

**Implementing Literacy Topics to Support ELL  
EDUO 9932**

**3 Semester Credits/Units**

May 7 - 30, 2019

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**Syllabus**

**Location and Dates:**

**Location:** Bellevue School 1020 E. Bellevue Rd Atwater, CA 95301

**Dates:** May 7-30, 2019 Tuesdays/Thursdays 4:00pm – 7:30 pm; Sundays 11th and 25th 8:00 am – 5:00 pm

**Course Overview**

Receive an overview of various literacy titles for the primary classroom with ELD focus. The following literacy skills will be developed for all literacy curriculum, oral language, phonemic awareness, phonics, vocabulary development, fluency reads, and comprehension skills.

**Course Description**

Literacy Topics will be developed throughout class sessions. Each class session will consist of 3-4 Literature Titles. A literature Pocket for each literature book will be developed with curriculum pieces for the following: reading, writing, vocabulary, phonemic awareness, and fluency read. Book Talks will accompany each class session.

**Course Objectives**

Teachers will have the opportunity to:

1. Participate in presenting a lesson of their choice that supports both ELA/ELD Standards for reading and writing.
2. Complete various curriculum pieces that support CCSS as well as ELD Standards. \
3. Identify and label curriculum with CCSS according to the grade level taught by each teacher.

**Course Assignments**

1. Research and address standards for all curriculum developed during class sessions according to the participants grade level. A "Curriculum Standards Log" will be turned in on the last class session.
2. Present a lesson of choice to the class. Each lesson will include a Lesson Write Up with copies of any worksheets/materials needed to complete lesson for all participating teachers and instructor.
3. Complete a "Book Talk" with the class. Introduce literature book along with ISBN number and give a brief overview about the story. Create a collection of literature titles to use for future reads with students.

**May 7** Course Expectations/Introductions  
Book Talks/Lesson Sign Up

- \*\* Letter Aa Crown with Vocabulary
- \*\* Letter Bb Crown with Vocabulary
- \*\* Initial Consonant “B” Book Pocket “What Is In Bear’s Box”
- \*\* Initial Consonant “C &K” Book Pocket “ I Can Count”
- \*\* “Aa Vocabulary Apple Book” with letter Aa Writing Connections for Student Writing
- \*\* “Bb Vocabulary Bear Book” with letter Bb Writing Connections for Student Writing
  
- \*\* Book Talk Mrs. Zambrano
  
- \*\* Research/write up CCSS and label each curriculum piece according to grade level taught by each teacher.

**May 9** \*\* Initial Consonant “D” Book Pocket “Daisy Dances”

- \*\* Initial Consonant “F” Book Pocket “What Is Funny”
- \*\* “Cc Vocabulary Cake Book” with letter Cc Writing Connections for Student Writing
- \*\* “Dd Vocabulary Dog Book” with letter Dd Writing Connections for Student Writing
- \*\* Letter Cc Crown with Vocabulary
- \*\* Letter Dd Crown with Vocabulary
  
- \*\* Teacher Lesson Presentation
- \*\* Teacher Lesson Presentation
  
- \*\* Teacher “Book Talk”
- \*\* Teacher “Book Talk”
  
- \*\* Research/write CCSS and label each curriculum piece according to grade level taught by each teacher.

**May 11** \*\* Initial Consonant “G” Book Pocket “Good-Bye”

- \*\* Initial Consonant “H” Book Pocket “Hurry Up Henry”
- \*\* Initial Consonant “J” Book Pocket “J Is For ....”
- \*\* Initial Consonant “L” Book Pocket “Little Lemon Lollipops”
- \*\* Initial Consonant “M” Book Pocket “Monkey Made a Mess”
- \*\* “Ee Vocabulary Elephant Book” with letter Ee Writing Connections for Student Writing
- \*\* “Ff Vocabulary Fish Book” with letter Ff Writing Connections for Student Writing
- \*\* “Gg Vocabulary Goose Book” with letter Gg Writing Connections for Student Writing.
- \*\* “Hh Vocabulary House Book” with letter Hh Writing Connections for Student Writing.
- \*\* “Ii Vocabulary Igloo Book” with letter Ii Writing Connections for Student Writing
- \*\* Letter Ee Crown with Vocabulary
- \*\* Letter Ff Crown with Vocabulary
- \*\* Letter Gg Crown with Vocabulary
- \*\* Letter Hh Crown with Vocabulary
- \*\* Letter Ii Crown with Vocabulary

- \*\* Teacher Lesson Presentation
- \*\* Teacher Lesson Presentation
- \*\* Teacher Lesson Presentation

- \*\* Teacher “Book Talk”
- \*\* Teacher “Book Talk”
- \*\* Teacher “Book Talk”

- \*\* Research/write CCSS and label each curriculum piece according to grade level taught by each teacher.

- May 14**
- \*\* Initial Consonant “N” Book Pocket “No, No, Nicky”
  - \*\* Initial Consonant “P” Book Pocket “Picnic At The Park”
  - \*\* “Jj Vocabulary Jar Book” with letter Jj Writing Connections for Student Writing
  - \*\* “Kk Vocabulary Kangaroo Book” with letter Kk Writing Connections for Student Writing.
  - \*\* Letter Jj Crown with Vocabulary
  - \*\* Letter Kk Crown with Vocabulary

- \*\* Teacher Lesson Presentation
- \*\* Teacher Lesson Presentation

- \*\* Teacher “Book Talk”
- \*\* Teacher “Book Talk”

- \*\* Research/write CCSS and label each curriculum piece according to grade level taught by each teacher.

- May 16**
- \*\* Initial Consonant “Q” Book Pocket “Quiet, Please”
  - \*\* Initial Consonant “R” Book Pocket “Rock-and-Roll Rabbit”
  - \*\* “Ll Vocabulary Lollipop Book” with letter Ll Writing Connections for Student Writing
  - \*\* “Mm Vocabulary Mitten Book” with letter Mm Writing Connections for Student Writing
  - \*\* Letter Ll Crown with Vocabulary
  - \*\* Letter Mm Crown with Vocabulary

- \*\* Teacher Lesson Presentation
- \*\* Teacher Lesson Presentation

- \*\* Teacher “Book Talk”
- \*\* Teacher “Book Talk”

- \*\* Research/write CCSS and label each curriculum piece according to grade level taught by each teacher.

- May 21**
- \*\* Initial Consonant “S” Book Pocket “Sally and Sammy”
  - \*\* Initial Consonant “T” Book Pocket “Tick-Tock Time”
  - \*\* “Nn Vocabulary Nest Book” with Nn Writing Connections for Student Writing
  - \*\* “Oo Vocabulary Octopus Book” with letter Oo Writing Connections for Student Writing.

- \*\* Letter Nn Crown with Vocabulary
- \*\* Letter Oo Crown with Vocabulary

- \*\* Teacher Lesson Presentation
- \*\* Teacher Lesson Presentation

- \*\* Teacher "Book Talk"
- \*\* Teacher "Book Talk"

- \*\* Research/write CCSS and label each curriculum piece according to grade level taught by each teacher.

- May 23**
- \*\* Initial Consonant " V" Book Pocket "Vinny's Book of V"
  - \*\* "Pp Vocabulary Pig Book" with letter PP Writing Connections for Student Writing
  - \*\* "Qq Vocabulary Quilt Book" with letter Qq Writing Connections for Student Writing
  - \*\* Letter Pp Crown with Vocabulary
  - \*\* Letter Qq Crown with Vocabulary

- \*\* Teacher Lesson Presentation
- \*\* Teacher Lesson Presentation

- \*\* Teacher "Book Talk"
- \*\* Teacher "Book Talk"

- \*\* Research/write CCSS and label each curriculum piece according to grade level taught by each teacher.

- May 25**
- \*\* Initial Consonant "W" Book Pocket "What Is The Weather"?

- \*\* Initial Consonant "Z" Book Pocket "Little Zebra"
- \*\* "Rr Vocabulary Rabbit Book" with letter Rr Writing Connections for Student Writing
- \*\* "Ss Vocabulary Snake Book" with letter Ss Writing Connections for Student Writing
- \*\* "Tt Vocabulary Turtle Book" with letter Tt Writing Connections for Student Writing
- \*\* "Uu Vocabulary Umbrella Book" with letter Uu Writing Connections for Student Writing.
- \*\* "Vv Vocabulary Vest Book" with letter Vv Writing Connections for Student Writing
- \*\* Letter Rr Crown with Vocabulary
- \*\* Letter Ss Crown with Vocabulary
- \*\* Letter Tt Crown with Vocabulary
- \*\* Letter Uu Crown with Vocabulary
- \*\* Letter Vv Crown with Vocabulary

- \*\* Teacher Lesson Presentation
- \*\* Teacher Lesson Presentation
- \*\* Teacher Lesson Presentation

- \*\* Teacher "Book Talk"
- \*\* Teacher "Book Talk"
- \*\* Teacher "Book Talk"

\*\* Research/write CCSS and label each curriculum piece according to grade level taught by each teacher.

- May 28** \*\* “Ww Vocabulary Web Book” with letter Ww Writing Connections for Student Writing,  
 \*\* “Xx Vocabulary X-Ray Book” with letter Xx Writing Connections for Student Writing  
 \*\* Letter Ww Crown with Vocabulary  
 \*\* Letter Xx Crown with Vocabulary
- \*\*Teacher Lesson Presentation  
 \*\* Teacher Lesson Presentation
- \*\* Teacher “Book Talk”  
 \*\* Teacher “Book Talk”
- \*\* Research/write CCSS and label each curriculum piece according to grade level taught by each teacher.

- May 30** \*\* “Yy Vocabulary Yarn Book” with letter Yy Writing Connections for Student Writing  
 \*\* “Zz Vocabulary Zebra Book” with Zz Writing Connections for Student Writing  
 \*\* Letter Yy Crown with Vocabulary  
 \*\* Letter Zz Crown with Vocabulary
- \*\* Teacher Lesson Presentation  
 \*\* Teacher Lesson Presentation
- \*\* Teacher “Book Talk”  
 \*\* Teacher “Book Talk”
- \*\* Research/write CCSS and label each curriculum piece according to grade level taught by each teacher.

### Course Assessment Rubric:

EXCELLENT	ACCEPTABLE	NOT ACCEPTABLE
Meets or Exceeds Course Objectives: <b>A to A-</b>	Majority of Work Meets Course Objectives; <b>B+ to B-</b>	Needs Considerable Improvement: Resubmit Work Suggested: <b>C or below</b>
Participate in all class discussion and activities	Is more of an observer than participant	Not attentive to group discussions
Active in Collaboration with grade level	Interacted periodically	Non-participant
All work submitted reflects in-depth understanding of course objectives.	Most work submitted reflects in-depth understanding of course objectives.	Work shows little or no in-depth understanding of course objectives.
Assignment responses shows evidence of new knowledge evidenced by resources found for project	Most responses show evidence of new knowledge evidenced by some resources found for projects	Responses show little to no evidence of new knowledge evidenced by few resources found for project

Work submitted was organized and clearly articulated.	Most work submitted was organized and clearly articulated.	Work submitted was not organized or not clearly articulated.
Assignment content and required projects were original.	Assignment content and required projects were original.	Evidence that not all assignment content and required projects were original.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.