

**CALIFORNIA STATE UNIVERSITY SAN MARCOS
COLLEGE OF EDUCATION**

**EDMS 521B: Elementary Literacy I
ICP**

Spring 2010
CRN # 22502 Section 1
Course Location: University Hall 442
Wednesdays: 1:00-3:45 p.m.

Instructor: Dawniel Malandra, MA
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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.

California Teaching Commission Standards Alignment

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subjects Credential. You will incorporate artifacts from this class into your final comprehensive portfolio. The following are the primary emphasis of this course:

Standard 3-Relationship between theory and practice
Standard 4-Pedagogical thought and reflective practice
Standard 5-Equity, Diversity, & Access to the Core Curriculum
Standard 7-Equity, Preparation to Teach Reading Language Arts

Standards Alignment:

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subjects Credential. The following standards are a primary emphasis for this course:

3- Relationship between theory and practice
4-Pedagogical thought and reflective practice
5-Equity, Diversity & Access
7: Preparation to Teach Reading Language Arts
7-A: Multiple Subject Reading, Writing, and Related Language Instruction in English

Course Objectives:

KNOWLEDGE - Teacher candidates will:

- Gain an understanding of how a first and second language is acquired.
- Gain an understanding of the reading process and its relationship to thought, language and learning and the knowledge of reading content including: word analysis, fluency, vocabulary-academic language- and background knowledge, reading comprehension, literary response and analysis.
- Gain understanding of how to learn to read and write in first and second languages.
- Become familiar with how to “deliver a comprehensive program of systematic, explicit instruction in reading, writing, listening, and speaking aligned to the state adopted English Language Arts Content Standards and the Reading/Language Arts Framework (2007).
- Become familiar with “multiple monitoring measures within the three basic types of assessments to determine students’ progress towards state adopted content standards.”
- Become familiar with “differentiated reading instruction and interventions to meet the needs of the *full range of learners (including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners)* who have varied reading levels and language backgrounds.”

SKILLS - Teacher candidates will:

- Become sensitive observers of children’s language using behaviors.
- “Demonstrate knowledge and ability to utilize multiple monitoring measures within the three basic types of assessments to determine students’ progress towards state adopted content standards: entry level assessment for instructional planning, monitoring student progress, post test or summative assessment.”
- “Be able to analyze and interpret results [of children’s reading and writing behaviors] to plan effective and differentiated instruction and interventions.”
- “Demonstrate knowledge of components of effective instructional delivery in reading, writing and listening and speaking.”
- Develop the ability to select appropriate materials and instructional strategies to meet the individual needs of students and use “State Board of Education (SBE)-adopted core instructional materials for both instruction and intervention.”
- Develop the ability to differentiate literacy instruction in order to provide Universal Access.
- Learn how to organize the classroom for teaching reading and writing to the *full range of learners (including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners)* who have varied reading levels and language backgrounds

ATTITUDES AND VALUES – Teacher candidates will:

- Develop an appreciation for the natural language abilities children possess for processing and producing print.
- To appreciate the need and value of integrating reading writing into all curricular areas
- Affirm the importance of a rich environment for an effective language arts program.
- Develop a sensitivity to and appreciation for culturally and linguistically diverse learners.

- Develop a sensitivity to and appreciation for the importance of reading and writing for students' 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/her individual needs.

INFUSED COMPETENCIES

Authorization to Teach English Learners

This credential program was 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.)

Special Education

Consistent with the intent to offer a seamless teaching credential in the College of Education, this course demonstrates the collaborative infusion of special education competencies reflecting inclusive educational practices.

Technology

This course infuses technology competencies to prepare candidates to use technology, emphasizing use in both teaching practice and student learning.

All University Writing Requirement

Writing requirements for this class will be met as described in the assignments. Every course at the university, including this one, must have a writing requirement of at least 2500 words.

STUDENT LEARNING OUTCOMES

Teacher Performance Expectation (TPE) Competencies

Teacher Performance Expectations are standards for student teachers. This course is designed to help teachers seeking the Multiple Subjects Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts implement effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students.

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 TPA.

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 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 at the website provided:

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

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities requiring reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). The 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 or, to ensure confidentiality, in a more private setting.

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 or materials 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.

Electronic Communication Protocol

Electronic correspondence is a part of professional interactions. If you need to contact me, e-mail is often the easiest way to do so at bingalls@csusm.edu. 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. With that said, please be mindful of all e-mail

and on-line 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.

Grading Standards (Points)

In order to earn a teaching credential from the state of California, you must maintain a B average (3.0 GPA) and cannot receive below a C+ in any course in your teacher education program.

Grading Policy

All students will come prepared to class; readings and homework assignments are listed on the dates on which they are due. All required work is expected to be on time. One grade level will be deducted for each late assignment (e.g., an “A” assignment that is submitted late will be marked down to a “B”). Unless prior instructor approval is secured, assignments will not be accepted three class sessions after which they are due. Exceptions will be handled on a case-by-case basis, as determined by the instructor.

Grading Emphasis

It is expected that students will proofread and edit their assignments prior to submission. Students will ensure that the text is error-free (grammar, spelling), and ideas are logically and concisely presented. The assignment’s grade will be negatively affected as a result of this oversight. Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). All citations, where appropriate, will use American Psychological Association (APA) format. Consult American Psychological Association (APA) Manual, 5th edition for citation guidance.

Grading will also include a component of “professional demeanor.” Students will conduct themselves in ways that are generally expected of those who are entering the education profession. This includes but is not limited to:

- On-time arrival to all class sessions;
- Advance preparation of readings and timely submission of assignments;
- Respectful participation in all settings (e.g., whole group, small group, in/outside of class);
- Carefully considered, culturally aware approaches to solution-finding.

The following grading scale will be used:

93 – 100	A	75 – 79	C+
90 – 92	A-	72 – 74	C
88 – 89	B+	70 – 71	C-

83 – 87	B	60 – 69	D
80 – 82	B-	59 – below	F

College of Education 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. Absences and late arrivals/early departures will affect the final grade. The COE attendance policy states, “At a minimum, students must attend 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.”

(Adopted by the CE Governance Community, December, 1997)

Student Participation and Attendance

The course deals with complex material processed in a variety of ways. Structured interactions, group processes, oral presentations, guided discussion of readings, and self-disclosure exercises are the norm. **Students are expected to have read assigned materials by the date indicated in the syllabus, and should be prepared to discuss readings individually or in variously structured groups.** The degree of your engagement in these processes forms the basis for points assigned. Due to the fast paced and highly interactive nature of the course, regular attendance and full participation are expected: teaching and learning is difficult (if not impossible) if one is not present for and engaged in the process.

Therefore, the above College Attendance Policy is amplified as follows:

1. Missing more than 2 class meeting will result in the reduction of one letter grade.
2. Arriving late or leaving early on more than 3 occasions will result in the reduction of one letter grade.
3. Illness and emergency circumstances will be considered/negotiated on a case-by-case basis. ***Please notify the instructor in writing (email) as soon as possible*** so that handouts can be saved for you. These measures should not be considered punitive, as students are expected to establish appropriate personal, academic and career-ladder priorities. Therefore these measures should be viewed as taking appropriate individual responsibility for one’s own learning in a democratic, collaborative and reciprocal-learning environment. **Should students have extenuating circumstances, please contact the instructor as soon as possible.**

Required Texts:

- Gail Tompkins (2010). Literacy for the 21st Century: A Balanced Approach (5th Edition) ISBN - 10: 01350 28922
- Jerry L. Johns (any edition). Basic Reading Inventory
- Zarrillo, James. Ready for RICA: A Test Prep Guide

COURSE ASSIGNMENTS

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, and some will be submitted in hard copy as well. Details will be given in class.

Proofread and edit word-processed assignments prior to submission. Hand-written work is not accepted. Assignments are written in Times, size12 font, and are double-spaced. Ensure the text is error-free (grammar, spelling), and ideas are logically and concisely presented. All citations, where appropriate, use American Psychological Association (APA) format.

Assignment	Points Possible
Field Observations (x 3)	21
Reading Strategy Lesson Plan	25
Assessment Table	10
Literacy Game	17
Reading Reflections	12
Professional Disposition	15
Total Points	100

Please note assignments are due whether or not you are present in class that day. On the required due date, turn in your assignment to WebCT. A hard copy of certain assignments needs to be turned in to class. Please refer to the class schedule for this information.

While this syllabus is carefully planned, it may be modified at any time in response to the needs and interests of the class.

COURSE ASSIGNMENTS

✓ FIELD OBSERVATIONS (21 points total)

In both the Literacy courses (EDMS 521 and EDMS 522), you will study topics in literacy instruction related to RICA domains. Find the list of RICA domains in the table below.

EDMS 521
Ongoing assessment (Chapter 1)
Planning, organizing, managing reading instruction (Chapter 2)
Phonemic Awareness (Chapter 3)
Concepts about Print (Chapter 4)
Phonics Instruction (Chapter 5)
Spelling Instruction (Chapter 6)
Reading Comprehension – Narrative (Chapter 7)
Vocabulary Development (Chapter 12)
Structure of the English Language (Chapter 13)

What To Do:

You will conduct 3 observations of reading instruction in any content area from any of the RICA domains for your Field Observations. Content area topics are described in the “Ready for RICA Study Guide” written by James Zarrillo. To complete the 3 Field Observations you observe a teacher while she/he is teaching a reading/language arts lesson. You will need to identify the RICA topic(s) that was being taught (See table above).

You will submit your observations on the Field Observation form. Your observations should be written on the “Activity” section of the Field Observation form. Your observations are not judgmental but only state what you observed the teacher and students doing during the lesson.

Your reflections should be written on the right hand side of the form under the heading, “To what RICA area(s) does this activity relate?”. You should reflect on what you learned from this lesson about teaching this area of literacy and how each activity relates to a RICA area.

Below is an example of a completed observation form. Replicate the Field Observation form on your computer. Completed forms should be no longer than one full page. To complete the forms, type them using size **10** Times New Roman font, with 1 ½ spacing. You will submit them individually on WebCT.

FIELD OBSERVATION FORM SAMPLE

✓READING STRATEGY LESSON PLAN (25 points total)

Overview:

Individually or with a partner, write and present a READING strategy lesson plan that is *active, interesting, meaningful and accessible* to diverse students. It can be a mini-lesson, direct instruction, inquiry, or any format you choose. Choose a reading standard for your grade level to guide your objectives. **USE THE TEMPLATE PROVIDED ON WEBCT TO WRITE YOUR LESSON PLAN.** Sample lessons might include:

- Monitoring Reading or Comprehension
- Making predictions
- Organizing information while you read
- Relating what you are reading to what you already know

Name: Ima Literate	Observation Date: 9/17/08
Reading/Writing Topics: Concepts about Print, Early Writing, Beginning Phonics	
Grade Level: Kindergarten	Additional Descriptors: SEI class
<p>Activity: 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, ball, balloon, and boat. (You would continue explaining what you saw...)</p>	<p>To what RICA area(s) does this activity relate? In the literacy lesson that I observed, I identified two 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. The second RICA topic I identified is “Phonics.” I learned phonics 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 you can make accommodations for Spanish dominant EL students when the teacher used some words that were close cognates (ball-bola) to help the students make connections between English and Spanish letter-sound relationships. (You would continue explaining how activities relate...)</p>

- Finding the main idea of a story
- Identifying story elements
- Identifying patterns in a text
- Making inferences
- Summarizing
- Using context clues to figure out words you don't know
- Using graphic organizers for comprehension

Your Reading Strategy Lesson must include a description of each of the following:

- Title of the lesson

- Grade level
- CA Content Standard(s) connected to Objective
- Objective for the literacy lesson (Students will...)
- Instructional Strategies: INTO, THROUGH, CLOSURE, AND BEYOND (See below)
- Differentiation strategies for ELL students and students with special needs
- Assessment
- Rationale

Instructional Strategies

- **INTO**

Write a brief paragraph that describes what you will do prior to teaching the lesson to connect to students' prior knowledge and to engage them in the topic.

Describe Instructional Strategies

Describe Student Activities

- **THROUGH**

Write a detailed instructional plan of what you will do when teaching the reading lesson.

What will you do for each of the following steps of instruction?

- Modeled instruction: ("I do")

Describe Instructional Strategies

Describe Student Activities

- Shared instruction: ("We do")

Describe Instructional Strategies

Describe Student Activities

- Guided instruction ("You do")

Describe Instructional Strategies

Describe Student Activities

- **CLOSURE**

Write a brief paragraph that describes how you will end the lesson

- **BEYOND**

Write a brief paragraph that describes how you want students to apply what you have taught them to do in this lesson as they continue reading in the overall reading unit you have chosen. How will you reinforce and review the key concepts and skills of this lesson so that they continue applying them?

✓ ASSESSMENT TABLE (10 points)

Overview

This assignment is designed to familiarize you with the different purposes of a variety of literacy assessments, in particular the literacy assessments that students use during EDMS 522 for the literacy case study. In class, you will explore and become familiar with how each assessment is administered, the distinct kind of information each provides, and their uses at various times during the instructional cycle as entry-level, progress-monitoring and summative assessments.

What to do:

- Copy the form into your computer – *you will need more room, so resize the table to accommodate your writing, and reorient the page to landscape.*
- Complete a descriptive list of 5 different assessments. Be complete in your descriptions. Type your responses.

Assessment Table

What is the name of the assessment?	What does the assessment measure?	Is it entry level, summative, progress monitoring or a combination?	How do you administer this assessment? How do you score this assessment?	To whom will the assessment be given? (All, ELLs, Struggling students, etc...)	How might the results of this assessment be used?
1.					
2.					
3.					
4.					
5.					

✓ LITERACY GAME (17 points)

Overview:

Assessment drives instruction. Teachers use many assessments throughout a day to determine what students know. With that information, they make decisions about what – and how – to teach.

Assessment comes in many forms, and it can be fun as well as informative. You and a partner(s) will be assigned one chapter from *Ready for RICA*. You have two goals: fairly assess your classmates on their understanding of the chapter; *everyone* involved for the full 15 minutes we play.

What to do:

1. With your group create a list of 10 important ideas/concepts from your chapter.
2. Create a game that will assess your classmate’s 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.
3. Your game should last no longer than 15 minutes.
4. Questions to ask yourself as you create the game:
 - (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?
5. Each student must submit a sentence describing your game to WebCT under assignments. Have one member publish your game in WebCT for the entire class, if it is a game made electronically. Bring your game and any necessary playing materials to class on the due date.

✓ READING REFLECTIONS (12 points total)

It is expected that everyone will understand all the readings and will come to class prepared to discuss them. Write at least 3 comments or questions from the readings for that session. **Do not summarize.** Please give thoughtful reactions, responses, and reflections. They should show that you have done the reading. If the readings are from more than one book, try to comment on more than one book. We will use these as the basis of our discussion at the beginning of some classes. Therefore, you must

bring a hard copy to each class as well as submit them on WebCT. Copy and paste each reflection. Do not attach it. They will be due to WebcCT by the start of each class session and I will collect the hard copy each session. No points will be given if they are turned in late.

✓ PROFESSIONAL DISPOSTIONS (15 points total)

Overview:

Grading in 521 includes a component of “professional disposition.” Students in the College of Education are to conduct themselves in ways expected of those entering the profession.

Disposition includes:

- General classroom attendance, promptness, and participation
- Attention to classroom discussion protocols
- Social and cooperative skills
- Attention to assignments (deadlines, quality, multi-tasking)
- General classroom demeanor and attitude
- Flexibility
- Openness to and enthusiasm for learning

You will be given an opportunity to evaluate yourself in professional dispositions; your instructor will take your self-evaluation into consideration in determining your score. You will complete a rubric in class. You do not need to submit this to WebCT, unless arrangements to do so have been made with your professor.

Course Outline EDMS 521 Part Time

BRING BOOKS TO CLASS SESSIONS AS INDICATED

(While this schedule is carefully planned, it may be modified at any time.)

Date	Topic	Readings/Assignments Due
Session 1 January 20	<ul style="list-style-type: none"> • Course Overview • Building Community 	BRING: <ul style="list-style-type: none"> • <i>SYLLABUS!</i>
Session 2 January 27	<ul style="list-style-type: none"> • ELA Standards • Literacy Assessment 	READ: <i>Tompkins: Chapter 1 (Becoming an Effective Teacher of Reading)</i> BRING: <ul style="list-style-type: none"> • <i>Copy of the ELA Standards for the grade level you will be teaching (or want to teach)</i> http://www.cde.ca.gov • Johns • Tompkins Due: Reading Reflection 1
Session 3 February 3	Literacy Assessment	READ: <i>Zarillo: Chapter 1 (Assessment)</i> BRING: <ul style="list-style-type: none"> • Johns
Session 4 February 10	Phonemic Awareness	READ: <i>Tompkins: Chapter 4 (Working with our Youngest Readers & Writers--CAP)</i> <i>Zarillo: Chapter 3 (Phonemic Awareness)</i> BRING: <ul style="list-style-type: none"> • Tompkins Due: <ul style="list-style-type: none"> • Reading Reflection 2
Session 5 February 17	Concepts About Print	READ: <i>Zarillo: Chapter 4 (Concepts About Print)</i> Due: <ul style="list-style-type: none"> • Field Observation 1 (WebCT)

Session 6 February 24	Phonics	READ: <i>Tompkins: Chapter 5 (Cracking The Alphabetic Code)</i> <i>Chapter 6 (Developing Fluent Readers & Writers)</i> <i>Zarillo: Chapter 5 (Phonics)</i> BRING: <ul style="list-style-type: none"> • Tompkins Due: <ul style="list-style-type: none"> • Reading Reflection 3
Session 7 March 3	Spelling	READ: <i>Zarillo: Chapter 6 (Spelling)</i>
Session 8 March 10	<ul style="list-style-type: none"> • Fluency • Writing 	READ: <i>Tompkins: Chapter 2 (Teaching the Reading and Writing Processes)</i> BRING: <ul style="list-style-type: none"> • Tompkins Due: Reading Reflection 4
Session 9 March 17	<ul style="list-style-type: none"> • Reading Comprehension-Narrative • Reading Strategy Lesson Plan Workshop 	READ: <i>Tompkins: Chapter 8 (Comprehension)</i> BRING: <ul style="list-style-type: none"> • Tompkins Due: <ul style="list-style-type: none"> • Reading Reflection 5 • Field Observation 2 (WebCT)
Session 10 March 24	<ul style="list-style-type: none"> • Reading Strategy Lesson Plan Workshop 	READ: <i>Tompkins: Chapter 9 (Comprehension)</i> Due: <ul style="list-style-type: none"> • Reading Reflection 6
Session 11 March 31	SPRING BREAK	
Session 12 April 7	<ul style="list-style-type: none"> • Work on Reading Strategy Lesson Plan 	READ: <i>Zarillo, Chapter 13 (Structure of the English Lang.)</i>

Session 13 April 14	<ul style="list-style-type: none"> • Reading Strategy Lesson Presentations • Writing • Assessment Table 	READ: <i>Tompkins: Chapter 3 (Assessment)</i> BRING: <ul style="list-style-type: none"> • Johns Due: <ul style="list-style-type: none"> • Field Observation 3 (WebCT)
Session 14 April 21	<ul style="list-style-type: none"> • A Balanced Approach to Literacy Instruction • RICA Literacy Game Workshop • Reading Strategy Lesson Presentations 	READ: <i>Tompkins: Chapter 10 (Organizing for Instruction)</i> BRING: <ul style="list-style-type: none"> • Tompkins • Zarillo Due: READING STRATEGY LESSON PLAN (WebCT)
Session 15 April 28	<ul style="list-style-type: none"> • Reading Strategy Lesson Presentations 	<i>No Readings</i> Due: <ul style="list-style-type: none"> • Assessment Table (WebCT)
Session 16 May 5	<ul style="list-style-type: none"> • RICA Literacy Games 	<i>No Readings</i> Due: <ul style="list-style-type: none"> • Literacy Game (WebCT and in class)