

Title

Early Literacy Learning (K-2) – Part 1

Target Audience

This course is intended for pre-service and in-service teachers of grades K-2, teachers who work with older students who struggle with reading and writing, and reading specialists.

Prerequisites

To successfully participate and complete the assignments in this course, the learner must:

- Have some past experience teaching literacy.
- Be familiar with taking an online course or have completed the PBS “Practice Learning Online with TeacherLine” course.

Course Description

In this course students will learn about an early literacy framework that shows reading and writing as integral skills and represents a balanced literacy program with a wide array of literacy activities. Students will explore the read-aloud, shared reading, word wall, and interactive writing strategies. They will also learn about authentic student assessment and how to differentiate their instruction to meet individual needs. Students will be expected to complete an Early Literacy Unit for their final project. **This course is a required prerequisite to Early Literacy Learning (K-2): Part 2.**

Instructor/Facilitator

See instructor/facilitator sheet

Credits

To be determined by college or university

Goals

By the end of the course, learners will have an understanding of the following and the ability to apply this knowledge in their own classroom:

- An early literacy learning framework that integrates reading and writing instruction.
- Interactive read-aloud, shared reading, and interactive writing strategies that improve students’ literacy skills.
- Using interactive word walls with students to develop literacy skills.
- How to move students from high-support literacy activities to independent reading and writing.
- An authentic assessment plan for assessing student’s literacy development.

Outline of Content and Assignments

After previewing the documents in the Course Information area, learners will proceed to Course Content to complete the following six sessions, working through each session in order. Throughout the sessions, learners are asked to articulate their ideas in various forms: they are encouraged to reflect on their ideas and experiences in their online journal; the discussions in the discussion forum are designed to allow learners to glean information from other learners' experiences. As a final project, learners create an Early Literacy Unit. They will have an opportunity to revise their unit (based on peer feedback) before submitting it to the facilitator.

This course is designed to address the National Council of Teachers of English (NCTE) and International Reading Association (IRA) *Standards for the English Language Arts* that were developed to serve as a guide for teachers in developing curriculum and instruction that foster students' literacy development. The course specifically addresses Standards 1, 3, 6, 8, and 12.

Additionally, this course addresses several of the ISTE NETS*T for teachers including the following:

- Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.
- Use technology resources to engage in ongoing professional development and lifelong learning.
- Apply technology to increase productivity.
- Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

Session 1: Early Literacy Framework

In this session learners will explore and read about the Early Literacy Framework which provides the theoretical basis for this course. They will discuss which elements of the framework they are currently utilizing in their classroom practice and which elements they are not utilizing along with the potential barriers for implementation. As an online community, learners will brainstorm solutions and strategies to break down these barriers. Finally, learners will analyze how the framework demonstrates the role of the teacher in early literacy instruction and they will reflect on how they may use the framework to develop independent writing skills.

Learners will:

- Define professional goals and expectations for this course.
- Explain prior knowledge and experiences about teaching text literacy skills.
- Discuss which elements of the Early Literacy Framework they are currently using in their literacy programs.
- Identify the possible barriers that prevent teachers from using all the elements of the Early Literacy Framework and provide solutions and suggestions for how those barriers may be overcome.
- Reflect on how they can promote independent writing skills using the Early Literacy Framework.

Read

- The Early Literacy Framework
- "The Ohio State University Early Literacy Learning Initiative"
- "The Literacy Framework in a First-Grade Class"

Write in online journal

- Reflect on expectations and prior knowledge for the course.
- How might learners apply the Early Literacy Framework to promote independent writing skills during Writing Workshop?

Participate in an online discussion

- Introduce themselves to other learners.
- Respond to: Which elements of the framework are you using in your existing early literacy program? Or, if you are not teaching, describe the elements of the framework you have observed in a literacy program. Discuss which elements you are not utilizing and analyze the possible barriers that prevent them from being utilized. In your response to your peers you should provide solutions and suggestions for how to overcome the barriers they have described. Remember, the goal is to see the model as a whole framework rather than seeing each element as a separate entity.

Complete activities and assignments

- Explore the Framework for Early Literacy Lessons interactive.

Session 2: Interactive Read-Alouds

In this session, learners will focus on one of the elements of the Early Literacy Framework: interactive read-alouds. They will read the definition of an interactive read-aloud lesson and see a lesson in action with a kindergarten class. They will also have an opportunity to discuss how read-alouds can meet individual student needs. This session also explores how teachers can incorporate both open-ended and closed-ended questions to elicit literal and inferred meanings during an interactive read-aloud lesson. Finally, learners will begin working on their final projects by planning an interactive read-aloud lesson to use with students.

Learners will:

- Discuss how interactive read-aloud lessons can meet individual student needs.
- Reflect on how the teacher in the “Read-Aloud Lesson” video uses teaching points to guide the lesson, how the teacher engages the students’ interest, and how the students responded to the lesson.
- Plan an interactive read-aloud lesson for students in the K-2 grade range that uses both open-ended and closed-ended questions. (Final Project)

Read

- The Early Literacy Framework
- "Storytime Plus Dialogue Equals Interactive Read-Alouds"

View video

- Read Aloud Lesson

Write in online journal

- Respond to: How did the teaching points from the video guide the lesson? How well did the teacher engage the students’ interest? How did the students respond to the lesson?

Participate in an online discussion

- Respond to: You are working with Mr. Roberts, a student teacher. You notice that he does not plan to utilize interactive read-alouds in his instruction. When you ask Mr. Roberts about this, he responds that he believes interactive read-alouds do not meet individual student needs. How would you respond to Mr. Robert’s comment?

Complete activities and assignments

- Final Project (Part 1)

Session 3: Interactive Word Walls

In this session learners will focus on word walls. They will learn the difference between a word wall and an interactive word wall and will read many different suggestions for how to use a word wall to support the

Early Literacy Framework. Learners will also explore high-frequency words and see a word wall lesson in action. They will continue working on their final project by developing some activities for the word wall using words from the interactive read-aloud lesson they have already planned.

Learners will:

- Discuss strategies and techniques for using the word wall in the classroom.
- Plan five words and corresponding activities and/or questions for the word wall. (Final Project)

Read

- The Early Literacy Framework
- Word Wall Picture
- "Interactive Word Walls and Charts"

View video

- Interactive Word Walls

Participate in an online discussion

- Respond to: According to Regie Routman (2005), "Word walls can be powerful literacy resource for students if they are accessible, manageable, and created with the children based on their needs and interests." What do you think about this statement? What strategies and techniques could you employ to ensure the word wall in your classroom is a, "powerful literacy resource?"

Complete activities and assignments

- Final Project (Part 2)

Session 4: Shared Reading

In this session learners will learn how the concepts introduced in Sessions 1-3 are integrated through the shared reading element of the Early Literacy Framework. They will learn how students develop different skills through shared reading and how teachers move from high to moderate support within the shared reading experience. In this session they will see a shared reading lesson in action and continue working on their final project.

Learners will:

- Discuss how shared reading supports phonics instruction.
- Reflect on how they will gather and use assessment data from a shared reading lesson.
- Design and develop a shared reading lesson for students in the K-2 grade range. (Final Project)

Read

- The Early Literacy Framework
- "Using Shared Reading for Implicit and Explicit Information"
- "Chattering Animals"

View video

- Shared Reading

Write in online journal

- Respond to: How could you gather assessment data throughout a shared reading lesson to monitor students' progress? How would you use this data for instructional planning and conveying progress to parents and administrators?

Participate in online discussion

- Respond to: Imagine that your school is stressing phonics as the main component of reading instruction. How would you explain to parents how shared reading supports phonics instruction?

Complete activities and assignments

- Final Project (Part 3)

Part 5: Interactive Writing

In this session we will bring together all the concepts and strategies from Sessions 1-4 and focus on interactive writing. Learners will read some frequently asked questions and answers about interactive writing and discuss how to meet individual needs with interactive writing. They will also watch an interactive writing lesson in action and focus on the teacher's instructional choices and how the students respond. At the end of the session they will work on Part 4 of the final project.

Learners will:

- Discuss specific strategies and modes of assessment to meet individual needs during an interactive writing lesson.
- Reflect on how they can support students in an interactive writing lesson and move from high support to low support.
- Reflect on how they can use student observations and assessments to make instructional decisions.
- Design and develop an interactive writing lesson for students in the K-2 grade range. (Final Project)

Read

- The Early Literacy Framework
- "Answers to Frequently Asked Questions About Interactive Writing"

View video

- Interactive Writing

Write in online journal

- How can you support your students in an interactive writing lesson and move easily from high support to moderate support to low support?
- How can you use student observations and assessments to make sound instructional decision-making during an interactive-writing lesson?

Participate in online discussion

- Develop and share your ideas for handling one of the following four situations in an interactive writing lesson.
 1. A student whose writing skills are far behind other students.
 2. A student whose writing skills are far ahead of the other students.
 3. A student who is an English language learner.
 4. A quiet student who seldom volunteers.

In each case, explain which strategies you would use and how you would assess the student's progress.

In your response to other learners look for a post where the student described seems to be similar to your student and discuss how your strategies and assessment solutions compare.

Complete activities and assignments

- Final Project (Part 4)

Part 6: Developing an Early Literacy Unit



In this session learners will bring together all the concepts and strategies from Sessions 1-5 by finishing the final project: an early literacy unit.

Learners will:

- Discuss their favorite quote regarding early literacy.
- Describe an authentic assessment plan for assessing students' literacy skills (Final Project)
- Review their fellow learners' Early Literacy Units and offer suggestions based on their own experiences in this course, prior experiences, and using the peer review guidelines. (Final Project)
- Assess their learning in this course by comparing prior knowledge and acquired knowledge.
- Analyze the learning experience in this course by reflecting about professional goals and expectations.

Read

- The Early Literacy Framework
- "Focused anecdotal records assessment: A tool for standards-based authentic assessment"

Write in online journal

- What have you learned and what skills have you acquired from the course?
- Identify the essential ideas and strategies you gained from this course and how you plan to incorporate them into your current or future classroom.
- What questions do you still have about early literacy instruction in kindergarten, first and second grades?
- How does this learning experience compare with your goals and expectations?
- Were there any professional goals you were unable to achieve? Why? How do you plan to address these areas of professional development in the future?

Participate in online discussion

- Respond to: Quote and cite an early literacy expert. Share why you like the quote and how it has impacted your instruction.
- Finish any ongoing conversations in other discussion forums.
- Say goodbye to your fellow learners.

Complete activities and assignments

- Final Project (Part 5 and 6)
- Post Course Evaluation Survey

Schedule

It will take about 30 hours to complete this course. Each session should take approximately 4-5 hours. If you find yourself spending several hours more than this in any given session, please contact your facilitator to make sure this is necessary to complete the given assignments.

Requirements

Learners are expected to:

- Complete all assignments.
- Maintain an online journal.
- Participate and actively engage in discussions with fellow learners while contributing to the social construction of knowledge.
- Be self-directed and self-motivated.
- Ask for assistance when they need it.

Materials (hardware, software, plug-ins)

Technical Requirements

- Word processor
- Internet service provider
- E-mail

Academic Dishonesty Policy

To be inserted by university institution only

Evaluation

This course can be taken for graduate credit on a pass/fail basis, or for a letter grade and graduate credit. See graduate credit details pertaining to specific graduate credit institutions.

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