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

EDMX 521
Elementary Literacy for Education Specialists
CRN #45830
Wednesdays
7:30 am – 3:00 pm
Twin Oaks Elementary | 1 Cassou Rd. | San Marcos, CA 92069
Fall 2013

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

Professor:	Elizabeth Garza
Phone:	760.750.8504
E-Mail:	egarza@csusm.edu
Office:	UH 466
Hours:	3 pm Wednesdays

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

<h1 style="text-align:center">COURSE DESCRIPTION</h1>

Focuses on developing Education Specialists' understanding of theory, methodology, and assessment of English Language Arts and second language learning in integrated and inclusive elementary classrooms. *Enrollment Restriction: Admission to the Education Specialist Credential Program.*

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.

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 6th 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 10th Edition)
- Zarrillo, James. (2010) Ready for Revised RICA: A Test Prep Guide (**3rd Edition**) (ISBN: 9780137008681) ($ 30 new)
- Lee, John. (2008). Visualizing Elementary Social Studies Methods. (ISBN 13: 97804717206666)
- Articles posted on Cougar Course

Recommended Texts
- Gail E. Tompkins. 50 Literacy Strategies: Step by Step 4th 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. 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 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.

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.
This course responds to 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 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).*

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.

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

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 25th)	10
Total Points	**100**

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

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.

LESSON PLAN 1A & LESSON PLAN 1B

Teacher Candidates prepare a lesson plan (1A) for teaching reading using the lesson design template. After submitting the lesson plan and receiving feedback from the professor, Candidates revise and then resubmit the lesson plan (1B). While in-class activities support the Candidate's development of the lesson plan development, hours beyond the class session times will be necessary in order to develop a high quality lesson plan.

Components	ELA LESSON DESIGN
	Description of components
Standard(s)	Salient standards: ELA Common Core, ELD
Objective:	The students use _____ in order to improve _____ **name of strategy/activity** **name of ELA skill** while _____. **name of reading or writing text or task**
Anticipatory Set	*Teacher* engages students, activates & builds background knowledge and states the objective/purpose for reading • I engage students in the lesson topic • I activate & build their background knowledge • I state the objective/purpose
Teach to the Objective	**Modeled instruction** *Teacher* <u>explains and demonstrates</u> the task by actually doing it while students watch. First, Teacher explains the key concepts and how to use them. Next, Teacher demonstrates by "thinking aloud" to show the associated thinking process while students listen & watch. • I explain the key concepts • Step by step, I demonstrate and "think aloud" **Shared instruction** *Teacher and students* <u>do the task together with teacher leading them</u>. Teacher asks students to help teacher. Teacher asks questions, encourages partner-talk, such as "think-pair-share", and charts out students' ideas. • I have the students do it together with me • I include student interaction with a "think/pair/share" • I check for student comprehension
Guided Practice	**Guided practice activities** *Students* with partner/small group <u>engage in an activity</u> that Teacher provides <u>to practice</u> doing the task. Teacher provides students the materials and directions for the activity. Teacher coaches students, offering guidance as needed. Teacher supports students who need extra help with re-teaching/mini-lesson. • I explain activity step by step • I support and guide the group work • I monitor student performance with progress monitoring assessment techniques
Independent Practice	*Student* applies newly learned skills in an independent practice opportunity provided by the teacher in class.
Assessment	How specifically will I assess student performance during Independent Practice. What will I measure? How will I measure it?

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 8th 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

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

Fall 2013 COURSE SCHEDULE EDMX 521

The instructor reserves the right to modify the schedule.

Date	Topic	Assignment
Session 1 Wednesday Aug 28	Orientation to Course, Assignments, TPE Literacy Dimensions Intro: ELA Standards & Assessment *Exploring CCSS* _Explain how mastery of anchor standards across the grade levels support students becoming "college ready" in ELA & Literacy *Exploring Lit Assessment purposes* _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	**Forum** in-class activity: ELA standards & assessment **Readings:** *Cougar course article*: Effective Practices for Teaching Reading Comprehension first 7 pages of the chapter by Duke & Pearson *Reutzel & Cooter:* Chapter 2 & 3 *Cougar course links*
Session 2 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	**Forum** in-class activity: Comprehension & Text Complexity **Forum** RICA Competency **Readings:** *Cougar course article*: Effective Practices for Teaching Reading Comprehension first 7 pages of the chapter by Duke & Pearson *Reutzel & Cooter*: Chapter 7 *Cougar course resources:* Comprehension & Text Complexity
Session 3 Wednesday Sept 11	Socio-Cultural Dimension of Literacy Measures of a Text's Cultural Relevance Reading Pictures *(Visualizing Social Studies)* 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	**Lesson Plan 1A** **Forum** RICA Competency **Readings:** *Reutzel & Cooter*: Chapter 4 *Cougar course resources:* Word Analysis
Session 4 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	**Forum** in-class activity: Academic language & writing **Forum** RICA Competency **Readings:** *Reutzel & Cooter*: Chapter 6 *John Lee*: Visualizing SS Methods Chapter 10 *Cougar course resources:* History of Us online text

Session 5 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"	**Lesson Plan 1B** **Literacy Instruction Strategy Report** **Forum** RICA Competency **Readings:** *Cougar course resources:* Website for Patricia Cunningham's Making words short 4 minute video http://hdp12852011.wikispaces.com/Ivon+Liu
Session 6 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	**Assessment Info Table** **Forum** RICA Competency **Readings:** *Reutzel & Cooter:* Chapter 5
Session 7 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 21st Century, Digital Literacies pbskids.org/go; www.pammunozryan.com; www.learner.org (interactives), Visualizing SS Methods chpt)	**Readings:** *Cougar course resources:* Poetry, www.poetry4kids.com
Session 8 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	**Data Analysis Grid** **Notebook for RICA competencies**