

*Erin Spring***EDUC 460.03: Specialization I, Elementary English Language Arts****Winter, 2026**

The University of Calgary, located in the heart of Southern Alberta, both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani, and the Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including Chiniki, Bearspaw, and Goodstoney First Nations). The city of Calgary is also home to the Métis Nation within Alberta (including Nose Hill Métis District 5 and Elbow Métis District 6).

Class Dates: Mondays and Fridays, January 12 to March 13th

Last Day to Add/Drop/Swap: Due to the non-standard dates associated with this program, please check your Student Centre for the important dates pertaining to your section.

Pre-requisite: Due to the multiple pathways in the Bachelor of Education, please consult Undergraduate Programs in Education for questions related to pre-requisite courses.

Office Hours: By appointment only (please email and we will find a time that works for you)

Email: Students are required to use a University of Calgary (@ucalgary.ca) email address for all correspondence.

Course Description

This course introduces preservice teachers to the theory and practice of teaching Elementary English Language Arts. Students will explore Alberta's ELAL curriculum through the lens of the six language arts: reading, writing, listening, speaking, viewing, and visually representing, and examine how quality children's literature supports literacy instruction. Topics include literacy-rich environments, assessment for learning, differentiation, and supporting diverse learners including ELLs. Through collaborative and individual assignments, students will design lessons that integrate curriculum outcomes with children's literature and build a professional resource library for their future classrooms.

Learner Outcomes

Upon completion of this course, students will be able to:

- Navigate and interpret Alberta's K-6 ELAL curriculum, including its organization, outcomes, and developmental progression across grade levels
- Understand and articulate how the six language arts (listening, speaking, reading, writing, viewing, and visually representing) are interconnected and support literacy development
- Demonstrate familiarity with a wide range of quality children's literature appropriate for K-6 classrooms, including diverse authors and perspectives
- Design literature-based lessons that authentically integrate multiple language arts and connect to specific curriculum outcomes
- Apply differentiation strategies and ELL supports that are specific, purposeful, and connected to learning outcomes
- Use assessment FOR learning strategies to inform instruction and respond to student needs

Course Design and Delivery

This course will be delivered face-to-face on campus with engagement in a D2L environment. Students will require access to a computing device that contains current software and hardware capable of running D2L. If you do not own a personal device, there are computers available for student use in the Doucette library and the Taylor Family Digital Library.

Required Textbook

Tompkins, G. E., Bright, R. M., & Winsor, P. J. T. (2018). *Language and literacy: Content and teaching strategies*, (7th Canadian Ed.).

Available at:

- [UofC Bookstore](#)
- [BookShelf \(VitalSource\)](#)
- [Amazon Kindle](#)

There is a Leganto list for this course in D2L under 'My Tools'

Required Resources on D2L or Alberta Education Website

- Alberta Education. *English Language Arts and Literature Program of Study, K-6*. <https://curriculum.learnalberta.ca/curriculum/en/s/laneng>
- Alberta Education (2024). *Ministerial Order on Student Learning*. <https://www.alberta.ca/ministerial-order-on-student-learning>
- Alberta Education (2010). *Making a Difference: Meeting Diverse Learning Needs with Differentiated Instruction* (Chapters 8, 9, 10). <https://open.alberta.ca/publications/9780778586012>
- Alberta Education (2024). *Teaching Quality Standard*. <https://open.alberta.ca/publications/teaching-quality-standard>

Additional Resources

- Lenters, K. & Winters, K.-L. (2013). Fracturing Writing Spaces: Multimodal Storytelling Ignites Process Writing. *The Reading Teacher*, 67(3), 227–237. <https://ila.onlinelibrary.wiley.com/doi/abs/10.1002/TRTR.1210>
- Lenters, K., & Smith, C. (2018). Assembling improv and collaborative story building in language arts class. *The Reading Teacher*, 72(2), 179–189. <https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/trtr.1689>
- Mallett, M. (2019). *Choosing and Using Fiction and Non-Fiction 3-11: A Comprehensive Guide for Teachers and Student Teachers* (2nd ed.). Routledge. <https://doi.org/10.4324/9781315144559>
- Sinclair, J., Nickel, J., Fraser, A., et al. (2025). Teaching Reading in Canada: Curriculum and Assessment Policy Updates from the Provinces and Territories. *Journal of Teaching and Learning*, 19(5). <https://doi.org/10.22329/jtl.v19i5.10423>
- Calgary Board of Education. *Literacy Framework*. <https://www.cbe.ab.ca/about-us/policies-and-regulations/Documents/Literacy-Framework.pdf>

Learning Tasks Overview

Learning Task	Due Date	Weight	Format
LT1: D2L Discussion Posts	Jan 28, Feb 4, Feb 11	30%	Individual
LT2: Group Lesson Plan & Teaching Demo	March 2 & 6	30%	Group
LT3: Annotated Bibliography	March 13	40%	Individual

Weekly Schedule

Please note that changes to the schedule may occur to meet the emerging needs and dynamics of the participants in the course.

Week	Dates	Topics	Readings & Due Dates
1	Jan 16	Course overview, expectations, and foundational concepts Introduction to Language Arts Picture Books	Tompkins, Bright, & Winsor (2018) Ch. 1
2	Jan 19, 23	Teaching the Language Arts Emergent Literacy Diverse Literature & Wordless/Concept Books	Tompkins, Bright, & Winsor (2018) Ch. 2 & 3
3	Jan 26, 30	Listening and Speaking in the Classroom Folk and Fairy Tales	Tompkins, Bright, & Winsor (2018) Ch. 4 LT1 D2L Post 1 due Jan 28
4	Feb 2, 6 <i>LT2 planning</i>	The Reading and Writing Processes Indigenous Literature	Tompkins, Bright, & Winsor (2018) Ch. 5 LT1 D2L Post 2 due Feb 4
5	Feb 9, 13 <i>LT2 planning</i>	Reading and Writing Narrative Text Reading and Writing Expository Text Poetry & Non-Fiction	Tompkins, Bright, & Winsor (2018) Ch. 6 & 7 LT1 D2L Post 3 due Feb 11
6	Feb 16–20	WINTER BREAK – NO CLASSES	
7	Feb 23, 27 <i>LT2 planning</i>	Viewing and Visually Representing The Language Arts and the Fine Arts Chapter Books & Graphic Novels	Tompkins, Bright, & Winsor (2018) Ch. 9 & 10
8	Mar 2, 6	In-Class Presentations Putting It All Together	Tompkins, Bright, & Winsor (2018) Ch. 11 LT2 Presentations due Mar 2
9	Mar 9, 13	Consolidation & Celebration Course wrap-up	No readings LT3 due Mar 13

Learning Tasks and Assessment

There are 3 required Learning Tasks for this course.

Learning Task 1: D2L Discussion Posts (30%)

Exploring the Alberta ELAL Curriculum

Due: January 28, February 4, February 11

Post 1: Grades K-2 Curriculum

Framework: Notice / Wonder / Connect — Due: January 28

Read the Alberta K-2 English Language Arts and Literature curriculum on [Alberta Learn](https://www.alberta.ca/alberta-learn). In 250 words, respond using the framework:

- **NOTICE:** What stands out to you about the K-2 curriculum? Consider the organization, content, skills, or how it changes across these grades.
- **WONDER:** What questions do you have? What would you want to know before teaching this curriculum?
- **CONNECT:** Choose one of the six language arts (reading, writing, listening, speaking, viewing, visually representing). Where and how does it appear in the K-2 curriculum?

- **LITERATURE LINK:** Recommend one picture book that could support a specific K-2 outcome you noticed. Briefly explain the connection.
- **PEER RESPONSE:** Reply to one classmate (~50-75 words). Respond to their wonder, add to their connection, or suggest another book that might work.

Post 2: Grades 3-4 Curriculum

Framework: 3-2-1 — Due: February 4

Read the Alberta Grades 3-4 ELAL curriculum on [Alberta Learn](#). In 250 words, respond using the framework:

- **3 OBSERVATIONS:** What do you notice about how the curriculum changes from K-2 to Grades 3-4? What gets added, becomes more complex, or stays consistent?
- **2 CONNECTIONS:** How do you see two of the six language arts working together (not in isolation) in the 3-4 curriculum?
- **1 QUESTION:** What's one question you would ask an experienced Grade 3 or 4 teacher about teaching this curriculum?
- **LITERATURE LINK:** Recommend one book (picture book, graphic novel, or early chapter book) that could support a specific Grade 3-4 outcome. Briefly explain the connection.
- **PEER RESPONSE:** Reply to one classmate (~50-75 words). Respond to their question, build on their connections, or suggest another book.

Post 3: Grades 5-6 Curriculum

Framework: What? So What? Now What? — Due: February 11

Read the Alberta Grades 5-6 ELAL curriculum on [Alberta Learn](#). In 250 words, respond using the framework:

- **WHAT?** What do you notice about the Grade 5-6 curriculum? How does it compare to earlier grades? What is the 'big picture' of how ELAL develops K-6?
- **SO WHAT?** Why do these changes matter? What does this curriculum assume students already know? How do the six language arts support each other by Grades 5-6?
- **NOW WHAT?** How does understanding this K-6 progression shape how you might approach teaching at any elementary grade?
- **LITERATURE LINK:** Recommend one book (graphic novel, novel, or poetry collection) that could support a specific Grade 5-6 outcome. Briefly explain the connection.
- **PEER RESPONSE:** Reply to one classmate (~50-75 words). Reflect on their 'Now What?' or suggest another book.

LT1 Rubric: D2L Discussion Posts

Each post = 10 points

Criteria	Points	Expectations
Framework Response	/4	Addresses all parts of the framework with specific, thoughtful observations from the curriculum
Six Language Arts Connection	/2	Makes meaningful connection(s) between curriculum and the language arts
Literature Link	/2	Recommends an appropriate book with clear connection to a specific curriculum outcome
Peer Response	/1	Substantive reply (~50-75 words) that extends the conversation
Writing Quality	/1	Clear, concise, 250 words
TOTAL	/10	

Learning Task 2: Group Lesson Plan & Teaching Demo (30%)

Due: March 2 & 6

Working in assigned groups of 4-5, you will collaboratively design an ELAL lesson and teach a section of it to your peers.

Your Lesson Must Include:

- Two ELAL curriculum learning outcomes (from your chosen grade level: K-6)
- One children's book as a central text
- At least two of the six language arts authentically integrated
- Two assessment FOR learning strategies
- One differentiation strategy (Universal, Targeted, or Individual tier)
- One ELL strategy

Deliverables:

- **Lesson Plan** (using course template, max 2 pages) submitted on D2L by Monday, March 2, 2026
- **Teaching Demo** (15 minutes max) teach a section of your lesson to the class on March 2 or March 6

Important Details:

- Groups will be assigned by the instructor and given class time to plan
- Each group selects their grade (K-6)
- All group members must participate in the teaching demo
- Your classmates will act as students at your chosen grade level
- Bring any materials needed for your lesson (book, handouts, supplies, etc.)

LT2 Rubric

Total: 30 points

Criteria	Points	Expectations
Curriculum Alignment	/4	Two ELAL outcomes clearly identified, and lesson content directly addresses them
Children's Book Integration	/4	Book is central to the lesson (not add-on); appropriate for grade level and outcomes
Six Language Arts	/4	At least two language arts authentically integrated; clear explanation of how each is addressed
Assessment FOR Learning	/4	Two AFL strategies included with clear explanation of how data will inform instruction
Differentiation & ELL	/4	One differentiation strategy AND one ELL strategy clearly described and appropriate
Teaching Demo	/6	Engaging, well-organized, all members participate; 15 min max; demonstrates the lesson effectively
Lesson Plan Quality	/4	Professional, complete, follows template, clear and concise (max 2 pages)
TOTAL	/30	

Learning Task 3: Annotated Bibliography (40%)

Building Your Classroom Library

Due: Friday, March 13, 2026

Create an annotated bibliography of 30 books that will form the foundation of your future classroom library. This task synthesizes your learning from the course and prepares you with a professional resource you will use throughout your teaching career.

Requirements:

Category	Number	Specifications
Picture Books	10	At least 5 must represent diversity (race, culture, ability, family structure, gender identity, Indigenous perspectives, etc.)
Graphic Novels	10	Range of reading levels across K-6; include both fiction and non-fiction graphic novels
Novels	5	Chapter books or middle grade novels appropriate for elementary readers
Non-Fiction	5	Informational texts on varied topics appropriate for elementary
TOTAL	30	

Each Annotation Must Include:

- Title, author, illustrator (if applicable)
- Genre/category
- Recommended grade level
- Brief summary (2-3 sentences)
- Classroom Connection: How would you use this book? Which language arts does it support?

Annotation length: 50-100 words max per book

Format:

- Organized by category (Picture Books, Graphic Novels, Novels, Non-Fiction)
- Alphabetical by author's last name within each category
- You may include books from your LT1 or LT2 work

LT3 Rubric

Total: 40 points

Criteria	Points	Expectations
Picture Books (10)	/8	10 appropriate titles; at least 5 represent diversity; annotations complete and thoughtful
Graphic Novels (10)	/8	10 appropriate titles; range of K-6 levels; mix of fiction/non-fiction; annotations complete
Novels (5)	/6	5 appropriate chapter books/middle grade novels; annotations complete and thoughtful
Non-Fiction (5)	/6	5 appropriate informational texts; varied topics; annotations complete and thoughtful
Annotation Quality	/8	Each annotation includes all required elements (50-100 words); clear classroom connections; identifies language arts supported
Organization & Format	/4	Organized by category; alphabetical within categories; professional presentation
TOTAL	/40	

The Expectation of Excellence in Professional Work

Attendance and Participation

As this is a professional program, experiences are designed with the expectation that all members will be fully involved in all classes and in all coursework experiences. As you are a member of a learning community your contribution is vital and highly valued, just as it will be when you take on the professional responsibilities of being a teacher. We expect that you will not be absent from class with the exception of documented instances of personal or family illness or for religious requirements.

Engagement in Class Discussion and Inquiry

Another reason for the importance of attendance and participation in every class is that the course involves working with fellow students to share ideas and thinking. Each class you will work with a small group to engage fellow students in discussions on work being considered in class. If you find that you are experiencing difficulties as a group collaborating, please inform the instructor.

Expectations for Writing

All written assignments will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the writing support services in the Learning Commons. For further information, please refer to: [Writing Across the Curriculum](#)

Missing or Late Submissions

All late submissions of assignments must be discussed with the instructor **prior to the due date**.

Assignments submitted after the due date without prior approval may be docked 10% per day late. Students may be required to provide written documentation of extenuating circumstances. A deferral of up to 30 days may be granted at the discretion of the Associate Dean: [Deferral Information](#)

Issues with Group Tasks

With respect to group work, if your group is having difficulty collaborating effectively, please contact the instructor immediately. If a group is unable to collaborate effectively or discuss course materials online in a timely manner, the instructor may re-assign members to different groups or assign individual work for completion.

Grading Scale

For full grading information, see: [University of Calgary Grading Scale](#)

Grade	GPA	%	Description
A+	4.0	95-100	Outstanding
A	4.0	90-94	Excellent - Superior performance
A-	3.7	85-89	
B+	3.3	80-84	
B	3.0	75-79	Good - Clearly above average
B-	2.7	70-74	
C+	2.3	65-69	
C	2.0	60-64	Satisfactory - Basic understanding
C-	1.7	55-59	
D+	1.3	52-54	Minimal pass - Marginal performance
D	1.0	50-51	
F	0.0	Below 50	Fail - Unsatisfactory performance

University Policies

Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments. For information on the Student Academic Misconduct Policy and Procedure please visit: [Student Academic Misconduct Policy](#)

Additional information is available on the Academic Integrity Website: [Academic Integrity](#)

Academic Accommodation

It is the student's responsibility to request academic accommodations according to University policies and procedures. The student accommodation policy can be found at: [Student Accessibility Services](#)
Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services: [Procedure for Accommodations](#)

Research Ethics

Students are advised that any research with human participants must have the approval of the Conjoint Faculties Research Ethics Board. In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor. For further information see: [Ethics of Human Studies](#)

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited.

Access and Privacy Office (Formerly) Freedom Of Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary. For more information, please see: <https://www.ucalgary.ca/legal-services/access-information-privacy>

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright: [Copyright Policy](#)

Sexual and Gender-Based Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. Please see the policy: [Sexual and Gender-Based Violence Policy](#)

Other Important Information

Please visit the Registrar's website for additional important information:

<https://www.ucalgary.ca/registrar/registration/course-outlines>

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

Contact Information

Education Students Association (ESA) President: Tracy Dinh, esa@ucalgary.ca

Werklund SU Representative: Siena Yee, educrep@su.ucalgary.ca