CALIFORNIA STATE UNIVERSITY SAN MARCOS
SCHOOL OF EDUCATION

EDMS 521: Elementary Literacy I
Fall 2012
Location: Bonsall Elementary School

Instructor: Dr. Garza
Office Hours: by appointment
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SCHOOL OF EDUCATION
Mission Statement

The mission of the School of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

COURSE DESCRIPTION

The primary aim of this course is for students to develop an understanding of the theory, methodology and assessment of English language arts and second language learning in integrated and inclusive elementary and middle school classrooms.

Course Prerequisite

Admission to the Multiple Subject/CLAD Teacher Credential Program.

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 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.

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

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 School of Education, this course demonstrates the collaborative infusion of special education competencies reflecting inclusive educational practices.

Technology

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

All University Writing Requirement

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

STUDENT LEARNING OUTCOMES
Teacher Performance Expectation (TPE) Competencies

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

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008, all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM, this assessment system is called the "CalTPA" or TPA. To assist your successful completion of the TPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment. Additionally, 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 provided at the website provided:
http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html

UNIVERSITY REQUIRMENTS
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 4300, and can be contacted by phone at 750.4905 or TTY 760.750.4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, to ensure confidentiality, in a more private setting.

CSUSM Academic Honesty Policy

"Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas or materials borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks. Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class,

please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole." Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion.

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.

COURSE REQUIREMENTS

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

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.

School of Education Attendance Policy
Due to the dynamic and interactive nature of courses in the School 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 SOE Governance Community, December, 1997)* Should a student have extenuating circumstances, s/he should contact the instructor as soon as possible. *Students missing more than two class sessions will not earn a passing grade*. 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.

Required Texts:
- Articles posted on Cougar Course
- Jerry Johns (2008 or any recent edition). *Basic Reading Inventory* (ISBN: 9780757551277 for the 10th Edition)
- Zarrillo, James. (2010) Ready for Revised RICA: A Test Prep Guide (**3rd Edition**) (ISBN: 9780137008681) ($ 30 new)

Recommended Texts
Gail E. Tompkins. 50 Literacy Strategies: Step by Step 4th edition (ISBN-10: 013294491X) ($ 31)

COURSE ASSIGNMENTS

Students are expected to demonstrate competency in the use of various forms of technology and keep a digital copy of all 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.*

Assignment	Points
English Language Arts & Common Core Standards activities	20
Field Observation Evidence Reports BLOG (x 5)	45
ELA lesson design activities (x 3)	30
Literacy instruction strategy demonstrations (A & B)	30
Write up of reading lesson implementation (during CP)	25
Assessment in literacy	25
Dispositions: In-class activities	25
Total Points	200

Descriptions of Assignments

ENGLISH LANGUAGE ARTS & COMMON CORE STANDARDS ACTIVITIES

Teacher Candidates (TCs) explore the current California ELA Standards and the upcoming California Common Core State Standards (CCCSS) – ELA & Literacy. The exploration activities engage TCs in identifying the ELA standards in current domains and in upcoming strands related to College and Career Readiness Anchor Standards. TCs analyze similarities and differences between the CA ELA and the CCCSS ELA & Literacy.

TCs connect the ELA standards per grade level to RICA competencies. They also explain how ongoing instruction of a set of standards in a strand across the grade levels supports students becoming "college ready" in ELA & Literacy. In addition, TCs match specific ELA standards to sample student learning activities, sample instructional strategies and/or sample materials in order to show teaching and learning based on the standards.

	STANDARDS ACTIVITY	PRODUCT
	Identify the ELA standards in current domains and in upcoming strands related to College and Career Readiness Anchor Standards Explain how ongoing instruction of a set of standards in a strand across the grade levels supports students becoming "college ready" in ELA & Literacy	Map of structure & explanatory paragraph
1	Analyze similarities & differences between the CA ELA and the CCCSS ELA & Literacy and their relationship to ELD standards	Venn Diagram: CC - ELA
2	Connect the ELA standards in a grade level to RICA competencies	Table: ELA-RICA conxns
3	Apply specific ELA standards to sample student learning activities, instructional strategies and/or use of instructional materials in order to show instruction based on the standards.	ELA standard & Sample : * A student lrng activity * An instrxnl strategy * Using instructxnl materials

FIELD OBSERVATION EVIDENCE REPORTS BLOG

Teacher Candidates (TCs) complete field observation reports, one for each RICA domain, in which they collect and record **evidence** of reading instruction related to specific RICA competencies. TCs gather evidence of the implementation of specific RICA competencies by observing both **reading instruction and the instructional setting**.

Domain 1: "Planning Reading Instruction based on Assessment"	1. Planning reading instruction 2. Reading assessment
Domain 2: "Word Analysis"	3. Phonemic Awareness 4. Concepts About Print 5 & 6. Phonics 7. Analysis & Orthography
Domain 3: "Fluency"	8 & 9. Fluency
Domain 4: "Vocabulary, Academic Language, and Background Knowledge"	10 & 11. Voc, Ac Lang, Bckgnd
Domain 5: "Comprehension"	12 & 13. Comprehension 14. Narrative Comprehension 15. Expository Comprehension

TCs observe the teacher while she/he is teaching the various components of the RICA competency during a reading/language arts lesson and TCs also observe the instructional setting to see how it supports teaching and learning related to the RICA competency.

TCs identify one or more RICA competency being taught. In addition, they make sure to note in their observations any means by which the teacher has adapted instruction and instructional setting to differentiate for all learners. TCs use the "Ready for Revised RICA Study Guide" written by James Zarrillo to determine the components of each competency and the *kinds of evidence* to look for related to each RICA area.

When writing the report, it is requested that TCs use size 10 Times New Roman font, with 1.5 spacing. The instructor encourages TCs to include 1 or 2 photos of evidence from the instructional setting but do not include photos of the students.

TCs submit all 5 reports to their individual online BLOGs. TCs should be prepared to share their evidence reports with their Teacher Candidate colleagues during class sessions.

The beginning of each report should include the heading, like this:

TC NAME: Josephine Kim
RICA Domain: Word Analysis
RICA Competency: Phonemic Awareness
Grade Level: Kindergarten
Any Additional Descriptors: SEI class

Reported evidence should include descriptions of what is observed & photos, like this:

INSTRUCTION:
 I observed Mr. X teaching *phonemic awareness*. The teacher showed pictures on his power point to the children. He showed pictures of words that all started with the /b/ sound. The pictures provided visual support

for all learners, including ELs. 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. This provided tactile support for all learners, including ELs.

The teacher modeled **blending** the /b/ sound with the rest of the word using the word frame, /b/ and "at" makes "bat". 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 _____ . He also noted that in Spanish the word was "bola" and it also started with the /b/ sound. This provided L1 support for Spanish dominant ELs.

Then, the teacher passed out picture cards illustrating words starting with the /b/ sound. He had student partners share their "b" word with each other and use the word frame to blend the initial /b/ sound with the rest of the word. This provided peer interaction and practice. He then called on partners to share one of their words with the class. He had them place their picture card in the pocket chart and lead the class in saying the word frame.

INSTRUCTIONAL SETTING:

I observed that the instructional setting contained a variety of supports for teaching and learning related to phonemic awareness: poster with picture cues for where to produce different sounds, songs & poems charts of letter B, an illustrated alphabet on the wall, pocket chart with "b" picture cards, pictures illustrating Spanish-English cognates (ball/bola), Objects starting with /b/ or not for sorting, Sorting graphic organizers, picture cards and heart shaped sorting pockets.

ELA LESSON DESIGN ACTIVITIES

Teacher Candidates (TCs) complete a variety of activities to develop proficiency in designing lesson plans for teaching English Language Arts (ELA). The lesson design activities include the use of literature that is appropriate for children in kindergarten through 8th grade. The lesson design activities focus attention on: the purposes of various components of a literacy lesson, how to develop the lesson components, and how to effectively deliver ELA instruction.

TCs submit products from 3 different activities. 1. Organizing quality instructional strategies for each component of literacy lesson design. 2. Applying literacy lesson design to teaching strategies for reading and writing processes (before, during & after) 3. Using children's literature to building literacy lesson designs based on student needs & standards.

	ACTIVITY (lesson design)	**PRODUCT**
LD #1	Organizing quality instructional strategies for each component of ELA lesson design	Table: Instxnl Strategy Sort
LD # 2	Applying ELA lesson design to teaching strategies for reading and writing processes (before, during & after)	Table: Tch2Obj x3 before, during, after
LD # 3	Using children's literature to building ELA lesson designs based on student needs & standards.	Power point: Rationale & description of delivery

	ELA LESSON DESIGN
Components	**Description of components**

Objective:	The students use _____ in order to improve _____
	              name of strategy/activity **name of ELA skill**
	 while _____.
	       name of reading or writing text or task

Assessment	The *progress monitoring assessment* tool I use to assess students' growing mastery of the strategy during lesson (Show the assessment tool)
Anticipatory Set	**Pre-reading activities for the "Into"** *Teacher* engages students, activates & builds background knowledge and states the objective/purpose for reading • I engage students in the lesson topic • I activate & build their background knowledge • I state the objective/purpose •
Teach to the Objective	**Modeled instruction of reading skills for the "Through"** *Teacher* explains and demonstrates the task by actually doing it while students watch. First, Teacher explains the key concepts and how to use them. Next, Teacher demonstrates by "thinking aloud" to show the associated thinking process while students listen & watch. • I explain the key concepts • Step by step, I demonstrate and "think aloud" **Shared instruction of reading skills for the "Through"** *Teacher and students* do the task together with teacher leading them. Teacher asks students to help teacher. Teacher asks questions, encourages partner-talk, such as "think-pair-share", and charts out students' ideas. • I invite the students to do it with me (Please help me with _____...) • I have the students do it together with me • I include student interaction with a "think/pair/share"
Guided Practice	**Guided practice activities** *Students* with partner/small group engage in an activity that Teacher provides to practice doing the task. Teacher provides students the materials and directions for the activity. Teacher coaches students, offering guidance as needed. Teacher supports students who need extra help with re-teaching/mini-lesson. • I decide how to group the students • I explain activity step by step • I support and guide the group work • I monitor student performance using progress monitoring assessment tool
Independent Practice	**Review and apply newly learned skills for the "Beyond"** *Student* applies newly learned skills in various opportunities set up by the teacher both in and out of the class setting. *Teacher* reviews the key concepts with the students in a supportive format. • I review key concepts of lesson with my students • I provide them opportunities to apply what they have learned during my lesson. (homework, literacy center, in-class activity…)

LITERACY INSTRUCTION STRATEGY DEMONSTRATIONS A & B

TCs learn to demonstrate (model) literacy strategies for teaching reading, writing and language. In *Demonstration A*, TC pairs explain and demonstrate (model) an <u>assigned</u> literacy instruction strategy to their TC peers. In *Demonstration B*, TC pairs explain and demonstrate (model) a literacy strategy of their <u>choice</u> to their TC peers. TCs use the "Explanation Guide" to organize their explanation. They use the "Demonstration Template" to sequence their demonstration in which they model the assigned literacy strategy. Each TC pair submits a copy of the explanation guide and a photo of their demonstration.

Explanation Guide

The name of assigned literacy strategy activity
Explain the purpose of the strategy to support student in a specific area of ELA development

Demonstration Guide

State the names of demonstrators
State the name of the strategy
Model the use of the strategy by *showing* what to do and "thinking aloud" as you demonstrate. Use appropriate materials to model the strategy, step by step

ASSESSMENT in LITERACY

Teacher Candidates (TCs) learn how to assess student performance in literacy. TCs are introduced the different purposes of literacy assessments listed in the menu, which are used in pre-K through 8th grade, and they area also introduced to the process of analyzing assessment data to inform instruction. TCs practice observing children reading and writing in order to analyze their performance. TCs demonstrate how to administer various assessments listed on the assessment menu and they explain the distinct kind of information each gathers. TCs connect the literacy assessments to the instructional cycle in order to identify their potential utility as entry-level, progress-monitoring and summative assessments.

	MENU of LITERACY ASSESSMENTS
	Early Lit: Alphabet knowledge
	Early Lit: C.A.P.
	Early Lit: Wordless picture reading
	Early Lit: Auditory discrimination
	Early Lit: Phonemic awareness
	Early Lit: Phonemic segmentation
	Early Lit: Pre-primer passages
	Early Lit: Writing
	Reading Attitude Survey
	Reading Inventory – word recognition
	Reading Inventory –comprehension
	Running Record – word recognition
	Fluency WCPM & RI/RR – oral reading fluency (4 pt fluency scale)
	Comprehension – (retelling or QAR)
	Writing – (any of the 6 traits)
	Vocabulary (in isolation or in context)
	…Other

TCs demonstrate to their peers in class how to administer 2 assigned literacy assessments. For each demonstration, TCs complete an assessment information table.

Assessment Information Table

Assessment name	What it Measures (type of info)	How to Score	Administer To Whom	When to Use

Each TC administers one running record to a student. TCs record the data as child reads. Then, TCs analyze the data for strengths & needs. TCs select one additional literacy assessment to administer, recording and analyzing the data. TCs submit the data record sheets and a data analysis table for each assessment administered.

Data Analysis Table

Assessment	Data	(+ / -)	Patterns
RR			

Fall 2012 COURSE SCHEDULE EDMS 521
The instructor reserves the right to modify the schedule.

Date	Topic	Assignment
Session 1 Friday Aug 31	**Intro to literacy dimensions** Typical L1 development & L2 acquisition **Exploring ELA standards & CCSS** _Identify the ELA standards in current domains and in upcoming strands related to College and Career Readiness Anchor Standards _Explain how ongoing instruction of a set of standards in a strand across the grade levels supports students becoming "college ready" in ELA & Literacy Assignment Description: *Standards Activities* **Explore RICA** domains, associated competencies & competency components Assignment Description: *Field Observation Evidence Reports BLOG* **ELA lesson design** activity # 1 _Organizing quality instructional strategies for each component of literacy lesson design. _Sorting instrxn by lesson components Assignment Description: *ELA Lesson Design Activities*	**DUE:** *LD #1: Table Instxnl Strategy Sort* *Map of Standards structure & explanation (prep for college)* **READINGS:** www.rica.nesinc.com Article: on Cougar Course
Session 2 Friday Sept 7	**Introduction to ELD standards** _Analyzing relationships between ELA & ELD _Analyze similarities and differences among the current ELD, ELA, CCSS ELA & Literacy **Lesson Development:** _SIOP: Building Background & Literacy connections to LD "Anticipatory Set" and to RICA domain 4 _SIOP: Comprehensible Input & Strategies; & Literacy connections to cognitive dimension & RICA domain 5 **Intro to comprehension** (RICA domain 5) text complexity/ structure, (before, during & after) strategies to facilitate comprehension	**DUE:** *Standards # 1: Venn Diagram Analyze similarities and differences between the CA ELA and CCSS ELA & Literacy* **READINGS:** Article: on Cougar Course

| Session 3
Friday
Sept 14 | **Share Report** of field observation evidence with partner

Explore ELA & CCSS - RICA
_Connect the ELA standards in a grade level to RICA competencies

ELA lesson design activity # 2
_Apply ELA lesson design to teaching strategies for reading and writing processes (before, during & after)
_Emphasizing SIOP (interaction, practice, delivery) in components of ELA Lesson Design (instxnl continuum)

Early "emergent" Literacy
_Identify qualities of early literacy "emergent" reading, instruction & assessment
_conduct C.A.P. assessment
Assignment Description: *Assessment in Literacy*

Comprehension (RICA domain 5)
_Compare & contrast expository & narrative comprehension. Identify strategies for expository reading & writing (TPA)
_Describe means for differentiating ELA Instruction (see RICA sections "meeting needs of all learners") | **DUE:**
Field Obsrv Evidence Rprt # 1

Standards # 2: Table ELA-RICA conxns

LD # 2: Table Tch2Obj x3

READINGS:
Article: on Cougar Course
Zarrillo RICA: ch 12 -15
www.learner.org |

| Session 4
Friday
Sept 21 | **Share Report** of field observation evidence with partner

Explore ELA & CCSS – Instrxnl Strategies
_Apply specific ELA standards to sample student learning activities, instructional strategies and/or use of instructional materials in order to show instruction based on the standards.

ELA lesson design activity # 3
_Using children's literature to building ELA lesson designs based on student needs & standards.
_Using picture books
_Emphasizing culturally relevant materials and culturally responsive instruction
Assignment description: *Literacy Strategy Demonstrations A& B*
_Obtain resource for assigned strategy

Assessment of Literacy
_Identify purposes of various assessments on menu & uses for progress monitoring
_Practice running records for word analysis & fluency
_Describe assessment using the "Assessment Information Table"
_Learn analysis using the "Data Analysis Table"
_Select assessment of choice to administer

Word Analysis (RICA domain 2)
_Identify competencies in domain 2 & describe their components (phonics & orthography) | **DUE:**
Field Obsrv Evidence Rprt # 2

Standards # 3: ELA Standard & Sample
* A student lrng activity
* An instrxnl strategy
* Using instructxnl materials

LD # 3: Power point

Assessment in Lit: Assessment Selection

READINGS:
Article: on Cougar Course
Zarrillo RICA: ch 3 -7
www.learner.org |

Session 5 Friday Sept 28	**Share Report** of field observation evidence with partner **Literacy Strategy Demonstrations A** _Research literacy strategies assigned by the instructor, practice modeling the strategy _Write explanation using "explanation guide" _Demonstrate using "demonstration guide" **ELD & Literacy** _Compare & Constrast ELD & Literacy instruction _ELD strategies and transfer **Academic Language (RICA domain 4)** _CALP – the language of concepts _qualities of academic language in written text _cohesive devices in reading focusing on semantic and syntactic cues **Family Literacy Events** _engage in activities for family literacy _explore family literacy projects	**DUE:** *Field Obsrv Evidence Reprt # 3* *Lit Strategy Demonstrations A* **READINGS:** Articles on Cougar Course Tompkin's Text: *50 Lit Strategies* Zarrillo RICA: ch 10-11
Session 6 **Friday** Oct 5	**Share Report** of field observation evidence with partner **Literacy Strategy Demonstrations B** _Research selected literacy strategy, practice modeling the strategy _Write explanation using "explanation guide" _Demonstrate using "demonstration guide" **Fluency (Domain 3)** **Conxn to Wrd ID & Comprehension** _Identify components of fluency competencies _Describe relationship among fluency, word identification and comprehension _Practice fluency assessment (wcpm, rr)	**DUE:** *Field Obsrv Evidence Reprt # 4* *Lit Strategy Demonstrations B* **READINGS:** Article – on cougar course Zarrillo RICA: ch 8 -9

Session 7
Friday
Oct 12
	Share Report of field observation evidence with partner
	
	Assessment in Literacy
	_Explain two assessments using completed "assessment information table"
	_Demonstrate administering 2 assessments
	
	Using Teacher Guides & State Adopted Materials
	
	Literacies for the 21st Century, Digital Literacies
	pbskids.org/go; www.pammunozryan.com; www.learner.org (interactives)
		DUE:
		Field Obsrv Evidence Reprt # 5
		
		Assessment in Literacy: "Assessment info table" & demonstrations for 2 assessments
		
		READINGS:
		  www.colorincolorado.org
		  www.pammunozryan.com

Session 8 Friday Oct 19	Course Debrief **Poetry** **Teaching reading lessons in CPI** _writing & submitting a plan for a reading lesson implemented during CPI	**DUE:** *Administered Lit assessments records & data analysis tables* *Reading Lesson Write Up (during CPI)* READINGS www.poetry4kids.com