California State University San Marcos
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 ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.

EDMX 641
Language and Literacy Education in Adaptive and Responsive Environments
(*L*E*A*R*N*)

Instructor: Antonette (Toni) Hood   Office: University Hall 416
Office Phone: 760/750-8513   FAX: 760/750-3352
Office Hours: Mon. 3:30-5:00
E-mail: thood@csusm.edu

PREREQUISITE

EDMX 540A or CA Multiple Subjects credential, and admission to the Level I or Level II Mild/Moderate or Moderate/Severe Disabilities Education Specialist credential program.

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 atypical patterns of language and literacy development. Strategies will be provided for using literacy across the curriculum in inclusive and responsive classroom environments.

   This course is supplemented by an online site, which may be accessed at www.courses.csusm.edu. You will be required to do some assignments online. All assignments are available there. Locate and click on your course section of EDMX 641 at that site. You will need a ***username and password***. Your username is the same as your CSUSM username. Your password is the last 4 digits of your social security number. You may change your password once you have accessed the site for added security.

To avoid penalty for late assignments, communicate immediately with the instructor via regular email (thood@csusm.edu) if you have any difficulty accessing the site at any time during the course.

REQUIRED TEXTS and WEB SITES

1. Allington, R. (1998). *Teaching struggling readers*. Newark, DL: Heinemann.
2. Choate, J. S. (2000). *Successful inclusive teaching: (3rd ed.).* Needham Heights, MA: Allyn and Bacon.
3. Curriculum Development and Supplemental Materials Commission (1999). *Reading/Language Arts Framework for California Public Schools.* California Department of Education.
4. Lenski, S., Wham, M., and Johns, J. (1999). *Reading and learning strategies for middle and high school students*. Dubuque, IA: Kendall/Hunt.
5. NCCSE or SDCOE Special Education Forms Manual
6. Council for Exceptional Children Website: www.cec.sped.org
7. CSUSM RICA Information Page: http://courses.csusm.edu/educ496aq/csusm.rica.htm
8. Literacy Link: http://ww2.csusm.edu/literacy
9. Reading Instruction Portfolio: http://www.csusm.edu/Quiocho/rip.html

RECOMMENDED

1. American Psychological Association (2001). *Publication manual of the American Psychological Association* *(5th ed.).* Washington, D.C.: Author.   (a.k.a. "The APA Manual")
2. Cary, S. (1997) *Second language learners.* York, ME: Stenhouse.
3. Cunningham, P. (2000). *Phonics they use: Words for reading and writing.* New York: Longman.
4. Johns, J. L. (2001). *Basic Reading Inventory: Pre-primer through grade twelve and early literacy assessments (8th ed.).* Dubuque, IA: Kendall/Hunt.
5. Manning, M., Manning, G. & Long, R. (1994) *Theme immersion: Inquiry-based curriculum in elementary and middle schools.* Portsmouth, NH: Heinemann.
6. Rhodes, L. & Dudley-Marling, C. (1996). *Readers and writers with a difference (2nd ed.).* Portsmouth, NH: Heinemann.
7. Taberski, S. (2000). *On solid ground: Strategies for teaching reading K-3.* Portsmouth, NH: Heinemann.
8. Tompkins, G.E. (2001). *Literacy for the 21st century: A balanced approach.* Upper Saddle River, NJ: Merrill.
9. Walter, T. (1996). *Amazing English: How-to handbook*. Reading, MA: Addison-Wesley
10. Wilde, S. (1992). *You kan red this*. Portsmouth, NH: Heinemann.

CHILDREN'S BOOKS

The following is a list of books that will be shared in class. While purchase of these books is not required, they are among the many books and stories that illustrate the power of using children's literature in classrooms of students at all levels – even in teacher credential programs! Several of the books could be used thematically to represent learners who struggle with language and literacy. These books are generally available at your local library, or you may want to purchase them for your personal or professional library.

- Abeel, S.   Reach for the Moon
- Bunting, E.   The Wednesday Surprise
- Carroll, L.   Jabberwocky
- Giff, P.   Today Was a Terrible Day
- Levine, E.   I Hate English
- Mosel, A.   Tikki Tikki Tembo
- Polacco, P.   Thank You, Mr. Falker
- Whiteley, O.   Opal: The Journal of an Understanding Heart
- Young, E.   Seven Blind Mice
- Tsuchiya, Y.   Faithful Elephants

ACTIVITIES AND METHODS FOR REALIZING COURSE OBJECTIVES

class discussions   group work   lectures   readings videos   demonstrations & simulations   guest speakers   observation of students   assessments of students   written reflections   service learning project

EVALUATION OF ATTAINMENT OF COURSE KNOWLEDGE BASES AND SKILLS

attendance/participation/punctuality   collaborative activities   theme exhibit   projects & presentations   comment cards   written reflections   best practices report   APA skills development   service learning activities   person-first language use

---

COE 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

---

PROFESSIONAL AND ADMINISTRATIVE REQUIREMENTS

- Attend all class sessions, be on time, stay for the entire session, and contact the instructor and your class buddy when you must miss all or part of class.

- Use "person-first" language in all written and oral assignments and discussions (e.g., "student with autism" rather than "autistic student").

- Word process and keep copies of all written work (for potential use as professional portfolio entries).

- Complete and hand in all assignments on the given due dates for full credit. If you have extraordinary circumstances that impact completion of your assignments, please let the instructor know. Any time you have questions or concerns, please contact your instructor immediately.

- Participate in class discussions and group activities, and demonstrate positive interpersonal skills with classmates and guests.

CONTENT AND PERFORMANCE GOALS

The candidates will:

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 students academically, socially and behaviorally in today's classrooms.

Goal 4.   become familiar with current approaches to the teaching of reading and writing of 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 sensitive observers of children's language-using behaviors.

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, performance and presentation options, and their usefulness in designing appropriate instruction.

Goal 9.   demonstrate the ability to design and adapt instruction and classroom environments 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 students, his/her abilities and background, and the student's rights to instruction that meets his/her individual needs.

CROSS-CULTURAL, LANGUAGE AND ACADEMIC DEVELOPMENT (CLAD) COMPETENCIES

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	**I. Theories and Methods of Bilingual Education**	**I. The Nature of Culture**
A. The sound systems of language (phonology)	**A.** Foundations	**A.** Definitions of culture
B. Word formation (morphology)	**B.** Organizational models: What works for whom?	**B.** Perceptions of culture
C. Syntax	**C.** Instructional strategies	**C.** Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	**II. Theories and Methods for Instruction In and Through English**	**D.** Physical geography and its effects on culture
E. Language in context	**A.** Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	**E.** Cultural congruence
F. Written discourse	**B.** Approaches with a focus on English language development	**II. Manifestations of Culture: Learning About Students**
G. Oral discourse	**C.** Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	**A.** What teachers should learn about their students
H. Nonverbal communication	**D.** Working with paraprofessionals	**B.** How teachers can learn about their students
II. Theories and Factors in First- and Second-Language Development	**III. Language and Content Area Assessment**	**C.** How teachers can use what they learn about their students (culturally- responsive pedagogy)
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	**A.** Purpose	**III. Cultural Contact**
B. Psychological factors affecting first- and second-language development	**B.** Methods	**A.** Concepts of cultural contact
C. Socio-cultural factors affecting first- and second-language development	**C.** State mandates	Stages of individual cultural contact
D. Pedagogical factors affecting first- and second-language development	**D.** Limitations of assessment	**C.** The dynamics of prejudice
E. Political factors affecting first- and second-language development	**E.** Technical concepts	**D.** Strategies for conflict resolution

ASSIGNMENTS

CLASS PARTICIPATION
(15 POINTS)

Regular, punctual attendance is required, as it is critical and expected in this profession. The experiences, activities and discussions of class meetings are difficult to recreate on your own. In addition to the assignments that follow, you will be expected to fully participate in each class, **as well as in the online course supplement as directed**. You will be expected to demonstrate professional behaviors at all times.

READING COMMENTS
(Posted to Discussion Board in online course supplement)
(25 POINTS)

It is expected that you will do all assigned readings and will come to class prepared to discuss them. To come prepared, write at least two (2) reflective comments from the readings (texts and websites) for that session. Do not summarize what you have read. If the readings are from more than one source, comment on more than one source. The comments should be posted to the Discussion Board of the online supplement **prior to class**. Please reference the source of your comments and questions. No comments are due for the first or last classes, or for class #13. **No late comments will be accepted**.

DISABILITY FACTS
(5 POINTS)

During the first class, you will be assigned a disability to investigate. Using resources you may have from other/previous classes, plus the web sites provided through our online Course Supplement, you will post the following information on the Discussion Board on or before the second class meeting date (prior to class). These postings should include the following information:

- A specific definition of the disability or area of diversity, with any known statistics
- Examples of ways in which this disability or area of diversity may affect or create special problems in language and literacy achievement, interest, performance, and/or growth and development
- At least 2 ideas for remediating or supporting the student whose disability or area of diversity is interfering with his/her language and literacy achievement, interest, performance, and/or growth and development

It is suggested that you type your response on a Word document, and then copy and paste it onto the Discussion Board. In that way, you will be able to spell and grammar check your response (which you will NOT be able to do if you type it directly onto a Discussion Board message.)

CREATING A LANGUAGE-RICH ENVIRONMENT
(5 POINTS)

You will come to the designated class ready to contribute to the Language-Rich Environment. You will prepare something that would enhance a classroom learning environment, such as a calendar, a class rules poster, alphabet cards, etc. We will talk more about this in class. A 4x6 index card that includes the following information will accompany your contribution: your name, what you contributed, and why it would be important, in terms of its impact on language development, to include it. Only the index card will be collected.

CO-TEACHING PRESENTATIONS: STRATEGIES FOR MIDDLE AND HIGH SCHOOL LEARNERS
(5 POINTS)

Using the Lenski text as your primary resource, during a designated class session you will present **with a partner** a 10-15-minute lecturette about reading and learning strategies for middle and high school students. Your team will demonstrate at least two strategies that would be useful when working with students with special learning needs in an inclusive classroom setting. Accompany your lecturette with two overheads and a brief handout (2 pages max per team) of your topic and the strategies demonstrated. Make a copy of the handout for the instructor and each class member.

ALLINGTON ARTICLES: ANNOTATED BIBLIOGRAPHY
(5 POINTS)

You will be assigned 2 articles to read from your Allington text. After reading each article, please follow these directions and post your article reviews on the course online Discussion board for all to see.
Part I: Citation of article read (Please refer to APA for accuracy in citation format.)
Part II: Brief summary of article read (Write one paragraph summarizing the article read.)
Part III: Your reaction to the article (Write one or two paragraphs summarizing your reaction to the article. How did you feel after reading it? Did it give you new, interesting, fascination, conflicting information or insights? Based on this reading, were your ideas changed, enhanced, etc.?

Type and save your response in a Word document first; then copy and paste (NOT ATTACH) it into the Discussion Board. In that way, you will be able to spellcheck and grammarcheck your response (which you would not be able to do if you type it directly into the Discussion Board message.)

BEST PRACTICES FOR STRUGGLING READERS AND WRITERS REPORT
(10 POINTS)

Note: **You will be using the information from the Case Study on the RICA Scenario page (http://courses.csusm.edu/educ496aq/scenarios.html) for this assignment.**

Part I: Assessing Mark's Reading and Writing Behaviors (approx. 2-3 pages)
Using the information given, respond to these questions:
1. What would you determine to be Mark's strengths?
2. What would you determine to be Mark's weaknesses?
3. What is your evidence to support your conclusions?

Part II: Two Best Practices (approx. 4-6 pages)
Investigate two (2) teaching strategies that are, according to your research and observation, effective in teaching reading and/or writing to struggling learners. **One of the Best Practices you will report on will be Cooperative Group Learning (CGL).** You will decide upon the other one.

Part III: Instructional Plan (approx. 2-4 pages)
Based upon your investigation, describe an instructional plan you would develop for Mark to improve his reading, writing, spelling and response to literature? Your plan should demonstrate how you would differentiate instruction, curriculum, and/or assessment for Mark.

Your research and observation report should be in APA format, and should include ALL of the following:

- name and brief description of identified strategies,
- text synopsis and internet discoveries of identified strategies
- direct contact with and interview of /discussion with teachers about the strategies, OR observation of strategies in use and overall impressions of effectiveness
- suggested uses for and/or adaptations of strategies reported

Part IV: Best Practices Statements (one page)

To conclude your report, you must be able to demonstrate through your research, observation, interview/discussion with teachers and/or your own professional and informed opinions, exactly **WHY** you consider these to be "Best Practices." Please make a simple statement relating to each practice that demonstrates your confidence that your choices are, indeed, "Best Practices."

Part V: Reference Page (approx. one page)

Please cite all resources used, including personal interviews, web sites, texts, journals, and personal experiences. **Use APA format for citations.**

CONTENT AND PERFORMANCE GOALS: PORTFOLIO CONFERENCE - SECTION #15
(20 POINTS)
During class #13, we will have small group Portfolio Conferences, at which time you will share Section #15 of your Portfolio to demonstrate the Content and Performance Goal competencies required by your program.

*For students in the **Concurrent Credential Program**, this Portfolio Section will be added to the Portfolio completed in EDMX 540. For those of you who are **adding on a Special Education** credential, or those of you who are getting your **Masters in Special Education**, this is the ONLY section you are required to bring to the Portfolio Conference.*

Part I: Section #15

During the semester, you will compile in a three-ring binder evidence that relates to each of the **15** Content and Performance Goals of this course. The evidence must be based upon the class sessions, assigned readings, your classroom experiences, your personal views and other experiences. You may also include information from professional journals or other sources in areas in which you feel you need more information.

Part II: Self-Evaluation

Locate the Self-Evaluation on the online Course Supplement. Follow the directions given there, and bring a copy of the completed Self-Evaluation to the Portfolio Conference. Place a copy of the Self-Evaluation in your Portfolio Section #15. You will receive feedback on your Self-Evaluation during our final class session. If there are any suggested amendments, re-do your Portfolio Self-Evaluation to reflect the amendments, so that when you present your portfolio, it will be your BEST work!

LANGUAGE AND LITERACY THEME EXHIBIT
(10 POINTS)

In our last class, as part of a total **class exhibition**, you will create with your partners (up to 4 persons per exhibit), a display, showcasing a themed 'Center' of self-made language and literacy activities that relate to chosen pieces of children's literature suitable for use in (your choice!) a **diverse and inclusive** elementary, middle or secondary general education classroom setting.

Suggestions for themes will be discussed in class, and will be in accordance with the Theme Immersion concepts presented. In other words: No "Bears" or "Apples", please!)

Your 'Center' display should include the following:

- (1 point) the actual books represented in the activities, and other props to enhance your display (Note: Additional 'props' beyond the books are not required.)

- (2 points) a display board with a theme title, 'pockets' or illustrations relating to your theme, and a one-page brief description of each activity in your 'Center"

- (2.5 points) One game that YOU have created to coordinate with your theme, which is appropriate for the literature being used. A 4x6-index card that has a written language and literacy objective, and a description how to play the game must accompany the game.

Note: You may model your game after one already in use (e.g., Scrabble or BINGO), or design your own!

- (2.5 points) One activity that YOU have created that can be generally done by the students independently or with a peer. A 4x6 index card that has a written language and literacy objective, and a description of how to do the activity must accompany the activity.
- (2 points) a self-monitoring student evaluation component that is written with behavioral objective prompts which relate to the theme of the Center. The evaluation should include:
  - a place for the student's name
  - the names of the games and activities
  - a written language or literacy objective below each game or activity name
  - a place to indicate the number of times the game/activity was attempted (minimum=2)
  - a written prompt to be completed by the students that states the student's level of success in the game or activity.

For example: (Note: Students fill in the blanks.)

> **Student's Name**: Logan
> **Game #1**: Earth Watch
> **Game Objective**: Given the game called Earth Watch, the student will be able to use the letter tiles to spell at least 10 words on the accompanying environmental checklist.
> **Number of times completed:** 2
> **Success**: Given the game Earth Watch, I am able to spell [10] of the words on our environmental checklist with letter tiles.

Please make a copy of your game description (with objectives), your activity description (with objectives) and your self-monitoring form for the instructor and EACH member of the class.
(This will be a three-page handout with a title page.)

· The **title page must include** with your names and the roles you assumed in this project.

· The handout packet should be three-hole punched, so they may be filed in a 3-ring binder. In so doing, you will each end our course with several ideas for games and activities to accompany theme immersions that you do with your students in the future.

RUBRIC FOR ASSIGNMENTS

5 points – highest range of achievement; on time; complete; exhaustive; significant evidence of critical thinking and reflection, application of new information, and analysis, synthesis, or evaluation of course content; significant effort to extend learning to highest levels

4 points - high range of achievement; on time; complete; significant evidence of knowledge and comprehension of course content; some evidence of ability to analyze and generalize new information; noticeable effort to extend learning to high level

3 points - mid-range achievement; on time; some gaps; generally solid work; some evidence of knowledge and comprehension of course content; consistent effort in most parts

2 points - mid-range achievement; on time; several gaps/incomplete; evidence of some emerging knowledge and comprehension of course content; inconsistent/sporadic effort

1 point - low range achievement; on time or late; numerous gaps/incomplete; cursory; sketchy; little evidence of knowledge and comprehension of course content; minimal/hasty effort overall

For assignments requiring collaboration, 2 extra points may be added to assignment grades as follows:
+2 points - (*Demonstrates Exceptional Group Collaboration Skills*)
   Takes leadership role; facilitates others' learning; demonstrates generosity; welcomes others' ideas openly; makes frequent contributions; responds directly to teammates; completes assignment thoroughly and promptly; engages in conflict resolution with teammates; sensitive to others' needs; is flexible and supportive

+1 point - (*Meets Expected Standards for Group Collaboration*)
Contributes effectively to group discussions and assignment completion; makes insightful contributions; takes initiative to get work completed; takes risks; demonstrates generosity; respects others' opinions

TENTATIVE CLASS SCHEDULE

CLASS #	DATE	TOPICS	READINGS DUE	ASSIGNMENTS DUE (See **KEY** below.)	
1	2/4	Introductions; Syllabus; Assignment Details; Online Components; Review of Children's Diverse Learning Styles and Behaviors, Gifts and Talents; Lenski Group Formation; Allington Article Sign-Up; <u>Jabberwocky</u> *CLAD 1: I, 11; 2:I, II*	C: Ch. 2 A: pp. 10-18	Purchase Books Sign-up for Lenski presentations and Allington articles	**LENSKI:** **ALLINGTON**: *Goal 1: To develop a sensitivity to and appreciation for children with special learning needs*
2	2/11	Review of Frameworks: Effective LA Instruction Jigsaw: Content Standards & Instructional Practices - K-3, 4-8, 9-12 Reading to Learn (Gr. 6-12) <u>Thank You, Mr. Falker</u> <u>Today was a Terrible Day</u>	F: Ch. 3, 4, 5 LWJ: Ch. 1	**BRING FRAMEWORKS** How do you do? **db** Lenski #1 & #2 Disability Facts **db** Reading Comments **db**	*Goal 2: To examine the California L. A. 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*
3	2/18 **ONLINE**	Promoting Reading Engagement; Comprehension: Reading Words and Constructing Meaning *CLAD 1: I; 3:I, II, III*	LWJ: Ch. 2 C: Ch. 4 & 5	Reading Comments **db**	*Goal 3: To gain an understanding of how patterns of typical and atypical language development influence students academically, socially and behaviorally in today's classrooms*
4	2/25	Oral Communication; Written Expression; Handwriting; Spelling; Journals <u>Opal: The Journal of an Understanding Heart</u> <u>I Hate English!</u> *CLAD 1: I, II, III; 2: III*	C: Ch.6, 8,9 LWJ: Ch. 3	**BRING CHOATE** Lenski #3 Reading Comments **db**	**Goal 4: To become familiar with current approaches to the teaching of reading and writing of children *with special learning needs***

5	3/4 **ONLINE**	The Foundation of Learning - Language: Diversity, Difference, or Dysfunction?; English Learners; Comprehending Texts; Building Vocabulary CLAD 2: I, II, III	C: Ch. 7 F: pp. 232-236 LWJ: Ch. 4	Reading Comments **db**	*Goal 5: To understand the value of specifically designed academic instruction lessons in English for students with diverse cultural and linguistic backgrounds* *Goal 6: To become sensitive observers of children's language-using behaviors*
6	3/11	Supporting Struggling Readers	LWJ: Ch. 5	Lenski #4 & #5 Reading Comments **db**	
7	3/18	Assessing All Students: Issues and Concerns; Miscue/Running Records; Reading Inventories; Authentic Assessment Portfolios; Performance-Based Assessment Reading Critically; Preparing for Tests; Study Skills Tikki Tikki Tembo *CLAD 2: III*	F: Ch. 6 LWJ: Ch. 8 LWJ: Ch. 6	Lenski #6 & 8 Reading Comments **db**	*Goals 7&8: To become familiar with informal language and literacy assessment instruments (such as portfolios, performance, and presentation options) and their usefulness in designing appropriate instruction*
8	3/25	Running Records; RESULTS Assessments; Designing instruction to help students meet end-of-year benchmarks (standards); Explicit Instruction to support spelling. Seven Blind Mice CLAD 2, III	LWJ: Ch. 7	Best Practices Report **db** Lenski #7 Reading Comments **db**	*Goal 8: To become familiar with informal language and literacy assessments, such as portfolios, performance and presentation options, and their usefulness in designing appropriate instruction*
9	4/8 **ONLINE**	Differentiation of LA Instruction Pacing and Complexity; Grouping for Success; Diagnostic Teaching; Principles of Inclusive Instruction	F: Ch. 7 C: Ch. 3	Reading Comments **db**	

10	4/15	Theme Immersion; (Form Theme Exhibit Group) Partner Learning: Peer Support Structures; Conducting Research The Wednesday Surprise *CLAD 2 &3: I, II, III*	F: pp. 262-275 LWJ: Ch. 9	Lang-Rich Env't. Project Lenski #9 & Appendix C Reading Comments **db**	*Goal 9: To demonstrate the ability to design and adapt instruction and classroom environments which are responsive to all learners* *Goal 10: To translate language and literacy assessment and evaluation results into effective instructional goals and objectives for all learners*
11	4/22 **ONLINE**	Text Readability; Content Area Issues: Information Acquisition, Processing, and Integration *CLAD 2:I; 3: I, II, III*	C: Ch. 11 (pp. 280-289) C: Ch. 12 (pp. 304-311) C: Ch. 13 (pp. 336-347)	Best Practices Report **db** Reading Comments **db**	*Goal 11: To understand middle and secondary language and literacy issues in today's classrooms*
12	4/29	Managing the Secondary Language and Literacy Environment; Cloze; Portfolio Conf. Sign-Up Reach for the Moon Faithful Elephants *CLAD 2&3: I, II, III*	C: Revisit Ch. 8	Lenski Appendix D	*Goal 12: To develop an appreciation for the need of all learners to experience success in middle and secondary classrooms*
13	5/6	Portfolio Conferences		Portfolio Section 15 Self Evaluation **cm**	
14	5/13 **ONLINE**	Collaborating to Ensure Success Case Studies	F: Ch. 8 C: Ch. 16 F: Ch. 9	Reading comments **db**	*Goal 13: To develop effective collaboration skills which will assist in positively influencing language and literacy curriculum decisions in today's schools* *Goal 14: To develop the ability to select appropriate materials and instructional strategies to meet the individual needs of students*

| 15 | 5/20 | Theme Exhibit Presentations; Reflections and Directions: Keeping the Child in Focus *Goal 15: To develop a respect for each students, his/her abilities and background, and the student's rights to instruction that meets his/her individual needs* *CLAD 1, 2 & 3: I, II, III* | | Theme Exhibit Presentations Course Evaluation | |

KEY to TEXT AUTHORS	NOTATED AS:
Allington	A
CA Dept. of Ed. (Frameworks)	F
Choate	C
Lenski, Wham, & Johns	LWJ

KEY to ASSIGNMENT NOTATIONS	WHERE ASSIGNMENTS ARE DUE
db	Posted to Discussion Board in online course supplement
cm	Posted in Class Mail in online course supplement
no notation	Due in class

WEB SITES FOR LITERACY EDUCATORS
(From the Homepage of Dr. Laurie Stowell)

1. International Reading Association (http://www.ira.org/) Online magazine: Reading Online (http://www.readingonline.org/

2. National Council of Teachers of English (http://www.ncte.org/)

3. American Library Association (http://www.ala.org)Association for library service to children (ala.org/alcs/) Look for Newberry & Caldecott winners announcement in late Jan. or early Feb. Also look for notable web sites for kids and 700 cool web sites for kids.

4. Children's Literature Web Guide (http://www.ucalgary.ca/ ~dkbrown/index.html). One of the best web sites for children's lit: includes best books for kids, award books, resources for writers and teachers and much more.

5. Teachers helping teachers(http://www.pacificnet.net/~mandel/index.html) By teachers for teachers, lesson ideas - all subjects, bibliographies, stress reducers & more.

6. K-12 Internet Resources (gopher://informns.k12.mn.us:70/11/best-k12) Lots of links to organizations, educational materials, projects and lessons.

7. AskERIC home page (http://ericir.syr.edu).

8. Young Writers Society on the WWW (http://www.millerclan.com/YoungWriters/intro.html) Kid's writing and kid's reviews of books.

9. Childrens Book Council (http://www.cbcbooks.org/)

10. Book Nook (http://i-site.on.ca/booknook/) Book reviews by and for kids.

11. Publishers Weekly Childrens Bestseller List (http://www.bookwire.com/pw/bsl/childrens/current.childrens.htm/)

12. Kidopedia (http://rdz.stjohns.edu/kidopedia/). encyclopedia written by and for kids.

13. US Department of Education (http://acceric@inet.ed.gov/)

14. Calilfornia Department of Education (**http://goldmine.cde.ca.gov/**)

15. Kids and Parents on the Web (http://www.repress.com).Over 700 education related internet resources for parents and kids.

16. Index to Children's Book Authors and Illustrators (http://falcon.jmu.edu/~ramseyil/biochildhome.htm)

17. Online books stores: Amazon Book Store (http://www.amazon.com) Barnes and Noble (http://barnesandnoble.com/)Includes book reviews and opportunities for anyone to write book reviews. Sometimes the author writes about the book.

18. School Registry (http://hillside.coled.umn.edu.others.html). Students can visit other school sites around the world.

19. Michigan for Public Education (http://www.ashay.com/mpe/) Political activist group for literacy education

20. Reading for all (http://www.readingforall.org)Another literacy political advocacy group

21. Classroom Connect (http://www.classroom.net/). Educational journal about using technology in the classroom, includes search tools and lesson plans.

22. Global Schoolhouse Net Foundation (http://gsn.org). Classroom projects, opportunities for collaboration, and school web pages.

23. Scholastic (http://Scholastic.com/). Tons of teacher resources, student projects, professional development, Instructor magazine, Goosebumps, Anamorphs, Magic Schoolbus, etc..

24. Poetry Pals K-12 Student Poetry Publishing Project. (http://www.geocities.com/EnchantedForest/5165/)

25. Kathy Schrock's Web Site for Educators (http://www.capecod.net/schrockguide/) Keeps a current list of web sites which enhance curriculum and professional development for teachers.

26. Create Your Own Newspaper (http://www.crayon.net)

27. Heinemann (http://www.heinemann.com) Professional books and teaching ideas

28. School Library Hotspots (http://www. mbnet.mb.ca/~mstimson/text/hotspots.html) Search tools, information sites, lesson plans, book reviews, many other resources.

29. Writing Multicultural Children's Books (http://www.users.interport.net/~hdu/multicul.htm)

30. Carol Hurst's Children's literature Web site (http://www.carolhurst.com)

31. KidzPage: Poetry and Verse for children of all ages (http://web.aimnet.com/~veeceet/kids/better.htm/)

32. Inspiration Point Archives (http://www.webcom.com/justcaus/archive1.htm/)

32. Dav Pilkey's web site o'fun (www.pilkey.com/) Children's author with background on his books and teaching ideas. Fun site for kids.

33. Children's Literature Ring (http://www.geocities.com/Athens/3777/ring.html) A collection of web sites about children's literature.
34. Books Every child should read (http://homearts.com/depts/relat/bookintr.htm)

35. Houghton Mifflin Kids Clubhouse(http://www.eduplace.com/kids/book/index.html)

36. Society of Children's Book Writers and Illustrators (http://www.scbwi.org/)

37. Hungry Mind Review: Literature for Teens (Author's Favorite Books) (http://www.bookwire.com/hmr/Review/recom.html)

38. Constitutional Rights Foundation (www.crf-usa.org/) Their mission is to enable people to acquire a deeper understanding of citizenship. Teaching ideas and lesson plans available

39. Teacher Net (http://www.csulb.edu/~jmcasey/) Student Teacher Resource Page

40. GLSEN (www.glstn.org/) Gay Lesbian Straight Educators Network

41. United States Senate (www.senate.gov/)

42. Earthcam (www.earthcam.com) Video cameras view different parts of the world

43. Children's Book Council (http://www.cbcbooks.org)

44. Children's author: Jan Brett's home page (http://www.janbrett.com/)

45. Education Week on the web (http://www.edweek.com/)

46. Busy Teacher's Website (http://www.ceismc.gatech.edu/BusyT/)

47. Library of Congress (http://www.loc.gov/)

48. PBS (http://www.pbs.org)

49. National Geographic (http://www.nationalgeographic.com)

50. Jerome and Deborah's Big Page of Special Education Links (http://www.mts.net/~jgreenco/special.html)

51. Quotations Page (www.starlingtech.com/quotes/)

52. Books and book reviews (http://home.revealed.net/albee/pges/Books.html)

53. People for the American Way: Political action group defending democracy (http://pfaw.org/)

54. Southern Poverty Law Center: Combats hate, intolerance, and discrimination through education and litigation. (**http://splcenter.org** /)

55. Learning to read resources for language arts and reading research: (**http://www.toread.com/**) Good resource for learning about different aspects of literacy education and has some of the RICA practice questions on the web site.

Please advise instructor if any of these Web Sites becomes unavailable. Thank you!