I. Descriptive Information

A. Course Number and Title

EDTE 733 - Studies and Internship in Teaching Language Arts and Reading - Elementary Education

B. Catalog Description

Examination and implementation of the content, goals, and methods of teaching reading and the language arts. Emphasis on the teaching of reading, oral and written expression, and listening. K-6

C. Course Credit

Six (6) graduate credit hours

D. Prerequisites

Admission to the MAT program. Children's Literature course or equivalent.

E. Intended Audience

Designed for graduate students seeking initial certification.

F. Instructor

Dr. Heidi Mills  
Office Hours by appointment:  
103 Wardlaw  
Tuesday 3:30 – 5:30  Center for Inquiry or W103  
777-4265  
Fridays between 9:00 - 2:00  

Please contact me via email at Heidimills@sc.rr.com if you have questions between weekly class sessions. Please use the MAT listserv for public communication across our cohort.

II. Statement of Learning Outcomes

A. Goals

1. To provide opportunities for students to develop a professional belief system regarding teaching reading and the language arts.
2. To provide students with opportunities to read and critique current literature relevant to designing and implementing a reading/language arts curriculum.
3. To enhance students' abilities to develop, implement, and evaluate alternative learning activities that accommodate individual and group differences.
4. To foster students' awareness of and respect for multicultural linguistic abilities in reading and language arts.
5. To provide opportunities to examine professional published materials used to teach reading and language arts.
6. To provide opportunities for students to understand oral and written language development and to evaluate literacy growth.

B. Objectives

1. Demonstrate a knowledge of current issues and alternatives in the teaching of reading and the language arts and relate that knowledge to their own philosophy and practices.
2. Conduct individual research with "children as informants" to explore the process, philosophy, and corresponding instructional approaches.
3. Demonstrate an understanding of historical precedents to reading and language arts practices.
4. Review and critique the assigned text set and related materials.
5. Investigate research as it relates to the teaching of reading and language arts.
6. Implement reading/language arts modules.
7. Build a repertoire of instructional alternatives to teach reading, speaking, listening, and writing skills in functional communicative contexts and in teacher-directed lessons including a variety of strategies for recognizing words in print, language conventions as well as developing vocabulary.
8. Design or adapt innovative instructional materials which demonstrate sound principles of reading and language arts teaching and learning.
9. Plan for the integration of speaking, writing, listening, and reading objectives and activities in a total language arts program.
10. Investigate literature-based language arts programs.
11. Gain experience in planning for and implementing higher order thinking skills in the reading and language arts curriculum.
12. Appreciate the contributions of home-based language to school learning.
13. Recognize differences in written and oral language abilities of students from varying backgrounds.
15. Select instructional strategies to meet individual cognitive, social, and personal differences among students of varied cultural backgrounds.
16. Design and implement activities to create successful literacy learning experiences.
17. Focus on strategy instruction - strategic learning.
18. Examine internal and external text organization and the instructional strategies implied by analysis of text features.
19. Describe the nature of language and its relationship to human development, behavior, and culture.
20. Discuss research related to the theories of language acquisition and communicative skills.
22. Assess a child's language skills and strategies, use the information to plan appropriate learning experiences and to communicate progress to students and parents.

III. Required Texts and Materials

*Articles on CD distributed in class.
*Sketch Diary or Blank Journal to be used as a writer’s notebook.
*Children’s books and materials to be used when working with your third grade child at the Center for Inquiry and/or resources necessary to create curriculum in your field placement classroom.

IV. Academic Course Requirements and Assessments

You are responsible for providing a photocopy of this explanation of assignments as well as the letter I compose to your coaching teacher. You are also responsible for arranging a meeting for the purpose of talking through, with your coaching teacher, all assignments that impact the internship classroom experience. The more your coaching teacher understands your course requirements, the more he/she will be able to support you. You will have the opportunity to collaborate to create curriculum with your teacher during your full-time internship in November. It will be imperative that you and your cooperating teacher work closely, teaching and learning from one another. See attached handouts for elaborated description of key assignments and rubrics.

Assignments

Memoir:

As you know from our work together in EDEL 709, your Writer's Notebook should be a place for you to record seed ideas, thoughts, language, and connections as you work to make sense of your professional life. It should enrich your personal life by helping you capture critical incidents, slow down and look closely and, through your own writing, uncover what matters to you.

This semester we will explore units of study as curricular frameworks in our writing workshop classrooms. As we collect from our lives, we will engage in a study of memoir. In this study we will select touchstone authors, find text sets, read multiple memoirs, and create our own memoir. We will experience and design curriculum with mini-lessons connected to process, content, and what we notice from our current instructional needs. This engagement will help you to learn how to think, work, and communicate as a writer and teacher of writers.

You will publish a memoir as part of a class magazine, meaning you will bring 32 final draft copies on
**Literature Response Journal and Literature Study Group Conversations:**

Research shows that reflection is essential for intellectual growth, that learning is a social process and that writing is a tool for learning. Thoughts are often borne through writing and when engraved on paper, the author can return to these ideas to help build connections and outgrow his/her former self. Indeed, when learners use writing to intentionally and systematically reflect upon reading experiences they:

- make new connections;
- articulate their beliefs about teaching, learning and curriculum;
- make solid predictions and pose new questions;
- theorize from descriptions of exemplary practice and imagine practices that reflect current theory.

In order to develop habits of intentional and consistent reflective reading, you will experiment with and develop a system to keep track of readings and to record and build on reactions to readings, e.g. note taking, underlining, responding in the margins, etc. You will use your literature response journal each class meeting to discuss the assigned readings. You will form small groups to engage in grand conversations about the readings. A different group will take the lead in orchestrating a literature study group conversation during each class meeting. Each literature discussion group will be expected to help everyone in the class better understand and go beyond a surface level interpretation of the texts. Literature discussion group leaders will also be responsible for giving class members feedback on their written responses to the text(s) as well as their participation in the literature study conversation. Everyone should better appreciate and deeply understand the readings after each literature discussion. To conclude the semester, you will reflect upon your responses to the readings, look for patterns in your thinking and write a succinct reflection that demonstrates your current growth and change as well as the beliefs that underpin your vision of best practices in literacy instruction. You are encouraged to incorporate insights from class meetings in your reflective piece as well.

You will be evaluated on your active participation in discussions of the readings, your leadership in your assigned literature discussion group as well as your reflective synthesis.

**Kidwatching: Understanding a Child as a Reader and Writer**

Kidwatching is “getting to know each child in as many different contexts as possible-to know each child as a person unique in all the world” (O’Keefe, 1996). The best teachers I know are researchers/kidwatchers. They turn to children as their curricular informants. They listen and observe their students, take field notes, anecdotal records, writing conference notes, and keep track of reading conferences in order to understand how children are making meaning. In short, they are researchers of children. They know that this documentation is the key to developing literacy engagements that best meet the instructional needs of their students. This assignment is designed to help you work closely with a child so that you might begin to develop your kidwatching strategies and the habit of kidwatching in order to make informed instructional decisions.

The purpose of this assignment is to work closely with a child in the third grade classroom at the Center for Inquiry:
*I will provide extended opportunities for you to get to know one child well as a reader and writer through authentic, reflective, contextualized observations and assessments;

*You will analyze what you learn about your child in light of your professional knowledge of language and literacy using the Responsive Teaching Cycle model each week;

*You will identify patterns using product and process information gathered from your child over time to write a professional kidwatching paper that reflects your interpretation of your child’s use of oral and written language in a clearly expressed, well organized, carefully crafted piece. You will also translate your current understanding of your child as a reader and writer into a letter for the child’s parent(s). (See kidwatching attachments for further explanation of this course requirement and assessment criteria.)

**Living the Process: Composing a Children’s Book for Your Kidwatching Child**

During each class meeting at the Center for Inquiry, you will work in a third grade classroom to bring literacy learning theory to life. When working in the classroom, you will implement the literacy engagements we discuss in class with a third grader. The teacher and I will provide specific guidance each week. After each meeting with your child, you will complete a Responsive Teaching Cycle form. To conclude the experience, you will synthesize all of the information you have gathered about the child as a reader, writer and person to write a letter to the child’s parent(s) and formal kidwatching paper. You will also compose a special book for the child. The book should reflect what you have learned about him/her as a reader as well as the child’s unique interests. In other words, it should be a book matches the child’s capacity to read and connect with him/her personally. You will share the book with the child on the last visit to the third grade classroom.

**Curriculum Innovation Project: Photo Essay**

Becoming a teacher is a commitment to becoming a lifelong and professional learner and collaborator. As we think and work together this semester, there will be major topics and issues that you want to explore more fully within your field experience classroom. This assignment is designed to give you and your cooperating teacher the opportunity to collaborate and generate new curricular possibilities. During your 1 ½ day field experience, you will use the Responsive Teaching Cycle to capture and interpret the nature of literacy instruction within your field placement. You and your cooperating teacher will then consider what you might do to introduce, expand, or refine a curricular structure during your full-time field experience in November. For example, you may introduce writing workshop, reading conferences, small group strategy instruction, read aloud, literature discussion groups, etc.

For this project, you will document your professional journey through a photo essay capturing your thinking, student work, theorizing from practice, professional reflective notes, and new insights into teaching and learning. Your photo essay may be constructed as a powerpoint presentation or professional scrapbook/portfolio. We will share our photo essays in a curriculum celebration. (See curriculum innovation project attachments for further explanation of this course requirement and assessment criteria.)

**V. Administrative Course Requirements**

Attendance is required as the university attendance policy states in the Graduate Studies Bulletin: “Students are expected to attend all regular class meetings. Unsatisfactory class
attendance may be considered adequate reason for the instructor to request that the student withdraw from the course.”

You are responsible for ensuring that a study partner or friend is designated to pick up handouts in the event of an absence. You are also responsible for familiarity with all material covered during absences. This is to be accomplished in the manner deemed most effective by you, the student: meeting with a fellow student, sending in a tape recorder, studying a fellow student’s notes, etc. Given the social nature of learning and the diverse instructional strategies used in this course i.e. demonstrations, engagements, reading and writing workshop, working in elementary classroom, etc. it is critical that you attend all classes unless it is an unavoidable emergency. You are responsible for emailing me at Heidimills@sc.rr.com prior to missing class.

Submit professionally appropriate materials. All papers in which citations are used should be formatted using the APA Manual 5th edition. All assigned work that calls for a final draft will be regarded as “published” work. Papers must be proofread for organization, conventional grammar, spelling, punctuation, and clarity. Assignments containing too many errors will be returned for corrections and resubmission with a grade reduction. Refer to the handout entitled “APA in a Nutshell” for guidance regarding the most frequently used citations.

Written products are guided by university standards for academic responsibility. These can be found at http://www.sa.sc.edu/carinacommunity/judicial.htm#Academic%20Responsibility.

VI. Evaluation and Grading

Evaluation Throughout the course, you will be given opportunities to engage in self-evaluation, peer-evaluation and collaborative evaluation. I will provide rubrics and conduct formal evaluations on your kidwatching and curriculum innovation projects.

| Attendance, Participation and Professionalism | 10 points |
| Literature Response Journal and Conversations | 10 points |
| Memoir | 10 points |
| Kidwatching Project | 25 points |
| Children’s Book | 10 points |
| Field Experience | 10 points |
| Curriculum Innovation: Photo Essay | 25 points |

*100 points possible:
The grading scale used for this course will be:

| 92-100 | A | 77-80 | C |
| 89-91 | B+ | 74-76 | D+ |
| 85-88 | B | 70-73 | D |
| 81-84 | C+ | <70 | F |

VII. Major Topics of the Course
A. Overview of language acquisition and the relationship between oral and written language growth
B. Culturally relevant instruction – valuing and building from home and community literacies
C. Emergent literacy and the “readiness” perspective
D. The work of major figures in the field of language and literacy
E. Current theoretical models of elementary literacy instruction that support all readers and writers
F. Reading and writing as sense-making, social, strategy-based processes
   • Cue systems
   • Strategies that support use of cue systems
   • Teaching strategy use, noticing strategy use, generating new strategies, celebrating and encouraging strategy use
   • Whole-part-whole:
     a. Reading and the brain: chunks/onsets and rimes
     b. Contextualized, explicit exploration of graphophonemics
     c. Efficient use of graphophonemics (beginnings, middles and ends of words)
     d. The power of using what we know: Children’s names and graphophonemics
G. Every child is literate: Deconstructing the deficit model
H. The power of demonstration and engagement
I. Kidwatching: Instruction as assessment/Assessment as instruction
   including:
   • Concepts About Print
   • Miscue Analysis, Running Records
   • Observational Records and Checklists
   • Instruction as Assessment
   • Creating Curriculum with and for Children
J. Constructing literacy experiences that support a balanced, comprehensive literacy curriculum
   • Read alouds
   • Shared reading and contextualized word study
   • Independent reading
   • Guided reading/small group instruction
   • Literature circles including text sets
   • Reading conferences
   • Interactive writing
   • Guided writing
   • Independent writing
   • Writing like a reader/Reading like a writer
   • Written conversation/art conversation
   • Writing conferences
   • Writing Workshop – The Authoring Cycle Model
   • Author studies
K. Contextualizing instruction and assessment strategies: Creating responsive classrooms for readers and writers. Making instructional decisions from formal and informal assessment data
L. State and national English Language Arts Standards

VIII. Mode of Instruction
Kidwatching General Requirements

Reading and literature discussion 20%
Demonstration of theory and practice via videotapes and explicit mini-lessons theorizing from practice 20%
Engagement - first-hand experiences with the process and content information 30%
Working as a teacher apprentice in third grade 20%
Written reflection and response 10%

IX. Course Schedule for Language Arts

All course meetings will be held at the Center for Inquiry in Richland School District Two on Tuesdays between 8:30 a.m. and 3:30 p.m. We will spend between ½ and 1 hour each Tuesday working in a third grade classroom. In so doing, we will implement the theory and practices from our readings and classroom demonstrations. We will focus on how children learn oral and written language and how to best support literacy growth as classroom teachers. You will be provided the opportunity to work with one child over time to understand and support the child as a reader, writer and person. You will gather data for your kidwatching project during this time. You will bring your lunch each week for an efficient lunch period. We will decide whether you want to rotate responsibility for bringing snacks on our first day of class.

X. Bibliography

In addition to the required books listed above, you will be provided a CD with articles, templates and assessment tools. You will read articles on the CD when assigned. Additionally, when completing your kidwatching and curriculum innovation project, you will access articles and books from the recommended bibliography to add depth and breadth to your developing knowledge base.


Moustafa, M. *Beyond Traditional Phonics: Research Discoveries and Reading Instruction*. Portsmouth, NH: Heinemann.


Dear Teachers,

I want to begin by my expressing sincere gratitude for welcoming our MAT students into your classrooms. I know they will make a tremendous difference in helping you reach and teach your children. I also know that, as their teaching mentor, you must give them additional time, thought and care. You are playing a key role in their professional journey. Thank you.

I must say that I have been very impressed with our MAT students’ passion, commitment to high quality work and the sophisticated theory-practice connections they have made over the years. I am confident our new cohort will become exemplary classroom teachers and instructional leaders in the near future.

I suspect you were selected as a coaching teacher because of your commitment to best practices and professional development. While I will work hard to help the MAT students develop a solid understanding of how children learn literacy and how to best support them as readers and writers, I know the experiences they have in your classroom will make a critical difference in their success. You and I both know how complex yet exciting it is to implement curricular structures such as writing workshop, read aloud, shared reading, reading and writing conferences, literature circles, readers theatre, inquiries into nonfiction reading and writing, etc. Over the years, I have learned how to support change by working with amazing teachers and literacy coaches. Together, we have made changes, one curricular structure at a time. I am hoping the curricular innovation project will help the MAT students learn how to do so in collaboration with you.

During the month of October, please talk with your MAT intern about possibilities for literacy instruction when they begin full time work with you in November. I am hoping you two will decide on a curricular structure you both want to introduce or one that you have already introduced but you want to expand or refine. I am attaching a planning form for you to sign. Your intern should turn it in on November 3. I am including this step in the process to be sure that you have input in the decision making process. The MAT students have been asked to generate new curricular possibilities for language arts instruction in collaboration with you. They will document the experience/professional journey through a photo essay that captures their vision, planning and assessment decisions, student work, professional reflective notes, and new insights into teaching and learning. In other words, they will theorize from practice by telling their curricular story using a photo essay format. They will share their photo essays in a literacy curriculum celebration on Dec. 8. Please be sure they comply with your particular school’s requirements for using photos and samples of children’s work. I predict that many of the MAT students will enhance your literacy instruction through this process. I am hoping and dreaming that you both will find the experience personally and professionally satisfying.

Please contact me at Heidimills@sc.rr.com if you have any questions or concerns. I look forward to learning about you and your children when they share their photo essays in December.

In appreciation,

Heidi Mills, Hungerpiller Professor
Elementary and Language and Literacy Education
As you envision, design, implement and reflect upon your curriculum innovation project, you will do so through the inquiry cycle. You will engage in long range as well as daily planning and assessment/kidwatching throughout this experience. Some of your demonstrations/mini-lessons and engagements/literacy experiences will be procedural while others will be devoted to helping children come to understand and use the ELA standards or the skills, strategies and concepts that underpin the reading/writing process. While you are not required to submit formal lesson plans for each lesson or dimension of your project, you will engage in thoughtful planning throughout the process and will use what you have learned about kidwatching to make informed instructional decisions based on your careful assessment of children’s strengths, needs and interests.

For this project, you will document your professional journey through a photo essay capturing your thinking, your successes and struggles, your students’ growth and change, a sample of the planning and assessment strategies you found most helpful, a demonstration of ways you made practice - theory connections (in other words – ways you theorized from practice) by using distant teachers/leaders in the field to guide you as a teacher and learner, your professional reflective notes, and your new insights regarding the curricular structure you implemented as well teaching and learning in general. You will share your photo essay in a curriculum celebration on Thursday, Dec. 13. Your photo essay may take a number of forms from powerpoint presentations, to photo albums with photos, artifacts and narratives that reflect your journey to a professional picture book that reflects your journey in a substantive and compelling way, to something you invent! Please plan a five minute presentation for our class learning celebration on Dec. 13 and submit a hard copy of your work for me to evaluate and keep for our NCATE records. You will keep your original and think about ways to use it to guide you as a teacher in the spring and when compiling your professional portfolio. While I expect you all to engage the children in theoretically sound literacy experiences consistently throughout the month and I want you to learn how to carefully scaffold children as readers and writers, and learn how to teach by teaching, I invite you to make your presentation your own in your own ways.

Features of the rubric for your curriculum innovation project:

___ (3) Substantive review of journey including explanation of successes and struggles
___ (3) Thorough evidence and explanation of students’ growth and change
___ (3) Clear examples of planning and assessment strategies that were most helpful
___ (3) Theory-practice connections – grounding your teaching decisions in the professional literature
___ (3) Reflective notes that reveal professional depth and understanding
___ (4) Significant new insights regarding the particular curricular structure and literacy instruction in general
___ (3) Engaging presentation that is clear, informative and well organized
___ (3) Photo essay reflects high quality, graduate level work in content and form
Kidwatching is “getting to know each child in as many different contexts as possible—to know each child as a person unique in all the world... It is a continuous, systematic look at the process of how students learn. It is taking what we know about students and turning that knowledge into effective instructional invitations,” (O’Keefe, 1996, p.65). The best teachers I know are kidwatchers. They turn to children as their curricular informants. They listen and observe their students, take field notes, anecdotal records, writing conference notes, and keep track of reading conferences in order to understand how children are making meaning. In short, they are researchers of children. They know that this documentation is the key to developing literacy engagements that best meet the instructional needs of their students.

In this assignment, you will have the opportunity to try multiple literacy engagements and to systematically collect kidwatching data and conduct assessments. This assignment will help you attune to the language you use with children, the teaching moves and decisions you make, and help you understand literacy learning in depth. You will use insights from class, professional readings, the *SC English Language Arts Standards*, formal assessments as well as *Making Assessment Elementary* to interpret your child’s growth and change.

When working with your third grade child during your language arts course, you have documented literacy growth over time. This assignment is intended to help you pull everything you have learned about how to support readers and writers together by telling the story of one literacy learner in-depth.

You will use data that you’ve gathered from your kidwatching engagements to write a story that tells about the child’s literacy growth. Ultimately, the story will reflect important lessons you have learned about supporting one child’s literacy growth. Remember to support lessons learned with APA style literature citations. (See APA in a Nutshell for guidance.) You will include all of your artifacts, kidwatching notes, assessment strategies and responsive teaching cycle forms in the appendix.

Please access demonstrations from professional writers to “show” as well as “tell” about your child’s growth and change by inserting vignettes, artifacts, and assessment strategies within the text to support your interpretation. Use figures to do so.

The following lists are intended to help you plan your piece. Please do not use them as an outline for writing. Rather, let them remind you of “what matters” and let them inspire your writing.

**Your child as a reader:**
- Interests, habits, history
- Child’s perceptions of what good readers do
- Child’s perception of self as reader
- The ways in which the child behaves as a reader (with you; in the child’s classroom?)
- Child’s interactions with other children when engaged in literacy events
- What the child knows and can do as a reader
- The child’s use of cue systems: balanced? Which one(s) used well? Which one(s) not used or used marginally?

**Your child as a writer:**
- Interests, habits, history
- Child’s perceptions of what good writers do
- Child’s perception of self as a writer
- The ways in which the child behaves as a writer (with you; in the child’s classroom?)
- Child’s interactions with other children when engaged in literacy events
• What the child knows and can do as a writer
• The child’s use of spelling strategies

Instructional Recommendations: Based on insights constructed through careful kidwatching, what instructional decisions you would make regarding your child?

• You know what he/she has accomplished, what might he/she do with the help of a more knowledgeable partner, and what competencies are likely to emerge next?
• Make recommendations on what skills, strategies and content should be the focus of future teaching and learning. Remember, your recommendations should build on the child’s interests and strengths!

What did you learn about responsive teaching? How did you grow by reflecting on your weekly interactions with your child?

Advice:

Organization, reflection, rereading class texts, as well as exploring new information are key to your success in this assignment. Remember, as a kidwatcher, you search for patterns and teach out of and into them. The more you know the more you notice when working with your child. This piece should be substantive practically and theoretically and should reflect what you have come to understand about well-crafted writing.

Letter to your child’s parent(s):

*You will also translate critical information from your kidwatching paper to a letter to your child’s parent(s). Speak directly to the child’s parent in your letter. In other words, share substantive information about your child without educational jargon. To avoid any relationship miscues, please address your letter to your child’s parent(s) or ask Tim if you have questions.
Kidwatching Project Rubric Categories: Fall 2010 – Columbia and Beaufort Cohorts
EDTE 733: Teaching and Internship in Language Arts and Reading

**Thoroughness of data collection: ACEI Standards assessed: 2.1, 3.2, and 3.5**

____ (1 pt. possible) Data gathered from a variety of literacy contexts – every week’s literacy engagement artifacts and/or anecdotal notes are included in data set. Samples of student work are embedded and/or attached to support the story.

____ (3 pts. possible) Evidence of on-going data interpretation – thorough and insightful comments made weekly on Responsive Teaching Cycle form. All RTC forms are included in appendix. Evidence that instruction designed was informed by data that was gathered.

**Total pts:** _______ Points range: 0-1 Below expectations
2-3 Meets expectations
4 Exceeds expectations

**Story of Child as Reader and Writer: Content Interpretation  ACEI Standards assessed: 2.1**

____ (4 pts. possible) Piece reveals critical insights/in-depth knowledge about child as a reader.

____ (4 pts. possible) Piece reveals critical insights/in-depth knowledge about child as a writer.

____ (2 pts. possible) Writing is organized and clearly explains the literacy growth of the child and demonstrates careful data analysis and synthesis.

**Total pts:** _______ Points range: 0-4 Below expectations
5-7 Meets expectations
8-10 Exceeds expectations

**Instructional Recommendations from Assessment Data: ACEI Standard assessed: 4**

____ (2 pts possible) Insights are grounded in the literature and demonstrate solid knowledge base in language and literacy. Evidence of correctly used current language arts terminology is in paper.

____ (2 pts possible) Summary includes theoretically sound instructional recommendations that grow out of careful kidwatching.

**Total pts:** _______ Points range: 0-1 Below expectations
2-3 Meets expectations
4 Exceeds expectations

**Written Clarity and Professional Voice:**

____ (1 pt. possible) Interesting title and strong lead introduces the project and interests the reader.

____ (1 pt. possible) Writing style is appropriate to the personal yet professional nature of this teacher research. Author’s personal voice and style are evident.

____ (2 pts. possible) The paper is written to a graduate student standard using APA style literature citations.

____ (3 pts. possible) Letter to child’s parents reflects substantive information about child as reader and writer and is written clearly and accessibly without educational jargon.

**Total points: _________ (25 points possible)**