



SCHOOL OF EDUCATION

*Engaging diverse communities through leading and learning for social justice.*

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[www.csusm.edu/education](http://www.csusm.edu/education)

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**EDMI 521**  
**Middle Level Literacy Methods I**  
**CRN # 41021**  
**Dates listed on page 11-12**  
**9:00-11:45 OR 12:45-3:30**  
**Woodland Park Middle School (SMUSD)**  
**Fall 2018**

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Professor: Laurie Stowell  
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Office: UH 427  
Hours: By Appointment

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***Welcome to your professional year!*** *I look forward to working with all of you. I'm thrilled that you chose to be a middle level educator. In this class you will ALL learn to be literacy educators no matter what subject you intend to teach. I hope you will find this class challenging, informative, interactive, useful and fun. Get ready for the journey of a lifetime!*

**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
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*Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.*

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**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

Focuses on developing a preliminary understanding of theory, methodology, and assessment of English Language Arts and second language Learning in self-contained or departmentalized settings.

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 SOE Middle Level Education 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 California Common Core State Standards.
- 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.
- 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.

### Required Texts

Cunningham, P and Allington, R. (2015) *Classrooms that work, 6<sup>th</sup> edition*. New York: Allyn and Bacon.  
 Cooper, J. D., Kiger, N., & Robinson, M. (2017). *Literacy: Helping Students Construct Meaning, 10<sup>th</sup> Edition*. Upper Saddle River, NJ: Prentice Hall. ISBN: 978-1285432427  
 National Common Core Initiative: <http://www.corestandards.org/read-the-standards/> (view College and Career Anchor Standards here)

ELA/ELD Framework: (download the full framework approved July 2015):  
<https://www.mydigitalchalkboard.org/cognoti/content/file/resources/documents/4b/4b6b5574/4b6b5574ba634f2a0d505cc4b0e78013ab4a7f9a/FrameworkFINAL72415.pdf>  
 ELA/ELD Framework chapter by chapter: <http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>

### Recommended (optional)

Cunningham, P. (2016) (7th ed.) *Phonics They Use*  
 Allington, R. *What really matters in fluency*.  
 Zarrillo, J. J. (2010). (3rd ed.) *Ready for Revised RICA: A test preparation guide for California's Reading Instruction Competence Assessment*. Merrill Prentice Hall.

### Choice Books (You will choose one to read)

Alexander, K. (2014) *Crossover*  
 Reynolds, J. (2017). *Long Way Down*  
 Fleischman, J (2004). *Phineas Gage: A gruesome but true story about brain science*  
 Dee, B. (2017) *Star Crossed*  
 Anderson, J. (2017). *Posted*  
 Lewis, J. & A. Aydin (2013) *March: Book One*

### 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 CANDIDATE LEARNING OUTCOMES

### 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:

1.1, 1.3, 1.4, 1.5, 1.6  
 3.1, 3.2, 3.4, 3.5  
 4.1, 4.2, 4.3, 4.4, 4.7  
 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](#)

## California Teacher Performance Assessment (CalTPA)

As of 2008, all teacher candidates must successfully complete a Teacher Performance Assessment (TPA). Teacher Performance Assessments allow a candidate to demonstrate their knowledge, skills and abilities in relation to the Teacher Performance Expectations (TPE). Candidates must successfully pass the TPA to receive their California Preliminary Teaching Credential. To reflect the newly adopted TPEs, the Commission on Teacher Credentialing has worked to redesign the TPA. During the 2017-2018 academic year, CSUSM Middle Level Candidates will be participating in the Field Study of the redesigned CalTPA. The redesigned CalTPA consists of two cycles: Cycle 1 and Cycle 2. Candidates will complete both cycles. The Teacher Performance Assessment Coordinator will assist in preparing Middle Level candidates for the TPA. [CalTPA Handbook](#)

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## GENERAL CONSIDERATIONS

**This syllabus is subject to change.**

### **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.

### **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 two class sessions will see their grades reduced by one full grade. Students missing three or more class sessions will see their grades reduced by two full grades. Leaving early or arriving late by more than 20 minutes constitutes one absence. Illness and emergencies are considered on a case-by-case basis; however, notification of an absence does not constitute an excuse.***

### **Students with Disabilities Requiring Reasonable Accommodations**

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disability Support 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. Candidates 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**

Every course at the university, including this one, must have a writing requirement of at least 2500 words. Writing requirements for this class will be met through the signature assignments as described below.

### **CSUSM Academic Honesty Policy**

“Teacher Candidates will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Candidates are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

### **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.

### **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.

### **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.

### **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.

Assume that technology will fail at some point. Do not assume that everything will go smoothly when it comes to computers. Plan ahead. Do not leave completion/submission of assignments/projects for the last possible moment.

### **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

Assignments are to be turned in on the due date, no exceptions. Hand-written work is not accepted. Assignments should use size 12 font and be double-spaced. Proofread and edit word-processed assignments prior to submission to ensure the text is fairly error-free (grammar, spelling), and ideas are logically and concisely presented. All citations, where appropriate, should use American Psychological Association (APA) format.

Assignment	Points Possible
Primary Grade Observation (due Oct. 7, 2018)	25
Literacy Lesson Plan (sign up) <i>Focus: Reading Comprehension Strategy</i>	20
Investigating Literacy Assessments (due Oct. 14, 2018)	20
Reading Responses	30
Lit Circle Role sheet (Oct. 8, 2018)	5
Total Points	100

### Grading Standards

<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

In both the Literacy courses (EDMI 521 and EDM1 522), you will study topics in literacy instruction related to RICA domains.

RICA DOMAINS COVERED
Embedded in each area: Assessment, Universal Access/Differentiated Instruction, Oral Language and Writing
Domain 1: Planning Reading Instruction based on Assessment
Domain 2: Word Analysis
Domain 3: Fluency

Domain 4: Vocabulary, Academic Language, and Background Knowledge
Domain 5: Comprehension

**PRIMARY GRADE OBSERVATION (25 pts.) (Due in Cougar Courses: Oct. 7, 2018 by midnight)**

You will spend one morning (2 to 2 ½ hours) in a kindergarten or first grade classroom of your choice to observe beginning literacy instruction including as many of the following as possible:

- Phonemic Awareness
- Concepts About Print
- Phonics Instruction
- Spelling Instruction
- Reading Comprehension-Narrative
- Supporting Reading through Oral and Written Language Development
- Vocabulary Development
- Writing

Then reflect upon what you saw, how it connected (or did not connect) to the theories you are learning this semester, and why the teacher made the pedagogical decisions that he/she did. Try to answer the following questions in your reflection:

1. How was the room organized, the physical layout?
2. Was there a classroom library? Was it organized in any particular way?
3. What opportunities did students have for independent reading? Did they choose what they read?
4. Did the teacher work in small groups? How were the groups organized? How were students placed in groups?
5. How did the teacher differentiate instruction? How did she meet the needs of all the students?
6. What was the rest of the class doing when the teacher worked in small groups?
7. What literacy concepts (see list above) did you observe?
8. What took place – what was the nature of the instruction?
9. Did the teacher read aloud? What? For how long?
10. How much time was spent on reading instruction?
11. Was it a literacy rich environment? How so?
12. Was there evidence of student work in the room? What kind?
13. Did you see any kind of reading assessment? What was it? What was being assessed?
14. What else did you notice about early reading instruction?

Your final reflection will be a narrative about what you saw and your analysis of those observations. Please include the setting (small group, large group, one-on-one), what the teacher and the students did and what accommodations were made for students with special needs, or English language learners.

**Investigating Literacy Assessments (20 pts.) (Due on Cougar Courses: Oct. 14, 2018 by midnight)**

This is designed to familiarize you with a variety of assessment tools and ways of collecting evidence about student learning. In class, we will discuss the purpose of various entry level, progress monitoring and summative assessment tools.

For this assignment, you will identify **two** ways of assessing each literacy components as described in the RICA, by completing an assessment menu. Your menu will look like this: Be complete in your descriptions.

MENU SECTION				
RICA Domain	Assessment #1: What is it? What is its purpose?	Is it entry-level, progress-	Assessment #2: What is it? What is its purpose?	Is it entry-level, progress-

	What data will you gather?	monitoring, or summative?	What data will you gather?	monitoring, or summative?
Word analysis				
Fluency				
Academic language and vocabulary				
Comprehension				
Background knowledge				

**READING STRATEGY LESSON PLAN (20 pts.) (Due on Cougar Courses by the morning you share your lesson)**

Follow the lesson plan format you learn in EDM1 511 and posted in the Cougar Courses. Please post your lesson the day you present your lesson. Design a lesson where you teach a **reading comprehension strategy** to any grade level or subject. It can be small group or whole group instruction just make sure that you are explicitly teaching the students one aspect of becoming a proficient reader. This lesson **MUST** explicitly teach a reading comprehension strategy, and the focus in 522 will be writing strategies. Examples of reading comprehension strategies are (but not limited to):

Make predictions  
Form hypothesis  
Support the hypotheses you make  
Monitor how well you comprehend while you read

Make inferences  
Summarize what you read  
Recognize the main idea of a story  
Identify patterns in a text

Form mental pictures while you read  
Ask questions of yourself while you read  
Use context clues to figure out words you don't know  
Relate what you are reading to what you already know

Sound out a word you don't know  
Organize information while you read.  
Choose books you can read

**After you share your lesson in class, please post a reflection about what went well, what you would change and how effective your lesson is**, not how the sharing of it in class went. I will respond to your lesson and reflection after you post your reflection.

**Recommended sites for literacy lessons** (in no particular order): There are many websites with lesson plans. The following are some of my favorites. You don't have to use these. I'm just trying to save you some time. There are many more out there, just be aware of who sponsors the site and what the sponsor might be trying to sell you or what their philosophical orientation might be.

1. **Readwritethink:** Co-sponsored by NCTE and IRA the two premier literacy professional organizations: <http://www.readwritethink.org/>
2. **New York Times Learning Network:** <https://www.nytimes.com/section/learning/lesson-plans?action=click&contentCollection=learning&region=navbar&module=collectionsnav&pagetype=sectionfront&pgtype=sectionfront>
3. **Achieve the Core:** <http://achievethecore.org>
4. **Teaching Channel:** [https://www.teachingchannel.org/videos?categories=topics\\_common-core](https://www.teachingchannel.org/videos?categories=topics_common-core)
5. **Scholastic:** <http://www2.scholastic.com/browse/home.jsp>
6. **Edutopia:** <http://www.edutopia.org> Use "Browse Topics" bar at the top and you can browse by topic or grade level
7. **National Council of Teachers of English:** [www.ncte.org](http://www.ncte.org). While you are there join the Ning: <http://ncte2008.ning.com/>
8. **Notice and Note Book Club:** <https://www.facebook.com/groups/260078764136335/?fref=nf>  
Teachers across the nation freely share how they are implementing reading strategies, including resources they create, books they are using and lessons



9. **Reading Quest:** A great site full of comprehension strategies for all content areas:  
<http://www.readingquest.org/strat/>
10. **Strategies for reading comprehension:**  
<http://www.readingresource.net/strategiesforreadingcomprehension.html>
11. **KQED:** Mind Shift: <https://ww2.kqed.org/mindshift/category/teaching-strategies/> Teaching strategies across the curriculum.
12. **Teaching Tolerance:** [www.tolerance.org](http://www.tolerance.org)
13. **Web English Teacher:** <http://webenglishteacher.com/>
14. **English Companion:** <http://www.englishcompanion.com/>  
Materials by Jim Burke, high school teacher and author of many excellent books. Go to “classroom resources” on top bar.
15. Padlet of good ELA blogs with lots of lesson ideas: <https://padlet.com/lstowell/zg4kon3de39a>

*Important:* Your lesson must address the needs of mainstream students, as well as make provisions for second language learners, students presenting difficulty, and accelerated students. How are you going to work with students who are having difficulty? How will you scaffold second language learners’ learning during the lesson? How will your lesson provide enrichment for accelerated students? Will you meet with students individually or in a small group while other students work independently? Use the lesson template posted in Cougar Courses

**Reading reflections (30 pts.):** It is expected that everyone will understand all the readings and will come to class prepared to discuss them. **You have a choice to respond to the readings in one of two ways.** **First,** you can do the typical **written response:** write at least 3-6 comments or questions about the readings for that session in the labeled folder “reading response” in the Cougar Courses container. **Do not summarize.** Please give thoughtful reactions, responses, and reflections. If the readings are from more than one book or article, try to comment on more than one. We will use these as the basis of our discussion at the beginning of some classes. These should be posted in Cougar Courses **before** each session and they should show that you have done the reading. **Second,** you can **tweet** your responses. If you don’t have a twitter account, [set one up](#). If you do have a twitter account, you may want to set up a separate account for this class, but that’s up to you. To tweet your response, tweet at least one tweet per reading. Feel free to do more. If you paraphrase a quote, be sure to cite the quote. But don’t just tweet quotes. A more effective tweet would be a learning from the reading or a way you can apply it. If the thinking isn’t entirely yours, you may want to cite the article. A fast way to cite is to search the author on twitter to see if he or she has a twitter handle and just use the twitter handle. Be sure to tweet at Laurie @LaurieStowell. Also use this hashtag: #CSUSMMiddleLevel27 when you tweet. Do NOT do reading reflections for the adolescent novels. **You have 2 free passes! When you choose to take a pass, write that in Cougar Courses for that week’s response.**

**Literature Circles (Due Oct. 8):** We will read the books before our class session (see schedule and look for literature circles), engage in discussion and brainstorm teaching and learning activities that could be implemented in reading/language arts classrooms. You will meet before reading the books and choose the role you will prepare for when discussing the book. You can download and print your role here: [http://www.ipadlitcircles.com/uploads/1/0/6/6/10664962/lit\\_circles.role\\_sheets.pdf](http://www.ipadlitcircles.com/uploads/1/0/6/6/10664962/lit_circles.role_sheets.pdf) or I can provide paper copies. The multicultural books are chosen to represent various genres, multiple perspectives and characters from a variety of backgrounds.

**No final exam.**

### **Assessment of Professional Dispositions**

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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.

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## SCHEDULE/COURSE OUTLINE

Date	Topic	Readings/Assignments
Aug. 30 am	Overview of course Building community	
Sept. 4 pm	Safe for all Building community Creating a culture of literacy Comprehension strategies	<p>“What does homosexuality have to do with education” (Cougar Courses) View “It’s elementary” videos in moodle Building Community chapter by L. Stowell (link in Cougar Courses) Cooper, et al chpt. 2 <b>Choose one (or more):</b> “What to do the first week” (link in Cougar Courses) In folder titled “Relationships First articles” “Helping black and Latino males succeed” (folder in Cougar courses) “More than a safe space” “Let the care shine through”</p>
Sept. 6 pm	What is language? What is literacy? Processes of literacy 1 <sup>st</sup> language acquisition	<p>Johnston, P. G. Ivey &amp; A. Faulkner, “Talking in class: Remembering what is important about classroom talk”. (Cougar Courses) Harste, J. “What do we mean by literacy now?” (Cougar Courses) (9<sup>th</sup> ed. Cooper, et al chapt. 1)</p>
Sept. 10 am	Emergent literacy	<p>“Learning to read and write: Developmentally appropriate practices for young children” (Cougar Courses) Cunningham &amp; Allington ch. 1</p>
Sept. 12 pm	Emergent literacy Phonemic awareness Concepts of print	<p>Cooper, et al chapt. 1 (9<sup>th</sup> ed. Cooper, et al chpt. 5) Optional: Cunningham chpts. 2, 3, 4</p>
Sept. 17 pm	Early reading Structure of English Language	<p>Cooper et al, chpt. 6 (9<sup>th</sup> ed. Cooper, et al 3) Duffy &amp; Hoffman: “In pursuit of an illusion...” (Cougar Courses) Fountas &amp; Pinnell, <a href="#">“What independent readers do”</a></p>
Sept.19 pm	Guided Reading Shared reading Reading in CA Common Core Standards	<p>Cunningham &amp; Allington ch. 1, 2 Cooper, et al chapt. 1 pgs. 31-36 – refresh your memory (9<sup>th</sup> ed. Cooper, et al 2) “Every child, every day”: <a href="http://www.ascd.org/publications/educational-leadership/mar12/vol69/num06/Every-Child,-Every-Day.aspx">http://www.ascd.org/publications/educational-leadership/mar12/vol69/num06/Every-Child,-Every-Day.aspx</a> <b>Optional:</b> Cunningham, chpt. 5 <a href="http://www.cde.ca.gov/be/st/ss/index.asp">http://www.cde.ca.gov/be/st/ss/index.asp</a> <a href="http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp">http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp</a></p>
Sept. 25 am	Phonics Fluency	<p>Cunningham &amp; Allington ch. 4, 5 Applegate, et al: “She’s my best reader: She just can’t comprehend...” (Cougar Courses) Optional: Cunningham chpts. 6, 7, 8, 14, 15</p>

		<p><b>Optional:</b> Trachtenberg, “Using children’s lit to enhance phonics instruction”(Cougar Courses) (Download and save to study for RICA)</p> <p>Bring <i>Phonics they use</i> to class (if you have it)</p>
Sept. 26 am	<b>First Grade Observation</b>	
Oct. 1 pm	Debrief primary grade observation Assessment Using assessment to plan instruction	<p>Cooper, et al chapt. 3 (9<sup>th</sup> ed. Cooper, et al chap. 11) Cunningham &amp; Allington chpt. 11</p> <p>Optional: Cunningham chpt. 13</p>
Oct. 5 pm	Comprehension Response	<p>Cooper, et al chapt. 4 and chpt. 7 (9<sup>th</sup> ed. Cooper, et al chpt. 4, chapt. 7) Cunningham &amp; Allington ch. 7 <a href="#">“Strategies to help students go deeper when reading digitally”</a></p> <p>Optional: Cunningham chpt. 11</p>
Oct. 8 am	Comprehension Teaching Literature	<p>Cooper, et al chapt. 8 McLaughlin, M. “Reading comprehension: What every teacher needs to know” (Cougar Courses) Cairo, J. “Understanding dispositions toward reading on the internet” (Cougar Courses)</p> <p><b>Lit circles role sheets due: Bring book for discussion</b></p>
Oct. 10 pm	Writing development Writing instruction for young children	<p>Gerde, H. M. Goetsch, G. Bingham, “Using print in the environment to promote early writing” (Cougar Courses) Cunningham &amp; Allington ch. 9 (Cooper, et al chapt. 9)</p>
Oct. 15 Pm	Writing & spelling	<p>Cunningham &amp; Allington ch. 5 “A letter to parents...” (Cougar Courses) Dunston, A. “Any teacher is a teacher of writing” (Cougar Courses)</p> <p><b>Spelling articles due (Cougar Courses)</b> <b>Optional:</b> Cunningham chpt. 9, 10</p>
Oct. 19 am	Planning, organizing and managing literacy classrooms Balanced literacy CCCS	<p>Cooper, et al chapt. 11 (9<sup>th</sup> ed. Cooper, et al chpt. 10) Cunningham &amp; Allington chapt. 12 CA ELA/ELD Framework: see link under textbooks Beers, “The consequences of inaction” (Cougar courses)</p>

\* Cooper, et al chapter 10 is “Helping Struggling Readers”. We will discuss that to a great extent in EDM1 522 in the spring semester. If you rent your text book or sell it back to the bookstore after the fall, you should read this chapter.