EDMS 522: Elementary Literacy II

Fall 2009
CRN # 41948 Section 3 Part-Time
Course Location: ACD 310
Tuesdays: 5:30-8:15

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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.

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. You will incorporate artifacts from this class into your final comprehensive portfolio. The following are the primary emphasis of this course:
Standard 3-Relationship between theory and practice
Standard 4-Pedagogical thought and reflective practice
Standard 5-Equity, Diversity, & Access to the Core Curriculum
Standard 7-Equity, Preparation to Teach Reading Language Arts

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

<u>**Course Objectives:**</u>
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.

<center>**INFUSED COMPETENCIES**</center>

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.

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, 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

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.

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?

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- 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.

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 Policy

All students will come prepared to class; readings and homework assignments are listed on the dates on which they are due. All required work is expected to be on time. One grade level will be deducted for each late assignment (e.g., an "A" assignment that is submitted late will be marked down to a "B"). Unless prior instructor approval is secured, assignments will not be accepted three class sessions after which they are due. Exceptions will be handled on a case-by-case basis, as determined by the instructor.

Grading Emphasis

It is expected that students will proofread and edit their assignments prior to submission. Students will ensure that the text is error-free (grammar, spelling), and ideas are logically and concisely presented. The assignment's grade will be negatively affected as a result of this oversight. Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). All citations, where appropriate, will use American Psychological Association (APA) format. Consult American Psychological Association (APA) Manual, 5th edition for citation guidance.

Grading will also include a component of "professional demeanor." Students will conduct themselves in ways that are generally expected of those who are entering the education profession. This includes but is not limited to:
- On-time arrival to all class sessions;
- Advance preparation of readings and timely submission of assignments;
- Respectful participation in all settings (e.g., whole group, small group, in/outside of class);
- Carefully considered, culturally aware approaches to solution-finding.

The following grading scale will be used:

93 – 100	A	75 – 79	C+
90 – 92	A-	72 – 74	C
88 – 89	B+	70 – 71	C-
83 – 87	B	60 – 69	D
80 – 82	B-	59 – below	F

College of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. Absences and late arrivals/early departures will affect the final grade. The COE attendance policy states, "At a minimum, students must attend 80% of class time, or s/he may not receive a passing grade for the course

at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements." (*Adopted by the CE Governance Community, December, 1997*)

Student Participation and Attendance

The course deals with complex material processed in a variety of ways. Structured interactions, group processes, oral presentations, guided discussion of readings, and self-disclosure exercises are the norm. **Students are expected to have read assigned materials by the date indicated in the syllabus, and should be prepared to discuss readings individually or in variously structured groups.** The degree of your engagement in these processes forms the basis for points assigned. Due to the fast paced and highly interactive nature of the course, regular attendance and full participation are expected: teaching and learning is difficult (if not impossible) if one is not present for and engaged in the process. Therefore, the above College Attendance Policy is amplified as follows:

1. Missing more than 1 class meeting will result in the reduction of one letter grade.
2. Arriving late or leaving early on more than two occasions will result in the reduction of one letter grade.
3. Illness and emergency circumstances will be considered/negotiated on a case-by-case basis. *Please notify the instructor in writing (email) as soon as possible* so that handouts can be saved for you. These measures should not be considered punitive, as students are expected to establish appropriate personal, academic and career-ladder priorities. Therefore these measures should be viewed as taking appropriate individual responsibility for one's own learning in a democratic, collaborative and reciprocal-learning environment. **Should students have extenuating circumstances, please contact the instructor as soon as possible.**

Required Texts:
- Tompkins, G. (2007). *Teaching Writing: Balancing Process and Product.* Prentice Hall.
- Johns, J. (2000). *Basic Reading Inventory: Pre-primer through Grade Twelve and Early Literacy Assessments. 9th Edition.* Kendall-Hunt.
- Flint, A. S. (2008). *Literate Lives: Teaching Reading and Writing in Elementary Classrooms.* John Wiley & Sons, Inc.
- Zarrillo, J. J. (2002). *Ready for RICA: A test preparation guide for California's Reading Instruction Competence Assessment.* Merrill Prentice Hall.(packaged as one).

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

COURSE ASSIGNMENTS

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, WebCT6, 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.

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.

Assignment	Points Possible
Reading Reflections	11
Literacy Case Study	40
WebCT Discussion: Student Strengths and Needs	6
Writing Strategy Lesson Plan	20
Writer's Workshop	3
RICA Literacy Game	10
Professional Dispositions	10
Total Points	**100**

Please note assignments are due whether or not you are present in class that day. On the required due date, turn in your assignment to WebCT. A hard copy of certain assignments needs to be turned in to class. Please refer to the class schedule for this information.

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

Descriptions of Assignments

✓ **READING REFLECTIONS (11 points total)**
It is expected that everyone will understand all the readings and will come to class prepared to discuss them. You will be required to complete 6 reading reflections. 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.

✓LITERACY CASE STUDY (40 points total)

The Literacy Case Study is described in detail in the Literacy Case Study Handbook provided on the webct site. Students conduct literacy assessments with one child who is a reader, analyze and interpret the resulting data and describe the child's strengths and needs in reading. Students develop recommendations in the form of specific instructional strategies that support the child's progress in reading.

The case study child **must** already be reading. It is recommended that s/he be in the upper elementary grades and be reading below his/her current grade level. The completed assessment forms are placed in an appendix that is handed in to the professor hard copy. A parent permission (consent) form must be included in the appendix.

Create a document that includes the Literacy Case Study cover page (below) and the 8 sections listed in the Case Study checklist. The Literacy Assessment Case Study document needs to be submitted to WebCT6 on the due date. Submit the hard copy of your appendix (your data assessment papers, student writing, etc) in class on the due date. You do not need to scan your appendix and submit it to WebCT.

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

COVER PAGE

LITERACY ASSESSMENT CASE STUDY

Name:
Date:

Case study check list

[ ] Student Profile (Learning about Student)

[ ] Reading Attitude Survey

[ ] Writing Sample Analysis

[ ] IRI Comprehension and Word Recognition Tables *****

[ ] One grid – Data Analysis Grid

[ ] Description of Student's Literacy strengths

[ ] Description of Student's Literacy needs

[ ] Description/Explanation of Instructional Strategy/ Intervention

(submit the above to WebCT)

[ ] Add an Appendix section . It should be added to your hard copy that is turned in to the professor (not submitted electronically). Do NOT put the appendix in the document with the other sections of your case study. Your appendix includes: All original assessments and records, Permission (consent) Form, Writing Sample, Anecdotal Notes.

* Insert the following chart at the appropriate places within the Case Study:

Independent	Instructional	Frustration
Grade level	Grade level	Grade level

✓**WEBCT DISCUSSION: STUDENT STRENGTHS AND NEEDS (6 points total)**
Using the WebCT discussion board, create an original message describing your Case Study student's literacy strengths and needs. Only describe 2 main strengths (what the student can do) and 2 main needs (what the student needs to work on). Write one paragraph for "strengths" and another paragraph for "needs". Then, respond to two other classmates' strengths and needs message. In these responses, you will suggest **two** instructional strategies to assist this student with **one** of their needs in each. Be sure to describe your instructional strategies and give a rationale for your suggestions. Respond to another classmate that hasn't had any replies, so that everyone gets feedback. In other words, you must reply to two classmates' postings, but choose ones that do not already have responses (if possible). This will enable everyone to have a response to their original posting.
What to do:
- Submit your Student Strengths and Needs paragraphs to the Discussion Board as a new topic. Due: November 10. (3 points). Not accepted after 11/13/09.
- Respond to two different classmates on the Discussion Board by November 17. (3 points). Not accepted after 11/20/09.

✓**WRITING STRATEGY LESSON PLAN (20 points total)**
Overview:
Individually or with a partner, write and present a WRITING strategy lesson plan that is *active, interesting, meaningful and accessible* to diverse students. It can be a mini-lesson, direct instruction, inquiry, or any format you choose. Choose a writing standard for your grade level to guide your objectives. Sample lessons might include:
- Using graphic organizers to write
- Improving one of the 6+1 traits of good writing
- Writing an engaging opening
- Using a piece of literature as a model for writing
- Making transitions between paragraphs
- Developing characters
- Developing a central idea
- Editing writing
- Peer response/conferencing

- Strategies specific to a particular genre (response to literature, persuasion, friendly letter, etc.)

Your Writing Strategy Lesson must include a description of each of the following:
- Title of the lesson
- Grade level
- CA Content Standard(s) connected to Objective
- Objective for the literacy lesson (Students will…)
- Instructional Strategies: INTO, THROUGH, CLOSURE, AND BEYOND (See below)
- Differentiation strategies for ELL students and students with special needs
- Assessment
- Rationale

Instructional Strategies

- **INTO**

Write a brief paragraph that describes what you will do prior to teaching the lesson to connect to students' prior knowledge and to engage them in the topic.

> Describe Instructional Strategies
> Describe Student Activities

- **THROUGH**

Write a detailed instructional plan of what you will do when teaching the reading lesson. What will you do for each of the following steps of instruction?

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

- **CLOSURE**

Write a brief paragraph that describes how you will end the lesson

- **BEYOND**

Write a brief 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?

✓ **WRITERS' WORKSHOP (3 points total)**

Overview:

In EDMS 522, we concentrate on writing as part of balanced literacy. This assignment emphasizes the nature of writing and how it relates to student performance. DO NOT BEGIN THIS ASSIGNMENT UNTIL IT IS DISCUSSED IN CLASS! You will submit your final writing piece and reflection to WebCT and bring a hard copy of each to class to share with peers. Please staple the two together.

<u>What to do</u>:
In class we explore some topics about which to write. Using the writer's workshop model, you will develop a short (1 page) piece of writing. Bring your draft to class, and we will have conferences about it.

After you finish, **<u>reflect</u>** upon and write about your own writing process. Please consider the following when you write your reflection:

- Use the 6 traits rubric to score your writing. In your reflection, tell how you scored yourself for each trait and why. Be specific with evidence from you piece for each trait.
- How did you get started? What was it like writing the first draft?
- What was difficult for you? What was easy?
- What kinds of decisions did you have to make in the writing?
- Did you consider your audience? Who was your audience?
- What did you learn about fostering student's writing through this experience?

✓ RICA LITERACY GAME (10 points total)
<u>Overview</u>:
Assessment drives instruction. Teachers use many assessments throughout a day to determine what students know. With that information, they make decisions about what – and how – to teach.

Assessment comes in many forms, and it can be fun as well as informative. You and a partner(s) will be assigned one chapter from *Ready for RICA*. You have two goals: fairly assess your classmates on their understanding of the chapter; *everyone* involved for the full 15 minutes we play.

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

2. Create a game focusing on those facts. Model your game after Jeopardy, Pictionary, Cranium, Concentration, Monopoly, etc. Organize your game to play as a class, or break into groups to play.

3. Questions to ask yourself as you create the game:
    (a.)   Will everyone be involved?
    (b.)   Is this a fair assessment?
    (c.)   Does this game show you who knows the facts and who doesn't?
    (d.)   What strategies would you use to help those struggling students?

4. Submit your game to WebCT. Have one member publish your game in WebCT for the entire class.

RICA areas:

EDMS 521	EDMS 522
Ongoing assessment (Ch. 1)	Ongoing assessment (Ch. 1)
Planning, organizing, managing reading instruction (Ch. 2) (managing groups, classroom organization: time and physical layout)	
Phonemic Awareness (Ch. 3)	
Concepts about Print (Ch. 4)	Content Area Literacy (Ch. 9)
Phonics Instruction and word Identification Strategies (Ch. 5)	Independent Reading (Ch. 10)
Spelling Instruction (Ch. 6)	Literary Response and Analysis (Ch. 8)
Reading Comprehension – Narrative (Ch. 7) (not assessment) (guided reading)	Reading Comprehension –Expository (Ch. 7)
Vocabulary Development (Ch. 12)	Vocabulary Development (Ch. 12)
Structure of the English Language (Ch. 13)	Structure of the English Language (Ch. 13)
Supporting Reading through Oral and Written Language (Ch. 11)	Supporting Reading through Oral and Written Language (Ch. 11)

✓ **PROFESSIONAL DISPOSITIONS (10 points total)**

Overview:

Grading in 522 includes a component of "professional disposition." Students in the College of Education conduct themselves in ways expected of those entering the profession. Disposition includes:

- General classroom attendance, promptness, and participation
- Attention to classroom discussion protocols
- Social and cooperative skills
- Attention to assignments (deadlines, quality, multi-tasking)
- General classroom demeanor and attitude
- Flexibility
- Openness to and enthusiasm for learning

You will be given an opportunity to evaluate yourself in professional dispositions; your instructor will take your self-evaluation into consideration in determining your score.

COURSE SCHEDULE: EDMS 522

The instructor reserves the right to modify the schedule.

Date	Topic	Readings/Assignments Due
Session 1 September 1	• Course Overview • Connecting 521 with 522 • Building Community	***BRING:*** ***SYLLABUS!*** ***Search for Case Study Subject (permission)***
Session 2 September 8	• Assessment/Case Study (IRI) • Miscue Analysis	***READ:*** *Johns, Section 1 (Overview)* *Johns, Section 2 (Administering & Scoring Procedures)* *Flint, pp 76-83 and Chapter 9 (Assessment)* ***BRING:*** • Literacy Case Study Handbook (print copy from WebCT) • Johns book ***Search for Case Study subject (permission)***
Session 3 September 15	• Assessment/Case Study • The Writing Process/Writers' Workshop/Writer's Notebook • Writing Strategies	***READ:*** *Tompkins, Chapter 1 (Process & Product)* *Tompkins, Chapter 5 (Journal Writing)* *Johns, Section 3 (Determining Reading Levels)* ***BRING:*** • Johns book • Tompkins book • Literacy Case Study Handbook (print copy from WebCT) **DUE:** • Reading Reflection 1 Student selected for CASE STUDY begin assessing
Session 4 September 22	• Assessment/Case Study • Reading Comprehension Guest Speaker: The WRITE Institute	***READ:*** *Flint, Chapter 7 (Beginning Readers & Writers)* *Flint, Chapter 8 (Intermediate Readers & Writers)*

			BRING: • Johns book • Flint book ==**DUE:**== • Reading Reflection 2
Session 5 September 29	• Writer's Workshop • Reading Comprehension		***READ:*** *Tompkins, Chapter 2 (Writer's* *Workshop)* *Tompkins, Chapter 10 (Descriptive* *Writing)* *Tompkins, Chapter 7 (Biographical* *Writing)* ***BRING:*** • Tompkins book • Draft of Writing Piece ==**DUE:**== • Reading Reflection 3 • Rough Draft of Writing Piece (hard copy in class, not WebCT)
Session 6 October 6	• Writing Instruction • Literature Circles		***READ:*** *Flint, Chapter 10(Meaningful Lit* *Discussions)* *Tompkins, Chapter 3(Writing* *Strategies/Skills)* *Zarillio, Chapter 11 (Support* *Reading…Oral & Written Language* *Development)* ***BRING:*** Tompkins book ==**DUE:**== • Reading Reflection 4
Session 7 October 13	• More on teaching writing • Writing Strategy Lesson Workshop		***READ:*** *Tompkins, Chapter 11 (Poetry Writing)* *Tompkins, Chapter 9 (Narrative* *Writing)* ==**DUE:**== • Reading Reflection 5 • Final Copy of Writing Piece & Reflection (bring hard copy

		to class and submit to WebCT)
Session 8 October 20	• Assessing Writing • Writing Strategy Lesson Presentations	*READ:* *Tompkins, Chapter 4 (Assessing Writing)* *Zarillo 12 Vocabulary Development* **DUE:** • Reading Reflection 6
Session 9 October 27	• Writing Strategy Lesson Presentations	*READ:* *Tompkins, Chapter 6 (Letter Writing)* **DUE:** • Reading Reflection 7
Session 10 November 3	• Content Area Literacy • Writing Strategy Lesson Presentations	*READ:* *Zarillo, chapter 9 (Content Area Literacy)* *Flint, Chapter 11 (Reading to Learn)* *Tompkins, Chapter 8 (Expository Writing)* *Tompkins, Chapter 12 (Persuasive Writing)* **DUE:** • Reading Reflection 8 • Writing Strategy Lesson/Presentations Due (Submit to WebCT)
Session 11 November 10	• Case Study Workshop	*READ:* *Flint, Chapter 12 (Struggling Readers/Writers)* ***BRING:*** • Johns book • All Case Study data, work with classmates to analyze assessment data, identify patterns, and write up instructional recommendations. **DUE:** • Reading Reflection 9 • Discussion Board Student Strengths and Needs Entry (1).
Session 12 November 17	• Vocabulary/Spelling • Case Study Workshop	*READ:* *Zarillo, Chapter 12 (Vocabulary Development)* ***BRING:*** • Johns book

		• All Case Study data, work with classmates to analyze assessment data, identify patterns, and write up instructional recommendations. **DUE:** • Reading Reflection 10 • Discussion Board Student Strengths and Needs Recommendation Responses (2).
Session 13 November 24 (no class meet)	• Work on Case Study • Work on RICA Literacy Game	*READ:* *Zarillo, Chapter 10 (Student Independent Reading)*
Session 14 December 1	• Planning, organizing, and managing literacy instruction • Independent Reading • RICA Literacy Game workshop	*READ:* *Zarillo 8 (Literary Response and Analysis)* **DUE:** • Reading Reflection 11 • CASE STUDY (Bring hard copy appendix to class. Submit other portion to WebCT.)
Session 15 December 8	• RICA Games Event • Evaluation of Instructor	*BRING:* Zarillo book Materials for your game **DUE:** RICA Games activity: 1 group member publish copy/submit to WebCT. All students individually submit game to WebCT