



**EDMS 521 Section 2  
Elementary Literacy I**

**Wednesdays**

**7:30 am – 3:00 pm**

**Farr Avenue Elementary School | 933 Farr Ave. | Escondido, CA 92026**

**Fall 2013**

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

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Hours:	By Appointment

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**School of Education Mission & Vision Statement**

*(Adopted by SOE Governance Community, January 2013)*

*Vision*

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

*Mission*

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

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

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

Focuses on developing a preliminary understanding of theory, methodology, and assessment of English Language Arts and second language learning in integrated and inclusive elementary classrooms. *Enrollment restricted to students in the ICP. Prerequisite: EDMS 511B.*

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

### **Course Prerequisites**

Admission to the Multiple Subject Teacher Credential Program

### **California Teaching Commission Standards Alignment:**

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

- 3- Relationship between theory and practice
- 4- Pedagogical thought and reflective practice
- 5- Equity, Diversity & Access
- 7-A: Multiple Subject Reading, Writing, and Related Language Instruction in English

### **Special Education**

Consistent with the intent to offer a seamless teaching credential in the School of Education, this course demonstrates the collaborative infusion of special education competencies reflecting inclusive educational practices.

### **Technology**

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

### **Course Objectives**

#### **Knowledge –**

Teacher candidates will:

- Gain an understanding of how a first and second language is acquired.
- Gain an understanding of the reading process and its relationship to thought, language and learning and the knowledge of reading content including: word analysis, fluency, vocabulary- academic language- and background knowledge, reading comprehension, literary response and analysis.
- Gain understanding of how to learn to read and write in first and second languages.
- Become familiar with how to “deliver a comprehensive program of systematic, explicit instruction in reading, writing, listening, and speaking aligned to the state adopted English Language Arts Content Standards and the Reading/Language Arts Framework (2007).
- Become familiar with “multiple monitoring measures within the three basic types of assessments to determine students’ progress towards state adopted content standards.”
- Become familiar with “differentiated reading instruction and interventions to meet the needs of the *full range of learners (including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners)* who have varied reading levels and language backgrounds.”

#### **Skills –**

Teacher candidates will:

- Become sensitive observers of children’s language using behaviors.
- “Demonstrate knowledge and ability to utilize multiple monitoring measures within the three basic types of assessments to determine students’ progress towards state adopted content standards: entry level assessment for instructional planning, monitoring student progress, post test or summative assessment.”
- “Be able to analyze and interpret results [of children’s reading and writing behaviors] to plan effective and differentiated instruction and interventions.”
- “Demonstrate knowledge of components of effective instructional delivery in reading, writing and listening and speaking.”

- Develop the ability to select appropriate materials and instructional strategies to meet the individual needs of students and use “State Board of Education (SBE)-adopted core instructional materials for both instruction and intervention.”
- Develop the ability to differentiate literacy instruction in order to provide Universal Access.
- Learn how to organize the classroom for teaching reading and writing to the *full range of learners (including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners)* who have varied reading levels and language backgrounds

**Attitudes and Values –**

Teacher candidates will:

- Develop an appreciation for the natural language abilities children possess for processing and producing print.
- To appreciate the need and value of integrating reading writing into all curricular areas
- Affirm the importance of a rich environment for an effective language arts program.
- Develop a sensitivity to and appreciation for culturally and linguistically diverse learners.
- Develop a sensitivity to and appreciation for the importance of reading and writing for students’ own personal and professional growth.
- Develop a respect for each student, his/her abilities and background and the student’s right to instruction that meets his/her individual needs.

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

**Required Texts**

- Reutzel & Cooter (2012 6<sup>th</sup> edition). *Teaching Children to Read: The Teacher Makes the Difference*. (ISBN: 9780132566063)
- Jerry Johns (2008 or any recent edition). *Basic Reading Inventory* (ISBN: 9780757551277 for the 10<sup>th</sup> Edition)
- Zarrillo, James. (2010) *Ready for Revised RICA: A Test Prep Guide (3<sup>rd</sup> Edition)* (ISBN: 9780137008681) (\$ 30 new)
- Lee, John. (2008). *Visualizing Elementary Social Studies Methods*. (ISBN 13: 9780471720666)
- Articles posted on Cougar Course

**Required Texts**

- Gail E. Tompkins. *50 Literacy Strategies: Step by Step 4<sup>th</sup> edition* (ISBN-10: 013294491X) (\$ 31)

**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. Students 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**

**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.

- TPE 1A- Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments: Reading Language Arts.

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

**For this course:** *Students missing more than two class sessions will not earn a passing grade.* Illness and emergencies are considered on a case-by-case basis. However, notifying the instructor does not excuse students from assignments nor the attendance policy.

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

Students 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. Students 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 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.

### **Use of Technology:**

Students 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

### Course Assignments

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

Assignment	Points
Forums for in-class activities	15
Lesson plan 1A	10
Lesson plan 1B	10
Literacy instruction strategy demonstration & report	15
Assessment in literacy demonstration & information table	15
Forums & notebook for RICA competencies	15
Running Record Data Analysis Table	10
Lesson Plan 2 (by Nov 25 <sup>th</sup> )	10
<b>Total Points</b>	<b>100</b>

### Descriptions of Assignments

#### FORUMS AND NOTEBOOK FOR RICA COMPETENCIES

Teacher Candidates conduct observations in the field to find examples of RICA competencies. Candidates observe reading instruction in classrooms and gather examples of specific RICA competencies in reading instruction and the instructional setting. TCs observe the teacher while she/he is teaching the various components of the RICA competency during a reading/language arts lesson and TCs also observe the instructional setting to see how it supports teaching and learning related to the RICA competency. It is recommended that Candidates use the “Ready for Revised RICA Study Guide” written by James Zarrillo to find competency components.

First, Candidates contribute examples to 5 distinct forums for RICA competencies posted on the cougar course. They should contribute one example per week. Candidates should use the Example Guide to organize the example that they post to the forum. Candidates should be prepared to share their contributions with their peers during class sessions.

Also, Candidates create a “notebook” for all posted RICA competencies on a word document or a power-point document, with a heading for each of the RICA competencies posted on cougar course. For each competency, they take 2 examples from the forum and place it in their “notebook” under the associated heading. The completed “notebook” document should have at least 2 examples for each of the posted RICA competencies.

**EXAMPLE GUIDE**  
**for contributing examples to forums on RICA competencies**

**In the forum reply window copy the text and photo of your example. (see sample below)**

**Please include the following:**

- Grade Level:
- Any Additional Descriptors:
- Description of the instruction and/or instructional setting
- Photo

**SAMPLE**

Grade Level: Kindergarten

Any Additional Descriptors: SEI classroom with 10 English Learners

**INSTRUCTION:**

I observed Mr. X teaching **phonemic awareness**. The teacher showed pictures on his power point to the children. He showed pictures of words that all started with the /b/ sound. The pictures provided visual support for all learners, including ELs. He **isolated** the sound at the beginning of each word. He modeled saying the word by emphasizing the /b/ sound at the beginning of the word as he showed them the picture. He touched his lips as he said the /b/ sound to show that they were coming together to produce the sound. This provided tactile support for all learners, including ELs.

The teacher modeled **blending** the /b/ sound with the rest of the word using the word frame, /b/ and “at” makes “bat”. Then, he had them do a couple word frames together with him. The word frame provided a scaffold for blending the sounds. For example, he showed them a picture of a ball and prompted them with the word frame, “/b/ and “all” makes \_\_\_\_\_. He also noted that in Spanish the word was “bola” and it also started with the /b/ sound. This provided L1 support for Spanish dominant ELs.

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

**INSTRUCTIONAL SETTING:**

I observed that the instructional setting contained a variety of supports for teaching and learning related to phonemic awareness: poster with picture cues for where to produce different sounds, songs & poems charts of letter B, an illustrated alphabet on the wall, pocket chart with “b” picture cards, pictures illustrating Spanish-English cognates (ball/bola), sorting graphic organizers, picture cards and heart shaped sorting pockets.







**LITERACY INSTRUCTION STRATEGY DEMONSTRATION & REPORT**

During this in-class activity, Candidates learn to demonstrate (model) literacy strategies for teaching reading, writing and language. The Literacy Instruction Strategy Demonstration is an in-class activity. Each Candidate is assigned a literacy instructional strategy to practice with an "expert group" and then to demonstrate to a jigsaw group. Many of these strategies are from the text, by Gail Tompkins, *50 Literacy Strategies: Step by Step, 4th Edition*. Candidates use the "Demonstration Guide" to organize their demonstration of the assigned literacy instruction strategy to their peers. Each Candidate submits a copy of a report. Candidates use the "Report Guide" to organize their explanation of the assigned literacy instruction strategy with written text and a photo of the strategy being demonstrated.

**Report Guide**

The name of assigned literacy strategy activity
Explain the purpose of the strategy to support student in a specific area of ELA development
A photo of the strategy being demonstrated (i.e., materials being used...)

**Demonstration Guide**

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

**ASSESSMENT IN LITERACY DEMONSTRATION AND INFORMATION TABLE**

Teacher Candidates learn how to assess student performance in literacy. Candidates are introduced to the different purposes of literacy assessments listed in the menu, which are used in pre-K through 8<sup>th</sup> grade. Candidates demonstrate how to administer various assessments listed on the assessment menu. They explain the distinct kind of information each gathers and connect it to the instructional cycle and their potential utility as entry-level, progress-monitoring and/or summative assessments. Candidates demonstrate to their peers in class how to administer 2 assigned literacy assessments. Also, they complete an assessment information table for the 2 assessments that they demonstrated and 2 assessments that they observed being demonstrated by their peers.

**Assessment Information Table**

	Assessment Name	What it Measures (type of info)	How to Score	Administer To Whom	When To Use
1.					
2.					
3.					
4.					

**MENU of LITERACY ASSESSMENTS**

	Early Lit: Alphabet Knowledge
	Early Lit: C.A.P.
	Early Lit: Wordless picture reading
	Early Lit: Auditory discrimination
	Early Lit: Phonemic awareness
	Early Lit: Phonemic segmentation
	Early Lit: Writing
	Reading Attitude Survey
	Reading Inventory – word recognition
	Reading Inventory – comprehension
	Fluency WCPM
	RI/RR – oral reading fluency (4 pt fluency scale)
	Comprehension – retelling narrative
	Comprehension – QAR
	Writing – (any of the 6 traits)
	Vocabulary (in isolation or in context)
	...Other

**RUNNING RECORD DATA ANALYSIS GRID**

Candidates are introduced to the process of gathering and analyzing assessment data to inform instruction. Candidates practice observing children reading in order to assess their performance. Each Candidate administers one running record to a student. Candidates record the data as child reads. (*Acceptable variation: Candidate selects a literacy assessment approved by professor to administer and records performance data.*) Next, the Candidate brings the data to class and engages in the in-class activity to use the Data Analysis Grid to analyze the data. Each Candidates analyzes the data for reader strengths & needs of the reader and submits a data analysis table.

**Data Analysis Grid**

<b>Assessment</b>	<b>Data</b>	<b>Strengths</b>	<b>Needs</b>
RR			

**Grading Standards**

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.

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

## Course Schedule

### Fall 2013 EDMS 521

The instructor reserves the right to modify the schedule.

Date	Topic	Assignment
<b>Session 1</b> Wednesday Aug 28	Orientation to Course, Assignments, TPE Literacy Dimensions Intro: ELA Standards & Assessment <i>Exploring CCSS</i> _ Explain how mastery of anchor standards across the grade levels support students becoming “college ready” in ELA & Literacy <i>Exploring Lit Assessment purposes</i> _ How do standards and assessment together guide and inform instructional decision making & lesson planning? Intro: RICA Competencies _ Explain the relationship between RICA and CCSS _ Foundational Literacy Skills	<b>Forum</b> in-class activity: ELA standards & assessment <b>Readings:</b> <i>Cougar course article:</i> Effective Practices for Teaching Reading Comprehension first 7 pages of the chapter by Duke & Pearson <i>Reutzel &amp; Cooter:</i> Chapter 2 & 3 <i>Cougar course links</i>
<b>Session 2</b> Wednesday Sept 4	Oral Language & Emergent Lit (C.A.P.) Developmental Dimension & L2 Acquisition Cueing Systems ELA Lesson Plan _ Organizing quality instructional strategies for each component of literacy lesson design. _ Sorting instrxn by lesson components _ Brainstorm ideas for lesson plan 1A Reading Comprehension & Text Complexity _ Before, During & After Strategies _ Using children’s literature to teach reading & writing	<b>Forum</b> in-class activity: Comprehension & Text Complexity <b>Forum</b> RICA Competency <b>Readings:</b> <i>Cougar course article:</i> Effective Practices for Teaching Reading Comprehension first 7 pages of the chapter by Duke & Pearson <i>Reutzel &amp; Cooter:</i> Chapter 7 <i>Cougar course resources:</i> Comprehension & Text Complexity
<b>Session 3</b> Wednesday Sept 11	Socio-Cultural Dimension of Literacy Measures of a Text’s Cultural Relevance Reading Pictures ( <i>Visualizing Social Studies</i> ) ELA lesson design _ Apply ELA lesson design to teaching BDA strategies for cognitive dimension using children’s literature _ Identify & utilize multicultural literature Word Analysis & Linguistic Dimension _ RICA domain 2 competencies & ELD	<b>Lesson Plan 1A</b> <b>Forum</b> RICA Competency <b>Readings:</b> <i>Reutzel &amp; Cooter:</i> Chapter 4 <i>Cougar course resources:</i> Word Analysis
<b>Session 4</b> Wednesday Sept 18	Lesson Plan revision Intro: Literacy Instruction Strategies Assessment of Literacy _ Identify lit assessments & their purposes _ Identify features of IRI Academic Language & Content Area Lit _ CALP – sentences, language useage _ qualities of academic lang in written text (model texts) _ adapting strategies to content area thinking _ cohesive devices semantic and syntactic cues	<b>Forum</b> in-class activity: Academic language & writing <b>Forum</b> RICA Competency <b>Readings:</b> <i>Reutzel &amp; Cooter:</i> Chapter 6 <i>John Lee:</i> Visualizing SS Methods Chapter 10 <i>Cougar course resources:</i> History of Us online text

<b>Session 5</b> Wednesday Sept 25	Literacy Instruction Strategy Demonstrations _ Research literacy strategies assigned by the instructor, practice modeling the strategy _ Demonstrate using “demonstration guide” _ Create report using “report guide” Assessment of Literacy _ Try running records for word analysis & fluency _ Work on “Assessment Information Table” _ Prep for lit assessment demos _ Identify key features of data analysis grid Structural Analysis, Morphemic, Orthographic _ Describe stages of spelling _ Practice “making words”	<b>Lesson Plan 1B</b> <b>Literacy Instruction Strategy Report</b> <b>Forum RICA Competency</b> <b>Readings:</b> <i>Cougar course resources:</i> Website for Patricia Cunningham’s Making words short 4 minute video <a href="http://hdp12852011.wikispaces.com/lvon+Liu">http://hdp12852011.wikispaces.com/lvon+Liu</a>
<b>Session 6</b> Wednesday Oct 2	Assessment in Literacy Demonstrations Fluency, Word Identification & Comprehension _ Identify components of fluency competencies _ Describe relationship among fluency, word identification and comprehension _ Explain influence of text complexity on fluency _ Practice fluency assessment (wcpm, rr) Family Literacy Events _ engage in activities for family literacy _ explore family literacy projects	<b>Assessment Info Table</b>  <b>Forum RICA Competency</b>  <b>Readings:</b> <i>Reutzel &amp; Cooter:</i> Chapter 5
<b>Session 7</b> Wednesday Oct 9 (TPA 1 is due soon)	Sharing and reflecting on RICA competencies Preparation for Notebook Revisiting TPE 1a Components Poetry bridging reading & writing Using Teacher Guides & State Adopted Materials Literacies for the 21 <sup>st</sup> Century, Digital Literacies <a href="http://pbskids.org/go">pbskids.org/go</a> ; <a href="http://www.pammunozryan.com">www.pammunozryan.com</a> ; <a href="http://www.learner.org">www.learner.org</a> (interactives), Visualizing SS Methods chpt)	<b>Readings:</b> <i>Cougar course resources:</i> Poetry, <a href="http://www.poetry4kids.com">www.poetry4kids.com</a>
<b>Session 8</b> Wednesday Oct 16	Course Debrief Complete Data Analysis Grid in class Share out RICA competency notebook Lesson Plan 2 _ submitting a reading lesson plan written during CPI	<b>Data Analysis Grid</b>  <b>Notebook for RICA competencies</b>