



EDMI 521
Middle Level Literacy I
CRN #45845
Arranged
Arranged
Woodland park Middle School
Fall 2013

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

Professor:	Laurie Stowell, Ph. D.
Phone:	760.750.4286 (Office) 760.591.4295 (Home) 760.750.3352 (Fax)
E-Mail:	lstowell@csusm.edu
Office:	UH 427
Hours:	Wednesdays, 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
-

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
-

COURSE DESCRIPTION

Focuses on developing a preliminary understanding of theory, methodology, and assessment of English Language Arts and second language Learning in self-contained or departmentalized settings.

STOWELL: 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 Prerequisites:

Admission to the credential program

Course Objectives:

KNOWLEDGE

Students will:

- gain an understanding of how a first and second language is acquired.
- gain an understanding of the reading and writing processes and their relationship to thought, language and learning.
- gain an understanding of how people learn to read and write in their first and second language
- become familiar with current approaches to the teaching of reading and writing, the theoretical bases of such approaches, and some of the controversy surrounding them.
- become familiar with current approaches to the teaching of reading and writing in culturally and linguistically diverse elementary school classrooms
- become familiar with classroom diagnostic techniques and evaluation procedures.

SKILLS

Students will:

- become sensitive observers of children's language using behaviors.
- analyze children's reading and writing behavior as a basis for making instructional decisions
- develop the ability to select appropriate materials and instructional strategies to meet the individual needs of students
- learn how to organize the classroom for teaching reading and writing to culturally and linguistically diverse populations.

ATTITUDES AND VALUES

Students will:

- develop an appreciation for the natural language abilities children possess for processing and producing print
- develop an appreciation for the need and value of integrating reading and writing into all areas of the curriculum
- affirm the importance of a rich environment for developing an effective language arts program.
- develop a sensitivity to and appreciation for culturally and linguistically diverse learners.
- develop an appreciation for the importance of reading and writing for their 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 or her individual needs.

California Teaching Commission Standards Alignment

The course objectives, assignments, and assessments have been aligned with the Commission on Teacher Credentialing standards for a Multiple Subjects Credential. The following standards are a primary emphasis for this course:

Standard 3 - Relationship between theory and practice;

Standard 4 - Pedagogical thought and reflective practice;

Standard 5 - Equity, Diversity and Access;

Standard 7 - Preparation to Teach Reading Language Arts;

Standard 7A - Multiple Subject Reading, Writing, and Related Language Instruction in English

Required Texts

- Cunningham, P and Allington, R. (2006) (5th ed.) *Classrooms that work*. New York: Allyn and Bacon.
- Cooper, J. D., Kiger, N., & Robinson, M. (2011). *Literacy: Helping Students Construct Meaning*, 8TH Edition.
- Rethinking schools. *Rethinking our classrooms 2: Teaching for Equity and social justice*
- ELA standards can be accessed via the California Department of Education website:
<http://www.cde.ca.gov/be/st/ss/engmain.asp>
- CA Common Core Standards for ELA:
http://www.scoe.net/castandards/agenda/2010/ela_ccs_recommendations.pdf

Young Adolescent Lit: You will read **ONE** of the following:

Levithan, D. (2005) *Boy meets boy*
Westerfield, S (2011). *The Uglies*
Asher, J. & C. Mackler. (2012). *The future of us*
Alexie, S. (2008). *The absolutely true diary of a part time Indian*
Fleischman, J (2004). *Phineas Gage: A gruesome but true story about brain science*
Berend, J. (2012) *Vertical*

Recommended Books:

- Cunningham, P. (5rd ed.) *Phonics They Use*
- Allington, R. *What really matters in fluency*

(Optional)

- Zarrillo, J. J. (2010). (3rd ed.) *Ready for RICA: A test preparation guide for California's Reading Instruction Competence Assessment*. Merrill Prentice Hall.

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)

STUDENT LEARNING OUTCOMES

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 is recognition 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 dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates must attend more than 80% of class time, or s/he **may not receive a passing grade** for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*).

This course: Students missing more than one class session cannot earn an A or A-. Students missing more than two class sessions cannot earn a B or B+. Arriving late or leaving early by more than 20 minutes counts as an absence. Illness and emergencies are considered on a case-by-case basis. However, notifying the instructor does not constitute an excuse. All assignments must be turned in on due date even in case of an absence.

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

Every course at the university must fulfill the university's 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.

Use of Technology:

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

Electronic Communication Protocol:

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

Course Requirements and Grading Standards

Reading reflections (30 pts.): It is expected that everyone will understand all the readings and will come to class prepared to discuss them. Write at least 3 comments or questions from the readings for that session (Each Friday is the equivalent of two sessions so prepare two reflections for each meeting day). **Do not summarize.** Please give thoughtful reactions, responses, and reflections. 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. I will collect them at the beginning of each session and they should show that you have done the reading. Do NOT do reading reflections for the adolescent novels. **You have 2 free passes!**

Primary Observation Reflections (Total 20 pts): We will schedule time to observe specifically in kindergarten and first grade classrooms to observe beginning reading and writing instruction. Take notes on what you see in the classrooms while you are there. Following your visits we will debrief the experiences in class and you will write a 2-3 page reflection on your observation of effective practices in teaching reading and writing to children. **First Grade Observation day is October 1. Reflection DUE: Oct. 7**

Your observation notes on the day you observe will look like this:

Example:

Topic: Phonics Instruction

Date/Time 10/7/11 9:00-10:00

Place (school/grade/classrooms) San Marcos Elementary, Monolingual 1st grade

Activity: Teacher taught "B" sound using alphabet cards and the pocket chart. Students wrote words beginning with B then illustrated the following-bird, ball, balloon, and boat.

Reflective Notes: The teacher did a good job being inclusive with all students. Accommodations were made for second language learners when the teacher used some words that were close cognates (ball-bola) to help the students make connections. I noticed that one of the children who had trouble focusing was seated next to the teacher. She was very effective in selecting children to participate in order to ensure that the students did not get out of hand. I would modify this lesson in order to help English learners by using some cognates in Spanish and showing the students how beginning sounds work in their language.

Please do try to observe a lesson in each of the areas of the RICA we talked about this semester:

- Phonemic Awareness
- Concepts About Print
- Phonics Instruction
- Spelling Instruction
- Reading Comprehension-Narrative
- Supporting Reading through Oral and Written Language Development
- Vocabulary Development
- Writing

Try to answer the following questions in your reflection:

1. How was the room organized, the physical layout?
2. Was there a classroom library? Was it organized in any particular way?
3. What opportunities did students have for independent reading? Did they choose what they read?
4. Did the teacher work in small groups? How were the groups organized? How were students placed in groups?
5. How did the teacher differentiate instruction? How did she meet the needs of all the students?
6. What was the rest of the class doing when the teacher worked in small groups?
7. Did you see lessons in the following areas:
 - Phonemic Awareness
 - Concepts About Print
 - Phonics Instruction
 - Spelling Instruction
 - Reading Comprehension-Narrative
 - Supporting Reading through Oral and Written Language Development
 - Vocabulary Development

What took place – what was the nature of the instruction?

8. Did the teacher read aloud? What? For how long?
9. How much time was spent on reading instruction?
10. Was it a literacy rich environment? How so?
11. Was there evidence of student work in the room? What kind?
12. Did you see any kind of reading assessment? What was it? What was being assessed?
13. What else did you notice about early reading instruction?

Your final reflection will be a narrative about what you saw and your reflections on them. Please include the setting (small group, large group, one-on-one), what the teacher and the students did and what accommodations were made for students with special needs, or English language learners.



California State University
SAN MARCOS

School of
Education

333 South Twin Oaks Valley Road San Marcos, California 92096-0001
Tel: 760.750.4300 Fax: 760.750.3160 www.csusm.edu/education

Laurie Stowell, Ph.D.
Professor of Education
Director, San Marcos Writing Project
Tel: 760-750-4286 Fax: 760-750-3352
Email: lstowell@csusm.edu

September 6, 2013

To Whom It May Concern:

This letter is to introduce _____, a student who is enrolled in the Middle Level Credential program at California State University, San Marcos. This program is designed for students to receive a multiple-subjects credential with a middle school emphasis. All student teaching experiences take place in a middle school setting. Most of the graduates of this program will teach in middle schools.

A crucial component of any credential program is for credential students to experience first-hand, good teachers working at a variety of grade levels. Because all their student teaching takes place in middle school settings, these credential students will not have many opportunities to observe primary grade teachers and students. It is essential that the credential students understand the developmental processes and accompanying teaching and support that takes place in these very crucial early years.

Thank you for allowing _____ to observe and participate in your school and classroom. I appreciate your personal commitment to the profession and am sure _____ will benefit from your expertise. Should you have any questions or concerns regarding the program, please feel free to contact me at lstowell@csusm.edu.

Sincerely,
Laurie Stowell

READING Strategy lesson. Focus: Comprehension (20 pts.) Each of you individually will present one lesson (no longer than 10 minutes please) on a reading strategy (**Do not choose a writing strategy. We will do writing strategy lessons in EDMI 522**). Write a lesson plan and post it in the moodle by the day you demonstrate your lesson. These can be lessons you would teach individually, in a small group or a whole class. Make your lesson active, interesting, fun and meaningful. Be sure to ask yourself how this lesson is related to real reading. If you can't answer that, you may want to rethink your choice for a lesson. It can be about reading in any content area, it does not necessarily have to be about reading fiction. Examples of strategies are:

Make predictions
Form hypothesis
Support the hypotheses you make
Monitor how well you comprehend while you read
Form mental pictures while you read
Summarize what you read
Make inferences
Ask questions of yourself while you read
Use context clues to figure out words you don't know
Sound out a word you don't know
Choose books you can read
Organize information while you read.
Relate what you are reading to what you already know
Recognize the main idea of a story
Identify patterns in a text

Recommended sites for literacy lessons (in no particular order): There are many websites with lesson plans. The following are some of my favorites. You don't have to use these. I'm just trying to save you some time. There are many more out there, just be aware of who sponsors the site and what the sponsor might be trying to sell you or what their philosophical orientation might be.

1. **Readwritethink:** Co-sponsored by NCTE and IRA the two premier literacy professional organizations: <http://www.readwritethink.org/>
2. **Teaching that makes sense:** www.ttms.org
3. **Scholastic:** <http://www2.scholastic.com/browse/home.jsp>
4. **Kathy Schrock's Guide to Everything:** Educator who vetted and compiled an impressive list of resources for teachers. She was one of the first to post a website of resources for educators on the web: <http://www.schrockguide.net>
5. **National Council of Teachers of English:** www.ncte.org. While you are there join the Ning: <http://ncte2008.ning.com/>
6. **International Reading Association:** <http://www.reading.org/General/Default.aspx>
7. **National Writing Project:** www.nwp.org
8. **Writing Fix:** Sponsored by the Northern Nevada Writing Project: <http://writingfix.com/>
9. **Reading Quest:** A great site full of comprehension strategies for all content areas: <http://www.readingquest.org/strat/>
10. **Comprehension Strategies:** http://www.busyteacherscafe.com/literacy/comprehension_strategies.html
11. **Web English Teacher:** <http://webenglishteacher.com/>
12. **English Companion:** <http://www.englishcompanion.com/>

Materials by Jim Burke, high school teacher and author of many excellent books. Go to "classroom resources" on top bar.

Important: Your lesson must address the needs of mainstream students, as well as make provisions for second language learners, students presenting difficulty, and accelerated students. How are you going to work with students who are having difficulty? How will you scaffold second language learners' learning during the lesson? How will your lesson provide enrichment for accelerated students? Will you meet with students individually or in a small group while other students work independently?

Post your lesson in the moodle or email the lesson to everyone on the day you demonstrate your lesson.

DUE: Sign up

Use this template as a guideline:

Lesson Design by

Title of the Lesson	Curriculum Area & Grade Level
CA Content Standard(s)	CA ELD Standard(s)
Learning Goal(s) - Objective(s) (Cognitive, Affective, Psychomotor, Language)	Assessment(s) (Entry Level, Formative-Progress Monitoring, Summative)
Instructional Strategies (Into/Through/Closure/Beyond)	Student Activities
Differentiation Strategies for ELL (Content – Process – Product)	and/or Sp Ed Students
Rationale (Explain why you chose	these strategies, grouping, etc.)

ANNOTATED MENU OF ASSESSMENTS (20 points) This is designed to familiarize you with a variety of assessment tools and evidence of student learning. You will describe the process and purpose of various assessment tools, including entry-level, progress-monitoring, and summative. Complete the Menu Section, and then choose two assessment tools from your menu and describe how the information from that assessment would or could inform your instruction. What would you do with the assessment information you have gathered about your student(s). You may use an example you have observed or create a scenario in which an assessment might help you understand what a student, a small group or a whole class knows and how that will inform your teaching. **DUE September 25.**

For Menu Section, complete a descriptive list of 10 different assessments. Be complete in your descriptions.

MENU SECTION				
Write the name of the assessment.	Is it entry-level, progress-monitoring, or summative?	Describe the purpose of the assessment.	Describe what the <u>assessor</u> does and what the <u>student</u> does.	Describe the kinds of data the assessment creates.
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Professional Disposition (10 Points) 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 the following:

- 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

Assessment of Professional Dispositions

Assessing a candidate’s dispositions within a professional preparation program is recognition 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 dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate’s Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

RICA resources: There are many resources available and we will talk about how to organize yourself to study for the RICA in the second semester. The course readings, your textbooks, the RICA website (<http://www.rica.nesinc.com/>) and other on line resources can also serve as a resource. Dr. Quioco offers Workshops on Saturdays before the RICA exam and you are strongly encouraged to attend one before you take the exam. Dates can be found at: <http://www.csusm.edu/education/ricainfo.html>. We will create worksheets that look like this:

Example 1

California Reading Initiative Reading/ Language Arts Components Grid

Component	How to Assess (include rationale)	How to Teach It (Strategies)	Accommodations (at least 3)

Component	How to Assess	How to Teach it (Strategies)	Accommodations
Phonemic Awareness	<p>Phonemic awareness is assessed by finding out whether or not the student is capable of manipulating the language. For example;</p> <ul style="list-style-type: none"> • I would ask a student to pick out the first sound or last sound of a word, • I would ask the student to identify, pronounce and blend sounds or a segment of a word, • I would ask students to identify sentences, words, or sounds to see if they are aware of the structure of a sentence. <p style="text-align: center;">Assessment Tools</p> <p>1.) The Yopp-Singer Test of Phonemic Segmentation</p>	<p>These are strategies that can be used to teach ELL and non-ELL students phonetic awareness,</p> <ul style="list-style-type: none"> • Involve students in poetry, rhymes and songs of all types, • Use a chant to clap syllables in students' names, • Sort known objects or pictures into groups of similar sounds (Realia Cans), • Play a guessing game using picture cards and help the children to put together blends to make their guess, • Sing songs that allow children to replace sounds with other sounds, even to make nonsense words, • Read to your students. 	<p>For children with special needs I would use these strategies,</p> <ul style="list-style-type: none"> • Specific skills instruction alongside a basal reading program- This means I would ask students what sounds they hear in certain words or what word would make sense in an empty space within a sentence. This strategy would allow me to assess my student's progress, • Great children's literature books including, nursery rhymes, alliterative books, picture books, rhyming books, repetitive pattern books, Dr. Seuss books, and alphabet books with word-picture formats, • Rhymes, chants, finger rhymes, manipulatives, games, role-playing, • Writing journals and quick writes (encourage invented spelling!), • Provide a print rich environment including the use of Word Walls, • Rebus activities- this activity is when you replace a noun in a sentence with a picture of the noun. The student can then replace the picture with an invented spelling of the word.

<u>Assignment</u>	<u>Points</u>	<u>Due Date</u>
Comment cards	30 pts.	Each class
Primary grades Observation	20 pts.	Oct. 7
Reading Strategy lesson	20 pts.	Sign up
Assessment menu	20 pts.	Sept. 25
Professional dispositions	10 pts	
TOTAL	100 pts.	

Grading scale

A	93-100 points	B-	80-82 points
A-	90-92	C+	77-79
B+	87-89	C	74-76
B	83-86	C-	70-72

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

Course Requirements

Teacher education is a professional preparation program. It is expected that students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Students are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the College of Education. It is expected that work will be turned in on time. Please discuss individual issues with the instructor. 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).

Select a “buddy” to ensure you receive handouts and information when you must miss class.

Schedule/Course Outline

Readings and Assignments:

Date	Topic	Readings/Assignments
Aug 29 P m	Overview of course Building community	
Sept.3 pm	Safe for all Building community	Article in Moodle “Why address gay issues with children” View “It’s elementary” videos in moodle Building Community chapter by L. Stowell
Sept. 5 pm	What is language? What is literacy? 1 st language acquisition	Johnston, P. G. Ivey & A. Faulkner, “Talking in class: Remembering what is important about classroom talk”. (moodle) Harste, J. “What do we mean by literacy now?” (moodle) Cooper, et al chapt. 1, chpt. 3. Cunningham & Allington ch. 1
Sept. 6 pm	Emergent literacy	
Sept. 9 pm	Emergent literacy Phonemic awareness Concepts of print	Cooper, et al chapt. 5 (pg 180-224; 180-199 are lesson ideas) Guillaume (Moodle) Optional: Cunningham chpts. 2, 3, 4
Sept. 10 pm	Early reading Structure of English Language	Cooper et al, chpt. 5 Cunningham & Allington ch. 2, 3 Duffy & Hoffman: “In pursuit of an illusion...” (moodle)
Sept. 13 am	Guided Reading Shared reading Reading in CCCS	Optional: Cunningham, chpt. 5
Sept. 17 am	Phonics Fluency	Cunningham & Allington ch. 4, 5 Trachtenberg, (Moodle) Applegate, et al: “She’s my best reader: She just can’t comprehend...” (Moodle) Optional: Cunningham chpts. 6, 7, 8, 14, 15 Bring <i>Phonics they use to class</i> (if you have it)
Sept. 18 am	Assessment Using assessment to plan instruction	Cooper, et al chapt. 11 Cunningham & Allington chpt. 10 Optional: Cunningham chpt. 13
Sept. 20 pm	Comprehension Response	Cooper, et al chapt. 4 (pg. 123-142), chapt. 7 Cunningham & Allington ch. 6, 7 Course reader p. 138, 171 Cervetti, G., P.D. Pearson, “Reading, writing, thinking like a scientist” (moodle) Optional: Cunningham chpt. 11
Sept. 23 pm	Comprehension Literature selection	McLaughlin, M. “Reading comprehension: What every teacher needs to know” (moodle) Cairo, J. “Understanding dispositions toward reading on the internet” (moodle) Lit circles role sheets due: Bring book for discussion

Sept. 24 am	Writing development	Article in moodle Assessment Menu due Sept. 25
Oct. 1 am	Primary grade observation	Cunningham & Allington chapt. 8 Cooper, et al chapt. 8 Primary grade reflection due: Oct. 7
Oct. 1 pm	Debrief first grade observation Writing & spelling	Cunningham & Allington ch. 5 "A letter to parents..." (moodle) Spelling articles due Optional: Cunningham chpt. 9, 10
Oct. 14 pm	Planning, organizing and managing literacy classrooms Balanced literacy CCCS	Cooper, et al chapt. 10 Cunningham & Allington chapt. 11 CA ELA standards: http://www.cde.ca.gov/be/st/ss/engmain.asp CA Common core standards: http://www.scoe.net/castandards/agenda/2010/ela_ccs_recommendations.pdf Cunningham & Allington chpt. 12