California State University
SAN MARCOS

SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

333 South Twin Oaks Valley Road, University Hall 468
San Marcos, California 92096-0001
760.750.4300
www.csusm.edu/education

Course Number	**EDMS 522 (04)**
Course Title	**Elementary Literacy II**
CRN Number	**CRN: 21883**
Days	**Fridays**
Time	**8:30 – 3:00**
Course Location	**Bonsall West Elementary**
Semester / Year	**Spring 2016**
Instructor	**Dr. Garza**
Phone	**760-750-4300**
E-Mail	**egarza@csusm.edu**
Office	**UH 400**
Hours	**By Appointment**

SCHOOL OF EDUCATION MISSION & VISION STATEMENT
(Adopted by SOE Governance Community, January 2013)

Vision
To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission
The mission of the School of Education community is to collaboratively transform education. We:
- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

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COURSE DESCRIPTION

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

Course Prerequisites

Admission to the Multiple Subject Teacher Credential Program

Course Objectives

Knowledge –
Teacher candidates will:
- Gain an understanding of how a first and second language is acquired.
- Gain an understanding of the reading process and its relationship to thought, language and learning and the knowledge of reading content including: word analysis, fluency, vocabulary- academic language- and background knowledge, reading comprehension, literary response and analysis.
- Gain understanding of how to learn to read and write in first and second languages.
- Become familiar with how to deliver a comprehensive program of systematic, explicit instruction in reading, writing, listening, and speaking aligned to the ELA Common Core State Standards and ELD Standards and the ELA/ELD Framework (2014).
- Become familiar with multiple monitoring measures within the three basic types of assessments to determine students' progress towards state adopted content standards.
- Become familiar with differentiated reading instruction and interventions to meet the needs of the full range of learners who have varied reading levels and language backgrounds.

Skills –
Teacher candidates will:
- Become sensitive observers of children's language using behaviors.
- Demonstrate knowledge and ability to utilize multiple monitoring measures within the three basic types of assessments to determine students' progress towards state adopted content standards: entry level assessment for instructional planning, monitoring student progress, and summative assessment.
- Be able to analyze and interpret results of children's reading and writing behaviors to plan effective and differentiated instruction and interventions.
- Demonstrate knowledge of components of effective instructional delivery in reading, writing and listening and speaking.
- Develop the ability to select appropriate materials and instructional strategies to meet the individual needs of students and use core instructional materials for both instruction and intervention.
- Develop the ability to differentiate literacy instruction in order to provide Universal Access.
- Learn how to organize the classroom for teaching reading and writing to the full range of learners who have varied reading levels and language backgrounds

Attitudes and Values –
Teacher candidates will:
- Develop an appreciation for the natural language abilities children possess for processing and producing print.
- To appreciate the need and value of integrating reading writing into all curricular areas
- Affirm the importance of a rich environment for an effective language arts program.
- Develop a sensitivity to and appreciation for culturally and linguistically diverse learners.
- Develop a sensitivity to and appreciation for the importance of reading and writing for students' own personal and professional growth.
- Develop a respect for each student, his/her abilities and background and the student's right to instruction that meets his/her individual needs.

Credit Hour Policy Statement

Students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning.

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Cooper, J. D., Kiger, N., & Robinson, M., (2014). *Literacy: Helping Students Construct Meaning,* 9th Edition. Upper Saddle River, NJ: Prentice Hall. ISBN: 978-1285432427

Zarrillo, James. (2010) *Ready for Revised RICA: A Test Prep Guide* (3rd Edition) (ISBN: 9780137008681)

Jerry Johns (2010). *Basic Reading Inventory* (ISBN: 9780757551277)

Course Material Available on Cougar Courses

California Department of Education. (2014). 2014 ELA/ELD Framework Chapters
http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp

ELA/ELD Framework: (download the full framework approved July 2015):
https://www.mydigitalchalkboard.org/cognoti/content/file/resources/documents/4b/4b6b5574/4b6b5574ba634f2a0d505cc4b0e78013ab4a7f9a/FrameworkFINAL72415.pdf

National Common Core Initiative: http://www.corestandards.org/read-the-standards/

California Department of Education. (2013). California's common core state standards: English language arts & literacy in history/social studies, science, and technical subjects.
http://www.cde.ca.gov/be/st/ss/documents/ finalelaccsssstandards.pdf

California Department of Education (2012). Appendix A: Foundational Literacy Skills for English Learners (with alignment charts for ELD Foundational Literacy Skills and Common Core Reading Standards Foundational Skills) http://www.cde.ca.gov/sp/el/er/documents/sbeapdaliteracy.pdf

California Department of Education (2012). Appendix B: The California English Language Development Standards Part II: Learning About How English Works
http://www.cde.ca.gov/sp/el/er/documents/sbeapdbhew.pdf

California Department of Education (2008). RICA content specifications. RICA Content]
http://www.rica.nesinc.com/RC_preparation_materials.asp

Duguay, A., Massoud, L., Tabaku, L., Himmel, J., & Sugarman, J. (2013). Implementing the Common Core for English learners: Responses to common questions. (Practitioner Brief). Washington, DC: Center for Applied Linguistics.

Freeman & Freeman. (2004). Connecting Students to Culturally Relevant Texts & Cultural Relevance Rubric.

Freeman & Freeman. (2009). Distinguishing between Academic and Conversational Language, Ch 2. (pages 23 – 44).

Rivera, M. O., Moughamian, A. C., Lesaux, N. K., & Francis, D. J. (2008). Language and reading interventions for English language learners and English language learners with disabilities. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

TEACHER CANDIDATE LEARNING OUTCOMES

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Candidates successfully completing this program receive a credential with authorization to teach English learners. *(Approved by CCTC in SB 2042 Program Standards, August 02)*

Special Education

Consistent with the intent to offer a seamless teaching credential in the School of Education, this course demonstrates the collaborative infusion of special education competencies reflecting inclusive educational practices.

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subject Credential. This course is designed to help teachers seeking 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. You will be required to formally address the following TPEs in this course:

TPE 1A- Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments: Teaching English-Language Arts in a Multiple Subject Assignment

Teacher Performance Assessment

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. During the 2015-16 academic year the CSUSM credential programs will use either the CalTPA (California Teacher Performance Assessment) or the edTPA (Educative Teacher Performance Assessment).

Check with your program coordinator to determine which assessment is used for your credential program.

CalTPA

To assist with your successful completion of the CalTPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials may be found on the SOE website:
http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html

edTPA

Beginning in fall 2015, for newly entering initial candidates, the CSUSM assessment system is the edTPA. To assist with your successful completion of the edTPA, a capstone class is part of your curriculum. In this class edTPA related questions and logistical concerns are addressed. Additional support materials are available on the edTPA website:
http://www.edtpa.com/PageView.aspx?f=GEN_Candidates.html

Additionally, to support your success in your credential program and with TPA, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs).

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

GENERAL CONSIDERATIONS

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

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 assignments must be original work, clear and error-free. All ideas/material 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 accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero 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.

Refer to the full Academic Honesty Policy at:
http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) 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.

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 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

All University Writing Requirement

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 850 words for a 1-unit course, 1700 words for a 2-unit course, and 2500 words for courses of 3 or more units.

Use of Technology

Candidates (Course participants) are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Contact Information for Technical Support Assistance

If you need any technical support, contact IITS Student Help Desk: http://www.csusm.edu/sth/.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.
Things to consider:
- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Students are expected to: keep a digital copy of all assignments, complete assigned readings prior to the class sessions, edit word-processed assignments prior to submission, use American Psychological Association (APA) format and turn assignments in on time. Late assignments will not be accepted unless permission by the professor is given by email PRIOR to the due date in response to Candidate request for an extension via email PRIOR to the due date.

Grading Standards

In order to earn a teaching credential from the state of California, you must maintain a B average (3.0 GPA) and cannot receive below a C+ in any course in your teacher education program.

Grading Scale
93% = A	90% = A-	87% = B+	83% = B	80% = B-	78% = C+

Assignments	%
Literacy Case Study	20
Readings response activities	15
RICA domains activities	15
Writing instruction & assessment activities	20
ELA/ELD academic language activities	15
Literary arts options	15
No Final Exam	

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Literacy Case Study

The Literacy Case Study is described in detail in the Literacy Case Study Handbook available on cougar course. Candidates should refer to the Literacy Case Study Handbook for detailed information and instructions for this assignment. **The Literacy Case Study focuses on the analysis of student performance data to inform the development of instructional planning in literacy.** Candidates conduct literacy assessments with *one* child who is a reader, analyze and interpret the resulting data, describe the child's strengths and needs in literacy and develop instructional recommendations of specific instructional strategies to support the child's progress in literacy. It is recommended that s/he be in the upper elementary grades (3 – 6) and be reading below his/her current grade level. Candidates place the completed assessment forms in the appendix handed in to the professor, including a parent permission (consent) form. All sections of the case study (listed below) must be combined in one document to be submitted to cougar course.

	Literacy Case Study checklist (see handbook for descriptions, graphic organizers & rubrics)
[ ]	Student Profile: (paragraph summary based on items listed in handbook, including EL typology factors)
[ ]	Anecdotal Notes / Teacher's notes: (at least 3 notes)
[ ]	Reading Attitude Survey: (summary of findings)
[ ]	Writing Sample Analysis: (rubric score accompanied by example/evidence)
[ ]	Other… (optional)
[ ]	IRI Word Recognition: (table of levels for independent, instructional, frustration)
[ ]	IRI Comprehension: (table of levels for independent, instructional, frustration)
[ ]	Data Analysis Grid
[ ]	Description of Student's Literacy strengths: (paragraph summary)
[ ]	Description of Student's Literacy needs: (paragraph summary)
[ ]	Recommendations (use graphic organizer in handbook to organize this section) that include differentiation appropriate for their case study student based on student English PLD and typology.
[ ]	Instructional plan that includes differentiation appropriate for their case study student based on student English PLD and typology.

Writing: Writing Instruction Strategy

Candidates demonstrate (model) writing instruction strategies for teaching writing with academic language. Each Candidate is assigned a writing instruction strategy or may select a strategy to use upon instructor approval. The Candidate becomes familiar with the strategy and teaches it to their peers in the class. Candidates prepare a report that includes the following information:

Writing Instruction Strategy Report Guide

The name of assigned writing strategy you taught
What ELD standard does this strategy focus on? (EL student at the "expanding" proficiency level)
How specifically does this strategy help the student to develop in writing?
Provide a photo of yourself demonstrating your strategy (i.e., materials being used…)
A lesson plan for teaching the writing strategy

Writing: R.A.F.T.S. Prompt

R.A.F.T.S. is a writing strategy that helps students focus on their role as a writer, the audience they will address, the varied formats for writing, and the topic they'll be writing about. This strategy helps writers to narrow the focus of their idea for writing. For this assignment, Candidates select either a narrative text or an expository text and design a R.A.F.T.S. writing prompt for that text. The prompt must follow the R.A.F.T.S. prompt template.

R: role	
A: audience	
F: format	
T: topic	
S:strong verb	
The prompt written in a paragraph form	

Candidates will share the RAFTS he/she designed with a partner, who will create a draft in response to the R.A.F.T.S. prompt during a round table sharing session in class. Candidates should submit a report that includes the following information (in one document).

R.A.F.T.S Report Guide

Your R.A.F.T.S. writing prompt for a text (narrative or expository). The prompt should be organized and formatted according to the R.A.F.T.S. prompt template
The answers to the following questions: (Your partner can help you answer these questions.)   What do you like best about this R.A.F.T.S. prompt and/or what makes it particularly interesting and engaging?   What specific area of student's writing development will this particular R.A.F.T.S. prompt support? How?
A photo of the product your partner created in response to the prompt

Writing: Assessing Writing Samples

Candidates bring a student writing sample to class. Candidates learn how to use the criteria on the rubric for the 6 traits of writing to evaluate writing. Then, Candidates then apply what they have learned to scoring the student writing samples that they have brought to class.

ELA/ELD: If-Then Thinking Chart

Candidates complete two distinct "If-Then" Thinking Charts for a literacy topic. A list of topics will be provided by the professor. Each chart must list at least 3 distinct needs students might experience for the given topic. For each need, TCs must list at 2 to 3 different strategies that a teacher could use to help the student in the areas of need. Finally, TCs must pick one strategy and write a concise but salient rationale for why this strategy would work. Examples are posted on cougar course. The completed charts are submitted to the *IF-Then Thinking* assignment tab on cougar course.

IF-THEN Chart Template

Literacy TOPIC	IF Student has this learning need….	THEN Try using one of these 2-3 strategies…	Rationale I picked the strategy called _____ The reason it will help this reader progress is…

ELA/ELD: Expository Vocabulary

In *Teaching Children to Read*, Reutzel and Cooter (2012), explain various instructional activities to support students developing their academic vocabulary. Candidates become familiar with these instructional practices for developing for helping students develop academic vocabulary related to a content area, such as social studies or science. Candidates develop an AW2 (pp. 229-231, 531), a BKA (p. 434), and a VKS (pp. 523, 524). Templates for each activity are posted on cougar course. Candidates submit their products in one document to the expository vocabulary assignment tab on cougar course.

ELA/ELD: Expository Fluency (BRFR)

Candidates may choose to work in a pair with 1 other person and submit a collaboratively created product. Each product should be submitted to a separate assignment tab on cougar course. In *Teaching Children to Read*, Reutzel and Cooter (2012), explain how the "Before Reading Fluency Routine" helps students with reading textbooks. "It acquaints them with the new vocabulary found in the textbook chapter and the author's style while improving their rapid identification of new words" (p. 521) In this activity, Candidates select a passage, such as the end of chapter summary, directly from a social studies or science textbook. For the selected passage, candidates develop a "Before Reading Fluency Routine" week long plan for their chosen text, making sure to specify the words, phrases and sentence structures to focus on. Candidates write the BRFR on the template for the activity provided on cougar course. Candidates submit in one document both the BRFR and a paragraph explaining how this BRFR helps the students develop fluency in academic language and, in particular, how this BRFR will help students learning English.

Literary Arts Options:
All TCs will participate in the literary arts activities. However, Candidates are required to submit only one report on one of the literary arts activity options. Candidates choose the one option for which they would like to create a report to be submitted for credit to cougar course.

Literature Circle: Each literature circle group member takes a literature circle role. Possible roles include: Discussion Director, Passage Master, Word Wizard, Connector, Summarizer, Investigator, etc. Each group member reads the novel independently. While reading, he/she completes the work of his/her assigned roles and creates the associated materials to bring to the literature circle discussion. Candidates are encouraged to use role worksheets as a guide. You can download and print your role here: http://www.ipadlitcircles.com/uploads/1/0/6/6/10664962/lit_circles.role_sheets.pdf. Please note that materials created for a literature circle role must be typed up in a digital format for submission. On the designated class session, literature circles meet for the book discussion. Candidates create a report that includes the following:
- A reflection on his/her literature circle experience
- How you might use lit circles in your classroom
- the potential benefits & challenges of literature circles for participants and/or teachers
- 1 photograph of any material(s) you created for your role.

Read Across America/ Dr. Seuss Day 2016: Candidates collaborate with the school Literacy Coach and grade level Classroom Teachers (with whom they tutor) to develop a program of activities for the *Read Across America Day* in the month of March. These activities utilize the arts to engage with literature. For this option, Candidates create a report to submit that includes the following:
- a summary of what you, your partner teacher, and the children did in this activity
- a reflection on what you think went well and what you've learned from this opportunity
- 1 photos that illustrate your project in the classroom

Connecting Children with Dance and History Through Music: Candidates participate an active and engaging workshop(s) to learn how to teach folk dance to students K-5. In addition, Candidates will learn the multiple advantages of using the literacies of music and dance to teach literacy, language and content. For this option, Candidates create a report to submit that includes the following:
- a summary of what you did in this activity
- a reflection on what valuable insights you have gained as a result of this workshop(s) how you plan to apply what you have learned about dance and/or music within your own teaching
- 1 photo of you participating in the workshop

SCHEDULE/COURSE OUTLINE

Dates	Topics	Readings & Due Dates
Session 1 Friday Jan 29	Intro to Lit Case Study: student profile, RAS, anecdotal notes, explanation of the IRI Compare/contrast progress monitoring & diagnostic assessment in relation to Tier 1 and Tier 2 RTI instruction Intro to "If-Then Thinking": TCs use what they have learned about match potential instructional strategies to assessed needs by creating their *If-Then Thinking* charts. TCs continue learning the relationship between first language literacy and second language development, typical patterns of L2 development and how to support positive language transfer. TCs practice developing ELD instruction based on what they learn about the interrelationships of ELA/ELD for "integrated" and "designated" ELD instruction. **Resources** ELA & ELD power-point*: Students Learning English: Developing Language and Literacy in L2*. R&C Ch 10 & 430 & 449 Literacy Assessment Q&U Ch 3: *differentiated instruction for ELLs*	**Readings:** *CA ELA/ELD Framework* Zarrillo, (2010) *RICA* **Due:** If-Then Thinking Chart
Session 2 Friday Feb 5	Lit Case Study: R.A.S. data RICA Domain Activities Intro to writing instruction strategies for 6 Traits of writing and writing sample analysis Intro to academic language: Identify the characteristics of academic language in essay by Dolores (Freeman article) and the specific kinds of feedback students learning English need to develop academic English in their writing. (F&F 2009) Intro to effective integrated ELD strategies for academic English development and academic success as they learn to use English, learn content through English and learn about English. TCs use the generous reading approach while reading texts written by ELs:looking beyond grammar and spelling miscues to focus on EL writer's message taking into consideration home culture, L1/ L2, that ELs draw on as they write (353). **Resources** Academic Language PowerPoint R&C Chapter 12: *Reading 4 – 8 & RTI*; ch 8 353 (generous rdg) Q&U Ch 5: *Skills for literacy success* Ch 6: *Strategies that count*	**Readings:** *CA ELA/ELD Framework* Zarrillo, (2010) *RICA* Freeman & Freeman (2009), *Distinguishing between Academic and Conversational Language Ch 2 (pages 23 – 44)* **DUE:** Reading Response Activities
Session 3 Friday Feb 12 Bring writing sample	Lit Case Study: Analyze and score student writing sample using RICA Domain Activities Writing instruction strategy demonstrations R.A.F.T.S writing activity Writing Sentences: TCs learn about and practice sentence combining activities that can be used in integrated and designated ELD instruction. **Resources** R&C Ch 8: writing & Chapter 12: Reading 4-8 & RTI	**Readings:** *CA ELA/ELD Framework* Zarrillo, (2010) *RICA* Appendix B: *Learning How English Works* **DUE:** Reading Response Activities RAFTS Report
Session 4 Friday Feb 19	Lit Case Study: Analyze student data from the Informal Reading Inventory RICA Domain Activities TCs learn ELA CC demands for students learning English on students' performance (Duguay) and practice identifying language functions, forms & vocabulary (semantic variety, cohesive links,	**Readings:** *CA ELA/ELD Framework* Zarrillo, (2010) *RICA* Duguay (2013) *Implementing the Common Core for English*

	conjunctions, referents, etc…) that ELs may find particularly challenging to develop meaning across text. TCs practice using CLOZE instructional activities. Intro to expository vocabulary activities: TCs practice instructional strategies that promote students' vocabulary: AW2, BKA,VKS **Resources** Grammar & Meaning Power point R&C Ch 7 (comprehension)271, 527, 278, 281 & 511, 512, 357 R&C Ch 6 (vocab) AW2 (229, 531), BKA (434), VKS (523)	*learners*, **DUE:** Reading Response Activities Writing Strategy Report Vocabulary Products
Session 5 Friday Feb 26	Lit Case Study: Intro to Data Analysis Grid RICA Domain Activities Exploring effective classroom practices that specifically address ELA CC demands for students learning English. (Duguay) TCs learn about and practice using the development of academic oral language development and its relationship to writing TCs practice the "Before Reading Fluency Routine" with expository text and identify its ELD benefits (R&C) Literary Arts Workshop **Resources** R&C, 533 & 543: "Before Reading Fluency Routine" Appendix B: *Learning How English Works* Duguay (2013) *Implementing the Common Core for ELL*	**Readings:** *CA ELA/ELD Framework* Zarrillo, (2010) *RICA* **DUE:** Reading Response Activities BRFR Product
March 2	READ ACROSS AMERCIA Dr. Seuss Day http://www.nea.org/grants/886.htm	
Session 6 Friday March 4 Bring lit case study data	Lit Case Study: Using the Data Analysis Grid to analyze student strengths & needs and composing paragraphs describing student strengths and needs RICA Domains Activity TCs engage in Literature Circles Reciprocal teaching: TCs learn the reciprocal teaching approach and how it promotes structured oral interactions to build English proficiency. TCs practice the approach and develop a reciprocal teaching activity for an expository text.	**Readings:** *CA ELA/ELD Framework* Zarrillo, (2010) *RICA* **Due:** Reading Response Activities
Session 7 Friday March 11	Lit Case Study workshop: developing recommendations TCs revise literacy case study RICA Domains Activity Literary Arts Workshop	**Readings:** *CA ELA/ELD Framework* Zarrillo, (2010) *RICA* **Due:** Reading Response Activities
Session 8 Friday March 18	Lit Case Study share out RICA Domains Activity	**Due:** Literacy Case Study & hard copy Appendix Literary Arts Option Report