**Primary Literacy and Diverse Learners**

**Fall 2015**

**Thursday 1:30 – 4:20**

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| **Date** | **Topic** | **Objectives** | **Due** |
| 8/27 | Introduction  Syllabus  Website  Common Core Standards | The learner will be able to:   * Identify strategies good readers and writers use * Identify NYS ELA Standards for grades K-2 * Begin to create a working definition of comprehensive literacy * Identify existing literacy practices after reading the Liben White paper located at <https://www.engageny.org/resource/liben-white-paper-on-merging-the-ccss-with-existing-literacy-practices> |  |
| 9/3 | Reading  Explain Journal Response | The learner will be able to:   * Identify the components of reading aloud, shared reading, guided reading, and independent reading * Compare the levels of support for the 4 types of reading * Identify how to utilize the aforementioned types of reading to assist ELL * Identify developmental levels associated with reading * Explain the processes involved in reading * Identify developmental levels associated with reading * Identify the stages of language acquisition with first and second language learners * Explain the processes involved in reading * Prepared a shared reading lesson | Cecil   * Chapters 1 - 3 |

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| **Date** | **Topic** | **Objectives** | **Due** |
| 9/10 | Writing and Writing Assessment  Explain Writing Project | The learner will be able to   * Identify different types of writing: shared writing, interactive writing, writing workshop/guided writing, independent writing * Compare the levels of support for the 4 kinds of writing * Describe the developmental stages of writing * Identify strategies for teaching writing to emerging writers and ELL * Identify strategies to move children from drawing to writing * Plan for writing instruction * Utilize writing workshop to inform instruction * Plan mini-lessons to meet the diverse needs of students * Identify strategies for conferring with emergent writers * Identify strategies to support English language learners | Cecil   * Chapter 6 and 11   Calkins   * Chapters 1 -4 |
| 9/17 | Spelling  Core Knowledge Language Arts Curriculum | The learner will be able to   * Create word wall activities * Explain the purpose of invented spelling * Identify the progression of spelling instruction | Calkins   * Chapters 5-8   Journal Article  • *Formatively Evaluating the Reading Progress of First-Grade English Learners in Multiple-Language Classrooms* by Anne Graves. Judith Plasencia-Peinado and Stanley L. Deno |

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| **Date** | **Topic** | **Objectives** | **Due** |
| 9/24 | Running Records | The learner will be able to:   * Identify the purpose for using running records * Identify and utilize the symbols and notations associated with running records * Administer and score a running record * Score a running record * Analyze a child’s ability to use meaning, structure, and visual cues while reading * Identify ways to systematically observe students * The learner will be able to: * Analyze a child’s ability to use meaning, structure, and visual cues while reading * Utilize data from the running record to inform instruction * Identify ways to systematically observe students | Journal Article   * *Using Interactive Writing Instruction with Kindergarten and First Grade English Language Learners.* by Cheri Williams and Paola Pilonieta |
| 10/1 | Benchmark Assessment  Analysis of Reading Behaviors  Benchmark Assessment Project | The learner will be able to:   * Administer assessments to evaluate a student’s writing vocabulary, knowledge of text, ability to identify upper and lower case letters and sounds, and ability to hear and record sounds * Write a report explaining a beginning reader’s strengths and weaknesses * Analyze the above assessments to identify strengths and weaknesses * Utilize data to inform instruction | **Writing Project** |

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| **Date** | **Topic** | **Objectives** | **Due** |
| 10/8 | Leveling Books  Grouping  RTI | The learner will be able to:   * Identify different methods of grouping students * Identify positive and negative aspects of grouping * Compare traditional reading groups with dynamic groups * Communicate the purpose of guided reading groups * Identify distinguishing features of books at different levels * Categorize books into different levels * Compare a basal reader, anthology and a leveled set of books * Explain the RTI model * Identify strategies for meeting the needs of struggling students and ELL * Identify ways to keep track of student progress * Explain when and how to assist students in getting more support | Article – Leveling Books  Journal Article RTI  • *The Relation of Linguistic Awareness and Vocabulary to Word Reading and Spelling for First-Grade Students Participating in Response to Intervention* by Young-Suk, Kenn Apel, and Stephanie Al Otaiba |
| 10/15 | Guided Reading  10-10-10 Small Group Instructional Model | The learner will be able to:   * Select appropriate guided reading books * Identify and model methods for introducing a book * Identify and model ways to implant vocabulary * Match books with a teaching point * Identify and utilize prompts to support the use of strategies * Identify and utilize methods for assisting learning during and after reading * Identify and utilize the components of the 10-10-10 guided reading model * Create and teach a guided reading lesson | Rasinski   * Chapters 1-3 |

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| **Date** | **Topic** | **Objectives** | **Due** |
| 10/22 | Phonics/Phonemic Awareness | The learner will be able to:   * Distinguish between phonics and phonemic awareness * Identify the role of phonics in a balanced literacy program * Identify ways to incorporate letter and word study into a balance literacy program * Identify letter and word activities such as making words, matching and sorting letters, sorting words, rhyming words, and word ladders * Identifying strategies to assist ELL while also building phonemic awareness in their first language | Journal Article   * *Decisions, Decisions: Responding to Primary Students during Guided Reading* by Robert Schwartz   Cecil   * Chapters 4 and 5   **Benchmark Assessment** |
| 10/29 | Fluency  Comprehension Strategies | The learner will be able to:   * Identify strategies for developing fluency * Identify teaching points based on observations and assessment of fluency * Identify strategies for developing fluency in ELL * Identify strategies for building comprehension while developing fluency * Identify comprehension strategies * Incorporate comprehension strategies into guided reading instruction | Rasinski   * Chapters 4-8 |

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| **Date** | **Topic** | **Objectives** | **Due** |
| 11/5 | Vocabulary Development  Core Knowledge Language Arts Curriculum | The learner will be able to:   * Identify strategies for enhancing a student's vocabulary * Identify Barcroft's Five Principles of Effective Second Language Vocabulary Instruction * Create activities to develop students' vocabulary * Identify elements of an effective vocabulary acquisition program * Identify and utilize teacher behaviors that enhance vocabulary learning * Identify instructional methods and activities that meet Common Core Standards * Utilize specific components of the CKLA to meet the needs of and identified group of students | Cecil   * Chapters 5 and 8   Journal Article  •*Conciencia Fonemica en Espanol (Phonemic Awareness in Spanish)* by Hallie Yopp and Lili Stapleton  Analysis of NYS Core Knowledge Language Arts® Scope and Sequence - Each student will be assigned a Domain from the Listening & Learning Strand in Grade 1. The student will analyze the Domain and share and overview of the Domain along with their analysis. |
| 11/12 | Data Analysis | The learner will be able to:   * Analyze a class set of data * Write objectives to meet the varying needs of a class * Create a visual to accompany the analysis of the data * Use data to inform instruction | Boushey and Moser  • Part I  **Fluency Project** |
| 11/19 | Learning Environment  ELA Block  Centers  Classroom Routines | The learner will be able to:   * Design and organize a learning environment * Identify the value of having a print rich environment * Identify methods for creating and introducing different centers * Create a schedule for an ELA block * Identify the instructional purpose for learning centers * Create learning centers for all students (average, above average, struggling, and ELLs) * Identify management techniques for materials in centers * Identify the purpose for setting up classroom routines * Identify ways to keep students focus and on task | Cecil  • Chapter 14  Boushey and Moser  Part II |

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| **Date** | **Topic** | **Objectives** | **Due** |
| 12/3 | Early Intervention  Family Involvement | The learner will be able to:   * Articulate the value of early intervention * Compare traditional approaches for intervention with early intervention * Identify was to assist children making slow progress * Explain strategies to assist ELLs * Identify ways to involve parents at different levels of development * Create a newsletter to keep parents informed * List ways to utilize parents in the classroom * Identify way to involve parents of ELLs * Identify ways to communicate with family members of ELLs |  |
| 12/16 | Final Project | Final Due by 5:00 P.M. | **Class Analysis and Lesson Plans** |

**EDUC 301**

**Projects and Assignments**

**Participation and Assignments (20%)**

Being part of regular classroom discussions and engaging in productive group discussions are essential to this course. Your participation grade will include: attendance, your ability to be actively engaged in discussions and activities, your preparedness for class, and your preparedness with the summary and word wall words.

Text assignments are included on the website. I may add or change the assignments to meet the needs of the class. These assignments are used for class discussion and must be visible during class.

**Writing Project (20%)**

You will analyze two different writing samples using the developmental stages and the Developing Writers Assessment tool. (Details and a rubric will be distributed in class.)

**Benchmark Assessment Project (20%)**

You will perform a Benchmark Assessment on a first grade student using assessments provided in class. The results will be analyzed and a plan for instruction will be created along with a formal report. (Details and rubric will be distributed in class.)

**Class Analysis and Lesson Plans (25%)**

You will create a series of three guided reading lessons and explain your reasoning for designing the lessons in the manner that you did. (Details and rubric will be distributed in class.)

**Fluency Project (15%)**

You will identify a student’s specific fluency issues and create three activities to assist them in building their fluency.

**EDUC 301 - Primary Literacy and Diverse Learners**

#### Fall 2015

**Instructor:** Susan Wansor **Phone:** 364-3359 or 729-5448

**Office:** 100A Macmillan **Email:** [swansor@wells.edu](mailto:swansor@wells.edu)

**Website:** http://educ301primaryliteracy.weebly.com

**Office Hours:** Tuesday and Wednesday 1:00 - 3:00 or by appointment

##### Overview

Primary Literacy and Diverse Learners is the first in a set of two courses. This course and Intermediate Literacy should be viewed as a whole – together providing you with the theoretical background, instructional strategies, assessment strategies and critical thinking skills that will allow you to design, implement and reflect on an effective English Language Arts (ELA) program. It is the goal of this course to provide you with the skills necessary to provide solid reading and writing instruction for students in grades K-2.

**Course Policies:**

All projects must be typed. Electronic submissions will be accepted; however, you must watch for a reply email from me stating that I received your paper.

I will provide a rubric for all projects. Be sure to pay close attention to all parts of the rubric. You papers will be graded holistically. However, your paper must be well written with proper grammar, spelling, punctuation and usage. Numerous mechanical errors will severely impact your grade.

**Attendance**

Each time you miss a class your participation grade will be impacted. If you miss class due to circumstances beyond your control, you will need to bring in the proper documentation. This attendance policy is in place because this is a methods course. You are learning to teach children how to read and write. Each class is based on a strategy used to teach reading, writing, listening, and speaking. Although missing a class may not hurt you, it will impact the children you will be teaching.

A large part of this course is based on active learning, and if you are not prepared and alert, your inattentiveness will have an impact on the entire class. You are expected to come to class ready to share your thoughts and seek clarification. Using your cell phone or a personal internet device during class, attending to other coursework, talking while others are talking, and all other activities that are disrespectful of others in the class will not be tolerated. I expect you to have highly intellectual conversations that dig below the surface. Everyone is part of this learning community. Everyone is expected to be involved in our discussions.

##### Expectations

This is a professional training program. Therefore, the expectations are distinctly different from other courses. As a professional you are expected to:

* Be engaged in the subject matter and go the extra mile to learn as much as you can in our limited time frame – read journals, reflect on your practice, have discussions with peers and professionals, seek out resources, etc.
* Perform in a professional manner – be punctual, come prepared, work hard, communicate, and LISTEN.
* Be “present” and take initiative.

**Policy on Late Work**

Assignments related to the reading that will be discussed in class will not be accepted late. You must have them in class in order to be prepared for the discussion related to the text. I do realize that sometimes there are extenuating circumstances; therefore, I will drop the lowest grade for your weekly assignments.

If a paper is late, I will only accept it during the week that it is due. Each day that it is late you will lose 4 points from your overall score.

**Students with Disabilities:**

**Wells College makes reasonable accommodations for qualified students with documented disabilities. If you have a learning disability, a chronic illness, physical or mental health disability that may have some impact on your work for this class and for which you may need accommodations, please notify the Office of Student Achievement, located in the Learning Commons, Long Library by calling x3432 or emailing** [studentachievement@wells.edu](mailto:studentachievement@wells.edu)

**Academic Honesty and Plagiarism**

Plagiarism is any use of another person’s ideas or words as if they were your own. Note that plagiarism is not simply using others’ ideas or words – academic research requires you to draw on the work of others. As long as you acknowledge that you are using another writer’s ideas or words, you have upheld the code of honesty that links us as members of the academic community. As a college student you are expected to understand what constitutes plagiarism and use appropriate methods of citation in your writing.

According to the University of Washington, one of the most common forms of cheating is *plagiarism*, using another's words or ideas without proper citation. When students plagiarize, they usually do so in one of the following six ways:

1. ***Using another writer's words without proper citation.*** If you use another writer's words, you must place quotation marks around the quoted material and include a footnote or other indication of the source of the quotation.
2. ***Using another writer's ideas without proper citation.*** When you use another author's ideas, you must indicate with footnotes or other means where this information can be found. Your instructors want to know which ideas and judgments are yours and which you arrived at by consulting other sources. Even if you arrived at the same judgment on your own, you need to acknowledge that the writer you consulted also came up with the idea.
3. ***Citing your source but reproducing the exact words of a printed source without quotation marks.*** This makes it appear that you have paraphrased rather than borrowed the author's exact words.
4. ***Borrowing the structure of another author's phrases or sentences without crediting the author from whom it came.*** This kind of plagiarism usually occurs out of laziness: it is easier to replicate another writer's style than to think about what you have read and then put it in your own words. The following example is from *A Writer's Reference* by Diana Hacker (New York, 1989, p. 171).
   * **Original:** *If the existence of a signing ape was unsettling for linguists, it was also startling news for animal behaviorists.*
   * **Unacceptable borrowing of words:** *An ape who knew sign language unsettled linguists and startled animal behaviorists.*
   * **Unacceptable borrowing of sentence structure:** *If the presence of a sign-language-using chimp was disturbing for scientists studying language, it was also surprising to scientists studying animal behavior.*
   * **Acceptable paraphrase:** *When they learned of an ape's ability to use sign language, both linguists and animal behaviorists were taken by surprise.*
5. ***Borrowing all or part of another student's paper or using someone else's outline to write your own paper.***
6. ***Using a paper writing "service" or having a friend write the paper for you.*** Regardless of whether you pay a stranger or have a friend do it, it is a breach of academic honesty to hand in work that is not your own or to use parts of another student's paper.

Source: <http://depts.washington.edu/grading/issue1/honesty.htm>

**Outcomes:**

By the end of the course, you will…

* Plan how to achieve student learning goals, choosing appropriate strategies, resources , and materials to : differentiate instruction, develop appropriate sequencing and pacing of learning experiences, and allow multiple ways to demonstrate learning
* Design developmentally appropriate learning plans that demonstrate a knowledge of the students being taught
* Have a working knowledge of ELA Common Core Standards
* Know and use the academic language of the discipline
* Apply tools, structures, and pedagogical techniques of the discipline
* Use diagnostic, formative, and summative assessments that engage learners in demonstrating clearly defined knowledge and skills
* Analyze and interpret assessment data to monitor student progress and inform instructional practice
* Vary your role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of the students
* Ask questions that serve different purposes – probing for learner understanding, helping students articulate ideas and thinking processes, facilitating factual recall, stimulating curiosity etc.
* Use a variety of instructional strategies to support and expand learner’s communication through reading, writing, speaking, and listening
* Effectively collaborate with teachers in the learning community
* Reflect on instructional decisions, assess their effectiveness, and generate alternative actions
* Actively investigate and consider new ideas that improve teaching and learning and draw on current education policy and research as sources of reflection

**Textbooks:**

Boushey, Gail & Moser, Joan (2006) *The Daily 5: Fostering Literacy Independence in the Elementary Grades,* Stenhouse Publishers

Calkins, Lucy (2003) *The Nuts and Bolts of Teaching Writing*, Heinemann

Cecil, Nancy Lee (2011) *Striking a Balance: Best Practices for Early Literacy. Fourth Edition*. Scottsdale, AZ: Holcomb Hataway Publishers.

Rasinski, Timothy V. (1996) *The Fluent Reader: Oral & Silent Reading strategies for Building Fluency, Word Recognition & Comprehension*, Scholastic

**Recommended:**

Calkins, Lucy (2003) *Launching the Writing Workshop*, Heinemann

Clay, Marie M. (2002) *An Observation Survey of Early Literacy Achievement – 2*

Fountas, I. &Pinnell, G. (1996) *Guided Reading: Good First Teaching for All Children*. Portsmouth, NH: Heinemann