

Week 1					
Essential Questions	Why is literacy so important?				
Outcome	Assignment	Assessment	Standards	Seat Time	
Outcome: Students will get to know each other and revise their current teaching roles to become active language teachers, no matter what subject they teach	Explain who they are, what they teach and why they are interested in learning about Active Literacy	Introduce yourself, subject, grade, and why you chose to take this course.	ELA Standards: 1,2,3,4 Students will read, write, listen, and speak for information, understanding, literacy response, expression, critical analysis, evaluation and social interaction	30 min	
Objective: To introduce the seven essential strategies: look at themselves, vocabulary, note taking, editing, speaking, and curriculum mapping	Read ch. 1	Read ch. 1 and reflect on your practices based on what you've learned from it. Reflect on the questions: What is your definition of a language learner? Comment on all aspects of the objective: What are the Seven Essential Strategies and How will you revise your curriculum to match them?	Key Ideas and Performance Indicators are specified according to grade level grouping (PreK-K-1, 2-3-4, 5-6, 7-8, 9-10-11-12). In this PreK-12 class students are asked to be aware of their grade's ELA Key Ideas and Indicators such as: acquire, interpret, apply, present their opinions, utilize appropriate social communication and transmit information correctly.	1 hr	
	Analyze their own practice to see what's missing in their current teaching and comment on classmates responses	Read others responses, reflect and comment. Ask classmates questions on what they do that works in their classroom.		1 hr	
Week 2					
Essential Questions	Why is literacy so important?				
Outcome	Assignment	Assessment	Standards	Seat Time	

Outcome: Students will learn three distinctive types of vocabulary	Read ch. 2	Read, Reflect, Comment on high-frequency words, special terminology, and embellishments	ELA Standards: 1,2,3,4 Students will read, write, listen, and speak for information, understanding, literacy response, expression, critical analysis, evaluation and social interaction	1 hr	
Objective: To introduce high-frequency words, specialized terminology, and embellishments	Embellish student vocab	Make a link to a list of High Frequency Words that you use. Explain how you use each word in your classroom. Try new words too. Make signs for your classroom posting high frequency words and post them here.	Key Ideas and Performance Indicators are specified according to grade level grouping (PreK-K-1, 2-3-4, 5-6, 7-8, 9-10-11-12). In this PreK-12 class students are asked to be aware of their grade's ELA Key Ideas and Indicators such as: acquire, interpret, apply, present their opinions, utilize appropriate social communication and transmit information correctly.	1 hr	
	Analyze your own practice to see what's missing in your current teaching and comment on classmates responses	Take suggestions from your classmates and respond to what you are going to try to do in the future		30 min	
Week 3					
Essential Questions	Why is literacy so important?				
Outcome	Assignment	Assessment	Standards	Seat Time	
Outcome: Students will be able to extract and react from text with creative note taking skills	Read ch. 3	Read, Reflect, Comment on all aspects of all four note taking forms	ELA Standards: 1,2,3,4 Students will read, write, listen, and speak for information, understanding, literacy response, expression, critical analysis, evaluation and social interaction	1 hr	

Objective: To understand and be able to use all four note taking forms	Utilize note taking practices with your students	Explain how you teach your students how to note take. Attach a lesson plan utilizing at least one of the new skills you have just learned.	Key Ideas and Performance Indicators are specified according to grade level grouping (PreK-K-1, 2-3-4, 5-6, 7-8, 9-10-11-12). In this PreK-12 class students are asked to be aware of their grade's ELA Key Ideas and Indicators such as: acquire, interpret, apply, present their opinions, utilize appropriate social communication and transmit information correctly.	30 min	
	Analyze your own practice to see what's missing in your current teaching and comment on classmates responses	Take suggestions from classmates and respond with stars and wishes		30 min	
Week 4					
Essential Questions	Why is school wide collaborative planning the key to literacy success?				
Outcome	Assignment	Assessment	Standards	Seat Time	
Outcome: Students will be able to edit and revise independently	Read ch. 4	Read, Reflect, Comment on all aspects of the "new" writing rubric.	ELA Standards: 1,2,3,4 Students will read, write, listen, and speak for information, understanding, literacy response, expression, critical analysis, evaluation and social interaction	1 hr	
Objective: A K-12 writing rubric will be formed and used in every classroom	Develop your own user friendly grade appropriate rubric	Post your rubric	Key Ideas and Performance Indicators are specified according to grade level grouping (PreK-K-1, 2-3-4, 5-6, 7-8, 9-10-11-12). In this PreK-12 class students are asked to be aware of their grade's ELA Key Ideas and Indicators such as: acquire, interpret, apply, present their opinions, utilize appropriate social communication and transmit information correctly.	30 min. to write your rubric	

	Analyze your own practice to see what's missing in your current teaching and comment on classmates responses	Evaluate and give suggestions to each other on your rubrics. Comments to each other are essential. Help each other build rubrics that are clear and consist for your students.		1 hr	
Week 5					
Essential Questions	Why is school wide collaborative planning the key to literacy success?				
Outcome	Assignment	Assessment	Standards	Seat Time	
Outcome: Students will be able to speak and listen in discussion type groups	Read ch. 5 and 6	Read, Reflect, Comment on your discussion type strategy	ELA Standards: 1,2,3,4 Students will read, write, listen, and speak for information, understanding, literacy response, expression, critical analysis, evaluation and social interaction	1 hr	
Objective: To understand the four types of discussion types ranging from low to high teacher directedness to low to high student directedness	Discuss with focus and purpose by using volume, tonal range, articulation, pace, eye contact, body movement and presence	Ask and answer questions with your classmates on how you discuss with focus. Give an example of a classroom discussion and the power of effective communication that occurred during it.	Key Ideas and Performance Indicators are specified according to grade level grouping (PreK-K-1, 2-3-4, 5-6, 7-8, 9-10-11-12). In this PreK-12 class students are asked to be aware of their grade's ELA Key Ideas and Indicators such as: acquire, interpret, apply, present their opinions, utilize appropriate social communication and transmit information correctly.	30 min	
	Analyze your own practice to see what's missing in your current teaching and comment on classmates' responses	Check out examples of speaking rubrics at http://www.nald.ca/CLR/Btg/ed/evaluation/speaking.htm#speaking and at http://www.medievia.com/whsfl/speaking.html How do you assess speaking in your classroom?		1 hr	
Week 6					

Essential Questions		Why is school wide collaborative planning the key to literacy success?			
Outcome	Assignment	Assessment	Standards	Seat Time	
Outcome: Students will make active literacy K-12 curriculum maps	Read ch. 7	Read, Reflect, Comment on why you should Map Literacy.	ELA Standards: 1,2,3,4 Students will read, write, listen, and speak for information, understanding, literacy response, expression, critical analysis, evaluation and social interaction	45 min. to read ch.	
Objective: To understand and utilize all seven phases mapping procedures and conclude with a unifying schoolwide vehicle to ensure active literacy in every classroom.	Divide into groups across grade levels and make a K-12 Literacy Curriculum map	Cross Reference the book, <i>Mapping the Big Picture: Integrating Curriculum and Assessment K-12</i> (Jacobs, 1997)	Key Ideas and Performance Indicators are specified according to grade level grouping (PreK-K-1, 2-3-4, 5-6, 7-8, 9-10-11-12). In this PreK-12 class students are asked to be aware of their grade's ELA Key Ideas and Indicators such as: acquire, interpret, apply, present their opinions, utilize appropriate social communication and transmit information correctly.	1.5 hr to create a curriculum map with your classmates	
	Analyze your own practice to see what's missing in your current teaching and comment on classmates maps			30 min.	
Course Evaluation				15 min.	