

**California State University San Marcos  
COLLEGE OF EDUCATION**

**EDMI 522  
Language and literacy in Elementary and middle school classrooms  
Spring 2009  
Woodland Park Middle School**

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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.

**Infused Competencies**

**Authorization to Teach English Learners**

In 1992, the College of Education voted to infuse Cross-cultural, Language and Academic Development (CLAD) competencies across the curriculum. The CLAD competencies are attached to the syllabus and the competencies covered in this course are highlighted.

**Special Education**

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

**Technology**

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

**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.

**Course Prerequisite**

Admission to the Middle Level/CLAD Teacher Credential program. Successful completion of EDM I 521.

## Standard 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 in this course:  
Standard 3-Relationship between theory and practice  
Standard 8 – Learning about students

### Teacher Performance Expectation (TPE) Competencies

This course is designed to help teachers seeking the Multiple Subjects Credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing an 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. The following TPEs are addressed in this course:

TPE 3-Interpretation and Use of Assessments

TPE 8-Learning About Students

### 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 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.”

### **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.

### **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 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, in order to ensure confidentiality, in a more private setting.

## Objectives

### KNOWLEDGE

Students 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.
- 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 and the theoretical bases of such approaches.

- become familiar with current approaches to the teaching of reading and writing in culturally and linguistically diverse elementary school classrooms
- become familiar with classroom diagnostic techniques and evaluation procedures.
- become familiar with current approaches to the teaching of reading and writing to children with special learning need

## 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
- translate the results of formal and informal assessment of children's reading and writing behaviors into instructional plans
- develop the ability to select appropriate materials and instructional strategies to meet the individual needs of students
- 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 culturally and linguistically diverse learners.
- develop a sensitivity to and appreciation for children with special learning needs
- develop an 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.

## REQUIRED TEXTS (Bring books to class on the date we discuss them):

Beers, K. & B. Samuels. (1998) *Into Focus: Understanding and creating middle school readers*. Mass.: Christopher Gordon.

Beers, K. (2003) *When Kids Can't Read—What Teachers Can Do*. Portsmouth, NH: Heinemann

Kittle, P. (2008) *Write Beside Them*. Portsmouth, NH: Heinemann.

Rethinking schools. *Rethinking our classrooms 2: Teaching for Equity and social justice*

Flint, Amy Seely. (2008) *Literate lives: Teaching reading and writing in elementary classrooms*

Quiocho, A. & Ulanoff, S. (2008) *Differentiated literacy instruction for English Language Learners*. Prentice Hall

**Recommended Books:** Cunningham, P. (4<sup>th</sup> ed.) Phonics They Use  
**(Optional)** Zarrillo, J. J. (2002). (2<sup>nd</sup> ed.) Ready for RICA: A test preparation guide for California's Reading Instruction Competence Assessment. Merrill

Prentice Hall.

**Young Adolescent Lit.:** You will read **ONE** of the following:

Hesse, K. Letters from Rifka  
Witness

Jimenez, F. The circuit

Lord, B. In the year of the boar and Jackie Robinson

Ryan, P. M. Esperanza Rising

Yep, L. Dragonwings

### **All University Writing Requirement**

Every course at the university must have a writing requirement of at least 2500 words. This will be met in this course through written assignments.

### **Assignments**

**Reading reflections (20 points.):** 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. 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. I will collect them at the beginning of each session and they should show that you have done the reading. You do not have to write comment cards for the young adolescent literature. If a reading is repeated, do not comment on it again. **You have 3 free passes!**

**Writing Strategy Lesson Plan (20 points) :** You will write and share a writing strategy lesson plan for a small group or whole class activity that takes into account the needs of your students. They can be mini-lessons, direct instruction, inquiry, or any format you choose. This is also an opportunity to try a writing-in-the-content-areas lesson. Make your lesson active, interesting, fun and meaningful. Examples of possible strategies include:

- How to begin a piece of writing
- Writing an engaging opening
- Narrowing or expanding topics
- Using a piece of literature as a model for writing
- Writing paragraphs
- Developing characters
- Developing a central idea
- Organizational structure for a particular kind of writing (compare/contrast, persuasion, etc.)
- Monitoring writing to see if it makes sense
- Editing writing
- Using commas
- Making transitions between paragraphs
- Using graphic organizers to write
- Using writing for learning in the content areas
- Peer response
- Strategies specific to a particular domain (like response to literature, persuasion, etc.)

*Keep in mind when writing your lesson:* What is the purpose of your lesson? How does it relate to real writing? What are your learning goals? How are they aligned with the CA Reading/Language Arts standards (check the Reading/Language Arts framework for CA public schools)? How will you present the lesson (instructional strategies, resource materials, time frame)? How will you group students for the

lesson? How will you assess your students? What accommodations will you provide for students who need additional help?

*Important:* Your lesson must address the needs of mainstream students, as well as make provisions for second language learners, students presenting difficulty, and accelerated students. How are you going to work with students who are having difficulty? How will you scaffold second language learners' learning during the lesson? How will your lesson provide enrichment for accelerated students? Will you meet with students individually or in a small group while other students work independently? Bring enough copies for the cohort or email the lesson to everyone on the day you demonstrate your lesson.

**Sample writing and revision of one piece of writing (20 points):** In order to continue our dialogue about writing, writers' workshops, and the craft of writing, you will create a piece of one type of writing based on one genre from the standards at the grade level of your choice. For full credit, you will need to turn in your rough draft (with feedback from your partner), final revised piece, a reflection explaining the changes you made based on your partner's feedback, and a reflection on your experience with the workshop process

Some questions for the reflection: How did you get started? What was it like writing the first draft? What was difficult for you? What was easy? What kinds of decisions did you have to make in the writing? Did you consider an audience when you were writing? Who was your audience? Especially respond to: What did you learn about fostering student's writing through this experience? **DO NOT BEGIN THIS ASSIGNMENT UNTIL IT IS DISCUSSED IN CLASS!**

**Case Study (30 points) :** Choose a student at your school site who struggles with reading and writing (the teachers will help identify students). Choose a student who is reading at least at a first grade level. Identify a student as quickly as possible after starting your observation. Ask your master teacher for a good candidate. Prepare a reading and writing case study on this student:

Important: Take notes as you work with your student. Include your anecdotal notes in the final appendix. (for example, your student's behavior during the activity, reactions to the activity, comments, etc.) in your analysis of the student and in your design of an appropriate instructional plan. Record all the student's oral responses on tape. Don't try to assess the child in only one day. If you think the child is getting tired, stop the assessment for the day and pick up another day. An important part of the assessment is developing a rapport with the child in which s/he is comfortable to fully participate.

Your case study will include:

1. Learning about your student: This section includes the students age, grade level, interests, ethnic and linguistic background, etc. Select 3 students, however, you are only going to be working with one student. The other two will be backups- just in case students move or change schools.

Conduct a reading interview: Use an attitude survey. Surveys are included with this assignment. Summarize the interview and include the original responses in an appendix.

3. Reading assessment: Summarize the information gained from a Informal Reading Inventory and include the original data in an appendix. Insert the following chart at the appropriate place:

Independent	Instructional	Frustration
Grade level	Grade level	Grade level

Word list. Use the graded word lists to ascertain the level at which you will have your student begin to read the reading passage. Start at 2 to 3 grade levels below your student's grade level placement.

Miscue Analysis. Use an expository and narrative text. Record the student reading to be able to conduct the analysis.

Recording and Analysis. Listen to the tape. Record the miscues on a piece of paper containing a duplication of the reading selection. Use the *Johns* to record and analyze the miscues. Analyze the miscues made by your student using what you know about this student. What cues did your student use to make meaning? What are the strengths of your student? Use the analysis sheets in the John's and transfer that information to the assessment grid provided to record data about your student. Write your analysis in a clear manner. As you write your analysis, consider your original reading interview and consider how the answers given by the student during the interview connect to the miscues. Also consider the quality of the retelling and how you think that is related to the miscues.

Retelling. Before your student reads the expository or narrative text, be sure to tell him/her that you will be asking him/her to retell the story. Ask the comprehension questions as listed in the John's IRI. Also use the criteria provided in the John's to analyze the student's retelling.

5. Writing assessment: Use a Writing Survey about attitudes toward writing. Summarize the writing interview. Obtain a writing sample from the student. Have him or her write about a favorite toy, book, food, sport or anything that is personal to this child or use a piece of writing that the teacher has on file. Personal writing encourages more writing. Students can draw if they want to. You will want to see what stage of writing the child is in as well as the child's ability to manipulate this abstract type of language. Summarize the student's strengths and areas of improvement in writing.
6. Analysis: based on the information you have gathered about the student, discuss his or her strengths (very important - what can he or she do) and weaknesses: what does this student need to work on. Make specific instructional recommendations for how a teacher could work with this student in the future. You might also make recommendations for the student and parents: what can the student do on his or her own that is not dependent on the teacher.
7. Instructional Plan: Design an instructional plan for your student. You are the teacher. Knowing what you know about your student as a result of assessment, what areas would an appropriate instructional plan focus on? Why? Refer to the standards in the reading/language Arts Framework for CA Public Schools for your child's grade level to guide you as you design the intervention plan.
8. Reflection: Based on your classroom observations of reading and writing as well as on what you learned in the assessment process and intervention process, what would you do differently or try differently? What other scaffolds or strategies would you use? How would you use them? What other interventions would you try? What would your next steps in assessment be?
9. Appendix: Include the reading and writing interviews, the John's forms, writing samples, and writing rubric.

**Thoughtful participation/Professional demeanor** (10 points): Being a teacher involves more than planning lessons and delivering instruction. You must be able to articulate the reasons behind your curricular decisions, to advocate for students, and to defend policies about which you feel strongly. Engaging in professional conversations with parents, administrators, other teachers, and the public is imperative for teachers today. To that end, I expect that each student will participate actively and thoughtfully in each class session.

**CALIFORNIA STATE UNIVERSITY SAN MARCOS**

**CONSENT TO PARTICIPATE IN RESEARCH**

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Dear Parents/Caretakers,

\_\_\_\_\_, a student teacher at California State University San Marcos, is enrolled this semester in a course that prepares our college students to assess their students' literacy levels and then design appropriate instruction that best addresses the needs of their students. One of the assignments for this class is a case study, which analyzes the literacy and learning practices of a student they are teaching. We are requesting permission to interview and observe your child for this purpose. The CSUSM student teacher will ask questions about the student's experiences with school and literacy and will evaluate the student's reading and writing skills. Reading will be assessed by having the student read selected passages and answering comprehension questions. Writing will be assessed by having the student write a brief selection about a topic of interest to him/her. The CSUSM student teacher is not a reading or writing specialist and is not prepared to diagnose a student's difficulties. They will only gather information and look for patterns and areas of significance that can help them to be better teachers of students at the high school level.

There are no risks in this research greater than those involved in everyday classroom practices and assessment. The potential benefits to your child are that he/she gets individual attention and could receive helpful feedback for continued literacy development. Your participation will also help the teacher to better understand individual student needs and how to best teach to those needs.

Participation in this study is voluntary, and your child may withdraw from the study at any time without penalty. If your child does not participate in this study, his/her performance and grades at school will not be affected in any way. All identification from the data gathered will be blacked out so that your child will not be identifiable in the written analysis. All information gathered in this case study can be made available to you upon request. If you have further questions, please contact (instructor's name) at CSUSM (instructor's phone). This study has been approved by the Cal State San Marcos Institutional Review Board. Questions about your rights as a research participant should be directed to the Chair of the Board at (760) 750-8820. You will be given a copy of this form to keep for your records.

Check one:

I agree to participate in this research study. The experimenter has answered my questions.

I do not agree to participate in this research study.

\_\_\_\_\_  
Participant's name (printed)

\_\_\_\_\_  
Participant's signature

\_\_\_\_\_  
Parent/Legal Guardian's signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Researcher's Signature

**CALIFORNIA STATE UNIVERSITY SAN MARCOS**  
**PERMISO**

Estimados Padres o Encargada/o:

\_\_\_\_\_ es un estudiante de la Facultad de Pedagogía en la Universidad Estatal de San Marcos que cursa estudios para convertirse en maestra/o. Actualmente dicho estudiante está matriculada/o en un curso que prepara a futuros maestros en el campo de la evaluación. Parte de esta preparación incluye el evaluar a los niños en el proceso de la lecto-escritura. Uno de los trabajos que tienen que completar para recibir su título de maestro es de analizar las destrezas de lecto-escritura de los niños. Es por esta razón que usted recibe esta carta en la cual se solicita su permiso para que su hija/o pueda participar en esta actividad.

Nuestro estudiante universitario le hará preguntas a su hija/o con respecto a las experiencias que ha tenido su hija/o en la lectura y escritura, y evaluará estas destrezas. Para evaluar la lectura, su hija/o tendrá que leer un pasaje de un cuento y contestar algunas preguntas. Para evaluar la escritura, su hija/o tendrá que escribir un párrafo acerca de un tópico que le interese. El estudiante universitario no es especialista en lecto-escritura, solo recopilará datos que usará para analizar el nivel de aprendizaje de un niño. De esta manera, el estudiante universitario podrá aumentar su capacidad para entender mejor las necesidades en la lecto-escritura de los estudiantes.

En este estudio no hay ningún riesgo previsible para su hija/o. Los beneficios de dicha evaluación podrían incluir ayuda especial para que su hija/o mejore su capacidad académica en la lecto-escritura. Su participación también podría ayudar a la maestra/o de su hija/o a entender mejor las necesidades en la lecto-escritura de los estudiantes.

La participación en este proyecto es completamente voluntaria, de tal manera que su hija/o podrá dejar de participar cuando quiera, sin ninguna consecuencia negativa. Su decisión de permitir o impedir que su hija/o participe no ejercerá ninguna influencia en sus calificaciones, el trato que recibe, o cualquier otro aspecto de su proceso escolar. Para asegurar confidencialidad total, todos los nombres de los estudiantes serán eliminados. La información recopilada estará a su disposición si desea verla. Si tiene preguntas o desea mayor información acerca de este estudio, por favor comuníquese con [instructor's name] en la Universidad Estatal de San Marcos, [instructor's phone number]. Este proyecto ha sido aprobado por la Junta Directiva Institucional (un comité universitario de protección a participantes en proyectos de investigación). Si tiene preguntas acerca de sus derechos como participante en esta investigación, puede dirigírselas al Presidente de la Junta Directiva, (760) 750-8820.

Se le otorgará una copia de este formulario.

Por favor marque uno:

\_\_\_\_\_ Doy permiso de que mi hija/o, \_\_\_\_\_, participe en el estudio. Todas mis preguntas con respecto al estudio han sido contestadas.

\_\_\_\_\_ No doy permiso de que mi hija/o participe en el estudio.

\_\_\_\_\_  
Nombre del participante (EN LETRA DE MOLDE)

\_\_\_\_\_  
Firma del participante

\_\_\_\_\_  
Firma del padre o encargada/o

\_\_\_\_\_  
Fecha



EDMI 522 - Literacy Education  
Reading and Writing Interview – Guiding Questions

What are you learning to do in reading? [writing]

How are you learning it? Who is helping you?

What is easy about reading, what's hard? [writing]

What do you do before you start to read? [write]

While you are reading, if you come to a word that you don't understand or don't know, you \_\_\_\_\_ [writing]

How can you tell when someone is a good reader? [writer]

\_\_\_\_\_ is a good reader because \_\_\_\_\_

Do you think \_\_\_\_\_ ever comes to a word that s/he doesn't know?

If \_\_\_\_\_ comes to word s/he doesn't know, what do you think \_\_\_\_\_ does?

What would your teacher do to help someone who doesn't know a word while s/he is reading? [writing]

What do you do to help yourself understand and/or remember a story after you have read it?

Do you think that you are a good reader? [writer] Why or why not?

What would you like to learn to do next as a reader? [writer]  
How do you think you will learn it? (will someone help you?)

EDMS 522 - Literacy Education  
Reading and Writing Interview – Guiding Questions (Spanish)

¿Que estas aprendiendo hace en la lectura? En la escritura?

¿Como estas aprendiendo? ¿Quien te ayuda?

¿Que es fácil acerca de la lectura? (Escritura?) ¿Que es difícil acerca de la lectura? (Escritura?)

¿Que haces antes de empieza a leer? ¿Que haces antes de empieza a escribir?

¿Cuando lees, si llegas a una palabra que no entiende o no sabes, tu \_\_\_\_\_

¿Como sabes cuando alguien es un buen lector? (Escritor?)

Es un buen lector porque \_\_\_\_\_

¿Piensas que \_\_\_\_\_ encuentra una palabra que no entiende/sabe?

¿Si \_\_\_\_\_ encuentra una palabra que no sabe o entiende que piensa que hace?

¿Que haría tu maestro/a para ayudar a alguien que no sabe una palabra mientras ella o el lee?

¿Que haces para ayudarte a ti mismo/a para comprender o recordar un cuento despues que lo has leído?

¿Piensas que eres un buen lector/escritor? ¿Porque o porque no?

¿Que te gustaría aprende como lector? (Escritor?) ¿Como piensas que lo aprenderas? ¿Te ayudara alguien ?

## Grading

	<u>Points</u>
Reading reflections	20 points
Case Study	30 points
Writing reflection	20 points
Writing strategy lesson	20 points
Professional disposition	10 points
Total	100 points

**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.

**For this course:** *If you miss more than two class sessions or are late (or leave early) for more than three sessions, you cannot receive an A. If you miss more than three class sessions you cannot receive a B.* Notification of absences does not constitute an excuse. Late assignments will be penalized by a 5% deduction in points for each weekday late. After two weeks, late assignments will be given a zero. If you have extraordinary circumstances in your life that will impact your assignments, please let me know. I want you to be able to stay in school and succeed. If you have any questions or concerns, please feel free to come in and speak with me about them.

### **RICA Resource Notebook:**

**This is not for a grade but rather for you to use as a resource for organizing your materials and study for the RICA exam.**

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 about (Put it in your own words – 2 to 4 sentences), (b) 2 ways of assessing this content area (include rationale); and (c) 1 way of teaching it (description and accommodations). Describe the teaching strategy and explain how it supports reading, writing and/or language arts development.
- An lesson observation form
- A technology-rich assignment that enhances your teaching and student learning
- Lesson plans, articles, and any other resources collected within class or student teaching that would be helpful.

For the first semester we will focus on the following content areas:

- Section 1 Conducting ongoing assessment of reading development
- Section 2: Planning, Organizing, and Managing Reading Instruction
- Section 3: Phonemic Awareness
- Section 4: Concepts About Print
- Section 5: Systematic, Explicit Phonics and Other Word Identification Strategies
- Section 6: Spelling Instruction
- Section 7: Reading Comprehension - Narrative
- Section 12: Vocabulary Development
- Section 13: Structure of the English Language

- Section 14 Special Needs/accommodating all learners

For the second semester we will focus on these areas:

- Section 8: Content area literacy
- Section 9: Independent reading
- Section 10: Literary response and analysis
- Section 11: Relationship among reading, writing and oral language
- Section 14: Special Needs/accommodating all learners
- Section 15: Writing

Note: Besides the course readings, Dr. Alice Quioco's web site can also serve as a resource. The address is: <http://www.csusm.edu/Quiocho>. Click on "reading instruction portfolio." See the section on accommodations for ideas on ways to support second language learners.

Note: See [www.ed.gov/free/](http://www.ed.gov/free/) for free Educational Materials

Each section of the notebook could contain the following:

- A RICA analysis sheet including:
  - (a) what this content area(s) is about (Put it in your own words – 2 to 4 sentences),
  - (b) 2 ways of assessing this content area (include rationale), and
  - (c) 1 way of teaching it (description and accommodations). Describe the teaching strategy and explain how it supports reading, writing and/or language arts development. Include description of 3 accommodations minimum.
- An observation form (except for section 1).
- A technology-rich assignment that enhances your teaching and student learning.
- Lesson plans, articles, and any other resources collected within class or student teaching that would be helpful.

#### Example 1 RICA Analysis Sheet

Component	How to Assess	How to Teach it (Strategies)	Accommodations
Phonemic Awareness	<p>Phonemic awareness is assessed by finding out whether or not the student is capable of manipulating the language. For example;</p> <ul style="list-style-type: none"> <li>• I would ask a student to pick out the first sound or last sound of a word,</li> <li>• I would ask the student to identify, pronounce and blend sounds or a segment of a word,</li> <li>• I would ask students to identify sentences, words, or sounds to see if they are aware of the structure of a sentence.</li> </ul> <p><b>Assessment Tools</b></p> <p>1.) The Yopp-Singer Test of Phonemic Segmentation</p>	<p>These are strategies that can be used to teach ELL and non-ELL students phonetic awareness,</p> <ul style="list-style-type: none"> <li>• Involve students in poetry, rhymes and songs of all types,</li> <li>• Use a chant to clap syllables in students' names,</li> <li>• Sort known objects or pictures into groups of similar sounds (Realia Cans),</li> <li>• Play a guessing game using picture cards and help the children to put together blends to make their guess,</li> <li>• Sing songs that allow</li> </ul>	<p>For children with special needs I would use these strategies,</p> <ul style="list-style-type: none"> <li>• Specific skills instruction alongside a basal reading program- This means I would ask students what sounds they hear in certain words or what word would make sense in an empty space within a sentence. This strategy would allow me to assess my student's progress,</li> <li>• Great children's books including, nursery rhymes, alliterative</li> </ul>

		children to replace sounds with other sounds, even to make nonsense words, • Read to your students.	books, picture books, rhyming books, repetitive pattern books, Dr. Seuss
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Class Sessions

<b>Date</b>	<b>Topic</b>	<b>Readings</b>
January 20 AM	Overview	Re-read <i>Flint</i> , Chapter 1
January 21 PM	Assessment	<i>Beers</i> , Chapter 3 <i>Flint</i> , Chapter 9, pages 252-265, pages 76-83
January 26 AM	Case study Miscue analysis	<i>Beers</i> , Chapter 4 <i>Flint</i> , Chapter 9, pages 266-289
January 28 AM	Comprehension	<i>Beers</i> , Chapters 5; You will be assigned ONE of the following: Chapter 6, 7, 8 <i>Flint</i> , Chapter 8
February 4 PM	Vocabulary and spelling	<i>Beers</i> , Chapters 9 & 10 OR 11 & 12
February 9 AM	Literary analysis Literature circles	<i>Flint</i> , Chapter 10
February 11 AM	Content area literacy	<i>Flint</i> , Chapter 11
February 13 AM	Content area literacy	<i>Samuels/Beers</i> , Chapter 14
February 16 AM	Writers' Workshop	<i>Kittle</i> , Chapters 1-3 and 6
February 18 All Day	Writing	<i>Kittle</i> , Chapters 7-11
February 23 AM	Adolescent reading and writing	<i>Beers</i> , Chapters 13 & 14 <i>Samuels/Beers</i> , Chapter 7
February 25 PM	Planning, organizing, and managing literacy instruction	Bring <i>Quioco</i> book <i>Flint</i> , Chapter 5 <i>Samuels/Beers</i> , Chapter 8
March 4 AM	Case study workshop	Bring all of your case study data.
March 9 AM	Motivation	Read articles from WebCT Re-read <i>Samuels/Beers</i> , Chapter 3
March 11 PM	Send off to CPII  Closure	<i>Beers</i> , Chapter 15 <i>Flint</i> , pages 373-374