

California State University San Marcos
COLLEGE OF EDUCATION
Fall 2010

University Hall 373

5:15 – 8:45 pm

Class Meeting Dates: 9/8, 9/22, 10/6, 10/20, 11/3, 11/17, 12/8 (24.5 hours)
plus alternative time obligations (20.5 hours) to be discussed in class

Course: EDMX 622
Language and Literacy for Education Specialists
(3 credit units)

Instructor:

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College of Education Mission

The mission of the College 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 on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism and shared governance. (adopted by COE Governance Community, October 1997)

Course Description

This course will focus on methods, materials and adaptations in approaches to language and literacy instruction for learners who have various special learning characteristics, including autism spectrum disorder and students who have atypical patterns of language and literacy development. Strategies will be provided for using literacy across the curriculum in inclusive and responsive Pre-K-12 classrooms.

Course Prerequisites: EDMS/EDMX 521 or CA Multiple Subject Credential, and admission to the Level I or Level II Mild/Moderate or Moderate/Severe Disabilities Education Specialist credential program. Candidates with Single Subject credentials may request a waiver of EDMX 622, and are required to complete EDMS or EDMX 521.

Course Objective # 1: Given the pedagogy and experiences of EDMX 622, Level I Education Specialist Credential Candidates are expected to meet the 15 Literacy Goals required by the State of California as demonstrated in reflection journals completed during class sessions. The focus of each course session is related to the given Goals, or outcomes, of EDMX 622. These Goals are aligned with the knowledge, skills, attitudes, and values expected of public school teachers who teach reading and language arts to Pre-K-12 students in California. For each Goal, candidates will write a reflection in a journal and demonstrate through examples, experiences, and ideas how they have met the Goals. The journal will become part of class activities in which candidates experience the various uses of journals and journaling in the classroom. Consequently, they will not be private; there will be times when classmates and instructor will interact with candidates regarding journal entries. Journals may be collected by the instructor periodically during the course. It will be candidates' responsibility to complete required entries.

Course Objective # 2: Given the pedagogy and experiences of EDMX 622, Level I Education Specialist Credential candidates are expected to develop effective instructional skills to accommodate, develop, and improve the literacy skills of students with autism spectrum disorder (ASD), as demonstrated through the Best Literacy Practices for Students with Autism Partner Presentation (Report & Modeling) assignments, and other class activities.

California Teaching Commission Standards Alignment

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subjects Credential. You will incorporate artifacts from this class into your final comprehensive portfolio. The following are the primary emphasis of this course:

Standard 3-Relationship between theory and practice

Standard 4-Pedagogical thought and reflective practice

Standard 5-Equity, Diversity, & Access to the Core Curriculum

Standard 7-Equity, Preparation to Teach Reading Language Arts

This course will also reinforce learnings from the Candidates' initial literacy course. The Reading Language Arts program at CSUSM is closely aligned to the California State

Reading Initiative. Teacher candidates are expected to study and be well prepared to implement the A-K components:

- a) phonemic awareness
- b) systematic, explicit phonics instruction (sound/symbol relationships, decoding and word attack skills)
- c) spelling instruction
- d) diagnosis of reading deficiencies
- e) research on how children learn to read
- f) research on how proficient readers read
- g) structure of the English language
- h) relationships between reading, writing, and spelling
- i) planning and delivery of appropriate reading instruction based on assessment and evaluation
- j) means of improving reading comprehension
- k) student independent reading of good books and the relationship of that activity to improved reading performance

State of CA Reading and Language Arts Goals

Goal 1:	develop a sensitivity to and appreciation for children with special learning needs.
Goal 2:	examine the California Language Arts Framework and Standards, and gain an understanding of the curriculum of language and literacy as they are taught in the elementary, middle and secondary school.
Goal 3:	gain an understanding of how patterns of typical and atypical language development influence student academically, socially and behaviorally in today's classrooms.
Goal 4:	become familiar with current approaches to the teaching of reading and writing to children with special learning needs.
Goal 5:	understand the value of specifically designed academic instruction lessons in English for students with diverse cultural and linguistic backgrounds.
Goal 6:	become familiar with current approaches to the teaching of reading and writing of children with special learning needs.
Goal 7:	become familiar with formal language and literacy assessment instruments and their usefulness in designing appropriate instruction

Goal 8:	become familiar with informal language and literacy assessments, such as portfolios, and performance and presentation options; and their usefulness in designing appropriate instruction.
Goal 9:	demonstrate the ability to design and adapt instruction and classroom environment which are responsive to all learners.
Goal 10:	translate language and literacy assessment and evaluation results into effective instructional goals and objectives for all learners.
Goal 11:	understand middle and secondary language and literacy issues in today's classrooms.
Goal 12:	develop an appreciation for the need of all learners to experience success in middle and secondary classrooms.
Goal 13:	develop effective collaboration skills which will assist in positively influencing language and literacy curriculum decisions in today's schools.
Goal 14:	develop the ability to select appropriate materials and instructional strategies to meet the individual needs of students.
Goal 15:	develop a respect for each student, his/her abilities and background, and the student's rights to instruction that meets his/her individual needs.

Required Texts

[Please bring texts to each class unless otherwise advised.]

1. California Reading/Language Arts Framework (current):
<http://www.cde.ca.gov/CI/cr/cf/documents/rlafw.pdf>
2. Kluth, P., & Chandler-Olcott, K.(2008). *A land we can share: Teaching literacy to students with autism*. Baltimore: Paul H. Brookes.
3. Krausz, M., & Hood, T (2008). *The DECODERS' First Adventure: A Flight of Greed and Glory*. Loretto, PA: Star Publish LLC. (This children's chapter book will be purchased for \$10.00 in first class session from instructor.)
4. Tovani, C. (2004). *Do I really have to teach reading? Content comprehension, grades 6-12*. Portland: Stenhouse.

NOTE: Each candidate must have an active TaskStream Electronic Portfolio account for this credential program. If you are new to the program, you **must register & pay fee online prior to the second class:** at www.TaskStream.com (Register for 2-yr minimum when commencing your Level I Program.)

TaskStream Resources

- a. **General TaskStream Directions:**
<http://lynx.csusm.edu/coe/eportfolio/Task.Stream.Directions.htm>
- b. **How to Write TaskStream Narratives:**
<http://lynx.csusm.edu/coe/eportfolio/Narrative.Directions.htm>

Web Resources and Recommendations

During this course, you may also need to access and use the following specific web sites:

1. Individuals with Disabilities Education Improvement Act of 2004
http://www.edlawrc.com/special_education.htm
2. Literature Circles Resources : <http://www.litcircles.org/>;
<http://www.litcircles.org/Overview/overview.html>
3. When Older Students Can't Read (LD Online) <http://www.ldonline.org/article/8025>
4. Strategies that Work for Students Grade 9-12 with Dyslexia (LD Online)
<http://www.ldonline.org/article/6371>
5. Journaling: <http://www.sdcoe.k12.ca.us/score/actbank/tjournal.htm>
6. Council for Exceptional Children: www.cec.sped.org
7. Citing Research: <http://citationmachine.net/>
8. The abridged version of The American Psychological Association (APA) Manual:
www.apastyle.org

Infused Competencies

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)

Special Education Inclusion

Consistent with the intent to offer a seamless teaching credential in the College of Education, this course will demonstrate the collaborative infusion of special education competencies that reflect inclusive educational practices.

Technology This course infuses technology competencies to prepare our candidates to use technologies, emphasizing their use in both teaching practice and student learning. Candidates are expected to use technology as part of their professional practice as well as to research the topics discussed in this course. Students are encouraged to keep a digital copy of all assignments for use in a teaching portfolio. Details will be given in class.

STUDENT LEARNING OUTCOMES

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for Level I Education Specialist Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing 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.

TPEs Addressed in EDMX 622

TPE	Description	Course Assignment or Activity
TPE 3	Interpretation and Use of Assessments	Readings, Case Study; Class Activities Response to Intervention (Rtl) Assignment
TPE 4	Making Content Accessible	Readings, Discussions, Rtl Assignment
TPE 6d	Developmentally Appropriate Practices for Special Education	Readings, Lectures, Presentations; Case Study; Rtl Assignment
TPE 8	Learning About Students	Readings, Class Activities
TPE 9	Instructional Planning	Case Study; Rtl Assignment

Level I Education Specialist Standards

All Level I Education Specialists Credential Candidates are responsible for Posting Responses to Level I Standards in TaskStream in each course. For EDMX 622, you will respond to 3 Standards:

Standard 7A	Demonstrates knowledge and skills in Multiple Subject reading, writing, and related language instruction in English. Suggested Artifact: Case Study; Rtl Assignment, Class Activities
Standard 23	Demonstrates knowledge and skills in selecting curricula and in using instructional strategies to meet the diverse learning characteristics of students with mild/moderate/severe disabilities across an array of environments and activities. Utilizes assessment data to collaboratively develop IEP goals, objectives, adaptations, and instructional plans. Instructional plans are responsive to unique needs of students, general ed. Settings, and core curriculum. They are implemented and adjusted systematically to promote maximum learning and generalization. Suggested Artifacts: Case Study, Rtl Assignment, Class Activities
Standard 25: M/M	Identifies the characteristics of students with mild to moderate disabilities, including students identified as severely emotionally disturbed or behavior disordered, and determines the implications of these characteristics for service delivery. Suggested Artifacts: Case Study; Rtl Task; Autism Assignment; Class Activities

EDMX 622 Additional Level I Standards Interface (No TaskStream submission required for these for EDMX 622.)

11.4	Demonstrate ability to implement state framework
12.2	Uses age-appropriate strategies and techniques for developing students' communication skills, reflecting an understanding of diverse modes and systems of communication

17.1	Uses data-based assessment to drive curriculum and instruction decisions for learners with diverse language and cultural backgrounds, cognitive abilities, and special needs.
17.2	Uses standardized district/state or assessment information to drive instructional plan.
20.3	Uses instructional strategies appropriate for individuals with diverse needs, interests, and learning styles in a variety of educational environments.
22.1	Appropriately chooses, administers, and interprets various individual assessments and evaluations to determine students' profiles (strengths/needs in developmental, academic, social/emotional, behavioral, communication, employ't, community, and living domains)
22.2	Make appro. Instructional decisions based on results of given assessments and evaluations.

Accommodations and Policies

College of Education Attendance Policy: Due to the dynamic and interactive nature of courses in the College 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).* Students should not assume that notification of absences means they are automatically excused from class.

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 5205, 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 privately with their instructors during office hours in order to ensure confidentiality.

Course Requirements: Teacher education is a professional preparation program. It is expected that students will come to every class prepared to discuss the readings, submit required assignments (including online class responses), and participate in class activities. Students are expected to adhere to academic honesty and integrity policies, and standards of dependability, confidentiality, and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is *original*, clear, and error-free is a priority for the College of Education. It is expected that work will be turned in on time. Please discuss individual issues with the instructor. Points will be deducted if assignments are submitted late (10% penalty per day late; no credit will be awarded if the assignment is one week late).

Grading Standards: Each assignment has a specific rubric to guide you in your completion.

	Points Value:
Course Attendance, Professionalism, & Participation	20
Volunteerism	10
Case Study: Best Practices Project	25
Autism Paper and Peer Analysis	25
Response to Intervention Position Paper	20
TaskStream Postings (7A, 23, 25 – Mild/Moderate)	Required for Grade Assignment
Total Points:	100

No course grade may be less than a C+, and a B- average must be maintained to earn a credential.

Candidates earning less than a C+ in any credential program course must repeat the course. Please refer to your University Catalog for further details regarding grading policies.

In EDMX 622, the following grading standards apply:

A = 93-100%

B- = 90-92

B+ = 87-89%

B = 83-86%

B- = 80-82%

C+ = 77-79%

All University Writing Requirement: Every course at the university must have a writing requirement of at least 2500 words. This course meets that requirement through the assignments noted above.

Academic Honesty and Integrity

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. 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 Program Coordinator, Dean and Associate Dean of the College of Education, and 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, 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. **Some assignments will be submitted online; and some will be submitted in hard copy.** Details will be given in class.

Electronic Communication Protocol Electronic correspondence is an important and ever-increasing part of your professional interaction. If you need to contact the instructor, e-mail is often the easiest way to do so (thood@csusm.edu). It is the instructor's intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and online 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 online discussion messages you send to your colleagues, to faculty members in the College 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.

The following pages are the

EDMX 622: Fall 2010

Tentative Class Session Schedules

Face-to-Face Class Time = 7 sessions x 3.5 hours = 24.5 hours

- **Note: There will be one 15-minute break in each class session.**

Alternative Class Activities = 20.5 hours (Details provided in class.)

- **8 hours** = Case Study
- **5 hours** = volunteerism in literacy activity + log + reflection
- **7.5 hours** = Autism Report and Peer Analysis

#1 9/8	<u>TOPICS</u>	<u>CLASS READINGS AND VIEWINGS</u>	<u>READINGS AND ASSIGNMENTS DUE</u>
	<p>#1: Characteristics of children with special learning needs.</p> <p>Course Overview: Texts & Assignments Preview</p> <p>Why autism?</p> <p>Literacy Development of Students Who...</p> <p>Goal #2: The California Language Arts Framework and Standards</p> <p>Effective LA Instruction:</p> <p>Universal Access to Reading and Writing</p> <p>Review: ✓ phonemic awareness ✓ systematic, explicit phonics instruction (sound/symbol relationships, decoding and word attack skills)</p> <p>Goal #15 Develop a respect for each student, his/her abilities and background, and the student's rights to instruction that meets his/her individual needs.</p> <p>Literature Circles #1: Overview, Roles</p>	<p>Course Schedule</p> <p>In-class readings today as follows:</p> <p>Kluth & Chandler-Olcott: Intro</p> <p>Jasmine: Good Teaching Results! http://navicast.edtech.sandi.net/mov.php?mid=317&aid=332&cat=00004&br=256</p> <p>RLA FWK: Ch. 1, 2, 7 + UA @ each GL</p> <p>RLA FWK Web Site: http://www.cde.ca.gov/CI/cr/cf/documents/rlafw.pdf</p> <p>Literature Circles: DVD http://www.litcircles.org/Overview/overview.html http://www.litcircles.org/Structure/structure6.html</p> <p>KH/1-3</p>	<p>All of today's assignments will be done in class.</p> <p>Bring texts and notebook/journal to class</p> <p>Purchase children's book from Instructor</p> <p>Review model Disability Matrix</p> <p>Literature Circle #1</p> <p>Goal journal entries (done during class today)</p>

Class #2 9/22	Topics	Class Readings & Viewings	Assignments
	<p>Goal #3 Gain an understanding of how patterns of typical and atypical language development influence students academically, socially, and behaviorally in today's classrooms</p> <p>Typical & Atypical Language Development</p> <p>Literacy: Speech and Oral Language</p> <p>Observing Children's Language-Using Behaviors</p> <p>Goal #4 Become familiar with current approaches to the teaching of reading and writing to children with special learning needs.</p> <p>What Content-Area Teachers Should Know About Adolescent Literacy</p> <p>Content Comprehension: summarizing, questioning, analyzing vocabulary, understanding key structures</p> <p>Literature Circles #2: Skills in Context and Writing with Purpose</p> <p>Author Visit: Dr. Marjorie Krausz</p>	<p>(All text readings must be done BEFORE class)</p> <p>FWK Ch. 1, 2, 7</p> <p>KC: Intro</p> <p>Typical Language Development Chart: http://www.childdevelopmentinfo.com/development/language/development.shtml</p> <p>Video: Who Should See the Speech Clinician?</p> <p>Tovani: 2-6</p> <p>KH: Ch. 1-3</p> <p>DECODER Ppt.</p>	<p>Case Study Part 1</p> <p>Develop a case study for a struggling middle school reader who is an English learner.</p> <p>Readings Due:</p> <p>FWK Ch. 1, 2, 7</p> <p>KC: Intro</p> <p>T: 2-6</p> <p>KH: Ch. 1-3</p>

<p>#3 10/6</p>	<p>Goal #5 Understand the value of specifically designed academic instruction lessons in English for students with diverse cultural and linguistic backgrounds.</p> <p>Literacy and English Learners</p> <p>Scaffolding and Differentiating Literacy Instruction</p> <p>Goal #6 Become familiar with current approaches to the teaching of reading and writing of children with special learning needs.</p> <p>Response to Intervention (RtI) (Invited Panel)</p> <p>Review:</p> <ul style="list-style-type: none"> √ research on how children learn to read √ research on how proficient readers read 	<p>(All text readings must be done BEFORE class)</p> <p>Webcast: http://www.adlit.org/webcasts/ells (Part 3: Good Instruction)</p> <p>Turnbull Chapter 3 + p. 254</p> <p>http://www.sdcoe.net/rti/?loc=home</p> <p>IRA: http://www.reading.org/Libraries/Resources/RTI_brochure_web.sflb.ashx</p> <p>LDA: http://www.lda-america.org/pdf/rti2005.pdf</p> <p>RtI vs. Discrepancy Model : http://www.ldinfo.com/rti.htm</p> <p>KC: Ch. 1-3; 5</p> <p>http://www.nifl.gov/publications/pdf/adolescent_literacy07.pdf [pp. 1-19]</p>	<p>Case Study Part 2</p> <p>Identify assessment strategies you would conduct, and write an analysis of the mock or authentic assessments conducted</p> <p>Read through: http://www.sdcoe.net/rti/?loc=home</p> <p>KC: Ch. 1-3; 5</p> <p>http://www.nifl.gov/publications/pdf/adolescent_literacy07.pdf [pp. 1-19]</p>
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<p>#4 10/20</p>	<p>Goal #7 Become familiar with formal language and literacy assessment instruments and their usefulness in designing appropriate instruction</p> <p>Goal #8 Become familiar with informal language and literacy assessments, such as portfolios, and performance and presentation options; and their usefulness in designing appropriate instruction.</p> <p>Assessment Carousel</p> <p>Literature Circles #3: Monitoring for Understanding and Making Inferences</p> <p>Review:</p> <ul style="list-style-type: none"> √ structure of the English language √ spelling instruction √ relationships between reading, writing, and spelling √ diagnosis of reading deficiencies 	<p>(All text readings must be done BEFORE class)</p> <p>RLA FWK Ch. 6</p> <p>KC: Ch. 4 + 6</p> <p>DIBELS: http://www.dibels.org/dibels.html + instruments</p>	<p>Case Study Part 3:</p> <p>Prepare a lesson plan in which you implement interventions using a self-selected Tovani text strategy.</p> <p>RtI Position Paper</p> <p>RLA FWK Ch. 6</p> <p>KC: Ch. 4 + 6</p> <p>KH: Ch. 4-7</p>
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<p>#5 11/3</p>	<p>Goal #9 Demonstrate the ability to design and adapt instruction and classroom environment which are responsive to all learners.</p> <p>Goal #10 Translate language and literacy assessment and evaluation results into effective instructional goals and objectives for all learners.</p> <p>What Do Good Readers Do?</p> <p>Revisiting Universal Access</p> <p>Cooperative Grouping to Improve Language Arts Skills:</p> <ul style="list-style-type: none"> • Comprehension • Peer Analysis • Text-driven Activity Development <p>Literature Circles #4: Individual Chapter Groups; Application of Tovani Strategies</p> <p>Review: √ planning and delivery of appropriate reading instruction based on assessment and evaluation</p>	<p>(All text readings must be done BEFORE class)</p> <p>Tovani’s Teaching Points: Relevant Examples in the Student Context (EL, SN, GATE, etc.)</p> <p>T: Chapter 7 & 8</p> <p>Choosing Good Books</p>	<p>Case Study Part 4:</p> <p>Reflect on the Case Study process and include in your written response what you learned from the Case Study assignment.</p> <p>T: Ch. 7 & 8</p> <p>FWK: Revisit Universal Access Gr. 4-8 and 5-12</p> <p>KH: Ch. 8-finish</p>
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<p>#6 11/17</p>	<p>Goal #11 Understand middle and secondary language and literacy issues in today's classrooms.</p> <p>Goal #12 Develop an appreciation for the need of all learners to experience success in middle and secondary classrooms.</p> <p>Autism Review</p> <p>Review: √ means of improving reading comprehension</p>	<p>(All text readings must be done BEFORE class)</p> <p>http://www.betterhighschools.org/topics/literacy.asp</p> <p>http://www.betterhighschools.org/docs/NHSC_HighSchoolLiteracy.pdf</p> <p>Project TEACCH</p> <p>Readers with Autism</p> <p>ABA</p> <p>http://www.youtube.com/watch?v=iyCx-OLzqJw&feature=related</p> <p>Parents of Children with Autism: http://www.youtube.com/watch?v=FDMMwG7RrFQ&feature=related</p>	<p>Review KC text</p> <p>Autism Assignment Due</p>
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<p>#7 12/8</p>	<p>Goal #13 Develop effective collaboration skills which will assist in positively influencing language and literacy curriculum decisions in today's schools.</p> <p>Goal #14 Develop the ability to select appropriate materials and instructional strategies to meet the individual needs of students.</p> <p>Text Sets and Readability</p> <p>Making Good Choices:</p> <ul style="list-style-type: none"> • Student Books and Materials • Instructional and Assessment Strategies • Curriculum • Accommodations • Communication Style • Goals and Objectives • Scheduling <p>Review: ✓ student independent reading of good books and the relationship of that activity to improve reading performance</p>	<p>(All text readings must be done BEFORE class)</p> <p>Choosing Good Books</p> <p>Wrap-Up</p> <p>Course Evaluation</p>	<p>Volunteerism Report</p> <p>Text Sets: Bring one text set of 6-12 books that would complement a high school history or social studies class. Prepare to explain your choices (Purpose, theme, use)</p> <p>Fry's Readability formula applied to one content area text or novel written for gr. 4-12 (ages 7-18); bring text and results to class</p> <p>http://school.discover.education.com/schrockguide/fry/fry.html</p>
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