**PRIMARY LITERACY APPROACHES AND THE *COMMON CORE STATE STANDARDS***

**SPRING 2014**

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**Required texts:**

* *Common Core State Standards*
* Diller, D. (2007). *Making the Most of Small Groups – Differentiation for All.*
* Weaver, C. (2002). *Reading Process and Practice, 3rd Edition*.
* Videos in Resource Room: *A Close Up Look at Reading; Café; Daily 5; Good Fit Books; Maximizing the Effectiveness of Shared Reading*

**Resources available in Resource Room:**

* *Apprenticeship in Literacy, Transitions Across Reading and Writing K-4*.

Explains and provides models and questioning strategies for apprenticeship and gradual release model.

* *Crafting Non-Fiction, Primary*
* *Crafting Non-Fiction, Intermediate.*

Explains an apprenticeship workshop model for engaging students in progressively strengthening their writing. Provides specific lesson plans and suggestions.

* *Explorations in Non-Fiction Writing, Grade 1* and *Grade 4*

Two different sets of apprenticeship books that provided extended writing units connected to the *CCSS.*

* *Learning to Read and Write: Developmentally Appropriate Practices for Young Children.*

Published by the NAEYC, this books offers joyful and engaging strategies for engaging kindergarten children in expanding their language, reading, and writing abilities.

* *Primary Comprehension Tool Kit (K-2)*  and *Primary Comprehension Tool Kit (3-6)*

Teacher’s Guide, model lessons, demonstration charts of mentor texts, and children’s books to support development of reading and writing using apprenticeship model.

* *Scaffolding for English Language Learners K-2* (book and CD).
* *Scaffolding for English Language Learners 3-6 (*book and CD).

Organized and sequential lesson plans to help English language learners develop and use vocabulary and effective reading and writing strategies.

* *Teaching the Critical Vocabulary of the Common Core*

Provides specific strategies for helping children extend their vocabularies so they are successful with key academic language found in the *CCSS* and in content area materials.

**Elementary Education Competencies Addressed.** Candidates should take the following competencies as learning goals.

1.B.2 Knowledge and Understanding of Reading processes. Candidates know and understand the processes, purposes, and practical aspects of teaching reading.

* 1.B.2.A Demonstrate knowledge that reading and writing are developmental processes
* 1.B.2.B Demonstrate knowledge of the interrelationships and the role of meta-cognition of reading and writing, and listening and speaking
* 1.B.2.C Demonstrate knowledge of the essential components of reading (phonics, word recognition, fluency, vocabulary, comprehension)
* 1.B.2.D Know the instructional progression of concepts of print [e.g., holding a book, understanding that print carries meaning, directionality, tracking of print, letter representation, word, and sentence]
* 1.B.2.E Demonstrate knowledge of phonemic awareness [e. g., segmentation, blending, substitution]; phonics [e. g., sound symbol correspondence, blending, and word families];fluency [e. g., rate, accuracy, prosody]; indirect and direct vocabulary instruction [e. g., specific word instruction and word-learning strategies, using resources, word parts, and context clues]; comprehension skills and strategies [e. g., monitoring, summarizing, generating and answering questions]

1.B.3 Knowledge and Understanding of Writing processes. Candidates know and understand the processes, purposes, and practical aspects of teaching writing.

* 1.B.3.A Understand the writing process, its components (prewriting, drafting, revising, editing, publishing), and its recursive, interactive, and collaborative nature
* 1.B.3.B Understand the traits of effective writing (e.g. development of ideas, organization, voice, word choice, sentence structure, and conventions)
* 1.B.3.C Understand how purpose, audience, and perspective shape writing
* 1.B.3.D Understand how mode (expository, persuasive, and narrative) and form (such as research paper, editorial, memoir) shape writing
* 1.B.3.E Understand strategies for writing including finding, selecting, and refining topics for research projects; locating, working with, and documenting reliable sources for research projects; paraphrasing, summarizing, quoting sources, citing, and acknowledging sources in a text; using various technologies, including the internet
* **Assignments to complete BEFORE the first day of class:**
1. Read, take notes, and list questions about:
* Chap. 5 &13 and pages 365-369 in Weaver. Be sure to read the questions at the start of each chapter before reading the chapters.
1. Complete phonics pre-assessment and be ready to identify what you need to study
2. *CCSS*: Review the expectations for children in grades K through 5 in Reading Literature; Reading Informational; Writing; Speaking and Listening; Language; and Foundational Skills.
3. Send me a short email explaining what you think you need to be able to do as a literacy teacher in grades K-3, your current strengths in this area, and the aspects of literacy teaching you need to improve.

***Heads Up!*** I do not accept late work unless you have a personal or family emergency and have contacted me before missing class. Having work completed on time includes reading the assigned materials and preparing for class discussions as well as completing any written assignments. If you are going to miss class for reasons other than personal or family emergencies ☹, assignments should be submitted in advance. Missing work means loss of credit.

Please see the Elementary Literacy Calendar for specific assignments and due dates.

**REVISED SYLLABUS**

**Revisions made to adjust work distribution**

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| **WEEK 1** | **FOCUS** | **ASSIGNMENTS FOR FOLLOWING WEEK** |
| **April 4** | * Warm up – Songs, miscues, and phonics
* Phonics pre-assessment: What did you learn about yourself? What’s your plan?
* What do young children know about literacy concepts? How does knowledge about print and its uses develop? How is this development helped and hindered by classroom practices?
 | **Due April 11**1. Complete the study guide, *Unpacking the Literacy Practices in Your Practicum Site*, and bring to class for discussion.
2. Read Weaver, Chapters 4, 6, 10 – 12, and pages 369-377. Be sure to try and answer questions at the beginning of the chapters after completing the reading. Bring notes and questions to class.
3. Scan Diller, Chapters 1-3
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| **WEEK 2** | **FOCUS** | **ASSIGNMENTS FOR FOLLOWING WEEK** |
| **April 11** | * Warm up – Songs, miscues, and phonics
* Review print acquisition and practice analysis of student writing.
* What did you learn from analyzing literacy structure & content in your practicum site?
* What other classroom structures and components support literacy development in young children? What is the teacher doing? The students? Why?
 | **Due April 18**1. See Video Assignment handout. Fill out study guide provided in class and bring to class.
2. Skim Chapters 4 – 8 in Diller and then study either phonics OR phonemic awareness AND comprehension chapters carefully. You will need to have a firm grasp of these chapters to complete lesson plans for your Literacy Portfolio and Formative Performance Assessment.
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| **WEEK 3** | **FOCUS** | **ASSIGNMENTS FOR NEXT CLASS** |
| **April 18** | * Warm up – Songs, miscues, and phonics
* Structures and Content Discussion – Video assignment
* What are some assessments that help teachers make decisions about the focus of guided reading and writing and mini-lessons?
* Distribute writing and reading samples for assessment
 | **Due May 2 and 16**1. Carefully review the teaching practices described in Weaver, Diller, and your choice video to support the development of required lesson plans and enactment of formative performance assessment.
2. Two literacy lesson plans due on May 2nd. All 4 due May 16th. See Assessment handout.
3. You will be engaging in a performance assessment on May 2nd or 16th – more information provided in class.
4. Bring your *CCSS* to class.
5. Begin work on the Resource Assignment due in your Literacy Portfolio May 16th.
6. Begin work on analyses of reading and writing samples due in Literacy Portfolio May 16h.
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| **WEEK 5** | **FOCUS** | **ASSIGNMENTS FOR NEXT CLASS** |
| **May 2** | * Warm up – Songs, miscues, and phonics
* *CCSS* and literacy (reading and writing) instruction in primary grades
* Formative Performance Assessments
 | **Due May 16**1. Continue a careful review of the teaching practices described in Weaver, Diller, and your choice video to support the development of required lesson plans and enactment of formative performance assessment.
2. All lesson plans due in Literacy Portfolio. See Assessment handout.
3. Remainder of performance assessments
4. Complete work on the Resource Assignment and reading/writing assessments due in your Literacy Portfolio May 16th.
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| **WEEK 7** | **FOCUS** | **ASSESSMENTS** |
| **May 16** | * Warm up – Songs, miscues, and phonics
* Formative Performance Assessments
 | 1. In-class performance assessments on May 2nd or 16th.
2. Phonics test due by May 16th
3. Literacy Portfolio due May 16th.
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