

**CALIFORNIA STATE UNIVERSITY SAN MARCOS
SCHOOL OF EDUCATION
EDUC 613**

Reading and Writing Strategies for Monolingual and Bilingual Learners

Spring 2012, CRN 22139

Tuesdays 5:30-8:15, UH 257

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School of Education Mission Statement

The mission of the School of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

(Adopted by SoE Governance Community October, 1997)

California Commission on Teacher Credentialing Standards

This course has been aligned with the Standards of Program Quality and Effectiveness for the Reading Certificate and Reading Specialist Credential (1998) as approved by the California Commission on Teacher Credentialing. These standards have been integrated thematically throughout the courses offered by the Literacy Program in the School of Education. Particularly, this course addresses the following standards: intervention strategies at early and intermediate levels (research-based intervention models); areas of study related to reading and language arts: certificate level; application of research-based and theoretical foundations; leadership skills and professional development; research methodology; areas of study related to reading and language arts: specialist level; analysis and application of research; and advanced professional perspective.

Course Description

The course focuses on the examination of the theory, research, and practices that affect reading and writing for monolingual and bilingual students. A variety of elements of a balanced literacy program are covered, including English language structure, fluency, reading comprehension, second language acquisition and transfer strategies, the socio-cultural aspects of literacy, and research-based instructional strategies and interventions aligned with assessment to support literacy development. Based on current theory, practices, and research-based skills and knowledge about instructional strategies, the following elements of a balanced reading program are covered in this course:

- The development of instructional strategies, aligned with ongoing formal and informal assessment, that meet the needs of all students – proficient readers and writers, struggling students, English language learners, etc.
- A review of the structure of the English language and how reading and writing acquisition are affected by phonology, morphology, syntax, and semantics; second language acquisition; models of bilingual education; relationships among language, spelling, reading, and writing; and psychological and sociolinguistic aspects of reading and writing. Including transfer strategies from primary language reading skills into English language reading skills and how second language learners develop literacy in culturally appropriate contexts.

- The development of fluent reading in students at all grade levels, including speakers of English and English language learners.
- Reading comprehension strategies (e.g., text analysis, thinking and study strategies, and independent reading of high quality books), including foundational skills in academic language, background knowledge, concept formation, and vocabulary development.

The key themes of this course include

- Fostering a Culture of Literacy
- Teaching the components of literacy
- Differentiated instruction, modifying curriculum & Intervention
- Using “new literacies”
- Use data to inform revision of instructional programs and plan professional development

The California Standards of Program Quality and Effectiveness for the Reading Certificate and Reading and Language Arts Specialist Credential:

This course has been aligned with the Standards of Program Quality and Effectiveness for the Reading Certificate and Reading Specialist Credential (1998) as approved by the California Commission on Teacher Credentialing. These standards have been integrated thematically throughout the courses offered by the Literacy Program in the School of Education. Particularly, this course addresses the following standards: Developing Fluent Reading; Comprehension and Study Strategies; and Preparation for Meeting and Reading and Writing Needs of All Students.

California Teachers of English Learners (CTEL)

This course is aligned to the following standards for the California Teachers of English Learners (CTEL) Certificate Program:

Standard 7: Foundations of English Language/Literacy Development and Content Instruction

The program provides candidates with opportunities to develop conceptual understanding of the historical, legal, and legislative foundations of instructional programs for English learners, including federal and state laws and policies, legal decisions, and demographic changes at the local, state, and national levels. The program provides candidates with philosophies and assumptions underlying various instructional program models methods for English learners, as well as current research on the effectiveness of these various models and methods of instruction. The coursework provides candidates with knowledge of the foundations of English language literacy, including the links between oral and written language and the affects of personal factors on English language literacy development. The program coursework develops candidates’ conceptual and applied knowledge about the instructional planning, organization, and delivery for English Learners, including effective resource use. Coursework also provides candidates with conceptual understanding and applied knowledge of current approaches, methods, and strategies used in English Language/Literacy Development, Content-based English Language Development (ELD) instruction, and Specially Designed Academic Instruction Delivered in English (SDAIE).

Standard 8: Approaches and Methods for English Language Development and Content Instruction

The program provides candidates with the ability to demonstrate knowledge of English language development research-based theories and frameworks and to apply these theories to assist English learners with English language literacy. The coursework teaches candidates about the theoretical goals, key features, and the effectiveness of current ELD approaches, in addition to those goals and features of instructional approaches outlined in the California Reading/Language Arts Framework (2006). The program enables candidates to deliver standards-based English language development instruction and English language arts instruction that are informed by assessment and appropriate for English Learners in the areas of listening and speaking, reading and writing. The coursework provides candidates with the ability to understand, apply, and evaluate key procedures used in planning and implementing SDAIE lessons, including the use of language objectives and grade-level content objectives in the lesson, selecting and applying multiple strategies to access core content and assess

students' prior knowledge, provide students with cognitively engaging input, and to augment and/or modify content-area texts and textbooks to address English learners' language needs. The coursework develops candidates' ability to utilize the methodology of ELD, Content-based ELD, and SDAIE to scaffold student acquisition of language and grade-level content knowledge across the curriculum and to target listening, speaking, reading and writing skills as appropriate to the student's level of language proficiency.

Course Requirements

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.

(Adopted by the COE Governance Community, December, 1997).

Attendance - online sessions:

This section of 613 is a hybrid course. Several class sessions will meet online. Masters students are required to “attend” these online sessions by completing the online activities. During online sessions, graduate students complete learning activities related to a prompt provided by the instructor. A prompt typically requires one or more of the following kinds of activities (interaction with peers via the internet or cougar course, utilizing a website, reading articles or viewing videos online). Prompts typically also require an entry in an online forum or journal. Masters students’ online session participation is evaluated by the following rubric.

Rubric for Online Class Participation

Criteria	5-4	3	2-1
Evidence that student responded to each part of the prompt assigned by the instructor			
Evidence of analytical - reflective thinking in student’s responses			
Evidence that student makes connections to course readings			
Required attachments are included (if any)			

Required Readings

Quiocho, A., and Ulanoff, S. (2009). *Differentiated Literacy Instruction for English Language Learners*. Allyn and Bacon. ISBN-13: 978-0-13-118000-0

Additional Readings as Assigned (articles & online sources on 613 cougar course)

California Reading / Language Arts Framework

Model School Library Standards: www.cde.ca.gov/ci/cr/lb/

Pre-k Foundations: www.cde.ca.gov/sp/cd/re/psfoundations.asp

Pre-k Frameworks: www.cde.ca.gov/sp/cd/re/documents/psframeworkkvoll.pdf

Readings

Graduate students are expected to complete assigned readings *prior* to the class sessions to which the readings are related in preparation for class activities. Refer to the handout on reading assignments distributed by the instructor for the specific information about the readings for each class session. Graduate students are expected to be prepared to engage in conversation and analysis of readings during class.

Grading

Grading Standards

	Description of overall evaluation standards
High	The graduate student consistently performs and participates in an exemplary manner. Each assignment receives in-depth exploration and reflection based upon research, observations and classroom implementation. All work is submitted in a professional manner using APA style when appropriate. Presentations are consistent with professional expectations, providing appropriate visual aids, appropriate handouts, and are well prepared. Professional and responsible behavior, including timely attendance and submission of assignments, are practiced in a consistent manner.
Inter-mediate	The graduate student meets outcomes expectations in a satisfactory manner. Each assignment is based upon research, observations and classroom implementation. Generally, work is submitted in a professional manner using APA style when appropriate. Generally, presentations are consistent with professional expectations, providing appropriate visual aids, appropriate handouts, and are well prepared. Most of the time, professional and responsible behavior, including timely attendance and submission of assignments, are practiced in a consistent manner.
Low	The graduate student's skills are weak and do not meet expectations. Each assignment is based upon opinion rather than research, theory, and best practices. Reflection is shallow. Assignments are submitted without APA style, thorough proofreading and organization. The student needs a great deal of guidance. The student is consistently late with work and has classroom attendance problems

A	100-93
A-	90-92
B+	88-89
B	83-87
B-	80-82
C+	78-80

Course Assignments

Unless otherwise negotiated with the instructor, all assignments are to be handed in on the due date. Please note that 5 points will be deducted for each 24 hour period in which assignments are late.

ASSIGNMENT	POINTS
Reports: connections to scholarly practice	15
Data analysis: school-wide and Latino Summit	20
Power point presentation: chapter in Quiocho & Ulanoff text	20
English reading intervention study and poster presentation of strategy investigation	25
Text analysis: inventory and analysis of classroom reading materials	20

Writing: It is expected that students proofread and edit word-processed assignments prior to submission. Hand-written work is not accepted. Assignments are to be written in Times New Roman, size 11 font, and are 1.5 spaced. Ensure the text is error-free (grammar, spelling), and ideas are logically presented. All citations, where appropriate, use American Psychological Association (APA) format.

Assignment Descriptions

1. Reports: Connections to Scholarly Practice

The purpose of the reports is for graduate students to draw connections between key concepts from the readings, class discussions and their development as scholarly practitioners. The graduate student reports his/her connections to central concepts. *Making a connection typically involves describing the manner in which a concept is applied, demonstrated and/or experienced within the graduate student’s own instructional practice and scholarship.* Some reports will encourage graduate students to analyze and evaluate how they facilitate their students’ use of digital literacies to support their students in accessing and using digital resources and technologies for second language acquisition and literacy development. Readings for the course will include topics related to the new literacies of the Internet and other Information and Communication Technologies (ICTs) which include the skills, strategies, and dispositions necessary to successfully use and adapt to the rapidly changing information and communication technologies and contexts that continuously emerge in our world and influence all areas of our personal and professional lives. These new literacies make use of the Internet and other ICTs to identify important questions, locate information, critically evaluate the usefulness of that information, synthesize information to answer those questions, and then communicate the answers to others.

To complete this assignment, the graduate student first reads the assigned readings, writes a report, using the template (below), and engages in discussion with class peers. Reports typically highlight three (3) key concepts from the readings. Graduate students will submit the report on the cougar course for 613 in either a forum or an assignment posting.

Connections to Scholarly Practice Report Template	
Name:	
Title of the reading:	
Key concepts from the readings	My connection(s)
Partner Talk Notes	

2. Data analysis: school-wide and Latino Summit:

For this assignment, graduate students analyze data for the strengths and challenges in the school system related to the effectiveness of education for Latinos, including English Learners, from preschool to the university. Masters students interpret the data to determine what to continue doing in literacy programs and what to change in regards to instructional practice and professional development. Masters students use sources such as data from a select school, including disaggregated school-wide assessment data, and the Latino Summit Data report, which is available online at the San Diego County Office of Education website

(www.sdcoe.net). Masters students may work individually or collaborate with a partner to write a 1,000 word paper (approximately 3 pages, using 1.5 spacing, Times New Roman, font size 11). Use the template below to organize the paper.

Template for Data Analysis

Brief description of the select school (typically, masters students select one with which they are already familiar).	How would you describe the school? Descriptors include: “rural or urban,” “coastal or inland,” “upper income or low income”, population, demographics
Analyze the Latino Summit Data report, trends over time	What are the trends of change and/or of stability that these data show for the past decade in the education of Latinos? (These trends could be related to any of the following strands: student ethnicity, English learners, educational programs, academic performance, graduation rates, teacher ethnicity & experience, educational attainment.)
Analyze the school-wide disaggregated assessment data	What information does the assessment data provide about the academic performance, particularly related to literacy and language, of Latinos and EL students in the school?
Determine what the findings reveal about strengths and challenges of the schools	What strengths and/or challenges do these findings reveal about education for Latino students and EL students?
Explain the implications of the data analysis for instructional programs and/or professional development.	Overall and in literacy programs, what should the school continue doing and what should the school change in regards to instructional practice and/or professional development?

3. Power point presentation of chapter in Quiocho & Ulanoff text

Graduate students work together in small groups to create and present a power point presentation for the whole class on a chapter from the Quiocho & Ulanoff text. Masters students will be assigned a chapter to read and discuss it together. After identifying the key concepts of the chapter, they will develop a power point to support them in teaching the whole class the main ideas and the instructional strategies described in the chapter. The group will have 25 minutes to make their presentation. Sign-ups for the chapters will take place the first class session. The presentation should follow the template.

Template for presentation of chapter	
Slides 1 & 2	Introduce chapter stating the title and purpose of the chapter & briefly summarized chapter objectives
Slides 3 & 4	Describe key concepts from “Building Background Knowledge” & clarify any essential vocabulary needed to understand the chapter.
Slides 5, 6 & 7	Explain at least 2 of the practices recommended in “Linking Theory to Practice.”
Slides 8 & 9	Briefly highlight an example, from “Examples from the Field”
Slide 10	Facilitate activity in which class learns to use one of the recommended practices. 4.

4. English reading intervention study (meets CTEL standards 7 & 8.)

Graduate students design and implement an instructional reading intervention for children who need help reading English language texts. Masters students work with an individual child who is an English language learner or a small group of children, which includes at least 1 child who is an English

language learner. Graduate students gather pre-test data, which is used to inform decisions as to an appropriate instructional strategy to use during the reading intervention. Pre and post test data are analyzed to aid Masters students in drawing conclusions about the effects of the intervention. Students write a 1,500 to 1,600 word essay (approx 4 - 5 pages using 1.5 spacing, Times New Roman, font size 11) that follows the template for the literacy intervention paper. The paper should include citations of research from scholarly/research-based professional literature at appropriate places in the paper.

Template for Literacy Intervention Paper

Section 1 Introduction & Pre-test	<ul style="list-style-type: none"> • A description of the need the reader(s) have that calls for an intervention, including the EL student(s)' needs. • A brief description of the formal or informal assessment data information gathered and used to determine reading needs and English proficiency levels for the EL student(s). An explanation of how the assessment data points out the specific need.
Section 2 Intervention description	<ul style="list-style-type: none"> • A description of the instructional strategy you plan to try with the individual or small group, including the EL student(s). (include time frame for implementing intervention) • An explanation of why you think it is an appropriate instructional intervention. Cite the salient literature.
Section 3 Intervention record	<ul style="list-style-type: none"> • A record of what you did and how the child/children responded, including how the EL student(s) responded.
Section 4 Post-test	<ul style="list-style-type: none"> • A report of the extent to which this intervention did or did not work in the ways that were expected, including for supporting the EL student(s)' reading in English. Be sure to include assessment data information and report what were the positive, neutral, and/or negative results? • An explanation of why this intervention did or did not work in the ways that were expected. Cite the salient literature.
Section 5 Reflection	<ul style="list-style-type: none"> • A reflection on what you learned about using literacy assessments data to plan and evaluate specific interventions, in particular as the data relates to EL students learning to read in English. What was valuable about the experience? What would you do differently next time? How could you use this experience to further your development as a reading teacher or a reading specialist?

Poster presentation of strategy investigation:

In the poster presentation, graduate students illustrate an exemplary strategy that they have investigated for use during their English reading intervention study. The instructional strategy highlighted should be appropriate for teaching one or more components of literacy instruction: oral language development, word analysis, fluency, vocabulary development, listening and reading comprehension, and written language development, in particular a strategy that supports the EL student learning to read in English.

Masters students investigate an instructional strategy, ideally implementing it at least once, and prepare a poster to be presented during a poster session in class. The poster should include the items on the “checklist for poster presentation.” During the poster session, students will stand next to their poster and use it to explain and demonstrate how the strategy works. **Please note the poster presentation should strive for clarity of information in terms of content, organization and visual appeal.**

X	CHECKLIST FOR POSTER PRESENTATION
	The name of the strategy
	the English proficiency level for which the strategy is designed or modified to support
	A clear brief explanation of why the strategy supports reading in English, in particular by EL students learning to read in English.
	Example(s) of the instructional materials needed to teach the strategy
	A step by step “how to” description of implementing the instructional strategy
	A sample of the product created when students use the strategy. Example(s) of real children’s work strongly recommended
	Reference information citing sources

5. Text analysis: inventory and analysis of classroom reading materials

The “Text Analysis” assignment involves examining the texts of all types in local instructional settings for their potential to nurture a culture of literacy and to teach the components of literacy, especially for children who are learning English or who are struggling with reading. The ***components of research-based literacy instruction*** include oral language development, word analysis, fluency, vocabulary development, listening and reading comprehension, and written language development.

The ***culture of literacy*** at the classroom and school level is determined by the extent to which the following elements of a culture of literacy are evident:

- the extent to which reading, writing, listening and speaking of a variety of types of text is used on a daily basis,
- the extent to which online and offline reading and writing skills are developed,
- the extent to which adopted curriculum is implemented effectively,
- the extent to which implementation is supported by peer coaching and professional development.

The culture of literacy can be evaluated at the classroom or school level for how it supports or impedes literacy development by examining the extent to which it does the following:

- acknowledges, honors and engages the diverse backgrounds, skills, language and literacy experiences of students, families and community to acquire English literacy skills;
- develops a shared vision that aligns resources to support high academic expectations for student achievement in reading and literacy;
- fosters positive attitudes toward reading in order to develop a lifelong habit of reading and writing for pleasure and information.

First, the graduate student conducts an inventory of the various types of texts that are accessible to children in one local instructional setting. The inventory should include digital resources and technologies. The Masters student lists one or two titles for each text type identified. Next, the graduate student uses the “text analysis criteria” to analyze the texts and determine their potential to nurture the culture of literacy and to teach the components of literacy, particularly for struggling students and students learning English.

Finally, the graduate student describes areas of strength and of need regarding how the reading materials in a local educational setting support effective teaching of literacy components and a strong culture of literacy. The text analysis should be organized according to the text analysis paper guidelines.

Text Analysis Paper Guidelines

Part 1: Inventory

Create a table like the sample below to record your inventory information.

Inventory SAMPLE

Text type descriptors (type, genre, structure, culture)	Titles in the instructional setting
Narrative, historical fiction chapter book, narrative plot structure	Bud, Not Buddy Number the Stars
Poetry, haiku & lyric poetry	A Few Flies and I Love the Dog
Expository; textbook; topical & sequential, cause & effect	Medieval to Early Modern Times Focus on Life Science
Narrative; picture book; bilingual Spanish-English, Latino culture	Icy Watermelon/Sandia Fria Braids/Trencitas
Expository, online website, interactive	Game star mechanic Learner interactives science modules

Part 2: Analysis

Write you analysis in three paragraphs

1. The first paragraph records your analysis to determine the potential of the texts inventoried to nurture the *culture of literacy* in general and, in particular, for struggling students and students learning English
2. The second paragraph records you analysis to determine the potential of the texts inventoried to teach *components of literacy* in general and, in particular, for struggling students and students learning English
3. The third paragraph describes *areas of strength and of need* regarding the extent to which the accessible texts in one local educational setting support effective teaching of literacy components and a strong culture of literacy.

Graduate Writing Requirements

GWAR

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master’s students, to be completed before Advancement to Candidacy can be approved. A student may satisfy the graduate writing requirement in one of two ways: an acceptable standardized test score, or a paper that receives a passing score as described in the GWAR rubric. Toward the goal of providing opportunity for graduate students in the School of Education to satisfy the writing requirement, all papers in all graduate classes must adhere to the rules of style (for writing and format style) detailed in the Publication Manual of the American Psychological Association, 6th Ed. (2009). This is a required textbook for all CSUSM SOE graduate courses.

All University Writing Requirement

Every course at the university must include the writing of at least 2500 words. Your notebook, in-class writing, and lesson plan will count towards this requirement.

CSUSM Academic Honesty Policy

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks. Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.” Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism:

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Use of Technology:

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, cougar courses, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Electronic Communication Protocol:

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang; often communicate more than the sender originally intended. Please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care. In addition, if there is a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

Students with Disabilities Requiring Reasonable Accommodations

Students must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Special Note Spring 2012

The California Faculty Association is in the midst of difficult contract negotiations with the CSU administration. In response to the CSU's stance, it is possible that the faculty union will call for a one-day strike or other work stoppage. When a decision for such action has been reached, you will be informed about the decision and of any disruption to the posted schedule.

COURSE SCHEDULE: EDUC 613 Spring 2012
The instructor reserves the right to modify the schedule.

Date	Topic	Assignments
Session 1 Jan 24	Overview of the Course Multiple dimensions of literacy Description: chapter presentation Description: English reading intervention study	
Session 2 Jan 31	Differentiated instruction for EL - emergent bilingual; L1 & L2 language development Description: data analysis	Readings: www.learner.org/resources/series26.html Due: Connections Report # 1
Session 3 Feb 7	Culturally responsive literacy instruction Sociolinguistic dimension of literacy Description: text analysis	Readings: Q&U ch. 1 and 2 Due: Connections Report # 2
Session 4 Feb 14 Online session	Supplementing textbooks with picture-books Evaluating instructional interventions	Due: Prompt # 1 activity
Session 5 Feb 21	Literacy instruction for beginning readers, linguistic & developmental dimensions of literacy Check in: English reading intervention study Workshop: text inventory & analysis	Readings: Q&U ch 3 Due: Chapter presentation Draft of text inventory
Session 6 Feb 28 Online session	Identifying literacy instruction program strengths via analysis of school wide assessment data and Latino summit data	Due: Data analysis
Session 7 Mar 6	Reading comprehension the cognitive dimension of literacy check in: text analysis	Readings: Q&U ch 5 Due: Chapter presentation
Session 8 Mar 13 Online session	Integrating vocabulary instruction & Supporting the development of academic language for students learning English (Dolores' essay)	Due: Prompt # 2 activity
SPRING BREAK March 19 - 24		
Session 9 Mar 27	Reciprocal processes Writing instruction	Readings: Q&U ch 6 Due: Chapter presentation Text analysis
Session 10 Apr 3 Online session	Multiple modalities in reading and writing Exploring theories of the New Literacies	Due: Prompt # 3 activity
Session 11 Apr 10	Poster session: Instructional strategies for instructional interventions Workshop: English Reading Intervention study	Due: Poster presentation of strategy
Session 12 Apr 17 Online session	Achievement gap in literacy, poverty, access to books and independent, self-selected reading	Due: Prompt # 4 activity

<u>Session 13</u> Apr 24		Readings: Q&U ch 8 Due: Connections report # 3
<u>Session 14</u> May 1	Reading intervention data analysis & conclusions Reflections on the study	Due: English Reading Intervention Study
<u>Session 15</u> May 8	Debrief of course	