EA 105 Literacy Strategies

Maskwacis Cultural College

# Course Description

This course is an extension of the literacy strategies that were covered in its prerequisite course EA 96 Introduction to Instructional Support Strategies. This course will lead educational assistants towards mastery in teaching and working with students in the areas of English language arts instruction – listening, speaking, reading, writing, viewing and representing. Emphasis will be given to both reading and writing within this discipline.

# General Objectives

Educational assistants taking this course will:

* Develop an understanding of the different strands of English language arts.
* Learn how to administer universal screening and/or diagnostic reading assessments (Fountas & Pinnell and/or Basic Reading Inventory as they are the most commonly used in Maskwacis schools).
* Develop an understanding of strategies that will help students improve their reading.
* Develop an understanding of strategies that will help students improve their writing.

# Topics Covered

The following topics will be covered in this course:

1. The different strands of English language arts and how they are commonly taught or learned throughout the grades.
2. Universal Screening/Diagnostic Reading Assessments
3. Reading Strategies
4. Writing Strategies

# Resources

The following are the recommended resources, according topic, for this course:

1. Alberta Education English Language Arts Program of Studies (K-9 or HS)
2. Fountas & Pinnell and Basic Reading Inventory handouts (as deemed necessary by the instructor)
3. Essential Reading Strategies for the Struggling Reader: Activities for an Accelerated Reading Program for the University of Texas at Austin
4. Sentence construction, note taking, paragraph, essay, or narrative story writing handouts (as deemed necessary by the instructor)

# Evaluation

As with any course in the EA Level 2 certification program, there should be a balanced approach to evaluation – a balance between the practical hands on learning and the demonstration of understanding through post secondary level writing.

# Topical Weightings

The course evaluation will be broken down as follows:

1. Strands of English Language Arts 25%
2. Universal Screening/Reading Assessments 25%
3. Reading Strategies 25%
4. Writing Strategies 25%

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Total 100%

NOTE: It will be the discretion of the course instructor to determine how the assignments for this course will develop mastery of the concepts learned in the different topics and that they will be well balanced between hands on learning and demonstrating understanding through post secondary level writing.

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# Course Instruction Details

The following information is required to be covered throughout this course. This information is intended for the instructor’s use to help in developing and selecting course material, readings, activities, and assessments. The following section should NOT be distributed to the students as a handout.

# Course Evaluation Recommendations

The syllabus for this course outlines the required topics and evaluation components. Specific assignments will need to be developed by the instructor of this course. It is recommended that the instructor contact district level learning leaders or the literacy coaches within the four band school authorities should there be any questions related to teaching the topics outlined for this course.

# Required Topics to Teach

1. Strands of English Language Arts

For this topic, educational assistants will develop an understanding of:

* 1. Alberta Education’s programs of study for K-12 English language arts.
  2. The different General Outcomes (GOs) of the programs of study
  3. The different Specific Outcomes (SOs) found within the GOs of the programs of study.
  4. How teachers translate the GOs and SOs of the programs of study into meaningful learning opportunities for students.
  5. How listening, speaking, reading, writing, viewing and representing are often taught and assessed in a typical English language arts class and how educational assistants can either support this teaching or develop this teaching on their own as they work with students.

1. Universal Screening/Diagnostic Reading Assessments

For this topic, educational assistants will develop and understanding of:

* 1. What the Fountas & Pinnell (F&P) and the Basic Reading Inventory (BRI) are and why they are used.
  2. How to properly administer the F&P and BRI assessments with students.
  3. How to properly calculate and interpret the results of the F&P and BRI to better understand student learning needs and how to address those needs.

1. Reading Strategies

For this topic, educational assistants will develop an understanding of:

* 1. Fluency
  2. Phonological awareness
  3. Phonemic awareness
  4. Instructional Reading (reading comprehension, decoding)
  5. Work Analysis/Spelling Basics

NOTE: Each of these reading strategies are outlined, how to teach them, and accompanying activities are found in the accompanying Essential Reading Strategies for the Struggling Reader: Activities for an Accelerated Reading Program for the University of Texas at Austin.

1. Writing Strategies

For this topic, educational assistants will develop an understanding of:

* 1. Basic sentence construction and use of sentence frames to help children learn proper sentence construction
     1. This can include, but is not limited to, Subject, Verb, Object (SVO) and other basic sentence constructions.
  2. Note taking strategies to help students properly record important points as they read
  3. Paragraph construction
     1. Topic sentences
     2. Informational or supporting sentences
     3. Concluding sentences
  4. Five paragraph essay construction
     1. Introductions and thesis statements
     2. Supporting body paragraphs
     3. Conclusions
  5. Narrative story construction
     1. Introductions (character and setting development)
     2. Conflict (man vs. man, man vs. nature, man vs. self)
     3. Complications (problems that stop the protagonist from solving the main problem/conflict in the story)
     4. Climax (highest point of action in the story)
     5. Resolution (wrapping up the story, tying up loose ends)
     6. Conclusion (moral, lesson, point to the story)