Instructor:  
Office:  
Phone:  
Email:  
Office Hours:  
Course Meetings:  
Meeting Times:  

Required Texts and Course Materials:  

*LiveText Software  
Admission to and continuation in the Teacher Education Program requires that you purchase LiveText. Candidates must present ‘proof of purchase’ to the Certification Office, Black 228.  
**Candidates who fail to post artifacts to their LiveText account will not receive credit for the assignment; grades will not be posted, and will fail the course.  

Grade Level Essential Academic Learning Requirements (K-8) for Reading, Writing, and Communication.  
http://www.k12.wa.us/Writing/Standards.aspx  
http://www.k12.wa.us/CurriculumInstruct/Communications/Standards/default.aspx  
Common Core Standards  

Required Texts:  

Additional Materials  
Composition Notebook (aka “Cow” notebook)  

Additional Readings/Viewing  
As assigned by instructor, including but not limited to children’s books, professional journal articles, reserved texts, websites.  

Recommended Texts  

Resources
CWU's University Writing Center:
Writing Consultants offer free, one-on-one sessions to all CWU students, of all disciplines and levels. Students can brainstorm ideas, find research, and revise their drafts for organization, citation style, and grammar, learning how to edit their own papers.
You can drop in or make an appointment for an in-person session or request an interactive, online session. There are three campus locations: Hertz 103, 9 a.m. to 7 p.m. Monday-Thursday and 9 a.m. to 2 p.m. Friday; library Fishbowl, 2 to 9 p.m. Sunday; and SURC 223, 6 to 9 p.m. Monday-Thursday.
Please call 963-1296/1270. Also available are grammar handouts, APA style handouts, and other writing resources at www.cwu.edu/~writingcenter

The University Writing Center is available for any candidate who would like assistance with writing. This service is designed to assist all writers/non-writers. Assignments that are done unprofessionally will receive a lower grade. Candidates will assume responsibility for any lack of preparedness.

Writing Consultants do not revise or edit your paper for you, but are available to help you develop revising and editing strategies and skills.

APA Style:
You are expected to use American Psychological Association style for the papers you write. The following website may be helpful to you:
http://owl.english.purdue.edu/owl/resource/560/01/

Course Description: EDLT 420 (422) Teaching the Language Arts is designed to prepare prospective teachers to teach writing, reading, listening, and speaking strategies and skills. (4 credits) Primarily for elementary school teachers with K-8 endorsements, emphasis will be on listening, writing, speaking, spelling, handwriting, vocabulary development, as well as curriculum, methods, materials, and research. Experienced teachers see EDEL 531.

Course Rationale: The purposes of this course are consistent with the university's mission, “docendo discimus;” the Center for Teaching and Learning's mission, “Preparing facilitators of learning in a diverse world;” the Department of Education's mission, “ensuring graduates are prepared to be outstanding educational leaders who demonstrate the knowledge and skill necessary to educate and work within a diverse school population;” and the International Reading Association's mission, “to promote high levels of literacy for all by improving the quality of reading instruction through studying the reading processes and teaching techniques and actively encouraging the lifetime reading habit.” This course, EDLT 420, incorporates the Constructivist model of learning and is designed to develop the students' abilities and skills to construct a knowledge base for teaching writing, reading, listening, and speaking.

Conceptual Framework:
The constructivist model asserts that:
- Knowledge is actively created by the learner
- Knowledge is "constructed" or made meaningful when learners relate new information to prior knowledge or existing structures of knowledge
- Knowledge "constructs" are shaped by experience and social interaction
- Members of a culture collaboratively establish knowledge

Standards:
Center for Teaching and Learning: CTL 1.1, 1.2, 1.3, 1.4
WA Elementary Education Endorsement (2007 Standards):

1.0 Knowledge of Academic Content
1.2 English Language Arts - 1.2.1, 1.2.2, 1.2.3, 1.2.5
3.0 Learning Community - 3.1, 3.2, 3.3, 3.4, 3.5
4.0 Instructions - 4.1, 4.2, 4.3, 4.4, 4.7, 4.10, 4.11, 4.12
5.0 Assessment - 5.4, 5.5, 5.6

WA Endorsement Competencies for Reading K-12 (2007)

1.0 Foundational Knowledge - 1.1, 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.3, 1.3.1, 1.3.2, 1.3.3, 1.4
2.0 Assessment, Diagnosis, and Evaluation - 2.1, 2.1.1, 2.1.2, 2.2, 2.2.3, 2.2.5, 2.2.6
3.0 Instructional Strategies and Curriculum Materials - 3.1.1, 3.1.3, 3.1.4, 3.1.5, 3.2, 3.2.1, 3.2.2, 3.2.3
4.0 Creating a Literate Environment - 4.1, 4.2, 4.3, 4.4, 4.5, 4.7
5.0 Professional Development - 5.1, 5.2, 5.3
6.0 Instructional Methodology - 6.1, 6.5.4, 6.5.8, 6.5.10, 6.6.5

2007 WA State Teacher Certification Standard V (WAC 181-78A-270)

International Reading Association 2010 Professional Standards:

1. Foundational Knowledge: Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.
2. Curriculum and Instruction: Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.
3. Assessment and Evaluation: Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.
4. Diversity: Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.
5. Literate Environment: Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches, and methods, curriculum materials, and appropriate use of assessment.
6. Professional Learning and Leadership: Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

Instructional Methods and Activities:
The instructional methods and activities include, but are not limited to the following: lectures, collaborative learning, small group instruction, student demonstration lessons, student presentations, tutoring, individual and group projects, small group role playing and simulation activities related to literacy development, conferences with the professor. In addition, technology used may include on-line research, on-line discussion groups, Skype, videotapes, audiocassettes, computer software, instructional CDs, and email.

An additional note: In order to support sustainability of resources, the use of websites and Blackboard are often used. During instruction, the use of whiteboards for in-class responses and problem solving activities also support the sustainability of resources. This reduces the amount of paper being consumed.

Assessment:
All course assignments/artifacts are assessed by one or more of the following:
1. Rubrics
2. Checklists
3. Self-Reflections/Assessments
4. Quizzes/Exams
Assessment tools assess both standards and artifact/assignment criteria.

### Specific Outcomes, Artifacts, and Assessments

<table>
<thead>
<tr>
<th>Learner Outcomes</th>
<th>Assessment Strategies</th>
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</table>
| **Teacher Candidates adjust their use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes.**  
CTL: 1.1, 1.4  
WA ELED: 1.2.2, 1.2.3, 1.2.5  
WA READ: 1.1.4, 1.1.5, 5.3  
WA Standard V: 5.1  
IRA: 1 | Lessons, written products (personal narrative, student writing assessment, reflections), observations, writer's notebook, booktalks |
| **Teacher candidates demonstrate a deep understanding of the pedagogical knowledge and practice specific to the teaching of language arts.**  
CTL: 1.1, 1.2 1.3  
WA ELED: 1.2, 1.2.1, 1.2.2, 1.2.3, 1.2.5, 3.0, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 4.1, 4.2, 4.4, 4.7, 4.10, 4.11, 4.12  
WA READ: 1.1, 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.3, 1.3.2, 1.3.3, 1.4  
WA Standard V: 5.1, 5.2  
IRA: 1, 2 | Lessons, conferring notes, booktalks, student writing assessment report, written exams |
| **Teacher candidates employ a wide range of strategies as they write and use different writing process elements appropriately to communicate effectively with different audiences for a variety of purposes.**  
CTL: 1.1, 1.2, 1.3  
WA ELED: 1.2.1, 1.2.2, 1.2.3  
WA READ: 3.0  
WA Standard V: 5.1, 5.2  
IRA: 1 | Written exams, lessons, writer's notebooks, published pieces, conferring notes, reflections  
Program Assessment-LiveText-narrative writing process |
| **Teacher candidates apply language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.**  
CTL: 1.1, 1.2, 1.3  
WA ELED: 1.2.3, 1.2.5  
WA READ: 1.2.7, 1.2.8, 6.5.1, 6.5.10  
WA Standard V: 5.1  
IRA: 1 | Lessons, booktalk, writer's notebook, published pieces, lesson plans, exams, writing samples |
| **Teacher candidates conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.**  
CTL: 1.1, 1.2, 1.3, 1.4  
WA ELED: 1.2.3, 1.2.5  
WA READ: 1.1.2, 3.1.5, 5.2, 5.3, 6.1  
WA Standard V: 5.1 | Projects, presentations, booktalk, lesson plans, published informational piece, conferring notes, final |
| IRA: 1 | Projects, group sharing, written products, presentations, video observations, booktalk, lesson plan, published informational piece |
| Teacher candidates use a variety of technological and information resources to gather and synthesize information and to create and communicate knowledge. | CTL: 1.1, 1.2, 1.3, 1.4  
WA ELED: 1.2.5  
WA READ: 6.5.1, 6.5.3  
WA Standard V: 5.1, 5.2  
IRA: 1 |
| Teacher candidates demonstrate knowledge of creating a literate environment to foster growth in all aspects of language arts. | Lesson plan, projects, exams, reflections, simulations  
CTL: 1.1, 1.2, 1.3, 1.4  
WA ELED: 3.1, 3.2, 3.3, 3.4, 3.5  
WA READ: 4.1, 4.2, 4.3, 4.4, 4.5, 4.7  
WA Standard V: 5.2  
IRA: 2 |
| Teacher candidates develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles. | Lessons, writer's notebook, student work sample assessments, booktalk, conferring notes, published pieces, final  
CTL: 1.1, 1.3, 1.4  
WA ELED: 1.2.1  
WA READ: 1.3, 1.3.1, 1.3.2, 3.2.1, 4.1, 4.2, 4.3, 4.4, 4.5, 4.7, 5.1  
WA Standard V: 5.3  
IRA: 4 |
| Teacher candidates develop an understanding of students who first language is not English and develop competency in the language arts and content areas for those students. | Lesson plans, projects, in-class lessons, writer's notebook, conferring notes, student work sample assessments, observations, booktalk, final  
CTL: 1.1, 1.3, 1.4  
WA ELED: 1.2.1, 1.2.2, 1.2.3  
WA READ: 1.1, 1.3, 3.2.1, 5.1, 6.5.8  
WA Standard V: 5.3  
IRA: 4 |
| Teacher candidates participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. | Reflection papers, writer's notebook entries, student work sample assessments, observations, conferring notes, self-assessments, final  
CTL: 1.1, 1.3, 1.4  
WA ELED: 3.1, 3.2, 3.4, 3.5  
WA READ: 5.1, 5.2, 5.3  
WA Standard V: 5.4  
IRA: 2, 5.6 |
| Teacher candidates plan research-based instruction based on student assessments. | Lesson plans, conferring notes, student work sample assessment project  
CTL: 1.1, 1.2, 1.3  
WA ELED: 4.1, 4.2, 4.3, 4.4, 4.7, 4.10, 4.11, 4.12, 5.4, 5.5, 5.6  
WA READ: 2.1, 2.1.1, 2.1.2, 2.2, 2.2.3, 2.2.5, 2.2.6, 3.1, 3.1.3, 3.1.4, 3.1.5, 3.2, 3.2.1, 3.2.2, 3.2.3 |
Course Topics:
- Integrating Language Arts in all contexts.
- Theories of Language Acquisition
- Interrelationship of Reading, Listening, Writing, and Speaking
- Listening
- Developmental perspectives of Language Arts in the classroom
- Development of reading and writing as reciprocal processes.
- Grouping methods for Language Arts Activities
- Spelling/vocabulary/word study
- The Writing Process
- Standard English
- Speaking
- Assessment
- Planning
- Handwriting

Assignments and Grading:

Course Requirements:

❖ Class Participation/Professional Dispositions (150 points)

It is imperative that you attend regularly and participate fully. That means coming to every class with the appropriate materials and assignments; participating as a functioning member of our learning community; displaying dispositions expected of a member of a professional teaching community; accessing information from the Blackboard and email; and remaining engaged in class.

Should you find yourself unable to attend class, it is professional to communicate your absence to me ahead of time. Emergency absences should be communicated through the Office of Student Affairs (x2515). Health related absences may be reported in the same manner and should include the supporting written documentation upon return to class. University-related absences should be communicated in written form from the sponsoring agency as early as possible, preferably with at least two weeks notice. Absences outside of these three categories may not be excused. Regardless of your attendance, you are responsible for the information/processes/materials presented during each class period.

The meeting during finals week is considered class time. Not attending the session will result in a grade level deduction.

❖ Booktalk (50 points) Each member of our learning community will share a high-quality, recent (published no earlier than 2000) children’s book that can be used in an elementary classroom as a way to inspire reading and writing. The book must be shared in class on the assigned day. Additional details will be distributed in class. (Knowledge)

❖ Handwriting Samples (check) - Each candidate will demonstrate competency in cursive and manuscript handwriting. A sample in cursive and manuscript will be completed on paper and on the white board. This is a “check-off” assignment and counts within the class participation points. (Skill)

❖ Mini-Lesson Plan/Teaching/Reflection (200 points) – A Writing Workshop mini-lesson plan will be created and taught. A reflection reporting on what worked well and what could be changed to improve the lesson
will be submitted. The format, guidelines, and rubric will be posted on Blackboard and presented in class. (knowledge, skill)

**Writer's Notebook (200 points)** - Each writer will keep a writer's notebook (composition book/cow notebook) over the course of the quarter. Some notebook entries will be completed in class while others will be done outside of class. The purpose of this notebook is to provide a place for the writer to keep ideas and stories in process. There will be "notebook checks" throughout the quarter. A minimum of 3 entries/week is expected (note: to earn an "A," more than the minimum is expected). Writer's notebooks will be assessed according to the rubric posted on Blackboard and guidelines presented in class. (knowledge, skill, disposition)

**Assessment of Student Writing (200 points)** - Each teacher candidate will submit the analysis of a child's writing using a rubric/continuum supplied. The Assessment of Student Writing is the program assessment assignment for this course and must be posted to your LiveText account by the due dates announced. Course grades cannot be assigned for students who do not post this assignment on LiveText. (knowledge, skill)

**Published Piece - Narrative (50 points)** - A personal narrative small moment piece with multiple drafts, published piece, and conferring sheet. (knowledge, skill)

**Published Piece – Poetry (25 points)** – A sampling of poetry will be submitted with drafts. (knowledge, skill)

**Published Piece – Informational (25 points)** - An informational piece following guidelines presented in class will be submitted with drafts. (knowledge, skill)

**Final Celebration of Learning (100 points) – TBA** (knowledge, skill, disposition)

Course Policies:

**Attendance**
Your attendance is essential to your learning and to the learning of others in the class. **If you must be absent for any reason, notify me before class begins.**

Throughout our lives we all have instances where we need to be in two places at the same time. If you find yourself in that situation, please accept the responsibility for making your choice and accept the consequence for that choice. There is no need to ask permission to miss class or ask if your absence(s) will affect your grade. You are capable of making the decision and accepting the consequences. If you miss class, you will miss opportunities for learning.

Should you find yourself unable to attend class, it is your responsibility to communicate your absence to me. Emergency absences should be communicated through the Office of Student Affairs (x1515). Health related absences may be reported in the same manner and should include the supporting written documentation upon return to class. University-related absences should be communicated in written form from the sponsoring agency as early as possible, preferably with at least two weeks notice. Absences outside of these three categories may not be excused. Regardless of your attendance, you are responsible for the information/processes/materials presented during each class period.

**Written Assignments**
If an assignment is due, it is your responsibility to turn in that assignment by the beginning of the class session. **5 points/day** will be subtracted from scores of late assignments.

All assignments are to be professionally done. All assigned writing activities are expected to be neat, accurate, and thoughtful. Use spell-check tools and proofread before submitting work. All papers must be typed/word-processed, double-spaced, 12-point standard black font (not italic or gothic, etc.), with one-inch margins. Writing quality appropriate for a college level course will be expected.

**ADA Statement**
Students who have special needs or disabilities that may affect their ability to access information, materials, or activities presented in this course are encouraged to contact the DSS Director/ADA Compliance Officer on campus (509) 963-2171 for information regarding additional-related educational accommodations.

**Academic Dishonesty Policy**
Academic dishonesty is defined in the CWU Student Conduct Code (11.B). If academic dishonesty is confirmed, the instructor may issue a failing grade for the specific assignment and/or for the course. Withdrawing from a course does not excuse academic dishonesty. In cases where academic dishonesty is confirmed, a W can be replaced with a letter grade.

**Grading Scale**
- **A**: 97%
- **A-**: 93-96%
- **B+**: 92%
- **B**: 89-91%
- **B-**: 86-88%
- **C+**: 85%
- **C**: 82-84%
- **C-**: 79-81%
- **D+**: 78%
- **D**: 75-77%
- **D-**: 72-74%
- **F**: < 72%
Bibliography


EDLT 422 LiveText Assignment Description – Assessment of Student Writing

The purpose of this assignment is to:

- assess the teacher candidate’s ability to use the 6+1 Trait Writing Scoring Guide and a developmental continuum of writing to assess a narrative piece of student writing.
- assess the teacher candidate’s ability to use data from the writing assessment to determine student strengths and needs in writing.
- assess the teacher candidate’s ability to determine the developmental level of a piece of writing.
- assess the teacher candidate’s ability to use assessment data to determine next steps in instruction and build on strengths while addressing needs to move the student toward the next developmental level.

The teacher candidate will use the 6+1 Trait Writing Scoring Guide and a developmental continuum of writing to develop a report based on a K-12 student’s piece of narrative writing provided by the course instructor. The report will contain the following information:

- An introduction explaining the value of writing assessments
- A clear statement indicating the developmental level of the piece of student writing, evidence and rationale supporting that determination
- Strengths of the student writer based on the 6+1 Trait Writing Scoring Guide and developmental continuum of writing, with supporting evidence from the narrative piece
- Needs of the student writer based on the 6+1 Trait Writing Scoring Guide and developmental continuum of writing, with evidence from the narrative piece
- 5 specific learning objectives that will move the student writing toward the next developmental level.

Please see the attached EDLT 422 LiveText Assessment Rubric for the assignment scoring rubric and additional information regarding the assessment of this assignment.

Writing continuum:
- Teachers College, Columbia University Reading and Writing Project K-8 Narrative Writing Continuum
- 6+1 Trait Scoring Guide:
- State of Washington OSPI Scoring Guide:
  [http://www.k12.wa.us/Writing/Assessment/resources.aspx](http://www.k12.wa.us/Writing/Assessment/resources.aspx)
Required LiveText Assignment: Writing Assessment Report.

The purpose of this assignment is to assess the teacher candidate’s ability to use a standard writing assessment rubric and developmental continuum of writing to assess student writing and plan instruction based on student strengths and needs.

The teacher candidate will use the 6+1 Trait Writing Scoring Guide and a developmental continuum of writing to develop a report based on a K-12 student's piece of narrative writing provided by the course instructor. The report will contain an introduction, the developmental level of the student writer, strengths of the student writer, needs of the student writer, and specific learning objectives to move the student writer to the next developmental level.

Assessor
Course instructor will assess the narrative with a modified 6 Trait +1 Writing Criteria Performance Assessment Performance Assessment

<table>
<thead>
<tr>
<th>Target (3 pts)</th>
<th>Satisfactory (2 pts)</th>
<th>Unsatisfactory (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ideas</strong> CWU-CTL.1.1 CWU-CTL.1.4 WA-COMP-2007.EE.1.2.3</td>
<td>The paper is clear and focused. It holds the reader's attention. Relevant anecdotes and details enrich the central theme.</td>
<td>The paper is somewhat clear and has a focus. Development is basic and ideas are somewhat supported with details.</td>
</tr>
<tr>
<td><strong>Organization</strong> CWU-CTL.1.1 CWU-CTL.1.4 WA-COMP-2007.EE.1.2.3</td>
<td>The organization clearly enhances or showcases the central theme or idea. The order, structure, or presentation matches the purpose and audience.</td>
<td>The organization somewhat enhances or showcases the central theme or idea. The order, structure, or presentation somewhat matches the purpose and audience.</td>
</tr>
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## Performance Assessment

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<tr>
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<th><strong>Unsatisfactory</strong> (1 pt)</th>
</tr>
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<tbody>
<tr>
<td><strong>Voice</strong> CWU-CTL.1.1 CWU-CTL.1.4 WA-COMP-2007.EE.1.2.3</td>
<td>The writer clearly crafts the narrative with an acute awareness and clear respect of the audience and purpose for writing.</td>
<td>The writer crafts the narrative with an awareness and respect of the audience and purpose for writing.</td>
<td>The writer disregards the audience and/or purpose for writing.</td>
</tr>
<tr>
<td><strong>Word Choice</strong> CWU-CTL.1.1 CWU-CTL.1.4 WA-COMP-2007.EE.1.2.3</td>
<td>Words, language, and phrasing are natural, effective and appropriate for the central theme and audience.</td>
<td>Words, language, and phrasing are somewhat natural, effective and appropriate for the central theme and audience.</td>
<td>Words, language, and phrasing are unnatural, ineffective and/or inappropriate for the central theme and audience.</td>
</tr>
<tr>
<td><strong>Sentence Fluency</strong> CWU-CTL.1.1 CWU-CTL.1.4 WA-COMP-2007.EE.1.2.3</td>
<td>Sentences vary in length, as well as structure. Fragments, if used, add style. Dialogue, if present, sounds natural.</td>
<td>Most sentences vary in length and structure.</td>
<td>Sentences are not varied in length or structure. Fragments do not enhance the style. Dialogue is unnatural.</td>
</tr>
<tr>
<td><strong>Conventions</strong> CWU-CTL.1.1 CWU-CTL.1.4 WA-COMP-2007.EE.1.2.3</td>
<td>Spelling, punctuation, grammar, and usage are correct and</td>
<td>Problems with mechanical errors somewhat distort the meaning and distract the reader.</td>
<td>Problems with mechanical errors distort the meaning and distract the reader.</td>
</tr>
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**Performance Assessment**

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<tr>
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<th><strong>Satisfactory</strong> (2 pts)</th>
<th><strong>Unsatisfactory</strong> (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Presentation</strong> CWW-CTL.1.1 CWW-CTL.1.4 WA-COMP-2007.EE.1.2.3</td>
<td>appropriate for the narrative.</td>
<td>meaning or distract the reader.</td>
<td></td>
</tr>
</tbody>
</table>

**Presentation**

- **CWU-CTL.1.1 CWU-CTL.1.4 WA-COMP-2007.EE.1.2.3**

- **Format of the narrative is neat and professional in its appearance.**
- **Narrative is presented with minor distractions that affect its appearance.**
- **Format of the narrative is messy and unprofessional in its appearance.**