LANGUAGE, LITERACY, and POVERTY

EDUC 636	FALL 2021	TIME: Distance
Instructor	Tammy Pawloski	
Office	RCC 103, 661-1475	
Office Hours	Before and after class; other hours TBD	
E-mail	tpawloski@fmarion.edu	
Prerequisite	EDUC 555 or Permission of the Graduate School of Education	
Corequisite	None	
Meeting Times	August 23, September 20, October 18, November 15, 2021	
Meeting Location	Online via Zoom	

Course Description

This course and its required field-based action research experiences are designed to provide graduate students with a focused study and application of theories and models of the reading process as they apply to children of poverty. Graduate students explore the impact of life with limited resources on brain development, specifically as it relates to language and literacy. Developmental reading, and writing and reading and writing across the curriculum, are practiced in high poverty settings. Research-based and authentic language and literacy assessment practices that provide a basis for instructional decisions for high poverty students are implemented in the field setting.

Course Objectives and Standards Alignment

Objectives

Upon completion of the course the student will be able to:

Demonstrate an understanding of the neurological foundation of language and literacy development as it applies to children of poverty.

Demonstrate an understanding of the psychological, sociological, and linguistic foundations of language and literacy processes as they apply to children of poverty.

Plan and implement action research that considers the influence of prior knowledge, student interest, metacognitive awareness, classroom context, and models of reading instruction on language and literacy development and school success.

Develop and implement practices that support language and literacy development in school and home environments.

Develop and successfully use instructional materials and strategies that enable children of poverty to acquire the vocabulary and comprehension skills required for succeeding with narrative and expository texts and for perceiving themselves as literate.

Facilitate effective reading instruction for learners at different stages of reading or writing development and from diverse cultural or linguistic backgrounds by using research-based best practices.

Synthesize information from multiple indicators, and use it as the basis for instructional planning and for communicating information about student progress to the student, parents or guardians, and relevant colleagues in high poverty school settings.

Demonstrate a commitment to on-going learning, teacher leadership, and advocacy for children of poverty.

Course Materials

Required Readings and Recommended Readings

Specific required readings are notated in each assignment.

Content Outline

1. **Neurological Foundations of Language and Literacy Development in Children of Poverty**
   a. Social and Emotional Environment and Brain Development
   b. Neuroplasticity, Gene Expression, and Fluid Intelligence

c. Executive Functions and Language and Literacy Development
2. **Language- and Literacy Processes in Children of Poverty**
    a. Vocabulary Development as a Function of Experiences
    b. Academic Background Knowledge and Life Experiences
    c. Metacognition and Language and Literacy Development
3. **Effective Literacy Practices for Children of Poverty Who Struggle to Read and Write**
    a. Models of Reading and Instructional Implications for Under-Resourced Students
    b. Diagnostic Teaching in High Poverty Schools
    c. Best Practices for Acceleration and Remediation
    d. Content Area and Cross-Curricular Supports for Building Information Capital
    e. Accessing Home and Community Supports for Language and Literacy
4. **Language and Literacy Success Factors in High Poverty Schools**
    a. Language and Literacy Trends in High Poverty Schools
    b. Culturally-Responsive High Poverty Schools
    c. Effective School-Based Strategies for Teachers and Teams
    d. Activating Language and Literacy Resources in Under-Funded Schools
5. **Action Research for Intervention and Enrichment**
    a. Principles of Action Research
    b. Using Action Research to Inform Planning, Instruction and Assessment
6. **Teachers as Learners, Leaders, and Advocates in High Poverty Schools**
    a. The Teacher as a Learner
    b. The Teacher as a Leader
    c. The Teacher as an Advocate for Children of Poverty

Read to Succeed Alignment

SC Literacy Competencies	Course Objectives	Assessments (See Assessment Rubrics in Following Section)
Standard 1: Foundational Knowledge • Demonstrate an understanding of the developmental continuum of reading and writing and be skilled in a variety of strategies to assess and support individual student's development and learning across the continuum. • Encourage the use of oral discourse to support reading and writing (e.g., allow students to participate in literacy events that encourage social interactions and symbol use such as illustrations and written texts). • Explain the research and theory about effective learning environments that support individual motivation to read and write (e.g., choice, challenge,	Demonstrate an understanding of the neurological foundation of language and literacy development as it applies to children of poverty. Demonstrate an understanding of the psychological, sociological, and linguistic foundations of language and literacy processes as they apply to children of poverty. Plan and implement action research that considers the influence of prior knowledge, student interest, metacognitive awareness, classroom context, and models of reading instruction	***Professional Learning Community and Reading Responses:*** The student will participate in a professional learning community that reads selected professional literature and engages in professional discussions. The student must submit a total of eight (8) responses to required readings. The purpose of the response journal is to encourage reflection and to assist the student in making connections between one's own experiences, beliefs, and concerns as a teacher-researcher and the discussions and required readings of this course. Entries should reflect a thorough analysis of readings, although references to personal experiences and opinions may be included. ***Action Research.*** The graduate student will use an action research model to

interests, and access to traditional print, digital, and online resources). • Activate and build on students' background knowledge prior to reading and extend existing background knowledge during and after reading. • Incorporate all of the language arts throughout all content areas to support readers and writers. • Use multiple sources of information to guide instructional planning to improve reading achievement of all students.	on language and literacy development and school success. Develop and implement practices that support language and literacy development in school and home environments.	explore best practices for language and literacy development in high-poverty schools. The student will formulate research questions related to the language and literacy development of one or more under-resourced children. A review of the relevant literature will inform the development of instructional strategies and procedures. The student will analyze output and outcome data and reflect on implications for both study participants and educational programs for children of poverty.

Standard 2: Curriculum and Instruction	Develop and successfully use instructional materials and strategies that enable children of poverty to acquire the vocabulary and comprehension skills required for succeeding with narrative and expository texts and for perceiving themselves as literate.	**_Diagnostic and Remediation Plan, Implementation, and Assessment:_** The graduate student will complete a portfolio that documents extended work with a minimum of one struggling reader or writer. The graduate student will review the learner's previous report cards and test scores, speak with involved teachers or counselors, and administer appropriate diagnostic instruments. A remediation teaching plan consisting of a minimum of five lessons will be developed and implemented. The summative portfolio must include assessment artifacts that document a shift in the performance of the student as a result of the instruction.
• Implement the curriculum based on students' prior knowledge, word experiences, and interests. • Plan learning environments that address all domains: social, emotional, language, cognitive, and physical. • Demonstrate an understanding of a strong child development knowledge based (including how oral and written language support student learning). • Differentiate instructional approaches to meet students' reading and writing needs. • Incorporate strategies to support the metacognitive thinking processes of students as they construct meaning from informational texts. • Select and implement instructional approaches based on evidence-based rationale, student needs, and purposes for instruction.	Facilitate effective reading instruction for learners at different stages of reading or writing development and from diverse cultural or linguistic backgrounds by using research-based best practices. Synthesize information from multiple indicators, and use it as the basis for instructional planning and for communicating information about student progress to the student, parents or guardians, and relevant colleagues in high poverty school settings. Plan and implement action research that considers the influence of prior knowledge, student interest, metacognitive awareness, classroom context, and models of reading instruction on language and literacy development and school success.	**_Action Research._** The graduate student will use an action research model to explore best practices for language and literacy development in high-poverty schools. The student will formulate research questions related to the language and literacy development of one or more under-resourced children. A review of the relevant literature will inform the development of instructional strategies and procedures. The student will analyze output and outcome data and reflect on implications for both study participants and educational programs for children of poverty.
Standard 3: Assessment and Evaluation	Synthesize information from multiple indicators, and use it as the basis for instructional planning and for communicating information about student progress to the student, parents or guardians, and relevant colleagues in high poverty school settings.	**_Diagnostic and Remediation Plan, Implementation, and Assessment:_** The graduate student will complete a portfolio that documents extended work with a minimum of one struggling reader or writer. The graduate student will review the learner's previous report cards and test scores, speak with involved teachers or counselors, and administer appropriate diagnostic instruments. A remediation teaching plan consisting of a minimum of
• Demonstrate an understanding of established purposes for assessing student performance, including tools for screening, diagnosis, progress monitoring, and measuring outcomes. • Collect and share with families samples of student work including		

items such as photographs or anecdotal records. • Use assessment data to evaluate students' responses to instruction and to develop relevant next steps for teaching so that all students use a variety of strategies (monitoring, searching, predicting, etc.). Interpret patterns in classroom and individual students' data. • Communicate assessment purposes and a summary of results to appropriate audiences (i.e., student, parents or guardians, colleagues, and administrators).	Plan and implement action research that considers the influence of prior knowledge, student interest, metacognitive awareness, classroom context, and models of reading instruction on language and literacy development and school success.	five lessons will be developed and implemented. The summative portfolio must include assessment artifacts that document a shift in the performance of the student as a result of the instruction. ***Action Research.*** The graduate student will use an action research model to explore best practices for language and literacy development in high-poverty schools. The student will formulate research questions related to the language and literacy development of one or more under-resourced children. A review of the relevant literature will inform the development of instructional strategies and procedures. The student will analyze output and outcome data and reflect on implications for both study participants and educational programs for children of poverty.
Standard 4: Diversity • Provide instruction and instructional formats that engage students as agents of their own learning. • Demonstrate the belief that all children can learn (positive comments during conferences, specific feedback on accomplishments, setting goals within the learner's zone of proximal development). • Demonstrate an understanding of the ways in which diversity can be used to strengthen a literate society, making it more productive, more adaptable to change, and more equitable.	Demonstrate an understanding of the psychological, sociological, and linguistic foundations of language and literacy processes as they apply to children of poverty. Plan and implement action research that considers the influence of prior knowledge, student interest, metacognitive awareness, classroom context, and models of reading instruction on language and literacy development and school success. Develop and implement practices that support language and literacy development in school and home environments. Facilitate effective reading instruction for learners at different stages of reading or writing development and from	***Professional Learning Community and Reading Responses:*** The student will participate in a professional learning community that reads selected professional literature and engages in professional discussions. The student must submit a total of eight (8) responses to required readings. The purpose of the response journal is to encourage reflection and to assist the student in making connections between one's own experiences, beliefs, and concerns as a teacher-researcher and the discussions and required readings of this course. Entries should reflect a thorough analysis of readings, although references to personal experiences and opinions may be included. ***Action Research.*** The graduate student will use an action research model to explore best practices for language and literacy development in high-poverty schools. The student will formulate research questions related to the language and literacy development of one or more

	diverse cultural or linguistic backgrounds by using research-based best practices.	under-resourced children. A review of the relevant literature will inform the development of instructional strategies and procedures. The student will analyze output and outcome data and reflect on implications for both study participants and educational programs for children of poverty.
Standard 5: Literate Environment • Demonstrate a respectful attitude toward all learners and understand the roles of choice, motivation, and scaffolded support in creating low-risk and positive social environments. • Create and use routines to support instructional and social goals (e.g., regular steps for sharing and responding to stories, formats for reporting, and efficient transitions among activities spaces, and online resources). Provide consistent routines to promote self-regulation as a reader, writer, speaker and listener. • Use various practices to differentiate instruction (e.g., cooperative learning, literature circles, partner work, and research/investigation groups).	Develop and implement practices that support language and literacy development in school and home environments. Develop and successfully use instructional materials and strategies that enable children of poverty to acquire the vocabulary and comprehension skills required for succeeding with narrative and expository texts and for perceiving themselves as literate.	***Professional Learning Community and Reading Responses:*** The student will participate in a professional learning community that reads selected professional literature and engages in professional discussions. The student must submit a total of eight (8) responses to required readings. The purpose of the response journal is to encourage reflection and to assist the student in making connections between one's own experiences, beliefs, and concerns as a teacher-researcher and the discussions and required readings of this course. Entries should reflect a thorough analysis of readings, although references to personal experiences and opinions may be included.
Standard 6: Professional Learning and Leadership • Work collaboratively and respectfully with families, colleagues, and community members to support students' reading and writing. • Implement plans and use results for their own professional growth. • Apply learning from professional development to instructional practices. • Advocate with various groups (e.g., administrators, school	Plan and implement action research that considers the influence of prior knowledge, student interest, metacognitive awareness, classroom context, and models of reading instruction on language and literacy development and school success. Demonstrate a commitment to on-going learning, teacher leadership, and advocacy for children of poverty.	***Reflection Journal and Participation:*** The student will complete journal entries that include reflective and critical commentary on the readings and report progress made on assignments. The student will participate in class discussions and related activities in a genuine and informed manner. ***Professional Growth:*** The student will participate in a minimum of one FMU Center of Excellence event or other professional learning activity that focuses

boards, and local, state, and federal policymaking bodies) for needed organizational and instructional changes.		on children of poverty. A one page written reflection journal entry must be submitted.
		Service: The student will participate in a minimum of one service learning/volunteerism activity that focuses on children living in poverty during the semester in which the course is taught approved in advance by the professor. A one page written reflection journal entry must be submitted.
		Action Research. The graduate student will use an action research model to explore best practices for language and literacy development in high-poverty schools. The student will formulate research questions related to the language and literacy development of one or more under-resourced children. A review of the relevant literature will inform the development of instructional strategies and procedures. The student will analyze output and outcome data and reflect on implications for both study participants and educational programs for children of poverty.
Standard 7: Dual Language Learners (English Language Learners) • Use the gradual release of responsibility model (Pearson & Gallagher, 1983) to support and assist students: show how strategies improve comprehension, highlight importance of prior knowledge, think aloud to make thinking evident, provide guided and independent practice, shift responsibility for strategy selection to students. • Know students and their interests to develop curriculum. • Use culturally-based funds of knowledge, home literacies. And home surveys and questionnaires.	Develop and implement practices that support language and literacy development in school and home environments. Facilitate effective reading instruction for learners at different stages of reading or writing development and from diverse cultural or linguistic backgrounds by using research-based best practices.	***Diagnostic and Remediation Plan, Implementation, and Assessment:*** The graduate student will complete a portfolio that documents extended work with a minimum of one struggling reader or writer. The graduate student will review the learner's previous report cards and test scores, speak with involved teachers or counselors, and administer appropriate diagnostic instruments. A remediation teaching plan consisting of a minimum of five lessons will be developed and implemented. The summative portfolio must include assessment artifacts that document a shift in the performance of the student as a result of the instruction. ***Action Research.*** The graduate student will use an action research model to

		explore best practices for language and literacy development in high-poverty schools. The student will formulate research questions related to the language and literacy development of one or more under-resourced children. A review of the relevant literature will inform the development of instructional strategies and procedures. The student will analyze output and outcome data and reflect on implications for both study participants and educational programs for children of poverty.
Standard 8: Home and School Connections • Use families' "funds of knowledge" as a way of validating students' home culture. • Acquire knowledge of why parents may or may not participate in school activities. • Develop strategies to involve parents in a way that is comfortable for them to be involved.	Develop and implement practices that support language and literacy development in school and home environments. Synthesize information from multiple indicators, and use it as the basis for instructional planning and for communicating information about student progress to the student, parents or guardians, and relevant colleagues in high poverty school settings.	***Professional Learning Community and Reading Responses:*** The student will participate in a professional learning community that reads selected professional literature and engages in professional discussions. The student must submit a total of eight (8) responses to required readings. The purpose of the response journal is to encourage reflection and to assist the student in making connections between one's own experiences, beliefs, and concerns as a teacher-researcher and the discussions and required readings of this course. Entries should reflect a thorough analysis of readings, although references to personal experiences and opinions may be included. ***Reflection Journal and Participation***: The student will complete journal entries that include reflective and critical commentary on the readings and report progress made on assignments. The student will participate in class discussions and related activities in a genuine and informed manner.

Methods of Presentation

Each class will be a combination of demonstration/modeling, discussion, and direct teaching of techniques followed by hands-on practice by graduate students in the field setting. They will have opportunities to work independently and collaboratively with others. Peer coaching and peer review techniques will be used to facilitate instruction, learning and assessment.

Course Requirements

1. Attendance and participation in all classes and related activities.
2. Completion of required readings and other preparations before class and as indicated on schedule.
3. Successful completion of all assignments, projects, quizzes and demonstrations.

Course Policies (Attendance, Grading, Professional Behavior)

Professional Behavior

Dispositions are as important as academic work. Graduate students are expected to conduct themselves in a professional manner at all times. This includes adhering to the FMU attendance policy [no more than two absences]; punctuality for all classes and meetings [note: two tardies/early departures equal one absence]; and the active cultivation of positive professional relationships.

All class participants have the right to learn in a respectful environment and the instructor has the right to teach in a respectful environment. Engaging in personal conversations, preparing assignments for another class, checking cell phones, emails, or text messages, or otherwise being inattentive distracts other class participants, including the instructional leader, and is never allowed.

It is expected that all graduate students contribute to class in an appropriate and meaningful manner.

Any failure to demonstrate appropriate professional dispositions will result in disciplinary actions that comply with FMU School of Education policies that may include withdrawal from the course.

Collaboration

Graduate students are encouraged to take advantage of peers as resources as appropriate throughout the course, and, **when approved in advance by the professor**, they may collaborate on assignments.

Assignment Deadlines

Assignments and responsibilities are due at the beginning of class on the date specified. Assignments will be considered unacceptable past the due date, unless approved in advance by the professor, and late assignment grades may be dropped one letter grade for each day late IF the late submission is accepted by the professor. Graduate students must retain all graded assignments throughout the course. These must be presented should any discrepancy occur between grades received and recorded. Should questions emerge about an assignment, the professor must be contacted WELL IN ADVANCE of the due date for clarification or other assistance.

Grading Scale

The following generic Scoring Rubric should be used for guidance:

SCORE		DESCRIPTORS
OK FOR CREDIT	**2**	Exceeds Expectations. Completely thorough and thoughtful submission. Well organized throughout; followed all instructions fully. Details are clear and supportive of the topic under investigation. Reflection includes deep analysis, application, and plans for future.
	1	Meets Expectations. Mostly thorough and thoughtful submission. Generally well organized; followed most instructions. Details are mostly clear and supportive of the topic under investigation. Reflection includes basic analysis, application, and plans for future.
MUST RESUBMIT FOR CREDIT	**0**	Does not meet expectations.

REMEMBER:
— Must score 1 or higher for assignment to count —
GRADING SCALE:
A - 42-37   B+ - 36-34   B — 33-31   C+ - 30-28   C — 27-25   NC — Below 25

SKETCH NOTES CHECK-BRIC

Each item must be present and acceptable in order to earn the minimum acceptable grade of 1 on a sketch notes assignment.

	ORGANIZATION
	Follows format - Left side - Content
	Follows format - Right upper - Application
	Follows format - Right lower - Reflection

	DESIGN & DEVELOPMENT
	Neat, easily read
	Photo submission clear and readable
	Inserts or glue-ins well-constructed
	Color used as a basic creative element throughout
	Emphasizers (highlights, boxes, bold lines or circles) used as basic creative elements
	Minimum of 2 inserts, glue-ins, doodles, sketches, etc. included on a 2-page spread
	Bullet points or numbering used to illuminate key points (avoid narratives!)

	CONTENT
	Content (left side) accurate
	Content (left side) detailed and thorough
	3 high-quality applications (upper right) included
	Reflection (lower right) shows evidence of thought
	Reflection (lower right) relates content to self or personal experiences
	Reflection (lower right) includes 'take-aways' for self

OVERVIEW OF STUDY AND ASSIGNMENTS

This course is entitled "Language, Literacy, and Poverty," and is required by, and directly aligned with, the requirements for South Carolina's Add-On Certification for Teachers of Children of Poverty. The challenge in the development of this course is to consider three fundamental questions: Why would our State Board of

Education include—rather require—a specialized focus on language and literacy for an area of certification focused on under-resourced students? How can the content of this course really assist educators who work with under-resourced learners? How can relevant and authentic field assignments be designed for any and all educators in order to meet that state requirement for all Add-On Certification courses?

In response to these questions, a series of study assignments have been developed to explore issues around language and literacy, especially through the lens of the needs of students who arrive with limited resources. Assignments have been designed to facilitate deep study by any and all educators, including those who regularly and explicitly teach formal reading in the early years, as well as teachers who facilitate literacy development through upper elementary, the middle years, and into secondary school classrooms. The assignments are designed to be flexible enough to facilitate study by all educators, including those who work outside of the areas of English and Language Arts. Graduate students in this course, including ELA teachers, as well as biology and physical education teachers, and guidance counselors and school leaders should all be able to authentically participate in this study of language, literacy, and poverty in terms of both theory and pedagogy. Students should communicate with the course professor if modifications are needed to fit a specific job assignment.

Previously two textbooks were used as the basis for this course content, however language and literacy research is rapidly changing now and has been changing dramatically in recent years as more research has emerged in the area of the science of learning. Therefore the material from those two books has been condensed to allow for a broader range of study.

Rather than restating the work of experts in the field, webinars actually presented by those experts will form the foundation for most of the course content. Additionally, print resources are provided to support the study. Graduate students will create sketch notes representing their learning or complete other assignment templates. Students should plan to spend about two hours on each required study assignment.

Concepts from study assignments will then be applied through a case study and action research that is specifically designed to meet the needs of one or more learners in the student's classroom or school.

A*ssignments shaded in GREEN are required.*

1	**Name the Issues.** The purpose of this assignment is to name the issues—and to define what is meant by language, what is meant by literacy, and the role of poverty in both. To that end, students will read from selected on-line articles and then use that information in an analysis that is also informed by personal experiences in high-poverty schools. The goal is to end with a definition of language, literacy, and poverty in general, but also in terms of the students taught every day.
	Study Resources – Select from the following or research to find others that are meaningful for you:
	Au, K. H. (2014). A multicultural perspective on policies for improving literacy achievement: Equity and excellence. Retrieved January 8, 2017 from https://www.routledgehandbooks.com/doi/10.4324/9781410605023
	Berliner, David C. (2009, March 9). Poverty and Potential: Out-of-School Factors and School Success. Retrieved from http://nepc.colorado.edu/publication/poverty-and-potential

Carey, B. (2013). Language gap between rich and poor children begins in infancy, Stanford psychologists find. *Stanford Report, September 25, 2013.* Retrieved June 16, 2021 from https://news.stanford.edu/news/2013/september/toddler-language-gap-091213.html

Carpenter, Vickie. (2017, February 28). Children deserve the best education, all the time. Retrieved from http://www.cpag.org.nz/children-deserve-the-best-education-all-the/.

Colker, L. J. (2014). The word gap: The early years make the difference. *Teaching Young Children*, 7(3). Retrieved from https://www.naeyc.org/resources/pubs/tyc/feb2014/the-word-gap

Ferlazzo, L. (2017, January 28). *Response: ELL students' home language is an asset, not a 'barrier'* [Blog post]. Retrieved from http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2017/01/response_an_ell_students_home_language_is_an_asset_not_a_barrier.html?cmp=eml-enl-eu-news3

Hart, B. and Risley. T. (2003). The early catastrophe: The 30 million word gap by age 3. *American Educator, 27(1),* 4 – 9. Retrieved from https://www.aft.org/sites/default/files/periodicals/TheEarlyCatastrophe.pdf

Hirsch-Pasek, K., Adamson, L., Bakerman, R., Owen, M., Golinkoff, R., Pace, A., Yust, P., & Suma, K. (2015). The contribution of early communication quality to low-income children's language success. *Psychological Science*, 26(7), 1 – 13. Retrieved from http://journals.sagepub.com/doi/full/10.1177/0956797615581493

Krashen, S. (2014) The Common Core: A disaster for libraries, a disaster for language arts, a disaster for American education. *Knowledge Quest* 42(3): 37-45. Retrieved from http://www.sdkrashen.com/content/articles/2014_the_common_core-_a_disaster_for_libraries%2C_a_disaster_for_language_arts%2C_a_disaster_for_american_education.pdf

Massachusetts Institute of Technology. (2017, June 12). Socioeconomic background linked to reading improvement: Dyslexic children from lower-income families benefit more from summer reading intervention. *ScienceDaily*. Retrieved June 16, 2021 from www.sciencedaily.com/releases/2017/06/170612153536.htm

Micklos, J. (2016, June 6). Harnessing the power of parents to reach reluctant readers. *ASCD Express.* Retrieved from http://www.ascd.org/ascd-express/vol11/1119-micklos.aspx
New York University. (2017, April 14). Low-income children missing out on language learning both at home and at school: A double dose of disadvantage. *ScienceDaily*. Retrieved June 15, 2021 from www.sciencedaily.com/releases/2017/04/170414105818.htm

New York University. (2018, April 30). Proximity to books and adult support enhance children's learning opportunities. *ScienceDaily.* Retrieved June 16, 2021 from www.sciencedaily.com/releases/2018/04/180430160455.htm

Neuman, S.B., & Moland, N. (2016). Book deserts: The consequences of income segregation on children's access to print. *Urban Education*. doi:10.1177/0042085916654525. Retrieved from https://static1.squarespace.com/static/5731ee0840261d67c7155483/t/57900a5f3e00bebc2bda304d/1469057632821/Neuman+and+Moland_Book+Deserts%2C+The+Consequence+of+Income+Segregation+on+Children%27s+Access+to+Print_2016.pdf

Parrett, W. & Budge, K. (2013). How does poverty Influence learning? *Edutopia.* Retrieved June 16, 2021 from http://www.edutopia.org/blog/how-does-poverty-influence-learning-william-parrett-kathleen-budge Stanford Report, September 25, 2013

Perkins, S. C., Finegood, E. D., & Swain, J. E. (2013). Poverty and language development: roles of parenting and stress. Innovations in clinical neuroscience, 10(4), 10–19.

	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3659033/ Schwab, J. F., & Lew-Williams, C. (2016). Language learning, socioeconomic status, and child-directed speech. *Wiley interdisciplinary reviews. Cognitive science*, *7*(4), 264–275. https://doi.org/10.1002/wcs.1393 https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5901657/ Vasconcelos, K. (2017, April 4). 3 Ways Poverty Impacts Children Learning to Read. *Scientific Learning*. [Blog post]. Retrieved from https://www.scilearn.com/blog/3-ways-poverty-impacts-children-learning-read Ward, D., Ed. (2021). Take poverty out of the literacy equation for good. *Language Magazine.* Retrieved June 16, 2021 from https://www.languagemagazine.com/2021/04/20/take-poverty-out-of-the-literacy-equation-for-good/ **Assignment #1: Complete attached assignment template. – WEIGHT X 2**
2	~~**Giving our Children a Fighting Chance.** The purpose of this assignment is to read and reflect on the abbreviated analysis of the text by Susan Neuman and Donna Celano, *Giving our Children a Fighting Chance: Poverty, Literacy, and the Development of Information Capital*. Students in a previous semester suggested that a professional article by the same authors could be substitute for the entire text, however I have copies of the full book if you would like to borrow. Students are not expected to create a detailed book outline or other traditional representations of reading. Instead, students should read with an eye for what matters most from a personal perspective. What lessons can be taken from this that can generally or specifically inform policy and practice at the classroom, school, district, or state level?~~ ~~**Study Resource:**~~ https://journals.sagepub.com/doi/pdf/10.1177/2381336916661543 ~~**Assignment #2: Sketch Notes – 2 page spread**~~
3	**What is hot? What should be hot?** The purpose of this assignment is to consider a range of current topics in language, literacy, and poverty and to consider all in terms of both current research and professional experience. The goal is to clarify thinking and to form a baseline from which the study can grow over the course of the semester. **Study Resource:** International Literacy Association. (2020). *What's hot in literacy report.* Newark, DE: Author. https://www.literacyworldwide.org/docs/default-source/resource-documents/whatshotreport_2020_final.pdf **Assignment #3: Complete attached assignment document.– WEIGHT X 2**
4	**What are the 'reading wars?'** The purpose of this module is to review current conversations around this statement, "The reading wars are over and science lost." The goal of this study is to clarify thinking based on readings and personal teaching experiences. **Study Resources:** The reading wars, explained [Audio podcast] *(28 minutes)* https://ed.stanford.edu/news/reading-wars-explained Riley, B. (2020). Drawing on reading science without starting a war. *Educational Leadership*, 77(5), 16-20. http://www.ascd.org/publications/educational-leadership/feb20/vol77/num05/Drawing-on-Reading-Science-Without-Starting-a-War.aspx A conversation with Daniel Willingham *(41 minutes)* https://amplify.com/science-of-reading-the-podcast/?utm_campaign=FY21_ElemLitSolutions_SORpodcast_National_season3&utm_medium=email&_hsenc=p2ANqtz-8v-hV4uZ1Z5L1K3Pp0o3mtrh1lOFkxYdRuw0SOUx3XmTLI4Lr_eUsi0KLziL3e48_pV0DZq60tGXDZXOr0Hf2OjdOn6g&_

	  Assignment #4: Sketch Notes – 2 page spread
5	**An overview of the 'science of reading'?** The purpose of this module is to begin an overview study of the science of reading in the literature. The goal of this study is to formulate initial thinking based on readings and personal teaching experiences. **Study Resources:** ***Longer Original Podcast with historical background:*** *(52 minutes)* Hanford, E. Hard Words: Why aren't kids being taught to read? (Podcast and Article). Retrieved from https://www.apmreports.org/episode/2018/09/10/hard-words-why-american-kids-arent-being-taught-to-read ***Shorter Follow-up Interview with Hanford:*** *(30 minutes)* Loewus, L. (2019, March 12). What teachers should know about the science of reading [Webinar and transcript]. In EdWeek Webinars. Retrieved from https://www.edweek.org/teaching-learning/what-teachers-should-know-about-the-science-of-reading-video-and-transcript/2019/03 **Assignment #5: Sketch Notes – 2 page spread**
6	**Deep Dive - The Science of Reading** The purpose of this module is to explore, in depth, the science of reading. The goal of this study is to develop deeper understandings about how the brain learns to read. **Study Resources:** *Quick starts:* **The Science of Reading Basics, Part 1: The Reading Brain** *(1.5 minutes)* https://www.youtube.com/watch?v=dWWCmuAEBB4 Reading is not hard-wired in the brain, and the neural pathways involved must be developed through successful instructional experiences. **The Science of Reading Basics, Part 2: The Simple View of Reading** *(2 minutes)* https://www.youtube.com/watch?v=QtDEMHMRd8E *Deep study:* **What is the Science of Reading?** *(75 minutes)* https://www.youtube.com/watch?v=Py4gcV_Sxy4 In this first part of our three-part series on The Science of Reading, we explore definitions of Science of Reading, four conceptual models of reading, and brain imaging studies. Session 1 note-catcher/ graphics organizer to support your learning: https://bit.ly/3iucdK0 Handouts for all three sessions: https://drive.google.com/file/d/1vUe4... **Additional Science of Reading Resources (if needed)** Goodwin, B. (2020). Cracking the reading code. *Educational Leadership*, 77(5), 84-85. http://www.ascd.org/publications/educational-leadership/feb20/vol77/num05/Cracking-the-Reading-Code.aspx Lubell, S. (2017, February 28). *The science of teaching reading* [Blog post]. Retrieved from: https://www.nctq.org/blog/The-Science-of-Teaching-Reading The Science of Reading and Amplify CKLA M (*66 minutes*) https://www.youtube.com/watch?v=v0TZflrYr4o **Assignment #6: Sketch Notes – 2 page spread**
7	**What is Scarborough's Rope?** *Quick start:* **The Science of Reading Basics, Part 3: Scarborough's Reading Rope** *(1.5 minutes)*

https://www.youtube.com/watch?v=JR7GbAHntQ4
This model illustrates that as decoding subskills become increasingly automatic and language comprehension subskills become increasingly strategic, skilled reading occurs.
Deep study:
Unraveling Scarborough's Reading Rope *(84 minutes)*
https://www.youtube.com/watch?v=lUJuPvaHkF0
In the second part of a three-part series on The Science of Reading, the individual skills strands on Scarborough's Reading Rope are studied. Use this Note Catcher to facilitate viewing: https://docs.google.com/document/d/10...
PDF Handouts for all three sessions are linked here: https://drive.google.com/file/d/1vUe4...

You may want to explore some of these additional resources:
Podcasts on each strand of Scarborough's Reading Rope:
Deconstructing the Rope: Language structures with Kate Cain
Deconstructing the Rope: An introduction with Dr. Jane Oakhill
Deconstructing the Rope: Vocabulary with Nancy Hennessy
Deconstructing the Rope: Language comprehension with Sonia Cabell
Deconstructing the Rope: Background knowledge with Susan Neuman
Deconstructing the Rope: Sight recognition with Dr. Bruce McCandliss
Deconstructing the Rope: Decoding with Dr. Louisa Moats
Deconstructing the Rope: Word recognition with Alice Wiggins
https://amplify.com/science-of-reading-the-podcast/?utm_campaign=FY21_ElemLitSolutions_SORpodcast_National_season3&utm_medium=email&_hsenc=p2ANqtz-8v-hV4uZ1Z5L1K3Pp0o3mtrh1lOFkxYdRuw0SOUx3XmTLI4Lr_eUsi0KLziL3e48_pV0DZq60tGXDZXOr0Hf2OjdOn6g&_hsmi=117637816&utm_content=117637815&utm_source=hs_email&hsCtaTracking=d505d988-456e-4c7b-b0b0-36d18f3d26bd%7Caf52b25a-22dd-49fb-a844-64e941598dd6

Assignment #7: Sketch Notes – 2 page spread

8	**Visible Learning for Literacy.** The purpose of this assignment is to explore John Hattie's *Visible Learning* research, specifically in terms of language and literacy learning for under-resourced learners. Fisher and Frey introduce key concepts from their book with Hattie (formerly required text for this course, but now condensed in this webinar) on what works, and more importantly, when it works. They explain the importance of effect size in determining one's impact on student learning, and explore the learning conditions needed as students go from surface learning, to deeper learning and transfer. Graphic organizers are effective, but when? When is reciprocal teaching best deployed? In collaboration with John Hattie, the authors have aligned literacy practices to phases of learning. **Study Resources:** https://www.youtube.com/watch?v=nRDPty92u0w *(60 minutes)* **Assignment #8 : Sketch Notes – 2 page spread**
9	**Accelerating Literacy with Precision Differentiation.** The purpose of this assignment is to explore ways that teachers face individual students, not statistics. Good teachers know that making an authentic connection with students—by recognizing their unique interests, needs, and preferences—is what's most likely to help them engage with schoolwork. No matter how magical the technology, it's no match for the power of human relationships! Kevin Baird offers specific and practical tips for accelerating literacy growth that leverage the teacher-student relationship. **Study Resources:** **https://media.edweb.net/edWebinar/?view=20181108edwebnet6** (102 minutes)

10	**10 Ways to Reimagine the Role of Educator as Literacy Leader.** The purpose of this assignment is to explore the concept of "literacy leader" beyond the school administrator. This false concept has allowed many classroom teachers and specialists to assume they do not have a voice and capacity to impact and influence others. This edWebinar hones in on ten different leadership principles that will move an educator from a successful leader to a significant leader. **Study Resources:** https://media.edweb.net/edWebinar/?view=20210323edweb42 *(60 minutes)* **Assignment #10: Sketch Notes – 2 page spread**
11	**How writing instruction can narrow the knowledge gap** **Study Resources:** Natalie Wexler – Science of Reading Symposium https://www.crowdcast.io/e/hhi79tmu/7 (44 minutes) **OR** Natalie Wexler on America's Knowledge Gap https://youtu.be/eBkHDGywBTk Ap4il 29,2021 *(59 minutes)* **Assignment #11 : Sketch Notes – 2 page spread**
12	**OP-tional Free Study.** The purpose of this assignment is to encourage your own personal study of any of the articles, webinars or other materials included as course references. The goal is to allow you to study around a topic that is of particular interest to you. Choose your topic, conduct your study, and create your sketch notes. (BE SURE TO INCLUDE AT LEAST 2 REFERENCES for this assignment.) **Study Resources:** Select from any of the resources listed below as "OP" resources, or any of your own. You must reference 2 resources in your assignment. **Assignment #12 : Sketch Notes – 2 page spread**
13 A	**Action Research #1 - Plan** The purpose of this assignment is to plan and implement action research around literacy learning lessons, including appropriate pre-assessments and post-assessments. The literacy focus may be the same in each lesson (Action Research #1, #2, and #3) or there may be multiple topics of study. The overarching goal is to apply practices in a strategic way, to collect and follow the data, and to monitor impact and develop appropriate responses as a result. Note that these studies are likely to be single lessons or activities, rather than extended action research studies, however the three studies, together, may extend across several days. **Assignment #13A : Action Research Document - PLAN**
13 B	**Action Research #1 - Implementation** The purpose of this assignment is to plan and implement action research around literacy learning lessons, including appropriate pre-assessments and post-assessments. The literacy focus may be the same in each lesson (Action Research #1, #2, and #3) or there may be multiple topics of study. The overarching goal is to apply practices in a strategic way, to collect and follow the data, and to monitor impact and develop appropriate responses as a result. Note that these studies are likely to be single lessons or activities, rather than extended action research studies, however the three studies, together, may extend across several days. **Assignment #13B: Action Research Document - IMPLEMENTATION**
14 A	**Action Research #2 - Plan** The purpose of this assignment is to plan and implement action research around literacy learning lessons, including appropriate pre-assessments and post-assessments. The literacy focus may be the same in each lesson (Action Research #1, #2, and #3) or there may be multiple topics of study. The overarching goal is to apply practices in a strategic way, to collect and follow the data, and to monitor impact and develop appropriate responses as a result. Note that these studies are likely to be single lessons or activities, rather than extended action research studies, however the three studies, together, may extend across several days. **Assignment #14A : Action Research Document - PLAN**

14 B	**Action Research #2 - Implementation** The purpose of this assignment is to plan and implement action research around literacy learning lessons, including appropriate pre-assessments and post-assessments. The literacy focus may be the same in each lesson (Action Research #1, #2, and #3) or there may be multiple topics of study. The overarching goal is to apply practices in a strategic way, to collect and follow the data, and to monitor impact and develop appropriate responses as a result. Note that these studies are likely to be single lessons or activities, rather than extended action research studies, however the three studies, together, may extend across several days. **Assignment #14B : Action Research Document - IMPLEMENTATION**
15 A	**Action Research #3 - Plan** The purpose of this assignment is to plan and implement action research around literacy learning lessons, including appropriate pre-assessments and post-assessments. The literacy focus may be the same in each lesson (Action Research #1, #2, and #3) or there may be multiple topics of study. The overarching goal is to apply practices in a strategic way, to collect and follow the data, and to monitor impact and develop appropriate responses as a result. Note that these studies are likely to be single lessons or activities, rather than extended action research studies, however the three studies, together, may extend across several days. **Assignment #15A : Action Research Document - PLAN**
15 B	**Action Research #3 - Implementation** The purpose of this assignment is to plan and implement action research around literacy learning lessons, including appropriate pre-assessments and post-assessments. The literacy focus may be the same in each lesson (Action Research #1, #2, and #3) or there may be multiple topics of study. The overarching goal is to apply practices in a strategic way, to collect and follow the data, and to monitor impact and develop appropriate responses as a result. Note that these studies are likely to be single lessons or activities, rather than extended action research studies, however the three studies, together, may extend across several days. **Assignment #15B : Action Research Document - IMPLEMENTATION**
16	**I used to think…And now I think…** The purpose of this module is to reflect on the entire course of study, specifically in terms of shifts in beliefs and practices around language, literacy, and poverty that have occurred as a result. **Study Resources:** All course materials. **Assignment #16 : Use attached document to record at least 15 shifts in thinking. - WEIGHT x 2**
OP	**What about teacher preparation?** Moats, L. (2019, May 29). *Hard words: What teachers don't know about teaching reading and what to do about it* [Webinar]. In EdWeb Webinars. Retrieved from https://www.voyagersopris.com/webinar-series/hard-words-what-teachers-dont-know-about-teaching-reading/confirm *(61 minutes)* Pimentel, S. (2018, October 26). Why doesn't every teacher know the research on reading instruction? *Education Week.* Retrieved from https://www.edweek.org/ew/articles/2018/10/29/why-doesnt-every-teacher-know-the-research.html
OP	**Conquering Dyslexia** *(80 minutes)* **https://www.readnaturally.com/knowledgebase/how-to/1/454**
OP	**The Five Pillars of Reading: A Foundation for Literacy Success in a Virtual World** https://media.edweb.net/edWebinar/?view=20200505edweb55 *(56 minutes)* **Infographics:** https://www.azed.gov/sites/default/files/2017/11/5%20pillars%20infographic%20Poster.pdf?id=5a1c969e3217e10144257f54 https://elearninginfographics.com/the-5-pillars-of-successful-reading-instruction-infographic/
OP	**Speech to Print: Language Essentials for Teaching Reading** https://media.edweb.net/edWebinar/?view=20200331edweb39 *Excellent and Very Technical (Moates on her new book) (49 minutes)*
OP	**The How and Why of Implementing a Sound Wall**

	https://www.voyagersopris.com/webinar-series/2021/the-how-and-why-of-implementing-a-sound-wall/confirm?utm_source=news&utm_medium=email&utm_campaign=2021_Q2_Webinar_Dahlgren_Registered *Outstanding Webinar –Primarily for teachers in elementary (53 minutes)*
OP	**5 Essential Strategies to Effectively Teach Letters and Sounds** https://media.edweb.net/edWebinar/?view=20210506edweb62
OP	**Rebuilding a Schoolwide Culture of Reading and Writing** https://media.edweb.net/edWebinar/?view=20210504edweb55
OP	**The Role of Explicit Foundational Skills in the Science of Reading** https://youtu.be/FIYG4fElOvI *Elementary Focus – Provides good information, but also tells about a program for purchase. (66 minutes)*
OP	**The Brain and Reading: Why Learning to Read Is Hard and What to Do About It** https://home.edweb.net/webinar/literacy20210208/ *Provides a good overview of several of the other resources included in this reference list. (65 minutes)*
OP	**The Science of Reading: Why Didn't We Learn What We Needed to Know in College?** Guest: Donna Hejtmanek, former educator and founder of "Science of Reading—What I Should Have Learned in College" Facebook Group *Excellent podcast! Also consider the super Facebook Group—I have learned so much there. (39 minutes)*
OP	**Middle Schoolers and Writing for Engagement** https://www.youtube.com/watch?v=4iE3P7S_h5A Additional Resources: https://www.aft.org/ae/summer2017/hochman-wexler https://researched.org.uk/2019/06/24/writing-and-cognitive-load-theory/ *Excellent webinar (and not just for Middle School)! Features Natalie Wexler---Highly Recommend (59 minutes)*
OP	**Science and Literacy Instruction: You Don't Have to Choose** https://media.edweb.net/edWebinar/?view=20210322edweb64 *Very good webinar – especially for anyone who teaches science. (60 minutes)*
OP	**Leveraging Social-Emotional Intelligence to Fast-Track Phonics Skills for Beginning and Struggling Readers: How to Use Brain Science as a Road Map to Accelerate Learning** with Katie Garner https://vimeo.com/564135525/e432e6d610 Website: https://www.thesecretstories.com/ *OUTSTANDING WEBINAR—especially for early grades! Accompanying materials are amazing! (120 minutes)*
OP	**Teaching Morphological Awareness: Let's be Word Scientists!** with Deb Glaser https://vimeo.com/563661349/d094325480 *SUPER WEBINAR on teaching reading to any age learner, including older students who struggle. (90 minutes)*
OP	**Improving Reading Comprehension at All Grades** with Dan Willingham https://vimeo.com/564370827/a570e30674 *SUPER WEBINAR – Helps to illuminate reading and writing assignments at all levels. (80 minutes)*
OP	**Schmoker, M. (2020). Radical Reset: The Case for Minimalist Literacy Standards.** *Educational Leadership*, **77(5), 44-50.** http://www.ascd.org/publications/educational-leadership/feb20/vol77/num05/Radical-Reset@-The-Case-for-Minimalist-Literacy-Standards.aspx
OP	**Redford, K. (2020). For reading comprehension, knowledge is power.** *Educational Leadership*, **77(5), 52-56.** http://www.ascd.org/publications/educational-leadership/feb20/vol77/num05/For-Reading-Comprehension,-Knowledge-Is-Power.aspx

OP	**Gabriel, R. (2020). Leadership for literacy.** *Educational Leadership*, **77(5), 68-72.** http://www.ascd.org/publications/educational-leadership/feb20/vol77/num05/Leadership-for-Literacy.aspx
OP	**Myracle, J. (2020). A district leader's education in early reading.** *Educational Leadership*, **77(5), 24-29.** http://www.ascd.org/publications/educational-leadership/feb20/vol77/num05/A-District-Leader's-Education-in-Early-Reading.aspx
OP	**Brimberry, C. R. (2020). Conversations in the margins.** *Educational Leadership*, **77(5), 73-76.** http://www.ascd.org/publications/educational-leadership/feb20/vol77/num05/Conversations-in-the-Margins.aspx
OP	**Kittle, P. (2020). Let them read, please.** *Educational Leadership*, **77(5), 77-81.** http://www.ascd.org/publications/educational-leadership/feb20/vol77/num05/Let-Them-Read,-Please.aspx SECONDARY FOCUS!
OP	**Tomlinson, C. A. (2020). Invitations to read.** *Educational Leadership*, **77(5), 92-93.** http://www.ascd.org/publications/educational-leadership/feb20/vol77/num05/Invitations-to-Read.aspx
OP	**Fisher, D., & Frey, N. (2020). Using language to learn.** *Educational Leadership*, **77(5), 86-87.** http://www.ascd.org/publications/educational-leadership/feb20/vol77/num05/Using-Language-to-Learn.aspx
OP	**Fisher, D., & Frey, N. (2020). Engaging middle school readers with access and choice.** *Educational Leadership*, **77(5).** http://www.ascd.org/publications/educational-leadership/feb20/vol77/num05/The-Skill,-Will,-and-Thrill-of-Reading-Comprehension.aspx
OP	**Everett, C. C. & Miller, D. (2020). The skill, will, and thrill of reading comprehension.** *Educational Leadership*, **77(5).** http://www.ascd.org/publications/educational-leadership/feb20/vol77/num05/Engaging-Middle-School-Readers-with-Access-and-Choice.aspx
OP	**Jago, C. (2020). For the love of books.** *Educational Leadership*, **77(5).** http://www.ascd.org/publications/educational-leadership/feb20/vol77/num05/For-the-Love-of-Books.aspx
OP	**Myracle, J. (2019, May 28). The hard part about reading instruction.** *Education Week.* Retrieved from https://www.edweek.org/ew/articles/2019/05/28/the-hard-part-about-reading-instruction.html?cmp=eml-enl-eu-news1-rm&M=58844468&U=1168664&UUID=93bfeab2270e7b0c3b743947ead9266e
OP	Furman, L. R. (2019, June 4). *Engaging young readers: Practical tools and strategies* [Webinar]. In EdWeb Webinars. Retrieved from https://home.edweb.net/webinar/learningp320190603/.
OP	Grimley, B., Arrowsmith, V., & Xiao, W. (2019, June 12). *Achieve transformative results by teaching academic language* [Webinar]. In EdWeb Webinars. Retrieved from https://home.edweb.net/webinar/personalizedlearning20190611/
OP	Kline, K. & Erickson, K. (2019, May 30). *Essential early literacy skills: What's missing* [Webinar]. In EdWeb Webinars. Retrieved from https://home.edweb.net/webinar/cpk20190529/ .
OP	Noland, T. (2019, June 27). *Why readers fail and how to break the cycle* [Webinar]. In EdWeb Webinars. Retrieved from https://home.edweb.net/webinar/readers20190626/ .
OP	Simmons, S. (2019, May 29). *Lower student stress, higher student outcomes for struggling readers* [Webinar]. In EdWeb Webinars. Retrieved from https://home.edweb.net/webinar/readers20190528/ .
OP	Simmons, S. (2019, May 29). *Lower student stress, higher student outcomes for struggling readers* [Webinar]. In EdWeb Webinars. Retrieved from https://home.edweb.net/webinar/readers20190528/ .
OP	Torres, C. & Rao, K. (2019, June 5). *UDL for language learners* [Webinar]. In Cast Webinars. Retrieved from http://www.cast.org/whats-new/events/2019/05/udl-for-language-learners.html?utm_source=CAST+Newsletter&utm_campaign=939c3811db-EMAIL_CAMPAIGN_2019_06_03_08_31_COPY_02&utm_medium=email&utm_term=0_7396dac1a2-939c3811db-55485573#.XRuu3I97mUk

Assignment #1 – Name the Issues

1. What do we mean by language and literacy, and how is poverty often connected? Explore each of these concepts through the lens of poverty and your students.
A. Define language. What does it mean in terms of the students <u>you</u> teach?
B. Define literacy. What does it mean in terms of the students <u>you</u> teach?
C. Use what you have learned about poverty from previous courses or your current readings to compile a list of focus points that support this statement: <u>Poverty (or the absence of resources) can negatively impact language and literacy</u>. Your list is not expected to be exhaustive, but you should include a minimum of 8 points, each of which are specific, factual, and grounded (briefly) in research. Think in terms of developing a list of key points that will justify this study of the impact of poverty on language and literacy along with associated school-based interventions.

	Focus Point	Research Base
Ex	Poverty can reduce child vocabulary size.	Hart and Risley (1998). Children of poverty have heard about 30 million fewer words than more affluent peers, resulting in smaller vocabulary and lower IQ.
1		
2		
3		
4		
5		
6		
7		
8		

Possible Goal	Possible Action Steps	Possible Roadblocks

Assignment 3 – What is Hot? What Should be Hot?

1. Review the report, responding to the following prompts. In each of these prompts in #1, think generally in terms of trends reflected in the report, but not in terms of specific strategies.

A. Outline your three BIG take-away trends or findings from the report.

B. Based on your experience, outline trend areas in which you <u>agree</u> with report findings.

C. Based on your experience, outline trend areas in which you <u>disagree</u> with report findings.

2. **Section 1 – Improving Literacy Outcomes: Setting the Stage** Read Section 1 and study the charts, and then use that information along with what you have learned in our previous courses to respond to the prompts that follow.

<u>IS</u> Hot - What is hot in my school or district?	<u>SHOULD BE</u> Hot - What should be hot in my school or district?

3. **Section 2 – Addressing Instructional Inequity** Read Section 2 and study the charts, and then use that information along with what you have learned in our previous courses to respond to the prompts that follow.

Which 3-5 'Barriers to Equity in Literacy Education' are most prevalent in your school or district?	What would you site as evidence for your assessment?

4. Section 3 – Ensuring Excellence in Reading Instruction Read Section 3 and study the charts, and then use that information along with what you have learned in our previous courses to respond to the prompts that follow.	
How is your school or district doing in terms of reading instruction excellence?	What would you site as evidence for each?
5. Section 4 – Promoting Access and Opportunity Read Section 4 and study the charts, and then use that information along with what you have learned in our previous courses to respond to the prompts that follow.	
What access and opportunity **STRENGTHS** are in place in your school or district?	What access and opportunity **AREAS FOR IMPROEMENT** are in place in your school or district?

Possible Goal	Possible Action Steps	Possible Roadblocks

Be sure to save your document so that you can submit it as soon as the Blackboard course is opened.

Assignments #13 – 15 - Action Research #1, Action Research #2, Action Research #3

Throughout the course of this study you have had opportunities to read from many sources, to consider theories and pedagogy, and to reflect on the impact of all.

In these action research assignments, you are encouraged to use this culmination of learning about language, literacy, and poverty to conduct and report on a case study conducted with a single under-resourced learner or a group.   (The idea is that this is a continuous study with the same learners, but if this is not possible, you may use different students for each of the three action research studies.

You will plan and implement a series of at least 3 literacy learning lessons, including appropriate pre-assessments and post-assessments.   The literacy focus may be the same in each lesson or there may be multiple topics of study. The overarching goal is to apply the practices you have explored in a strategic way, to collect and follow the data, and to monitor impact and develop appropriate responses as a result.   Note that these studies are likely to be single lessons or activities, rather than extended action research studies, however the three studies, together, may extend across several days.

ACTION PLAN AND IMPLEMENTATION

Assignment #16 - I used to think….And now I think…
Final Reflection

Introduction: This study of language, literacy, and poverty has now come full circle. It has included a study of the impact of poverty on language and literacy learning, a study of the science of learning to read, including specific instructional practices. This course focused first on the learner, then very squarely on the teacher and the power we have to put practices in place in a very strategic manner that can help us gauge impact and next steps. I hope you have been encouraged to try some new strategies, and to think about what you are already using that works well, as well as things you can adjust to achieve greater outcomes. Thank you for your study. Most importantly, thank you for your critical work with under-resourced learners, and ALL students. You are changing lives every day!

Use the chart to outline your shifts in thinking and practice as a result of this study. Please try to focus squarely on language and literacy practices, rather than more generalized practices, and include at least 15 shifts in thinking.	
I used to think…	Now I think…

	ASSSIGNMENT	Due	Points	Score
1	Name the Issues. *Complete attached assignment template. – WEIGHT X 2*	9/7	2x2	
~~2~~	~~Giving our Children a Fighting Chance.~~ DELETED ASSIGNMENT	X	0	
3	What is hot? What should be hot? *Complete attached assignment document.– WEIGHT X 2*	9/7	2x2	
4	What are the 'reading wars?' *Sketch Notes – 2 page spread*	9/14	2	
5	An overview of the 'science of reading' *Sketch Notes – 2 page spread*	9/21	2	
6	Deep Dive - The Science of Reading *Sketch Notes – 2 page spread*	9/28	2	
7	What is Scarborough's Rope? *Sketch Notes – 2 page spread*	10/5	2	
8	Visible Learning for Literacy. *Sketch Notes – 2 page spread*	10/12	2	
9	Accelerating Literacy with Precision Differentiation *Sketch Notes – 2 page spread*	10/19	2	
10	10 Ways to Reimagine the Role of Educator as Literacy Leader. *Sketch Notes – 2 page spread*	10/26	2	
11	How writing instruction can narrow the knowledge gap *Sketch Notes – 2 page spread*	11/2	2	
12	OP-tional Free Study. *Sketch Notes – 2 page spread*	11/9	2	
13A	Action Research #1 – PLAN *Action Research Document*	10/1	2	
13B	Action Research #1 – IMPLEMENTATION *Action Research Document*	10/22	2	
14A	Action Research #2 – PLAN *Action Research Document*	10/15	2	
14B	Action Research #2 – IMPLEMENTATION *Action Research Document*	11/5	2	
15A	Action Research #3 – PLAN *Action Research Document*	10/29	2	
15B	Action Research #3 – IMPLEMENTATION *Action Research Document*	12/1	2	
16	I used to think…And now I think… *Use attached document to record at least 15 shifts in thinking.*	12/1	2x2	
A 42-37 B+ 36 -34 B 33-31 C+ 30 -28 C 27-25 NC - Below 25		**TOTALS**	**42**	