SPRING 2009
CRN # 20284 Section 3
Course Location: University Hall 444
Fridays: 7:30-2:15 p.m.

Instructor	Office	Office Hours	Phone	E-mail Address
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Mission Statement of the College of Education, CSUSM

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 on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. *(Adopted by COE Governance Community, October, 1997).*

Infused Competencies

Authorization to Teach English Learners Senate Bill (SB) 2042
This 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 addressed by SB 2042. The competencies needed to teach these students are met through the infusion of content and experiences within the Multiple Subject Program, as well as additional coursework.

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. Candidates are expected to use technology as part of their professional practice, as well as to research the topics discussed in this course.

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.

This course is Web Based Instruction enhanced using WEB CT6 and can be found at:
http://courses.cusum.edu. On-line access/work for web based instruction portion of the course is required.
Course Prerequisite
Admission to the College of Education Credential Program

Standards Alignment:
The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subjects Credential. Please be sure to incorporate artifacts from this class into your final comprehensive portfolio. The following standards are a primary emphasis for 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
Standard 7A- 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.

GENERAL CONSIDERATIONS

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 at the website provided: http://www.csusm.edu/coe/CalTPA/ProgramMaterialsTPA.html

<u>**Outcomes and Standards**</u>
The context for, and scope of this course is aligned with standards for the Cross-cultural Language and Academic Development (CLAD) endorsement, as articulated by the California Commission on Teacher Credentialing (CTC), and as approved by the faculty of the College of Education in development of the program approval documents. Further consideration has been given to the alignment of standards for multicultural education as articulated by the National Council for Accreditation of Teacher Education (NCATE), the Interstate New Teacher Assessment and Support Consortium (INTASC), and the National Board for Professional Teaching Standards (NBPTS). Emphasis is placed on learning outcomes (what you know and can demonstrate) rather than on inputs (putting in "seat time", meeting minimum criteria for assignments, checking off tasks and activities), and how these outcomes correspond to your potential to enhance student learning as a new teacher.

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Authorization to Teach English Learners
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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)*

<u>**CSUSM Academic Honesty Policy**</u>
"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."
.
<u>**Appeals**</u>
Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any course. Disputes may be resolved informally with the professor, or through the formal appeal process. For the latter, consult Dr. P. Kelly, Associate Dean.

<u>**Students with Disabilities Requiring Reasonable Accommodations**</u> Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special need. Students are reminded of the availability of Disabled Student Services, the Writing Center, technology assistance in the computer labs, and other student support services available as part of reasonable accommodation for special needs students.

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 or, in order to ensure confidentiality, in a more private setting.

<u>**Writing:**</u> In keeping with the All-University Writing Requirement, all 3 unit courses must have a writing component of at least 2,500 words (approximately 10 pages) which can be administered in a variety of ways. Writing requirements for this course will be met as described in the assignments.

<u>**Plagiarism**</u>
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. All work submitted for this course should reflect students' efforts. When relying on supporting documents authored by others, cite them clearly and completely using American Psychological Association (APA) manual, 5th edition. Failure to do so may result in failure of the course.

Electronic Communication Protocol (E-mail & Online Discussion Protocol)

Email & On-Line Discussion Protocol: Electronic correspondence (e-mail and on-line discussion) is a part of your professional interactions. If you need to contact the instructor or other students, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own form of nuances and meanings. For instance, electronic messages sent with all upper 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.

All electronic messages should be crafted with professionalism and care. For more guidance see Core Rules of Netiquette at *http://www.albion.com/netiquette/corerules.html.*

COURSE REQUIREMENTS

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 1 class meeting will result in the reduction of one letter grade.

2. Arriving late or leaving early on more than two 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

- California Department of Education. (1999). *Reading Language Arts Framework for California Public Schools: Kindergarten through grade twelve.* Available on-line.
- Johns, J. (2000). *Basic Reading Inventory: Pre-primer through Grade Twelve and Early Literacy Assessments. 9th Edition.* Kendall-Hunt.
- Flint, A. S. (2008). *Literate Lives: Teaching Reading and Writing in Elementary Classrooms.* John Wiley & Sons, Inc.
- Zarrillo, J. J. (2002). *Ready for RICA: A test preparation guide for California's Reading Instruction Competence Assessment.* Merrill Prentice Hall.(packaged as one).

Optional Texts

- Cunningham, P. *Phonics They Use*

NOTE: Assigned texts and readings **MUST** be brought to class sessions according to the course schedule.

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 late assignments (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

COURSE ASSIGNMENTS/POINTS POSSIBLE

Field Observations of Literacy Instruction (independent)	21 points
Reading Strategy Lesson Plan (independent or partner)	25 points
Assessment Table (group/independent)	10 points
Literacy Game (partner/small group)	15 points
Reading Reflections (independent)	14 points
Professional Disposition (Attendance/Participation/Professionalism)	15 points
Total	**100 points**

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)**

Overview:

Field Observations show you have observed specific literacy strategies in the classroom; these strategies are related to RICA areas. Here is a list of RICA areas and the chapter in *Ready for RICA* in which you can read about them. You will complete one Field Observation Form for three (3) of the nine (9) topics listed.

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 (Chapter12)
Structure of the English Language (Chapter 13)

What To Do:

Observe in any public education classrooms. Below is an example of a Field Observation – use this format. In each Field Observation, write observations of lessons related to balanced literacy and the RICA content areas taught in EDMS 521. Write observations of the teacher and students in the "Activity" section; explain how each activity relates to a RICA area. Be very specific (150 words or more on each side of the table – though that's not so in the example) and use 1.5 spacing!

Below is the observation form with a brief example. Replicate the 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.

✓ **READING STRATEGY LESSON PLAN (25 points)**

Overview:

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
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…)*	**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…)*

Independently or with a partner, present a READING strategy lesson of no more than 15 minutes. Make it *active, interesting, meaningful and accessible* to diverse students. It can be a mini-lesson, direct instruction, inquiry, or any format you choose. Sample lessons might include:

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

What To Do:

Select one of the instructional strategies from the Lesson Plan assigned in 511, and present it to the class as a mini-lesson. The mini-lesson should have an Into, Through, and Beyond.

Use this template for your mini-lesson:

Lesson Design by_____

Title of the Lesson:
Grade Level:
CA Content Standard (s):
Learning Goal (s)-Objectives   (Cognitive, Affective, Psychomotor, Language)   **Students will:**
Instructional Strategies *(See Below)   **INTO**   **THROUGH**   **CLOSURE**   **BEYOND**
Differentiation Strategies for ELL students and students with special needs: (Content-Process-Product)
Assessment(s):   (Describe and state if it is Entry Level, Formative-Progress Monitoring, or Summative)
Rationale: (Explain why you chose these strategies, groupings, etc…)

* **Instructional Strategies**

- INTO

Write a 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?

- o Modeled instruction: ("I do")
  > Describe Instructional Strategies
  >
  > Describe Student Activities
- o Shared instruction: ("We do")
  > Describe Instructional Strategies
  >
  > Describe Student Activities
- o Guided instruction ("You do")
  > Describe Instructional Strategies
  >
  > Describe Student Activities

- CLOSURE

Write a paragraph that describes how you will end the lesson

- BEYOND

Write a 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)**

<u>Overview</u>:

This is designed to familiarize you with a variety of assessments and evidence of student learning. You will be performing some of these assessments in EDMS 522 in your Literacy Case Study. Keep it until then!

<u>What to do</u>:

- 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 (15 points)

<u>Overview</u>:
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.

<u>What to do</u>:
1. With your partners create a list of 10 important ideas from your chapter.

2. Create a game focusing on those facts. 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. 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?

4. Submit your game to WebCT. Have one member publish your game in WebCT for the entire class. Bring your game and any necessary playing materials to class on the due date.

✓ READING REFLECTIONS (14 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. They will be due to Webct by the start of each class session and I will collect them each session. No points will be given if they are turned in late.

✓ PROFESSIONAL DISPOSTIONS (15 points total)

<u>Overview</u>:
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.

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

Course Outline EDMS 521
<mark>BRING BOOKS TO CLASS SESSIONS AS INDICATED</mark>
(While this schedule is carefully planned, it may be modified at any time.)

Date	Topic	Readings/Assignments Due

Session 1
January 23
	• Course Overview
	• Building Community
	• ELA Standards
	• Literacy Assessment
		READ:
		Flint: Chapter 1 (Reading and Learners)
		Zarillo: Chapter 1 (Assessment)
		BRING:
		   • *SYLLABUS!*
		   • *Copy of the ELA Standards for the grade level you will be teaching (or want to teach)*
		   http://www.cde.ca.gov

Session 2
January 30
	• Phonemic Awareness & Concepts About Print
	• Literacy Assessment
		READ:
		Flint: Chapter 2 (Oral Language)
		Zarillo: Chapter 3 (Phonemic Awareness)
		        Chapter 4 (Concepts About Print)
		BRING:
		   • Johns
		   • Flint
		<mark>**Due:**</mark>
		Reading Reflection1

Session 3
February 6
	• Phonics & Spelling
	• Presenter: Jesse Atkins
		READ:
		Flint: Chapter 6 (Emergent Readers & Writers)
		Zarillo: Chapter 5 (Phonics)
		        Chapter 6 (Spelling)
		BRING:
		   • Flint
		<mark>**Due:**</mark>
		   • Reading Reflection 2
		   • Field Observation 1 (WebCT)

Session 4 February 13	• Fluency • Writing	*READ:* *Flint, Chapter 7 (Beginning Readers & Writers)* *BRING:* • Flint <mark>**Due:**</mark> Reading Reflection 3

Session 5
February 20
	• Reading Comprehension-Narrative
	• Reading Strategy Lesson Presentations
		READ:
		Flint, Chapter 8 (Intermediate Readers & Writers)
		BRING:
		   • Flint
		<mark>**Due:**</mark>
		   • Reading Reflection 4
		   • Field Observation 2 (WebCT)

Session 6
February 27
	• Reading Comprehension-Narrative
	• Reading Strategy Lesson Presentations
	• Presenter: Erik Johnson
		READ:
		Flint, Chapter 10 (Facilitating Lit. Discussions)
		BRING:
		   • Flint
		<mark>**Due:**</mark>
		   • Reading Reflection 5
		   • Assessment Table (WebCT)

Session 7	• Structure of the English Language	*READ:*

March 6	• Reading Strategy Lesson Presentations	*Flint, Chapter 5 (Literacy Programs & Approaches)* *Zarillo, Chapter 13 (Structure of the English Lang.)* ***BRING:*** • Flint • Zarillo ==Due:== • Reading Reflection 6 • Field Observation 3 (WebCT) • READING STRATEGY LESSON PLAN (WebCT)
Session 8 March 13	• A Balanced Approach to Literacy Instruction	***READ:*** *Flint, Chapter 5 (Literacy Programs & Approaches)* ***BRING:*** • Flint • Zarillo ==Due:== • Reading Reflection 7 • Literacy Game (WebCT and in class)