Students will explore children's print-based, visual, oral and digital texts, and contexts that support literacies learning. Students will draw upon these texts as mentors for teaching writing and designing. A variety of popular and academic genres, formats, and online tools relevant to teaching writing, will be included.

This course is guided by standards set by EHHP, SC Read to Succeed (R2S), International Literacy Association Standards for Reading Professionals (ILA), ACEI (Association for Childhood Education International), Council for Accreditation of Educator Preparation (CAEP), InTASC, and the International Society for Technology in Education standards (ISTE).

Objectives

- Learn pedagogy and content for the teaching of writing.
- Become familiar with a variety of children's literature.
- Use a variety of digital tools for use in writing instruction.
- Make explicit curricular and instructional connections between course material and their teaching of writing/designing.

Standards

Understanding and valuing the learner

- Recognize, understand, value, the forms of language diversity their importance in learning to read and write (RTS 4.1) (EHHP I) (ILA 4) (ITSE 1) (InTASC 1 & 2) (ACEI 1) (CAEP 1).
- Use a variety of texts and instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity (RTS 4.2) (EHHP III) (ILA 4) (ITSE 4) (InTASC 3) (ACEI 1) (CAEP 1).
- Develop and implement strategies to advocate for equity (RTS 4.3) (EHHP III) (ILA 4) (ITSE 4) (InTASC 1 & 2) (ACEI 1) (CAEP 1, 2).
- Plan for appropriate instruction to meet students’ range of abilities, which include those who receive services from special education (RTS 4.4) (EHHP I) (ILA 4) (ITSE 4) (InTASC 1 & 2) (ACEI 1) (CAEP 1, 2).
- Utilize culturally relevant content to validate students’ personal experiences, and all people’s cultural and historical contributions (RTS 4.6) (ILA 4) (EHHP V) (ITSE 4) (InTASC 2 & 3) (ACEI 1) (CAEP 1, 2).
Knowing what and how to teach and assess and how to create responsive learning environments

- Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources (R2S 2.5) (EHHP 2) (InTASC 7) (ILA 2) (ACEI 4).
- Organize time and space to implement a variety of instructional frameworks in support of writing instruction (RTS 2.19) (EHHP 2) (ILA 2) (InTASC 7&8) (ACEI 5) (CAEP 1).
- Scaffold learning through a gradual release of responsibility approach (RTS 2.20) (EHHP 2) (ILA 2) (InTASC 5 & 7) (CAEP 1,2).
- Use routines to support writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback) (RTS 5.3) (EHHP II) (ILA 5) (ACEI 5) (InTASC 8).
- Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction (RTS 5.4) (EHHP II) (ILA 5) (InTASC 7&8)(CAEP 2).
- Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction (RTS 5.1) (EHHP III) (InTASC 7) (ILA 4) (ACEI 5).
- Design a social environment that is low risk and includes choice, motivation, and scaffolded support for daily writing instruction and time to write (RTS 5.2) (EHHP III) (ILA 5) (InTASC 7 & 8)(ACEI 5).
- Use the developmental process of writing instruction to teach genres of narrative, information, and persuasive writing using effective and appropriate language conventions (EHHP 2) (InTASC 4 & 5) (ACEI 2.1) (ILA 2) (CAEP 1).
- Use writing assessments that inform instructional practices for student improved performance (EHHP 3&5) (ILA 3) (ACEI 3) (InTASC 6) (CAEP 1).

Understanding self as a professional

- Display positive dispositions related to one's own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors (R2S 6.2) (EHHP 4&5) (ILA 6) (InTASC 9) (ISTE 3,4,5).
- Work collaboratively with others for benefit of improved writing instruction for all students (EHHP 6) (InTASC 10) (ACEI 5) (ILA 6).

Required Course Texts


**Supplies**
- 1 subject 70 page notebook tabbed with 4 sticky notes
- Sticky notes of various sizes
- 1 inch binder for holding course materials printed from website for class
- Special writing utensils

**Resources**
- [Course website](https://classroom.google.com)

Google Classroom: Go to classroom.google.com, on the homepage click “Add,” “Join Class” and then enter this code: 4h9bi3

**SCCCR ELA Writing by Grade Band**

See inside cover of Writing Pathways for online resources

**Assignments**

**Weekly Attendance, Preparedness and Participation (15 points)**

Literacy and teaching are social processes. Students will be expected to come to each class prepared and actively participate in class through sharing reflections and responding to and building upon classmates' ideas. You must be present for the entire class to receive credit.

**Children's Literature Mentor Matrix (15 points)**
You will select and explore 15 children’s books to use as mentor texts for writing and construct a children’s literature matrix for genre, craft, structure, and conventions. A rubric will be used to evaluate this project.

**Writing Assessment and Follow-Up Conference Transcript (10 points)**
You will do an on-demand writing assessment of an elementary writer. You will then analyze the writing based on the learning progressions in *Writing Pathways* (Calkins, 2013), plan a follow-up writing conference, implement and transcribe the conference and finally reflect upon it. A rubric will be provided.

**Writing/Design Workshop (W/D Workshop) (40 points)**
You will take part in writing workshop that includes growing your writing/design process for 1) narrative, 2) informational, and 3) persuasive text, with some of the entries geared for elementary student audiences that you will use in instruction. In this workshop, you will write five days a week for the semester. While some of the writing will occur in class, most will happen outside of class. The writing workshop will include both a writing notebook for handwritten jots, seed ideas, and quick writes, and an online folder for typed drafts, partner comments, and publishing of pieces in each genre. You will further develop one of your three final, published writing as a 4) digital story. Throughout the writing process, you will share your writing with a partner, offering suggestions for revision, and assessing the other’s writing. You will use a rubric to self-evaluate each genre. The instructor will use a rubric to evaluate students’ notebook completion, self evaluations, and writing products. Each genre will be worth 10 points.

**Minilessons and portfolio (20 points)**
We will work closely with the fourth class at Memminger Elementary School during their writing workshop. We will work in small groups with writers, giving you opportunities to teach several minilessons and confer with a small group of students, supported by Dr. Hagood and a graduate assistant. Some lessons will be given to you to teach; others you will create as a group. You will submit your completed lessons, conference notes, reflections, and future goals for writing instruction in a portfolio at the end of the semester. The portfolio will be scored on a rubric.

**General tidbits**
TEDU Attendance Policy

- Class attendance is expected because the community of learners needs your participation. You are responsible for all content and assignments for each class. If you arrive 10 or more minutes late to class you will not be allowed to enter and will be considered absent. One absence for ANY reason will be allowed; all assignments are due on date noted. You may submit work prior to any absence. Upon a second absence, you will automatically be withdrawn from a course with the grade of WA. WA becomes an F on a transcript.

- If a you exceed allowable absences due to extenuating circumstances beyond your control, a panel of professors will review the circumstances and make a final decision about the student’s continuation in the course.

- If you qualify for SNAP please see me within the first two weeks of the course if you choose special accommodations.

- Athletes who will miss class due to athletic events must see me within the first two weeks of the course and submit athletic schedule for the semester, identifying classes to be missed. No other absences will be allowed for athletes who miss the maximum allowable absences due to athletic events.

Honor Code and Academic Integrity

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each instance is examined to determine the degree of deception involved.

Incidents where the professor believes the student’s actions are clearly related more to ignorance, miscommunication, or uncertainty, can be addressed by consultation with the student. We will craft a written resolution designed to help prevent the student from repeating the error in the future. The resolution, submitted by form and signed by both the professor and the student, is forwarded to the Dean of Students and remains on file.

Cases of suspected academic dishonesty will be reported directly to the Dean of Students. A student found responsible for academic dishonesty will receive a XF in the course. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.
Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the professor.

Please see the the Honor Code for further information.

**Grading**

Late submissions of assignments are unacceptable under normal circumstances. Please do not attempt to submit any assignments after the due date. I will NOT accept late work.

Any written assignment submitted is considered a final product to be graded on both what is written (clarity, depth, insight) and how it is written (the form of the written work). It is crucial to realize that correct grammar and spelling, proper punctuation, adherence to assignment guidelines, and organization will affect your grade. As an educator, you will be expected to demonstrate competency not only in verbal but also in written communication with parents, administrators, and other educators. I encourage you to take advantage of the Writing Lab in the Center for Student Learning (Addlestone Library, first floor). Trained writing consultants can help with writing for all courses; they offer one-to-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, please call 843.953.5635 or visit http://csl.cofc.edu/labs/writing-lab/.

**Miscellaneous**

I do not hear very well. If you ask me a question and I don’t answer, please ask again. Likely I didn’t hear you the first time.

Please be attentive to the environment and print responsibly.

Class always begins with Announcements. Please wait until class starts and share questions and comments during this allotted time.
# Course Calendar

Please note that ongoing assignments of minilessons and entries in the writing notebook are not noted weekly in Assignments Due.

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Topics</th>
<th>Assignments Due</th>
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</thead>
</table>
| 1  | Aug. 24 | State standards & writing  
The essentials of writing instruction  
The writing process with elementary grade writers  
Overview of course texts/materials  
Creating and setting up a writing notebook  
Overview of Literature Mentor Matrix Assignment  
Introduction to Narrative genre | WW: Ch. 2, 3, 4  
Online material  
Online material  
See Literature Mentor Matrix materials  
Online material |
| 2  | Aug. 31 | Provisioning a writing workshop  
Management system  
On-demand performance assessments  
Overview Writing assessment & conference assignment  
Narrative genre | WW: Ch. 5&6  
WP: Ch. 2  
WP: Read closely Narrative Learning Progression Gr 2-6 (p. 346-349). Analyze how writing progresses through the grades.  
Gr. 2-6 Narrative demonstration texts (pp. 439-443)  
See materials  
Read: What happens next, Katie?: Writing a narrative with Katie Woo. Bring to class with post-it notes |
| 3  | Sept. 7 | Inside the minilesson | WW: Ch. 7  
Watch: "4th grade writing" |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
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<tbody>
<tr>
<td></td>
<td>Norming meeting and scoring</td>
<td>Planning and adapting writing curriculum</td>
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<tr>
<td></td>
<td>Planning and adapting writing curriculum</td>
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<tr>
<td></td>
<td>Narrative genre</td>
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<tr>
<td></td>
<td><strong>Workshop minilesson</strong></td>
<td><em>Use the Minilesson LP to record the parts of the lesson &amp; bring to class</em></td>
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<td>WP: Ch. 3&amp;4</td>
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<td>4</td>
<td>Sept. 14</td>
<td><strong>Differentiated Instruction: Conferring</strong></td>
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<td>WW: Ch. 8</td>
<td><strong>WP: Ch. 7</strong></td>
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<td>Watch: &quot;<strong>An ensuing conference: Providing critical feedback to raise standards</strong>&quot;</td>
<td><strong>WP: read 2 narrative student writing samples (p. 420-429) analyze with sticky notes the key features using corresponding narrative checklist (p. 390-404)</strong></td>
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<td>WP: Ch. 7</td>
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<td>5</td>
<td>Sept. 21</td>
<td><strong>Self-Assessment Checklists</strong></td>
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<td>WW: Ch. 5, 6</td>
<td><strong>Watch: Writing Workshop Gr. 4 in entirety to see how independent time, conferring, and sharing look in classroom</strong></td>
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<td>WP: Ch. 6</td>
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<td>Watch: <a href="https://www.scholastic.com/teachers/blog-posts/julie-ballew/writing-celebrations-4-tips-honoring-authors-your-classroom/">Writing Workshop Gr. 4 in entirety to see how independent time, conferring, and sharing look in classroom</a></td>
<td><strong>Read: <a href="https://www.scholastic.com/teachers/blog-posts/julie-ballew/writing-celebrations-4-tips-honoring-authors-your-classroom/">Writing workshop celebration- grade 3</a></strong></td>
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<td><strong>Writing Notebook &amp; Final pieces due- Narrative</strong></td>
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<td>Date</td>
<td>Event</td>
<td>Description</td>
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| Sept. 28 | Teaching informed by the Learning Progressions | WP: Ch. 7  
Watch: [Using a learning progression to help students create clear goals](#)  
Watch: [Peer conferring](#)  
WW: Ch. 9  
Read *Stick to the facts, Katie: Writing a research paper with Katie Woo*. Annotate with post-it notes the key features of the genre & bring to class. |
| Oct. 1 | Literature Mentor Matrix (Narrative) due | |
| Oct. 5 | Information genre | Read *American Indians of the east: Woodland people*. Annotate with post-it notes the key features of the genre & bring to class.  
Watch: [Reread information texts to revise](#)  
WP: Read closely Information Learning Progression Gr 2-6 (p. 216-219). Analyze how writing progresses through the grades.  
Gr. 2-6 Information demonstration texts (pp. 323-333) |
<p>| Oct. 15 | On demand writing assessment and conference notes due | |
| Oct. | Information genre | WP: Read 2 information |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Details</th>
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<tbody>
<tr>
<td>9 Oct. 19</td>
<td>Supporting transfer across content areas</td>
<td>Editing, Informational genre</td>
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<td>WP: Ch. 8, See online material</td>
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<td>Oct. 22</td>
<td>Literature Mentor Matrix (Information) due Writing Notebook &amp; Final pieces due- Information</td>
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<tr>
<td>10 Oct. 26</td>
<td>Introduction to Persuasive Genre</td>
<td>Read <em>What do you think, Katie? Writing an opinion piece with Katie Woo</em>. Annotate with post-it notes the key features of the genre &amp; bring to class.</td>
</tr>
<tr>
<td>11 Nov. 2</td>
<td>Persuasive genre</td>
<td>Read <em>I want a dog: My opinion essay</em>. Annotate with post-it notes the key features of the genre &amp; bring to class.</td>
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<tr>
<td>12 Nov. 9</td>
<td>Persuasive genre</td>
<td>WP: Read closely Persuasive Learning Progression Gr 2-6 (p. 106-109). Analyze how writing progresses through the grades. Analyze 2 of the Gr. 2-6 persuasive demonstration texts (pp. 202-206)</td>
</tr>
<tr>
<td>13 Nov. 16</td>
<td>Persuasive genre</td>
<td>WP: Read 2 persuasive student writing samples (p.182-193) analyze with sticky notes</td>
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<tr>
<td>Nov. 19</td>
<td>Literature Mentor Matrix (Persuasive) due</td>
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<td>Writing Notebook &amp; Final pieces due - Persuasive</td>
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<td>14</td>
<td>Nov. 30</td>
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<td>Writing celebration and sharing of writing portfolios &amp; digital stories!</td>
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<td>Sign up to bring a dish!</td>
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<td>Digital story due</td>
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<td></td>
<td>Minilesson portfolio due</td>
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