

**Fond du Lac Tribal and Community College
COURSE OUTLINE FORM**

03/19/19

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: _____

2. Date submitted: _____

3. Date approved: 02/02/2021 Date revised 04/13/21, 11/10/21, 3/9/23

4. Department/discipline: Education

5. Department(s) endorsement(s): _____
(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: Language Arts Methods II
Abbreviated course title for Transcripts (25 characters or less): _____

7. Course Designator: EDU 8. Course Level: 3101

9. Number of Credits: Lecture 3 Lab _____

10. Control Number (on site) 30 Control Number (online) 25

11. Catalog/Course description:

The second of a two-course sequence in literacy methods extends the examination of reading, writing, listening, speaking, and viewing competencies by focusing on learners, grades K-6. Emphasis is placed upon strategies for expanding an understanding of genres, integration of assessment and instruction, and teaching for self-regulation of comprehension, composing, and editing strategies.

Fifteen (15) hours of clinical experience with grades 4-6 students are required.

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s): Successful admittance into the Elementary Education Teacher program & EDU 3100 Language Arts Methods I

Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

Fisher, D. & Frey, N. (2007). *Scaffolded writing instruction: Teaching with a gradual-release framework (Teaching Strategies)*. New York, NY: Scholastic Publication.

Rasinski, T. (2010). *The fluent reader: Oral & silent reading strategies for building fluency, word recognition & comprehension* (2nd ed.). New York, NY: Scholastic Publication.

Serravallo, J. (2015). *The Writing Strategies Book*. Portsmouth, NH: Heinemann.

Sprenger, M. (2014). *Vocab rehab: How do I teach vocabulary effectively with limited time?* ASCD Arias: Association for Supervision & Curriculum Development.

Bear, D. R., Templeton, S., Invernizzi, M., Templeton, S., & Johnston, F. (2012). *Words their way: Word study for phonics, vocabulary, and spelling* (5th ed.). Boston, MA: Pearson.

Serravallo, J. (2015). *The reading strategies book: Your everything guided to developing skilled readers*. Portsmouth, NH: Heinemann.

14. Course Content (Provide an outline of major topics covered in course)

1. Meta-knowledge Concerning Literacy
2. Review and Consolidation of Early Literacy Instruction
3. Vocabulary Instruction and Development
4. Text Comprehension and Complexity
5. Expressive Language Arts: Writing, Speaking & Visual Language
6. Speaking & Visual language production processes and instruction
7. Academic language
8. Emergent bilingual learners (Ojibwe)
9. Informational Reading and Study Skills
10. Technology used in literacy
11. Motivation and Identity as Readers and Writers
12. Assessment Issues & the Reading Achievement Gap
13. Literacy Coaching in a Co-Teaching Classroom
14. Understanding, recognizing, and applying adaptive lessons plans to support students with Dyslexia
15. edTPA Preparation

15. Learning Goals, Outcomes, and Assessment

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information.)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one's own traditions and culture, knowledge of others' traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

Upon completion of this course, the student will be able to:

Learning Outcomes	Competencies (CAC)	Cultural Standards
Develop, implement, and evaluate lesson plans that include methods and strategies to maximize learning that incorporate a	A, B	1

wide variety of materials and technology resources.		
Use a variety of media and educational technology and apply to enrich learning opportunities.	A, D	4
Create and design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress.	C, D	
Explain the purpose of and differences between assessment and evaluation.	C	5
Demonstrate the knowledge of fundamental concepts of communication arts and literature and the connections between them.	B, D	
Analyze the foundations of reading processes, development, and instruction.	A	
Apply a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction.	C, D	6
Apply a variety of assessment tools and practices to plan and evaluate effective reading instruction.	C	
Create a literate and motivating environment that fosters reading for all students by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.	B, C	
Demonstrate a view of professional development as a career-long effort and responsibility.	C, D	

WINHEC Cultural Standards:

1. **GIKENDAASOWIN – *Knowing knowledge*:** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
 2. **GWAYAKWAADIZIWIN – *Living a balanced way*:** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.
 3. **ZOONGIDE'EWIN – *Strong hearted*:** To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
 4. **AANGWAAMIZIWIN – *Diligence and caution*:** To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.
 5. **DEBWEWIN – *Honesty and integrity*:** To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people.
 6. **ZAAGI' IDIWIN – *Loving and Caring*:** To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
 7. **ZHAWENINDIWIN – *Compassion*:** To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.
16. **Minnesota Transfer Curriculum (MnTC):** List which goal area(s) – up to two – this course fulfills.

See www.mntransfer.org

Goal Area(s): _____

Provide the specific learning outcomes as listed on the mntransfer.org website that pertain to this course.

17. Are there any additional licensing/certification requirements involved?
 X Yes No

Appendix A

MN PELSB: Standards 8710.2000 Standards of Effective Practice (SEP)

- 5K. use educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and to stimulate advanced levels of learning;
- 7A. understand communication theory, language development, and the role of language in learning;
- 7D. know effective verbal, nonverbal, and media communication techniques;
- 7E. understand the power of language for fostering self-expression, identity development, and learning;
- 7I. support and expand learner expression in speaking, writing, and other media;
- 8E. design lessons and activities that operate at multiple levels to meet the

developmental and individual needs of students and to help all progress;
9C. understand the purpose of and differences between assessment and evaluation;

MN PELSB Standards 8710.3200 Elementary Education: Subject matter standards

B. A teacher of children in kindergarten through grade 6 must demonstrate the knowledge of fundamental concepts of communication arts and literature and the connections between them.

The teacher must:

- (1) develop the skills and understanding to teach reading, writing, speaking, listening, media literacy, and literature;
- (2) understand and apply teaching methods related to the developmental stages of language;
- (3) use a variety of developmentally appropriate techniques for augmenting the listening, speaking, reading, and writing vocabularies of children;
- (4) know how to integrate the communication arts;
- (5) develop children's use of a process to write competently with confidence, accuracy, and imagination appropriate to the purpose and audience;
- (6) develop children's ability to use written, spoken, and visual language to communicate effectively with a variety of audiences and for different purposes;
- (7) know children's/young adolescents' literature representing a variety of genre
- (8) know how to use books and other printed sources to develop children's personal growth and lifelong learning.

C. A teacher of children in kindergarten through grade 6 must have knowledge of the foundations of reading processes, development, and instruction, including:

- (1) oral and written language development, including:
 - (b) the use of formal and informal oral language and writing opportunities across the curriculum to help students make connections between oral language and reading and writing, particularly English language learners; and
- (4) phonics and other word identification strategies and fluency, including:
 - d) how the etymology and morphology of words relate to orthographic patterns in English
 - (e) the development of reading fluency;
- (5) knowledge of how to develop vocabulary knowledge, including:
 - (a) understanding the critical role vocabulary knowledge plays in reading;
 - (b) how to provide explicit instruction in vocabulary development and in determining the meaning and accurate use of unfamiliar words encountered through listening and reading; and
 - (c) how to provide opportunities for students to engage in early and continual language experiences to increase vocabulary by modeling and explicitly teaching students a variety of strategies for gaining meaning from unfamiliar words;
- (6) comprehension processes related to reading, including:
 - (a) knowledge of how proficient readers read, how to facilitate listening comprehension, and how to develop comprehension of print material;
 - (b) the levels of comprehension, how to explicitly teach and provide guided practice in comprehension skills and strategies; and
 - (c) how to facilitate comprehension at various stages of reading development by selecting and using a range of texts, activities, and strategies before, during, and after reading;
- (7) content-area literacy, including:
 - (a) knowledge of reading comprehension processes necessary to comprehend different types of informational materials and content-area texts; and (b) the structures and features of expository (informational) texts and effective reading strategies to address

- different text structures and purposes for reading;
- (b) the structures and features of expository (informational) texts and effective reading strategies to address different text structures and purposes for reading;
- (8) literary response and analysis, including:
 - (a) knowledge of how to provide frequent opportunities to listen to and read high-quality literature for different purposes;
 - (b) knowledge of how to select, evaluate, and respond to literature from a range of genres, eras, perspectives, and cultures
 - (c) knowledge of how to analyze and teach literary text structures and elements and criticism, drawing upon literature and instructional needs and interests;
- (9) structure of the English language, including:
 - (a) basic knowledge of English conventions and the structure of the English language (sentence structure, grammar, punctuation, capitalization, spelling, syntax, and semantics).
 - (b) knowledge of how to enhance literacy skills including helping students understand similarities and differences between language structures used in spoken and written English;
 - (c) basic knowledge of English syntax and semantics and the ability to use this knowledge to improve reading competence, including how to help students interpret and apply English grammar and language conventions in authentic reading, writing, listening, and speaking contexts; and
 - (d) knowledge of how to help students consolidate knowledge of English grammar and improve reading fluency and comprehension by providing frequent opportunities to listen to, read, and reread materials.

D. A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction, including:

- (1) appropriate, motivating instruction, both explicit and implicit, in:
 - (d) applying a variety of reading comprehension strategies to different types of informational materials and content-area texts including teaching the structures and features of expository texts;
- (2) selection, design, and use of appropriate and engaging instructional strategies, activities, and materials, including:
 - (b) teaching vocabulary using a range of instructional activities to extend students' understanding of words;
 - (c) teaching comprehension skills and strategies, including opportunities for guided and independent work;
- (3) selection and appropriate use of a wide range of engaging texts representing various genres and cultures when designing reading lessons; the ability to facilitate and develop students' responses to literature and critical reading abilities through high level, interactive discussions about texts;
- (6) the ability to design purposeful lessons and tasks based on the qualities, structures, and difficulty of texts and the reading needs of individuals, including the selection and use of supplementary materials to support the reading development of struggling and gifted readers.

E. A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a variety of assessment tools and practices to plan and evaluate effective reading instruction, including:

- (1) formal and informal tools to assess students':
 - (d) knowledge of and skills in applying phonics and other word identification strategies, spelling strategies, and fluency;

- (e) vocabulary knowledge in relation to specific reading needs and texts;
 - (f) comprehension of narrative and expository texts and the use of comprehension strategies, including determining independent, instructional, and frustration reading levels;
 - (g) comprehension in content area reading;
 - (h) ability to evaluate and respond to a range of literature and analyze text structures and elements; and
 - (i) oral and written language to determine understanding and use of English language structures and conventions;
- (4) the ability to communicate results of assessments to specific individuals in accurate and coherent ways that indicate how the results might impact student achievement;
 - (5) the ability to administer selected assessments and analyze and use data to plan instruction through a structured clinical experience linked to university reading course work; and
 - (6) the ability to understand the appropriate uses of each kind of assessment and the concepts of validity and reliability.

F. A teacher of children in kindergarten through grade 6 must have the ability to create a literate and motivating environment that fosters reading by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments, including:

- (1) knowledge of how to use interests, reading abilities, and backgrounds as foundations for the reading program and provide authentic reasons to read and write;
- (2) the ability to support students and colleagues in the selection or design of materials that match reading levels, interests, cultural, and linguistic backgrounds;
- (3) the development and implementation of classroom and schoolwide organizational structures that include explicit instruction, guided practice, independent reading, interactive talk, opportunities for response, and reading and writing across the curriculum;
- (4) the ability to create and maintain a motivating classroom and school environment and teacher and student interactions that promote ongoing student engagement and literacy for students;
- (5) the ability to foster independence and self-efficacy in readers;
- (6) the development of independent reading by encouraging and guiding students in selecting independent reading materials, promoting extensive independent reading by providing daily opportunities for self-selected reading and frequent opportunities for sharing what is read; and motivating students to read independently by regularly reading aloud and providing access to a variety of reading materials; and

G. A teacher of children in kindergarten through grade 6 must demonstrate a view of professional development as a career-long effort and responsibility. The teacher must:

- (1) exhibit a particular stance towards professional development. A beginning teacher must view learning about reading processes and student reading development, and becoming more proficient as a teacher of reading, as a career-long effort and responsibility;
- (5) engage in personal learning as a daily and long-term goal to inform instructional practices, including reflection on practices to improve daily instructional decisions and interactions with students;

Dyslexia information:

- (c) Board-approved teacher preparation programs for teachers of elementary education, early childhood education, special education, and reading intervention must include instruction on dyslexia, as defined in section 125A.01, subdivision 2. Teacher

preparation programs may consult with the Department of Education, including the dyslexia specialist under section 120B.122, to develop instruction under this paragraph. Instruction on dyslexia must be modeled on practice standards of the International Dyslexia Association, and must address:

- (1) the nature and symptoms of dyslexia;
- (2) resources available for students who show characteristics of dyslexia;
- (3) evidence-based instructional strategies for students who show characteristics of dyslexia, including the structured literacy approach; and
- 4) outcomes of intervention and lack of intervention for students who show characteristics of dyslexia.

(d) Nothing in this section limits the authority of a school district to select a school's reading program or curriculum.

03/19/19