Penn Literacy Network

University of Pennsylvania

Graduate School of Education

PLN 1

Critical Reading & Writing in Support of Learning

Secondary Level

Mifflin County School District

**Facilitator: Diane Hubona** [**dhubona@iu08.org**](mailto:dhubona@iu08.org)

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### COURSE DESCRIPTION

This continuing education graduate level, credit-bearing course examines approaches for incorporating reading, writing, talking, listening and thinking across the curriculum. Throughout this seminar participants will learn and share a variety of practical strategies for integrating PLN experiences and approaches into their current programs. This is not an add-on approach to teaching and learning; it is a set of theoretical frameworks for guiding curricular best practice and decision-making.

**OBJECTIVES**

This course examines strategies for incorporating reading, writing, and talking across the curriculum. Specifically, it addresses the Penn Literacy Framework and the Lenses of Learning in which varied language experiences are seen as integral to learning. Participants read and write about the implementation of this framework and its connections to the PA Core Standards. In addition, they develop and facilitate lessons that incorporate reading, writing, talking, and listening in their content areas.

The enduring understandings of this course will include:

**The Four Lenses of Learning**

* Learning as meaning-centered
* Learning as social
* Learning as language-based
* Learning as human

The framework also includes the Five Reading/Writing/Talking Processes that immerse students in reading, writing, talking, and listening across the curriculum. They include:

**The Five Reading/Writing/Talking Processes**

* Reading: Transacting with Texts
* Writing: Composing Texts
* Extending Reading and Writing
* Investigating Language
* Learning to Learn

### COURSE REQUIREMENTS

**Attendance:** Attendance and participation are vital to the success of the class. All participants are expected to attend every class. Each session will be held 8:30 a.m.-3:00 p.m. Class dates are:

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| **Dates** |
| July 27, 2015  July 28, 2015  August 10, 2015  September 19, 2015  October 19, 2015 |
| All sessions will meet at Mifflin County High School |

**Participation:** Central to the course is the sharing of ideas among participants. In addition to talking about the course readings, participants will share plans of how they will implement particular reading/writing/talking/listening strategies in their content areas. During each class meeting, students will also participate in demonstrations of reading/writing/talking/listening strategies.

**Journals:** During the course, participants will submit a total of 3 strategy try-out journal entries. Each entry should be one to two typed pages in length and should be a reflection on the implementation of one of the strategies learned in class. In addition, journaling will be used during the class sessions in order to record the participants’ reactions to readings and the strategies introduced. Participants will routinely be asked to “Jot-a-Thought” throughout each session. These reflections should be written in the notebook provided. Finally, an online discussion board format will be utilized for each participant to discuss assigned readings from Dr. Mort Botel’s *The Plainer Truths*.

**Readings and Discussions:** Participants’ interests, insights, and questions are critical to the class conversation. Everyone is expected to keep up with the readings and to contribute to these discussions.

**Final Project:** All participants will be required to submit a final project that should reflect the theory and practice of PLN 1. Participants should schedule outside of class time to collaborate with colleagues on their projects. The project may be completed as pairs, as a group or individually. The project should be a significant unit of literacy-based instruction that reflects the following characteristics:

* The project is informed by the theory of Penn Literacy (Four Lenses of Learning and the R-W-T Processes)
* The unit and the lessons are standards-based and developed according to the BDA conceptual framework (**before** reading activities, **during** reading activities, and **after** reading activities)
* The lessons contain literacy-rich strategies and activities that may include but are not limited to the following: Do Now, Ticket out the Door, Group Reading Talk, Jigsaw, Literature Circles, Collins Writing, etc.

### EVALUATION

The final course grade is based on the following criteria:

* Attendance at all class meetings
* Participation in class discussions and activities
* Independent activity log
* Completion of three try-out journal reflections **plus** the final reflection journal; Also, participation online in response to assigned readings shared online through the use of tech tools and discussion boards.
* Final project and presentation

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### Session 1: A Framework for Learning

Introductions

Icebreaker – “Taking the Pulse”

Course Syllabus and Materials

*Reflection on Literacy* - text rendering—Kidder excerpt

Note-making from narrative and informational text

Pair share/whole group share out

The Four Lenses of Learning: Creating Engaged, Motivated, Curious Learners

Written Conversations - *Students Learn Best When…*

Assign 4 lenses reading for homework – resource book pages A5-A13; each group gets one lens

Group Consensus Building Template

An Effective Model of Engagement

Parking Lot Activity

LUNCH

The Five Reading/Writing/Talking Processes—briefly introduced

Transacting with text

Extending reading and writing

Investigating language

Composing text

Learning to learn

Reading and Writing in the Math Classroom

*Math Talk*—text rendering

Vocabulary Development

Word Walls

*The Birthday Party* BDA Model Lesson

3-2-1 Ticket out the Door!

Homework:

* Assigned section of the 4 lenses of learning jigsaw
* Journal #1: 1-2 page reflection on today’s learning

### Session 2: A Focus on Composing Text and Transacting with Text

Unity Builder – *Puzzle Piece Sort*

Reflection Sharing

Group Reading Talk Jigsaw - 4 lenses of learning reading, reading template, consensus building

Reading Research - Anticipation Guide, *Reading for the 21st Century* – text rendering, Debrief

Good Readers…Chalk Talk

BDA Lesson—Close Reading and Text-Dependent Questioning

LUNCH

Composing Text - *The Dinner Party* BDA, Word Splash, Revisiting the Text

Introduce the Final Project - Paper criteria, examine sample projects, brainstorm ideas

Ticket out the Door - Instructional Strategies Bingo

Homework Assignment for Day 2

* Journal #2: Written 1-2 page reflection

How do you currently infuse literacy in your lessons? What will you start doing this

year?

* Read excerpt from *The Plainer Truths* and respond to prompt using the online discussion board specified for this class. Post three things that stood out for you concerning the reading. Please read the other postings and respond to at least one other participant.

### Session 3: A Focus on Extending Reading and Writing

Icebreaker Writing Activity – *The Power of Partnerships*

*What do they have in common?*

Lesson Strategy Try-out – Pair/Share

Vocabulary Brainstorm for Writing – Vietnam War topic

Gallery Walk

*Dear Howard* (C44) writing assignment evaluated

Document Review/Scoring Writing Assignments

Writing to Learn – The Research

Jot-a-Thought

BREAK

Collins Types 1-5 Writings Overview (C7-C14)

Samples (C16-C36)

Guided Notes – FCA’s (C12, C22-C39)

LUNCH

Breakout Sessions:

Writing to Learn Math/Math Journaling and other writing strategies

OR

I-Search – The Alternative to the Research Paper

-Developing the format for I-Search papers

- Sample BDA—I Search Activity

-Taking teachers through the process, one step at a time

-Selecting the “burning question”

Final Project Review of Samples/Collaboration time provided

Ticket-Out-the-Door *Six Word Memoir*

**Assignment:**

* Complete Final Project. Bring a copy for share-out purposes to the last session. Also, remember to include Independent Activity Log.
* Read *The Bet* by Anton Chekhov - For use in literature circles next session

### Session 4

Icebreaker – *Birds of a Feather!* Literacy Quotes

*PLN Rewind* – KWL Chart

Lesson Strategy Tryout Share – Table Talk/Whole Group share-out

*What Do Good Readers Do?* Chalk Talk Activity

BREAK

BDA Science Application – *The Turning Wheel*

LUNCH

Literature Circles – The Process

Before Activity – Wordle

Guided Notes

*Practice Makes Perfect!* – Literature Circles using *The Bet*

Role Sheets, discussion templates

Jot-a-Thought – Benefits of Lit Circles/Pitfalls of Lit Circles

Debrief using 4 lenses of learning

Taking the Pulse – PIIC Mid-point Survey

Final Project Criteria reviewed – sample projects on display

3-2-1 Ticket-Out-The-Door

**Assignment:**

* Journal #3: Strategy tryout and written 1-2 page reflection
* Read excerpt from *The Plainer Truths* and respond to prompt using the online discussion board specified for this class.

Post three things that stood out for you concerning the reading. Please read the other postings and respond to at least one other participant.

### Session 5

Icebreaker – *Find Someone Who Can…*

Using Text Sets to Motivate Readers

Quotation Mingle – lecture alternative, comprehension strategy

Leveled Articles to Engage All Readers

Group Reading Share-Out template

Comparison Alley – *Teaching Then and Now*

21st Century Learning Skills – text rendering

BREAK

Using Visuals – Before/During/After Reading

BDA lesson using historical archived photos

LUNCH

Final Project Presentations - Share-out/Table Talk

Final Course/Facilitator Evaluations