

<b>Course &amp; Section Number</b>	<b>EDMS 522 (02)</b>
<b>Course Title</b>	<b>Elementary Literacy Methods II</b>
<b>CRN Number</b>	<b>22412</b>
<b>Course Day(s)</b>	<b>Tuesday</b>
<b>Time</b>	<b>8:30 am – 3:00 pm</b>
<b>Course Location</b>	<b>San Marcos Elementary School</b>
<b>Semester / Year</b>	<b>Spring 2018</b>
<b>Instructor</b>	
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<b>Hours</b>	<b>By appointment</b>

### **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

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COURSE DESCRIPTION.....	3
Course Prerequisites.....	3
Course Objectives.....	3
Credit Hour Policy Statement.....	4
REQUIRED TEXTS, MATERIALS, AND ACCOUNTS.....	4
Recommended (Optional).....	4
TEACHER CANDIDATE LEARNING OUTCOMES.....	4
Authorization to Teach English Learners.....	4
Teacher Performance Expectation (TPE) Competencies.....	5
Teacher Performance Assessment.....	5
CalTPA.....	5
edTPA.....	5
Teacher Performance Expectation (TPE) Competencies.....	5
Authorization to Teach English Learners.....	6
Expected Dispositions for the Education Profession.....	6
GENERAL CONSIDERATIONS.....	6
School of Education Attendance Policy.....	6
CSUSM Academic Honesty Policy.....	6
<u>Plagiarism</u> .....	7
Candidates with Disabilities Requiring Reasonable Accommodations.....	7
Course Format.....	7
Class Behavior Expectations.....	7
All University Writing Requirement.....	7
Contact Information for Technical Support Assistance.....	7
Use of Technology.....	7
Electronic Communication Protocol.....	8
COURSE REQUIREMENTS.....	8
Grading Standards.....	8
<i>Field Observations: Due March 6th by midnight</i> .....	8
<i>Writing Strategies Lesson Plan: Due March 13th by midnight</i> .....	9
<i>Literacy Case Study: Due March 13th by midnight</i> .....	9
<i>Read Aloud:</i> .....	9
Book Club Facilitator:.....	9
Guided Reading Lesson Plans:.....	10
Words Their Way Lessons:.....	10
Literacy Technology Analysis.....	10
Reading Reflections:.....	10
<i>Class Participation:</i> .....	10
SCHEDULE/COURSE OUTLINE.....	11
Date.....	11
Topic.....	11
Assignment.....	11

## COURSE DESCRIPTION

Focuses on developing an advanced understanding of theory, methodology, and assessment of English language Arts and second language learning in integrated and inclusive elementary classrooms.

### Course Prerequisites

Admission to the Integrated Credential Program and successful completion of EDMS 521

### Course Objectives

KNOWLEDGE - Teacher candidates will:

- Gain an understanding of how first and second languages are 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 state adopted English Language Arts Content Standards and the Reading/Language Arts Framework (2007).
- 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 (including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced 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, post test or 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 State Board of Education (SBE)-adopted 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 (including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced 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.
- Appreciate the need and value of integrating reading and 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**

Per the University Credit Hour Policy: Students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. For this course with three weekly hours of instruction, you should plan on spending an additional six hours engaged in study, review, and planning.

### **REQUIRED TEXTS, MATERIALS, AND ACCOUNTS**

Bear, et al., (2016). *Words Their Way: Word study for phonics, vocabulary, and spelling instruction* **6<sup>th</sup> Edition**. Pearson.

Cooper, et. al., (2018). *Literacy Helping Students Construct Meaning*. **10<sup>th</sup> Edition**. Cengage. Boston: MA. ISBN-13: 978-1305960602

Cunningham, P. (2017). *Phonics They Use: Words for Reading and Writing* (7<sup>th</sup> Edition). Pearson.

Leslie, L. & Caldwell, J. (2016). *Qualitative Reading Inventory -6. Pearson Higher Ed. ISBN-13 978-0134539409*

Reading A to Z Subscription

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### ***The following readings will be made available on Cougar Courses***

RICA content specifications (2009) \_ available on cougar course  
[http://www.ctcexams.nesinc.com/about\\_RICA.asp](http://www.ctcexams.nesinc.com/about_RICA.asp)

CA ELA/ELD Framework (2015). \_ available on cougar course  
<http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>

CA common core state standards: English language arts & literacy (2013). \_ available on cougar course  
<http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>

CA English language development standards (2012). \_ available on cougar course  
<http://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

### **Recommended (Optional)**

Zarrillo, J. J. (2010). (3rd ed.) *Ready for RICA: A test preparation guide for California's Reading Instruction Competence Assessment*. Merrill Prentice Hall.

**OR**

Zarrillo, J. J. (2017). (4th ed.) *Ready for RICA: A test preparation guide for California's Reading Instruction Competence Assessment*. Pearson.

### ***\*Additional Weekly Course Readings in Cougar Courses***

### **TaskStream Account**

### **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)

### **Teacher Performance Expectation (TPE) Competencies**

The course objectives, assignments, and assessments have been aligned with the CTC standards for the Special Education 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 3: Relationship between theory and practice

TPE 4: Pedagogical thought and reflective practice

TPE 5: Equity, Diversity & Access

TPE 7: Preparation to Teach Reading Language Arts

TPE 7A: Multiple Subject Reading, Writing, and Related Language Instruction in English

### **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](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).

### **Teacher Performance Expectation (TPE) Competencies**

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1.1, 1.3, 1.4, 1.5, 1.6

2.5

3.1, 3.2, 3.4, 3.5

4.1, 4.2, 4.3, 4.4, 4.7, 4.8

5.1, 5.2, 5.4, 5.5., 5.7, 5.8  
6.1, 6.2, 6.3

[For detailed information regarding the TPEs click here](#)

### **Authorization to Teach English Learners**

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### **Expected Dispositions for the Education Profession**

Education is a profession that has, at its core, certain dispositional attributes that must be acquired and developed. 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 that must be evident in teacher candidates: social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. These dispositions have observable actions that will be assessed throughout the preparation program. 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 are expected to attend all classes and participate actively. At a minimum, candidates 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 have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

**For this course, students missing more than one day will see their grades reduced by one full grade. Students missing more than two days will see their grades reduced by two full grades. Leaving early or arriving late by more than 15 minutes constitutes an absence. Illness and emergencies are considered on a case-by-case basis, and notification of an absence does not constitute an excuse.**

### **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](http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html)

### **Plagiarism**

As an educator, it is expected that each candidate 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.

### **Candidates with Disabilities Requiring Reasonable Accommodations**

Students with disabilities who require reasonable accommodations must seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact 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. Alternatively, in order to ensure confidentiality, in a more private setting.

### **Course Format**

This course will meet face to face. Some assignments and/or class meetings may be held online.

### **Class Behavior Expectations**

Students in this class are expected to follow these basic principles:

- Demonstrate respect for oneself and for others.
- Treat others with dignity and behave in a way which promotes a physically and psychologically safe, secure, and supportive climate.
- Allow all community members to engage as full and active participants where the free flow of ideas is encouraged and affirmed.

### **All University Writing Requirement**

Every course at the university must have a writing requirement of at least 2500 words. The requirement is met in this class through the signature assignments as described below.

### **Contact Information for Technical Support Assistance**

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

### **Use of Technology**

Candidates 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.

## **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**

### **Grading Standards**

Assignments are to be submitted by midnight on the specified due date. Hand-written work is not accepted, and all documents should use 12 point Times New Roman. Edit assignments prior to submission to ensure the text is error-free and the ideas are logically and concisely presented. All citations, where appropriate, should use American Psychological Association (APA) 6<sup>th</sup> edition. Rubrics for each assignment are posted in our Cougar Courses container. In order to earn a teaching credential from the state of California, candidates must maintain a B average (3.0 GPA) and cannot receive below a C+ in any course in the teacher education program. **No Final Exam.**

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

<b>Assignment</b>	<b>Points Possible</b>
Field Observations, March 6, 2018	14
Writing Strategies Lesson Plan, Due March 13, 2018	20
Literacy Case Study, Due March 13, 2018	40
Read Aloud (In class) or Book Club Facilitation	5
Words Their Way Lessons (In Class)	4
Guided Reading Lessons (In Class)	5
Literacy – Technology Analysis	4
In-Class Reflections, Task Lists, Participation and Attendance	8
Total	100

### **Field Observations: Due March 6th by midnight**

In both the Literacy courses (EDMS 521 and EDMS 522), you will study topics in literacy instruction related to RICA domains. You will observe literacy lessons in two upper elementary classrooms (4<sup>th</sup>-8<sup>th</sup> Grades),



document the RICA domains you see, and analyze the instruction that addresses them. Details will be discussed in class, and a rubric is posted on our Cougar Courses container.

### **Writing Strategies Lesson Plan: Due March 13th by midnight**

Following the lesson plan format, you learned in EDMS 521, design a **writing strategies** lesson for an upper elementary grade level (4<sup>rd</sup>-8<sup>th</sup> grade) focusing on **one of the six-traits of writing**. It can be small group or whole group instruction as long as you are explicitly teaching the students one aspect of becoming a proficient writer. This lesson **MUST** explicitly teach (not assign) a writing strategy supported by the trait of writing you chose. You will present your lesson to our class. Your presentation must include an explicit description of the trait of writing you are focusing on, an instructional strategy for writing, supporting mentor texts and a description of the anticipated final student product.

### **Literacy Case Study: Due March 13th by midnight**

You will complete a Literacy Case Study, which is your opportunity to practice and apply what you have been learning about effective literacy assessment. You conduct a variety of literacy assessments to gather information and then, you use that information to develop instructional recommendations for appropriate literacy instruction tailored to one child. Please read the detailed instructions for the assignment in Literacy Case Study Handbook available on the Cougar Courses container for this course.

- First, conduct literacy assessments with one student who is a reader. It is recommended that s/he be in the upper elementary grades and be reading below his/her current grade level.
- Second, analyze and interpret the resulting evidence.
- Next, describe the child's strengths and needs in literacy.
- Finally, develop instructional recommendations of specific instructional strategies to support the child's progress in literacy. For each of these steps, be sure to use the instructions in the Literacy Case Study Handbook.

All sections of the case study (listed below) must be combined into one document to be submitted to cougar course.

#### Checklist for Literacy Case Study

- Student Profile: (see list in case study handbook)
- Anecdotal Notes / Teacher's notes: (at least 3 notes)
- Reading Attitude Survey: (summary of findings)
- Writing Sample Analysis: (rubric score accompanied by 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 template as guide to writing recommendations).
- Appendix contains completed assessment forms & student work samples

### **Read Aloud:**

Option 1: You will conduct a read aloud in class. Choose an engaging picture book that can be used as for a mini-lesson to help students construct meaning regarding: a topic for content understanding, to teach a comprehension strategy, or as a mentor text for writing. In class, you will set purpose for reading, read the text aloud, then provide a brief discussion of ways to use the chosen text to support literacy learning. **OR**

### **Book Club Facilitator:**

Option 2: You will facilitate a book club discussion with a small group of your peers. First, your small group will choose an engaging chapter book that you will read over the course of 7 weeks. Each week one group member will facilitate discussion about 1-2 chapters. You may consider developing questions and model discussion to help your peers analyze what they are reading or you can assign roles to other members of your group. This is an in-class activity.

**Guided Reading Lesson Plans:**

You will select five guided reading lesson plans from Reading A to Z to teach in class to a small group of your peers.

**Words Their Way Lessons:**

You will select and prepare four lesson plans from Words Their Way to teach in class to a small group of your peers.

**Literacy Technology Analysis**

You will synthesize what you have learned about effective technology use to support literacy development by writing an analysis of digital tools that are used in classroom instruction. Details will be provided in class, and you will differentiate between technological tools that teachers use to support their planning and instructional design and tools used by the students themselves as they develop reading, writing, speaking, and listening skills.

**Reading Reflections:**

You will engage in an ongoing discussion with your professor and your classmates about the readings as they connect to our in-class discussions. Make sure to read each week's readings BEFORE class starts and respond to them in any format that you choose, including using graphic organizers that you learn from tutoring or any of your methods courses. You may focus on themes you notice or questions you have or you may respond with your overall thinking on the topic. Submit the reading reflection when directed to do so each class session.

**Class Participation:**

You will engage in an ongoing discussion with your professor and your classmates about the readings and how they connect to our in-class discussions as well as your field experiences. Keep a hard copy or digital document dedicated to this reflection on your learning. You will read each week's readings and respond to them in class. Bring your journal/notes to class each week as we will share our learning with each other and respond to each other during group discussion. You will complete and upload a **Task List** to cougar courses for each class session this will be discussed in class.

## SCHEDULE/COURSE OUTLINE

*Differentiation and comprehension strategies will be woven into each class session.  
Course schedule subject to change*

Date	Topic	Assignment
Week 1 January 23, 2018	Overview of the course	<b>Read:</b> <i>Literacy, Chapter 7</i> <b>READ:</b> QRI-6 Section 1 & 2  <b>Read: Read Page 47 through the top of p. 56:</b> Unrau, N. J., & Alvermann, D. E. (2013). Literacies and their investigation through theories and models. <i>Theoretical models and processes of reading, 6</i> , 47-90. (Have this reading available during class)
	Review of emergent literacy concepts (word recognition, phonemic awareness, phonics, orthography)	
	Literacy Theories and Models	
Week 2 January 30, 2018	Spelling and Word Analysis	<b>READ:</b> Words Their Way Chapter Review Chapter 1 Read Chapter 2 & 3 <b>READ:</b> QRI-6 Section 3, 4, 5, 6, 7  <b>Read: Cougar Courses</b> – Articles RE: Spelling, Running Records and Miscue Analysis  <b>Bring:</b> QRI-6  <i>Read Aloud</i> <i>Book Club Facilitator</i>  Prepare: Guided Reading Lesson Plan <b>Due: Task List</b>
	Introduction to Case study—Using assessment to inform instruction	
	QRI-6 Running records, miscue analysis, anecdotal notes on student behavior, using student work as source of data	
Week 3 February 6, 2018	QRI-6 Writing Instruction PM	<b>Read:</b> <i>Literacy, Chapter 9</i> <b>READ:</b> Words Their Way Chapter 3 <b>READ:</b> QRI-6 Section 8, 9, 10  <b>Read: Cougar Courses</b> – Articles: Writing  <i>Read Aloud</i> <i>Book Club Facilitator</i>  Prepare: Guided Reading Lesson Plan Prepare: Words Their Way Lesson <b>Due: Task List</b>

Week 4 February 13, 2018	Writing – Lesson Planning – <b>Bring Technology</b> to work on your rough draft of your writing lesson plan	<b>Read:</b> Literacy -Chapter 8 <b>Read:</b> Words Their Way Chapter 7 <b>Read:</b> Cunningham Chapters 12, 13, 14 <b>Read: Cougar Courses</b> – Articles: Vocabulary Instruction <b>Due: Field observations</b>  <i>Read Aloud</i> <i>Book Club Facilitator</i>  Prepare: Guided Reading Lesson Plan Prepare: Words Their Way Lesson  <b>Due: Task List</b>
	Teaching Vocabulary Effectively	
	QRI-6 Case Study Workshop	
Week 5 February 20, 2017	<b>ONLINE CLASS</b> Content Area Literacy Close Reading	<b>READ: QRI-6 Section 9 &amp;10</b>  <b>Read: SEE Cougar Courses</b> – FOR STEP BY STEP DIRECTIONS FOR WEEK 5'S ONLINE COURSE
	Case Study Workshop	
Week 6 February 27, 2018	Field observations AM	<b>Read: Literacy</b> , Chapter 10 <b>Read:</b> Words Their Way Chapter 8 <b>READ: QRI-6 As needed</b>  <b>Read: Cougar Courses</b> – Articles: New Literacies, Technology- literacy Integration  <b>Due:</b> Field observation report due by midnight 3/6/18
	Administer Student Assessments Case Study Independent Writing	
Week 7 March 6, 2018	New Literacies and Technology Analysis Writing Lesson Plan Workshop – Presentation preparation	<b>Read: Cougar Courses</b> – Articles: Cougar Courses  <b>Bring:</b> RICA Practice Test  <i>Read Aloud</i> <i>Book Club Facilitator</i>  Prepare: Guided Reading Lesson Plan Prepare: Words Their Way Lesson  <b>Due: Task List</b> <b>Due:</b> Field observation report due by midnight 3/6/18
	RICA Preparation	

<p>Week 8 March 13, 2018</p>	<p>Synthesis and closure Writing Lesson Presentations RICA Preparation</p>	<p><b>Read: Cougar Courses</b> – Articles: The Tech Classroom -Digital tools for Reading and Writing</p> <p><b>Bring:</b> RICA Practice Test</p> <p><b>Due:</b> Writing Lesson Plan <b>DUE: Case study</b></p> <p><i>Read Aloud</i> <i>Book Club Facilitator</i></p> <p>Prepare: Guided Reading Lesson Plan Prepare: Words Their Way Lesson</p> <p><b>Due: Task List</b></p>
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