the theories that underlie them.
• Study the role of evaluation and assessment in reading/language arts instruction.
• Understand the nature of early literacy and appropriate instructional strategies.
• Design meaning-centered curriculum for talk, reading, and writing, with special attention to struggling readers and writers.
• Investigate a wide range of literature for children.
• Investigate and develop strategies for using technology in the teaching of language arts.
• Do teacher research – observe and analyze literacy events in the field.
• Investigate issues involved in teaching reading and the language arts.
• Compile teaching strategies and assessment approaches for application in classroom contexts.
• Compile technology-based teaching strategies for application in classroom contexts.

At the End of the Course, Candidates Will be Able to:
1. Teach reading and writing to elementary students
   1. Assess elementary students’ phonemic awareness, phonics knowledge, vocabulary knowledge, comprehension and reading strategies
   1. Create instructional and intervention strategies based on assessment findings for developing phonemic awareness, phonics skills, vocabulary knowledge and comprehension with elementary students
   1. Evaluate the success of reading and writing intervention and instructional strategies with elementary students

Disabilities Statement
If you have a disability that requires accommodation in this class, you must notify the instructor before the end of the second week of class regarding the nature of the accommodation you need. You must register with the campus Disability Resource Center that is located in Bldg. AFC#1,n 664-2677. The Center will then provide you with written documentation of your verified disability and the recommended accommodation that you must then present to the instructor.

RICA Components Addressed in Course
Components addressed in this course will include phonological awareness, concepts about print and letter recognition, systematic, explicit phonics and other word identification strategies, spelling instruction, vocabulary development, reading comprehension, student independent reading and its
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relationship to improved reading, relationships among reading, writing, and oral language, diagnosis of reading development, use of assessment and evaluation data, and structure of the English language.

RICA Preparation
Recent California legislation requires all credential candidates to pass a test called Reading Instruction Competency Assessment (RICA) to qualify for a teaching credential. You are advised to collect course materials and other documents and resources that provide information you will need to pass the examination. You may choose to keep a separate RICA binder, although it can and probably will contain duplicates of selected materials from you Education 462 Resource Notebook.

Required Texts
- CA Department of Education, *Reading and Language Arts Framework for California Public Schools: Kindergarten through Grade Twelve*
- CA Department of Education, *English—Language Arts Content Standards for California Public Schools: Kindergarten through Grade Twelve*
- Cox, *Teaching Language Arts: A Student & Response-Centered Classroom*, Allyn & Bacon
- Short, Harste & Burke, *Creating Classrooms for Authors & Inquirers*, Heinemann, 1995
- Dombey & Moustafa, *W(hole) to Part Phonics*, Heinemann

Required Articles
- NICHD, *Why Children Succeed or Fail at Reading: Research from NICHD’s Program in Learning Disabilities*
- Cunningham and Stanovich, *What Reading Does for the Mind*
- Fielding and Pearson, *Reading Comprehension: What Works*
- *Every Child Reading: An Action Plan of the Learning First Alliance*
- Adams, Foorman, Lundberg, and Beeler, *The Elusive Phoneme: Why Phonemic Awareness is so Important and How to Help Children Develop it*
- Moats, *Teaching Decoding*
- Weaver, *Phonics in Whole Language Classrooms*
- Shefelbine, *Learning and Using Phonics in Beginning Reading*
- Routman and Butler, *Why Talk About Phonics?*

Professional Book Club Texts (Select one title later in the semester):
- Freeman & Freeman, *Teaching Reading in Multi-lingual Classrooms*, Heinemann
- Blecher, *Weaving in Arts*, Heinemann
- Kurtstedt, *Teaching Wonderful Writing*, Heinemann

Grading
This course is not offered for credit/no credit.

A represents full participation in course activities and going the “extra mile” in the ‘B’ category
B indicates competence in demonstrating understanding of significant concepts, drawing implications for practice, contributing to others’ learning, producing excellent products, and effectively communicating in oral and written settings
C denotes minimal competency achieved on course tasks.
Lower grades indicate incompletion and/or inadequacy of course work.
I (Incomplete) is granted only after a conference and a written agreement about work remaining.
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Course Artifacts and Activities

This course is designed to engage you in experiences that you can refine and reinvent for your own students. You are invited to critique the effectiveness of materials, instructional strategies and assessments for students of diverse ages, experiences, and languages—and most especially (and immediately) for you! You will construct a Resource Notebook to document your learning in Education 462 and to organize your growing collection of literacy education materials using the California Standards for the Teaching Profession and the English-Language Arts Content Standards.

You will do many things in this course, including talking, reading and writing for many purposes and audiences. Get ready for: participation in book clubs, investigations of teaching strategies, work in one-on-one and small group instruction in a field placement, analysis of a reader’s oral reading behaviors including their use of phonics, grammar and fluency (miscues), use of electronic and print media, lesson planning based on students’ need that is consistent with CA’s English-Language Arts Content Standards, responses to peers’ coursework, reflective writing, your own personal inquiry project, ongoing written exchanges with elementary aged children, and review of state-adopted reading and language arts materials. Whew!

In this class you will do a lot, and you can learn a great deal. The depth of learning is dependent on the amount of your effort. The key to this course is to work steadily on each component. You can not save up the work to the end of the semester and be successful. The course is structured around five components: further directions will be given in class.

A. Class Participation and Collaboration

Be punctual and regular in attendance. Read all material prior to class and be prepared to share your responses and assignments in class. Participation and demonstrations are vital to this course. You are expected to contribute frequently and constructively to our learning community. Although it sometimes feels risky to share new understandings, confusions, and questions, our class will support everyone’s learning through collaboration, communication, and professional attitude. Write clearly, type all final work, and follow conventional formatting. Observe due dates and take responsibility for all missed material.

B. Documenting Your Reflection

These reflections can take the form of written responses to your reading, making connections with (1) what you see and do in the field, (2) your course texts and concepts, (3) your own personal literacy experiences, (4) in class experiences and activities, and (5) what you are learning or have learned in other courses. These reflections are intended to show how you have related the course ideas to your own experiences and to provide an accountability measure of your work. They should capture your growing understandings, surprises, questions and confusions in conversational/informal writing, drawing and other media. The focus is on what you believe to be the key course ideas and your interpretations of these ideas. Different formats for your responses will be suggested which you may then adapt for your own students. Be sure and try them out!

C. Projects and Explorations

Your instructor will provide you with specific assignments from each of the following areas at the beginning of the semester.

1. Reading Process
   1. Process Writing
   1. Technology Application

C. Midterm Construction

Organize and show what you’ve learned so far in this combined “take home” work and in-class writing. The take-home segment will be handed out in class several weeks before it is due.
E. Culminating Projects

1. **Resource Notebook**
   This collection of course artifacts and teaching tools must be constructed over the course of the entire semester. It will be submitted at the end of the course. Prepare a “toolbox” to support your literacy instruction. In it you will annotate and organize instructional materials, teaching strategies including three lesson plans that demonstrate your understandings of language arts instruction, assessment approaches, resource lists, and other ideas for literacy and language arts learning and teaching. You may include copies of professional articles, lesson ideas, student handouts, web addresses from your internet searches, reviews and lists of children’s literature titles for primary and intermediate grades, notes from your readings, course handouts, personal writing—any items that will help you to be a better teacher! The organization for the *Resource Notebook* is your choice; you need to decide what will make it helpful and easy for you to use as a classroom teacher. We will discuss potential organizing structures in class. Please use a large 3-ring binder with dividers.

2. **Fieldwork Project**
   You will work in an ethnically and linguistically diverse classroom (grades K-8) as a part of your required 30-hours. Plan for approximately 4 hours a week during reading and language arts instruction. Remember to give a copy of the *Letter of Introduction* to your mentor teacher and the principal. In consultation with your mentor teacher, choose individuals and small groups of students to observe and work with in reading and writing. Please record your observations, activities and experiences in your *Fieldwork Log*. At the end of the semester, please submit the *Fieldwork Log* and the *Fieldwork Project*. 