Engaging diverse communities through leading and learning for social justice.

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California State University
SAN MARCOS

SCHOOL OF EDUCATION

Course Number	**EDMS 521B (01)**
Course Title	**Elementary Literacy I**
CRN Number	**CRN: 20655**
Days	**Mondays**
Time	**1:00 – 3:45**
Course Location	**UH 440**
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

TABLE OF CONTENTS

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+

Assignment	% (pts)
Participation ELA instruction in-class activities	15% (60)
Literacy instruction strategies	15% (60)
Literacy lesson plan	15% (60)
Assessment in literacy	15% (60)
RICA Competencies	15% (60)
Literary Arts	13% (50)
ELA reflective blog	13% (50)

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PARTICIPATION ELA INSTRUCTION IN-CLASS ACTIVITIES

Each class session, we will engage in a variety of participatory lessons. Most of these activities will use information available in the readings. In order to receive credit, please come to class being familiar with the assigned readings for that session. I encourage you to bring your readings to class sessions (in digital or hard copy formats). Please also note the requirements of the SOE attendance policy and SOE professional dispositions policy.

LITERACY INSTRUCTION STRATEGIES

In this activity, you will learn to model instructional strategies for teaching literacy and language. As you become familiar with the strategy, you can plan and create the needed materials for the demo with a partner. I have provided you a "Demonstration Guide" (see below) to organize your demonstration.

Demonstration Guide

State the name of the strategy and what area of ELA/ELD it corresponds to
Model the use of the strategy using the complementary co-teaching approach. Model by the strategy step by step. Model by *showing* what to do and "thinking aloud" as you demonstrate.
Use the appropriate materials to model the strategy

After the demonstration, your job is to write a report that includes your own demonstrated literacy instructional strategy as well as one additional strategy that you had the opportunity to observe being demonstrated. I have provided you a "Strategy Report Guide" (see below) to organize your report.

Strategy Report Guide

The name of assigned literacy instruction strategy you taught
Explain the purpose of the literacy instruction strategy? In other words, how does it help children develop in a specific area/skill needed to be a better reader, writer, or speaker?
Provide a photo of the strategy being demonstrated (i.e., materials being used…)

MY REFLECTIVE BLOG

Here is your opportunity to maintain a personal blog for this course (between you and me) where you can reflect what you are learning about teaching literacy and language during each week of class. To receive credit the entry needs to provide a description of at least two (2) new learnings you made as a result of the week's coursework, learnings that you believe advance your own professional development specific to being a literacy educator. Be sure to mention if anything you're learning applies to your work with children in educational settings.

LITERACY LESSON PLAN

This is your opportunity to apply what you are learning about quality literacy instruction and prepare your own reading mini-lesson plan. You will need to design it using direct/explicit instruction to teach a child in a one-to-one setting. Pay special attention to structuring your lesson using "instructional scaffolding" so that you fully support the learner's progress toward independence. Please use the "lesson guide" (see below).

Lesson Guide

components	details of components
Student Description	
Standard(s)	

Objective:	
Assessment	The specific criteria used to measure student performance of the objective.
Teach to the Objective • Model • Share	**Begin** ***Teacher*** <u>explains and models</u> the task by actually doing it while students watch. First, **Teacher** explains the key concepts and how to use them. Next, Teacher models by "thinking aloud" to show the associated thinking process while students listen & watch. **Continue** ***Teacher and students*** <u>do the task together with teacher leading them</u>. Teacher asks students to help teacher. Teacher asks questions, encourages partner-talk, such as "think-pair-share", and charts out students' ideas.
Guided Practice	**Guided practice activities** ***Students*** with partner/small group <u>engage in an activity</u> <u>to practice</u> performing the objective. Teacher provides students the materials and directions for the activity. Teacher coaches students, offering guidance as needed. Teacher supports students who need extra help by re-teaching/mini-lesson.
Closure	Reinforce key concepts related to the objective
Independent Practice	**Apply newly learned skills** *Student* <u>applies</u> newly learned skills in an independent activity created by the teacher.

ASSESSMENT IN LITERACY

In these activities, you can explore the power of authentic literacy assessments to inform your instructional planning and instructional delivery. You will become familiar with the different purposes of literacy assessments and become involved in the process of gathering and analyzing assessment data. The first assessment activity is conducting a running record with a child that you observe reading. You will practice using the running record assessment to determine what the child's strengths and needs are in his/her reading performance. In class, you and your cohort colleagues can share your records with each other and identify what the data is showing about the child's reading development. Another assessment activity is a jigsaw in which you and your cohort colleagues will share with one another the purpose and administration of a variety of literacy assessments, explaining the distinct kind of information the assessment gathers and connecting it to the instructional cycle and its utility as entry-level, progress-monitoring and/or summative assessment. After completing these activities, write a report that includes the following information.

Assessment Report Guide

My Running Record that I conducted with a student	State the student's grade level and any additional salient factors State which text the child read during the running record *(narrative? expository?)* Describe the results of the running record: *(How did the student score? What information did you find out re: the kinds of miscues that the student makes? the student's reading skills? the student's reading level?)*
My Assigned literacy assessment that I demonstrated	State the name of your assigned literacy assessment What does it measure… specifically, what information does it give you about the student? How do you administer this assessment? How do you score this assessment? Is this an assessment used for entry-level, progress-monitoring or summative?
Reflect	What insights do I have about lit assessment? What will I need in order to become effective at using assessment to inform instruction?

 RICA COMPETENCIES

In this activity, you look for examples of instruction that exemplify the RICA competencies by observing teachers delivering language arts instruction. While observing, please keep some notes on what and how she/he is teaching and make sure to take a photo of salient instructional materials being used. Later, in class, share your observations and photos, to make connections to RICA competencies and ELA common core standards, and to draw insights about effective literacy instruction. Post 4 to 6 examples of distinct RICA competencies: 3, 4, 6, 7, 9, 11, 14, 15. You will need to reference the "Ready for Revised RICA Study Guide" written by James Zarrillo to make connections between the RICA competencies and the

instruction you observe. We will post our photos and notes on a class "RICA" blog in order to support each one's success on the RICA.

<u>*Literary Arts Options:*</u>
Each of you will participate in all of the in-class literary arts activities. However, you are required to submit only one report on one of the literary arts activity options. You can choose the one option for which they would like to create a report to be submitted for credit to cougar course.

Read Across America/ Dr. Seuss Day 2016: (March 2, 2016) http://www.nea.org/grants/886.htm 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 Folk Music: Candidates participate in 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

	MODULE # 1 1/25 – 2/7	
Wks 1 & 2 Monday class sessions on Jan 25th & Feb 1st	_Intro to CC ELA anchor standards, CCSS & ELD standards _ Intro to Framework _ Intro to RICA Competencies _ CC focus: foundational literacy _ Relationship of standards & assessment _ Intro to cultural relevance _ Intro to EL typologies **Resources** ELA CCSS Appendix A of ELD Standards: *Foundational Literacy Skills for English Learners alignment charts* Appendix B of ELD Standards: *Learning How English Works* ELA & ELD PowerPoint: *Students Learning English: Developing Language and Literacy in L2*. R&C Ch 2 & 3 Q&U Ch 2 & 3: (43-46) *differentiated instruction for ELLs*	**Readings:** *CA ELA/ELD Framework* Zarrillo, (2010) *RICA* Freeman (2004): *Connecting Students to Culturally Relevant Texts* **Due (2/7):** Participation in 2 class sessions Post 2 reflective entries Post 1 RICA competency example
	MODULE # 2 2/8-2/21	
Wks 3 & 4 Monday class sessions on Feb 8th & Feb 15th	_ Emergent Literacy: early language, reading & writing development and associated assessments _ Developing language & literacy in L1 & L2 _The typologies of the student learning English, the proficiency level descriptor(s) (i.e., emerging, expanding, bridging), and the student's oral language English and L1 print skills. How to adapt objectives based on students oral language in English and print skills in L2. _ Rubric for determining the cultural relevance of a text _ Intro to cueing systems _ CC Focus: foundational skills phonemic awareness, early word recognition & associated assessments _ Unpacking English language structures (letter & word level) _ Intro to literacy instruction strategies _ Intro to literacy lessons & direct (explicit) instruction **Resources** ELA CCSS Appendix A of ELD Standards: *Foundational Literacy Skills for English Learners alignment charts* Appendix B of ELD Standards: *Learning How English Works* ELA & ELD PowerPoint: *Students Learning English: Developing Language and Literacy in L2*. Reference Chart: *EL Typologies* R&C Ch 3 & 4 Q&U Ch 2 & 3: (43-46) *differentiated instruction for ELLs*	**Readings:** *CA ELA/ELD Framework* Zarrillo, (2010) *RICA* Freeman (2004): *Connecting Students to Culturally Relevant Texts* & *Cultural Relevance Rubric*. Duke (2012): *Effective Practices for Teaching Reading Comprehension* first 7 pages of the chapter **Due (2/21):** Participation in 2 class sessions Post 2 reflective entries Post 1 RICA competency example
	MODULE # 3 2/22 – 3/6	
Wks 5 & 6 Monday class	_ Literacy Instruction Strategies Activity _ CC focus: reading & writing narrative comprehension & fluency	**Readings:** *CA ELA/ELD Framework* Zarrillo, (2010) *RICA*

sessions on Feb 22nd & Feb 29th March 2nd Dr. Seuss Read Across America Day	_ continue with foundational skills word recognition, phonics, structural analysis & associated assessments _ Intro to running records _ Unpacking English language structures (word/sentence) _ Teaching ELD _Developing the literacy lesson **Resources** ELA CCSS Appendix B of ELD Standards: *Learning How English Works* ELA & ELD PowerPoint: *Students Learning English: Developing Language and Literacy in L2*. R&C Ch 5 & 7 Q&U Ch 5: *Skills for lit success* Ch 6: *Strategies that count*	**Video**: *how to conduct a running record* **Due (3/6):** Report of your literacy instruction strategy Participation in 2 class sessions Post 2 reflective entries Post 1 RICA competency example
	MODULE # 4 **3/7 – 3/20**	
Wks 7 & 8 Monday class sessions on March 7th & March 14th	_ Intro to literacy assessments & their purposes, _ Practice running records for word analysis & fluency _ CC Focus: reading & writing in expository text & academic language development _ Reading & writing in social studies: "reading pictures" *(Visualizing Social Studies)* _ Unpacking English language structures (sentence & paragraph level), grammar, sentence expansion, cohesive devices, semantic variety, paragraph format with the _ Teaching ELD _Revising the mini-lesson **Resources** ELA CCSS Appendix B of ELD Standards: *Learning How English Works* Grammar & Meaning PowerPoint ELA & ELD PowerPoint: *Students Learning English: Developing Language and Literacy in L2*. R&C Ch 10 Q&U Ch 5: *Skills for lit success* Ch 6: *Strategies that count*	**Readings:** *CA ELA/ELD Framework* Zarrillo, (2010) *RICA* Website: *History of Us* **Due (3/20):** Literacy lesson plan Participation in 2 class sessions Post 2 reflective entries Post 1 RICA competency example
Spring Break	SPRING BREAK	SPRING BREAK
	MODULE # 5 **3/28 – 4/10**	

Wks 9 & 10 Monday class sessions on March 28th & April 4th	_ Assessment of Literacy Activities _ Intro to Informal Reading Inventory (IRI) _ Intro to writing & orthography: stages of spelling, sound spelling & structural analysis (morphemes) _ Intro to Vocabulary _ Unpacking English language structures (paragraph level & text level), graphic organizers of text structures, semantic maps, **Resources** ELA CCSS Appendix B of ELD Standards: *Learning How English Works* Grammar & Meaning PowerPoint ELA & ELD PowerPoint: *Students Learning English: Developing Language and Literacy in L2*. R&C Ch 6 & 8 Q&U Ch 5: *Skills for lit success* Ch 6: *Strategies that count*	**Readings:** *CA ELA/ELD Framework* Zarrillo, (2010) *RICA* Video: Making words (4 minutes) **Due (4/10):** Running Record Participation in 2 class sessions Post 2 reflective entries Post 1 RICA competency example
	MODULE # 6 **4/11 – 4/24**	
Wks 11 & 12 Monday class sessions on April 11th & April 18th	_Assessment in Literacy Demonstrations _ Fluency continued: components of fluency competencies, relationship to word identification and comprehension, influence of text complexity on fluency _ Writing continued: writing process & writing workshop _ Academic language continued: features of academic language texts **Resources** ELA CCSS Appendix B of ELD Standards: *Learning How English Works* Grammar & Meaning PowerPoint Academic Language PowerPoint ELA & ELD PowerPoint: *Students Learning English: Developing Language and Literacy in L2*. R&C Ch 8 & 9 generous reading (353) Q&U Ch 5: *Skills for lit success* Ch 6: *Strategies that count*	**Readings:** *CA ELA/ELD Framework* Zarrillo, (2010) *RICA* Video: Making words (4 minutes) Freeman (2009) *Academic & Conversational Lang pages 23 – 44* **Due (4/24):** Report of Assessment in Literacy Participation in 2 class sessions Post 2 reflective entries Post 1 RICA competency example
	MODULE # 7 **4/25 – 5/8**	
Wks 13 & 14 Monday class sessions on April 25th & May 2nd	_ RICA competencies review _Lesson plan share out _ Poetry for reading & writing _Literacies for the 21st Century, Digital Literacies for use in the classroom	**Readings:** *CA ELA/ELD Framework* Zarrillo, (2010) *RICA* **Due (5/8):** Participation in 2 class sessions Final posts 2 reflective entries Final post 1 RICA competency example
	MODULE # 8 **5/9 – 5/13**	

Wk 15 Monday class session on May 9th	Course Debrief	**Due (5/13)** Report of Literary Arts