
Hofstra University
School of Education and Allied Human Services
Department of Teaching, Literacy and Leadership
Spring 2012

ELED 136 Section 2
Integrated Teaching of Reading, Writing, and Children's Literature
K-3, 5sh.

Tuesdays and Thursdays, 12:45pm to 3:15pm, Hagedorn 06

Instructor: Joan Zaleski, Ph.D.

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What is it that changes people from being flat-earth into not just round-earth but intergalactic readers and writers?

Chambers, 1996, p. 6.

Course Description:

This course introduces students to the methods and materials of teaching the language arts in the elementary school (K-3). Students sample strategies for teaching students from diverse cultural and linguistic backgrounds, supporting them as they grow from emergent to fluent readers and writers. This course emphasizes the teacher's active role in developing literacy instruction based on the assessment of student learning in accordance with the New York State Standards for the English Language Arts. In connection with this course and ELED 135, Integrated Teaching of Social Studies – Early Childhood, students complete 90 hours in a classroom setting, providing opportunities to observe and to implement what they learn.

Goals:

- Students will develop an awareness of what it means to be a reflective practitioner.
- Students will develop an understanding of the integrated language arts – reading, writing, listening, and speaking.
- Students will become familiar with the processes involved in becoming readers and writers.
- Students will become familiar with the use of children's literature in the classroom for literature study.

- Students will become familiar with children's books that inspire writing.
- Students will develop an understanding of a balanced, literature-based reading program.
- Students will become familiar with using children's books across the curriculum.
- Students will develop an understanding of assessing and monitoring the diverse needs of students in today's classrooms, including students who are second language learners and readers and writers who are struggling.

Objectives:

- Students will use a journal, either print or electronic, to reflect on their readings, their assignments, their classroom observations, and their teaching to note their wonderings and modify their teaching.
- Students will use effective reading, writing, speaking, and listening strategies, such as shared reading and writing, reading aloud, guided reading and writing, literature discussion groups, and independent reading and writing.
- Students will reflect on their own reading and writing histories as well as interview and monitor a reader and writer to note what readers and writers do and assess what instruction best fits the needs of the student.
- Students will evaluate and select children's literature to use in the elementary classroom for literature study. They will read and respond to picture books and novels in a variety of forms – discussions, writing, performance, and artistic – and genres.
- Students will evaluate and select children's literature to use in the elementary classroom as "mentor texts" for the teaching of writing.
- Students will use trade books, poetry, and authentic texts for the development of word study, vocabulary, spelling, and comprehension skills.
- Students will evaluate and select trade books to develop a thematic unit across the curriculum as well as a study of biographies written for children.
- Students will develop a variety of intervention strategies for readers and writers who are struggling.

Required Books for this Course: (Available at the Campus Bookstore and online)

1. Of Primary Importance: What's Essential in Teaching Young Writers. Ann Marie Corgill. Stenhouse, 2008.
2. On Solid Ground: Strategies for Teaching Reading K-3. Sharon Taberski. Heinemann, 2000.
3. Good-Bye Round Robin: 25 Effective Oral Reading Strategies (Updated Edition), Michael F. Opitz and Timothy V. Rasinski, Heinemann, 2008
4. Charlotte Huck's Children's Literature: A Brief Guide, Barbara Z. Kiefer and Cynthia A. Tyson, McGraw-Hill, 2009

Children's literature: Books selected for book discussion groups are listed below. These can be purchased at any bookstore, at Amazon.com, or borrowed from the Curriculum Materials Center or any public library. **Be sure you have a library card!** Additionally, you will be asked to bring children's books to class for discussion on selected topics.

Further readings and articles will be distributed in class and/or posted on Blackboard.

Also required: A TK20 account. See below.

Field Placement (Shared with ELED 135)

All students will be placed in a 1st, 2nd, or 3rd grade classroom by the end of February.

- **Supervised classroom observations:** You will be observed by a field supervisor 4 times over the semester. For language arts observations, you will design and implement a specific learning engagement. We will discuss this in class and the format you will use for planning this lesson. These lessons will reflect the needs of the students you are working with, your knowledge of teaching and learning, the NYS Common Core Learning Standards for Literacy, and the coursework in ELED 136.
- **Weekly classroom observation sessions.** Once you are in your placement, it is expected that you will be an active participant/observer, working with small groups of students, implementing activities, and supporting the classroom teacher. You will keep a log of these sessions and will reflect upon them in your journal. These reflections will be used for class discussion and to connect to your readings.

Class expectations and grading:

If it hasn't already happened, this is the semester when you begin seeing yourself as a teacher, as a professional. Along with your

work in your placement, the following behaviors and attitudes are expected this semester as a student in ELED 136:

- All reading assignments will be completed **before** class
- Active, thoughtful, and engaged participation in class discussions and activities is expected of everyone
- Appropriate texts and materials will be brought to each class session
- Assignments will be handed in on due dates, legibly written, typed, and checked for fluency, clarity, and correctness.
- Regular attendance and prompt arrival to class is expected of everyone

More than **one unexcused absence, lateness, and lack of preparedness** will automatically lower your final grade. Please contact me by phone, email, or in person if you know in advance that you will be absent. Also contact me if you feel you will have difficulty completing an assignment on time. Individual assignments will be graded by rubrics. Final grades will reflect class participation, attitudes and behaviors as stated above, and grades on individual assignments. **All work should be the result of your own effort. Any work taken from the “web” or other sources should be prominently noted with correct citations.** (Procedures for Handling Violations of Academic Honesty by students at Hofstra University are detailed in Faculty Policy Series #11(rev. 2004) for undergraduates.)

If you have any documented disability-related concerns that may have an impact upon your performance in this course, please meet with me within the first two weeks of the current semester, so that we can work out the appropriate accommodations. Accommodations are provided on an individualized, as-needed basis after the needs, circumstances and documentation have been evaluated by Services for Students with Disabilities (SSD). SSD is located in 212 Memorial Hall and can be reached at 516-463-7075 or ssd@hofstra.edu.

One or more of your assignments in this course will require the uploading of various documents to Tk20, a web-based assessment and reporting system. **Purchase of an individual Tk20 account is required for all students in teacher education and educational leadership programs within the SOEHHS.** If you have not already purchased your account, please go to www.hofstra.edu/Tk20 <<http://www.hofstra.edu/Tk20>> and click on the STUDENT section at the bottom of the page. A description of Tk20 and detailed directions for purchasing your account are available there. **Please**

be aware that you will not receive credit for the selected assignment if it is not submitted through Tk20.

Course Assignments:

There are 3 major assignments for this course:

1. A Reading/Writing Case Study. Due: 4/17

You will select one student to observe, interview, and read with over the semester. Details of this case study will be described in class.

2. Literature Study Groups. You will read and participate in the discussion of picture books, series books, and novels written for children in the early elementary grades. One Literature Study will include an **Author Study** (see #3). For each of these reading experiences your group will create an aesthetic responses to your reading, using multiple sign systems. These will be shared in class. In addition you will submit a brief **literary letter** for each of these 4 “cycles”. An explanation of literary letters is attached to this syllabus. Literature Study cycles begin on:

#1: Jan. 31

Select a Caldecott Award book to read and discuss in class

#2: Feb. 2

Bring in your own copy of Zorgamazoo by Robert Paul Weston. We will meet in discussion groups on 2/2, 2/7, 2/9, and with a final group presentation on 2/9. **Literary letter due on 2/9.**

#3: March 1:

Begin class **author study** of Doreen Rappaport OR Bryan Collier. Meet in your groups on 3/6, 3/8, 3/13, with a final group lesson and in-class presentation on 3/15. **Literary letter of one of the books you've read due on 3/13.**

#4: March 20:

Select from one of the following novels for young children to read in your study groups 3/22 and 4/3 with a final presentation on 4/5. **Literary letter due on 4/5.**

1. *Where the Mountain Meets the Moon.* By Grace Lin. Little, Brown. 2009.
2. *Because of Winn-Dixie.* By Kate DiCamillo. Candlewick. 2000.
3. *The Invention of Hugo Cabret.* By Brian Selznick. Scholastic. 2007.
4. *The Doll People.* By Ann Martin & Laura Godwin. Hyperion. 2000.

3. Designing a Curriculum Map for Reading and Writing in One Genre. Due: 5/3

This group project will consist of selecting any one genre of children's literature selected from *Charlotte Huck's Children's*

Literature text and creating a curriculum map for K-3, as described in *Of Primary Importance*. Details of this project will be discussed in class.

In addition, the following are also required for this course:

1. **Weekly reading assignments and written reflections** (as noted).
You are expected to participate in large and small group class discussions, questioning the text, and adding your personal connections, as well as the Invitations that are suggested to prompt your thinking each week. You will submit a thoughtful reflection on the readings on **2/16, 3/22, 4/19**. This reflection will be typed, no more than 2 to 3 pages.
2. **HNET Conference: Saturday, March 10th**. Attendance is required. This conference replaces the class on Thursday, Feb. 23. Details of the HNET Conference will be distributed in class when available.
3. **Literature and Imagination Conference: Saturday, April 28.** Attendance is strongly advised for extra credit. This year's annual conference will host the award winning authors of books for children, Doreen Rappaport and Bryan Collier. Details will be distributed in class.
4. **Lesson Plans**. For ELED 136, you will design two "formal" lesson plans. 1) Develop a literacy lesson based on the author unit study of either Doreen Rappaport or Bryan Collier. This lesson plan will be uploaded to TK20. 2) Develop a lesson plan as part of your final genre study. The due dates and the format for these lesson plans will be discussed in class. A sample lesson plan is attached to this syllabus.

Tentative Class Topics and Assignment Due Dates

WEEK #1

TH: 1/26 Introduction to the Course and to each other.

WEEK #2

T: 1/31 **Caldecott Book Discussions** and **Our Role in Helping Children Become Readers and Writers.**
Due: Caldecott book talk AND Ch. 1 in *On Solid Ground*.

TH: 2/2 **Creating an Environment for Literacy Learning**
Due: **Hand-out** *An Alternate View of Learning (Cambourne)*.
Literature Discussion Groups: bring in your own copy of **Zorgamazoo**.

WEEK #3

- T: 2/7 **Planning the Literature Program and Children's Response to Literature.**
Due: Ch. 1, 2, and 10 in *Charlotte Huck's Children's Literature* and **Zorgamazoo.**
- TH: 2/9 **The Reading Process and Stages of Reading**
Due: Ch. 2 in *On Solid Ground* and Ch. 1 in *Good-Bye Round Robin* and **Zorgamazoo.**
Literary letter for Zorgamazoo due today.

WEEK #4

- T: 2/14 **Creating a Balanced Literacy Program**
Due: **Hand-out** *Guided Reading Within a Balanced Literacy Program (Fountas and Pinnell)*
- TH: 2/16 **Joint Language Arts and Social Studies Class**
Planning a collaborative, interdisciplinary unit. Topic: Community
Due: Ch. 1 & 2 in *Of Primary Importance*
First reaction paper due today

T:	2/22	NO CLASS – PRESIDENTS DAY
TH:	2/24	NO CLASS – Attend the HNET CONFERENCE 3/12

WEEK #5

- T: 2/28 **What are the NYS Common Core Core Learning Standards for Literacy and Why Do I Need to Know Them?**
Due: Read over the NYS Common Core Standards in Literacy.
- TH: 3/1 **Read Aloud and Shared Reading**
Due: Ch. 7 in *On Solid Ground*
Author Studies begin today.

SATURDAY March 3		HNET CONFERENCE
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WEEK #6

- T: 3/6 **Guided Reading and Writing**
Due: Ch. 8 in *On Solid Ground.*
Bring Author Studies books to class.
- TH: 3/8 **Word Study, Phonics, and Spelling**
Due: **Hand-out:** *Phonics Instruction (Moustafa)*
Bring Author Study books to class

WEEK #7

- T: 3/13 **Establishing the Writing Community**
Due: Ch.4 and Ch. 5 in *Of Primary Importance*
Bring Author Study books to class
Literary Letter due today.
- TH: 3/15 **Joint Class: Selecting Biographies of Citizen Heroes**
Presentation of Author Study Lessons today.
Submit lesson plan #1 today on TK20.
Select your genre study group.

WEEK #8

- T: 3/20 **Assessment to Guide Instruction – The Reading Interview**
Due: Hand-out: The Reading Interview (Weaver)
Literature Groups
- TH: 3/22 **Assessment to Guide Instruction – Documenting Oral Readings and Retellings**
Due: Ch. 5 in *Good-Bye Round Robin*
Literature Groups
Second reaction paper due today

WEEK #9

- T: 3/27 **Evaluating Non-Fiction/Biographies**
Due: Ch. 9 in *Charlotte Huck's Children's Literature*
- TH: 3/29 **Joint class meeting: Literature Circles, Biographies of Citizen Heroes**

WEEK #10

- T: 4/3 **Strategies for Developing Comprehension.**
Due: Ch. 2 in *Good-Bye Round Robin*
Literature Groups
- TH: 4/5 **Sharing and Performing Strategies for Oral Reading**
Due: Ch. 3 in *Good-Bye Round Robin*
Performing and Sharing literature books
Literary letter due today.

T: 4/10 NO CLASS – Spring Break
TH: 4/12 NO CLASS – Spring Break

WEEK #11

T: 4/17 **Finding “Just Right Books”**
Due: Ch. 11 in *On Solid Ground*
Case Study narrative due today.

TH: 4/19 **Book Marathon**
Due: Third reaction paper due today.

WEEK #12

T: 4/24 **Genre Study In-Class Workshop**
TH: 4/26 **Field Trip**

<p>SATURDAY APRIL 28 LITERATURE AND IMAGINATION CONFERENCE</p>

WEEK #13

T: 5/1 NO CLASS – I will be attending the International
Reading Association Conference
TH: 5/3 **Final Class – Presentation of Genre Studies**

WEEK #14

T: 5/8 Individual Conferences
TH: 5/12 Study Day

WEEK #15

T: 5/17 Individual Conferences

**References to other Literacy and Language Arts writers,
teachers, and scholars:**

Cambourne, B. (1988). The Whole Story: Natural Learning and the
Acquisition of Literacy in the Classroom. Scholastic.

Chambers, A. (1996). Tell Me: Children, Reading, and Talk.
Stenhouse.

Clay, M. (1993). An Observation Survey of Early Literacy
Achievement. Heinemann.

Fletcher, R. (1992). What a Writer Needs. Heinemann.

Fountas, I.C. & Pinnell, G.S. (1996). Guided Reading: Good First
Teaching for All Children. Heinemann.

Goodman, K. (1996). On Reading: A Common-Sense Look at the
Nature of Language and the Science of Reading. Heinemann.

Hickman, J. & Cullinan, B. (1989). Children's Literature in the Classroom: Weaving Charlotte's Web. Christopher-Gordon Publishers.

Lucht, L. (2006). The Wonder of Word Study: Lessons and Activities to Create Independent Readers, Writers, and Spellers.

Strickland, D. and Morrow, L. M. (Eds.) (2000). Beginning Reading and Writing. Teachers College Press.

Weaver, C. (2009). Reading Process: Reading Process & Practice. Third Edition. Heinemann.

Important websites for language arts teachers:

www.ncte.org

The site for the National Council of Teachers of English which publishes the journal *Language Arts* for elementary teachers. Check out the website for the link for ReadWriteThink, a great resource for language arts lessons. Members can also receive a weekly email INBOX Newsletter with timely and helpful news for classroom teachers. A great resource.

<http://www.readwritethink.org/>

THE resource website with plenty of ideas for lessons and professional development. A joint website from NCTE and IRA, the two biggest professional organizations for the language arts.

www.reading.org

The site for the International Reading Association which publishes *The Reading Teacher* for elementary teachers. Lots of good resources on their website for teachers.

http://www.p12.nysed.gov/ciai/common_core_standards/

The site for the New York State Common Core Learning Standards for English Language Arts and Literacy. These standards replace the earlier NYS Standards for the Language Arts and reflect a move toward a national common core standards from pre-school to grade 12.

<http://engageny.org/about/>

Engage NY is a helpful website for NYS teachers to provide resources for implementing the Common Core Learning Standards.

LITERARY LETTERS

Literary Letters are another form of responding to literature. It offers readers opportunities for meaning making through a written conversation with another reader. This conversation can be between a teacher and a student or between students. The letters are informal but reflective in tone, often tentative in nature, and usually consisting of the following:

- personal connections to own life experiences
- comparisons to other books by the same author
- wonderings about aspects of the story, why something happened, trying to understand a character's actions or statements
- inferences - filling in gaps of the story that are left unsaid by the author
- predictions - what does the reader see happening next in this story or after the story ends
- just the normal "book gossip" that real readers use when talking about books

The teacher's role in responding to literary letters is to:

- support emerging understandings of readings, to be accepting of the reader's meaning making, not to judge whether the reader "got" the right meaning, but to listen for how the reader supports his/her interpretation. Ex: "I had not thought of it that way before, but I can see how you might feel that way."
- look for evidence of personal connections, etc, mentioned above and to respond to those statements with ones of your own that may either confirm or extend the reader's understandings. Ex: "I also like historical fiction. I often feel like I'm living history through the character's eyes."
- suggest other books the reader may enjoy. Ex: "You might want to talk to Brian. He's reading another book by Avi that you might enjoy. I think you'd like the combination of adventure story and historical fiction that Avi creates."