

**EDMI 521**  
**Language and literacy in elementary and middle school classrooms**  
**Fall 2012**  
**Woodland Park Middle School**

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**California State University San Marcos**  
**SCHOOL OF EDUCATION**  
**Mission Statement**

The mission of the School of Education community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.

**Course Description**

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

**Prerequisite: Admission to the credential program**

**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, 8<sup>th</sup> 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](http://www.scoe.net/castandards/agenda/2010/ela_ccs_recommendations.pdf)

- Packet of readings and materials available at CopyServe

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

Levithan, D. (2005) *Boy meets boy*  
Westerfield, S. *The Uglies*  
Wilhelm, D. (2004) *The revealers*  
Alexie, S. (2008). *The absolutely true diary of a part time Indian*  
Draper, S. *Out of my mind*  
Soto, G. *Accidental love*

**Recommended Books:**

- Cunningham, P. (5<sup>rd</sup> 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. 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**

### **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, COE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the SOE website provided at the website provided:

<http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

### **SOE 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.

**Students with Disabilities Requiring Reasonable Accommodations.** Students are approved for services through the Disabled Student Services Office (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:** 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.

#### **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**

Email & On-Line Discussion Protocol □ Electronic correspondence (e-mail and on-line discussion) is a part of your professional interactions. If you need to contact instructor or other students, 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 form of nuances and meanings. For instance, electronic messages sent with all upper case letters, major typos, or slang, often communicates 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 e-mail specifically says? How could this e-mail be misconstrued? Does this e-mail represent my highest self? Am I sending this e-mail to avoid a face-to-face conversation? In addition, if there is ever a concern with an electronic message sent to you, please talk to that person face-to-face to correct any confusion. For more guidance see Core Rules of Netiquette at <http://www.albion.com/netiquette/corerules.html>

### **REQUIREMENTS:**

**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 8. Reflection DUE: Oct. 17**

**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 1<sup>st</sup> 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 Notebook for 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.



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September 6, 2012

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](mailto: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 EDM 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 are comprehending 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](http://www.ttms.org)
3. **Scholastic:** <http://www2.scholastic.com/browse/home.jsp>
4. **Kathy Schrock:** 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://school.discoveryeducation.com/schrockguide/>
5. **National Council of Teachers of English:** [www.ncte.org](http://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](http://www.nwp.org)

8. **Writing Fix:** Sponsored by the Northern Nevada Writing Project:  
<http://writingfix.com/>
9. **University of Connecticut site:** A great resource for finding other good resources:  
<http://www.literacy.uconn.edu/teachers.htm>
10. **Reading Quest:** A great site full of comprehension strategies for all content areas:  
<http://www.readingquest.org/strat/>
11. **Greece Central School District:**  
<http://www.greece.k12.ny.us/instruction/ela/Index.htm>
12. **Web English Teacher:** <http://webenglishteacher.com/>
13. **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 \_\_\_\_\_**

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

**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. Then reflect on the information those assessments provide about learning. There are two parts: Complete the Menu Section A, and then reflect on how assessment informs instruction. 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 Oct. 2**

For Menu Section A, complete a descriptive list of 10 different assessments. Use assessments from both math and literacy. Be complete in your descriptions.

<b>MENU SECTION A (typed responses)</b>				
<b>Write the name of the assessment.</b>	<b>Is it entry-level, progress-monitoring, or summative?</b>	<b>Describe the purpose of the assessment.</b>	<b>Describe what the <u>assessor</u> does and what the <u>student</u> does.</b>	<b>Describe the kinds of data the assessment creates.</b>
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. Quiocho 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**

<b>Component</b>	<b>How to Assess ( include rationale)</b>	<b>How to Teach It (Strategies)</b>	<b>Accommodations (at least 3)</b>

Example 2

RICA Analysis Sheet

<b>Component</b>	<b>How to Assess</b>	<b>How to Teach it (Strategies)</b>	<b>Accommodations</b>
Phonemic Awareness	Phonemic awareness is assessed by finding out whether or not the student is capable of manipulating the language. For example; <ul style="list-style-type: none"> <li>I would ask a student to pick out the first sound or last sound of a word,</li> </ul>	These are strategies that can be used to teach ELL and non-ELL students phonetic awareness, <ul style="list-style-type: none"> <li>Involve students in poetry, rhymes and songs of all types,</li> <li>Use a chant to clap syllables in students’</li> </ul>	For children with special needs I would use these strategies, <ul style="list-style-type: none"> <li>Specific skills instruction alongside a basal reading program- This means I would ask students what sounds they</li> </ul>

	<ul style="list-style-type: none"> <li>• I would ask the student to identify, pronounce and blend sounds or a segment of a word,</li> <li>• I would ask students to identify sentences, words, or sounds to see if they are aware of the structure of a sentence.</li> </ul> <p><b>Assessment Tools</b> 1.) The Yopp-Singer Test of Phonemic Segmentation</p>	<p>names,</p> <ul style="list-style-type: none"> <li>• Sort known objects or pictures into groups of similar sounds (Realia Cans),</li> <li>• Play a guessing game using picture cards and help the children to put together blends to make their guess,</li> <li>• Sing songs that allow children to replace sounds with other sounds, even to make nonsense words,</li> <li>• Read to your students.</li> </ul>	<p>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,</p> <ul style="list-style-type: none"> <li>• 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,</li> <li>• Rhymes, chants, finger rhymes, manipulatives, games, role-playing,</li> <li>• Writing journals and quick writes (encourage invented spelling!),</li> <li>• Provide a print rich environment including the use of Word Walls,</li> <li>• 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</li> </ul>
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			of the word.
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<u>Assignment</u>	<u>Points</u>	<u>Due Date</u>
Comment cards	30 pts.	Each class
Primary grades Observation	20 pts.	Oct. 17
Reading Strategy lesson	20 pts.	Sign up
Assessment menu	20	Oct. 2
Professional dispositions	10 pts	
<b>TOTAL</b>	<b>100 pts.</b>	

#### 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.

#### **SOE 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.

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.

**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 School 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.



### Readings and Assignments:

Date	Topic	Readings/Assignments
Aug 31 am	Overview of course Building community	
Aug 31 pm	Safe for all Building community	Course reader p. 3 Article on website: <a href="http://www.csusm.edu/middlelevel/comlit.nmsa.html">http://www.csusm.edu/middlelevel/comlit.nmsa.html</a>
Sept. 7 am	What is language? What is literacy? 1 <sup>st</sup> 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. 11 pm	Emergent literacy	
Sept. 12 pm	Emergent literacy Phonemic awareness Concepts of print	Cooper, et al chapt. 5 (pg 180-224; 180-199 are lesson ideas) Guillaume in reader p. 171 Optional: Cunningham chpts. 2, 3, 4
Sept. 17 pm	Early reading Structure of English Language	Cooper et al, chpt. 5 Cunningham & Allington ch. 2, 3 Duffy & Hoffman: "In pursuit of an illusion..." CR p. 212
Sept. 18 am	Guided Reading Shared reading	Optional: Cunningham, chpt. 5
Sept. 21 am	Phonics Fluency	Cunningham & Allington ch. 4, 5 Trachtenberg, reader p. 160 Applegate, et al: "She's my best reader: She just can't comprehend..." CR p. 218 Optional: Cunningham chpts. 6, 7, 8, 14, 15 Bring <i>Phonics they use</i> to class (if you have it)
Sept. 24 pm	Assessment Using assessment to plan instruction	Cooper, et al chapt. 11 Cunningham & Allington chpt. 10  Optional: Cunningham chpt. 13
Sept. 26	Comprehension	Cooper, et al chapt. 4 (pg. 123-142), chapt. 7

pm	Response	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
Oct. 1 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) <b>Lit circles role sheets due: Bring book for discussion</b>
Oct. 2 am	Writing development	Article in moodle <b>Assessment Menu due Oct. 2</b>
Oct. 8 am	<b>Primary grade observation</b>	Cunningham & Allington chapt. 8 Cooper, et al chapt. 8
Oct. 9 pm	Debrief first grade observation Writing & spelling	Cunningham & Allington ch. 5 "A letter to parents..." course reader p. 167 Spelling articles due Optional: Cunningham chpt. 9, 10
Oct. 17 pm	Planning, organizing and managing literacy classrooms Balanced literacy English Language arts standards	Cooper, et al chapt. 10 Cunningham & Allington chapt. 11 CA ELA standards: <a href="http://www.cde.ca.gov/be/st/ss/engmain.asp">http://www.cde.ca.gov/be/st/ss/engmain.asp</a> CA Common core standards: <a href="http://www.scoe.net/castandards/agenda/2010/ela_ccs-recommendations.pdf">http://www.scoe.net/castandards/agenda/2010/ela_ccs-recommendations.pdf</a>  Course reader p. 184 Cunningham & Allington chpt. 12 <b>Primary grade reflection due: Oct. 17</b>