

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

**EDMS 521, Course Number 20013
Language and Literacy in Elementary Classrooms
Spring 2009
Tuesdays (5:30 p.m. - 8:15 p.m.)
University Hall 439**

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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.

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.

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.

HONESTY, PLAGERISM, ELECTRONIC PROTOCOL

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.

PREREQUISITE: Acceptance into the CSUSM College of Education

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. 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

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. The following TPE's are the primary emphasis of this course:

TPE IA-Subject Specific Pedagogical Skills for Multiple Subject Teaching

TPE 4-Making Content Accessible

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>

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.

REQUIRED TEXTS

(Bring to class each meeting.)

- Jerry L. Johns (2008). *Basic Reading Inventory: Pre-primer through Grade Twelve and Early Literacy Assessments*. (any edition) Kendall-Hunt.
- Quioco, A. and Ulanoff, S. (2009). *Differentiated Literacy Instruction for English Language Learners*. Allyn & Bacon.
- 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).

Assignments:

- | | |
|--|-----------|
| • Reading Reflections | 20 points |
| • Field Observations of Literacy Instruction | 30 points |
| • Literacy Lesson Plan | 20 points |
| • Investigating Literacy Assessments Table | 10 points |
| • Class Assessment of Literacy (Games) | 10 points |
| • Professional Dispositions | 10 points |

100 Total Points Possible

COURSE ASSIGNMENTS

✓ READING REFLECTIONS (20 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.

✓ FIELD OBSERVATIONS of LITERACY INSTRUCTION (30 points total)

Overview:

One way to categorize reading instruction is to relate it to the domains established by the Reading Instruction Competence Assessment (RICA). 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 three (3) thoughtful observations.

RICA DOMAINS: 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 (Chapter 7)	Vocabulary Development (Chapter 12)
Structure of English Language (Chap. 13)	

What To Do:

To conduct an observation, students take notes of what the teacher does while teaching a literacy lesson. What does it look like? What does it sound like? What do the teacher and students do? What are the skills and/or strategies that the teacher is focusing on?

Students will need to determine which RICA topic(s) are taught during their observations. In any given literacy lesson, a teacher may be teaching one or more RICA topics.

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! See Field Observation Example below:

FIELD OBSERVATION EXAMPLE and FORMAT

NAME: Ima Literate	
READING / WRITING TOPICS: Concepts about Print, Early Writing, Beginning Phonics	OBSERVATION DATE: 9/17/08
GRADE LEVEL/SCHOOL: Kindergarten, Paloma Elementary	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	TO WHAT RICA AREA 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

<p>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.</p> <p><i>(You would continue explaining what you saw...)</i></p>	<p>the picture cards representing words with the /b/ sound.</p> <p>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.</p> <p><i>(You would continue explaining how activities relate...)</i></p>
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✓LITERACY LESSON PLAN (20 points)

Overview:

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
- Content area reading
- 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 patterns in a text
- Using graphic organizers for comprehension

What To Do:

Select one of the instructional strategies from the Lesson Plan assigned in 512, 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)
<u>INTO</u>
<u>THROUGH</u>
<u>CLOSURE</u>
<u>BEYOND</u>
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?

- 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 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?

✓ INVESTIGATING LITERACY ASSESSMENTS TABLE (10 points)

Overview:

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!

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 at least 10 different assessments. Be complete in your descriptions. Type your responses. Submit to WebCT on the due date.

Assessment Table for Investigating Literacy Assessments

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.					

✓ CLASS ASSESSMENT of LITERACY (Games) (10 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 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

✓ PROFESSIONAL DISPOSTIONS (10 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
- Flexibility
- Openness to and enthusiasm for learning

Part of how we measure professional dispositions fairly is the “Exit Slip” each class session, asking students to respond to the day’s session, and to grade themselves in professionalism. It is an opportunity to show responsibility, learning, and thought.

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

In this section of EDMS 521, the following attendance policy will apply: One class session may be missed without penalty to your grade. Each additional missed session will drop your final grade by 1/3 grade point (A to A-, A- to B+, etc.). If you miss four or more class sessions, you will receive an F. Three tardies or early exits are equivalent to an absence. Illness and emergencies are considered on a case-by-case basis. However, notifying the instructor does not excuse students from assignments nor the attendance policy.

Illness and emergency circumstances will be considered/negotiated on a case-by-case basis.

Grading Policy

Come prepared to class; readings and homework assignments are listed on the dates on which they are to be completed.

Work is submitted on time. One grade level will be deducted for each class meeting for which it is late (e.g., an “A” assignment that is submitted one class session late will be marked down to a “B”).

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. Consult American Psychological Association (APA) Manual, 5th edition for citation guidance.

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.

COURSE REQUIREMENTS FOR 521

Number Required	Assignment	Due Date(s)	Points Possible
3	Field Observations (independent)	2/17, 3/24, 4/28	30
1	Literacy Lesson Plan (independent or partner)	4/21 or 4/28	20
1	Investigating Literacy Assessments Table (group/independent)	3/17	10
1	Class Assessment of Literacy (Game) (small group/partner)	As assigned.	10
10	Reading Reflections (independent)	See syllabus for schedule	20
	Professional Dispositions ongoing	Each Class	10

Grading Standards (Points)

		A	93-100	A-	90-92
B+	87-89	B	83-86	B -	80-82
C+	77-79	C	73-76	C -	70-72

COURSE SCHEDULE: EDMS 521 Spring 2009

Bring your books to class each session.

The instructor reserves the right to modify the schedule.

Date	Topic	Assignment
Session 1 January 20	Course overview Building Community	BRING YOUR SYLLABUS!
Session 2 January 27	English Language Arts Standards English Language Development Standards <ul style="list-style-type: none"> • Bring a copy of each for the grade you would like to teach. http://www.cde.ca.gov www.sdcoe.net/standards <i>Jan. 29 TPA Task 3 (Assessment) Seminar 4-5:30 p.m.</i>	Flint: <i>Chapter 7 pp 212-213; Appendix. D p. 385 (Begin R/W)</i> Quiocho: <i>Chapter 4 pp. 82-96 (Assessing ELs)</i> Zarrillo: <i>Chapter 1 (Ongoing Assessment)</i> DUE: Reading Reflection 1
Session 3 February 3	Literacy Assessment <ul style="list-style-type: none"> • Class Assessment of Literacy (Z1) 	Flint: <i>Chapter 9 (Assessment)</i> Quiocho: <i>Chapter 4 (Assessing ELs)</i> Zarrillo: <i>Chapter 2 (Reading Instruction)</i> Johns DUE: Reading Reflection 2
Session 4 February 10	Phonemic Awareness <ul style="list-style-type: none"> • Class Assessment of Literacy (Z2) <i>Feb. 12 Task 3 (Assessment) DUE; Task 4 seminar 4-5:30 p.m.</i>	Flint: <i>Chapter 2 (Oral Lang)pp.24-49</i> Zarrillo: <i>Chapter 3 (Phonemic Awareness)</i> Johns DUE: Reading Reflection 3
Session 5 February 17	Concepts about Print <ul style="list-style-type: none"> • Class Assessment of Literacy (Z3) • Field Observation Due 	Flint: <i>Chapter 6 (Emergent R/W)</i> Zarrillo: <i>Chapter 4 (CAP)</i> Johns: DUE: Reading Reflection 4

<p>Session 6 February 24</p>	<p>Phonics</p> <ul style="list-style-type: none"> Class Assessment of Literacy (Z4) 	<p>Flint: <i>Chapter 2 pp.50-56</i> Quiocho: <i>Chapter 3</i> Zarrillo: <i>Chapter 5 (Phonics)</i> Johns:</p> <p>DUE: Reading Reflection 5</p>
<p>Session 7 March 3</p>	<p>Spelling</p> <ul style="list-style-type: none"> Class Assessment of Literacy (Z5) 	<p>Flint: <i>Chapter 8 (Intermediate & Accomplished R/W) Pp161-165</i> Quiocho: <i>Chapter 5 (Necessary Skills)</i></p> <p>Zarrillo: 6 (Spelling)</p> <p>DUE: Reading Reflection 6</p>
<p>Session 8 March 10</p>	<p>Reading Comprehension - Narrative</p> <ul style="list-style-type: none"> Class Assessment of Literacy (Z6) Field Observation Due 	<p>Quiocho: <i>Chapter 6 (Strategies that Count)</i></p> <p>Zarrillo: 7 (RC: Narrative)</p> <p>DUE: Reading Reflection 7</p>
<p>Session 9 March 17</p>	<p>Reading Comprehension – Narrative</p> <ul style="list-style-type: none"> Class Assessment of Literacy (Z7) Literacy Assessment Grids DUE 	<p>Quiocho: <i>Chapter 8 (Scaffolds)</i></p> <p>Zarrillo: 12 (vocabulary)</p> <p>DUE: Reading Reflection 8</p>
<p>Session 10 March 24</p>	<p>Comprehension</p> <ul style="list-style-type: none"> Class Assessment of Literacy (Z12) Field Observation Due <p><i>Mar. 26 TPA Task 4 (Culminating Activity) seminar 4-5:30 p.m.</i></p>	<p>Flint: <i>Chapter 12 (Struggling R/W)</i></p> <p>Quiocho: <i>Chapter 9 (Diff. Instruct. Except)</i></p> <p>DUE: Reading Reflection 9</p>
	<p><i>CSUSM Spring Break March 30-April 2</i></p>	
<p>Session 11 April 7</p>	<p>Comprehension</p> <p>On-line session (work on 512 unit plan and literacy lesson plan)</p> <p><i>Apr. 9 TPA Task 4 DUE (video due)</i></p>	<p>Flint: <i>Chapter 3 (...Culturally Relevant...)</i></p>
<p>Session 12 April 14</p>	<p>Structure of the English Language</p> <p>On-line session (work on 512 unit plan and literacy lesson plan)</p>	<p>Flint: <i>Chapter 1 (Examine Lit. in 21st Century)</i></p> <p>Zarrillo: 13</p>

Session 13 April 21	A Balanced Approach to Literacy <ul style="list-style-type: none"> • Class Assessment of Literacy (Z13) • Literacy Lesson presentations 	Flint: <i>Chapter 5 (Literacy Programs & Approaches)</i> DUE: Reading Reflection 10
Session 14 April 28	Preparing for Literacy Instruction during Clinical Practice <ul style="list-style-type: none"> • Literacy Lesson presentations • Final Field Observation Due 	No readings
Session 15 May 5	Preparing for Literacy Instruction during Clinical Practice	No readings