

## **BLBC 302-1 WIP: METHODS OF TEACHING LANGUAGE ARTS-ELEMENTARY SCHOOL**

College of Education Professional Practice: Reflective, Collaborative, and Transformative

### **Instructor:**

### **Contact Information:**

### **Office:**

### **Office Hours:**

### **Required Textbooks:**

1. Cunningham, P. and Allington, R. (2011). *Classrooms that work: They can all read and write.* (5<sup>th</sup> ed.). Boston: Pearson Education.
2. Tompkins, G. (2009). *50 Literacy Strategies.* (3<sup>rd</sup> ed.). Boston: Allyn & Bacon.
3. Hill, J.D., & Bjork, C.L. (2008) *Classroom instruction that works with English language learners: Participant's workbook.* Alexandria,VA: ASCD. ISBN – 13: 978-1-4166-0698-7

### **Required Resources:**

1. Children's and young adult multicultural literature, TBD
2. Illinois Learning Standards and Common Core Standards
3. WIDA IL English Language Proficiency Standards.
4. Illinois Spanish Language Arts Standards (If applicable)

### **Academic Catalog Course Description:**

BLBC 302 provides the teacher candidate with knowledge and skills: Materials and techniques for the teaching of writing, speaking, and listening. Focus is on the function of language in the life of the child, the relationship of language in other areas of learning as well as in multicultural settings. Attention is given to linguistically and culturally diverse learners and students with special needs in the regular and middle school classroom. Emphasis is on intermediate and middle school grades. Concurrent course: BLBC-301 and COE admission.

This course has been approved as a Writing Intensive course as part of the Writing Intensive Program (WIP). Successful completion of this course fulfills the Writing Intensive graduation requirement for Bilingual/Bicultural Education majors who entered the university in Fall 2008 or later. Speak to your advisor or visit <http://www.neiu.edu/~wip> for more information.

### **Learning Outcomes:**

The competent teacher candidate:

1. plans lessons and units effectively for reading and language arts instruction.
2. demonstrates knowledge of the basic elements of first and second language acquisition and language development.

3. supports and modifies communication and instruction for a diverse student population including linguistically and culturally diverse students.
4. demonstrates writing competency in a variety of genres.
5. demonstrates knowledge of research-based approaches to teaching basic print and text concepts, phonological awareness, and decoding to diverse learners.
6. uses a variety of techniques for activating student background knowledge and making personal connections with texts.
7. identifies and evaluates strategies for teaching vocabulary effectively.
8. identifies and plans instruction through a writing process approach for generating ideas and writing effectively in multiple forms and genres: Poetry, narrative, memoir, expository, persuasive, and research reports.
9. evaluates, selects, and uses literature and other texts that reflect the diversity of learners' backgrounds, cultures, languages, interests, abilities, reading levels, and instructional needs.
10. identifies and analyzes strategies for establishing partnerships with parents/guardians to promote literacy.
11. uses and incorporates modern technology into language arts instruction
12. selects appropriate informal and formal classroom assessments that are aligned with objectives and instruction and uses data to determine effective planning, grouping, and multi-tiered differentiation of instruction

### **CORE WRITING ASSIGNMENTS**

- Journal article review (draft and rewrites: minimum two written pages)
  - Multicultural children's literature review (draft and rewrites: minimum 10 pages)
  - Spelling/Phonics Case Study (draft and rewrites: minimum four pages)
  - Writing process (minimum three pages that have gone through several drafts, reflection, and a graphic representation)
  - Language arts unit (minimum 10 pages)
  - Final (minimum three pages)
- Supporting writing-to-learn activities:
- Reading reflections
  - In-class journal prompts
  - Admit/exit slips
  - Nonstop timed writes
  - Descriptive write-arounds from student to student

**CLASS POLICIES**

- **Attendance**-It is mandatory. Every class is full of important content that will contribute to your success as a teacher. Classes are successful with the participation of all students. Three or more absences may result in a lowered grade, and/or require make-up work to be submitted. Classes will begin **promptly** at \_\_\_; please be prepared to stay until \_\_\_ each week.
- **Assignments**-All assignments are due as scheduled on the syllabus. A 10% penalty will be deducted from a late assignment up to one week later, unless you discuss it with me in advance if you have extenuating circumstances.
- **Professional dispositions**-You will be entering a profession in which you will be expected to behave in a manner commensurate with the role and responsibilities of being a teacher. That behavior should be reflected in all your courses. Despite the point system, your grade for participation and attendance can be lowered due to (but not limited to) excessive absences, late arrivals or early departures, late assignments, or lack of engagement (participation) in the course.
- **Computer/phone use**- Laptops are allowed in class for such uses as note-taking, accessing handouts on Blackboard, or for quickly accessing a topic that might come up in class. However, using the Internet for other purposes during class, or texting/emailing from your phone, is NOT appropriate. Please refrain from using technology inappropriately when class is in session which could result in a lower course grade for participation in class as a result of this activity.
- **Writing**-All final written work should utilize correct mechanics and spelling. A lower a course grade is possible due to egregious errors in spelling, grammar, or mechanics. All written work should be submitted in a 12 point font and formatted as double-spaced.
- **Academic honesty**-Any work taken directly from the Internet or other sources is plagiarized and will be subject to the university policy on plagiarism. Please see the Student Handbook ([www.neiu.edu/~deanst/policies.htm](http://www.neiu.edu/~deanst/policies.htm)) for official comments on academic conduct. Pertinent to this course, Internet lesson plans used as a source for assignments should be revised to fit your specific objectives, target grade level, teaching style, and the criteria of the assignment. Such sources must be cited. You may not copy/paste Internet lesson plans into an assignment.

**COURSE REQUIREMENTS AND GRADING PROCEDURES** (Writing assignments should be typed and double-spaced with 12-pt. font)

1. Reading reflections (ungraded; points given for completion)\_\_\_\_\_ 20 pts.
2. Journal article review \_\_\_\_\_ 10 pts.
3. Multicultural children’s literature review \_\_\_\_\_ 25 pts.
4. Case Study \_\_\_\_\_ 30 pts.
5. Writing Process \_\_\_\_\_ 30 pts.
6. Language arts unit \_\_\_\_\_ 50 pts.
7. Strategy mini-lesson \_\_\_\_\_ 10 pts.
8. Final \_\_\_\_\_ 25 pts.

180-200=A    160-179=B    140-159=C    120-139=D    119 and below=F

## **DESCRIPTION OF ASSIGNMENTS**

### **1. Reading reflections** (reflects all learning outcomes)

Purpose: To gain background knowledge and a solid foundation of current literacy research and practical classroom applications. Follow the schedule on the calendar and respond in writing. You will find guided prompts for each week's reading posted on Blackboard. Each should be about one page, double-spaced, 12 pt. font. Post to Blackboard by midnight of the night before class. You will not be graded on these responses, but you will receive points toward your grade for completing them. Instructor comments will be posted on Blackboard and communicated in class discussions and conferences as needed.

### **2. Journal article review** (reflects all learning outcomes)

Purpose: To gain exposure to current theories in the field of literacy by reading and reviewing an article from a peer-review, professional journal.

Choose a journal that will be distributed in class. Read an article of interest to you. Write a two page summary and critique. Rubric will be posted to Blackboard and explained in detail in class.

### **3. Multicultural children's literature review** (reflects learning outcomes #1, 9, 11)

Purpose: To read, review, and share a wide range of literature for children and young adults that reflect the diversity of today's students.

Read three multicultural novels and two picture books that feature individuals from different cultural, linguistic, religious, ethnic, and exceptional learner groups. An assignment sheet and detailed rubric will be distributed and posted to Blackboard.

### **4. Case Study** (reflects learning outcomes #5, 12)

Purpose: To perform an authentic language arts assessment with a real child (no names), analyze information garnered from an authentic assessment, and write a report to a hypothetical school principal advocating a course of instruction.

Use a primary or intermediate spelling inventory for ages 6-8 or ages 9-12. Administer a spelling test, conduct an interview, and take a writing sample. An analysis of the features of each word will be conducted in class. Your write-up will consist of a one page description of each of the four major sections:

- Interview with student
- Analysis of spelling developmental level
- Analysis of writing sample
- Suggested instruction for this child

Details of this assignment and rubric will be posted to Blackboard.

### **5. Writing Process** (reflects learning outcomes #4, 8)

Purpose:

- To experience the writing process: How do writers grapple with creating and improving a piece of writing?
- To experience an adult writing workshop as a model for future implementation in your own classroom.

- To create a written as well as a visual representation of a narrative piece in order to learn about different learning styles and presentation formats.
- To reflect in writing on the process.

You will take a piece of original writing through the entire process of brainstorming, prewriting and planning, drafting, revising, editing, and publishing. This can be an expository, narrative, or persuasive essay. In addition, you will create a visual representation of your writing in a graphic form. Compile all work in a portfolio. Your portfolio will consist of all drafts, your graphic excerpt, and a written reflection on the entire process. Detailed instructions and rubric will be posted on Blackboard

**6. Lesson Plan and Language Arts Unit** (reflects learning outcome #1)

Purpose: To create curriculum by planning an integrated language arts weeklong unit for a specific grade level (3-8) using high-quality multicultural books. They can be fiction, nonfiction or a combination. This unit will incorporate reading, writing, oral language, visual representation, artistic response, and technology. It will also include a letter to a hypothetical parent community. Prepare to teach a mini-lesson from your unit in class. A detailed description of the format and evaluation criteria will be posted on Blackboard. The first lesson plan of the unit will be completed early in the semester, and will go through several drafts receiving intensive feedback. The final draft will be graded.

**7. Strategy Mini-lesson** (reflects all learning outcomes)

You will present a mini-lesson with one or two classmates, which will be derived from the book *50 Literacy Strategies*. During the first class, a sign-up sheet will be distributed with dates and mini-lesson topic; all details will be provided. The lesson will be approximately 15 minutes in length at the beginning of class on your assigned date.

**8. Final** (reflects all learning outcomes)

Purpose: To synthesize course material and demonstrate that you have acquired the basic foundations of teaching language arts.

You are interviewing for a job as a \_\_\_\_ grade teacher in an urban school with a linguistically and culturally diverse population. The principal wants you to make a presentation to a school committee explaining your philosophy about using the language arts block of time, which is two hours every day. How will you allocate the time? What materials will you use and have in your classroom? How will you integrate the language arts into content areas? What will you do to promote literacy in English and the native language? How will you assess literacy? How will you address the Illinois Learning Standards (Common Core), WIDA Standards, The Spanish Language Arts Standards (if applicable), and ISAT testing? How you will address the linguistic and cultural diversity and various learning levels in the classroom?

What student outcomes will you expect? Make your case as if your future depends on this presentation because you want this job. You will write a narrative of at least three pages, or will prepare a PowerPoint presentation of at least 15 slides. A rubric for this assignment will be posted on Blackboard.

### Writing to learn

In addition to the core writing assignments, you will engage in several informal, ungraded writing to learn activities. Besides the ungraded reading reflections for homework, during class you will write several exit slips at the end of some classes, engage in nonstop writes on a specific topic, respond to journal prompts when you enter class, and participate in a write-around in connection with the literature circle activity.

### **COURSE CALENDAR**

WEEK	DATE	TOPICS	READING (post responses to BB by midnight, the night before class)	ASSIGNMENT DUE (due any time the day of class)
1		Introduction to course: What are the language arts? The Illinois Learning Standards? WIDA Standards? Spanish LA Standards? First and second language acquisition? Literature genres/formats? Lesson and unit planning? Bloom's Taxonomy?		
2		Curriculum exploration: Review and discussion of appropriate LA materials for diverse learners; differentiation	Classrooms that Work: Chapters 1, 2	Journal article review
3		The writing process, lesson plan writing; what is good writing, 6 Traits method	Instruction that Works with ELLs: Chapters 1-3	
4		Language systems Phonics/Spelling patterns Developmental levels of spelling Explain Case Study assignment	Classrooms that Work: Ch. 5 Instruction that Works with ELLs: Chapters 4-5	
5		Emergent Literacy-the foundation Strategies for young learners Writing genres Developmental levels of writing Informal assessments	Classrooms that Work: Ch. 3, 4, 10 Instruction that Works with ELLs: Chapter 6	Lesson plan: Draft 1
6		Vocabulary and word study Analyzing Case Study data	Classrooms that Work Ch. 6; bring case data	Lesson Plan 2 <sup>nd</sup> draft
7		Teaching grammar, grammar verses comprehension approaches	Instruction that Works with ELLs: Chapter 7	Lesson Plan 3 <sup>rd</sup> draft (if necessary)

8		Reading and writing nonfiction Expository and persuasive writing	Classrooms that Work: Chapters 7, 9	Case Study
9		Reading and writing stories Narrative writing-brainstorming topics Shared Independent Reading	Read one of the novels from your multicultural review by this date	
10		Writing: Writers Workshop PPT. Prewriting and planning narratives	Classrooms that Work: Ch. 8, Instruction that Works for ELLs: Ch. 8-10	Lesson plan final draft
11		Writing: Peer revising groups	drafts of personal narratives	
12		Writing: Editing Evaluating students' work	Bring final revision	Multicultural literature review
13		Poetry and Readers' Theater		Writing Process Portfolio
14		Literature circles Sharing our writing	Classrooms that Work: Ch. 11 and literature circle books (from your review)	
15		Organizing the language arts classroom	Classrooms that Work: Chapter 12	Language arts unit
16		Final quiz (Part 1) Teaching unit mini-lessons		Final (Part 2)

\*Strategy mini-lessons will occur during the first 15 minutes of most classes.

\*Instructor reserves the right to amend the curriculum or schedule as needed.

### **SUGGESTED READINGS**

Angelillo, Janet. (2005). *Making revision matter*. NY: Scholastic.

Bear, D.R. et al. (2008). *Words their Way: Word study for phonics, vocabulary, and spelling instruction*. (4<sup>th</sup> ed.). NJ: Pearson.

Blachowicz, Camille and Fisher, Peter. (2002). *Teaching vocabulary in all classrooms*. Saddle River, NJ: Merrill Prentice Hall.

Buell, Doug. (2001). *Classroom strategies for interactive learning*. (2<sup>nd</sup> ed.). Newark, Delaware: International Reading Association.

Fletcher, Ralph and Portalupi, JoAnn. (2001). *Writing Workshop: The essential guide*. Portsmouth, NH: Heinemann.

Goodman Debra. (1999). *The reading detective club*. Portsmouth, NH: Heinemann.

Harvey, Stephanie and Goudvis, Anne. (2007). *Strategies that work: Teaching comprehension to enhance understanding*. (2<sup>nd</sup> ed.) Portland, ME: Stenhouse.

Lane, Barry. (1993). *After the end: Teaching and learning creative revision*. Portsmouth, NH: Heinemann.

Rasinski, Timothy. (2003). *The fluent reader*. NY: Scholastic.

Tompkins, Gail E. (2006). *Language arts essentials*. NJ: Pearson.

### **RECOMMENDED PROFESSIONAL JOURNALS**

1. The Reading Teacher and Journal of Adolescent and Adult Literacy  
(published by IRA-International Reading Association)

2. Language Arts and Voices from the Middle  
(published by NCTE-National Council of Teachers of English)

3. Illinois Reading Council Journal

### **BLBC 302 REFERENCES**

Abedi, J., & Dietel, R. (2004). *Challenges in the No Child Left Behind Act for English language learners*. (CRESST Policy Brief No. 7). Los Angeles, CA: National Center for Research in Evaluation, Standards, and Student Testing. Retrieved February 22, 2007, from [http://www.cse.ucla.edu/products/policy/cresst\\_policy7.pdf](http://www.cse.ucla.edu/products/policy/cresst_policy7.pdf)

August, D., & Shanahan, T. (Eds.). (2006). *Developing literacy in second-language learners: Report of the National Literacy Panel on Language-Minority Children and Youth*. Mahwah, New Jersey: Lawrence Erlbaum Associates.

Callahan, R. M. (2006). The intersection of accountability and language: Can reading intervention replace English language development? *Bilingual Research Journal*, 30(1), 1–21. Retrieved February 21, 2007, from [http://brj.asu.edu/vol30\\_no1/art1.pdf](http://brj.asu.edu/vol30_no1/art1.pdf)

Capps, R., Fix, M., Murray, J., Ost, J., Passel, J., & Herwanto, S. (2005). *The new demography of America's schools: Immigration and the No Child Left Behind Act*. Washington, DC: The Urban Institute. Retrieved October 2007, from <http://www.urban.org/publications/311230.html>

Collier, V. P. (1995). Acquiring a second language for school. *Directions in language & education*, 1(4). Retrieved February 2007, from <http://www.ncela.gwu.edu/pubs/directions/04.htm>

ERIC Clearinghouse on Languages and Linguistics. (1992). Myths and misconceptions about second language learning. *ERIC Digest*. Washington, DC: Author. Retrieved May 22, 2007, from

[http://eric.ed.gov/ERICDocs/data/ericdocs2/content\\_storage\\_01/0000000b/80/2a/1d/2b.pdf](http://eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/2a/1d/2b.pdf)

Francis, D. J., Rivera, M., Lesaux, N., Keiffer, M., & Rivera, H. (2006a). *Practical guidelines for the education of English language learners: Research-based recommendations for instruction and academic interventions*. Portsmouth, NH: Center on Instruction. Retrieved February 21, 2007, from <http://www.centeroninstruction.org/files/ELL1-Interventions.pdf>

García-Vázquez, E., Vázquez, L. A., López, I. C., & Ward, W. (1997). Language proficiency and academic success: Relationships between proficiency in two languages and achievement among Mexican American students. *Bilingual Research Journal*, 21(4), 334–347. Retrieved February 2007, from <http://brj.asu.edu/pdf/ar4.pdf>

Genesee, F., Lindholm-Leary, K., Saunders, W. M., & Christian, D. (2006). *Educating English language learners: A synthesis of research evidence*. New York: Cambridge University Press.

Guerrero, M. D. (2004). Acquiring academic English in one year: An unlikely proposition for English language learners. *Urban Education*, 39(2), 172–199.

Hakuta, K., Butler, Y. G., & Witt, D. (2000). How long does it take English learners to attain proficiency? (*Policy Report 2000–1*.) Santa Barbara: University of California Linguistic Minority Research Institute. Retrieved February 2007, from [http://lmri.ucsb.edu/publications/00\\_hakuta.pdf](http://lmri.ucsb.edu/publications/00_hakuta.pdf)

Hill, E. G. (2004). *A look at the progress of English learner students*. Sacramento: Legislative Analyst's Office. Retrieved February 2007, from [http://www.lao.ca.gov/2004/english\\_learners/021204\\_english\\_learners.pdf](http://www.lao.ca.gov/2004/english_learners/021204_english_learners.pdf)

Jepsen, C., & de Alth, S. (2005). *English learners in California schools*. San Francisco: Public Policy Institute of California. Retrieved February 2007 from [http://www.ppic.org/content/pubs/report/R\\_405CJR.pdf](http://www.ppic.org/content/pubs/report/R_405CJR.pdf)

Kindler, A. L. (2002). *Survey of the states' limited English proficient students and available educational programs and services: 2000–2001 summary report*. Washington, DC: National Clearinghouse for English Language Acquisition & Language Instruction Educational Programs. Retrieved March 2007, from <http://www.ncela.gwu.edu/policy/states/reports/seareports/0001/sea0001.pdf>

Krashen, S., & McField, G. (2005). What works? Reviewing the latest evidence on bilingual education. *Language Learner*, 1(2), 7–10, 34. Retrieved February 2007, from <http://users.rcn.com/crawj/langpol/Krashen-McField.pdf>

Linquanti, R. (1999). *Fostering academic success for English language learners: What do we know?* San Francisco, CA: WestEd. Retrieved February 22, 2007, from

<http://www.wested.org/policy/pubs/fostering/>

MacSwan, J., & Pray, L. (2005). Learning English bilingually: Age of onset of exposure and rate of acquisition among English language learners in a bilingual education program. *Bilingual Research Journal*, 29(3), 653–678. Retrieved February 2007, from [http://brj.asu.edu/content/vol29\\_no3/art9.pdf](http://brj.asu.edu/content/vol29_no3/art9.pdf)

Mahoney, K. S., & MacSwan, J. (2005). Reexamining identification and reclassification of English language learners: A critical discussion of select state practices. *Bilingual Research Journal*, 29(1), 31-42. Retrieved February 21, 2007, from [http://brj.asu.edu/content/vol29\\_no1/art2.pdf](http://brj.asu.edu/content/vol29_no1/art2.pdf)

Masgoret, A. M., & Gardner, R. C. (2003). Attitudes, motivation, and second language learning: A meta-analysis of studies conducted by Gardner and associates. *Language Learning*, 53(1), 123–163.

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National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs (NCELA). (2007). *FAQ: Which tests are commonly used to determine English language proficiency?* Retrieved February 21, 2007, from <http://www.ncela.gwu.edu/expert/faq/25tests.htm>

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Short, D., & Fitzsimmons, S. (2007). Double the work: Challenges and solutions to acquiring language and academic literacy for adolescent English language learners. (A report to Carnegie Corporation of New York.) Washington, DC: Alliance for Excellent Education. Retrieved February

2007, from <http://www.carnegie.org/literacy/pdf/DoubletheWork.pdf>

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Thomas, W., & Collier, V. (2002). A national study of school effectiveness for language minority students' long-term academic achievement. Santa Cruz, CA: Center for Research on Education, Diversity & Excellence. Retrieved February 2007, from <http://repositories.cdlib.org/cgi/viewcontent.cgi?article=1001&context=crede>