

REQUEST FOR APPROVAL TO USE W-DESIGNATION

LSC # 14-50

Action App 9/4/14

uwcc App-9/16/14

Senate App: 10/7/14

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

- Professor Kelli R. Paquette, Ed.D. Phone 724-357-2400
- Writing Workshop? (If not at IUP, where? when?) May 13 + 14, 2014
- Proposal for one W-course (see instructions below)
- Agree to forward syllabi for subsequently offered W-courses?

TYPE II. DEPARTMENT COURSE

- Department Contact Person _____ Phone _____
- Course Number/Title _____
- Statement concerning departmental responsibility _____
- Proposal for this W-course (see instructions below)

TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

- Professor(s) _____ Phone _____
- Course Number/Title _____
- Proposal for this W-course (see instructions below)

SIGNATURES:

- Professor(s) Kelli R. Paquette Gail Sedquist
uwcc 9-16-14
- Department Chairperson Sue A. Rice
- College Dean Kara Hutchinson
- Director of Liberal Studies [Signature] 9/4/14

COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

- I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.
- II. Copy of the course syllabus.
- III. Two or three samples of assignment sheets, instructions, or criteria concerning writing that are given to students. Limit: 4 pages. (Single copies of longer items, if essential to the proposal, may be submitted to be passed among LSC members and returned to you.)

Please number all pages. Provide one copy to Liberal Studies Committee.

Before you submit: Have you double-checked your proposal against "The Liberal Studies Committee's Most Frequently Asked Questions"?

Received

JUN 6 2014

Liberal Studies

WRITING SUMMARY

ECED 425 Methods of Teaching and Assessing Language Arts (Pre-K to Grade 4)

ECED 425 Methods of Teaching and Assessing Language Arts (Pre-K to Grade 4) is proposed for identification as a “W” course. The purpose of this course is to prepare pre-service teachers with the reading and writing skills to teach language arts effectively in Pre-K to Grade 4 early childhood classrooms. This course emphasizes the art of communication, and teaches students how to plan, integrate, and assess developmentally-appropriate language arts instruction throughout the curriculum. Techniques for teaching and assessing oral and written communication, spelling, handwriting, vocabulary development, listening, and viewing will be presented. Special emphasis will be given to recent trends and research including the writing process and responses to literature.

Writing to Enhance Reading and Integrate Learning – Students will be required to read various forms of reading throughout the semester. While in-class, students will be required to write in a variety of formats to verify their reading comprehension skills. Sample activities will include one-minute essays, free-writes, focused free-writes, enter and exit slips, double-entry journal responses, reading responses; R.A.F.T.S., (R = role of the writer; A = audience; F = form [letter, diary entry, etc.]; T = topic; S = strong verb [persuade, inform, entertain], etc.

Writing to Reflect – Students will be asked to keep a personal journal. At various times throughout the semester, students will be asked to write in their journals during the last five minutes of the class session. This writing time will be used for reflection. What did they learn? What questions do they have? What kinds of connections could they make? How will the content just taught apply to the classroom?

Writing to Communicate – Undergraduate students will dialogue with students in 2nd, 3rd, or 4th grades. Various forms of writing will be practiced and hopefully, improved. First, an introductory letter will be written. Throughout the semester, other forms will be shared between the undergraduate and early childhood student, such as responses to shared literature, simulated journals (pursuant to shared literature), and different forms of poetry. Effort will be made to enhance the content learning of the 2nd, 3rd, or 4th grade students and, accordingly, writing assignments will be agreed upon between the classroom teacher and professor throughout the semester.

Students will also have the choice between creating a thematic unit or a literature-focus unit. Students will select a grade level and plan a developmentally-appropriate unit which includes reading, writing, speaking, listening, viewing, and visually representing activities throughout content areas. Various forms of assessments and evaluation pieces will be included, as well. Students will have opportunities for professor and peer feedback prior to the final draft being graded.

SYLLABUS OF RECORD

I. CATALOG DESCRIPTION

ECED 425 Methods of Teaching and Assessing Language Arts (Pre-K to Grade 4)

Prerequisites: ECED 351 3 c—01-3 cr.

This course emphasizes the art of communication as an interrelated process. The task of the classroom teacher is to integrate the language arts throughout the curriculum. Techniques for teaching and assessing oral and written communication, spelling, handwriting, vocabulary development, listening, and viewing will be presented. Special emphasis will be given to recent trends and research including the writing process and responses to literature. This course is writing intensive.

II. COURSE OBJECTIVES

- A. Examine language acquisition theory and the developmental processes for acquiring competence in the language arts (reading, writing, listening, speaking, viewing, and visually representing) and the writer's tools of grammar, spelling, and handwriting. Apply that understanding to structure developmentally appropriate language experiences for all children in the early childhood classroom
- B. Actively engage in the communicative process of reading, writing, speaking, and listening as learners and teachers and use these tools of inquiry to become competent, reflective professionals
- C. Use communication skills effectively and in a variety of roles, including communication with peers, students, parents, and the community
- D. Develop an understanding of the NAEYC, CAEP, NCTE, and IRA Standards for the English Language Arts, as well as the state and district standards for communication
- E. Demonstrate the ability to plan, implement, and assess developmentally appropriate language instruction for children of differing ages/abilities/cultures
- F. Recognize language learning as a natural, holistic process that extends across the elementary school curriculum, and plan integrated, cross-curricular language learning experiences appropriate for **all** early childhood classrooms
- G. Understand and utilize a variety of effective assessment strategies for teaching and learning language in meaningful, functional, and relevant contexts

III. COURSE OUTLINE

- A. Learning the Language Arts (3 hr.)
 - a. How Children Learn: The process of learning, learning strategies, social contexts, implications for language arts
 - b. Language Learning and Culture: The four language systems, academic language, culturally and linguistically diverse students, critical literacy
 - c. How Students Learn Language Arts: A community of learners, self-efficacy, the six language arts, language arts strategies, communicative competence

- B. Teaching and Assessing Language Arts (3 hr.)
 - a. Patterns of Practice: Literature focus units, literature circles, reading and writing workshop, thematic units
 - b. The Teacher's Role: Scaffolding learners, differentiating instruction, engaging and teaching English Language learners and struggling learners
 - c. Assessing Learning: Monitoring progress, evaluating learning, implementing portfolios, high-stakes assessments

- C. Emergent Literacy (3 hr.)
 - a. Fostering Children's Interest in Written Language: Written language and alphabetic concepts
 - b. Young Children Becoming Readers: Shared reading, language experience approach
 - c. Young Children Learn to Write: Interactive writing, mini-lessons, four-square writing, six +1 writing traits

- D. Personal Writing (3 hr.)
 - a. Writing in Journals: Personal, dialogue, double-entry, simulated, learning logs, reading logs, readers' and writers' notebooks
 - b. Social Networking: Classroom blogs, safety concerns
 - c. Letter Writing: Friendly, business, simulated, e-mail
 - d. Engaging English Learners: Assessing Students' personal writing

- E. Oral Language: Listening and Talking (3 hr.)
 - a. Listening: Types of listening, read alouds, persuasion
 - b. Talking: Discussions, oral reports, interviews, debates
 - c. Teaching Oral Language: Mini-lessons, mentor texts, taking notes
 - d. Engaging English Learners and assessing oral language

- F. Written Language: Reading and Writing (3 hr.)
 - a. The Reading Process: Prereading, reading, responding, exploring, applying, teaching the process
 - b. The Writing Process: Prewriting, drafting/writing, revising, editing, publishing, teaching the writing process, the author's craft, peer conference, teacher-student conferencing

- G. Visual Language: Viewing and Visually Representing (2 hr.)
 - a. Teaching visual language (color, line, symbols, humor)
 - b. Viewing visual language in books
 - c. Visually Representing: Artistic, graphic, and dramatic representations

- H. Building Vocabulary (3 hr.)
 - a. Synonyms, antonyms, homonyms, multiple meanings, idioms
 - b. Teaching about words: Word targeting, word-learning strategies, word walls, word study activities, mini-lessons, differentiation instruction
 - c. Engaging English Learners – Assessing vocabulary knowledge

- I. Comprehending and Composing Stories (3 hr.)
 - a. Story Structure: Elements, genres,
 - b. Comprehension: Readers’ theater, retelling, responding
 - c. Writing: Retellings, story innovations, genre, original

- J. Nonfiction (3 hr.)
 - a. Expository text structures, non-fiction features
 - b. Research process: Process, tools, reports, life stories for beginners

- K. Poetry (2 hr.)
 - a. Experimenting with rhyme, word pictures, acrostic, color

- L. Spelling (3 hr.)
 - a. Development: Invented/temporary spelling, stages of spelling, analyzing students’ development
 - b. Teaching: Strategies, mini-lessons

- M. Grammar (3 hr.)
- N. Handwriting (3 hr.)

IV. EVALUATION METHODS

The grade for the course will be determined as follows:

A. 30% Thematic or Literature Focus Unit: With a partner, students will develop a two-week thematic or literature focus unit that should demonstrate students’ understanding and ability of integrating and assessing language arts across the curriculum. Unit components should be written in IUP format, as outlined as an attachment to this syllabus. Also included should be a detailed planning web that integrates various content areas and language arts components; a calendar of lessons and activities; a text set to use in teaching about the topic (approximately 4-6 books, depending upon the topic and grade level); and an annotated bibliography of the text set. Lesson plans should demonstrate a conceptual understanding of integrating and assessing the language arts across the curriculum for a two-week unit. Assessment documentation, i.e., tests and rubrics, should be attached, as well.

B. 15% Spelling, Punctuation, and Grammar Mini-Lessons: Students will work in pairs to create three literature-based mini-lessons. One mini-lesson will focus on a spelling pattern; one mini-lesson will focus on a form of punctuation; and, one mini-lesson will focus on a grammar concept. Students will select their “favorite” mini-lesson and present it to the class (15 minutes). Presenters will actively engage their classmates. Presenters will provide classmates with a handout that includes objectives, procedures, and assessment plan for all three mini-lessons. Students will provide written feedback to each participant of all mini-lesson presentations.

C. 10% Dialogue Journals: Students will correspond in a dialogue journal(s) exchange program with elementary-aged students. Entries from the dialogue journals will be assessed for content, handwriting, grammar, and spelling. Students will write five to six journal entries; each entry will focus upon an aspect of language arts (i.e., writing or responding to literature).

D. 15% In-Class Writing Activities: Students are expected to read and study the textbook and supplemental articles in preparation for class sessions. **In-class writing activities will occur weekly** and will relate to the required reading for the day. (Students should bring the required text and/or accompanying reading materials to each class session.) While in-class, students will be required to write in a variety of formats to verify their reading comprehension skills. Sample activities will include one-minute essays, free-writes, focused free-writes, enter and exit slips, double-entry journal responses, reading responses, R.A.F.T.S. (R = role of the writer; A = audience; F = form [letter, diary entry, etc.]; T = topic; S = strong verb [persuade, inform, entertain]; etc. Students will also keep a personal journal. At various times throughout the semester, students will be asked to write in their journals during the last five minutes of the class session. This writing time will be used for reflection. What did they learn? What questions do they have? What kinds of connections could they make? How will the content just taught apply to the classroom? These in-class writing activities will be graded as a Pass or Fail. Students must be in class to participate. No make-up in-class writing activities will be granted.

E. 10% Teacher Webpage: Students will select a grade level (Pre-K to 4) and create a “teacher” webpage for their future students’ parents. The objective of the webpage is to inform parents and/or primary caretakers of classroom events. Possible ideas for inclusion include, but are not limited to, helpful suggestions on how to help children become better readers and writers, how to promote literacy at home, suggest various websites that would benefit the child, books and activities that children can do with their parents.

F. 20% Examinations: One mid-term and one final examination will be given. Each will be worth 100 points.

V. EXAMPLE GRADING SCALE

Final Grade: Percentage scores will be converted to letter grades as follows:

93% - 100% = A

85% - 92% = B

77% - 84% = C

69% - 76% = D

<68% = F

Failure due to absence = FA

VI. UNDERGRADUATE COURSE ATTENDANCE POLICY

All students are expected to attend class timely and stay for the duration of each session. Attendance will be taken at the beginning of class. When a doctor's excuse is provided, absences will be excused. Percentage points will be deducted if/when students are late or absent. In the event that a serious illness or family emergency occurs, please notify the instructor immediately.

VII. REQUIRED TEXTBOOK(S), SUPPLEMENTAL BOOKS, AND READINGS

Tompkins, G. (2013). *Language Arts: Patterns of Practice*. (8th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Optional Supplemental Reading Materials:

- Standards-Based Information Posted on D2L (NAEYC, CEC, CAEP, NCTE, IRA) and additional research-based articles
- Bear, R.D., Invernizzi, M., Templeton, S., & Johnston, F. (2012). *Words Their Way*. (5th ed.). Boston, MA: Pearson.
- Culham, R. (2005). *6+1 traits of writing for the primary grades*. Jefferson City, MO: Scholastic.
- Culham, R. (2003). *6+1 traits of writing. The complete guide grades 3 and up*. Jefferson City, MO: Scholastic.

VIII. SPECIAL RESOURCE REQUIREMENTS

Students will be asked to purchase two notebooks which will be used as personal and dialogue journals.

IX. BIBLIOGRAPHY

- Bear, R.D., Invernizzi, M., Templeton, S., & Johnston, F. (2012). *Words their way*. (5th ed.). Boston, MA: Pearson.
- Culham, R. (2003). *6+1 traits of writing. The complete guide grades 3 and up*. Jefferson City, MO: Scholastic.
- Cunningham, P. & Allington, R. (1999). *Classrooms that work: They can all read and write* (2nd ed.). New York, NY: Longman.
- Daniels, H. (2002). *Literature circles* (2nd ed.). Portland, ME: Stenhouse.
- Fletcher, R. (1993). *What a writer needs*. Portsmouth, NH: Heinemann.

- Fletcher, R. (2000). *How writers work: Find a process that works for you*. New York, NY: Harper Collins.
- Fletcher, R. (1996). *A writer's notebook: Unlocking the writer within you*. New York, NY: Avon Books, Inc.
- Harvey, S. & Goudvis, A. (2000). *Strategies that work: Teaching comprehension to enhance understanding*. York, ME: Stenhouse.
- Keene, E.O. & Zimmermann, S. (1997). *Mosaic of thought: Teaching comprehension in a reader's workshop*. Portsmouth, NH: Heinemann.
- Machado, J. (2013). *Early childhood experiences in language arts* (10th ed.). San Jose, CA: Wadsworth.
- Paquette, K. R., & Rieg, S. (2008). Using music to support the literacy development of young English language learners. *Early Childhood Education Journal*, 36(3), 227-232.
- Portalupi, J. & Fletcher, R. (2001). *Nonfiction craft lessons. Teaching information writing K-8*. Portland, ME: Stenhouse Publishers.
- Tompkins, G. (1998). *50 literacy strategies step by step*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Tompkins, G. (2013). *Literacy for the 21st century: A balanced approach* (6th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.
- Tompkins, G. (2011). *Teaching writing: Balancing process and product* (6th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.
- Vacca, J.L.m Vacca, R.T., Gove, M.K., Burkey, L.C., Lenhart, L.C., and McKeon, C.A. (2013). *Reading and learning to read* (8th ed.). Boston, MA: Pearson.
- Weismer, S.E., Lord, C., & Esler, A. (2010). Early language patterns of toddlers on the autism spectrum compared to toddlers with developmental delay. *Journal of Autism & Developmental Disorders*, 40(10), 1259-1273.
- Zimmerman, F.J., Gilkerson, J., Richards, J.A., Christakis, D.A., Dongxin, Xu, Gray, S., & Yapanel, U. (2009). Teaching by listening: The importance of adult-child conversations to language development. *Pediatrics*, 124(1), 342-349.

Thematic or Literature Focus Unit

With a partner, students will develop a two-week thematic or literature focus unit that should demonstrate students' understanding and ability of integrating and assessing language arts across the curriculum. Unit components should be written in IUP format, as outlined as an attachment to this syllabus. Also included should be a detailed planning web that integrates various content areas and language arts components; a calendar of lessons and activities; a text set to use in teaching about the topic (approximately 4-6 books, depending upon the topic and grade level); and an annotated bibliography of the text set. Lesson plans should demonstrate a conceptual understanding of integrating and assessing the language arts across the curriculum for a two-week unit. Assessment documentation, i.e., tests and rubrics, should be attached, as well.

Students are able to select between a thematic or literature focus unit. One grade level should be selected and developmentally appropriate practices and materials should be considered during the planning process. **A draft of this document will be due to the instructor at mid-term and a conference session will be scheduled. Students will be provided with oral feedback and revisions will be required. The final document is due at the end of the semester.**

Thematic or Literature Focus Unit Rubric

	4 Met with distinction	3 Met with merit	2 Met	1 Met with weakness	0 Unmet
Organization Title Page Table of Contents	Unit plan shows a high degree of organization and a highly professional appearance.	Unit plan shows a high or acceptable degree of organization and a high or acceptable appearance.	Unit plan shows some degree of organization, and an average professional appearance.	Unit plan shows poor organization and an unprofessional appearance.	Criterion is unmet
Unit Relevance Standards	Unit relevancy and developmentally appropriate content standards are aligned and are stated clearly throughout all of the unit.	Unit relevancy and developmentally appropriate content standards are aligned and stated clearly throughout most of the unit.	Unit relevancy and content standards are aligned and stated throughout most of the unit.	Unit relevancy and content standards are aligned loosely and are not stated clearly.	Criterion is unmet
Planning Web	Planning web shows an outstanding ability to plan a variety of integrated lessons and activities that will meet the goals of the unit. Planning web is clearly organized.	Planning web shows a good ability to plan a variety of integrated lessons and activities that will meet the goals of the unit. Planning web is fairly well-organized.	Planning web shows a fair ability to plan a variety of integrated lessons and activities that will meet the goals of the unit. Planning web is	Planning web shows an inadequate ability to plan a variety of integrated lessons and activities that will meet the goals of the unit. Planning	Criterion is unmet

			adequately organized.	web is poorly organized.	
Time Frame (Calendar)	The calendar provides excellent details about the flow of the unit and provides mini-lessons of important concepts, strategies, and skills.	The calendar provides good details about the flow of the unit and provides mini-lessons of important concepts, strategies, and skills.	The calendar provides adequate details about the flow of the unit and provides few mini-lessons of important concepts, strategies, and skills.	The calendar provides inadequate details about the flow of the unit and provides few mini-lessons of important concepts, strategies, and skills.	Criterion is unmet
Key Definitions	Key definitions are identified appropriately and described to the highest degree of accuracy.	Key definitions are identified appropriately and are described to a high degree of accuracy.	Key definitions are included and described adequately.	Key definitions are described inadequately.	Criterion is unmet.
Assessments	Formal and informal assessments are developmentally appropriate and well-suited to lessons; they are varied, evaluate outcomes, strengthen instruction, and are stated clearly.	Formal and informal assessments are developmentally appropriate for lessons, are somewhat varied, partially evaluate outcomes, somewhat strengthen instruction, and are stated clearly.	Formal and informal assessments are appropriate for lessons, demonstrate little variety, evaluate outcomes somewhat, and are stated unclearly.	Formal and informal assessments are inappropriate for lessons, demonstrate no variety, evaluate outcomes minimally, and are stated unclearly.	Criterion is unmet
Assessment of Writing	Overall, the unit plan is error-free with respect to sentence structure, spelling, punctuation, and grammar.	Overall, the unit plan has few errors with respect to sentence structure, spelling, punctuation, and grammar.	Overall, the unit plan has several errors in sentence structure, spelling, punctuation, and grammar.	Overall, the unit plan has an unacceptable amount of errors.	Criterion is unmet
Lesson Plan 1 (Introductory Lesson)	To the highest degree, the lesson plan is developmentally appropriate, follows IUP format, and meets the curricular goals and outcomes of the unit. It stimulates critical thinking, problem solving; encourages students' active	To a high degree, the lesson plan is developmentally appropriate, follows IUP format, and meets the curricular goals and outcomes of the unit. It stimulates critical thinking, problem solving; encourages students' active inquiry, and meets	To a moderate degree, the lesson plan is appropriate, follows IUP format, and meets the goals and outcomes of the unit. It stimulates critical thinking, problem solving; encourages	To an insufficient degree, the lesson plan is appropriate, follows IUP format, and meets the goals of the unit. Lessons are not written clearly and could not be taught by another teacher easily.	Criterion is unmet

	inquiry, and meets the needs of diverse learners. Lesson plans are clearly written and could be taught by another teacher easily.	the needs of diverse learners. Lessons are clearly written and could be taught by another teacher.	students' active inquiry, and meets the needs of diverse learners. Lessons are written clearly.		
Lesson Plan 2	“	“	“	“	“
Lesson 3	“	“	“	“	“
Lesson 4	“	“	“	“	“
Lesson 5	“	“	“	“	“
Lesson 6	“	“	“	“	“
Lesson 7	“	“	“	“	“
Lesson 8	“	“	“	“	“
Lesson 9	“	“	“	“	“
Lesson 10 (Culminating activity: A Synthesizing Event)	Culminating activity is engaging, aligned to the unit outcomes, highly appropriate for the content of the unit, and provides an opportunity for students to connect and apply concepts, knowledge, and skills.	Culminating activity is engaging, and appropriate for the content of the unit, and provides some opportunities for students to connect and apply concepts, knowledge, and skills.	Culminating activity is somewhat engaging, and appropriate for the content of the unit, and provides few opportunities for students to connect and apply concepts, knowledge, and skills.	Culminating activity is slightly engaging, but inappropriate for the content of the unit, and does not provide opportunities for students to connect and apply concepts, knowledge, and skills.	Criterion is unmet
Resources Text Set Annotated Bibliography	Resources, text set, and annotated bibliography are clearly developed and written to the highest degree.	Resources, text set, and annotated bibliography are developed and written to a high degree.	Resources, text set, and annotated bibliography are developed and written adequately.	Resources, text set, and annotated bibliography are written inadequately.	Criterion is unmet

UNIT PLAN FORMAT

- I. **TITLE PAGE** – include unit title, your name, number of days unit is to be taught, grade level, and course for which the unit is required.

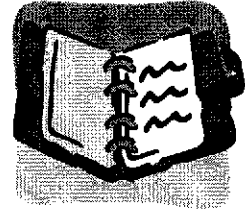
- II. **TABLE OF CONTENTS** – specify the page numbers for each section, and for each individual lesson plan.

- III. **RATIONALE/BACKGROUND** – briefly explain how the unit will meet the needs of the students. Address the context of the classroom, relevance to students’ lives and interests, student background knowledge, and student diversity (e.g., learning styles, ability levels).

- IV. **ASSESSMENT PLAN** – describe the various methods that will be used to determine if the students have met the objectives of the set of lessons. The methods used to assess students before the unit is taught and after the unit concludes must be included.

- V. **DAILY LESSON PLANS** – include copies of daily plans that follow the basic format. Introductory and culminating activities should be described in the first and the final lesson plans.

ECSP Daily Lesson Plan Format



- I. **HEADING:** List author/teacher name, date, subject, grade, and time allotted. This information should be left-justified at the top of the first page.
- II. **RATIONALE AND BACKGROUND:** Briefly explain how the lesson will address Pennsylvania Academic Standards (specify standards, anchors, and/or Common Core Standards, as appropriate) and meet the needs of the students. Address context of the classroom including the social and physical environment, relevance to students' lives and interests, students' background knowledge, and student diversity. This portion typically features two brief paragraphs initiated as follows:
- What is the purpose or essential question of this lesson?
 - What are the students familiar with or able to do in relation to this topic?

Facts about the learners:	Specific, required adaptations:
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NOTE: Do not use students' names when giving facts or adaptations.

- III. **LESSON OBJECTIVE(S):**
An objective is a clear, concise statement of intent designed to guide and anchor a lesson plan. A strong objective contains a condition, student, behavior, and criterion. Include the student's name or group, an observable behavior that students will do to show mastery, the conditions in which you will check mastery, and the criterion for mastery.
Cognitive Examples:
- When given a story starter, students will create a story that includes characters, setting, plot and resolution.
 - Given flashcards with Dolch words, Amanda will orally read the words with 100% accuracy on 3 out of 3 trials.
- Affective Examples:
- Given specific weather conditions, pre-school students will appreciate the role weather has on their daily lives by identifying proper outdoor attire.
 - Given social skills role plays, Graham will act out responses that match classroom rules and procedures for 4 out of 5 scenarios
- IV. **LIST OF MATERIALS/RESOURCES:**
A) Indicate where this lesson came from (mentor, book, website, self). Describe how you made it your own.

- B) Provide a complete list of resources (books, articles, websites, etc.) including materials that supplement available textbooks, teachers' manuals, and/or resources to extend knowledge of the lesson/unit topic. (Use APA format.)
- C) List materials needed to teach the lesson including audio-visual aids and equipment, technology, outside speakers, student texts, materials, and teacher-made resources.
- D) When students need adaptations, be sure to designate any elements of "specially-designed instruction (SDI)" to meet the adaptation requirements.
- E) Attach all resources such as handouts and teacher-created materials.

V. **PROCEDURES:** (Logical and sequential; number the steps for ease of use in the classroom)

- A) *Initiation/Motivation* – Getting the students “warmed up” for the lesson; this brief activity should catch their attention and motivate them. The introduction will include a:
 1. Motivational strategy - Plan this attention getting device with brevity in mind (3 - 5 minutes).
 2. Strategy for activating prior knowledge, and
 3. Lesson purpose (as appropriate)
 (Be sure that the motivator is logically and strongly related to the lesson!)

- B) *Lesson Body* – The lesson body will include the following:
 1. Describe in sequence the experiences and instructional strategies used to develop the lesson.
 2. Include a description of the child's role and opportunities for children to make decisions, problem solve, and be independent.
 3. Adapt this section according to varying instructional approaches (i.e., explicit instruction, inquiry approach, cooperative learning activities, etc.) required to fully differentiate the content (what you teach), process (how you teach), product (student outcomes), as well as meeting student learning styles and interests. Each experience should relate to the lesson's objectives and knowledge about the learners.
 4. Provide examples of the higher level questions needed to teach this lesson.
 5. In some inclusive and support classroom settings small group instruction or highly individualized instruction may be required.

NOTE: The lesson should be sufficiently detailed so that another educator could teach the lesson without further instructions.

Methods of Further Differentiating Instruction -- This section addresses how the lesson should be differentiated to meet multiple students' needs. Describe the instructional arrangements as well as fluid

grouping arrangements. Include co-teaching approaches when appropriate.

- C) *Lesson Closure* – The closure will include one or more of the following:
1. Application of knowledge learned to a new situation to prove that students understand beyond the knowledge level.
 2. Review of main concepts through a summary statement, student participation, restatement of purpose of the lesson or questioning.
 3. Be sure to address student needs for remediation or enrichment.

NOTE: The Lesson Closure is not a homework assignment. If homework is assigned, note it in a separate section following the closure section.

VI. **EVALUATION:**

A) *Student Assessment:*

1. Effective teachers monitor and evaluate their instruction. Answer the question, “How will I know if my students understood today’s lesson?” Be sure that the evaluation matches the objective.
2. Describe the plan for assessing student performance. Address formal and/or informal assessment addressed in the lesson plan and note, as in the lesson’s objectives, whether it is designed for large group (entire class), small group, or individual assessment. Remember, there are numerous ways to differentiate your assessment measures depending upon student need. Be sure to provide assessment adaptations for students to demonstrate their mastery of objectives; describe assessment adaptations appropriate to meet learner needs. If warranted, be sure to mention progress monitoring routines for students with specific, required adaptations. Be sure to go beyond paper and pencil activities.

NOTE: For clarity, set this up in headings of “Formal Assessment” and/or “Informal Assessment.”

B) *Self-Evaluation* (For field experiences, only):*

Reflect on the teaching of this lesson and respond to the following items:

1. Identify and list three (3) strengths of this lesson.
2. Identify and list three (3) elements or areas that need improvement.
3. Based on the closure and student evaluation portions of this lesson plan, identify any students (use initials, not names) who were not successful in meeting the stated objectives. Indicate how shortcomings will be addressed with these students to ensure success.

* Include this section in the lesson plan. Only *after this lesson is taught* can responses be made to these questions.

Mini-Lessons: Spelling, Punctuation, and Grammar

Students will work in pairs to create three literature-based mini-lessons. One mini-lesson will focus on a spelling pattern; one mini-lesson will focus on a form of punctuation; and, one mini-lesson will focus on a grammar concept. Students will select their “favorite” mini-lesson and present it to the class (15 minutes). Presenters will actively engage their classmates. Presenters will provide classmates with a handout that includes objectives, procedures, and assessment plan for all three mini-lessons. **Students in the audience will provide written feedback to each participant of all mini-lesson presentations.**

Evaluation of Mini-lessons (Spelling, Punctuation, or Grammar)

	Met with Distinction	Met with Merit	Met	Met with weakness
Knowledge of Topic and Accompanying Activity	Candidates demonstrated mastery of topic; able to present without reliance on notes; In-class activity was engaging and excellent overall.	Candidates demonstrated knowledge of topic; able to present without over-reliance on notes; In-class activity was above average.	Candidates' knowledge of topic was acceptable; relied on notes during presentation; In-class activity was average.	Candidate was not knowledgeable about topic and in-class activity was inappropriate or non-existent.
Developmental Appropriateness Inclusion of Children's Literature	Candidates selected an excellent piece of children's literature, planned procedures appropriate to elementary learners, designed a suitable assessment tool	Candidates selected an appropriate piece of children's literature, planned procedures appropriate to elementary learners, designed a suitable assessment tool	Candidates selected a piece of children's literature, planned procedures appropriate to elementary learners, designed an assessment tool	Candidates did not select a piece of children's literature, planned procedures inappropriate to elementary learners, did not design an assessment tool
Professional preparation	Candidates assembled all necessary materials, created exemplary handout, and met time guidelines	Candidates assembled necessary materials, created very good handout, and met time guidelines	Candidates assembled most materials, created acceptable handout, and met time guidelines	Candidates did not assemble all of the materials, created poor handout, and did not meet time guidelines
Communication	Candidates demonstrated outstanding oral and written communication skills	Candidates demonstrated very good oral and written communication skills	Candidates demonstrated acceptable oral and written communication skills	Candidates demonstrated in adequate oral and written communication skills
Professional presentation	Candidates dressed professionally, maintained eye contact at all times, and used multiple representations to promote learning	Candidates dressed professionally, maintained eye contact most of the time, and used multiple representations to promote learning	Candidates dressed neatly, maintained eye contact somewhat, and used multiple representations to promote learning	Candidates dressed unprofessionally, did not maintain eye contact, and did not use multiple representations to promote learning

Summary Chart for Writing Assignments*

A. Writing Assignments ECED 425 Methods of Teaching/Assessing Language Arts PreK to Grade 4 +					
Assignment Title	# of Assignments	# of total pages	Graded (Yes/No)	Opportunity for Revision (Yes/No)	Written Assignment represents what % of final course grade
Thematic or Literature Focus Unit	1	15-25	Yes	Yes	30
Spelling, Punctuation, and Grammar Mini-Lessons	3	3-6	Yes	No	15
Various In-Class Writing Activities, such as R.A.F.T.S, one-minute essays, reader's response, poetry	15	15-30	Yes	No	15
Dialogue Journals	6-8	2-3	Yes	No	10
Totals	~25-27	~35-64	NA	NA	70

B. Examinations (Complete only if you intend to use essay exams/short answers as part of the required number of pages of writing.)			
Exams	Approx.% of exam that is essay or short answer	Anticipated # of pages for essay or short answer, or approx. word count	Exam constitutes what % of final course grade
1.			
2.			
3.			
Totals			

**Total writing assignments should contain at least 5000 words (approximately 15-20 typed pages) in two or more separate assignments; written assignments should be a major part of the final grade—at least 50% or more.*