This course purports to prepare post-bac students for the Elementary Internship Year. ALL students MUST have a laptop computer or tablet readily available in class to complete work.

The course will focus on the process of developing a successful language arts program. The nature and process of reading and writing for elementary students will be examined in depth. Students will also examine and evaluate a wide range of children’s literature with a focus on integrating literature into reading and writing instruction.

Through class discussions, small group work and written responses to course readings, ED626 students will gain an understanding of how children learn and develop literacy.

The readings and activities in this class will prepare students to be successful in attaining competencies that demonstrate success with the Alaska Teacher Standards during their internship year. The Elementary Standards-Based Summative Assessment Plan (ESSAP) details the competencies that all interns will meet in fulfilling the Alaska Teacher Standards. All the Alaska Teacher Standards are addressed in this course with special emphasis on Standards 1, 2, 4, 5, and 6. Performance Standards for Alaska Students in Reading and Writing will be examined throughout the course. NCATE/ACEI Standards are addressed in this course with special emphasis on Standard 2b: http://www.udel.edu/bateman/acei.

COURSE OBJECTIVES:

- Students will understand the cognitive and linguistic foundations of literacy development
- Students will identify specific goals for each of the following stages of reading development: Emergent, Initial, Transitional and Basic Literacy.
- Students will understand the role of phonemic awareness in literacy development including the assessment and development of phonemic awareness in children
- Students will identify important concepts about print necessary for literacy development
- Students will understand the importance of systematic, explicit phonics and other word identification strategies
- Students will understand the importance of assessing and facilitating reading comprehension and reading fluency
- Students will understand the role of facilitating vocabulary development in speaking, reading and writing
- Students will understand the importance of content-area literacy facilitating student understanding through instruction in reading strategies, text structures and features of different types of text.
- Students will understand the importance of encouraging independent reading that includes supporting at-home reading
- Students will gain awareness of key genres of children’s literature and award winning children’s literature through informal book talks and the development of an annotated bibliography of literature read.
- Students will understand the critical importance of ongoing assessment using multiple measures to analyze individual progress and plan instruction.
Alaska Teacher Standards
and UAF School of Education Teacher Programs Performances and Competencies

The Alaska Teacher Standards serve as the basis for the UAF Elementary Education program. Elementary faculty developed additional performances and competencies defining what a “minimally competent” teacher would look like understanding and demonstrating effective, culturally responsive practice. During the Elementary Internship year, students must demonstrate competency in each AK/UAF standards to earn licensure and meet degree requirements. The following rows include the standards and competencies related to this course.

- Click http://tinyurl.com/AK-SOE-Elem-Standards for the complete list of the Alaska Teacher Standards and UAF SOE Performances for Culturally Responsive, Effective Practitioners.
- Click http://tinyurl.com/UAF-Elem-Competencies for the list of all competencies.

<table>
<thead>
<tr>
<th>Standard I: Philosophy and Application to Practice</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher can describe his/her philosophy of education and demonstrate its relation to his/her practice.</td>
<td>1-3 Demonstrate flexibility, persistence and an ability to take risks as reflected on PCFF’s (see page 7)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard II: Learning Theory and Application to Practice</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher understands how students learn and develop, and applies that knowledge in teaching practice.</td>
<td>2-1 Demonstrate an ability to determine the developmental levels of a group of students through a variety of assessments 2-2 Differentiate instruction in the context of a variety of teaching activities to adequately meet the needs of students from multiple developmental levels 2-3 Differentiate instruction in the context of a variety of teaching activities to adequately meet the needs of students with different learning styles 2-4 Recognize the differences in cultural and linguistic backgrounds of students and demonstrate the ability to build upon the diversity within the classroom in their teaching responsibilities (e.g., lesson and unit development, assignments, assessments, classroom structure and management) 2-5 Demonstrate a belief in the ability of all children to learn as reflected on PCFF’s</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard III: Integration of Community &amp; Cultural Diversity—in Alaska Context</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher teaches with respect for students’ individual and cultural characteristics.</td>
<td>3-1 Develop and teach a variety of units or lessons that meaningfully incorporate characteristics of the student’s and local community culture into instructional strategies that support student learning 3-2 Demonstrate an ability to recognize and appropriately utilize the cultural characteristics of the students and community where he/she is teaching 3-4 Demonstrate an ability to establish an environment which accepts, fosters and affirms diversity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard IV: Knowledge of Content Area and How to Teach It</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher knows the appropriate subject matter content and how to teach it in the ten student content areas: English /Language arts; Mathematics; Science; Government &amp; Citizenship; Geography; History; Arts; World Languages; Skills for a Healthy Life; Technology</td>
<td>4-1 Develop and teach a series of lessons (e.g. unit) in each major content area as defined by ACEI (math, science, social studies, language arts, health &amp; PE, art) that demonstrates knowledge of the content (i.e. reflects accurate information in the subject area), knowledge of central concepts (i.e. focuses on an important area of the subject that is recognized as valuable to teach), knowledge of tools of inquiry (i.e. reflects “best practice” approaches to teaching that subject area) 4-2 Apply knowledge of developmental abilities of students when assessing student work in major content areas AND make appropriate revisions to instruction based on the demonstrated ability and knowledge level of students 4-3 Use a variety of instructional strategies, and when appropriate, uses technology to support instruction in the content areas (uses technology to promote inquiry and collaboration) 4-4 Help students make connections within and across disciplines 4-5 Connect content in a teaching activity to students’ prior knowledge and to practical “real-life” situations encountered outside the school (especially in the students’ community) 4-6 Provide evidence of on-going professional development and a commitment to lifelong learning in both the content areas and in new uses of technology to support learning in the content area 4-7 Clearly communicate information and instructions 4-8 Enhance students’ critical thinking abilities by using higher-level questions and/or questioning skills to help students extend their thinking and is developing a repertoire of realistic projects and problem-solving activities designed to assist all students in demonstrating ability to think creatively</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard V: Multiple Assessments Linked with Varied Instructional Strategies &amp; Resources</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-5 Select, adapt, develop and use a variety of types of formal and informal assessment tools and strategies that reinforce student learning and that help students develop an ability to reflect on their own progress.</td>
<td></td>
</tr>
</tbody>
</table>
The teacher facilitates, monitors and assesses student learning.

<table>
<thead>
<tr>
<th>Standard VI: Effective Learning Environments Created</th>
<th>6-1 Establish a positive climate in the classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher knows how to create and maintain a learning environment in which all students are actively engaged and contributing members.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard VII: Partnerships with Parents, Families and Communities</th>
<th>7-1 Develop and implement a system for establishing and maintaining regular contact with families</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher works as a partner with parents, families, and with the community.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard VIII. Participation in and Contributions to the Teaching Profession</th>
<th>8-2 Adheres to the State’s Code of Ethics (see <a href="http://www.educ.state.ak.us/TeacherCertification/20AAC10.html">http://www.educ.state.ak.us/TeacherCertification/20AAC10.html</a>)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-3 Actively seek and accept suggestions from university instructors and try to meaningfully incorporate suggestions in teaching plans</td>
<td></td>
</tr>
<tr>
<td>8-4 Recognize that self reflection is one of the key components the lifelong process of becoming a better teacher and demonstrate a capacity to engage in thoughtful self reflection</td>
<td></td>
</tr>
<tr>
<td>8-5 Provide evidence of commitment to continual learning</td>
<td></td>
</tr>
<tr>
<td>8-6 Integrate effective practices and strategies based upon professional readings or dialogue with other professionals</td>
<td></td>
</tr>
<tr>
<td>8-7 Seek opportunities to grow professionally</td>
<td></td>
</tr>
<tr>
<td>8-8 Participate in, and value, planning with mentor teacher and peers</td>
<td></td>
</tr>
<tr>
<td>8-9 Demonstrate ability to work cooperatively with colleagues through serving on committees, volunteer assignments and positive contributions to grade-level and faculty meetings and in-service activities</td>
<td></td>
</tr>
<tr>
<td>8-10 Use technology as available at the school site and as appropriate to the learner. Provide opportunities for students to use technology; facilitates use of electronic resources and use technology to assist in the management, evaluation and improvement of instruction.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard IX: Use of Technology as a Professional and with Students</th>
<th>9-1: Demonstrate knowledge and application of technology for professional responsibilities (e.g. lesson planning, recording of grades, communication with students, families and colleagues, delivering instruction)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-2: Provide instruction and support for students in the use of technology</td>
<td></td>
</tr>
</tbody>
</table>

**REQUIRED READINGS:**


*Selected chapters from the following texts provided in class:*


REQUIRED ACTIVITIES and GRADING:
All assignments MUST be completed and turned in ON TIME. All responses will be assessed in relation to depth, thoughtfulness, clarity and quality. **Plan for 3+ hours of out-of-class work to prepare for each class meeting.**

<table>
<thead>
<tr>
<th>Written Responses: 35%</th>
<th>Participation: 10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam: 30%</td>
<td>Children’s Literature Review: 25%</td>
</tr>
</tbody>
</table>

1. **Written Responses:**
ED626 students will prepare written responses related to the daily readings. These papers will enable students to participate fully in class discussions. In-class written responses will also be assigned from time to time. All assignments are to be posted on Blackboard for teacher feedback.

<table>
<thead>
<tr>
<th>Score</th>
<th>100-85 (A-B)</th>
<th>85-70 (B-C)</th>
<th>70 below (C-below)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Paper is clear and focused holding the reader’s attention</td>
<td>✓ Paper is clear and focused</td>
<td>✓ Basic development of topic is evident</td>
<td></td>
</tr>
<tr>
<td>✓ Relevant anecdotes and details enrich topic going beyond the obvious or predictable</td>
<td>✓ Details included are complete but may be predictable or lacking personal insight</td>
<td>✓ Ideas are clear, but may not be detailed or personal enough to show understanding of topic</td>
<td></td>
</tr>
<tr>
<td>✓ Shows insight and understanding of topic</td>
<td>✓ Knowledge of subject area evident, but little connection is made to experience.</td>
<td>✓ Everything seems as important as everything else; what is critical for understanding is unclear</td>
<td></td>
</tr>
<tr>
<td>✓ Written from knowledge and experience</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Organization/Mechanics**

Adapted from Six Trait Scoring Guide, Beaverton Model

| ✓ Organization and presentation is logical and well controlled | ✓ Organization structure is strong. | ✓ Some organization evident |
| ✓ Standard conventions (e.g., grammar, usage, spelling, capitalization, punctuation, paragraphing) enhance readability and errors are found only when “hunted.” | ✓ Standard conventions (e.g., grammar, usage, spelling, capitalization, punctuation, paragraphing) are used correctly in most instances; problems do not distort meaning. | ✓ Errors in spelling, punctuation and/or grammar distract from meaning, extensive editing in needed. |

2. **Children’s Literature Overviews**
ED 626 students will complete the following activities using the children’s literature texts provided in class. See the class Google Site: https://sites.google.com/a/alaska.edu/ed626-2012

| Due as assigned during 2-week Session – Genre Overviews | Due by August 9, 2012 – Final Literature Review ~ Annotated Bibliography |

ED626_F01_Kardash_SUM_2013
After reading about the assigned genre in one of the given texts, create a slide presentation to share in class that includes the following:

- An overview of that genre/type including key features
- 3-5 examples of award winning or professionally recommended children's books that represent that genre/type including bibliographic information (plan to read aloud/show excerpts from the selections)
- Selections of children’s literature presented each day may include, as appropriate, a picture book, a multicultural book, and an Alaska themed selection
- Teaching suggestions or web sites of lesson plans for each selection
- Your own experience with that type or genre of children's literature.

ED626 students will create a “Final Literature Review” slide presentation, an annotated bibliography, of at least 55 selections of children’s literature: at least 5 books must be Alaska themed and at least 5 books must be chapter books. All books must be award winners or recommended professionally. The books chosen should relate to different levels of readers and genres of literature as discussed in class.

The completed bibliography is by August 9, posted to the class Google Site.

The Final Literature Review must be submitted on the class Google Site by August 9, 2013.

<table>
<thead>
<tr>
<th>Score</th>
<th>100-90</th>
<th>89-70</th>
<th>69 and below</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genre Overviews</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Genre is explained and children’s literature is used to show examples of characteristics of that genre</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ 3-5 books are shared in class and excerpts are read aloud in an engaging manner</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Teaching suggestions for each book are included</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Own experience with the genre is shared.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Visual overview is prepared for class and posted on class Google Site 15 minutes before the start of class.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Genre is explained</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ 3-5 books are shared with class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Own experience with genre is shared.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Visual overview is posted on class Google Site for class.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Genre is explained but no examples are provided</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Less than 3 books are shared in class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Visual overview is not posted on class Google Site.</td>
<td></td>
<td></td>
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</tbody>
</table>

| Final Literature Review: Annotated Bibliography |
| ✓ Includes 55+ selections with complete bibliographic information |
| ✓ Selections from at least six genres are included |
| ✓ At least 5 books are Alaska-themed. |
| ✓ At least 5 books are chapter books. |
| ✓ Comments regarding each selection are interesting, informative and include teaching suggestions |
| ✓ Selections reflect a planned range of student interests and ages. |
| ✓ Selections include different formats of books including picture books, chapter books, informational books, and poetry |
| ✓ Posted on class Google site on or before due date |
| ✓ Includes 55+ selections with complete bibliographic information |
| ✓ At least 5 books are Alaska-themed. |
| ✓ At least 5 books are chapter books. |
| ✓ Comments regarding each selection are informative. |
| ✓ Selections reflect a range of student interests and ages. |
| ✓ Selections include different formats of books including picture books, chapter books, informational books, and poetry |
| ✓ Posted on class Google site |
| ✓ Includes less than 55 selections |
| ✓ Bibliographic information incomplete |
| ✓ Minimal comments regarding each selection |
| ✓ Selections do not reflect a wide range of ages of children |
| ✓ Selections do not reflect a range of genres or formats. |
| ✓ Not posted on class Google site. |

<table>
<thead>
<tr>
<th>Grade</th>
<th>A – B</th>
<th>B – C</th>
<th>D or below</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td></td>
<td></td>
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</tbody>
</table>

3. **Exam:**

ED 626 students will be expected to respond in writing to exam questions pertaining to class discussions and readings. Notes and books can be used. The exam will be cumulative focusing on understanding of all course concepts. Writing conventions, style and organization will be assessed, in addition to content (see rubric for
written responses). Students will also be assessed on their ability to list the goals for readers at different stages of literacy as given in class (See page 6).

4. **Class Participation**
Participation in all class activities is mandatory. The instructor needs to be notified before each absence. Make-up work will be assigned. The instructor will post a participation grade after each session. See rubric below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>A 9-10/10 points</th>
<th>B 8/10 points</th>
<th>C 7/10 points</th>
<th>D 6/10 points</th>
<th>F 0/10 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>✓ On-time and present for entire Lecture/Class Discussion session. ✓ Independent/group work completed. ✓ Active participation and/or leadership demonstrated in class discussions</td>
<td>✓ On-time and present for entire Lecture/Class Discussion session. ✓ Independent/group work completed. ✓ Participates in class discussions.</td>
<td>✓ Present for most of Lecture/Class Discussion session. ✓ Independent/group work completed.</td>
<td>✓ Missed most of the Lecture/Class Discussion session because of tardiness or early departure. ✓ Independent/group work late or not completed.</td>
<td>✓ Absent</td>
</tr>
</tbody>
</table>

The instructor will also submit a Professional Characteristics Feedback Form (PCFF) to the School of Education for each student. See final page of syllabus. Students may arrange a meeting with School of ED staff to review ratings from submitted PCFFs. Ask your advisor for more details (907-474-7341).

**Additional Community Resource**

**Noel Wien Public Library** – Excellent source for Children’s Literature Overviews and Bibliography

Library Hours:
- Monday thru Thursday: 10:00 a.m. - 9:00 p.m.
- Friday: 10:00 a.m. - 6:00 p.m.
- Saturday: 10:00 a.m. - 5:00 p.m.
- Sunday (closed June, July, August): 1:00 p.m. - 5:00 p.m.

Library Location: 1215 Cowles Street
Fairbanks, Alaska 99701
Phone: (907) 459-1020
FAX: (907) 459-1024

**Attendance Policy**

Students are expected to attend all classes and be actively involved in class discussions and class projects. In case of absence students are responsible for getting information from other students. Due to the high level of student group work involved in this class, regular attendance is very important and will be included in determination of the course grade. All handouts will be posted on the ED 626 Blackboard site. Students are expected to submit all assignments on time. Late assignments will be accepted only when students have an occasional legitimate and excused absence.

**Plagiarism**
The following is excerpted from the **UAF Student Code of Conduct (BOR POLICY 09.02.02)**

As with all members of the university community, the University of Alaska requires students to conduct
themselves honestly and responsibly, and to respect the rights of others. Conduct that unreasonably interferes with the learning environment or that violates the rights of others is prohibited by the standards and guidelines described in this section and in University Regulation and MAU rules and procedures, collectively referred to as the Student Code of Conduct, or Code. Students and student organizations will be responsible for ensuring that they and their guests comply with the Code while on property owned or controlled by the university or at activities authorized by the university.

Disciplinary action may be initiated by the university and disciplinary sanctions imposed against any student or student organization found responsible for committing, attempting to commit, or intentionally assisting in the commission of prohibited forms of conduct including cheating, plagiarism, or other forms of academic dishonesty.

The University has established procedures for enforcing the UA code of conduct. Each student at the University shall be afforded due process in all disciplinary matters. For a complete guide to these procedures, please refer to Regents regulation 09.02. Copies of this are available in the Dean of Students office, Wood Center, on the University web page (http://info.alaska.edu/ua/bor/regulation/9r/r09-02.html), and the library.

Support Services
All written materials prepared outside of class will be assessed on the basis of content and on the use of appropriate writing conventions. The Writing Center on the 8th Floor of the Gruening Building is an excellent resource for all UAF students: http://www.alaska.edu/english/writing-center/ Please take advantage of it. There is no charge for UAF students.

Disabilities Services
The University of Alaska Fairbanks is committed to equal opportunity for students with disabilities. Students with disabilities are encouraged to contact the coordinator of Disability Services at the Center for Health & Counseling: 474-7043 and http://www.uaf.edu/disability/.
Goals for Developing Readers
Taken from
Becoming a Reader: A Developmental Approach to Reading Instruction by Michael O’Donnell and Margo Wood

ED626 students will take daily practice quizzes on the goals, leading up to a graded quiz of the 16 goals on the final day of class. ONLY the Emergent level will be practiced during first class.

Emergent Readers
1. Seek out and enjoy books
2. Become familiar with the language of literature and patterns of stories
3. Understand and follow the sequence of stories read to them
4. Begin to acquire specific understandings about the nature, purpose and function of print
5. Begin to hear the separate speech sounds in words.
6. Experiment with reading and writing through approximation
7. See themselves as readers and writers

Initial Readers
1. Understand that reading is a meaning-making process
2. Acquire sight vocabulary
3. Make balanced use of the cueing systems in written language (syntax, graphophonemics, and semantics) to identify words not known at sight

Transitional Readers
1. Increase fluency in reading and writing
2. Increase motivation to read and write
3. Focus on meaning in reading and writing

Basic Literacy
1. Expand breadth of experience in reading
2. Comprehend increasingly complex reading material
3. Extend meaning vocabulary
PCFF: Professional Characteristic Feedback Form for UAF Education Students

This form is intended to allow individuals who interact with education students to provide feedback on a student’s overall disposition in relation to whether or not it is in alignment with those characteristics typically found in effective professional educators.

- How do you know this student? (e.g. cooperating teacher for short term observation, mentor teacher, principal, UAF instructor, UAF supervisor/liaison, etc.):

- Context of interaction with student (e.g. elementary classroom, UAF course, etc.):

  School: __________________________  Grade Level: ______________

Listed are characteristics commonly found in effective professional educators. For each characteristic, please provide a rating between 0 and 3 based on the following criteria.

0 = individual does not exhibit this characteristic
1 = individual rarely exhibits this characteristic
2 = individual sometimes exhibits this characteristic
3 = individual typically exhibits this characteristic
N/O = the characteristic was not observed during your time with the individual

<table>
<thead>
<tr>
<th>I observed this individual to be . . .</th>
<th>Rating (see above criteria)</th>
<th>N/O</th>
</tr>
</thead>
</table>
| Respectful of an committed to meeting the needs of individual from diverse backgrounds  
  - Promoting equity in learning environments  
  - Incorporating the diverse backgrounds, knowledge and learning styles of the students into the classroom  
  - Assuming personal responsibility for student learning | 0 1 2 3 | 0   |
| Reflective and open to feedback from others | 0 1 2 3 | 0   |
| Motivated to become effective practitioners and committed to their decision to teach  
  - Dedicated to being a “lifelong learner”  
  - Eager to learn from others | 0 1 2 3 | 0   |
| Flexible in their thinking and creative in their ideas  
  - Willing to try new things  
  - Adapting instruction as situations change (“thinking on their feet”)  
  - Looking for creative resolutions to problems | 0 1 2 3 | 0   |
| Professional and ethical in their behavior  
  - On time  
  - Professional in appearance  
  - Responsible for his/her own actions  
  - Respectful of colleagues, children and families, and the professionals with whom he/she works | 0 1 2 3 | 0   |

If you have marked any area with a “0” or “1” please provide a brief explanation on the following page indicating specific behaviors, actions of language that contributed to that rating.

PLEASE E-MAIL COMPLETED FORM TO:
  pcff SOE@alaska.edu  UAF School of Education

PCFF Page 1 of 2