

CALIFORNIA STATE UNIVERSITY SAN MARCOS
EDUC 606 CRN: 41286
Foundations of Literacy and Literacy Instruction
Fall 2010, Tuesdays 5:30-8:15, UH 237

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College of Education Mission Statement

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, Oct. 1997)*

COURSE DESCRIPTION

EDUC 606 is an overview of theories and practices that affect reading and writing instruction and assessment for the English-speaking and EL students. This is a course designed to develop the concepts of the reading and writing connections in a literate environment. The reading and writing workshop will be a focus of the language arts curriculum with specific lessons as the vehicle for skills development. Varying intelligences, Bloom's taxonomy, language arts standards, and cultural appropriateness will be infused throughout the curriculum. This course is aligned with the standards described below.

Essential Questions:

1. How do you create and maintain a literate environment for yourself?
2. How do you create and maintain a literate environment for your classroom?
3. What are the essential elements of balanced reading and writing programs?
4. What are the strategies that good readers and writers use?
5. How do you teach those strategies and support children to become independent readers and writers?

STUDENT LEARNING OUTCOMES

The California Standards of Program Quality and Effectiveness for the Reading Certificate and Reading and Language Arts Specialist Credential:
Standard 2: Developing Fluent Reading

The program provides each candidate with current research-based skills and knowledge about instructional strategies for developing fluent reading in students at all grade levels, including speakers of English and English language learners. The program provides instruction in: linguistic elements (including phonemic awareness and the phonological and morphological

structure of the English language); decoding/word attack strategies (such as systematic instruction in sound-symbol relationships); spelling instruction; the role of extensive practice with appropriate materials (such as decodable texts); and skills and strategies that contribute to independent reading.

Standard 6: Areas of Study Related to Reading & Language Arts: Certificate Level

In the program, each candidate acquires a professional perspective through examination of research and research-based practice pertaining to how students learn how to read; the structure of the English language, including phonology, morphology, and orthography; second language acquisition; relationships among language, spelling, reading and writing; and psychological and sociolinguistic aspects of reading and writing.

Standard 8: Application of Research-Based & Theoretical Foundations

Each candidate articulates and applies an understanding of the research basis and theoretical foundations for instruction in reading and language arts, and of relevant research and theories pertaining to language, assessment, and evaluation.

California Teachers of English Learners (CTEL)

Standard 4: Language Structure & Use

The program provides candidates with opportunities to develop research-based conceptual understanding of language systems, structures, forms, functions, and variation. The coursework requires candidates to analyze how language forms and structures (e.g., phonology and morphology, syntax and semantics) can affect English learners' comprehension and production of aural and written language forms, and to apply this knowledge to identify effective strategies to promote English learners' literacy and communicative competence. The coursework teaches candidates about language functions and variation (e.g., social functions, dialectical variations), and about discourse and pragmatics so that they can be directly applied to the instruction and assessment of English Learners in order to promote their language development, communicative competence, and academic achievement. The program also prepares candidates to identify and address areas in which to build positive transfers from the first language to the second and specific linguistic and sociolinguistic challenges English Learners may experience in developing social and academic English.

Standard 5: First & Second Language Development & Their Relationship to Academic Achievement

The program enables candidates to analyze current research-based theories, processes, and stages of language acquisition, including the cognitive processes involved in language acquisition and the difference between first- and second-language acquisitions. The coursework provides candidates with a broad and deep understanding of these theories, models, and processes of second language acquisition, and requires candidates to demonstrate their application to instructional planning and practices for teaching literacy to English learners. The coursework provides candidates with materials, methods and assignments so that candidates can demonstrate an understanding of cognitive, linguistic, physical, affective, sociocultural, and political factors that can affect second language development. The program requirements require that candidates analyze how this knowledge can be directly applied to the instruction of English Learners in order to build upon students' prior knowledge and promote their language development and academic achievement.

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 Disabled 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 with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

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 circumstance. 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, e-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. Assignments will be submitted online.

Electronic Communication Protocol

Electronic correspondence is part of your professional interactions. If you need to contact the instructor, email is often the easiest way to do so. It is my intention to respond to all received email in a timely manner. Please be reminded that email 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 email and on-line 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.

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.

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

For this course, compliance with on-line posting dates counts as an attendance or absence. Students who miss 2 class sessions will not receive a grade of “A” or “A-“, and students who miss 3 class sessions will not receive a grade of “B+, B, or B-.”

COURSE REQUIREMENTS

Required Textbook

Kucer, S. (2009). *Dimensions of Literacy: A Conceptual Base for Teaching Reading and Writing in School Settings, Third Edition*. New York: Routledge: Taylor and Francis. ISBN: 978-0-415-99788-1

Suggested but Not Required

Ruddell, R., & Unrau, N. (2004). *Theoretical Models and Processes of Reading, 5th edition*. Newark, DE: International Reading Association. ISBN: 978-0-872-07504-7

Grading Standards

High: The graduate student consistently performs and participates in an exemplary manner. Each assignment receives in-depth exploration and reflection based upon research, observations, and classroom implementation. All work is submitted in a professional manner using APA style. Presentations are consistent with professional expectations, use appropriate visual aids and handouts, and are well prepared. Professional and responsible behavior, including timely attendance and submission of assignments, is practiced in a consistent manner.

Intermediate: The graduate student meets outcomes expectations in a satisfactory manner. Each assignment is based upon research, observations and classroom implementation. Generally, work is submitted in a professional manner using APA style. Generally, presentations are consistent with professional expectations and use visual aids and handouts. Most of the time, professional and responsible behavior, including timely attendance and submission of assignments, is apparent.

Low: The graduate student’s skills are weak and do not meet expectations. Each assignment is based upon opinion rather than research, theory, and best practices. Reflection is shallow. Assignments are submitted without APA style, thorough proofreading, or poor organization. The student needs a great deal of guidance. The student is consistently late with work and has too many classroom or online absences.

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

Course Assignments

~Literacy Autobiography	20 points
~Connections to Practice (Reading Log)	15 points
~Reading Strategies Lesson Analysis: Paper & Presentation	25 points
~Reading Minute	15 points
~Writing Options A, B, C	25 points

All written work should be word-processed then posted as an attachment in Moodle in a .doc or .docx file. Students will not receive full credit for late work. (You may resubmit work with improvements when warranted and negotiated with the instructor and still receive full credit when the original was submitted on time.)

~ Literacy Autobiography

Due: October 5

The purpose of this assignment is for you to engage in a reflective analysis of your formative experiences developing as readers and writers. Writing personal stories is considered one of the best ways to promote writing among children and adults alike since it provides them the opportunity to write about something they know.

This personal narrative should include the following:

- First, it should start with a brief introduction providing a little background and the thesis.
- Next, it should briefly describe the event and then provide a thorough explanation as to its influence on the development of individual as reader and writer.
- Finally, in a brief conclusion you should highlight current accomplishments and challenges in your reading and writing development.

~ Connections to Practice

Due: Every face-to-face session

The purpose of this assignment is for you to draw connections between key concepts from the readings and your own classroom practice. You will read the assigned chapters for each face-to-face class session and then write a log entry.

Each entry should identify key concepts from the readings and then discuss your connections to those ideas. Making a connection typically involves describing the manner in which a key concept is demonstrated and/or experienced within your own teaching practice (or an observed educational practice).

Bring your log entry (hard copy or on a laptop) to each class session and be prepared to share your insights with others in a small group discussion. Feel free to include the log entries with the rest of your notes for the class if that makes sense for your learning style. If you are absent for a face-to-face class session, send your log entry to my email (see top of syllabus) by midnight. Late log entries will not be accepted.

~ Reading Strategies Lesson Analysis: Paper & Presentation **Due: October 26**

This assignment includes both a paper and a poster presentation. The paper is submitted to Moodle, and the hard copy poster is presented during the October 26 class session.

The paper (15/25 pts)

First, you will develop and teach a lesson for your class that explicitly teaches one or more comprehension strategies. The lesson can be taught one-to-one, small group, or whole class. After you teach the lesson, you will analyze and reflect on the reading lesson. For the paper, summarize the lesson itself and explain whether it is an original lesson or one from a packaged curriculum. Describe the lesson's context in terms of your level of freedom in deciding what will be taught, where the lesson came in the sequence of a unit, and any other pertinent information. Then discuss how lesson went well or poorly in your professional opinion. For the parts that went well, explain why. For the parts that went poorly, identify what you can and will do in the future to make it more effective.

The presentation (10/25 pts)

Prepare a poster to show the reading strategy that is the focus of the lesson. In addition, the poster should also provide a brief summary of the key points that emerged from your reflection and analysis after the lesson was taught.

Also, while not required, I encourage you to display actual student work samples resulting from the mini-lesson. You will present your posters during the poster session in class on October 26.

~Reading Minute

Due: When you sign up

You will sign up for a date to share something you are currently reading. It can be a news article, a favorite poem, an excerpt from a novel, a professional journal or book, etc. You will give a brief summary of the text and share your thoughts about the reading. You do not have to write up any formal document nor submit anything—this assignment is entirely oral.

~Writing “Options” Assignment

Due: November 30

You will choose one of three assignment options (based on your current teaching assignment) as you analyze your writing instruction and explore ways to use writing to facilitate thinking. Choose only ONE option. This assignment can also be submitted for your CTEL portfolio if necessary.

Writing Option A is geared toward students in grades 2 to 12.

Writing Option B is geared toward students Preschool to grade 1.

Writing Option C is geared toward adults and/or individuals outside the school setting.

Writing Option A (for children in grades 2 – 12)

You will demonstrate how to facilitate writing development and use writing as a strategy to develop students' thinking. You will also use writing as a strategy to support English Learners in their development of English with an emphasis on structure of the language and its use.

Steps to take:

- Select two students who represent different kinds of challenges to you. One student must be an English Language Learner.
- Develop a set of writing prompts (or genres) for each child (or use ones that you have already written or that are part of your school's adopted curriculum). For each child, develop two different writing prompts. Each prompt should be based on a writing strategy that you are teaching the students. What is important is to develop prompts designed to engage students in writing as a means of exploring, developing, and communicating their ideas.
- Engage the students in writing based on the first prompt. One week or more later, engage the students in writing based on the second prompt.
- Collect the students' writings from both the first and the second prompt.
- Analyze the two written works of each student using the "analysis" portion of the written commentary format (see below) to guide your analysis.
- Submit to Moodle a "Written Commentary" that describes the participants, planning, and analysis.

Participants

Describe the two students with whom you are working. For example, what relevant characteristics of these students influenced the selection and planning of the writing strategies on which you based the prompts? What relevant features of the context in which students are situated influenced the prompts?

For *each* student:

- Give a brief sketch, including any relevant information about the student's reading/writing interests and performance in literacy.
- Provide a brief description of the kind of challenges each student represents to you.
- Offer an explanation of what you expect each student would gain from the writing prompts you develop, especially as related to the proficiency of each student to use writing to explore, develop and communicate their ideas.

Planning

Describe the set of writing prompts for each child and purpose/goals for these writing prompts.

For example, what are the specific writing strategy(ies) that you selected to base the prompts on? What is the purpose you have for the set of prompts for each child?

For *each* student:

- State the two prompts
- Describe the specific writing strategies that the two prompts are based on
- Explain the purpose(s)/goal(s) of the prompts, especially related to how you think they will foster the students' exploring, developing and communicating their ideas.
- Specifically for the EL student make sure to explain how the prompts foster the development of English, especially as related to the structure of the language and its use.

Analysis

Explain what you learn from the written work each child produced and what you believe each child gained from the writing activities.

For example, what does the written work demonstrate about the child's use of the writing and the specific writing strategy(ies) you selected to explore, develop and communicate their ideas in writing? What does the written work of the student learning English demonstrate about the use of writing to develop English, especially the structure of the language and its use.

For *each* student:

- 1) Analyze the texts the child wrote using the following questions to guide your analysis:
 - a. What evidence in the writing aspects demonstrates that the author was applying the writing strategy the prompt was based on?
 - b. Did the writing develop one clear idea?
 - c. Did the details in the writing enrich and develop the main idea?
 - d. Was the writing clear and focused?
 - e. What evidence in the writing shows that it was written from author's knowledge &/or experience?
 - f. What evidence in the writing illustrates the use of fresh and original ideas?
 - g. What evidence in the writing points to any risks the author took (if any)?
 - h. For the EL, what evidence in the writing exhibits:
 - i. Sentences are constructed in a way that enhances the meaning of the text
 - ii. Sentences vary in length and structure
 - iii. Smooth flow of phrases
 - iv. Use of academic written English that is edited, abstract and reported
- 2) What do you believe that the child gained from the writing experiences, especially anything related to the exploration, development and communication of his/her ideas? What is your evidence?

Writing Option B (for children in pre-school – 1st grade)

You will demonstrate how to support children's writing development. You will describe the ways to foster literacy development in a young child and analyze work samples from two children. You will also describe the ways to support young children who are English Learners in their development of English with an emphasis on structure of the language and its use.

Steps to take:

- Select two children. One child must be an English Language Learner. The children may reflect any level of writing ability. The children you choose do not need to be able to write connected text.
- Select the work samples that you will have the children create. The work samples should be either 1) a dictations and drawing/brief writing sample, or 2) an extended writing. (See the descriptions under "Types of Work Samples" below.
- Create the opportunities for the children to engage in activities, which result in the work samples.
- Collect the work samples at two distinct points in time (one week or more apart)
- Analyze the work samples of each student using the "analysis" portion of the written commentary format (see below) to guide your analysis.
- Submit to Moodle a "Written Commentary" that follows the format provided.

Types of Work Samples:

Dictations and Drawing/Brief Writing Samples

A child who has limited ability to use print in conventional ways is likely to be able to produce marks that reflect their understanding of the nature and uses of print, but these marks do not reflect conventional ways of forming letters. At the same time, this child is able to tell stories, report events, draw pictures, and describe objects. You will collect work samples that document the child's emerging literacy skills. Strive to collect samples that reflect a broad range of the ways that children use print and oral language. The samples you collect must:

- be taken from two (2) distinct points in time (one week or more apart)
- must be accompanied by a dictation that you wrote as the child described the sample or told you a story based on the sample.

Samples of Extended Writing

A child that is able to express himself/herself in writing, alone or with support, can create work samples that reflect the child's proficiency to do different kinds of writing. The samples you collect must:

- be taken from two (2) distinct points in time (one week or more apart)
- be first drafts produced by the child.

Written Commentary Format:

Participants

Describe the two children with whom you are working.

For *each* child:

- Give a brief sketch of each child, including any relevant information about the students' literacy interests and early performance in literacy.
- Provide a brief description of the kind of challenges each child represents to you.
- Offer an explanation of what you expect each student would gain from the literacy activity that includes a focus on writing prompts you develop, especially as related to their overall literacy development.

Planning

Describe the set of work samples for each child and purpose/goals of these work samples.

For example, what specific aspects of literacy development do want the samples you select to demonstrate? What is the purpose you have for the set of work samples for each child?

For *each* student:

- Briefly describe the activities affording the child opportunity to create the work samples.
- Briefly describe the work samples the result from the activities
- Explain the purpose(s)/goal(s) of the activities/work samples, especially related to how you think they will foster the students' overall literacy development.
- Specifically for the EL student make sure to explain how the activities/work samples foster the development of English, especially as related to the structure of the language and its use.

Analysis

Explain what you learn from the work samples each child produced and what you believe each child gained from the writing activities.

For example, what does the work sample demonstrate about the child's emergent literacy, such as familiarity with the world of print and its use to communicate with others? What does the work sample of the student learning English demonstrate about his/her development of English, especially the structure of the language and its use.

For *each* student:

1) Analyze the work samples the child wrote using the following questions to guide your analysis:

- a. What evidence in the work sample demonstrates that the child was applying his/her developing notions related to:
 - i. Concepts of print
 - ii. Relationships between oral language and written language
 - iii. Sense of story
 - iv. Vocabulary and meaningful phrases
 - v. Various purposes/function of different kinds of language/writing
 - b. What evidence in the work samples points to any risks the child is taking to stretch in his/her literacy development?
 - c. For the EL, what evidence in the work sample exhibits:
 - i. a reliance on his/her background language experiences
 - ii. using various structures to communicate for different purposes
 - iii. talks about visuals and/or realia
 - iv. transfers literacy knowledge across language systems
- 2) What do you believe that the child gained from the literacy learning experiences that involved the work sample activities? How did writing activity support the development of his/her literacy overall. What is your evidence?

Option C (for adults and/or individuals outside an instructional setting)

You will demonstrate how to facilitate writing development and use writing as a strategy to develop the individual's thinking. You will also use the writing as a strategy to support English Learners in the development of English with an emphasis on structure of the language and its use.

Steps to take:

- Select two individuals that are willing to work with you and write to the writing prompts that you develop. One individual must be learning English as a second language (EL). (Please note: These individuals *can* be adults)
- Develop a set of writing prompts for each individual. For each individual, develop two different writing prompts. Each prompt should be based on a writing strategy that you will teach the individual(s). What is important is to develop prompts designed to engage individuals in writing as a means of exploring, developing and communicating their ideas.
- Engage the individual(s) in writing based on the first prompt. One week or more later, engage the individual(s) in writing based on the second prompt.

- Collect the individuals' writings from both the first and the second prompt.
- Analyze the two written works of each individual using the questions in the "analysis" portion of the written commentary format (see below) to guide your analysis.
- Submit to Moodle a "Written Commentary" that follows the format provided.

Written Commentary Format:

Participants

Describe the two individuals with whom you are working.

For example, what relevant characteristics of these individuals influenced the selection and planning of the writing strategies on which you based the prompts? What relevant features of the context in which individuals are situated influenced the prompts?

For *each* individual:

- Give a brief sketch of each individual, including any relevant information about the individuals' reading/writing interests and performance in literacy.
- Provide a brief description of the kind of challenges each individual represents to you.
- Offer an explanation of what you expect each individual would gain from the writing prompts you develop, especially as related to the proficiency of each student to use writing to explore, develop and communicate their ideas.

Planning

Describe the set of writing prompts for each individual and purpose/goals for these writing prompts. For example, what are the specific writing strategy(ies) that you selected to base the prompts on? What is the purpose you have for the set of prompts for each person?

For *each* individual:

- State the two prompts
- Describe the specific writing strategies that the two prompts are based on
- Explain the purpose(s)/goal(s) of the prompts, especially related to how you think they will foster the individual's exploring, developing and communicating their ideas.
- Specifically for the individual learning English make sure to explain how the prompts foster the development of English, especially as related to the structure of the language and its use.

Analysis

Explain what you learn from the written work each person produced and what you believe each individual gained from the writing activities.

For example, what does the written work demonstrate about the individual's use of the writing and the specific writing strategy(ies) you selected to explore, develop and communicate their ideas in writing? What does the written work of the person learning English demonstrate about the use of writing to develop English, especially the structure of the language and its use.

For *each* student:

- 1) Analyze the texts the individual wrote using the following questions to guide your analysis:
 - a. What evidence in the writing aspects demonstrates that the author was applying the writing strategy the prompt was based on?
 - b. Did the writing develop one clear idea?
 - c. Did the details in the writing enrich and develop the main idea?

- d. Was the writing clear and focused?
 - e. What evidence in the writing shows that it was written from author's knowledge &/or experience?
 - f. What evidence in the writing illustrates the use of fresh and original ideas?
 - g. What evidence in the writing points to any risks the author took (if any)?
 - h. For the EL, what evidence in the writing exhibits:
 - i. Sentences are constructed in a way that enhances the meaning of the text
 - ii. Sentences vary in length and structure
 - iii. Smooth flow of phrases
 - iv. Use of academic written English that is edited, abstract and reported
- 2) What do you believe that the individual gained from the writing experiences, especially anything related to the exploration, development and communication of his/her ideas? What is your evidence?

For teachers in the middle school – high school classroom

What follows are some ideas intended to give you a clearer picture of ways teachers with different areas of specialized knowledge and/or teaching assignments might approach this assignment. These are not requirements, but rather descriptions of some of the *possibilities*.

- For teachers who structure their work around interdisciplinary units, the prompts for writing might be related by the theme of the unit rather than by the particular subject area being explored through writing. For example, if students are studying the Civil War, they might write a letter to President Lincoln outlining a plan to free slaves and offering suggestions as to how to deal with the newly freed population. They might make a journal entry speculating on what it was like to be someone their own age from the South and/or North during this time.
- If students are studying the impact of sunlight and water on plant growth, they might record their observations in a journal. They might write a paragraph applying what they have observed to a particular hypothesis, confirming or disconfirming the hypothesis.
- If students are reading a novel, they might write brief personal responses in their journals. They might choose a character to write to or examine why that character behaves as he or she behaves. They might write about a connection they have made between this novel and some other piece they have read or viewed during this year.
- If students are studying surface area and volume they might explain in words how they arrived at a particular solution to a problem. They might keep track in their journals of instances in the everyday world of objects or situations for which determining the volume and/or surface area of objects would be important, and explain why. They might write an account of what they have learned about a particular part of this area of study for a student who has missed a class.

Course Schedule for EDUC 606

Instructor reserves the right to make changes in the course schedule.

Session Dates	Topics	Readings & Assignments (Rdg Minute & Logs Every Week)
Session One August 31	Orientation to EDUC 606 What is literacy? Literacy autobiography	Preview both texts.
Session Two September 7	Oral language: How do speaking and listening skills develop?	<i>Read:</i> Kucer, Chapters 2 & 3
Session Three September 14	Oral language continued: Language variation, phonemic awareness, and ELs	<i>Read:</i> Kucer, Chapter 4
Session Four September 21	Constructing meaning: Understanding why we read and write	<i>Read:</i> Kucer, Chapter 5
Session Five September 28	Understanding reading: Comprehension and decoding	<i>Read:</i> Kucer, Chapter 6
Session Six October 5	<i>Online session: Writers Workshops</i>	<i>Work with a partner to give and receive feedback on your Literacy Autobiography.</i> Due: Literacy Autobiography
Session Seven October 12	Understanding writing: Drafting and encoding	<i>Read:</i> Kucer, Chapters 7 & 8
Session Eight October 19	<i>Online session: Writers Workshop</i>	<i>Work with a partner to give and receive feedback on your reading strategies analysis.</i>
Session Nine October 26	Poster presentations on reading strategy lesson plans	Due: Reading Strategies Analysis
Session Ten November 2	<i>Online session: Reading, writing, speaking, and listening in your classroom</i>	<i>Complete all tasks on Moodle by November 6 at midnight.</i>
Session Eleven November 9	Literacy across the curriculum	Read: Articles on Moodle
Session Twelve November 16	Literacy policy: Intervention, acceleration, and meeting the needs of all learners	Read: Articles on Moodle
Session Thirteen November 23	<i>Online session: Work on writing options assignment</i>	<i>Complete all tasks on Moodle by November 27 at midnight.</i>
Session Fourteen November 30	Socio-cultural dimensions: Understanding how context influences meaning making	<i>Read:</i> Kucer, Chapter 9 Due: Writing “Options” Assignment
Session Fifteen December 7	Closure: Strategizing the next steps for your classroom practice	<i>Read:</i> Kucer, Chapter 12