LLED 351: Literacy Practices and Assessment: Elementary  
(2 credits)

COURSE DESCRIPTION

This course focuses on the teaching of language and literacy in K-7. Teacher candidates are introduced to theories of literacy development, a variety of approaches for teaching reading, writing, listening and speaking; building literacy in the content areas; assessing literacy abilities; organizing and managing the classroom for literacy instruction; and using technology for teaching and learning. A central tenet of this course is that children learn language and literacy at different rates and need differentiated instruction and support.

COURSE OBJECTIVES

1. Become familiar with various instructional strategies to support children’s language and literacy development.
2. Become familiar with various instructional resources, including digital media, that support children’s language and literacy development.
3. To understand the relationship between instruction and assessment.
4. Develop an understanding of various formal and informal assessment methods and tools.
5. Learn strategies to address the needs of individual children (i.e., small group instruction, one-on-one instruction; use of a range of modalities, and so forth).

COURSE OUTLINE

LLED 350 Classroom Discourses: Elementary (3 credits) and LLED 351 Literacy Practices and Assessment: Elementary (2 credits) build upon each other and are closely linked in that the two courses are rooted in the belief that language, in all its richness of form and function, is the foundation from which effective literacy evolves. Additionally, it is our belief that these two courses should be tightly linked to the field experience. To that end, each of three major topics (approaches to reading instruction; instruction in a balanced literacy program; and, assessment of student literacy progress and text difficulty) includes a question to guide teacher candidates field observations and experiences. These teacher candidate observations will form a vital part of our LLED 350 and LLED 351 in-class course conversations.

TEXT (available at UBC Bookstore)

## Course Outline

### Texts and Materials of Literacy (8 hours)

<table>
<thead>
<tr>
<th>Topic</th>
<th>Literature and Literacy</th>
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<tbody>
<tr>
<td>Guiding Questions</td>
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<tr>
<td>• What is the advantage of working with literature in the classroom?</td>
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<td>• In what ways can the teacher engage children with children’s literature?</td>
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<td>• What guidelines should be used for selecting children’s literature for the classroom?</td>
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<tr>
<td>Readings</td>
<td><em>Constructing Meaning: Teaching the Language Arts K-8</em> (text): Ch. 11: The pleasures of literacy (pp. 366-409)</td>
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<table>
<thead>
<tr>
<th>Topic</th>
<th>Responding to Literature</th>
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<tr>
<td>Guiding Questions</td>
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<tr>
<td>• How can the teacher facilitate literary response in the classroom?</td>
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<td>• Why have students participate in response activities e.g., group discussions, puppet shows, journal writing, etc.?</td>
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<td>• In what ways can the teacher organize response groups?</td>
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<tr>
<td>• Why include multicultural and Aboriginal literature in the classroom?</td>
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<tr>
<td>Readings</td>
<td><em>Constructing Meaning: Teaching the Language Arts K-8</em> (text): Ch. 12: Responding to literature (pp. 410-442)</td>
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<table>
<thead>
<tr>
<th>Topic</th>
<th>Literacy across the Curriculum</th>
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<tbody>
<tr>
<td>Guiding Questions</td>
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<tr>
<td>• How are the ways ideas are organized in information texts differ from narrative texts?</td>
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<tr>
<td>• How can the teacher support student comprehension in the content areas?</td>
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<tr>
<td>• What are the components of information literacy and what is the role of the teacher librarian in teaching research/inquiry skills?</td>
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<tr>
<td>Readings</td>
<td><em>Constructing Meaning: Teaching the Language Arts K-8</em> (text): Ch. 8: Literacy across the curriculum (pp. 260-288)</td>
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### Writing (6 hours)

<table>
<thead>
<tr>
<th>Topic</th>
<th>Process Writing</th>
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<tbody>
<tr>
<td>Guiding Questions</td>
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<tr>
<td>• What are the models and forms of writing?</td>
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<td>• What are the components of Writer’s Workshop?</td>
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<td>• Why is it important for the teacher to support social interactions during the writing process?</td>
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<tr>
<td>Readings</td>
<td><em>Constructing Meaning: Teaching the Language Arts K-8</em> (text): Ch. 9: The Process of writing (pp. 289-320)</td>
</tr>
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<table>
<thead>
<tr>
<th>Topic</th>
<th>Assessment and conventions of writing</th>
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<tbody>
<tr>
<td>Guiding Questions</td>
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<tr>
<td>• In what ways can assessment improve teaching and learning?</td>
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<tr>
<td>• What assessment tools are available to the teacher for assessing writing?</td>
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</tbody>
</table>
• How do the ways the teacher chooses to assess writing forward a particular understanding of what writing is?

**Readings**
Constructing Meaning: Teaching the Language Arts K-8 (text): Ch. 10: Assessment and conventions of writing (pp. 321-365)
B.C. Performance Standards: Writing:
[http://www.bced.gov.bc.ca/perf_stands/writing.htm](http://www.bced.gov.bc.ca/perf_stands/writing.htm)

| In-class Assignment | Writing Evaluation of a writing sample collected from a child using the appropriate level B.C. Performance Standards: Writing. |

**Planning for the Language Arts (6 hours)**

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<thead>
<tr>
<th>Topic</th>
<th>Planning for the language arts program</th>
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| **Guiding Questions** | • What is inquiry-based language arts learning?  
• Why use inquiry-based learning?  
• What are the key components of inquiry? |

**Readings**
Constructing Meaning: Teaching the Language Arts K-8 (text): Ch. 13: New Media (pp. 443-464)

**Integrated Unit Assignment due date**

**Drama and language learning (4 hours)**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Drama in the elementary classroom</th>
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</table>
| **Guiding Questions** | • What is sociodramatic play?  
• How does sociodramatic play support literacy learning?  
• How can students create and construct understandings through written and oral language as they participate in the worlds of drama?  
• How can teachers plan for and introduce drama into the elementary English language arts classroom program?  
• In what ways can teachers address issues of diversity and culture through drama? |

**Readings**
Constructing Meaning: Teaching the Language Arts K-8 (text): WEB CHAPTER Drama in the Elementary Classroom (found on Connect)

**BC MINISTRY OF EDUCATION WEB RESOURCES**

Building Success: BC’s New Curriculum:  
[https://curriculum.gov.bc.ca/](https://curriculum.gov.bc.ca/)

B.C. Performance Standards: Reading:  
[http://www.bced.gov.bc.ca/perf_stands/reading.htm](http://www.bced.gov.bc.ca/perf_stands/reading.htm)

B.C. Performance Standards: Writing:  
[http://www.bced.gov.bc.ca/perf_stands/writing.htm](http://www.bced.gov.bc.ca/perf_stands/writing.htm)
Grading system: Pass/Fail
“Pass” is equivalent to at least B+ (76% in UBC’s standard marking system).

ASSESSMENT

1. PARTICIPATION

Participation is a requirement for this course. This means we expect students to engage actively in the learning experiences in the university classroom, in course readings and assignments, and in making connections with the related school experience classroom and seminar. You must be aware of the consequences for a lack of regular attendance.

While specific participation activities may vary across sections, general participation expectations for all sections are:

• attendance (if you are not here, you cannot participate)
• being on time and staying throughout
• active engagement with learning experiences
• participation in discussions
• attentive listening
• participation in hands on/experiential activities
• participation in collaborative activities
• participation in shared reading experiences
• participation in shared assessment of children’s writing
• providing class handouts, where applicable
• reflective writing
• participation in individual/group conferences as appropriate
• self and group evaluations
• peer feedback
• preparedness (required reading, required materials)

STUDENT ABSENCE

Attendance is a requirement of successfully completing this course. TEO states that if a student wishes to be absent from a class (for illness or any other reason), he or she should fill out an absence request form [http://teach.educ.ubc.ca/students/attendance/](http://teach.educ.ubc.ca/students/attendance/) or consult with Lorrie Miller (lorrie.miller@ubc.ca) in TEO and NOT go directly to instructors with his/her request. The instructor should always be notified of absence (particularly if the student will be away that day), and the student should make up missed work.
Description of Course Assignments

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>DUE DATE</th>
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<tbody>
<tr>
<td>1. In-class writing sample assignment</td>
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<tr>
<td>2. Inquiry based learning unit overview and resources</td>
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**ASSIGNMENT 1**
B.C. Performance Standards: Writing Assessment (Due date)

Objectives:
- To familiarize teacher candidates with the B.C. Performance Standards for writing document:
- To give teacher candidates the opportunity to work with the B.C. Performance Standards for Writing to assess a piece of student writing.

Process

1. You will work with a partner interested in exploring writing at the same grade level as you (the talk/discussion that occurs is an essential element in your learning).
2. With your partner explore the Performance Standards in Writing (a guiding worksheet will be provided), then upload this worksheet to the LLED 351 Connect site by 11:59 due date
   
   **Please label this assignment: Names LLED Writing Assessment before submitting.**

3. Using a sample of student writing that you have brought from your weekly school experience, assess the sample(s) using the B.C. Performance Standards (the worksheet will guide you) using the Quick Scale rubric for that particular genre

4. Complete the Quick Scale rubric for your grade level (you will need to photocopy this for highlighting), attach copies of the writing sample and transcript and submit these in hard copies at the end of class. **Please remember to provide the DATE the sample was produced by the child, the grade, and a little about the context in which it was written (e.g. school wide write, daily journal entry).**
ASSIGNMENT 2: PLANNING FOR INQUIRY BASED LANGUAGE ARTS LEARNING

The purpose of this assignment is to introduce you to the process of planning for language arts using an inquiry based learning. Please refer to the resources found for the Redesigned Curriculum found at [https://curriculum.gov.bc.ca/](https://curriculum.gov.bc.ca/)

The assignment has four objectives:

- Understand the process of designing for inquiry-based learning;
- Reformulate a problem, issue, or theme into conceptual questions;
- Select a wide range of multiple sources of information for student use in inquiry-based learning;
- Design a learning plan for language arts that reflects innovation in teaching and learner success.

There are several parts to this assignment. Please address all parts.

The following may be depicted in a graphic organizer:

1. **Rationale:** Name the topic of inquiry and the grade level. Why does this topic deserve exploration? How is the inquiry linked to the needs and interests of the learners? Remember, this inquiry should:
   - allow students to explore questions personally meaningful to them
   - involve students actively in the development of learning experiences
   - allow for high student engagement
   - be competency driven
   - open up cross-curricular possibilities

2. **Description of your class:** Provide a brief overview or description of your class. Include important information that you need to take into account when planning for instruction for this particular group.

3. **Begin with a provocation or inspiration:** Describe the provocation, inspiration, problem or issue that will begin the inquiry-based learning.

4. Describe the **BIG IDEAS** that are being addressed (These should include big ideas from the ELA curriculum)

5. **What essential questions might guide the learning?** List these.

6. Describe the **CURRICULAR COMPETENCIES** and **STANDARDS** (particularly in terms of the ELA curriculum) that are being supported
7. Describe the **CONTENT LEARNING STANDARDS** worth exploring in this inquiry.

8. Describe how you will address the **First People’s Principles of Learning**?

9. List **SPECIFIC INSTRUCTIONAL ACTIVITIES** that you are going to pursue during this inquiry with specific assessment strategies and resources to be used.

10. Map out **two lessons** for this inquiry.

    **PLEASE LABEL YOUR ASSIGNMENT WITH ALL PARTNER NAMES E.G., GREEN, BOB SMITH, JANE INQUIRY UNIT PLAN**

Resources to help with this assignment:

https://wordpress.oise.utoronto.ca/robertson/2016/10/14/insight-on-inquiry-starting-the-year-in-kindergarten/

http://www.oise.utoronto.ca/robertson/Inquiry-based_Science/index.html


http://ibpublishing.ibo.org/live-exist/rest/app/pub.xql?doc=p_0_pypxx_mon_1102_1 e&part=1&chapter=7

http://thinkcritically.weebly.com/sample-lesson-plans.html

http://switched-onto-learning.wikispaces.com/Inquiry+Model+and+Key+Competencies

http://www.thirteen.org/edonline/concept2class/inquiry/index_sub2.html