

## **Title**

Early Literacy Learning (K-2) – Part 2

## **Target Audience**

This course is designed for learners who teach literacy in kindergarten through second grades, but it may also be useful for learners teaching older students who struggle with reading and writing, as well as for reading specialists. Learners must have completed Early Literacy Learning (K-2): Part 1 before they can begin this course.

## **Prerequisites**

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

- Have completed Early Literacy Learning (K-2): Part 1.
- Have some past experience teaching literacy.
- Be familiar with taking an online course or have completed the PBS “Practice Learning Online with TeacherLine” course.
- Have access to a group of students in a kindergarten, first, or second grade class.

## **Course Description**

Through the readings, practical activities, journal writing, and online discussions in this course, learners will practice implementing an early literacy framework as part of their balanced literacy program. In this course, learners will implement literacy lessons including, read-aloud, shared reading, word wall, and interactive writing strategies. They will also learn about integrating technology and how to differentiate their instruction to meet individual needs. Learners are required to develop a case study for their final project and will need regular access to a group or class of students in kindergarten, first or second grades. Learners must have completed Early Literacy Learning (K-2): Part 1 before they can begin this course.

## **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 student’s 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.
- How to develop and use a case study to inform future instruction.

**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 Case Study.

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, 5, 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.

1

Session 1: Early Literacy Framework

In this session learners will think about their expectations for the course, self-assess their prior knowledge of teaching literacy skills, and introduce themselves to their fellow learners. Then they will review the Early Literacy Framework from "Early Literacy Learning (K-2) – Part 1. Using the framework, they will observe and note aspects of their current teaching practice and the literacy activities they engage in with their students. They will use then discuss their observations with their fellow learners. Next they will focus on helping students become more proficient readers by analyzing their miscues. Finally, they will complete the Student Reading Analysis assignment.

Learners will:

- Define professional goals and expectations for this course.
- Explain prior knowledge and experiences about teaching text literacy skills.
- Discuss classroom observation and possible changes to instruction.
- Analyze a student's reading using the Reading Error Analysis chart and determine future instruction for the student based on the analysis.

Read

- The Early Literacy Framework

Write in online journal

- Reflect on expectations and prior knowledge for the course.

Participate in an online discussion

- Introduce themselves to other learners.
- Respond to: Did any part of your observations surprise you? Explain. What changes would you like to make based on your observations?

Complete activities and assignments

- Three Sources of Information

- Student Reading Analysis Assignment

Session 2: Interactive Read-Alouds

In this session learners will focus on one of the elements of the Early Literacy Framework: interactive read-alouds. The learners will collaborate with their peers on an interactive read-aloud lesson. Then they will implement the read-aloud lesson they planned for the final project in the “Early Literacy Learning (K-2) – Part 1” course with their students and have an opportunity to reflect on the experience.

Learners will:

- Discuss their ideas for an interactive read-aloud lesson using “Owl Babies” with their fellow learners.
- Reflect on the implementation of a read-aloud lesson and determine what might be done differently during a future read-aloud lesson.

View video

- Read Aloud Lesson

Write in online journal

- Respond to: Briefly describe the lesson and the students’ reactions. In what ways did this experience differ from the way you previously read stories to students? What were some of the difficulties you encountered? What might you do differently the next time you conduct an interactive read-aloud?

Participate in an online discussion

- Respond to: Discuss your ideas for your interactive read-aloud lesson of “Owl Babies”. Remember to refer to the video and the concepts and theories from the “Early Literacy Learning (K-2) – Part 1” course.

Complete activities and assignments

- Implement a Read-Aloud Lesson

Session 3: Interactive Word Walls

In this session learners will focus on interactive word walls. They will learn how students decode text and will create their own interactive word wall. Learners will also create a game to help students learn new words on the interactive word wall.

Learners will:

- Discuss how analyzing student writing can aid instruction and meet individual student needs.
- Reflect on how parent concerns about the interactive word wall can be addressed.
- Create an interactive word wall and description of how it will be used to help a student develop independent reading and writing skills.

Read

- Kindergarten High-Frequency Word List
- First Grade High-Frequency Word List
- Second Grade High-Frequency Word List

Write in online journal

- Respond to: How would you respond to a parent who is concerned that her daughter is not learning to spell because she is copying words from the interactive word wall? How can you actively move students towards memorizing high-frequency words?



Participate in an online discussion

- Respond to: How can analyzing student writing be helpful when planning instruction? How can you use your analysis to meet the needs of individual students in your class? In your comments refer to a specific student (refrain from using the student's name) with whom you have worked.

Complete activities and assignments

- Interactive Word Wall Animation
- Play Word Wall Detective
- Develop and Implement an Interactive Word Wall Assignment

#### 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. Learners will develop and peer review a shared reading lesson. Then they will implement their finalized lesson with a group of students and reflect on the experience.

Learners will:

- Share a shared reading lesson plan with fellow learners.
- Review and critique a shared reading lesson plan.
- Implement a shared reading lesson with a group of students.
- Reflect on the experience of teaching a shared reading lesson and on students' responses to the lesson.

Read

- "Do You Like Apples"
- "Hide and Seek"
- "There Was a Little Turtle"

Participate in online discussion

- Respond to: Post your draft lesson plan in the discussion forum. In your post share some basic background information about the students and identify the poem you have used. Choose a fellow learner's lesson plan to review and critique.

Complete activities and assignments

- Develop a Shared Reading Lesson
- Teach a Shared Reading Lesson Assignment

#### 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 review how readers use visual information to write individual words and will discuss what reading and writing experiences they would expect kindergarten students to have on the first day of school and how this expectation may affect their teaching. Learners will also implement an interactive writing session and summarize the experience.

Learners will:

- Discuss the reading and writing experiences they would expect kindergarten students to have had before starting school.
- Discuss the implications of their expectations on your reading and writing instruction.
- Teach an interactive writing session where students collaboratively write a poem.
- Reflect on the experience of teaching interactive writing.



View video

- Interactive Writing

Participate in online discussion

- Respond to: Imagine that you are a kindergarten teacher on the first day of school. What kinds of reading and writing experiences would you expect your students to have had before this day? What are the implications of these expectations for teaching these students to read versus teaching them to write?

Complete activities and assignments

- Visual Strategies Animation
- Teach and Interactive Writing Lesson Assignment

### Part 6: Developing an Early Literacy Case Study

In this session we will bring together all the concepts and strategies from Sessions 1-5 by completing a final project: an early literacy case study about a focus student.

Learners will:

- Discuss their favorite quote regarding early literacy.
- Create an early literacy case study about a focus student.
- 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.

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: Early Literacy Case Study
- 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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