I. COURSE INFORMATION

Department: Curriculum and Instruction
Course Title: PK-3 Language Arts and Reading Methods
Course Number: EDEC 454

Type of Request: ☒ New  ☐ One-time Only  ☐ Renew  ☐ Change  ☐ Remove

Rationale:

*This course requires students to participate in intensive writing while also examining and learning about how we support the writing process for children. During the course, students receive specific instruction in writing and meet all of the advanced writing course learning outcomes.*

*This course includes writing assignments that are either very similar or identical to the EDU 497 Methods: Teaching and Assessing 4-8 Reading which is currently approved as an advanced writing course.*

II. ENDORSEMENT / APPROVALS

* Instructor: Kate Brayko
  Phone / Email: x4915 kate.brayko@unomaha.edu
  
  Program Chair:  
  Dean:  
  Signature  
  Date 10/2/15  

*Form must be completed by the instructor who is teaching the course. If the instructor of the course changes before the next review, the new instructor must be provided with a copy of the form prior to teaching the course.*

III. OVERVIEW OF THE COURSE PURPOSE / DESCRIPTION

Provide an introduction to the subject matter and course content:

*The language arts are not subjects within themselves but are connected to the development of clear, imaginative, effective communication. The purpose of this course is to integrate the theory, research, and application of the teaching of the facets of communication: reading, writing, listening, speaking, creating, and viewing. The interrelatedness of these skills will be studied in the light of the cognitive development of, and the diversity among, children. We recognize the importance of the Framework for Education in the 21st Century: Communication, collaboration, creativity and critical thinking.*

IV. LEARNING OUTCOMES

Provide examples of how the course will support students in achieving each learning outcome

Identify and pursue sophisticated questions for academic inquiry.

X Yes  If yes, how will student learning be supported?
When completing the Developmental Spelling Analysis students will need to gather a sample of student writing and analyze it according to the criteria provided in class. To support them in this endeavor, we study two samples of student composition, as a class, determine the developmental level of the student, make general recommendations for improving writing, make specific recommendations regarding spelling development, study handwriting and punctuation, create a spelling list with a rationale for inclusion of particular. Students then use the guidelines distributed in class to conduct their own research. They are asked to reference the paper and to explain how the references were selected. Since the APA Style can be a bit daunting, we also practice it in class and I provide a shortcut handout that I created to guide them. I am available during office hours and by appointment to provided individual help, particular when determining the level of the student.

They ask, answer, and support three questions:

1. What is the approximately spelling level of the student?
2. How is this assessment used to guide instruction?
3. How does one select worthy references?

☐ No   If no, course may not be eligible

- Find, evaluate, analyze, and synthesize information effectively and ethically from diverse sources (see: http://www.lib.umn.edu/library-information-literacy-tables#Table2) Subject liaison librarians are available to assist you embed information literacy into your course: http://www.lib.umn.edu/node/115#instructors.

☒ Yes   If yes, how will student learning be supported?

Students are required to gather scholarly references to support their conclusions for the Developmental Spelling Analysis and the Running Record Analysis. Our in-class discussions focus on how we can judge the credibility of a publication, what ‘learned society’ means, and which journals carry the most weight in our field.

As part of the preparation for this assignment, we practice paraphrasing, writing a thesis sentence, and writing transition sentences in class.

In writing the multi-genre piece, students read a piece of Historical Fiction, Sarah: Plain and Tall by Patricia MacLachlan and then pursue research on some topic relevant to the book. They cite the summary of that research, include a reference page, connect it with a repetend, and then present what has been learned in a variety of formats. We create concept maps in class to demonstrate one piece of the assignment. In class, we discuss the varieties of sources that could be used: books, movies, online references, music, and art.

Again, students have every opportunity through class discussions, email correspondence, and office visits to gather support as they approach this very open-ended assignment.

☐ No   If no, course may not be eligible

- Manage multiple perspectives as appropriate

☒ Yes   If yes, how will student learning be supported?
The multi-genre piece requires that students present the information gleaned from their research in four different ways and to include the voices of a variety of participants. In in-class discussions, we address some of the possible perspectives that could be selected and how the culture and language of the time can be authentically represented.

Each day the class concludes with a poem from some of my favorite poets who write or have written for adults: Emily Dickinson, Naomi Shihab Nye, Billy Collins, and Jo Carson. Each voice provides a nuanced perspective on questions that all people ask and attempt to answer. The titles of the poems are on the board and we take time to discuss how the poet has used punctuation, capitalization, dialect, and formatting to advance his or her ideas.

☐ No If no, course may not be eligible

Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline
☐ Yes If yes, how will student learning be supported?

When preparing the developmental spelling analysis, students approach the assignment from the perspective of the classroom teacher. The questions are asked: how would you share this information with parents? What terminology would you use? How would you summarize that research that supports developmental spelling? By role playing in class, we can practice how conversations with parents can be the most productive.

(Please see the extensive description of the support provided for this assignment given in the first learning outcome.)

☐ No If no, course may not be eligible

Use multiple drafts, revision, and editing in conducting inquiry and preparing written work
☐ Yes If yes, how will student learning be supported?

The running record analysis requires multiple drafts, revision, and editing. Beginning with a draft that is shared within the writing group, during class, and including the first paragraph and literary strategies employed (also shared with the writing group), each facet of this assignment receives feedback from classmates and me. I read and grade the final memoir. The accompanying rubric provides the dates that parts of the memoir are shared and when opportunity for revision takes place.

Within the writing group, written and oral feedback is provided to the writer and I include written feedback on each facet of the assignment.

One of the genre pieces for the multi-genre piece is graded by someone other than me using a rubric I distribute.

☐ No If no, course may not be eligible

Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline
☐ Yes If yes, how will student learning be supported?
Both the Running Record Analysis and Report and the Developmental Spelling Analysis require students to cite, document, and present a professional paper. Each day in class, I present, via Power Point, some facet of grammar and punctuation that will support my students in their written endeavors, e.g., how to punctuate conversation, when to use ‘affect’ and ‘effect’, how to avoid the second person. Students must use APA referencing in both the multi-genre writing piece and the developmental spelling analysis, something that is taught and re-taught in class. Both the multi genre piece and the developmental spelling analysis require references formatted according to the most current APA style manual: *Publication Manual of the American Psychological Association* (6th ed., 2010).

As Language Arts teachers, the expectations are high for my students’ knowledge of and productivity in all facets of oral and written communication. I model what I want them to do and guide them through the process. We follow Regie Routman’s model for teaching: I do, we do, you do.

☐ No  If no, course may not be eligible

V. WRITING COURSE REQUIREMENTS

- Enrollment is capped at 25 students. ☑ Yes  ☐ No
  If no, list maximum course enrollment.
  Explain how outcomes will be adequately met for this number of students.

Justify the request for variance.

Briefly explain how students are provided with tools and strategies for effective writing and editing in the major.

Students are provided with the tools for effective writing and editing a variety of ways:

- Through a required grammar text, *Woe is I* by P. T. O’Conner (2010), (two take-home quizzes are based on this book and students can bring it to the final exam);
- Students are encouraged to have a dictionary available in class that also can accompany them to the final;
- We write in class every day and share the writing;
- Daily Oral Language focuses on some facet of grammar or punctuation or word usage;
- The Word of the Day provides an opportunity for reinforcing parts of speech and modeling vocabulary instruction;
- There are hand-outs that accompany demands for referencing;
- Students have an opportunity to edit their Running Record Analysis three times.
- Students are guided in using a professional voice in the Developmental Spelling Analysis, particularly when writing recommendations for the next learning step.

- Which written assignment(s) includes revision in response to instructor’s feedback?

The Running Record Analysis and Report.

VI. WRITING ASSIGNMENTS
Please describe course assignments. Students should be required to individually compose at least 20 pages of writing for assessment. At least 50% of the course grade should be based on students’ performance on writing assignments. Quality of content and writing are integral parts of the grade on any writing assignment.

Formal Graded Assignments
Multi-genre writing piece imbedded in the Explicit Instruction Lessons—students conduct research on an historical topic and present it four different ways in the paper. They include a preface explaining their research, a bulleted list of information from the research, a concept map from the book, a completed rubric for one of the pieces completed by someone other than me, and a referenced page (8-10 pages)

Running Record Analysis and Report—Students conduct a running record, analyze the results, review and critique multiple sources to find research-based methods to assist the child to gain reading skills based on the analysis and then write a 5-6 page paper that includes background information about the child; the running record results and analysis; and the suggested research-based methods to assist the child to gain needed skills. (5-6 pages).

The developmental spelling analysis—includes the analysis of one child’s writing, a discussion of the errors, the approximate level of the student, a discussion of the writing, and a discussion of the next learning step. The citations must be analyzed for value and the paper is scholarly in tone and references (6-8 pages).

These three assignment comprise 50% of the course grade. The two quizzes, homework, and the final exam make up the remaining 50%.

Informal Ungraded Assignments

The writing done in class for Daily Oral Language and Word of the Day is ungraded. I also use mentor poetry frequently in class and students respond and share their work. Aside from taking notes, students write every day in class

- **Attach** a sample writing assignment. Include instructions / handouts provided to students.

  Developmental Spelling Analysis

  The purpose of the Developmental Spelling Analysis is to analyze carefully the writing of one student. This exercise should familiarize you with the levels of Invented Spelling, the role of the teacher in assessing and teaching spelling, and the use of authentic assessment to guide instruction. Your paper will be scholarly in tone and will include the following:

1. A title page with a title
2. An introduction to the topic of spelling (*italicize your thesis sentence*)
3. An introduction to your subject (age, gender, year in school)
4. A chart of all the words in the sample with percentages
5. A discussion of each error
6. A discussion of the handwriting and punctuation
7. A discussion of the writing piece
8. A conclusion regarding the approximate spelling level of the student

9. Suggestions for instruction-What is the next learning step? Include a list of spelling words for the student with the justification for your choices. Also include a list of five research-supported instructional strategies that are appropriate for this child.

10. A conclusion regarding the general topic of teaching spelling or a connection to the introduction (wrap it up and print it in bold)

11. Six scholarly references cited within the text of the paper and on a separate page

12. The sample you analyzed (a copy is fine)- at least 50 words with 10 errors

13. A separate discussion of your selection of scholarly references? How were they chosen?

14. Underline at least two transition sentences

When discussing words from the sample in the text of your paper, highlight them in some consistent way:

“sprinkle” ‘sprinkl’ sprinkl sprinkl

VII. WRITING ASSESSMENT

HOW ARE THE LEARNING OUTCOMES ABOVE MEASURED? Describe the measurement(s) used, such as a rubric or specific test questions that directly measure the Advanced Writing learning goals. Please attach or provide a web link to the rubric, test questions, or other qualitative measurements used for several of the learning outcomes.

<table>
<thead>
<tr>
<th>Developmental Spelling</th>
<th>Assessment Rubric</th>
<th>Partially meets expectations</th>
<th>Beginning to meet expectation</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling Inventory</td>
<td>Candidate chooses the appropriate level spelling inventory based on the literacy development of the student. Follows administration guidelines. Submits a copy of student work.</td>
<td>Candidate chooses the appropriate spelling inventory based on the literacy development of the student. Follows administration guidelines. Does not submit any student work.</td>
<td>The spelling inventory chosen does not match the student’s developmental level. Administration guidelines were not followed and student work was not submitted.</td>
<td>Candidate did not administer a spelling inventory</td>
</tr>
<tr>
<td>Write up of Outcomes</td>
<td>Candidate provides an in-depth write up of the assessment that includes student background information, a detailed analysis and interpretation of the assessment results, and instructional recommendations.</td>
<td>Candidate provides a write up of the assessment that includes student background information, an analysis and interpretation of the assessment results, and instructional recommendations. More detail is needed in one or more areas.</td>
<td>Candidate provides a write up of the assessment that is missing one or more of the required sections.</td>
<td>Candidate does not provide an assessment write up.</td>
</tr>
<tr>
<td><strong>Instructional Recommendations</strong></td>
<td>Candidate provides five instructional activities. One activity is identified for home practice. Instructional strategies are supported by research-based evidence.</td>
<td>Candidate provides four instructional activities. No activity is identified for home practice. There is no evidence that the instructional strategies are research-based.</td>
<td>Candidate provides less than four instructional activities. No activity is identified for home practice. There is no evidence that the instructional strategies are research-based.</td>
<td>Candidate does not provide any instructional activities.</td>
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<tr>
<td><strong>Mechanics and Presentation</strong></td>
<td>No errors in spelling or grammar.</td>
<td>Minor errors in spelling and grammar.</td>
<td>Major errors in spelling and grammar.</td>
<td>A major misspelling of important or common words, or a number of minor errors which interfere with easy reading or comprehension.</td>
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<td></td>
<td>Scholarly voice and vocabulary.</td>
<td>Scholarly voice and vocabulary.</td>
<td>Voice or vocabulary not appropriate for academic audience.</td>
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<td></td>
<td>Engages in multiple drafts, revision, and editing.</td>
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<tr>
<td><strong>Find, evaluate, analyze, and synthesize</strong></td>
<td>At least six peer-reviewed journal articles or scholarly books.</td>
<td>Fewer than six peer-reviewed articles or scholarly books.</td>
<td>References are not peer-reviewed or scholarly.</td>
<td>Citations are missing</td>
</tr>
<tr>
<td></td>
<td>Paper reveals ability to analyze and synthesize information.</td>
<td>Some interpretation of information.</td>
<td>Simply repeats or paraphrases information.</td>
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<tr>
<td></td>
<td>Sources are cited appropriately.</td>
<td>Minor errors in citations</td>
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**VIII. SYLLABUS**

Attach syllabus and send digital copy with form to faculty.senate@mso.umt.edu. The syllabus must include the list of Writing Course learning outcomes:

- Identify and pursue more sophisticated questions for academic inquiry
- Find, evaluate, analyze, and synthesize information effectively from diverse sources
- Manage multiple perspectives as appropriate
- Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline
- Use multiple drafts, revision, and editing in conducting inquiry and preparing written work
- Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline
- Develop competence in information technology and digital literacy

**SUBMISSION**

After all signatures have been obtained, submit original, and an electronic file to the Faculty Senate Office, UH 221. An electronic copy of the original signed form is acceptable.
PK-3 Language Arts and Reading Methods

EDEC 454

Course Description:

EDEC 454 PK-3 Language Arts and Reading Methods (3 credits). Prerequisite: Admission to the Teacher Education Program. This class must be taken concurrently with Level 4 courses and is restricted to students who have completed coursework in Levels 1, 2, and 3. The emphasis in this course is on integrating the theory, research, and application of the teaching of the facets of communication: reading, writing, listening, speaking, creating, and viewing. The interrelatedness of these skills will be studied in the light of the cognitive development of, and the diversity among, children birth to age eight.

Course Purpose:

The language arts are not subjects within themselves but are connected to the development of clear, imaginative, effective communication. The purpose of this course is to integrate the theory, research, and application of the teaching of the facets of communication: reading, writing, listening, speaking, creating, and viewing. The interrelatedness of these skills will be studied in the light of the cognitive development of, and the diversity among, children. We recognize the importance of the Framework for Education in the 21st Century: Communication, collaboration, creativity and critical thinking.

Course Learning Outcomes:

Students will demonstrate, through their performance on written exams, assignments, and quizzes a thorough understanding of the following key concepts:

1. **Language Development.** Who are the leading theorists in this field? How does knowledge about how children acquire language pertain to instruction in school? What are the stages, facets, and functions of language development? What is the teacher’s role in this process? (Chomsky, Piaget, Vygotsky, Bruner, Skinner)

2. **Second Language Acquisition.** How do we best teach children whose primary language is not English? What are the advantages of early bilingualism? How do children acquire two or more separate language systems? (Nieto, Rigg, Allen)

3. **Writing Process.** What are the stages of the writing process? What is the teacher’s role during each stage? How do we set up a comprehensive writing program in the
PK-3rd grade?  How do we use literature to stimulate writing?  (Hansen, Graves, Essley, Rief)

4. **Mechanics of Writing.** How do we teach punctuation, grammar, spelling, and handwriting within the writing program?  (Routman, Holdoway, Read, Gentry)

5. **Media Literacy.** How does the media affect our belief system?  How do we help children become media literate?  (Creighton, Lundsteen, Shannon, Winn)

6. **Emergent Literacy.** How do nurture early literacy skills?  What helps children learn to read and write?  (Pinnell and Fountas, Mandel)

7. **Lesson Planning.** How do we write appropriate lesson plans for the language arts?  Which classroom management strategies apply in the language arts?  (Hennings)

8. **Children’s Literature** How do we select quality literature for the reading and writing program for young children?  (Cullinan)

9. **Integrated Curriculum.** How do we integrate PK-3rd grade curriculum so that the facets of language are used effectively?  (Goodman)

10. **Assessment.** How is assessment different in an integrated language arts program?  How do we select and use a variety of tools to monitor literacy development?  How does assessment shape instruction?  (Valencia, Pearson)

11. **Diversity Issues.** How do we incorporate issues of diversity and exceptionality into the language arts?  How do we teach so that all children will succeed?  What are the implications of the Montana Indian Education for All Act?  (Patterson, Stoddard)

12. **Standards.** How do we use state and national standards to guide instruction?  (PEPPS, CCSS, IRA, NCTE, NCATE, NAEYC)

13. **Conceptual Framework.** What is our conceptual framework?  How do we attend to cooperative endeavors, the integration of ideas, and a respect for diversity?  (UM College of Education and Human Sciences, NCATE)

**Learning Outcomes particular to Writing Courses**

1. Identify and pursue more sophisticated questions for academic inquiry;
2. Find, evaluate, analyze, and synthesize information effectively from diverse sources;
3. Manage multiple perspectives as appropriate;
4. Recognize the purpose and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen audience;
5. Use multiple drafts, revision, and editing in conducting inquiry and preparing written work;
6. Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline; and
7. Develop competence in information technology and digital literacy.

Rationale for Course:

1. Reading/language arts instruction is the heart of the elementary curriculum.
2. Literacy is both the purpose of education and the right of the student
3. The MONTANA SCHOOL ACCREDITATION STANDARDS AND PROCEDURES MANUAL, Board of Public Education, states:

   “... The education program in Communication Arts encompasses the study of languages and literature, the development of reading, writing, listening, and speaking skills, effective media use, and the nurturing of creative, logical, and critical thinking.”

Required reading:


Additional required materials:

A dictionary
Blue book for Word of the Day and Daily Oral Language

On reserve in the Mansfield Library:

- Standards for the English language arts. (NCTE and IRA)
Evaluation criteria:

Attendance is required. More than two absences or repeated tardiness will result in a reduction in your final grade. All assignments must be typed and stapled and must have a separate title page (and a title) or cover sheet; late papers are not accepted. Clear communication is a requirement of our profession; therefore, approximately 1/3 of each grade will be based on the mechanics of writing. Assignments will not be reread: complete them with care.

Papers, quizzes, tests, reading assignments, and class activities are designed to meet the dictates of our accrediting agencies (the State of Montana Professional Educator Preparation Program Standards {PEPPS} and NCATE), the guidelines of the International Reading Association (IRA) and the National Council of Teachers of English (NCTE) and The National Association for the Education of Young Children (NAEYC), and the University requirements for an upper division writing class.

*All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instruction and/or a disciplinary sanction by the University.*

*All students need to be familiar with the Student Conduct Code.*

"Plagiarism is the representing of another’s work as one’s own... Students must always be very careful to acknowledge any kind of borrowing that is included in their work. This means not only borrowed wording but also ideas. Acknowledgment of whatever is not one’s own original work is the proper and honest use of sources" (UM Catalog, p. 24).

Grading:

The three papers comprise 50% of your final grade; the two quizzes, homework, and the final make up the remaining 50%.

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A+</td>
<td>100%</td>
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<td>98-94</td>
<td>96%</td>
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<tr>
<td>93-92</td>
<td>93%</td>
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<td>91-90</td>
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<td>73-70</td>
<td>72%</td>
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<td>69-68</td>
<td>69%</td>
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<tr>
<td>67 and below</td>
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Required Tasks:

Quizzes (punctuation and grammar quizzes) (PEPPS 10.58.501h)
Explicit Instruction Lessons based on *Sarah: Plain and Tall* (PEPPS 10.58.501 c, d, 10.58.531 i, IRA 4.1)

Predictable book lesson plans (PEPPS 10.58.501, b, j, 10.58.531 i, IRA 5.2)

Readers Theatre/Creative dramatics unit (PEPPS 10.58.501 c, d, 10.58.531 i)

Running Record (IRA 3.2, 3.3, 3.4, PEPPS 10.58.531 j)

Developmental Spelling Analysis (PEPPS 10.58.501.b, j, 10.58.531 i) IRA 3.2, 3.3 3.4

Final exam (PEPPS 10.58.501 b, c, g, k, 10.58.531 I, IRA 1.1, 5.2)

If you have a documented disability and would benefit from accommodations in this class to facilitate your participation and learning, please be in touch with me so we can make a plan. Every effort will be made to keep sensitive information confidential.

**Assignments:**

**Explicit Instruction Lessons and Multi-Genre Writing**
The explicit instruction lessons will be based on the book *Sarah: Plain and Tall*

To prepare your own background in relationship to this book, you will complete the following genre writing assignment.

Just as we read in different genres, we write in different genres. Which form we choose for our writing depends on numerous factors: our purpose, the audience, the topic itself. After reading, *Sarah: Plain and Tall* select four different genre responses to the political and social events chronicled in this book. This is basically an historical research assignment; do not respond to or in the voice of the fictional characters in the book.

As a separate introduction, or preface, or ‘dear reader’ describe, why you chose the genres you chose. Select a repetend, something that will connect each piece. It can be a line from a poem, a picture, a cartoon, anything that physically links each piece. In your introductory piece, explain how you chose your repetend. Consequently, the repetend will appear **five** times in this assignment: on the title page, in the introductory piece, and between each entry. List in bulleted format the information that you uncovered from your own research that you will imbed in the genre responses. Include a minimum of six pieces of information. Cite your sources (at least two) on a separate reference page.

Some writing options: (Poetry is not an option.)

- Letters
- Newspaper articles
- Journal entries
- Scripts for plays
- Opinion pieces
- Obituaries
Narrative
Biography (or autobiography)

One of your pieces will be graded by someone other than me. Using the rubric distributed, he or she will grade the piece. Include this assessment with your finished product.

The final piece of this assignment will be a graphic organizer/concept map of the story that highlights the key events and the relationships among and between characters.

**Predictable Book Lesson Plans**
You will create lesson plans for at least five predictable books. In addition to choosing high quality books, you will plan follow-up activities that assist the children to learn the words in the predictable text.

**Readers Theatre/Creative Dramatics unit**
You will develop a reader’s theatre/creative drama unit that will assist children to comprehend text and develop fluency.

**Running Record Analysis and Report**
The running record will allow you to assess a child’s reading performance. After completing the running record, you will conduct a miscue analysis. You will also analyze how the child uses meaning, structural, and visual cues; intonation; fluency; and phrasing. After you have completed the analysis, you will review multiple sources to find research-based methods to assist the child to gain reading skills needed based upon your analysis. You will then write a 5-6 page paper that includes background information about the child; the running record results and detailed analysis; research-based methods that you would use to assist the child to gain needed skills, and a detailed justification about the methods you have chosen which includes how you evaluated and selected your references.

**Developmental Spelling Analysis** (PEPPS 10.58.501 b, j, IRA 3.3, 3.1, UM Writing Course)

Collect a writing sample of a child aged 6-8; analyze the child’s writing development and his or her handwriting. Comment on the handwriting and punctuation as they pertain to spelling development. Sort the words into the categories as we did in class. At what stage is this student functioning? As a classroom teacher, what recommendations would you have for this child? What would be the next learning step? Assemble a spelling list for the student and explain your selection.

Support your recommendations and conclusions with six scholarly references and reference your paper according to the dictates of the *APA Manual of Style*. On a separate page, describe how you evaluated and selected each of your references.

**Daily oral language** (IRA 2.2)
Each day of class I will share a word from the Merriam Webster “Word of the Day” website. We’ll also have a daily oral language lesson on some facet of grammar, punctuation, or referencing. This information will be required for the final.

**In-class writing** (University writing course)

Writing is a skill that needs to develop over time. Typically, we will write every day in class. This writing will frequently be connected to the Word of the Day or to Daily Oral Language. We will use mentor text quite often and you will have the opportunity to share your writing in a format that is ungraded and relaxed and fine tune your ability to think and feel on paper.
Tentative Schedule:

Week 1
Introduction to the course
Definitions of language
The language of school

Week 2
How children learn
Facets of language
Stages of language development

Week 3
Primary language acquisition
Secondary language acquisition
Language theorists
Moodle Power Point

Week 4
Lesson planning
Emergent literacy
Using predictable books
Moodle Power Point

Week 5
The listening process
Readers Theatre

Week 6
Learning through drama
Listening and speaking

Week 7
Teaching beginning writing
Teaching the alphabet
The role of handwriting
Moodle Power Point

Week 8
Teaching beginning reading
Teaching comprehension
Teaching vocabulary

Week 9
Stages of spelling development
Teaching spelling
Moodle Power Point

Week 10
Choice in the writing curriculum
Choice in the reading curriculum
Assessment in the language arts

Week 11
Culture and diversity in the classroom
Montana Indian Education for All
Moodle Power Point

Week 12
Writing to learn
Media literacy

Week 13
Classroom management
Language Arts conference

Final Week