Program Requirements and Prerequisites: ERDG 625 is a required course for the Childhood Education and Early Childhood Education programs (students admitted prior to Summer 2013), and must be taken in the last semester. This is an elective course for Literacy B-6 and for Childhood Education and Early Childhood Education students admitted in Summer 2013 or later.

Course Description: Theory and practice of integrated literacy instruction. Topics include: historical perspectives on integrated language arts, different kinds of integration (within language arts, between language arts and subject areas, within and across grade levels, etc.), developing integrated units of instruction, teaching skills within themes, and assessing children’s literacy progress.

Attributes

- Literacy as Social Practice*
- Generate Productive Learning Communities*
- Engagement
- Reciprocal Relationships Across Modes of Communication**
- Strategic Teaching to Promote Self-Extending Learning*
- Assessment of Literacies and Their Development
- Research Based Professional Learning*
- Respectful Representation of Students, Families and Communities

Attributes (continued)

- Critical Literacies and Equity*
- Disciplinary Literacy/Knowledge Building**
- Data Based Decision Making*
- Technologies and Digital Media*
- Materials, Resources and Media**
- Prevention and Intervention*
- Standards**

Core Content

<table>
<thead>
<tr>
<th>Possible Assignments</th>
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<tr>
<td><strong>TOPIC 1: Literacy Integration: What Does it Mean?</strong></td>
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<td>Learning Logs. Students are expected to read a minimum of 4 professional books and many articles from journals. In each module, students complete learning logs that summarize, critique, and reflect on the readings/viewings/podcasts, relating them to the student’s prior knowledge and teaching experience, making connections to other texts, and drawing implications for integrated literacy instruction.</td>
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<tr>
<td>Reflection/Reaction Assignments. Students answer questions on each course topic, related to theoretical, research and practical</td>
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Possible Readings


TOPIC 2: Creating themes: Selecting topics
- Overview of the different sources for themes (e.g., content areas, calendar, concepts, form, etc.)
- Techniques for exploring dimensions of topics (opening up possibilities, narrowing focus, ensuring that topics are worth exploring, identifying big ideas)

TOPIC 3: Enlarging teachers' knowledge of topics; blocking themes
- Rationale for teachers enlarging their own knowledge of themes
- Techniques for enlarging teacher's knowledge
- Techniques for blocking a theme.

TOPIC 4: Teaching Themes: Activities, skills
- Creating authentic teaching and learning experiences for themes.
- Teaching literacy skills within a theme (directly, indirectly)

TOPIC 5: Assessment of Learning Within integrated literacy instruction
- Techniques for assessing content knowledge developed in a theme.
- Techniques for assessing literacy development/progress within a theme.
- Techniques for assessing the effectiveness of a theme.

TOPIC 6: Completion of a proposed/actual theme
- Examine the way in which your own school (or grade level) integrates its elementary or middle school curriculum. In light of the class readings and discussions, what seems to be missing, and what possibilities are there for further integration?
- Read several articles on the topic of integration, and write a reaction piece on them. What are the major theoretical and practical issues?
- Examine in detail your own curriculum, and reflect on the extent to which you integrate its components. What do you think can and ought to be further integrated?

Final Theme Project. Students select a topic and develop a theme project that will be usable in a B-6 classroom. The project is developed over the course of the semester and submitted at the end of course. Students create their own integrated instructional unit (theme) by selecting a topic and providing a rationale for it, showing why it is worthy of students’ time and energy, what its learning goals and big ideas are, how it relates to the curriculum, and why a particular theme approach would be appropriate. Students further develop and extend their own knowledge of the topics they have chosen for their theme. They then propose how their theme is to be blocked (making decisions about the duration of a theme, the sub-topics to be covered, the overall organization, sequence and content of learning episodes). For each major component of their theme, students propose and provide a justification for: read-alouds, independent

Sample Articles


reading, guided/shared reading and/or close activities; writing; projects (if any); culminating activity (if any). Of particular importance is proposing and justifying teaching and learning experiences that will meet the needs of diverse students, and students with a range of literacy abilities. Students propose and provide a justification for how they intend to assess children’s knowledge of the content of their theme and literacy skills within the various theme activities. They also propose and justify how they intend to evaluate the effectiveness of the theme itself.

| inquiry: Learning from and about informational texts in a second-grade classroom. The Reading Teacher, 66(6), 475-485. |