



**EDMX 521**  
**Elementary Literacy For Education Specialists**  
**Section 2 CRN #50131**  
**Wednesdays**  
**7:30 a.m. – 3:00 p.m.**  
**Twin Oaks Elementary**  
**Fall 2014**

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*Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.*

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Hours:	By Appointment

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**School of Education Mission & Vision Statement**  
*(Adopted by SOE Governance Community, January 2013)*

*Vision*

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

*Mission*

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
  - Promote and foster social justice and educational equity
  - Advance innovative, student-centered practices
  - Inspire reflective teaching and learning
  - Conduct purposeful research
  - Serve the School, College, University, and Community
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**Basic Tenets of our Conceptual Framework**

- Student centered education
  - Research and theory specific to the program field inform practice
  - Connections and links between coursework and application
  - Strong engagement between faculty and candidates
  - Co-teaching clinical practice
  - Culturally responsive pedagogy and socially just outcomes
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## COURSE DESCRIPTION

Focuses on developing Education Specialists' understanding of theory, methodology, and assessment of English Language Arts and second language learning in integrated and inclusive elementary classrooms.  
*Enrollment Restriction: Admission to the Education Specialist Credential Program.*

Garza: 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-A: Multiple Subject Reading, Writing, and Related Language Instruction in English

### **Course Prerequisite**

Admission to the Multiple Subject Teacher Credential Program.

## STUDENT LEARNING OUTCOMES

### **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.

(2007). *Reading/ Language Arts Framework for California Public Schools*. California Dept of Education, Sacramento.

**COURSE FEATURES AND PROFESSIONAL AND ADMINISTRATIVE REQUIREMENTS**

**Authorization to Teach English Learners**

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Candidates successfully completing this program receive a credential with authorization to teach English learners.

*(Approved by CCTC in SB 2042 Program Standards, August 02)*

**Teacher Performance Expectation (TPE) Competencies**

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subject Credential. 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.

**TaskStream Enrollment**

The School of Education uses TaskStream to manage candidates’ TPE, clinical practice, signature assignment, and disposition assessments. Candidates must be enrolled in TaskStream throughout the program. Enrollment fees are paid by going to [www.taskstream.com](http://www.taskstream.com) and registering. Access the folio by going to your home page, finding the Self-Enrollment area and clicking the *Enter Code* button. Then enter the program code provided to you at orientation. If this is the correct program, click the *Enroll* button. The folio for your program now will show up on your TaskStream home page when you log in. Be sure to remember your own exact enrollment name and password.

**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, SoE 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 SoE website: <http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

### **Assessment of Professional Dispositions**

Assessing a candidate's dispositions within a professional preparation program recognizes that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning - and developed an assessment rubric. For each disposition, there are three levels of performance - *unacceptable*, *approaches target*, *meets target*. The rubric for the levels of performance offers measurable behaviors and examples for each disposition.

The assessment of dispositions includes a self-assessment by the candidate and is designed to provide candidates with ongoing feedback for their growth in professional disposition. Based upon assessment feedback, candidates compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *meets target* during the program.

### **School of Education Attendance Policy**

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates 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 candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

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

Candidates with disabilities who require reasonable accommodations 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 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates 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.

### **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.

### **CSUSM Academic Honesty Policy**

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary

action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

### **Plagiarism:**

As an educator, it is expected that each candidate 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 in this course must be the original work of the credential candidate. Scanning of student work via Turnitin™ software may be used to verify student authorship and accurate citation of copyrighted materials or thoughts, ideas, and/or work of others. The instructor may require that some assignments in the course be submitted using the built in Turnitin™ software feature. Students making unauthorized copies of copyrighted materials or microcomputer software will receive a failing grade.

### **Use of Technology**

Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

### **Electronic Communication Protocol**

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, 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 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 School 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.

## **COURSE REQUIREMENTS**

### **Grading Standards (Points)**

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

### **Grading Scale**

93% = A      90% = A-      87% = B+      83% = B      80% = B-      78% = C+

### Required Texts:

Reutzel, D. Ray., and Cooter, Jr., Robert B. (2012). *Teaching Children to Read: The Teacher Makes the Difference*, (6<sup>th</sup> Edition). Upper Saddle River, NJ: Pearson (ISBN: 9780132566063)

Zarrillo, James. (2010) *Ready for Revised RICA: A Test Prep Guide (3<sup>rd</sup> Edition)* (ISBN: 9780137008681)

Johns, Jerry (**any recent edition**). *Basic Reading Inventory: Pre-primer through grade twelve & early literacy assessments* (11<sup>th</sup> ed.). Dubuque, Iowa: Kendall-Hunt. (ISBN: 9780757551277)

Quiocho, A., and Ulanoff, S. (2009). *Differentiated Literacy Instruction for English Language Learners*. Boston, MA: Pearson.

Lee, John. (2008). *Visualizing Elementary Social Studies Methods*. (ISBN 13: 9780471720666) This text is also used in Social Studies Methods course.

### Additional Texts Posted on Cougar Course

California Department of Education. (2014). 2014 ELA/ELD Framework  
<http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>

California Department of Education. (2013). *California's common core state standards: English language arts & literacy in history/social studies, science, and technical subjects*. <http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>

California Department of Education (2012). *Appendix A: Foundational Literacy Skills for English Learners (with alignment charts for ELD Foundational Literacy Skills and Common Core Reading Standards Foundational Skills)* <http://www.cde.ca.gov/sp/el/er/documents/sbeapdaliteracy.pdf>

California Department of Education (2012). *Appendix B: The California English Language Development Standards Part II: Learning About How English Works*  
<http://www.cde.ca.gov/sp/el/er/documents/sbeapdbhew.pdf>

California Department of Education (2008). *RICA content specifications*. RICA Content]  
[http://www.rica.nesinc.com/RC\\_preparation\\_materials.asp](http://www.rica.nesinc.com/RC_preparation_materials.asp)

Duguay, A., Massoud, L., Tabaku, L., Himmel, J., & Sugarman, J. (2013). *Implementing the Common Core for English learners: Responses to common questions*. (Practitioner Brief). Washington, DC: Center for Applied Linguistics.

Freeman & Freeman. (2004). *Connecting Students to Culturally Relevant Texts & Cultural Relevance Rubric*.

Freeman & Freeman. (2009). *Distinguishing between Academic and Conversational Language*, Ch 2. (pages 23 – 44).

Rivera, M. O., Moughamian, A. C., Lesaux, N. K., & Francis, D. J. (2008). *Language and reading interventions for English language learners and English language learners with disabilities*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

### **Course Assignments**

Students are expected to complete assigned readings *prior* to the class sessions to which the readings are related in preparation for class activities. It is expected that work will be proofread and edit word-processed assignments prior to submission. All citations and references use American Psychological Association (APA) format. In addition, it is expected that assignments will be turned in on time. Please discuss individual issues with the instructor (prior to due date). Points will be deducted if assignments are submitted late (10% penalty per day late; no credit will be awarded if the assignment is one week late). *Assignments that are turned in a week late will be given a grade of zero.*

<b>Assignment</b>	<b>Points</b>
Literacy instruction strategies (Sept 14)	15
Literacy lesson plan (Sept 28)	20
Assessment in literacy (Oct 5)	15
RICA Competencies eNotebook (Oct 19)	15
ELA reflective Blog	10
ELA instruction in-class activities	25
<b>Total Points</b>	<b>100</b>

### **Descriptions of Assignments**

#### **LITERACY INSTRUCTION STRATEGIES**

Candidates learn to model literacy strategies for teaching reading, writing and language. Each Candidate is assigned a literacy instructional strategy with a partner. The pair becomes familiar with the strategy and plans together to co-teach it using the complementary co-teaching approach in order to differentiate instruction. This instructional demonstration will focus on modeling for the “teach to the objective” phase of instruction. Candidates use the “Demonstration Guide” to organize how they co-teach their assigned literacy instruction strategy to their cohort colleagues. After the demonstration activity, Candidates will participate in a whole class discussion of 1) best practice for teaching literacy instruction strategies, and 2) the use of co-teaching approaches to support differentiation of instruction.

Candidates prepare a report that includes their own demonstrated literacy instructional strategy as well as one additional literacy instructional strategy that they were taught by another pair. Candidates use the “Report Guide” to organize their report, including photos of the strategies being taught.

#### **Demonstration Guide for Literacy Instruction Strategies**

Tell us your names and tell us which presenter is playing the lead role and which one is playing the complementary role.
State the name of the strategy and what area of ELA/ELD it corresponds to
Model the use of the strategy using the complementary co-teaching approach. Model by the strategy step by step. Model by <i>showing</i> what to do and “thinking aloud” as you demonstrate. Use appropriate materials to model the strategy.

### Report Guide for Literacy Instruction Strategies

Your name & your partner's name
The name of assigned literacy instruction strategy you taught
Explain the purpose of your assigned literacy instruction strategy. What specific area of ELA/ELD does this strategy develop? How/Why does it support development in this area?
Provide a photo of the strategy being demonstrated (i.e., materials being used...)
State which role you took in complementary co-teaching (the lead role? the complementary role?) Describe what you did in your role during instruction. Describe how you and your partner used the complementary co-teaching approach to differentiate instruction to support all learners
The name of another literacy instruction strategy that you were taught by another pair of presenters
Explain the purpose of the literacy instruction strategy. What specific area of ELA/ELD does this strategy develop? How/Why does it support development in this area?
Provide a photo of the strategy being demonstrated (i.e., materials being used...)

### LITERACY LESSON PLAN

Candidates prepare a lesson plan for teaching reading using the lesson design template. The lesson plan uses instructional scaffolding to fully support the learner's progress toward independence. The lesson utilizes progress monitoring assessment to monitor the learner's progress and cumulative assessment to determine learner's level of mastery. Candidates use the *ELA Lesson Design Template* to develop their lesson plan. While developing the lesson plan, Candidates revise their lesson plan regularly based on on-going feedback obtained from the professor and peers during in-class workshops.

### ELA Lesson Design Template

<b>Components</b>	<b>Description of components</b>
Student Description	Grade level ELD proficiency level descriptors Additional salient factors
Standard(s)	Salient standards: ELA Common Core, Corresponding ELD
Objective:	The students use _____ in order to improve _____ name of strategy/activity name of ELA skill/strategy while _____. name of reading or writing text or task
Assessment	The specific criteria used to measure student performance of the objective.
Teach to the Objective	<b>Your modeled instruction</b> <i>Teacher explains and models</i> the task by actually doing it while students watch. First, Teacher explains the key concepts and how to use them. Next, Teacher models by "thinking aloud" to show the associated thinking process while students listen & watch. <ul style="list-style-type: none"> <li>• I explain the key concepts</li> <li>• Step by step, I model and "think aloud"</li> </ul> <b>Your shared instruction</b> <i>Teacher and students do the task together with teacher leading them.</i> Teacher asks students to help teacher. Teacher asks questions, encourages partner-talk, such as "think-pair-share", and charts out students' ideas. <ul style="list-style-type: none"> <li>• I have the students do it together with me</li> <li>• I include student interaction with a "think/pair/share"</li> <li>• I check for comprehension by...</li> </ul>



<b>Components</b>	<b>Description of components</b>
Guided Practice	<p><b>Guided practice activities</b>  <i>Students with partner/small group engage in an activity that Teacher provides to practice doing the objective. Teacher provides students the materials and directions for the activity. Teacher coaches students, offering guidance as needed. Teacher supports students who need extra help by re-teaching/mini-lesson.</i></p> <ul style="list-style-type: none"> <li>• I explain practice activity step by step</li> <li>• I support and guide the students during the activity</li> <li>• I monitor student performance with progress monitoring by....</li> </ul>
Independent Practice	<p><b>Apply newly learned skills</b>  <i>Student applies newly learned skills in an independent activity created by the teacher.</i></p>

## ASSESSMENT IN LITERACY

Teacher Candidates learn how to assess student performance in literacy. Candidates are introduced to the different purposes of literacy assessments, which are used in pre-K through 8<sup>th</sup> grade. Candidates are introduced to the process of gathering and analyzing assessment data to inform instruction.

First, Candidates practice observing children reading in order to assess their performance. Each Candidate administers a running record to a student (or comparable assessment). Candidates record the data as child reads and reports what the data shows about the student's literacy development.

Next, Candidates demonstrate to their cohort colleagues how to administer assigned literacy assessments, explaining the distinct kind of information the assessment gathers and connecting it to the instructional cycle and its utility as entry-level, progress-monitoring and/or summative assessment.

Finally, Candidates prepare a report that includes their running record, their own demonstrated assessment as well as two additional assessments observed being demonstrated by their cohort colleagues. Candidates use the *Assessment Demonstration & Running Record Report Guide* to organize their report.

### **Assessment Demonstration & Running Record Report Guide**

<b>My Running Record that I conducted with a student</b>	<p>State the student's grade level and any additional salient factors            State which text the child read during the running record (<i>narrative? expository?</i>)            Describe the results of the running record: (<i>How did the student score? What information did you find out re: the kinds of miscues that the student makes? the student's reading skills? the student's reading level?</i>)</p>
<b>My Assigned literacy assessment that I demonstrated</b>	<p>State the name of your assigned literacy assessment            What does it measure... specifically, what information does it give you about the student?            How do you administer this assessment?            How do you score this assessment?            Is this an assessment used for entry-level, progress-monitoring or summative?</p>
<b>Literacy Assessment I observed being demonstrated by my cohort colleagues</b>	<p>State the name of the literacy assessment you observed being demonstrated.            What does it measure... specifically, what information does it give you about the student?            How is this assessment administered?            How is this assessment scored?            Is this an assessment used for entry-level, progress-monitoring or summative?</p>

<b>Literacy Assessment I observed being demonstrated by my cohort colleagues</b>	State the name of literacy assessment you observed being demonstrated. What does it measure... specifically, what information does it give you about the student? How is this assessment administered? How is this assessment scored? Is this an assessment used for entry-level, progress-monitoring or summative?
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RICA COMPETENCIES eNOTEBOOK

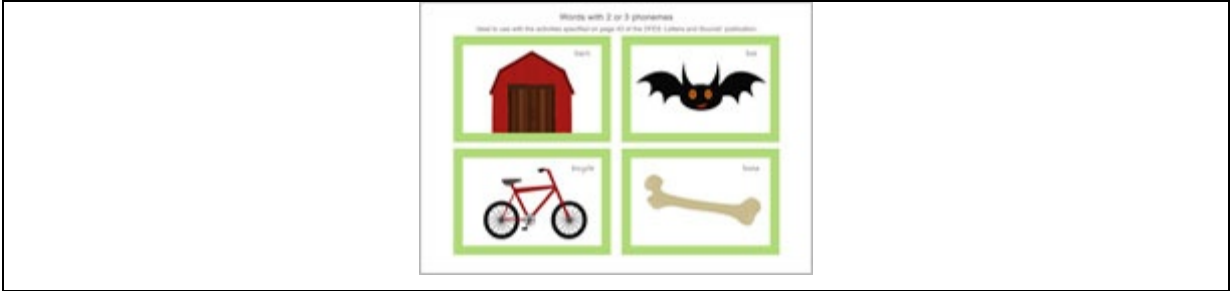
Teacher Candidates conduct observations in the field to find instruction and corresponding artifacts that exemplify the RICA competencies. Candidates observe language arts instruction in classrooms and gather examples of specific instruction and artifacts related to the RICA competencies. Candidates observe the teacher while she/he is teaching components of the language arts curriculum that correspond to the RICA competencies and explore the associated artifacts that accompany and support that instruction.

In class, Candidates meet with their cohort colleagues to share their observations, to make connections to RICA competencies and ELA common core standards, and to draw insights about effective literacy instruction. Candidates reference the "Ready for Revised RICA Study Guide" written by James Zarrillo.

Ultimately, Candidates are responsible to create an enotebook for each of the required RICA competencies: 3 or 4, 6, 7, 9, 11, 14, 15. The completed enotebook should provide at least 2 examples for each of the required RICA competencies (one of which is the based on the Candidates own observations). Candidates' example(s) should follow the *RICA Competency Example Guide* (below).

**RICA Competency Example Guide**

<p><b>Name of Candidate Who Observed this Instruction:</b> Sue Zing  <b>Grade Level:</b> Kindergarten  <b>RICA Competency:</b> phonemic awareness  <b>Common Core:</b> foundational skills</p> <p>I observed Mr. X teaching phonemic awareness. The teacher displayed on the overhead pictures of objects that all started with the /b/ sound. He isolated the sound at the beginning of each word. He modeled saying the word by emphasizing the /b/ sound at the beginning of the word as he showed them the picture. He touched his lips as he said the /b/ sound to show that they were coming together to produce the sound. The teacher modeled blending the /b/ sound with the rest of the word using the word frame, /b/ and "at" makes "bat". He noted that in Spanish, the word is "bate" and that also starts with the /b/ sound. Then, he had them do a couple word frames together with him. The word frame provided a scaffold for blending the sounds. For example, he showed them a picture of a ball and prompted them with the word frame, "/b/ and "all" makes _____ . Next, the teacher sorted picture cards of objects starting with the /b/ sound and picture cards of objects that did not start with the /b/ sound. He sorted the cards into groups on the pocket chart: the picture cards showing the /b/sound in one column and the pictures not showing it in another column. He passed out "b" picture cards to student partners and had them practice saying the sound the initial /b/ sound and blending the initial /b/ sound with the rest of the word. He then passed out to student pairs a ziplog bag full of small objects and had them sort them into two groups, objects that started with the /b/ sound into one group and objects that did not start with the /b/ sound into another group.</p>
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MY REFLECTIVE BLOG

Teacher Candidates write a blog to reflect on their learnings related to each class session. The blog requires 8 entries, one for each week of class. Each entry should do the following: 1) provide a description of at least two new learnings made as a result of that week's coursework that the Candidate believes advances his/her professional development specific to literacy instruction, and 2) provide a thoughtful reflection on those learnings that demonstrates the connections and insights that the Candidate is making about effective literacy instruction, specifically how to apply these learnings to his/her work with students (in tutoring and/or clinical practice) to be more effective in teaching literacy.

## FALL 2014 COURSE SCHEDULE

*The instructor reserves the right to modify the schedule.*

Date	Topic	Assignment
<p><b>Week 1</b> Aug 25 – 29</p> <p>Lit Session 1</p>	<ul style="list-style-type: none"> <li>_ Orientation to Course</li> <li>_ Intro to CC ELA anchor standards &amp; CCSS grade level standards &amp; ELD standards</li> <li>_ Intro to ELA &amp; ELD Framework</li> <li>_ Intro to RICA Competencies</li> <li>_ CC focus: foundational literacy</li> <li>_ Relationship of standards &amp; assessment</li> <li>_ Intro to cultural relevance</li> <li>_ Intro to EL typologies</li> <li>_ ELA &amp; ELD PowerPoint: <i>Students Learning English: Developing Language and Literacy in L2.</i></li> </ul>	<p><b>DUE:</b> Blog</p> <p><b>READINGS:</b></p> <p><b>Reutzel &amp; Cooter:</b> Chapters 2 &amp; 3  <b>ELA CCSS</b>  <b>ELA/ELD Framework Ch 1 &amp; Ch 2</b>  <b>Reference Chart: EL Typologies</b>  <b>Appendix A of ELD Standards:</b>  <i>Foundational Literacy Skills for English Learners alignment charts</i>  <b>Appendix B of ELD Standards:</b> <i>Learning How English Works</i>  <b>Freeman &amp; Freeman (2004):</b> <i>Connecting Students to Culturally Relevant Texts &amp; Cultural Relevance Rubric.</i>  <b>Quiocho &amp; Ulanoff Ch 2:</b> <i>The Role of Culture in Planning</i> pgs 43 – 46 &amp; <b>Ch 3</b></p>
<p><b>Week 2</b> Sept 1 – 5</p> <p>Lit Session 2</p>	<ul style="list-style-type: none"> <li>_ Emergent Literacy: early language, reading &amp; writing development</li> <li>_ Developing language &amp; literacy in L1 &amp; L2</li> <li>ELA &amp; ELD PowerPoint: <i>Students Learning English: Developing Language and Literacy in L2.</i></li> <li>_ The typologies of the student learning English, the proficiency level descriptor(s) (i.e., emerging, expanding, bridging), and the student's oral language English and L1 print skills. How to adapt objectives based on students oral language in English and print skills in L2.</li> <li>_ Rubric for determining the cultural relevance of a text</li> <li>_ Intro to cueing systems</li> <li>_ CC Focus: foundational skills</li> <li>phonemic awareness, early word recognition &amp; associated assessments</li> <li>_ Unpacking English language structures (letter &amp; word level)</li> <li>_ Intro to Literacy Instruction Strategies</li> <li>_ Intro to ELA Lesson Plan focused on teaching reading comprehension</li> </ul>	<p><b>DUE:</b> Blog</p> <p><b>READINGS:</b></p> <p><b>Cougar course article:</b> <i>Effective Practices for Teaching Reading Comprehension</i> first 7 pages of the chapter by Duke &amp; Pearson  <b>Reutzel &amp; Cooter:</b> Chapters 3 &amp; 4  <b>ELA CCSS</b>  <b>ELA/ELD Framework Ch 1 &amp; Ch 2</b>  <b>Reference Chart: EL Typologies</b>  <b>Appendix A of ELD Standards:</b>  <i>Foundational Literacy Skills for English Learners alignment charts</i>  <b>Appendix B of ELD Standards:</b> <i>Learning How English Works</i>  <b>Freeman &amp; Freeman (2004):</b> <i>Connecting Students to Culturally Relevant Texts &amp; Cultural Relevance Rubric.</i>  <b>Quiocho &amp; Ulanoff Ch 2:</b> <i>The Role of Culture in Planning</i> pgs 43 – 46 &amp; <b>Ch 3</b></p>

<b>Date</b>	<b>Topic</b>	<b>Assignment</b>
<b>Week 3</b> Sept 8 - 12  Lit Session 3	_ Literacy Instruction Strategies Activity _ CC focus: reading & writing narrative comprehension & fluency _ continue with foundational skills word recognition, phonics, structural analysis & associated assessments _ Intro to running records _ Unpacking English language structures (word & sentence level) _ Teaching ELD - ELA & ELD PowerPoint: <i>Students Learning English: Developing Language and Literacy in L2.</i> _ Developing the ELA lesson plan focused on teaching reading comprehension	<b>DUE:</b> Blog  <b>READINGS:</b>  <b>Cougar Course Video:</b> how to conduct a running record <b>Reutzel &amp; Cooter:</b> Chapters 5 & 7 <b>ELA CCSS</b> <b>ELA/ELD Framework</b> <b>Appendix B of ELD Standards:</b> <i>Learning How English Works</i>
<b>Sunday</b> <b>Sept 14th</b>		<b>DUE:</b> Literacy Instruction Strategy
<b>Week 4</b> Sept 15 – 19  Lit Session 4	_ Intro to literacy assessments & their purposes, _ Practice running records for word analysis & fluency _ CC Focus: reading & writing in expository text & academic language development _ Reading & writing in social studies: “reading pictures” ( <i>Visualizing Social Studies</i> ) _ Unpacking English language structures (sentence & paragraph level), grammar, sentence expansion, cohesive devices, semantic variety, paragraph format with the Grammar & Meaning PowerPoint _ Teaching ELD ELA & ELD PowerPoint: <i>Students Learning English: Developing Language and Literacy in L2.</i> _ Revising the ELA Lesson Plan focused on teaching reading comprehension	<b>DUE:</b> Blog  <b>READINGS:</b>  <b>Reutzel &amp; Cooter:</b> Chapter 10 <b>Lee, Visualizing SS Methods:</b> Chapter 10 <b>Cougar course website:</b> History of Us online <b>ELA CCSS</b> <b>ELA/ELD Framework</b> <b>Appendix B of ELD Standards:</b> <i>Learning How English Works</i> <b>Quiocho &amp; Ulanoff Ch 5:</b> <i>Teaching and learning the necessary skills for literacy success</i> & <b>Ch 6:</b> <i>Strategies that count</i>
<b>Week 5</b> Sept 22 – 26  Lit Session 5	_ Assessment of Literacy Activity _ Intro to Informal Reading Inventory (IRI) _ Intro to writing & orthography: stages of spelling, sound spelling & structural analysis (morphemes) _ Intro to Vocabulary _ Unpacking English language structures (paragraph level & text level), graphic organizers of text structures, semantic maps, (Grammar & Meaning PP; ELA & ELD PP) _ Final revisions to ELA Lesson Plan focused on reading comprehension	<b>DUE:</b> Blog  <b>READINGS:</b>  <b>Reutzel &amp; Cooter:</b> Chapter 6 & 8 <b>Cougar course video:</b> Website for Patricia Cunningham’s Making words short 4 minute video <a href="http://hdp12852011.wikispaces.com/Ivon+Liu">http://hdp12852011.wikispaces.com/Ivon+Liu</a> <b>ELA CCSS</b> <b>ELA/ELD Framework</b> <b>Appendix B of ELD Standards:</b> <i>Learning How English Works</i>
<b>Sunday</b> <b>Sept 28<sup>th</sup></b>		<b>DUE:</b> Literacy Lesson Plan

<b>Date</b>	<b>Topic</b>	<b>Assignment</b>
<b>Week 6</b> Sept 29 – Oct 3  Lit Session 6	_ Assessment in Literacy Demonstrations _ Fluency continued: components of fluency competencies, relationship to word identification and comprehension, influence of text complexity on fluency _ Writing continued: writing process & writing workshop _ Academic language continued: features of academic language texts	<b>DUE:</b> Blog  <b>READINGS</b> <b>Reutzel &amp; Cooter:</b> Chapter 8 <b>Reutzel &amp; Cooter Ch 9</b> pg 353: Generous Reading <b>Freeman &amp; Freeman (2009),</b> <i>Distinguishing between Academic and Conversational Language Ch 2 (pages 23 – 44)</i> <b>Academic Language PowerPoint</b> <b>Quiocho &amp; Ulanoff Ch 5:</b> <i>Teaching and learning the necessary skills for literacy success</i> & <b>Ch 6:</b> <i>Strategies that count</i>
<b>Sunday</b> <b>Oct 5th</b>		<b>Due:</b> Assessment in Literacy
<b>Week 7</b> Oct 6 – 10  Lit Session 7	_ RICA competencies _ Poetry for reading & writing _ Using Teacher Guides & State Adopted Materials _ Literacies for the 21 <sup>st</sup> Century, Digital Literacies for use in the classroom	<b>DUE:</b> Blog
<b>Week 8</b> Oct 13 – 17 TPA due  Lit Session 8	Course Debrief	<b>DUE:</b> Blog
<b>Sunday</b> <b>Oct 19<sup>th</sup></b>		<b>Due:</b> eNotebook for RICA Competencies