CURRINS 553:
Teaching Language Arts and Children’s Literature, Grades 1-3
Revised 9/14/11

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Course Description:
This course addresses teaching methods related to language arts and children’s literature for diverse primary learners in grades 1-3. It includes concurrent teaching experience. This course includes content related to the knowledge and skill indicators for the MCEA program.

Credits:
This course may be taken for 3 hours of undergraduate or graduate credit. Anyone seeking graduate credit should notify the instructor during the first class meeting and the appropriate course syllabi will be provided to reflect the level of graduate work expected.

Objectives:
1. To demonstrate understanding of language arts as interactive/transactional processes and apply this understanding to assessment and instruction. (UWM-WI Standard 4) Link to assessment: Teaching Lessons
2. To demonstrate understanding of the diverse nature of middle childhood (grades 1-3) learners’ literacy development (UWM-WI Standard 2) Link to assessment: Child Study Project
3. To plan and implement instructional strategies included in a balanced literacy framework in motivating ways to meet the needs of diverse learners. (UWM-WI Standard 1, 2, 3, 4, 5, 6, 7, & 8) Link to assessment: Teaching Lessons
4. To utilize on-going assessment as a tool to monitor growth and development and to guide instruction. (UWM-WI Standard 2 & 8) Link to assessment: Child Study Project, Teaching Lessons
5. To select and use appropriate children's literature and instructional materials for diverse learners. (UWM-WI Standard 4) Link to assessment: Literature Database, Literature Discussion Groups
6. To demonstrate understanding of yourself as a reader and writer. (UWM-WI Standard 9) Link to assessment: Literature Database
7. To begin to develop a critical, questioning perspective around issues of power and privilege that shape urban education and our role in it. (UWM-WI Standard 4) Link to assessment: Critical Literacy Project
8. To improve ability to assess and instruct through reflection (self-monitoring and self evaluation.) (UWM-WI Standard 8 & 9) Link to assessment: Teaching Lessons

Priority UWM-WI Teaching Standards for Block 1: Standards 2, 6, & 9, and Core Guiding Principle
Assignments: Students will complete the following course requirements in order to demonstrate understanding of course objectives. Specific details for each project listed below can be found in the course support packet located for download on D2L.

Critical Literacy Inquiry (25 points) - The purpose of this assignment is to provide a space to build a working definition/understanding of critical literacy and identify examples of classroom teachers enacting a critical literacy philosophy. You will work in groups of 4 and will have one online meeting and one in-class meeting in which to accomplish the following: 1) engage in real reading and real writing to create a working definition of critical literacy; and 2) identify examples of teachers and their students engaged in critical literacy. For the second group meeting, each group member will be assigned a reading from the list found in this syllabus and in the Course Support Packet. The readings will be available on D2L. For this group meeting you will prepare a reading summary (5 points). At the conclusion of each group meeting, you will make an entry into a learning log (5 points). This log will track your learning, discussions, and questions. This process will culminate in one final individual piece of writing or visual representation (15 points) that represents your own personal understanding of critical literacy that includes at least one scholarly reference and examples of classroom teachers enacting a critical literacy philosophy. The writing may be in any genre and any format except expository. In other words, you may not write a research paper! Project Due October 14 (Session 6)

6 Trait Jigsaw (5 points) – You will become an expert on one of the 6 traits. You will review several professional websites and other professional resources. You will identify the essential elements of each trait and contribute to a class blog to share your ideas. Your blog post should be posted no later than Session 11.

Child Study Project (40 points) – You will identify a student with whom you will work over the course of the first several weeks of your field experience. You should select your student in consultation with the teacher supervising your field experience. The child study project will be comprised of the following:
1. Administration of Assessments – Writing: You will write with your student on a topic that derives from your student’s interests and experiences. Spelling: You will select and administer an appropriate spelling assessment from Words Their Way. You must have both the writing sample and the spelling test in class on Session 7, when you will be given time to analyze both in class with the support of your classmates and myself.
2. Final Report - The final report of your case study project will be an analysis of the above assessments and is due session 8 or 9.

Teaching Lessons (80 points) - You will plan and implement 2 lessons as follows:
1. Word study lesson (35 points) – Based upon the results of the spelling assessment you administered during your child study project, you will plan and implement one word study lesson. You should use the appropriate chapter in Words Their Way to identify a lesson. A draft of this lesson is due Session 9, when you will meet with classmates and myself who are working with students at the same spelling developmental level in order to provide specific feedback on the lesson plan prior to being implemented with your child study student. This lesson will be conducted with the one student identified in your child study project. Final copy of your lesson and reflection due Session 11. Options for submission: Electronic (preferred)-The final draft of lesson, lesson reflection and photographs of artifacts used in the implementation of this lesson
will be submitted to D2L; non-electronic-These same materials will be submitted in hard copy in class.

2. **Small group 6 trait writing lesson (45 points)** – You will plan and implement a small group 6 traits writing lesson based upon the needs of the student in your child study project. You will conduct this lesson with a small group of 3-6 students. This lesson will address one of the 6 traits. A draft of your lesson plan is due to D2L Dropbox no later than Session 11. I will provide written feedback on your lesson prior to class on. Session 12, you will bring a hard copy of your draft of this lesson to class for peer review. This will be your opportunity to ask clarifying questions on your specific lesson plan. You must receive written feedback from me prior to conducting this lesson in the field! Failure to do so will result in a lower score on your final lesson. Final copy of the lesson, artifacts created in the implementation (photographs of the product are preferred), and reflection due Session 13 or 14. Options for submission: **Electronic (preferred)**-The final draft of lesson, lesson reflection and photographs of artifacts used in the implementation of this lesson will be submitted to D2L; non-electronic-These same materials will be submitted in hard copy in class.

**Literature Database (30 points)** –This semester, you will read at least 15 children’s books and make entries into the literature database. Each entry will include: identifying information, genre, cross-curricular connections, quality rating, reading level, urban issues addressed, awards, book summary, and teaching applications. Session 4-7 you will bring printed or electronic copies of your database pages for review. You may access the database at [https://pantherfile.uwm.edu/dhimes/www/Required.html](https://pantherfile.uwm.edu/dhimes/www/Required.html)

Final collection of database entries due to D2L Session 7, 8, or 9.

**Literature Study Group & Leader (10 points)** – For this assignment, you will form “Literature Study Groups.” For 4 weeks you will meet to discuss the different genres of children’s literature. Each week you will bring children’s books matching the genre study that week AND a print out from your literature database entry for the books you bring in. In addition, one week you will be the Study Group Leader. This role includes researching the genre (definitions, features of the genre, …), preparing 3 higher order questions to ask your group about the genre, and preparing a one-page handout for group members that includes definitions, features of the genre, and teaching resources. You will provide your group members with a hard copy of the handout and submit it to a D2L dropbox. Due dates vary.

**Professionalism (10 points)** - You are expected to be active in the learning community created during class meetings each week. Elements that will be considered in this part of your grade include attendance, preparedness, active participation in all class activities, and providing critical feedback to classmates.
## Proposed Content Outline:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings and Assignments Due</th>
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</thead>
</table>
| Session 1  | Language Arts  
Critical Literacy                                                | 1. Read: Teaching the Language Arts (*Language Arts*, Chpt 1)  
**In Class Activity:**  
2. **Prior to class Read** Critical Literacy and Social Justice in an Urban Kindergarten (Wood)- Bring a copy of the article to class.  
3. **Print and Bring to class:** Syllabus, Course Support Materials, 2 Copies of Critical Literacy Learning Log |
| 9/9        |                                                                         |                                                                                                                                                                                                                             |
| Session 2  | “When Kids Make Books”  
Children’s Literature  
Mentor Texts  
Critical Literacy                                            | 1. Read: “When Kids Make Books”  
2. Read: Children’s Literature: Opening Windows to New Worlds (*Language Arts*, Chpt. 8)  
3. Critical Literacy Group Meeting #2: Choice readings from list in course support packet; Listen to Disturbing Gender Stereotypes_CLIP64 at [http://www.clippodcast.com/](http://www.clippodcast.com/). Take notes on key points. |
| 9/16       |                                                                         |                                                                                                                                                                                                                             |
| Session 3  | Balanced Literacy Framework  
Shared and Interactive Writing  
Handwriting                                                 | 1. Read: Guided Reading Within a Balanced Literacy Program (*Guided Reading*, Chpt 3)  
2. Critical Literacy Group Meeting #3: Read “Opening Spaces for Critical Literacy”                                                                                      |
| 9/23       | *1st day in the field: 9/24                                               |                                                                                                                                                                                                                             |
| Session 4  | Literature Study: realistic &  
historical fiction  
Banned and Challenged Books  
Mentor Texts                                                   | 1. Literature Study Group Meeting #1: Bring a book and database pages from the realistic fiction & historical fiction genre.  
2. Read: Reinventing the Writer with Mentor Texts (available on D2L)  
3. Critical Literacy Group Meeting #4                                                                       |
| 9/30       |                                                                         |                                                                                                                                                                                                                             |
| Session 5  | Literature Study: fantasy &  
science fiction  
Literacy Development  
Oral Language Development  
Clay’s Principals                                             | 1. Literature Study Group Meeting #2: Bring a book and database pages from the fantasy and science fiction genre.  
2. Read: Emergent Literacy and Beginning Reading and Writing (*Language Arts*, Chpt. 3)  
3. Read: Oral Language and Fluency: Developing the Base of Expression (*Language Arts*, Chpt. 9)  
4. Critical Literacy Meeting #5                                                                           |
| 10/7       |                                                                         |                                                                                                                                                                                                                             |
| Session 6  | Literature Study: poetry &  
traditional literature  
Learning about Students as Writers: Assessing the 6 traits | 1. Literature Study Group Meeting #3: Bring a book and database pages from the poetry genre and the traditional genre.  
2. Read: 6+1 Traits Definitions at [http://educationnorthwest.org/resource/503](http://educationnorthwest.org/resource/503) Explore this website!  
3. Read: Writing a Multidimensional Process-Traits of Writing, pp. 151-159 ONLY (*Language Arts*, Chpt. 5)  
4. Listen to Ruth Culham discuss the 6 Traits at [http://teacher.scholastic.com/products/scholasticprofessional/authors/podcasts.htm#ruth1](http://teacher.scholastic.com/products/scholasticprofessional/authors/podcasts.htm#ruth1)  
5. Print and bring in a copy of K-2, 6 Traits Scoring Guide (available on D2L)  
6. **Critical Literacy Project Due – we will share projects in class be prepared to present your project.** |
| 10/14      |                                                                         |                                                                                                                                                                                                                             |
| Session 7  | Literature Study: expository &  
biography/autobiography  
Learning about Students as Spellers  
Assessment Workshop                                          | 1. Literature Study Group Meeting #4: Bring a book from the expository genre and auto/biography genre & the fantasy  
2. Read: Developmental Word Knowledge (*Words Their Way*, Chpt 1)  
4. Bring your Child Study Project writing sample and spelling test.  
5. Due: Did you submit your literature database to D2L?                                                      |
| 10/21      |                                                                         |                                                                                                                                                                                                                             |
| Session 8  | Planning for Instruction  
• Goals & Objectives  
• Procedures                                                      | 1. Read: Organizing for Word Study (*Words Their Way*, Chpt 3)  
2. Read: Read the one chapter that most closely matches the spelling developmental level of your child study student: Word Study for |
| 10/28      |                                                                         |                                                                                                                                                                                                                             |
### Texts and Class Materials:

**Required texts:**
1. Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. (2012). Words their way: Word study for phonics, vocabulary, and spelling instruction, 5th edition. Columbus, OH: Pearson Merrill Prentice Hall. (**Note that this text will be required again for CURRINS 555. It is recommended that you keep this text for block 3.**)

**Recommended Texts:**
1. Echevarria, J., Vogt, M., & Short, D. J. (2010). Making content comprehensible for elementary English learners: The SIOP model. New York: Allyn & Bacon. (This text is required for CURRINS 508, but will also be referenced in this class.)
2. Fountas I. C. & Pinnell, G. S. (1996). Guided reading: Good first teaching for all children. Portsmouth, NH: Heinemann. (This text is required for CURRINS 552, but will also be referenced in this class.)

**Required Materials:**
1. Required support packet is posted on D2L. You should download and print it. This packet will be used in class nearly every week, therefore you will find it helpful to have it with you each week.

2. Teaching Materials: You will be working with one student or a small group of students each time you attend your field placement classrooms. You are expected to arrive prepared to implement your planned instructional plans with all necessary materials that may include paper appropriate for your student(s), pencils, drawing materials, folders, etc... This will include chart paper. Because it is sold in large pads of approximately 30-100 sheets, you may want to combine with other students to purchase one pad for the semester.

**Required Articles** - * indicates research based articles/readings; articles are available on D2L


**Critical Literacy Resources** - You may find the following resources helpful in completing the critical literacy project. They will be available on D2L only.


**Grading:**

You have the opportunity to earn 200 points this semester.

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Child Study Project</td>
<td>40 points</td>
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<tr>
<td>Teaching Lessons-Word Study</td>
<td>35 points</td>
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<tr>
<td>Teaching Lessons-Small Group 6 Trait Writing Lesson</td>
<td>45 points</td>
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<tr>
<td>Literature Database</td>
<td>30 points</td>
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<tr>
<td>Literature Circle</td>
<td>10 points</td>
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<tr>
<td>Critical Literacy Project</td>
<td>25 points</td>
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<tr>
<td>6 Traits Jigsaw</td>
<td>5 points</td>
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<tr>
<td>Professionalism</td>
<td>10 points</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>200 points</strong></td>
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</table>

**Grading scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>200-186</td>
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<tr>
<td>A-</td>
<td>185-180</td>
</tr>
<tr>
<td>B</td>
<td>179-174</td>
</tr>
<tr>
<td>B-</td>
<td>173-166</td>
</tr>
<tr>
<td>C</td>
<td>159-154</td>
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<tr>
<td>C-</td>
<td>153-146</td>
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<tr>
<td>D</td>
<td>139-134</td>
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<tr>
<td>D-</td>
<td>133-126</td>
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<tr>
<td>D-</td>
<td>125-120</td>
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<tr>
<td>F</td>
<td>119 and below</td>
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</tbody>
</table>
Websites:

<table>
<thead>
<tr>
<th>Website</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>APA Reference Assistance at OWL</td>
<td><a href="http://owl.english.purdue.edu/owl/resource/560/01/">http://owl.english.purdue.edu/owl/resource/560/01/</a></td>
</tr>
<tr>
<td>Center for Improvement of Early Reading Achievement</td>
<td><a href="http://www.ciera.org">http://www.ciera.org</a></td>
</tr>
<tr>
<td>Cynthia Leitich Smith-Children’s &amp; YA Literature Resources</td>
<td><a href="http://www.cynthialeitichsmith.com/index.html">http://www.cynthialeitichsmith.com/index.html</a></td>
</tr>
<tr>
<td>Children’s Literature</td>
<td><a href="http://www.childrenslit.com/home.htm">http://www.childrenslit.com/home.htm</a></td>
</tr>
<tr>
<td>Critical Literacy in Practice (CLIP) Podcast</td>
<td><a href="http://www.clippodcast.com/">http://www.clippodcast.com/</a></td>
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<tr>
<td>International Reading Association</td>
<td><a href="http://www.reading.org">http://www.reading.org</a></td>
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<tr>
<td>National Association for the Education of Young Children</td>
<td><a href="http://www.naeyc.org">http://www.naeyc.org</a></td>
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<tr>
<td>National Centre for Research in Children's Literature</td>
<td><a href="http://www.ncrcl.ac.uk/clsites.htm">http://www.ncrcl.ac.uk/clsites.htm</a></td>
</tr>
<tr>
<td>ReadWriteThink (National Council of the Teachers of English)</td>
<td><a href="http://www.readwritethink.org/index.asp">http://www.readwritethink.org/index.asp</a></td>
</tr>
<tr>
<td>Northwest Regional Educational Laboratory (6 Traits)</td>
<td><a href="http://www.nwrel.org/assessment">http://www.nwrel.org/assessment</a></td>
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<tr>
<td>Reading Online</td>
<td><a href="http://readingonline.org">http://readingonline.org</a></td>
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<tr>
<td>Teaching Books</td>
<td><a href="http://www.teachingbooks.net">http://www.teachingbooks.net</a></td>
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<tr>
<td>Understanding by Design</td>
<td><a href="http://pixel.fhda.edu/id/toc.html">http://pixel.fhda.edu/id/toc.html</a></td>
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<tr>
<td>UWM Curriculum Library</td>
<td>www4.usm.edu/libraries/curriculum</td>
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<tr>
<td>Wisconsin State Reading Association</td>
<td><a href="http://www.wsra.org">http://www.wsra.org</a></td>
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UWM-WI Teacher Standards:
The following UWM-WI Teacher Standards are addressed in this course (those with * are emphasized in block 1):

Standard #1. A Liberal Arts Foundation with Strong Content Knowledge  
*Standard #2. Developmental Framework, Placing the Learner at the Center  
Standard #3. Addressing Differences and Disabilities  
Standard #4. A Repertoire of Instructional Strategies, Including Culturally Responsive Pedagogy  
Standard #5. Active Engagement/Community of Learners  
*Standard #6. Effective Communication, Including Support for English Language Learners  
Standard #7. State of the Art Curriculum and Strategic Planning for Instruction  
Standard #8. Assessment to Ensure Student Success  
*Standard #9. Reflective Practitioner/Learning From One's Own Practice  
Standard #10. Collaboration/Family Partnerships/Community Involvement

Reading Teacher Standards:
The following Reading Teacher Standards are addressed in this course:

1. Language Arts Standards including:
   - Wisconsin Model Academic Standards for English Language Arts.
   - National Standards for the English Language Arts
2. Language Arts Processes including:
• Language arts processes (reading, writing, speaking, listening, viewing, and representing) interrelationships among them.
• Interdisciplinary and integrative aspects of language arts processes.
• Perception of reading as a process of constructing meaning through the interaction of the reader, text, and context of the reading situation.

6. Literacy, Language Acquisition, Language Development, Cognition and Learning including:
• Major theories of literacy, language acquisition, language development, cognition, metacognition, and learning.
• Developmental process of the language arts (reading, writing, speaking, listening, viewing, and representing) from infancy through middle childhood.

7. Literature including:
• Classic and contemporary literature, fiction and non-fiction, including oral, written and visual forms, at appropriate levels.

Course Policies:
Attendance - It is expected that you will attend all class meetings. In the event that you find it impossible to attend, you should notify me via e-mail or phone prior to the class meeting. The grade calculation described above assumes daily class attendance. One absence may occur without penalty, but beginning with the second absence final grades may be lowered by an interval (ex. A to A-, B+ to B, etc.). Babysitting problems (multiple), friends’ problems, deaths of friends’ families, work, and ongoing transportation issues are not acceptable excuses. If you know you will miss a class in advance, make arrangements with a class member to collect handouts and to share notes. You are responsible for readings and in-class work when you are absent. Two tardies are equal to one absence and will count the same way.

Desire 2 Learn – Course materials will be made available on D2L each week. From time to time it will be necessary to send a message to the class. Therefore it is essential that you verify your ability to access D2L early in the semester and contact Learning Technology Center if you have any difficulties (414-229-4040 or help@uwm.edu or go to Bolton 225). To access D2L go to the UWM homepage and find D2L link at the very top of the page.

Due Dates – Assignments are due on the date indicated in the syllabus, even if you are absent. Late work may receive a grade reduction of 1 interval for each day between the due date and the date it is turned in (e.g. one day is B to B-). In cases of documented (in writing) extenuating circumstances (e.g. medical emergency, illness, death), contact me so we can decide how to work things out.

Electronic Devises - Turn off phones and other beeping, ringing or singing electronic devices during class. Only answer phones during class in transition times or in emergencies.

Professionalism - By becoming a member of the MCEA Program, you have entered the professional training segment of your university education. Professional behavior is expected both in university classes and in Milwaukee Public School classrooms. You are expected to dress in a professional manner while working in classrooms. The following checklist is taken from the professionalism section of the UWM student teaching evaluation to share with you those expectations.
1. Remains calm under observation.
2. Accepts suggestions, incorporates them into instruction, management, and overall teaching style, and generalizes skills to relevant situations.
3. Assumes level of responsibility appropriate to setting.
4. Actively seeks out needed information and initiates new ideas.
5. Works cooperatively with colleagues in the school and university.
6. Demonstrates a good command of oral and written English.
7. Arrives on time to class and pre-arranged meetings and attends regularly.
8. Engages regularly in self-appraisal; is aware of effects of own behavior on students.
9. Demonstrates non-racist and non-sexist behavior.

Quality of Written Work – All written work submitted to meet course requirements must be typed, unless otherwise noted. It is assumed that work submitted is in final draft unless specifically stated in the course syllabi. Work must include correct punctuation, capitalization, and spelling. Any work cited in this class must be referenced following APA 6th Edition.

University Policies:
*additional information regarding these policies is found at http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf
1. **Students with disabilities.** Notice to these students should appear prominently in the syllabus so that special accommodations are provided in a timely manner.  
http://www4.uwm.edu/sac/SACltr.pdf

2. **Religious observances.** Accommodations for absences due to religious observance should be noted.  
http://www4.uwm.edu/secu/docs/other/S1.5.htm

3. **Students called to active military duty.** Accommodations for absences due to call-up of reserves to active military duty should be noted. Students: http://www4.uwm.edu/current_students/military_call_up.cfm  
Employees: http://www4.uwm.edu/secu/docs/other/S40.htm

4. **Incompletes.** A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work. http://www4.uwm.edu/secu/docs/other/S31.pdf

5. **Discriminatory conduct (such as sexual harassment).** Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff. http://www4.uwm.edu/secu/docs/other/S47.pdf

6. **Academic misconduct.** Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University.  
http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm

7. **Complaint procedures.** Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy. http://www4.uwm.edu/secu/docs/other/S49.7.htm

8. **Grade appeal procedures.** A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School.  
http://www4.uwm.edu/secu/docs/other/S28.htm

9. **Other** The final exam requirement, the final exam date requirement, etc.  
http://www4.uwm.edu/secu/docs/other/S22.htm

10. Selected Academic and Administrative Policy 24.5, Firearms and Dangerous Weapons Policy.