

Common Core Literacy Foundations: Grades K–2

With the adoption of the Common Core State Standards (CCSS), more emphasis is being placed on strong literacy foundations that are established in the primary grades, kindergarten through grade 2. This course provides extensive information about the standards for these grades, including the reading, listening, speaking, language, and writing standards. You will become intimately familiar with the intentions of the standards for each grade and how skills are designed to progress through the grades. Strategies for instruction, assessment, and intervention are illustrated for each of the strands and substrands within the CCSS.

The course introduces learners to the progression of print concepts and phonemic awareness skills emergent readers require. Systematic explicit instruction is demonstrated through anecdotes about teachers and video clips of teachers working with students in the classroom. Explanations and examples of effective phonics and decoding activities and assessments prepare you to evaluate student fluency. Fluency is defined and the establishment of fluency routines is encouraged. Teachers can use the speaking and listening standards to prepare students to participate in constructive discussions through active listening and responding appropriately. Finally, student writing in grades K–2 progresses quickly and dramatically, from forming letters to writing sentences.

Explore the CCSS for grades K–2, learn valuable instruction and assessment strategies, and practice what you learn through job-embedded applications.

Course Objectives

After completing this course, you will be able to

Module 1

- Identify students' understanding of print concepts and phonological awareness and provide systematic instruction of these concepts.
- Introduce print concepts in a logical order and meaningful way.
- Interpret how phonemic awareness can be taught in a variety of ways in a K–2 classroom.

Module 2

- Assess student proficiency in decoding.
- Assess students' knowledge of reading and spelling.

Module 3

- Target instruction for students who are not yet fluent in or who are learning English.
- Establish instructional routines for building student reading fluency.

Module 4

- Use complex or challenging texts as appropriate for read-alouds.
- Evaluate student communication skills.

Module 5

- Integrate grammar and conventions into a variety of classroom activities.
- Identify students for targeted language instruction.

Module 6

- Analyze growth in student writing.
- Structure writing assignments so that students draw from all literacy experiences.

Course Syllabus

Module 1	Reading Foundations—Print Concepts/Phonological Awareness Module Welcome <ul style="list-style-type: none"> • Reading 1: Building a Solid Foundation • Reading 2: Why Is Phonemic Awareness Important? • Video: Helping Struggling Readers Check for Understanding <ul style="list-style-type: none"> • Application: Print Concepts and Phonological Awareness Module Journal
Module 2	Reading Foundations—Phonics and Word Recognition Module Welcome <ul style="list-style-type: none"> • Reading 1: Phonics Instruction • Video: The Alphabetic Principle • Reading 2: Phonics and Decoding Check for Understanding <ul style="list-style-type: none"> • Application: Planning a Phonics Lesson Module Journal
Module 3	Reading Foundations—Fluency Module Welcome <ul style="list-style-type: none"> • Reading 1: <i>EL</i>—The Common Core Standards: Starting Now • Reading 2: Characteristics of Fluency • Video: Foundational Reading Skills: Fluency (K–2) • Reading 3: <i>EL</i>—Creating Fluent Readers Check for Understanding <ul style="list-style-type: none"> • Application: Establish Fluency Practice Routines Module Journal
Module 4	Speaking and Listening Module Welcome <ul style="list-style-type: none"> • Reading 1: Teaching Listening and Speaking • Reading 2: <i>EL</i>—Every Child, Every Day (Excerpt 1) • Video: The Chat Show • Optional Reading: <i>EL</i>—Thinking Is Literacy, Literacy Thinking Check for Understanding <ul style="list-style-type: none"> • Application: Collaborative Conversations Module Journal

Module 5	Language and Vocabulary Module Welcome <ul style="list-style-type: none">• Reading 1: Language and Vocabulary• Reading 2: <i>EL</i>—Closing the Vocabulary Gap• Video: Literacy Strategies: Introducing Vocabulary• Reading 3: <i>EL</i>—Six Steps to Better Vocabulary Instruction Check for Understanding <ul style="list-style-type: none">• Application: Choosing Rich Texts Module Journal
Module 6	Writing Module Welcome <ul style="list-style-type: none">• Reading 1: Writing in the K–2 Classroom• Video 1: Lucy Calkin’s Writing Approach• Reading 2: <i>EL</i>—Every Child, Every Day (Excerpt 2)• Video 2: Interactive Writing Check for Understanding <ul style="list-style-type: none">• Application: Design Writing Tasks Module Journal

Resources

- Allington, R. L., & Gabriel, R. E. (2012). Every child, every day. *Educational Leadership*, 69(6), 10–15.
- David, J. L. (2010). Closing the vocabulary gap. *Educational Leadership*, 67(6), 85–86.
- Liben, D., & Liben, M. (2013). The common core standards: Starting now. *Educational Leadership*, 70(4).
- Marzano, R. J. (2009). Six steps to better vocabulary instruction. *Educational Leadership*, 67(1), 83–84.
- Roberts, T., & Billings, L. (2008). Thinking is literacy, literacy thinking. *Educational Leadership*, 65(5), 32–36.
- Tankersley, K. (2003). *The threads of reading: Strategies for literacy development*. Alexandria, VA: ASCD.

Videos

- ASCD. (2006). *Raising the literacy achievement of English language learners* [DVD]. Alexandria, VA: Author.
- ASCD. (1999). *The lesson collection: Interactive writing*. [DVD] Alexandria, VA: Author.
- Phonemic Awareness: Watch and Learn. (2013). Retrieved on November 19, 2013 from <http://www.readingrockets.org/article/3407/>.
- TC Reading and Writing Project. (2013). Foundational readings skills: Fluency K–2. Retrieved November 19, 2013, from <http://vimeo.com/55954406>.
- Todaywomanandhealth. (2010). Speaking and listening activities: The chat show. Retrieved November 19, 2013, from <http://www.youtube.com/watch?v=g64K8Y6cbcY>.
- The Balanced Literacy Diet. (2011). Lucy Calkin's writing approach: Developing writing skills in first grade. Retrieved November 19, 2013, from <http://www.youtube.com/watch?v=IQdPIbtsPJE>.