

# *California State University San Marcos*

## ***COURSE SYLLABUS***

**Course:** EDMS 521  
**Course Title:** Language and Literacy in Elementary School Classrooms  
**Term:** January 26 – March 16, 2011  
**Days/Times:** Wednesdays, 8:00 a.m. - 2:15 p.m.  
**Class Location:** University Hall 444

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**Faculty:** **Nirmla G. Flores, Ed. D.**  
**Office/Hours:** *University Hall 445, by appointment only*  
**Phone:** 760-750-4300  
**E-mail:** [nflores@csusm.edu](mailto:nflores@csusm.edu)

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### **COLLEGE OF EDUCATION: Mission Statement**

The mission of the College 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.

### **COURSE DESCRIPTION**

The primary aim of this course is for students to develop an understanding of the theory, methodology, and assessment of English language arts and second language learning in integrated and inclusive elementary and middle school classrooms.

**Prerequisite:** Admission to the credential program

**Knowledge:** Students will ...

- gain an understanding of how a first and second language is acquired.
- gain an understanding of the reading and writing processes and their relationship to thought, language and learning.
- gain an understanding of how people learn to read and write in their first and second language.
- become familiar with current approaches to the teaching of reading and writing in culturally and linguistically diverse elementary school classrooms, the theoretical bases of such approaches, and some of the controversy surrounding them.
- become familiar with classroom diagnostic techniques and evaluation procedures

**Skills:** Students will ...

- become sensitive observers of children's language using behaviors

- analyze children’s reading and writing behavior as a basis for making instructional decisions
- develop the ability to select appropriate materials and instructional strategies
- learn how to organize the classroom for teaching reading and writing to culturally and linguistically diverse populations

**Attitudes and Values:** Students will ...

- develop an appreciation for the natural language abilities children possess for processing and producing print.
- develop an appreciation for the need and value of integrating reading and writing into all areas of the curriculum
- affirm the importance of a rich environment for developing an effective language arts program.
- develop a sensitivity to and appreciation for the importance of reading and writing for their own personal and professional growth.
- develop a respect for each student, his/her abilities and background and the student’s right to instruction that meets his or her individual needs.

**California Teaching Commission Standards Alignment**

The course objectives, assignments, and assessments have been aligned with the Commission on Teacher Credentialing standards for a Multiple Subject Credential. The following standards a primary emphasis for this course:

Standard 3 – Relationship between theory and practice

Standard 4 – Pedagogical thought and reflective practice

Standard 5 – Equity, Diversity and Access

Standard 7A – Multiple Subject Reading, Writing, and Related Language Instruction in English

**Authorization to Teach English Learners**

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners (approved by CCTC in SB 2042 Program Standards, August 02).

**Student Learning Outcomes: California Teacher Performance Assessment (CalTPA)**

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short. To assist your successful completion of the TPA a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment. Additionally, COE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the COE website provided:

<http://www.csusm.edu/coe/CalTPA/ProgramMaterialsTPA.html>

### **RICA Study Notebook**

This is not for a grade, but will help you get organized to study for the RICA exam. Get a three-ring binder and 12 dividers. The notebook will be organized around the 13 RICA Content Areas (see the RICA Registration Bulletin, p.39-45). Each section of the notebook could contain the following:

\* A RICA analysis sheet including (a) what this content area/s is/are about—Put it in your own words, 2-4 sentences, (b) 2 ways of assessing this content area—Include rationale, and (c) 1 way of teaching it—description and accommodations.

### **COE Attendance Policy**

Due to the dynamic and interactive nature of courses in the College 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.

### **Students with Disabilities Requiring Reasonable Accommodations**

Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, 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 in order to ensure confidentiality in a more private setting.

### **All University Writing Requirement**

Every course at the university must fulfill the university's writing requirement of at least 2500 words. TPA assessment will count toward 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, WebCT6, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online. Details will be given in class.

### Electronic Communication Protocol

Email & Online Discussion Protocol Electronic correspondence (email and online discussion) is a part of your professional interaction. If you need to contact instructor or other students, email is often the easiest way to do so. It is my intention to respond to all received emails in a timely manner. Please be reminded that email and online discussions are a very specific form of communication, with their own form of nuances and meanings. For instance, electronic messages sent with all upper case (or lower case) letters, major typos, or slang often communicates more than the sender originally intended. With that said, please be mindful of all email and online discussion messages you send to your colleagues, to faculty members in the College of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care. Things to consider: Would I say in person what this electronic message specifically says? How could this message be misconstrued? Does this message represent my highest self? Am I sending this electronic message to avoid a face-to-face conversation? In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

### REQUIRED READINGS

1. California Department of Education Curriculum Frameworks and Standards for Reading/Language Arts, Mathematics, Science, History-Social Science, Visual and Performing Arts, Foreign Language, Physical Education and Health.  
<http://www.cde.ca.gov>
2. Gunning, Thomas (2008) (7<sup>th</sup> Ed.). *Creating Literacy Instruction for All Students*. Boston, MA: Allyn and Bacon

### RECOMMENDED READINGS (optional)

1. Bear, D., Invernizzi, M., Templeton, S., and Johnston F. (2008) (4<sup>th</sup> Ed.). *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*
2. Lalas, J. and Solomon, M. (2006). *Instructional Adaptation as an Equity Solution for the English Learners & Special Needs Students*. Dubuque, IA: Kendall/Hunt Publishing Company.
3. Farstrup, A. & Samuels, S (Eds.). *What Research Has to Say About Reading Instruction (3<sup>rd</sup> Ed.)*. Newark, Delaware: International Reading Association.

### COURSE BIBLIOGRAPHY/WEBLIOGRAPHY

- The Wright Group, *The Sunshine Balanced Reading Program*, Staff Development Video Series.

- ISLMC Literacy-Teaching in the Language Arts  
<http://falcon.jmu.edu/~ramseyil/literacy.htm>
- Technology in Literacy: Using technology to Build Strategies for Reading & Writing:  
<http://www.donjohnston.com/newsletters/til2/Export1B.html>
- Readwritethink: Co-sponsored by NCTE and IRA the two premier literacy professional organizations: <http://www2.readwritethink.org>
- Teaching that makes sense: [www.ttms.org](http://www.ttms.org)
- Scholastic: <http://www2.scholastic.com/browse/home.jsp>
- Kathy Schrock: Educator who vetted and compiled an impressive list of resources for teacher. She was one of the first to post a website of resources for educators on the web: <http://school.discoveryeducation.com/schrockguide/>
- National Council of Teachers of English: [www.ncte.org](http://www.ncte.org).  
While you are there, join the Ning: <http://ncte2008.ning.com/>
- International Reading Association: <http://www.reading.org/General/Default.aspx>
- National Writing Project: [www.nwp.org](http://www.nwp.org)
- Writing Fix: Sponsored by the Northern Nevada Writing Project: <http://writingfix.com/>

## **COURSE REQUIREMENTS**

1. **Personal Philosophy of Teaching Literacy Presentation** (10 pts. total)  
(Individual Paper)  
Write a 1-2 page essay (double-spaced, 12 pt.) of your personal philosophy of teaching literacy. Note the effects that your philosophy of teaching literacy would have on your approach to teaching, your assessment methods, grouping practices, and choice of learning activities and materials. For the presentation, bring 5 items that would represent your literacy background. A sample will be given in class.  
**Rubric:** paper (5 pts.) + presentation (5 pts.) = 10 points total
2. **Annotated Menu of Assessments** (10 pts. total)  
This is designed to familiarize you with a variety of assessment tools and evidence of student learning. You will describe the process and purpose of various assessment tools, including entry-level, progress-monitoring, and summative. Then, reflect on the information those assessments provide about learning. You may use an example you have observed or create a scenario in which an assessment might help you understand what a student, a small group or a whole class knows and how that will inform your teaching.  
**Rubric:** menu section A table (10 pts.) + section B reflection (5 pts.) = 15 pts. total

Menu Section A

Name of Assessment	Entry-level, Progress-Monitoring, or Summative	Purpose of the Assessment	Description of what the assessor does and what the student does	Description of the kinds of data the assessment creates
1.				
2.				
3.				

4.				
5.				
6.				
7.				
8.				
9.				
10.				

3. **Analysis of Children’s Literature** (10 pts. total)  
 (Individual Project) **TPE: 1A, 4, 5, 6, 7, 8**

Select 2 children’s books (1 story book; 1 informational book). One of the two books must be a multicultural book (i.e. it portrays the experiences of ethnic minorities or people of color). Analyze the values of each book in a balanced literacy or content literacy classroom. If you can, select and organize your books around a topic – dinosaurs, overcoming fear, heroes, etc.). Are you going to use a particular book for storytelling, to teach concepts, to teach English structures and vocabulary words, or as supplementary materials? A sample will be provided in class. There are 3 components to this assignment:

**Rubric:** summary (1 pt.) + factors (5 pts.) + creative ways (4 pts.) = 10 pts. total

a) One-paragraph summary for each children’s book

b) Use the following factors in analyzing the content of each book:

\* Psychological factor: Is it interesting and appealing to students? Will it capture students’ imagination? Will it help resolve some personal issues and feelings including self-esteem, motivation, etc.?

\* Socio-cultural factor: Does it help develop an understanding of social change? Does it help develop a positive awareness of class, gender, race, language, regional, or other differences?

\* Educational factor: Are the concepts presented age- or grade- appropriate? Is the content appropriate for other subject matter area or “across the curriculum” to supplement or reinforce concepts and other language skills?

\*Linguistic factor: Is the text written in a comprehensible style that your students will find easy to understand? Does it have predictable language patterns or are the vocabulary words ones that your students will know?

\*Literary factor: Do the elements of plot, characterization, setting, style, theme, point of view, or other literary elements create a memorable text? Is this fiction or non-fiction book written well illustrations or texts supporting its high literary quality?

c) In addition, for each book write a paragraph describing creative ways to use the book in the classroom and/or as a home and community opportunity to promote literacy practices. Will you recommend this book to other teachers? Why or why not? Be ready to present one of your selected books in class.

4. **Observation Reflections** (2 observations, 10 pts. each = 20 pts. total)  
(Individual Project) **TPE: 4, 5, 6, 7, 8, 10, 11**

Each candidate will write a 1-2 page observation reflection of a literacy lesson with a corresponding RICA content area (e.g. concept of print, phonics, comprehension, etc.)  
Rubric: description table (5pts.) + insights/response to questions (5 pts.) = 10 pts. Total

In both the literacy courses (EDMS 521 and 522), you will study topics in literacy instruction related to the Reading Instruction Competence Assessment (RICA) domains. Here is a list of the RICA areas/domains:

- \* Ongoing Assessment
- \* Planning, Organizing, Managing Reading Instruction
- \* Concepts about Print
- \* Phonics Instruction
- \* Reading Comprehension
- \* Structure of English Language
- \* Phonemic Awareness
- \* Spelling Instruction
- \* Vocabulary Development

What to do:

To conduct an observation, students take notes of what the teacher does while teaching a literacy lesson. What does it look like? What does it sound like? What do the teachers and students do? What are the skills and/or strategies that the teacher is focusing on? Students will need to determine which RICA topic(s) are taught during their observations. In any given literacy lesson, a teacher may be teaching one or more RICA topics. Below is an example of an observation reflection.

<b>NAME</b>	
<b>READING/WRITING TOPICS:</b> Concepts about print, Early Writing, Beginning Phonics	<b>OBSERVATION DATE:</b> 9/17/08
<b>GRADE LEVEL/SCHOOL:</b> Kindergarten, Paloma Elementary School	<b>ADDITIONAL DESCRIPTORS:</b> SEI class
<b>ACTIVITY:</b> The teacher taught the “B” sound using alphabet cards and the pocket chart. The students sat together on the carpet as a whole group. The teacher asked the students to help him place the picture cards that represented words starting with “B” in the pocket chart. Some pictures represented words starting with other letters, so students had to decide which ones did and which ones did not go in the pocket chart. The teacher then had them look for “B” word cards (that went with the “B” picture cards). Then, the teacher had the students work at the tables writing words beginning with “B” then illustrated the following—bird, balloon, ball, and boat.	<b>RICA AREA CORRELATION:</b> In the literacy lesson that I observed, I identified 2 RICA topics, “Concepts about print” and “Phonics”. I learned that concepts about print instruction can be taught effectively in a whole group when the teacher uses interactive activities. In this lesson, I noticed that the children were engaged in identifying letter “B” because they enjoyed matching the letter “B” and the picture cards representing words with the “B” sound. With the second RICA topic namely “Phonics”, I learned that this type of instruction starts at a very basic level. Here, students looked for words using the letter “B” by sorting word cards by the first letter. I learned that you can make accommodations for Spanish dominant EL students when the teacher used some words that were close cognates (ball-bola) to help students make connections between English and Spanish letter-sound relationships

**Rubric per observation reflection:** written narrative (5 pts.) + response to questions (5 pts.) = 10 pts. total

Try to answer the following questions in your reflection or you may add more to these questions with your corresponding responses.

- a. How was the room organized, the physical layout?
- b. Was there a classroom library? Was it organized in any particular way?
- c. What opportunities did students have for independent reading? Did they choose what they read?
- d. Did the teacher work in small groups? How were the groups organized? How were students placed in groups?
- e. What was the rest of the class doing when the teacher worked in small groups?
- f. Did you see lessons in the areas mentioned above (RICA)? What was the nature of the instruction?
- g. Did the teacher read aloud? What? For how long?
- h. How much time was spent on reading instruction?
- i. Was it a literacy rich environment? How so?
- j. Was there evidence of student work in the room? What kind?
- k. Did you see any kind of reading assessment? What was it? What was being assessed?
- l. What else did you notice about early reading instruction?

Your final reflection will be a narrative about what you saw and your reflections on them. Please include the setting (small group, large group, one-on-one), what the teacher and the students did and what accommodations were made for students with special needs, or English language learners

### RUBRIC FOR LITERACY FIELD OBSERVATIONS

<b>ITEM</b>	<b>5</b>	<b>3</b>	<b>1</b>
RICA Domain & competency within the domain	The teacher candidate correctly identifies the RICA domain related to the literacy instruction observed and/or correctly identifies the competency or competencies within that domain associated with the literacy instruction observed.		Student incorrectly identifies the RICA domain associated with the literacy instruction.

Observation	The teacher candidate writes sufficiently detailed description of the literacy instruction being observed. The observation notes are focused on the instructional delivery - what the teacher does to implement her/his lesson.	The teacher candidate somewhat describes the literacy instruction observed. Focuses somewhat on the instructional delivery of the lesson.	The student inadequately describes the literacy instruction and/or does not focus on the instruction.
Reflection	The teacher candidate makes commentary reflecting on the lesson observed that is informed by what she/he has learned in the literacy course, including: what was effective in the literacy instruction & why, what she/he has learned about literacy instruction from this opportunity to observe, what she/he might do differently- if anything.	Teacher candidate makes some commentary that is partially complete or that is not well informed by what she/he has learned in literacy course.	Teacher candidate fails to make adequate commentary.

5. **Into-Through-Beyond (Paper & Presentation)** (15 pts. total)  
(Group Project) **TPE: 1A, 2, 4, 5, 6, 7, 8, 9, 10, 11, 13**

Select a narrative or an informational book (optional: multicultural book) for this assignment. Each group will create an Into-Through-Beyond lesson plan to present to the class (approx. 15-20 minutes). This lesson should be a demonstration of the different strategies learned/applied in class (e.g. specific techniques in phonics, vocabulary, comprehension, content-area literacy, reading literature, etc.). It should also be a direct instruction and include visual aides as necessary to support those with special needs as well as English language learners. This lesson should demonstrate a reading-aloud or shared reading (with skills-based & meaning-based activities)

A written copy of the Into-Through-Beyond lesson plan will accompany the lesson demonstration (using either a TPA format or the sample ITB format posted on the course website/moodle. Please turn in a written copy of your group project through your individual moodle account. You will be evaluated on the basis of the following criteria:

**Rubric**

[appropriateness (meaning-based and skills-based) (3 pts.)] +  
[organization and preparation (input presentation and modeling) (3 pts.)] +  
[display of books and other related materials (preferably thematic!)(3 pts.)] +  
[audience or class participation and creativity (3 pts.)] +  
[use of time allocated---3-5 minutes (1 pt.)] +  
[organized written copy of the Into-Through-Beyond Lesson (2 pts.)] = 15 pts. total

6. **Literacy Game (Paper & Presentation) (15 pts. total)**  
(Group Project) **TPE: 1A, 2, 4, 5, 6, 7, 8, 10**

Your group will choose one chapter from the Gunning textbook (preferably from Ch.3-11). You have 2 goals: (a) fairly assess your classmates on their understanding of the chapter (focusing on the strategies correlated with the RICA content areas/domains), (b) get everyone involved for about 15 minutes. With your group, create a list of 10-15 important ideas/concepts/questions from your selected chapter. Create a game that will assess your classmates' knowledge of those concepts. Model your game after Jeopardy, Pictionary, Cranium, Concentration, Monopoly, etc. Organize your game to play as a class, or break into groups to play.

Along with the presentation of the game, your group should submit a 1-2 page written description of the game, which would include the game objective(s), procedures, materials, and insights about the game. Here are some questions to ask your group as you reflect on the game's mechanics: (a) Will everyone be involved? (b) Is this a fair assessment? (c) Does this game show you who knows the facts and who doesn't? (d) What strategies would you use to help those struggling students? You may include your responses of these questions on the written description.

**Rubric:** appropriate concepts/questions (5 pts.) + student involvement (5 pts.) + organized written description of the literacy game (5 pts.) = 15 points total

7. **Class participation//Literacy News/Literacy Expert Discussion Responses (10 pts)**

It is expected that everyone will understand all the readings and will come to class prepared to discuss them. Respond to the discussion prompts assigned to your particular section of the chapter(s). Submit the discussion responses on moodle no later than 11:59 p.m. every Tuesday (the day before our class session). Also, be prepared to discuss your sections to your small group. We will use your responses as the basis of our discussion in our sessions. Also, each of you will be assigned a date to share an updated literacy news in one of the sessions. More information on the expectations of this assignment will be explained in detail in class.

- 8. Attendance and Professional Disposition (10 points)**  
 Points will be deducted for each full day absence. A student who misses more than two (2) days of class will not pass this class (see the College of Education Attendance Policy). Arriving late and leaving early may be documented as a ½ day absence. An opportunity to earn extra credit points will be announced mid-semester. Professional, credentialed educators are evaluated on “performance of non-instructional duties and responsibilities” by their administrators. Punctuality, attendance, collaboration with colleagues, and professionalism fall under this category. Your professional disposition is related to how you conduct yourself in class and at a school site. Please communicate any attendance issues directly with the instructor.

**SUMMARY OF COURSE ASSESSMENT/EVALUATION**

Personal Philosophy on Literacy/Cultural Bag (Individual) .....	10 pts.
Analysis on Children’s Literature (Individual) .....	10 pts.
Into-Through-Beyond Paper & Presentation (Group) .....	15 pts.
Observation Reflections (2) (Individual) .....	20 pts.
Literacy Game (Paper & Presentation(Group) .....	15 pts.
Annotated Menu of Assessments (Individual).....	10 pts.
Class Participation/Discussion Responses/Literacy News.....	10 pts.
Attendance/Professional Disposition.....	10 pts.
<b>TOTAL</b>	<b>100 pts.</b>

**GRADING SYSTEM/SCALE**

93 – 100	A
90 -- 92	A-
88 -- 89	B+
83 -- 87	B
80 -- 82	B-
75 – 79	C+
72 – 74	C
70 – 71	C-
60 – 69	D
59 and below	F

**Note:** All students begin with 100 points. Points will be deducted from your total, based on the quality of work you turn in for each assignment. Unless otherwise negotiated with the instructor, all assignments are to be submitted as specified in class on the due date. Assignments not submitted on due date will lose 10% of earned credit per each week day late. After one week, late assignments will be given a zero. Unless extraordinary circumstances are made known, this is not negotiable.

If you think you could have done better on an assignment, you can request to redo it. A redone assignment will automatically have a reduction of 5%. If you have any specific questions or concerns, please feel free to communicate with me. Select a buddy to ensure that you receive handouts and information when you must miss a class.

All assignments should be typed and double-spaced (Times 12 pt. font). Proofread and edit

word-processed assignments prior to submission. Ensure the text is error-free (grammar, spelling, syntax, etc.) and ideas are logically and concisely presented. All citations, where appropriate, use American Psychological Association (APA) format. Hand-written work is not accepted.

### COURSE SCHEDULE

The instructor reserves the right to alter the instructional timeline, add, delete, and/or change topics and assignments in response to individual and class needs.

<u>Sessions</u>	<u>Dates</u>	<u>Assigned Readings/Topics</u>	<u>Homework Due</u>
1	1/26	*Nature of Literacy ( <i>Gunning</i> ) *NCLB, RTI, Diversity ( <i>Gunning</i> )	Bring Course Syllabus
2	2/2	*Assessing for Learning ( <i>Gunning</i> ) *Fostering Emergent/Early Literacy ( <i>Gunning</i> ) -Assessment of Orthographic Development ( <i>Ch.2</i> ) ( <i>Bear...</i> )	Personal Literacy Philosophy
3	2/9	*Phonics, High Frequency Words, Syllabic Analysis ( <i>G</i> ) *Building Vocabulary ( <i>Gunning</i> ) -Developmental Word Knowledge ( <i>Ch.1</i> ) ( <i>Bear, et.al</i> )	
4	2/16	*Comprehension: Theory & Strategies ( <i>Gunning</i> ) *Comprehension: Text Structures/Teaching Strategies ( <i>G</i> ) -Adaptable Literacy Strategies ( <i>Ch.4</i> ) ( <i>Lalas &amp; Solomon</i> )	Menu of Assessments
5	2/23	*Reading/Writing in Content Areas/Study Skills ( <i>Gunning</i> ) *Reading Literature ( <i>Gunning</i> ) -Instructional Adaptations ( <i>Ch.2</i> ) ( <i>Lalas &amp; Solomon</i> )	
6	3/2	*Approaches to Teaching Reading ( <i>Gunning</i> ) *Writing and Reading ( <i>Gunning</i> ) -Organizing for Word Study ( <i>Ch.3</i> ) ( <i>Bear, et.al</i> )	Analysis of Children's Literature
7	3/9	*Creating and Managing a Literacy Program ( <i>Gunning</i> ) -Conclusion: Adaptation for Educ. Justice ( <i>Ch.5</i> )( <i>Lalas...</i> )	Into/Through/Beyond Lesson Plan (paper & presentation)
8	3/16	No assigned readings Culminating group activities	1) Literacy Game (paper/ presentation) 2) Observation Reflections (#1 & #2)

\*Required readings for the discussion prompts (to be submitted on moodle, due on the day before the session, no later than 11:59 p.m. on Tuesdays)

-Recommended readings (no need for a written response, just be prepared to discuss)

**Note:** Sign-up online for sharing one literacy news update, choose any day from sessions 2-7 (max. of 3 individuals per session) (2-3 minutes of sharing per person) (email literacy news and 1-2 page summary & comments). A sample will be provided in class during session 1.