

Mayville State University

EDUC 319, Language Arts in the Elementary School (41095)

Fall 2025
3 Credit Hours

Course and Instructor Information

Instructor Name: Darian Sherva

Contact Information:

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Hours of Availability: Available for meetings by appointment.

Instructional Mode: On Campus, MTW 8:00-8:50 am

Course Dates: August 25th to October 19th

Time Zone: All times indicated throughout this syllabus reflect Central Time (CT).

Course Materials and Technologies

Required

Ogle, D., and Beers, J.W. (2011). *Engaging in the language arts*. (2nd ed.). Pearson Education.

Required Supplemental

Honig, B. Diamond, L. Gutlohn, L. (2018). *Teaching reading sourcebook: For all educators working to improve reading achievement* (3rd ed.). Arena Press/Academic Therapy Publications Core, Inc.

Use of Artificial Intelligence in this Course

AI tools can serve as collaborative partners in your learning journey. In this course, you are permitted to use them for brainstorming, generating outlines, or exploring alternative perspectives. As with any source, you must critically evaluate the information provided and verify its accuracy. When AI has contributed to your work, include a citation specifying the tool used and its role in your process (e.g. 'Initial concept exploration assisted by CoPilot').

Course Description

This course continues the work from [EDUC 318](#) and supports candidates in gaining competence in implementing knowledge and strategies in English Language Arts. Scientifically-based applications of reading, writing, listening, speaking, viewing, and visually representing in primary through intermediate grades are explored and modeled. Principles of explicit and systematic instruction related to fluent reading, vocabulary acquisition, comprehension, and writing skill sets based on the Science of Reading research are studied and practiced. Reflective skills are modeled and implemented to help candidates apply coursework practices to various situations, materials, and ideas. Candidates will participate in a diverse field experience that merges theory with practice. This course requires students to have an approved background check and liability insurance prior to the field experience.

Pre-/Co-requisites: [EDUC 318](#) and Admission to Teacher Education. Co-Requisites: [EDUC 302](#)

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Purpose of the Course

The purpose of this course is to develop teacher candidates' understanding and skills in the use of scientifically research-based strategies in the instruction and learning of English Language Arts. Students will investigate the implementation of reading, writing, listening, speaking, viewing, and visually representing strategies as it relates to teaching the language arts standards in professional practice. A required field experience supports pre-service teachers' implementation of ELA theory to practice.

Conceptual Framework

Teacher education courses are based on the Conceptual Framework: Reflective Experiential Teacher. The document 'Conceptual Framework' is located in the Teacher Education Handbook.

Course Objectives

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to Early Childhood and Elementary Education Program Approval Standards through North Dakota's Education Standards and Practices Board ([ND ESPB](#)):

1. Create and demonstrate language arts instructional strategies, including vocabulary, reading comprehension, oral and written communication, visual literacy, and writing across content areas that embed the foundational components of the Science of Reading research. (InTASC 1, 4, 7; SLO 1, 2, 3; ND Reading Standards 4B.4, 4C.8, 4D.3, 4E.1-4E.4; Knowledge and Practice Standards for Teachers of Reading 1.1, 1.2, 4A.1, 4A.2, 4A.3, 4B.7, 4D.4, 4E.1-4E.4, 4F.1-4F.5; 4G.3, 4G.4; CEC 2.2, 3.1, 5.2, 5.3; NDEC 2, 3, 9; NAEYC 2, 3, 9; ND ELED 2a, 3c, 3f, 4a, 4c). **Assignment:** Weekly Assignment
2. Relate the Science of Reading essential skills—phonological awareness, phonemic awareness, phonics, fluency/accuracy, vocabulary development, and comprehension—to their significance in ELA instruction in primary grades and beyond. (InTASC 1, 4, 7, 8; SLO 2, 3; ND Reading Standards 1.2, 1.3, 1.8, 2.4, 3.1, 4B.2, 4B.3, 4B.4, 4C.3, 4C.7, 4C.8, 4D.1, 4D.4, 4E.1-4E.4, 4F.1, 4F.2, 4F.4, 4F.5; Knowledge and Practice Standards for Teachers of Reading 1.3, 4B.4, 4C.3, 4C.8, 4D.1, 4E.1, 4E.3, 4E.4, 4F.4, 4F.5; CEC 1.1, 1.3, 3.2; 5.2; NDEC 2; NAEYC 2; ND ELED 1a, 2a). **Assignment:** Science of Reading/ELA Impact Response
3. Research the meaning of linguistics (the study of language and its structure), including orthographics, phonetics, phonology, morphology, syntax, semantics, and pragmatics. (InTASC 1, 4, 7; SLO 2; ND Reading Standards 1.1, 1.6, 1.7, 4C.1; Knowledge and Practice Standards for Teachers of Reading 1.1, 1.6, 1.7, 4C.1; CEC 3.1, 3.2; NDEC 2; NAEYC 2; ND ELED 2a, 3c). **Assignment:** PowerPoint Research Presentation
4. Evaluate the role of assessment across general language arts, including oral language, reading, writing, and spelling assessment techniques. (InTASC 1, 2, 6, 7; SLO 2, 3; ND Reading Standards 3.1, 3.2, 3.3, 3.8; Knowledge and Practice Standards for Teachers of Reading 1.1, 3.1, 3.2, 3.3, 3.8; CEC 4.3, 5.1;

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NDEC 4; NAEYC 4; ND ELED 3a, 3b, 4e, 4f, 4g). **Assignment:** Assessment: Assessment Purposes, Types, Benchmarks, and Principles

5. Explore the phases and connections between oral and written language acquisition and development and their effect on spelling development. (InTASC 1, 2, 4; SLO 1, 2, 3; ND Reading Standards 1.3, 1.8; Knowledge and Practice Standards for Teachers of Reading 1.3, 1.8; CEC 1.1, 3.1, 3.2; 5.6; NDEC 2; NAEYC 2; ND ELED 1a, 2a). **Assignment:** Ehri's Phases
6. Design and apply developmentally appropriate literacy activities to support a variety of diverse learners, including struggling readers, students with Dyslexia, English language learners, culturally diverse students, students with exceptionalities, and students who speak language varieties other than mainstream English. (InTASC 1, 2, 3, 4, 8; SLO 1, 2, 3; ND Reading Standards 1.5, 1.6, 1.7, 2.3, 2.4, 2.5, 4A.1, 4A.2, 4A.3; Knowledge and Practice Standards for Teachers of Reading 1.5, 1.6, 1.7, 2.3, 2.4, 2.5, 4A.1, 4A.2, 4A.3, 5.1; CEC 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 5.2, 5.3, 5.6; NDEC 2, 3, 4; NAEYC 2, 3, 4; ND ELED 1a, 1b, 3d). **Assignment:** Special Populations of Readers and Writers; Tier 2 Vocabulary in an Informational Text
7. Determine strategies that provide collaborative opportunities for students to develop speaking and listening skills and viewing and visually representing a text. (InTASC 1, 3, 5, 7, 8; SLO 1, 2; ND Reading Standards 4F.1; Knowledge and Practice Standards for Teachers of Reading 4F.1; CEC 1.1, 3.1, 5.2 6.1; NDEC 2, 3; NAEYC 2, 3; ND ELED 2a, 3e, 3f, 5c). **Assignment:** Collaborative Strategies for Speaking and Listening; Viewing and Visually Representing a Text
8. Explore reading and writing development, conventions, and various writing genres, including the purpose and implementation of literary versus informational text and its implications for ELA instruction (InTASC 1, 2, 3, 4, 7 8; SLO 1, 2, 3; ND Reading Standards 4F.1, 4F.2, 4F.4, 4F.5; Knowledge and Practice Standards for Teachers of Reading 4F.1, 4F.2, 4F.4, 4F.5; CEC 1.1, 2.1; NDEC 2, 3; NAEYC 2, 3; ND ELED 1a, 2a, 3c). **Assignment:** Reading and Writing with Literary and Informational Text
9. Develop and implement the language arts areas of reading, writing, listening, speaking, viewing, and visual representation into other content areas that respond to learners' diverse needs and allow students to participate actively and successfully in a variety of communicative literacy activities (both oral and written). (InTASC 1, 2, 3, 4, 7, 8; SLO 1, 2, 3; ND Reading Standards 4A.3, 4B.7, 4C.5, 4D.1, 4D.4, 4E.1, 4E.4, 4F.5, 4G.5; Knowledge and Practice Standards for Teachers of Reading 4A.3, 4B.7, 4C.5, 4D.1, 4D.4, 4E.1, 4E.4, 4F.5, 4G.5, 5.2, 5.8; CEC 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 5.6, 6.1; NDEC 2, 3, 9; NAEYC 2, 3, 9; ND ELED 1b, 2a, 2b, 2c, 2d, 2e, 2f, 3f). **Assignments:** Viewing and Visually Representing a Text; Final Project ELA Cross-Cutting Center
10. Evaluate the importance of providing direct and explicit instruction that merges vocabulary with comprehension skills and the implementation of other research-based strategies across different genres and text types. (InTASC 1, 2, 4, 7, 8; SLO 1, 2, 3; ND Reading Standards 1.2, 4A.1, 4E.4, 4F.4;

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Knowledge and Practice Standards for Teachers of Reading 1.2, 4A.1, 4E.4, 4F.4; CEC 1.1, 2.2, 3.1, 5.3, 5.6; NDEC 2, 3; NAEYC 2, 3; ND ELED 2a, 3c, 3f). **Assignment:** Text Types; Systematic/Direct/Explicit Instruction Lesson Plan Development; Tier 2 Vocabulary in an Informational Text

Program Learning Outcomes (SLOs) Addressed in this Course

As part of Mayville State's effort to demonstrate continuous improvement in achieving student learning outcomes, this course will address the following SLOs. The Academic Program Student Learning Outcomes document can be found in your course shell. It contains all learning outcomes pertaining to Essential Studies courses and all majors and minors. The document has an index, so you can quickly find the degree you are pursuing. As part of Mayville State's effort to demonstrate Mayville State University's continuous improvement in achieving student learning outcomes, this course introduces and reinforces the following SLOs:

- **SLO 1: The Learner and Learning:** Teacher candidates understand diversity in learning and developmental processes and create supportive and safe learning environments for students to thrive.
- **SLO 2: Content:** Teacher candidates understand the subject matter deeply and flexibly so they can advance their students' learning, address misconceptions, and connect ideas to everyday life.
- **SLO 3: Instructional Practice:** Teacher candidates will plan instruction, utilize effective instructional strategies and technologies, and continuously assess students for mastery and decision-making purposes.
- **SLO 4: Professional Responsibility:** Teacher candidates take responsibility for student learning positive relationships, their own professional growth, and the advancement of the profession.

As part of Mayville State's effort to demonstrate continuous improvement in achieving student learning outcomes, this course:

SLOs/Professional Standards	Mastery Assignment
SLO 1: The Learner and Learning	Philosophy of Education
SLO2: Content	Final Project: ELA Cross-Cutting Center
SLO3: Instructional Practice	Systematic, Direct, & Explicit Spelling Lesson Plan Development
SLO 4: Professional Responsibility	

Assessments used: Weekly assignments, teaching and planning instructional assignments, and final project. As part of Mayville State University's Essential Studies curriculum, this course seeks to prepare students for twenty-first-century challenges by gaining: 1) Knowledge of human cultures; 2) Intellectual and practical skills; 3) Personal and social responsibility; 4) Integrative and applied learning.

InTASC Standards

1	The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards
3	The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

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4	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
5	The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6	The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making..
7	The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context..
8	The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9	The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10	The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Table created from INTASC standards retrieved from: [InTASC Model Core Teaching Standards and Learning Progressions for Teachers](#)

Additional Standard Links

[CEC Standards](#)

[Knowledge and Practice Standards for Teachers of Reading](#)

[North Dakota Reading Standards](#)

[North Dakota Early Childhood Standards](#)

[North Dakota Reading Standards](#)

[NAEYC Program Standards](#)

Course Expectations

Active participation throughout all learning experiences demonstrates your interest, engagement, and dedication to the teaching profession. Your willingness to interact positively with peers and the instructor reflects well of your professional disposition. Below you will find guidelines to help create successful learning experiences:

- **Instructor/Student Communication:** Students are accountable for all academic communications sent to their Mayville State University email address. Please email me at darian.sherva@mayvillestate.edu with questions or to schedule meetings. I typically respond within 24-48 hours on weekdays.
- **Review ALL weekly materials and be prepared.** Active participation is expected. Please notify me via email of any questions, wonderings, or celebrations. It is expected that each week assignments will be completed to the best of your ability. As a pre-service teacher, your preparation demonstrates dedication to the profession.
- **Be flexible, take risks, and ask questions!** Teaching at any level requires flexibility and responsiveness to student needs. The same is expected of you in this course.
- **Adhere to the code of student conduct** found in the MSU Student Handbook. This includes academic honesty—properly cite and reference others' work, including the use of artificial intelligence. When in doubt, give credit and cite. Contact me with any academic honesty questions.

Evaluation and Grading

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Evaluation in this course will consist of both formative and summative assessments. Numeric and written feedback will be provided by the instructor through the Blackboard gradebook. Assignment feedback is typically given within 1 week of the assignment due date (2 weeks for larger assignments). All feedback is provided via Blackboard. It is the learner's responsibility to meet assignment deadline dates as outlined in the syllabus. Adhering to deadlines demonstrates the learner's ability to display disposition required for the teaching profession. This course adheres to the following grading scale:

100-94%=A 93-87%=B 86-80% = C 79-70% = D 69-0% = F

To successfully complete this course, your attendance and active participation is required and reflects positively on your disposition as an educator. Participation in assignments, group activities, and class discussions add to the quality of your learning experience. Assignments not submitted by the due date and time will earn a zero in the Blackboard gradebook. Teacher candidate may submit missing assignments up to the last day of class in Week 8 and must notify the instructor via email that assignments have been submitted. One point will be deducted for each day the assignment is late. **If you know you will be gone or an assignment will be late, notify the instructor before the date of class and/or the assignment is due.** There will be no extra credit offered for this course. Starfish will be used to report unsuccessful submissions of course assignments and kudos to those who are meeting and exceeding expectations. Please pay attention to those updates.

Enrollment Verification

On-Campus Course Statement

The U.S. Department of Education requires instructors to conduct an activity which will validate student enrollment in this course. Class attendance will be used to verify enrollment in on-campus courses. If you do not attend, your enrollment in this course will be at risk.

Important Student Information

In the Help & Resources for Students section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:

- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor - Online Tutoring Program
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

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Breakdown of Grades

Below you will find a breakdown of the assignments required for the semester with the number of occurrences, coordinating points, and percentage of the total grade. There may be changes to the activity or number of occurrences due to the pacing of the course or at the discretion of the instructor.

Assignments	Description and Purpose	Points
I. Participation/In-Class Activities Course Objective: 1-13	Active participation includes class attendance, collaboration and involvement, chapter presentations, and completion of in-class and out-of-class weekly discussions and activities. 5 points for each class meeting. Purpose: To highlight important information, apply course concepts, answer questions, address misconceptions, and gain professional teaching competencies.	120 (5 points/day)
II. Science of Reading/ELA Impact Response Paper Course Objective: 2	Students will be assigned a Science of Reading topic and a partner. Together, the partners will collaborate and lead a presentation based on the concepts for their topic as related to ELA instruction. A PowerPoint-type Slide show and coordinating graphic organizer are required. Purpose: To provide students with the opportunity to engage directly in the connection between SoR research and ELA instruction and collaborate in both small and large groups.	20
III. Linguistics PowerPoint Research Presentation Course Objective: 3	Students will research the meaning of linguistics, including orthographics, phonetics, phonology, morphology, syntax, semantics, and pragmatics, and relate these to language diversity and connections to ELA instruction. Purpose: To provide students the opportunity to understand basic language structure, origins, cultural contexts, variations, and how linguistics contributes to literacy development.	20
IV. Special Populations of Readers Jigsaw Activity Course Objective: 6	In small groups, students will be assigned to present information on one of the special populations of readers (diverse reading profiles): struggling readers, students with Dyslexia, English language learners, culturally diverse students, students with exceptionalities, and students who speak language varieties other than mainstream English. Purpose: To provide foundational information and implications for teachers on diverse reading profiles necessary for differentiation for teaching and learning.	10
V. Assessment Purposes, Types, Benchmarks, and Principles Course Objective: 4	Students will evaluate the principles to follow in Language Arts assessment. Students will review the purposes and types of assessments related to oral, reading, writing, and spelling skills. Purpose: To understand how assessments help inform instructional decisions, differentiate learning, and measure growth in an ELA curriculum.	10
VI. Ehri's Phases of Development Course Objectives: 5	Students will research Ehri's Phases of Reading Development and connect the importance of these phases to oral and written development and their effect on spelling.	10

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	<p>Purpose: To understand the role of each of phase in reading and writing development and the effects each phase has on spelling sounds and patterns.</p>	
VII. Collaborative Strategies for Speaking and Listening Course Objectives: 7	<p>Students will create an electronic portfolio of ideas that implement speaking and listening skills through collaborative activities.</p> <p>Purpose: To provide students with resources to use in their field experience that highlight learning through meaningful conversations and discussions, participation, attentive listening, and respect for others' perspectives.</p>	20
VIII. Teaching Strategies for Reading and Writing with Literary and Informational Text Course Objective: 8	<p>Students will prepare a language arts lesson plan (depending on the grade/ability level) and carry out the lesson with a volunteer, playing the part of the student. The demonstration will be recorded and uploaded to Blackboard. This demonstration is based on choosing appropriate standards for utilizing strategies that target reading and writing in both literary and informational texts. This will be a practice opportunity before it is carried out in the field experience.</p> <p>Purpose: To provide students with an opportunity to develop lessons that embed strategies that meet the needs of diverse learners</p>	20
IX. Systematic, Direct, & Explicit Spelling Lesson Plan Development Course Objectives: 10	<p>Students will develop a Spelling lesson plan that cross-cuts with phonics skills. Students are required to use the gradual release teaching strategy while providing systematic, direct, and explicit instruction.</p> <p>Purpose: To provide a direct and structured framework for students to implement that allows for progress monitoring and feedback during the practice of a skill.</p>	20
X. Viewing and Visually Representing a Text Course Objectives: 7 & 9	<p>Students will develop a Storyboard activity for a narrative text to represent the sequence of events in a story visually.</p> <p>Purpose: To encourage creativity and allow students to express their understanding of a narrative through both visuals and words.</p>	10
XI. Text Types Course Objectives: 9	<p>Students will work collaboratively to create a plan to administer a text-type gallery walk that is grounded in the student-centered pedagogy of project-based learning to teach various literary and informational text types.</p> <p>Purpose: To build pre-service teacher capacity to collaborate and design a project-based learning opportunity.</p>	10
XII. Tier 2 Vocabulary and Comprehension Lesson Course Objectives: 10	<p>Students will develop a Tier 2 academic vocabulary lesson based on an informational text using Marzano's Six-Step Process for vocabulary instruction. The lesson will emphasize the connection between academic vocabulary and comprehension and be cross-cut with the Social Studies or Science content areas.</p> <p>Purpose: To apply knowledge about the importance of academic vocabulary instruction as tied to comprehension. Pre-service teachers assess prior-knowledge while choosing Tier 2 words to support new learning.</p>	10
XIII: Final Project: ELA Cross-Cutting Learning Center Course Objectives: 9	<p>Throughout this course, pre-service teachers will build upon the foundational reading knowledge learned in EDUC 318, Reading in the Elementary School. The artifacts, coordinating reflections, and research preservice teachers complete will reflect on the practices based on the Science of Reading body of research. For this final project, students will</p>	120

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	<p>develop a comprehensive learning center that integrates ELA methods that cross-cut with a content area of their choice with a focus on one or more of the Big 5 from the Science of Reading research. Students will be required to embed components supporting diverse learners, implement technology, and implement activities that cover reading, writing, speaking, listening, viewing, and visually representing related to the focus strategy of the center.</p> <p>Purpose: To gain experience in developing a designated area where students engage in purposeful learning to practice, reinforce, and enhance language arts skills while cross-cutting standards and information from another content area.</p>	
	Total Points	400

Assignment Descriptions

Participation/In-Class Activities Due Weekly – points 120:

Class attendance is required, and activities completed in class cannot be made up. In-class activities are implemented for students to demonstrate engagement with class preparation and content and reinforce course objectives. **Each class meeting is worth 5 points. If you miss class, you cannot make those points up.** The exception will be excused absences from the Office of Student Success or if you are absent due to member participation in a university event. Participation is an expectation of students and teachers in the K-12 educational system, so it is an expectation for teachers/teacher education candidates in any professional preparation course. Participation in your assigned weekly chapter presentation, discussions, demonstrations, activities, and other assignments will result in solidifying the readings and research you have completed, adding to the quality of your learning.

Science of Reading-ELA Impact Response Paper- points 20:

Pre-service teachers will review the science of reading research completed in EDUC 318 and build upon that knowledge by creating an impact response paper that addresses the Science of Reading research on English Language Arts instruction and learning. This includes the implications for embedding the 5 essential reading pillars into ELA planning.

Linguistics Research Presentation-20 points:

Pre-service teachers will create a PowerPoint presentation based on research that includes information and application to ELA practices. Topics to be included are orthographics, phonetics, phonology, morphology, syntax, semantics, and pragmatics, with an emphasis on language diversity.

Special Populations of Readers and Writers Jigsaw Activity-10 points:

In small groups, pre-service teachers will be assigned to present information on one of the special populations of readers (diverse reading profiles): struggling readers, students with Dyslexia, Dysgraphia, English language learners, culturally diverse students, students with exceptionalities, and students who speak language varieties other than mainstream English. Specific to this presentation will be the development of a resources and information flyer to give to classmates and the importance of attention to these special populations in the general education classroom.

Assessment Purposes, Types, Benchmarks, and Principles-10 points:

Pre-service teachers will review the Language Arts Assessment Cycle and review the assessment types listed in the course text. Based on this information, students will create an assessment that aligns with learning

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objectives and instruction from their state ELA standards. Students will choose which standard and grade level they will target for this assessment assignment.

Ehri's Phases of Development-10 points:

Pre-service teachers will research Ehri's Phases of Development and relate their importance to ELA instruction. They will create a table that lists each phase of development, the typical age/grade for each phase, a description of each phase, an example of each phase, typical timing for each phase, and an idea for applying each phase in the ELA time block.

Collaborative Strategies for Speaking and Listening-20 points:

Pre-service teachers will compile an electronic portfolio focused on speaking and listening skills. Students will target a grade level of their choosing, research standards and strategies, and create a coordinating student-centered flip deck that students can complete independently during an ELA block.

Teaching Strategies for Reading and Writing with Literary and Informational Text-20 points:

Pre-service teachers will develop two separate reading and writing lesson plans: one for a literary text and one for an informational text. They will target a grade level of their choice and identify appropriate standards. These plans must be cross-cut with another content area. Students will research ELA teaching and learning strategies and implement them into their plans. This explicit instruction lesson plan will focus on the writing process, vocabulary, and comprehension. This will be a practice opportunity before it is carried out in the field experience.

Systematic, Direct, & Explicit Spelling Lesson Plan Development-20 points:

Pre-service teachers will create a lesson plan for Spelling instruction. Students will review ELA standards and choose an objective and grade level. The lesson will be systematic, direct, and explicit to encourage learners to use sound-letter correspondences. The lesson design will follow the gradual release teaching and learning strategy and provide examples and non-examples. Students will carry out the lesson with a volunteer, playing the part of the student. The demonstration will be recorded and uploaded to Blackboard.

Viewing and Visually Representing a Text-10 points:

Pre-service teachers will create an activity that actively engages students in implementing a storyboard to help teach a narrative. Students will choose a story and provide an outline of steps that students can follow to complete the storyboard activity independently. Students will then share their storyboard outlines in small groups for feedback and reflection. Students will implement the following steps: Create a rubric, select a narrative text, introduce the narrative to the students, provide a rubric for students to create their storyboard, and include key story elements. This assignment focuses on the comprehension of a story through the strategy of sequencing.

Text Types-10 points:

Students will work in a collaborative, co-teaching setting to create a project-based learning opportunity from the teacher's perspective for implementing a Text-Type Gallery Walk with future students. The project will include a targeted grade level where standards are researched and implemented, activities developed, and criteria for students to follow as they develop their individual final projects to showcase their mastery of various literary and informational text types.

Tier 2 Vocabulary Lesson Plan-10 points:

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Students will develop a Tier 2 academic vocabulary lesson based on an informational text using Marzano’s Six-Step Process for vocabulary instruction. The lesson will emphasize the connection between academic vocabulary and comprehension and be cross-cut with the Social Studies or Science content areas.

Final Project: ELA Cross-Cutting Learning Center-120 points:

Pre-service teachers will build upon the foundational reading knowledge learned in EDUC 318, Reading in the Elementary School throughout this course. The artifacts, coordinating reflections, and research preservice teachers complete will reflect on the practices based on the Science of Reading body of research. For this final project, students will develop a comprehensive learning center that integrates ELA methods that cross-cut with a content area of their choice with a focus on one or more of the Big 5 from the Science of Reading research. Students will be required to embed components supporting diverse learners, implement technology, and implement activities that cover reading, writing, speaking, listening, viewing, and visually representing related to the focus strategy of the center.

Course Timeline/Schedule

Note: Course Timeline and Schedule are subject to change as deemed necessary by the instructor.

Week	Dates	Topic(s)	Readings/Viewings/Websites	Assignment(s)
1	8/25-8/31	<ul style="list-style-type: none"> • Introductions • Syllabus Review • Introduction to the Language Arts • Using Assessments in Language Arts • Planning Framework Tool & Backwards Design • Using Assessment with Diverse Learners 	<p>Syllabus Discussion Text: Chapter 1 “Introducing the Language Arts” 2-29 Article: The Language Arts by Roe and Ross Blog: Teaching Reading vs. Literacy: A Critical Distinction for Educators Video: Language Arts/ Definition, Components, & Importance Text: Chapter 2 “Assessing the Language Arts” 32-63 Review Text: Teaching Reading Sourcebook pp. 10-18 & 744-754 Article: A Simple Tool for Aligning Instruction and Assessment Blog: The Three Key Assessments for English Language Arts Teachers Website: Literacy Assessment Toolkit</p>	<ul style="list-style-type: none"> • Discussion Board: Syllabus Response • Activity 1-Parking Lot: Chapter 1 Small Group Discussion and Share Out of Big Takeaways • Activity 2: Backwards Design Methodology Linking Assessments to Standards Mapping Tool • Activity 3: Classroom Assessment Planning Framework Tool • Assignment 1: Linguistics Research PowerPoint • Assignment 2: Assessment Purposes, Types, Benchmarks, and Principles <p>Due Date: 8/31 by 11:59 P.M.</p>
2	9/1-9/7	<ul style="list-style-type: none"> • ND ELA Data Review • Types of Diverse Learners • Supporting Diverse Learners • Importance of Oral Language • Connection of Oral Language to Literacy Development 	<p>Text: Chapter 3 “Supporting Diverse Learners” 64-97 Website: Diverse Learners in English Language Arts ND ELA Data: https://insights.nd.gov/Education/State/StateAssessment/StudentAchievement Text: Chapter 4 “Understanding Oral Language Development” 98-133 Website and Videos: Basics: Oral Language Website: Teaching Language and Literacy in Preschool Article: The Role of Early Oral Language in Literacy Development Blog: Early Reading Development: What by When?</p>	<ul style="list-style-type: none"> • Discussion Board: submit flyers from jigsaw activity • Activity 1: ND ELA Data Review • Activity 2: Website: Tips & Resources for EL Learners, Students with Disabilities, and Gifted and Talented Students • Activity 3: Mind Mapping the Importance of Oral Language to Reading Development • Activity 4: 2 Minute Tell Me • Assignment 1: Special Populations of Readers and Writers Jigsaw Activity • Assignment 2: Ehri’s Phases <p>Due Date: 9/7 by 11:59 P.M.</p>

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<p>3</p>	<p>9/8-9/17</p>	<ul style="list-style-type: none"> • Importance of Connecting Reading and Writing using Children's Literature • Using Literature to Support Diversity and Differentiated Instruction • Developing Social Interaction and Communication • Using Language to Inform Others • Developing Speaking and Listening Skills 	<p>Text: Chapter 5 "Engaging with Literature" 134-169 Review Teaching Reading Sourcebook-chapter 14 p. 634-680 & chapter 15 p. 682-742 Blog: Extension Activities for Literature Lessons Website: Engaging with Literature: A Video Library, Grades 3-5 Website: ND ELA Standards- Reading</p> <p>Text: Chapter 6 "Developing Speaking and Listening" 170-201 Website: Reading Rockets- Speaking and Listening in Content Area Learning Website: Strengthening Students' Speaking and Listening Skills Website: ND ELA Standards – Speaking and Listening</p>	<ul style="list-style-type: none"> • Activity 1: Fiction vs Nonfiction Instruction • Activity 2: Genre, Selection, Strategies from Chapter 4 (8 slides in 8 minutes summary PowerPoint) • Activity 3: Develop a Toolkit of strategies for teaching and developing Speaking and listening. • Activity 4: Create alternate strategies (modifications or adjustments) for diverse groups of learners. • Assignment 1: Text Types • Assignment 2: Collaborative Strategies for Speaking and Listening <p>Due Date: 9/17 by 11:59 P.M.</p>
<p>4</p>	<p>9/15-9/21</p>	<ul style="list-style-type: none"> • Development of Beginning Reading • Supporting Diverse Developing Readers • Assessment of Early Reading Development • Instructional Practices Beyond Primary Grades • Developing Literacy Across Content Areas • Supporting Diverse Readers Beyond Primary Grades • Visual Literacy • Integrated Units of Instruction • Organization of Classroom Instruction to Reach Goals 	<p>Text: Chapter 7 "Reading in the Primary Grades" 202-241 Review Teaching Reading Sourcebook-Early Literacy p. 83-110 & p. 115-156 Teaching Strategy: DRTA Reading Rockets and 226-228 Blog: How to Set up Literacy Blocks that Align with the Science of Reading</p> <p>Text Chapter 8:" Reading Beyond the Primary Grades" 242-291 Review Teaching Reading Sourcebook p. 681-739 Website: Literacy Centers Video: Activities I Use for My Literacy Centers-YouTube (free resources linked here) Website: Advancing Learning: The Fifth Skill- 'Viewing' Website: Visual Representation of Texts Website: How to Incorporate Visual Literacy in Your Instruction Prezi Presentation: Viewing and Visually Representing</p>	<ul style="list-style-type: none"> • Activity 1: Reading Development Stages (207-209) • Activity 2: Identify important factors for successful beginning reading. • Activity 3: ELA Literacy Center cross-cut with Content Area • Activity 4: Components and Strategies for ELA Center Development Online Research • Activity 5: Visually Representing Figurative Language Activity • Assignment 1: Viewing and Visually Representing a Text • Assignment 2: Science of Reading/ELA Impact Paper • Assignment 3: Begin working on your final ELA Learning Center <p>Due Date: 9/21 by 11:59 P.M.</p>

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5	9/22-9/28	<ul style="list-style-type: none"> • Connection of Spelling to Reading and Writing • English Spelling • Teaching and Assessing Spelling • Handwriting • ELL Support with Spelling • Vocabulary Development • Components of a Good Instructional Program for Vocabulary • Assessment of Word Knowledge • Effective Instruction for Students that Struggle with Word Learning 	<p>Text Chapter 9:” Spelling Development” 292-327 Review Teaching Reading Sourcebook p. 227-229 & 255-257 Blog: What are the Stages of Spelling Development Ultimate Guide Article: Handwriting Legibility and its Relationship to Spelling Ability and Age: Evidence from Monolingual and Bilingual Children</p> <p>Text Chapter 10:” Developing Vocabulary” 328-355 Review Teaching Reading Sourcebook Vocabulary chapter 11, 12, 13 p. 405-605 Article: Building Academic Vocabulary: Marzano’s 6-Step Process Video Demonstration: Tier Two Vocabulary Instruction -uses Marzano’s 6-Step Process Website: Five Research-Based Ways to Teach Vocabulary</p>	<ul style="list-style-type: none"> • Activity 1: Compare and Contrast Spelling Stages to Phonics Stages (Inventories) • Activity 2: Link between handwriting and spelling development. • Activity 3: Choosing Words to Teach Marzano Vocab Step-book • Activity 4: Use informational text to create a list of Tier 2 words. Analyze why they are important. • Assignment 1: Systematic, Direct, Explicit Spelling Lesson Plan Development • Assignment 2: Tier 2 Vocabulary in an informational text- Develop a Lesson with Marzano’s 6-Step Process. <p>Due Date: 9/28 by 11:59 P.M.</p> <p>Continue to work on your Final ELA Project</p>
6	9/29-10/5	<ul style="list-style-type: none"> • Writing Process • Assessing Writing • Connecting Spelling to Writing Stages • Developing Writers • Supporting Struggling Writers • Define Writing Conventions and Types • Teaching Writing Conventions • Assisting Students that Struggle with Writing Conventions 	<p>Text Chapter 11:” Writing Development” 356-397 Website: ND ELA Standards Website: Reading Rockets-Looking At Writing Story Development Structure Discussion Questions p. 369 Writing Workshop Mini Lessons 388-389 Blog: The Best Mentor Text Books for Teaching Writing & Writer’s Workshop Explore: Writing Apps and Websites</p> <p>Text Chapter 12: “Writing Conventions” 398-419 Website: ND ELA Standards -Conventions Blog: Teaching Conventions in an Evolving World Video #1: ELA Writing and Grammar Conventions 1 of 4: Sentence Structure Video #2: ELA Writing and Grammar Conventions 2 of 4: Punctuation Video #3: ELA Writing and Grammar Conventions 3 of 4: Commas Video #4: ELA Writing and Grammar Conventions 4 of 4: ELLs</p>	<ul style="list-style-type: none"> • Activity 1: Looking At Writing- Research the Website • Activity 2: Compare and Contrast Spelling Stages to Writing Stages • Activity 3: Writing Process-Friendly Letter • Activity 4: Review p. 396 • Activity 5: Review definitions and types of writing conventions • Activity 6: Using technology tools to improve writing. • Assignment 1: Philosophy of Education • Assignment 2: Informational Text Lesson Plan & Literary Text Lesson Plan <p>Due Date: 10/5 by 11:59 P.M.</p>
7	10/6-10/12	<ul style="list-style-type: none"> • Teaching and Assessing Personal Writing, Story Writing, Informational Writing, & Poetry • Supporting Students that Struggle with Writing Genres 	<p>Text Chapter 13: “Exploring Writing Genres” 420-468 Journals, Letter Writing, Autobiographies, Memoirs, Biographies, Stories, Informational with structural types, Persuasive, Poetry Types of Writing Genres Blog: There’s More to Writing Genres Than Meets the Eye List of Genres: Genres of Writing</p>	<ul style="list-style-type: none"> • Activity 1: Identify Various Writing Genres from our Chapter reading. • Activity 2: Read the Blog-identify tips for teachers. • Assignment 1: Submit your Final Cross-Cutting ELA Centers Videos and respond to two of your classmates. <p>Due Date: 10/12 by 11:59 P.M.</p>

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Final Exam Week	10/13-10/19	<ul style="list-style-type: none">• Presentations to Small Groups of ELA Centers	, ELA Final Learning Center Project Presentations Complete the final Taskstream requirements.	<ul style="list-style-type: none">• Learning Center Presentations DUE: All ELA Center Videos need to be uploaded by 10/13 by the start of class.
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