



# *Independent Study* IN IDAHO

**ED 338**

**Elementary Language Arts Methods**

**Independent Study in Idaho  
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**The University of Idaho in statewide cooperation with  
Boise State University – Idaho State University  
Lewis-Clark State College**

# Study Guide

*Independent*

*Study* IN IDAHO

PO Box 443225

Moscow ID 83844-3225

*Self-paced study. Anytime. Anywhere!*

## **Education 338 Elementary Language Arts Methods**

Lewis-Clark State College  
3 Semester-Hour Credits

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# Independent Study in Idaho

## This course is offered by Lewis-Clark State College.

### Elementary Language Arts Methods


3 Semester-Hour Credits: LCSC

### Welcome!

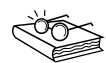
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Whether you are a new or returning student, welcome to the Independent Study in Idaho (ISI) program. Before beginning this course, read the information provided below, including course description, prerequisites, required materials, course objectives, and information about lessons, exams, and grading.

### Important!

As you read this section, you will see the following icon: 

Use this icon to direct yourself to the **Appendix** in the back of this study guide for essential registration information, Independent Study in Idaho policies and procedures, and forms you will need to successfully complete this course. You are responsible for understanding and following ISI policies and procedures.



Turn to the **Appendix** now. Familiarize yourself with the information in the *Registration* section, student responsibilities in *Academic Integrity*, and the necessary forms. If there is anything you do not understand, please contact the ISI office for clarification before starting your course.

### Course Description

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Methods of teaching the language arts including listening, oral and written communication skills. Identification of the interrelation of reading, literature, spelling and handwriting.

### Prerequisites

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There are no prerequisites for this course.

### Course Materials

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#### Required Course Materials

- Fearn, L., and Nancy Farnan. *Interactions: Teaching Writing and the Language Arts*. Boston: Houghton Mifflin Company, 2001. ISBN: 0-395-95965-9

Independent Study in Idaho course materials are available for purchase at the University of Idaho Bookstore. Visit the UI Bookstore's Web site, <http://www.uidahobookstore.com>, select *Textbook, Independent Study* for a list of course materials. You may order online, by telephone, (208) 885-7334, or by e-mail to [uibooks@uidaho.edu](mailto:uibooks@uidaho.edu).

Independent Study in Idaho courses are updated and revised periodically. Ordering course materials from the UI Bookstore at the time of registration allows you to purchase the correct edition(s) of textbooks, study guides, and supplemental materials. If purchasing textbooks from another source, refer to the ISBN(s) for the textbook(s) listed for this course to ensure that you obtain the correct edition(s). If you have questions regarding the course materials you have ordered and received, contact the UI Bookstore.

## **Course Introduction**

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This course is about teaching the communicative arts, the language arts. It specifically addresses teaching with and through the natural interactions among the language arts. This course will cover the teaching of writing forms, the centerpiece of the language arts curriculum. Writing itself is a discipline with its own curriculum and it actively supports learning and literacy development. This course will emphasize classroom instruction, study the theories that shape how teachers think about their teaching, and provide the foundation for understanding learning and effective language arts instruction.

Research and recent literature as well as students' abilities as measured on standardized tests have focused the interest and concern of teachers, administrators, and parents on the ability and/or inability of our school-age youth to communicate effectively. Colleges and universities have criticized the preparation of reading and writing skills of entering freshmen. Businesses have also expressed concerns about the preparation of those entering the workforce. In order to provide the opportunity to overcome these criticisms and solve these problems, classroom teachers should develop skills in teaching the language arts effectively and to motivate their students to become proficient communicators.

By *language arts* this course refers to the four language skills: oral language, listening, reading, and writing. The focus is interactive and symbiotic. Interactive language arts feature instruction and student performance in which all language learning focuses on students who learn to write well. Because language is naturally interactive, students who learn to write well also will use other language arts skills well. Because good writers who read poorly are rare and good readers who write poorly are more common, good writing instruction enhances reading. We teach spelling because people who cannot spell well cannot write well. We teach vocabulary because writers need to know words for the ideas and images they wish to share. Since both reading and writing are constructive activities, a student who learns to construct meaning as a writer will be able to transfer that skill to his reading.

## **Course Objectives**

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Upon the completion of this course, students will understand the interactive nature of language arts, be able to design instruction that incorporates those interactions, and demonstrate an understanding of the nature of balanced writing instruction. Writing is a craft and students will understand the importance of designing instruction that incorporates not only the creative nature of writing, but also the mechanics and processes of writing, which includes the connections between writing and spelling, vocabulary development, and reading. Assessment is a key component of teaching and will be an integral part of this course curriculum, as will be the differences between assessment and grading of students' writing. It will also be important to understand the interactive nature of oral language and listening and their implications for literacy development and instruction. Finally, the course will address the implications of technology on classroom instruction, as well as writing across the curriculum.

## **Lessons**

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### **Overview**

Each lesson includes the following components:

- lesson objectives
- reading assignments
- important terms
- overview
- written assignment

There are twelve lessons in this course. There are two parts to each lesson in this course: writing/project assignments and a reflection piece. Though a major portion of the assignments may be in the form of writing, there will also be projects designed for future use in the classroom. Specific objectives are

provided for each lesson to help focus studies on key concepts. The second part of each lesson is a brief reflection of the student's thoughts related to preparation for this particular assignment. Reflection on one's own capability and talent is needed in the teaching profession in order to provoke the learning process and promote effective teaching. These reflections are to be honest and sincere.

### Study Hints

- Complete all assigned readings.
- Set a schedule allowing for completion of the course one month prior to your desired deadline. (An *Assignment Submission Log* is provided for this purpose.)



See the **Appendix** at the back of this study guide for essential *ISI policies on submitting lessons to your instructor*. See the letters sent in your registration packet for *your instructor's requirements: how to format and submit lessons; number of lessons you may submit at one time, and lesson guidelines*.

### Projects

This course requires three projects in place of examinations. Content knowledge will be assessed through the lesson assignments completed. Projects are designed as a practical application of what is learned. The three are spaced after major concepts in the text and are designed so that you are building teaching resource materials for the future.

### Grading

The instructor determines each student's final grade for the course by an analysis of all lessons and projects. The instructor does not have a rigid formula for weighing one grade against another. Some factors, such as an apparent increase in ability and comprehension, do not fit into a mathematical formula. For this reason, the instructor reserves the right to give this type of factor special consideration.

The various components of the course are weighed **approximately** on a basis of 135 points:

12 graded lessons @ 5 points each	60 points
3 projects @ 25 points each	<u>75 points</u>
	135 points

121-135 = A
108-120 = B
94-107 = C
81-93 = D
80 & Below = F

The final course grade is issued after **all** lessons and exams have been graded.



See the **Appendix** for information about *confidentiality of student grades, course completion and time considerations*, and *requesting a transcript*.

### About the Course Developer

I came to Lewis-Clark State College from the University of Oklahoma with a strong background in reading and the teaching of reading. After 18 years as an elementary teacher, some of those years as a teacher of struggling readers at the junior high level, I completed my Ph.D. and moved to the training of future elementary classroom teachers. I strongly believe in the interactive connection between the language arts: that reading and writing are inexorably interrelated. I hope that by the time you have finished this course,

you too will feel that interdependence and be excited about implementing some of the course ideas into your classroom.

### **Contacting Your Instructor**

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You will receive *course and instructor contact information* in your registration packet.



See the **Appendix** for detailed information on *contacting your instructor*.

### **Disability Support Services**

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See the **Appendix** for *information on Disability Support Services (DSS)*.

## Assignment Submission Log

Lesson	Chapter	Reading	Written Assignment	Date Submitted
...				
<b>1</b>	1 – 2	pp. 3 – 44	Questions	_____
<b>2</b>	3	pp. 47 – 77	Questions	_____
<b>3</b>	4	pp. 78 – 117	Questions	_____
<b>4</b>	5	pp. 118 – 140	Questions	_____
<b>It is time to submit Project 1.</b>				
<b>5</b>	6	pp. 141 – 175	Questions	_____
<b>6</b>	7 – 8	pp. 176 – 226	Questions	_____
<b>7</b>	9 – 10	pp. 227 – 304	Questions	_____
<b>8</b>	11	pp. 305 – 322	Questions	_____
<b>It is time to submit Project 2.</b>				
<b>9</b>	12	pp. 323 – 362	Questions	_____
<b>10</b>	13	pp. 365 – 401	Questions	_____
<b>11</b>	14	pp. 402 – 438	Questions	_____
<b>12</b>	15 – 16	pp. 439 – 487	Questions	_____
<b>It is time to submit Project 3.</b>				

# Lesson 1

## Foundations of the Interactive Language Arts

### **Lesson Objectives**

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After completing this lesson, the student should be able to:

- 1.1 Understand the role of teaching in learning
- 1.2 Describe interactive language arts
- 1.3 Define creative writing
- 1.4 Describe the cognitive processes that are critical for learning

### **Reading Assignments**

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Fearn & Farnan, Chapters 1 – 2, pp. 3 – 44

### **Important Terms**

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Onset-rime  
Direct instruction  
Perception  
Word wall  
Automaticity  
Transfer  
Fluency  
Flexibility  
Elaboration  
Curiosity  
Originality  
Balanced writing instruction  
Creative thinking skills  
Cognitive processes  
Intentional instruction

### **Overview**

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The interactive conception of the languages arts embodies mutuality: each of the language arts functions most effectively because it feeds off of and, in turn, feeds at least one other of the language arts. We use a wide variety of words when we write and we use these connections when we read. We spell so that we can write and the more we read and write, the more likely we are to spell well. Writing is a plausible entrée to reading. The better one becomes as a writer, the more probable that one will become a better reader as well.

Another critical element of the interactive language arts is its emphasis on learning, that is, what occurs after the teaching and before the testing. Interactive language arts instruction rests on the recognition that students don't necessarily learn what their teachers teach. Teaching must emphasize learner behaviors most often associated with effective learning. Intentional instruction in the interactive language arts relies on learners' attention, perception, memory, conceptualization, transfer, automaticity, and their use of the creative thinking skills most clearly associated with writing (fluency, flexibility, elaboration, and organization).

Intentional instruction (teaching writing, not merely prompting it) is a third critical element of the interactive language arts. The objective of interactive language arts is large numbers of students who write

a lot and write well. That demands that someone teach them how, for no evidence whatsoever indicates that young writers learn to write well merely by writing a lot. All the evidence in learning points to practice making **permanent** not perfect. Intentional instruction is fundamental to the interactive language arts. The interactive language arts require important choices about what to teach and how to teach to ensure that learning occurs.

### **Written Assignment**

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Please read the **Appendix** in the back of this study guide for essential Independent Study in Idaho policies and procedures, and forms you will need to successfully complete this course. You are responsible for understanding and following ISI policies and procedures. If there is anything on these pages you do not understand, contact the ISI office for clarification. Before starting the written assignment for Lesson 1, see the letters sent in your registration packet for your instructor’s contact information and requirements: **how to format and submit lessons, number of lessons you may submit at one time, and lesson guidelines.**

Read the questions carefully. Think reflectively about the questions and respond thoroughly and thoughtfully. More is not necessarily better.

1. Define what interactive means in language arts.
2. If only perfect practice makes perfect, how could a primary teacher ensure that second graders’ writing practice will lead to good writing?
3. Interpret and discuss this statement: The only reason to describe writing as “*creative*” is to distinguish it from another kind of writing, which must be “*noncreative*.”
4. How would you describe the difference between intentional (direct) instruction and the teacher-as-facilitator instruction?
5. Reflection (see the Lesson portion for further instruction).