

## 62-356-02: Teaching Reading and Language Arts in the Elementary School

Course Objectives: The teacher candidate will

1. demonstrate knowledge of reading/language arts content on chapter quizzes and midterm and final exams,
2. exhibit dispositions listed in the [Niagara Candidate Disposition Inventory Sample](#) (Rinaldo, 2006),
3. demonstrate competency in teaching reading/language arts lesson plans during field experiences in public schools (shared reading, guided reading, writing lessons), and
4. reflect deeply on teaching reading/language arts lesson plans during field experiences in designated schools (shared reading, guided reading, writing lessons).

### Course Assignments

Assignments		Points possible
1.	Plan and present a shared reading lesson to a small group of children in an elementary classroom. Assess elementary students' comprehension using high level questioning during the lesson. Reflect on the experience. (Lesson plan = 40 points; Reflection = 60 points)	100
2.	Plan and present guided reading lessons in an elementary classroom. Assess elementary students' comprehension using high level questioning during the lesson. Write a reflection about the experience. Upload the lesson plan and the reflection as separate artifacts to Tk20. (Lesson plan = 50 points; Reflection = 50 points)	100
3.	Plan and present guided reading and writing process lessons to a small group of elementary school students. Plan and facilitate a field trip experience for a small group of elementary school students. Assess elementary students' comprehension using high level questioning during the lessons. Reflect on the experience. (Lesson plan = 60 points; Reflection = 40 points)	100
4.	Complete 12 multiple choice chapter quizzes (10 points each)	120
5.	Exam I (covers information from class lectures, supplementary materials, and textbook chapters 1-6)	100
6.	Exam II (covers information from class lectures, supplementary materials, and textbook chapters 7-12)	100
7.	Demonstrate all of the critical elements of a read aloud experience by reading a children's book with the class.	15
8.	Write and illustrate a page for class book using a shared writing task. This procedure will be discussed in class before you author your page. The pages will be assembled into a book to be given to the Kindergarten classroom teachers for reading to the children and display in the classroom.	10
9.	Complete the shared writing from the 4 <sup>th</sup> grade classroom lesson and assemble into a book to be given to the 4 <sup>th</sup> grade classroom for the children. This procedure will be discussed in class before you write your response.	10
10.	Within a small group, create a Traveling Book Bag (Tompkins, p. 32) for a 1 <sup>st</sup> grade classroom demonstrating knowledge of meaningful home-school interactions listed in the scoring rubric.	15
11.	With a small group, investigate journal writing through materials distributed in class and online resources. Find one idea for journaling that ties together a content area or literature and journal writing. Your group will share with your peers and involve them in the journal writing task.	15
11.	Professional Behaviors and Responsibilities. <ul style="list-style-type: none"> <li><input type="checkbox"/> Active discussant with instructor and peers</li> <li><input type="checkbox"/> Collegial responses to instructor and peers</li> <li><input type="checkbox"/> On-task behavior during individual, pairs, small groups, and whole class work</li> <li><input type="checkbox"/> High quality work in class and online according to the provided rubrics and scoring guides</li> <li><input type="checkbox"/> Adherence to "netiquette" for online work</li> <li><input type="checkbox"/> Respect for policies regarding electronic devices</li> <li><input type="checkbox"/> Completion of work by specified due dates</li> <li><input type="checkbox"/> Attendance at all class sessions</li> <li><input type="checkbox"/> Completion of a self-evaluation rubric during the final examination period</li> </ul>	15

