



EDMS 522 (01)
Elementary Literacy II
CRN: 20823
Mondays
8:15 – 2:45
Farr Ave Elementary
Spring 2015

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

Professor:
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By Appointment

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

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 ELA Common Core State Standards and ELD Standards and the ELA/ELD Framework (2014).
- 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 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, and 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 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 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.

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)

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.

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.

Task Stream Enrollment

The School of Education uses Task Stream to manage candidates' TPE, clinical practice, signature assignment, and disposition assessments. Candidates must be enrolled in TaskStream throughout the Multiple Subject program. Enrollment fees are paid by going to www.taskstream.com and registering. Access the Multiple Subject 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 Multiple Subject program now will show up on your Task Stream 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.

Technology

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

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 SOE 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.

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 me well?

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

D. Ray Reutzel and Robert B. Cooter, Jr. (6th Edition) *The Essentials of Teaching Children to Read: The Teacher Makes the Difference*. Pearson (ISBN 13: 978-0-13-256606-3)

Jerry Johns (any recent edition). *Basic Reading Inventory* (ISBN: 9780757551277 for the 10th Edition)

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

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

Selected readings posted on Moodle

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

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: keep a digital copy of all assignments, complete assigned readings *prior* to the class sessions, edit word-processed assignments prior to submission, use American Psychological Association (APA) format and turn assignments in on time.

Late assignments will not be accepted unless permission by the professor granted by email PRIOR to the due date in response to Candidate request for an extension via email PRIOR to the due date.

Assignments	Due Date	%
Writing: R.A.F.T.S. prompts report	Feb 16	19
Writing: Writing instruction strategy activity report		
ELA/ELD: If-Then Thinking Chart	Feb 2	15
ELA/ELD: Expository Fluency (BRFR)	Feb 23	
ELA/ELD: Expository Vocabulary		
Read Across America project report	March 6	10
Literature circle activity report	March 6	17
Lesson plan: Writing in the content areas	March 8	18
Literacy case study	March 16th	21

ELA/ELD: If-Then Thinking Chart

This activity will be guided by the instructor in class. Candidates may choose to work in a pair with 1 other person and submit a collaboratively created product. Each individual should submit the chart to the assignment tab on cougar course. Candidates complete an “If-Then” thinking chart for *two* of the literacy topics (i.e., comprehension, vocabulary, etc...). Each chart must list at least 3 distinct needs students might experience for one given topic. For each need, TCs must list at 2 to 3 different strategies that a teacher could use to help the student in the areas of need. Finally, TCs must pick one strategy and write a concise but salient rationale for why this strategy would work. Examples are posted on cougar course. The completed charts are submitted to the *IF-Then Thinking* assignment tab on cougar course.

IF-THEN Chart Template

Literacy TOPIC	IF Student has this learning need....	THEN Try using one of these 2-3 strategies...	Rationale I picked the strategy... and it will work because...

Writing: R.A.F.T.S. Prompts Report

This activity will be guided by the instructor in class. R.A.F.T.S. is a writing strategy that helps students focus on their role as a writer, the audience they will address, the varied formats for writing, and the topic they'll be writing about. This strategy helps writers to narrow the focus of their idea for writing. For this assignment, Candidates select two texts (a narrative and an expository text) and design a R.A.F.T.S. writing prompt for each text. The prompt must follow the R.A.F.T.S. prompt template (below). Candidates share their R.A.F.T.S. prompts during a round table sharing session in class.

R.A.F.T.S. prompt template

R: role	
A: audience	
F: format	
T: topic	
S: strong verb	
The prompt written in a paragraph form.	

The R.A.F.T.S. Report Guide below outlines what Candidates should submit (in one document) to the assignment tab on cougar course:

R.A.F.T.S Report Guide

<p>Your R.A.F.T.S. prompt for a narrative text (using the R.A.F.T.S. prompt template) The answers to the following questions: What do you like best about this R.A.F.T.S. prompt and/or what makes it particularly interesting and engaging? How will this specific R.A.F.T.S. prompt help students to write the expected written product?</p>
<p>Your R.A.F.T.S. prompt for an expository text (using the R.A.F.T.S. prompt template) The answers to the following questions: What do you like best about this R.A.F.T.S. prompt and/or what makes it particularly interesting and engaging? How will this specific R.A.F.T.S. prompt help students to write the expected written product?</p>

Writing: Writing Instruction Strategy Activity Report

This will be an in-class activity. Candidates demonstrate (model) writing instruction strategies for teaching writing with academic language. Each Candidate is assigned a writing instruction strategy or may select a strategy to use upon instructor approval. The Candidate becomes familiar with the strategy and teaches it to their peers in the class. Candidates prepare a report that includes their own demonstrated strategy as well as one additional strategy that they were taught by a classmate. Candidates use the "Writing Instruction Strategy Report Guide" to organize their report, including photos of the strategies being taught.

Writing Instruction Strategy Report Guide

Your name
The name of assigned writing strategy you taught
What ELD standard does this strategy focus on? (EL student at the "expanding" proficiency level)
Which of the 6 traits does this strategy develop?
How specifically does this strategy help the student to develop in writing?
Provide a photo of the strategy being demonstrated (i.e., materials being used...)
The name of assigned writing strategy you observed being taught & name of presenter
Which of the 6 traits does this strategy develop?
How specifically does this strategy help the student to develop in writing?

ELA/ELD: Expository Vocabulary

This activity will be guided by the instructor in class. Candidates may choose to work in a pair with 1 other person and submit a collaboratively created product. Each product should be submitted to a separate assignment tab on cougar course. In *Teaching Children to Read*, Reutzel and Cooter (2012), explain various instructional activities to support students developing their academic vocabulary. In this assignment, Candidates become familiar with and practice developing and using instructional strategies for teaching academic vocabulary related to the content areas.

For a social studies big idea topic/text, Candidates develop an AW2 (pp. 229-231, 531), a BKA (p. 434), and a VKS (pp. 523, 524). Templates for each activity are on cougar course and in the text. Candidates submit their products to the expository vocabulary assignment tab on cougar course.

ELA/ELD: Expository Fluency (BRFR)

This activity will be guided by the instructor in class. Candidates may choose to work in a pair with 1 other person and submit a collaboratively created product. Each product should be submitted to a separate assignment tab on cougar course. In *Teaching Children to Read*, Reutzel and Cooter (2012), explain how the “Before Reading Fluency Routine” helps students with reading textbooks. “It acquaints them with the new vocabulary found in the textbook chapter and the author’s style while improving their rapid identification of new words” (p. 521) In this activity, Candidates select a passage, such as the end of chapter summary, directly from a social studies or science textbook. Then, they develop the “Before Reading Fluency Routine” week long plan (p. 533, steps 1 – 7) for their chosen text, making sure to specify the words, phrases and sentence structures to focus on. Candidates write the BRFR on the template for the activity provided on cougar course. Candidates submit in one document both the BRFR and a paragraph explaining how this BRFR helps the students develop fluency in academic language and, in particular, how this BRFR will help students learning English.

Read Across America 2015 project report

Candidates will collaborate with the school Literacy Coach and grade level Classroom Teachers (with whom they tutor) to develop a program of activities for the *Read Across America Day* Project, in the month of March. These activities will integrate the arts with literacy. Candidates will write a summary of the project in words and photos and also a reflection following the template below to be submitted to the *Dr. Seuss assignment tab on cougar course*.

400 word summary and reflection of your activities for your Read Across America Dr. Seuss Day project in your tutoring classroom
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2 photos that illustrate your project

Literature Circle Report

Candidates submit all three parts of this assignment combined into one report. This assignment has the following three parts: a list of possible texts for a lit circle related to a social studies “big idea”, the materials created in the fulfillment of your literature circle roles, and your reflection. Candidates submit this report to cougar course. The steps for this assignment are below:

First, Candidates research possible texts for their social studies “big idea”. The list of texts should include at least 3 literature texts and 3 informational texts. For each piece on the list, include the title, author and date of publication and 1 or 2 sentences stating why the text would support student exploration of the “big idea.”

Second, Candidates select one literature piece, a novel, from the options that the instructor makes available. TCs with same novel form literature circle groups.

Third, each literature circle group member takes two literature circle roles: (“investigator” and one more role.) The group discusses how they will each use the investigator role to research the social studies themes that the book offers. Possible Roles: Discussion Director, Passage Master, Word Wizard, Connector, Summarizer role, Investigator

Fourth, each group member reads the novel and completes the work of his/her assigned roles and creates the associated materials to bring to the literature circle discussion. Candidates are encouraged to use role worksheets as a guide. Please note that materials created for a literature circle role must be typed up in a digital format for submission. No hand-written work will receive credit.

Fifth, literature circles meet during the designated class session. Participants bring their completed role materials to share while discussing the novel at the literature circle meeting.

Sixth, after the literature circle discussion, participants collaborate to create an artistic dramatic presentation that will advertise/recommend their novel to their cohort colleagues.

Seventh, each Candidate reflects on his/her literature circle experience and references that experience to explain the following:

- how lit circles could be used to teach literary response and analysis
- how lit circle could be used to teach social studies content
- the potential benefits & challenges of literature circles for participants and/or teachers
- a photograph of you participating in the dramatic advertisement for your novel

Lesson Plan: Writing in the Content Areas

Content area literacy is frequently taught in the form of lessons or mini-lessons within a unit of study. Successful Candidates also incorporate lessons into the content area unit that focus on teaching the literacy/language skills associated with that unit/content.

For this assignment, Candidates develop a mini-lesson plan for teaching a writing strategy that would help students with the writing demands of a specific content area unit. It is recommended that Candidates develop the lesson based on a social studies or science unit or topic that they are creating in their social studies or science coursework this semester. It should be designed for students in grades 3 – 6 and should involve the use of appropriate informational text.

The lesson plan should use the following template

Content area & topic/unit	
Student Description	Grade level ELD proficiency level descriptors Additional salient factors (such as typology factors, etc.)
Standard(s) ELA & ELD	
Objective(s) ELA objective ELD objective	
Assessment	
Teach to the Objective	
Guided Practice	

Literacy Case Study

The Literacy Case Study is described in detail in the Literacy Case Study Handbook available on cougar course. Please refer to the Literacy Case Study Handbook for detailed information and instructions for this assignment. The Literacy Case Study focuses on the analysis of student performance data to inform the development of instructional planning in literacy. Candidates conduct literacy assessments with **one** child who is a reader, analyze and interpret the resulting data, describe the child’s strengths and needs in literacy and develop recommendations and a plan of instruction with specific instructional strategies to support the child’s progress in literacy. It is recommended that s/he be in the upper elementary grades (3 – 6) and be reading below his/her current grade level. Candidates place the completed assessment forms in the appendix handed in to the professor, including a parent permission (consent) form.

All sections of the case study (listed below) must be combined in one document to be submitted to cougar course.

	Literacy Case Study checklist (see handbook for descriptions, graphic organizers & rubrics)
[]	Student Profile: (paragraph summary based on items listed in handbook, including EL typology factors)
[]	Anecdotal Notes / Teacher's notes: (at least 3 notes)
[]	Reading Attitude Survey: (summary of findings)
[]	Writing Sample Analysis: (rubric score accompanied by example/evidence)
[]	Other... (optional)
[]	IRI Word Recognition: (table of levels for independent, instructional, frustration)
[]	IRI Comprehension: (table of levels for independent, instructional, frustration)
[]	Data Analysis Grid
[]	Description of Student's Literacy strengths: (paragraph summary)
[]	Description of Student's Literacy needs: (paragraph summary)
[]	Recommendations (use graphic organizer in handbook to organize this section) that include differentiation appropriate for their case study student based on student English PLD and typology.
[]	Instructional plan that includes differentiation appropriate for their case study student based on student English PLD and typology.

Case Study Instructional Plan Template:

Objective	Explanation & Modeling	Student practice with teacher guidance	Independent Practice & Summative Assessment
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SCHEDULE/COURSE OUTLINE

DATE	TOPICS	ASSIGNMENT & READING
Session 1 Monday Jan 26	<p>Orientation to the Course Intro to Lit Case Study: student profile, RAS, anecdotal notes, explanation of the IRI</p> <p>Compare/contrast progress monitoring & diagnostic assessment in relation to Tier 1 and Tier 2 RTI instruction</p> <p>Intro to “If-Then Thinking”: TCs use what they have learned about matching potential instructional strategies to assessed needs by creating their <i>If-Then Thinking</i> charts.</p> <p>TCs continue to learn about the relationship between first language literacy and second language development. TCs learn about the typical patterns of L2 development and how to support positive language transfer. TCs practice developing ELD instruction based on what they learn about the interrelationships of ELA/ELD for “integrated” and “designated” ELD instruction.</p>	<p>Bring to Class All of your text books</p> <p>Readings: R&C Ch 10 & 430, 449 - 451 Literacy Assessment Q&U Ch 3: <i>The role of language in planning and delivering differentiated instruction for English language learners.</i> ELA & ELD power-point: <i>Students Learning English: Developing Language and Literacy in L2.</i> ELA/ELD Framework</p>
Session 2 Monday Feb 2	<p>Intro to Lit Circles Gathering salient texts related to SS big idea</p> <p>Lit Case Study: Share R.A.S. data</p> <p>TCs learn a wide variety of effective strategies necessary for the development of academic English and academic success in ELA and other content areas as they learn to use English, learn content through English and learn about English. TCs learn about a wide variety of effective strategies for integrated ELD.</p> <p>Introduction to academic language in written text. Identify the characteristics of academic language in essay by Dolores and the specific kinds of feedback students learning English need to develop academic English in their writing. (F&F 2009)</p> <p>Introduction to writing instruction strategies and 6 traits of writing</p> <p>Generous Reading: TCs use this approach while reading texts written by ELs at various stages of English language development. This approach helps TCs focus on looking beyond grammar and spelling miscues to focus on EL writer’s message taking into consideration home culture, L1 and L2, etc... that ELs draw on as they write (353). TCs practice using this approach as they read writing samples by Dolores and other students learning English.</p>	<p>Bring to Class Student data from Reading Attitude Survey</p> <p>Readings: R&C Chapter 12: <i>Effective Reading Instruction and Organization in Grades 4-8, & pages 551 – 556 “RTI: Tier 2 Instruction Plans for Grades 4 – 8”</i> R&C p. 300-301 (lit circles) & websites on cougar course R&C ch 8 page 353 (generous reading) Q&U Ch 5: <i>Teaching and learning the necessary skills for literacy success,</i> Q&U Ch 6: <i>Strategies that count</i> Freeman & Freeman (2009), <i>Distinguishing between Academic and Conversational Language Ch 2 (pages 23– 44)</i> Academic Language PowerPoint</p> <p>DUE: If-Then Thinking Chart</p>

DATE	TOPICS	ASSIGNMENT & READING
Session 3 Monday Feb 9	<p>Writing instruction strategy demonstrations</p> <p>Writing Sample Analysis TCs use 6 traits of writing to evaluate writing pieces. Then, TCs apply that knowledge to scoring writing samples in an in-class activity.</p> <p>Lit Case Study: Analyze and score student writing sample using 6 traits rubric</p> <p>R.A.F.T.S writing activity: TCs learn the R.A.F.T.S. writing strategy and identify its benefits to support ELs drawing their attention to developing their ideas for particular purposes and audiences in their writing pieces. TCs create their own R.A.F.T.S. prompts in relation to narrative and expository texts.</p> <p>Writing Sentences: TCs learn about and practice sentence combining activities that can be used in integrated and designated ELD instruction.</p> <p>Read Across America Dr. Seuss Project planning and development</p>	<p>Bring to Class Student Writing Sample Children’s Literature for R.A.F.T.S. Expository text for R.A.F.T.S.</p> <p>Readings: Q&U Ch 5: <i>Teaching and learning the necessary skills for literacy success</i> R&C Ch 8: writing Chapter 12: <i>Effective Reading Instruction and Organization in Grades 4-8, & pages 551 – 556</i> <i>“RTI: Tier 2 Instruction Plans for Grades 4 – 8”</i> Appendix B: <i>Learning How English Works</i></p>
Session 4 Monday Feb 16	<p>Intro to Lesson Plan: TCs develop a writing lesson plan for a content area unit (social studies or science) that addresses a language objective for that unit. The lesson plan follows the instructional scaffolding to include modeling, practice and feedback on language development.</p> <p>Lit Case Study: Analyze student data from the Informal Reading Inventory</p> <p>TCs learn and practice identifying language functions, forms & vocabulary (semantic variety, cohesive links, conjunctions, referents, etc…) that ELs may find particularly challenging to develop meaning across text and TCs learn to develop and practice using CLOZE instructional activities that address specific areas.</p> <p>Examining ELA CC demands for students learning English on students’ performance and salient classroom instruction for ELD. (Duguay)</p> <p>Intro to expository vocabulary activities: TCs work on in-class activities for vocabulary: AW2, BKA,VKS</p> <p>Reciprocal teaching. TCs learn the reciprocal teaching approach and how it promotes structured oral interactions to build English proficiency. TCs practice the approach.</p>	<p>Bring to Class Student data for Informal Reading Inventory</p> <p>Readings: R&C Ch 7 (comprehension) & 271, 527, 278-9, 281-2 & 511, 512, 357 R&C Ch 6 (vocab) & 531 & 433 & 295-296 AW2 (pp. 229-231, 531), a BKA (p. 434), and a VKS (pp. 523, 524) ELA/ELD Framework Grammar & Meaning Power point Duguay (2013) <i>Implementing the Common Core for English learners,</i></p> <p>DUE: R.A.F.T.S. Prompts Report</p> <p>DUE: Writing Instruction Strategy Activity Report</p>

DATE	TOPICS	ASSIGNMENT & READING
Session 5 Monday Feb 23	<p>Writing Workshop: TCs develop the writing lesson plan</p> <p>Lit Case Study: Using the Data Analysis Grid to analyze student strengths & needs and composing paragraphs describing student strengths and needs</p> <p>Read Across America Dr. Seuss project development workshop</p> <p>Exploring effective classroom practices that specifically address ELA CC demands for students learning English. (Duguay)</p> <p>TCs learn about and practice using the development of academic oral language development and its relationship to writing</p> <p>Practicing the “Before Reading Fluency Routine” with expository text and identify its benefits for ELD (pgs 533 & 543 R&C)</p>	<p>Bring to Class All student data gathered for lit case study Expository text selection for BRFR activity</p> <p>Readings: Handout by Quiocho: <i>Living Walls for ELLs</i>. R&C pgs 533 & 543: “Before Reading Fluency Routine” ELA/ELD Framework ELA/ELD CCSS Appendix B: Learning How English Works Duguay (2013) Implementing the Common Core for English learners,</p> <p>DUE: Expository Fluency (BRFR)</p> <p>DUE: Expository Vocabulary</p>
Session 6 Monday March 2	<p>READ ACROSS AMERICA Dr. Seuss Day Activities with tutoring classroom</p> <p>TCs engage in Literature Circles</p> <p>Lit Case Study: developing recommendations</p>	<p>Bring to class: Completed role written work in preparation for Lit Circle participation</p>
Session 7 Friday March 6	<p>Lit Case Study: developing an instructional plan</p> <p>Lit Circle Dramatic presentation that advertises lit circle novel</p> <p>TCs revise the writing lesson plan, including effective differentiation for ELs</p>	<p>DUE: Read Across America Dr. Seuss Project Report</p> <p>DUE: Literature Circle Report</p>
Sunday March 8		<p>DUE: Lesson Plan: Writing in Content Areas</p>
Session 8 Monday March 16	<p>Literacy Case Study share out</p> <p>Lit Course Debrief</p>	<p>DUE: Literacy Case Study & hard copy Appendix</p>