

California State University San Marcos
School of Education
EDMS 521 b
Elementary Literacy I
Spring 2013
Wednesday 1:00 – 3:45 pm

Instructor: Phyllis Wilson MA; NBCT
Distinguished Teacher in Residence
Email: pwilson@csusm.edu
Office Hours: Before or after class, or by appointment

Office: University Hall 423
Office Phone: (760) 750 8590
Cell Phone : (858) 663-8816

SCHOOL OF EDUCATION

Mission Statement

The mission of the School of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, Educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. (*Adopted by COE Governance Community, October 1997*).

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 PREREQUISITE

Admission to the ICP Program.

California Teaching Commission Standards Alignment

Standards Alignment:

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subjects Credential. The following standards are a primary emphasis for this course:

- 3 - Relationship between theory and practice
- 4 - Pedagogical thought and reflective practice
- 5 - Equity, Diversity & Access
- 7 - Preparation to Teach Reading Language Arts
- 7a -Multiple Subject Reading, Writing, and Related Language Instruction in English

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 state adopted English Language Arts

Content Standards and the Reading/Language Arts Framework (2007) and Common Core 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.
- 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.

INFUSED COMPETENCIES

Authorization to Teach English Learners

This credential program was 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. Students 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 College of Education, this course demonstrates the collaborative infusion of special education competencies reflecting inclusive educational practices.

Technology

This course infuses technology competencies to prepare candidates to use technology, emphasizing use in both teaching practice and student learning.

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 at least 2500 words.

STUDENT LEARNING OUTCOMES

Teacher Performance Expectation (TPE) Competencies

Teacher Performance Expectations are standards for student teachers. This course is designed to help teachers seeking the Multiple Subjects Credential develop the skills, knowledge, and attitudes necessary to assist schools and districts implement 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.

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008, all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM, this assessment system is called the "CalTPA" or TPA.

To assist your successful completion of the TPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA, and, more importantly, in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the SOE website provided at the website provided:

<http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities requiring reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). The 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, to ensure confidentiality, in a more private setting.

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 written work and oral presentation assignments must be original work. All ideas or materials 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.

Students 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.

Plagiarism

As an educator, it is expected that each student 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.

Electronic Communication Protocol

Electronic correspondence is a part of professional interactions. If you need to contact me, e-mail is often the easiest way to do so at pwilson@csusm.edu. 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.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. (*Adopted by the COE Governance Community, December, 1997*). Should a student have extenuating circumstances, s/he should contact the instructor as soon as possible. **For this course: Students missing more than one class session cannot earn an A or A-. Students missing more than two class sessions cannot earn a B or B+. Students missing more than three class sessions cannot earn a C+. Arriving late or leaving early by more than 20 minutes counts as an absence. Notifying the instructor does not constitute an excuse. All assignments must be turned in on due date even in case of an absence.**

Required Texts:

Cooper, J. D., Kiger, N., & Robinson, M. (2011). *Constructing Literacy, 8th Edition*. Upper Saddle River, NJ: Prentice Hall. ISBN: 978-1-111-35392-6

Recommended Texts

Zarrillo, James. Ready for RICA: A Test Prep Guide
Alice Quioco & Sharon Ulanoff . (2009). Differentiated Literacy Instruction for English Language Learners. ISBN-13: 978-0-13-118000-0

COURSE ASSIGNMENTS

Students 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). Proofread and edit word-processed assignments prior to submission. Hand-written work is not accepted. Assignments are written in Times, size12 font, and are double-spaced. Ensure the text is error-free (grammar, spelling), and ideas are logically and concisely presented.

Too many punctuation, grammar, and/or spelling errors WILL result in a reduction of the assignment's grade. All citations, where appropriate, use American Psychological Association (APA) format.

Assignment	Points Possible
Reflections (x 6) Check dates on course schedule	12
Literacy Lesson Plan Focus: reading comprehension Due March 27th	20
Writing Sample Analysis (in lieu of 4 th observation) Due April 10th	9
Investigating Literacy Assessments Grid Due April 17th	18
Field Observations (x 3) Due May 1st	16
Word Analysis Presentation Due – Sign up for date	15
Professional Dispositions	10
Total Points	100

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 written work and oral presentation assignments must be original work. All ideas or materials 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.

Students 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.

Grading Standards (Points)

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.

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

READING REFLECTIONS 12 POINTS

Task Requirements:

- Reflect and respond to the assigned readings
- **Do not summarize** the assigned readings
- Respond to the readings by agreeing, disagreeing, noting specific ideas etc.
- Make connections to the content.
- Reflect on how you might incorporate the ideas into your own classroom.
- Each reflection should be one (1) page in length
- You have 6 specific reflections due
 - Due dates are listed on the course schedule.
 - Each reflection is worth 2 points

READING REFLECTION RUBRIC

Approaching Standards 1 Point	Meets Standards 2 Points
Reflection summarized the reading No indication of agreement/disagreement or notation of specific ideas Vague connections were made Classroom implementation ideas were vague	Reflection shows a response through agreement, disagreement or notation of specific ideas Clear and appropriate connections to the content were evident Classroom implementation ideas are clear and specific.

LITERACY LESSON PLAN 20 POINTS

Task Requirements

- Follow the lesson plan format you will learn in EDMS 511b and 521b.
- Design a lesson where you teach a **reading comprehension strategy** to any grade level.
- It can be small group or whole group instruction.
- Make sure you are explicitly teaching the students one aspect of becoming a proficient reader.
- You will receive a lesson plan template and instructions in class.

LESSON PLAN RUBRIC

ELEMENT	Below 2	Approaching 3	Meets 4
Common core Standards (CCS)	Common Core Standard is not appropriate. Materials, instructional strategies and student activities fail to	Appropriate Common Core Standard is identified. Materials, instructional strategies and student	Appropriate Common Core Standard is identified. Materials, instruction strategies and student

	address the common core. Evidence is unconnected across the lesson plan	activities provide partial relevance to the lesson and CCS. Evidence is weakly connected and inconsistent across the lesson plan.	activities provide relevance to the lesson and CCS. Evidence is connected across the lesson plan.
Objectives	Objectives are ambiguous or the connection to the common core is not clear	Objectives are stated but could be more specific about knowledge and skills to be learned during the lesson. Some connection to CCS	Objectives stated concisely, stating what learners should know and be able to do at the end of the lesson. Clear connection to CCS
Assessment	Assessments are stated but are unrelated to objectives or does not provide the data needed	Appropriate assessment(s) are stated but connection to objectives needs to be stronger.	Appropriate assessment(s) which clearly link to objectives.
Instructional Strategies	Instructional strategies are irrelevant and are not grade level appropriate. There is little connection to the objectives and CCS.	Instructional strategies are limited and inconsistent and vaguely connect to the student activities, objectives and CCS They are somewhat age appropriate.	Instructional strategies clearly connect to the student activities and the objectives and CCS.
Student Activities	Student activities are inappropriate or irrelevant to the students' grade level. Activities are missing connections to the objectives.	Student activities are partially appropriate to the students' grade level. Activities show limited connections to the objectives and CCS.	Lesson plan is appropriate and relevant to the grade level. Student activities are clearly related to the objectives and CCS..

INVESTIGATING LITERACY ASSESSMENTS GRID 15 POINTS

This assignment is designed to familiarize students with the different purposes of a variety of literacy assessments, in particular the literacy assessments that students use during EDMS 522b for the literacy case study. In class, students will explore and become familiar with how each assessment is administered, the distinct kind of information each provides, and their uses at various times during the instructional cycle as entry-level, progress-monitoring, and summative assessments.

Task Requirements:

- Complete the Assessment Table (below)
- Describe each assessment in terms of the following characteristics:
 - what it is supposed to measure, who it assesses, how it is scored and administered, who is tested, and when it is best used.
- Students are encouraged to keep this table for use during the second literacy course.

Assessment Table for Investigating Literacy Assessments

Assessment	What it Measures	How to Score	How to Administer	To Whom	When to Use (Pre, progress, summative)

Investigating Assessments Grid Rubric

Elements	Below 1	Approaching 2	Meets 3
Measurement	Minimal understanding of what each assessment measures.	Some understanding of what each assessment measures.	Complete understanding of what each assessment measures.
How to score	Scoring criteria for assessments is lacking	Scoring criteria for assessments is mostly effective and accurate	Scoring criteria for all assessments is effective and accurate
Administration	Minimal understanding on how to administer each assessment.	Some understanding on how to administer each assessment.	Complete understanding on how to administer each assessment.
Whom	Minimal understanding to whom to give each assessment.	Some understanding on whom to give each assessment.	Complete understanding on whom to give each assessment.
When to Use	Minimal understanding of timing of assessments. Little understanding of when to use pre, progress monitoring and summative assessments	Some understanding of timing of assessments. Some understanding of when to use pre, progress monitoring and summative assessments.	Complete understanding of timing of assessments. Understanding of when to use pre, progress monitoring and summative assessments.

WRITING SAMPLE ANALYSIS 9 POINTS

In Ling 300b you will analyze a writing sample from a five-year-old. Dr. Bateman will help you describe what you observed from the writing sample and discuss what you learned.

Task Requirements

- During one of your field observations request a copy of a student's writing – It needs to be long enough for you to analyze. One or two words is not enough
- You will analyze this writing sample using your knowledge from the earlier assignment in Ling 300b
- Your analysis should include your understanding of the student's writing strengths as well as their errors.
- This analysis should be 1 page in length.

WRITING SAMPLE ANALYSIS RUBRIC

	Below 1	Approaching 2	Meets 3
Analysis	Analysis is incomplete and demonstrates little understanding of how Ling and literacy concepts are connected	Analysis is adequate and demonstrates some understanding of how Ling and literacy concepts are connected	Analysis is complete and clearly demonstrates understanding of how Ling and literacy concepts are connected.
Reflection	Reflection demonstrates little understanding of written language development	Reflection shows some understanding of written language development	Reflection clearly demonstrates understanding of written language development
Writing Conventions	Several errors in spelling, grammar and punctuation which starts to interfere with readability	Few errors in spelling, grammar and punctuation	All spelling, grammar and punctuation is correct

FIELD OBSERVATIONS 16 POINTS

In both the Literacy courses (EDMS 521 and EDMS 522), you will study topics in literacy instruction related to RICA domains. Find the list of RICA domains in the table below.

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”

Task Requirements:

- Observe 3 examples of actual kindergarten, first or second grade classroom instruction on any of the above literacy domains.
- Identify the RICA domain and literacy skill/strategy that was being taught,
- Describe the teaching and learning that you observed
 - Your observations are not judgmental but only describe what you saw the teacher doing during the lesson and written on the left hand side of the paper.
- Reflect on the reading instruction you saw, think about the following questions:
 - How did what you observed address the RICA domains
 - What was effective about what you saw?
 - Why do you think the teacher made the instructional decisions he/she did?
 - Why is it important for students to be able to master that particular literacy skill or strategy?
- Your reflections should be written on the right hand side of the form.
- You should reflect on what you learned from this lesson about teaching this area of literacy and connect your analysis to what we are discussing and learning in our class.
- Submit the observations on the Field Observation form
- Below is an example of a completed observation form.
- Replicate the Field Observation form on your computer.
- **Please remember to compile all 3 observations into one file, one after the other, and submit them as one document.**

Topic: Ants	Date:
Grade Level: 2 nd Grade	Additional Descriptors: (Is this an EL, small group etc)
Activity:	Reflective Notes to Myself
Teacher had students all on the floor in a large group listening to the book being read, while they followed along in their copy of the book. After the story was done being read, teacher instructed the	While observing the lesson, I realized that the teacher was teaching the RICA Domain 2 of Vocabulary and Academic Language as well as Domain 5 Comprehension. She did this when she

<p>students to partner up, knee-to-knee, and talk about what their favorite ant is. Teacher gave the students about 5 minutes to discuss their responses to each other. She told the students to tell the class what their partner's favorite ant is and why. She called on about 5 students who shared their partner's favorite ant. After that, teacher told the students to remain to their seats and look up to the screen at the front of the class. She had a piece of paper that a place for the students to put their name, their favorite ant, to draw a picture of their ant, and write a couple sentences about the ant. She demonstrated by writing in her name and an ant; then instructed the students to do the same. She reminded them to look back to the book for correct spelling and facts about their ant. While the students were working, teacher was circulating the room answering questions and having the students tell her about their ant they chose.</p>	<p>told the students to look back to their book for the correct vocabulary. The book was nonfictional and the teacher used it to enhance their vocabulary. The students were using the new vocabulary in their write ups and I think it was a great way to get the students to interact with the new words. The students were able to put the words in context that made sense to them and that related to them and their favorites. I was actually quite surprised to see that all students were actively participated. I was thinking that the girls may have a harder time choosing an ant that they liked, but the majority of the girls connected with the queen ant or Rose Ant. I also noticed that some students really enjoyed the writing portion of the assignment, while others had more fun with the drawing. The comprehension piece was flowing throughout the assignment, because the students were able to take the information from the book and put it in their own words.</p>
--	---

FIELD OBSERVATIONS RUBRIC

	2 Points	3 Points	4 Points
RICA domains	RICA domains are not correctly identified	2 observations have Rica Domains accurately identified	3 observations have Rica Domains accurately identified
Observations	Observations contain little information and are incomplete. Little information on what the teacher did Little information on student responses and activities.	Observations contain some detailed information on what the teacher did. Some information on student responses and activities.	Observations are detailed and complete. Clear, concise, and complete information on what the teacher did Clear, concise and complete information on student responses and activities
Reflection/ Analysis	Response includes a basic explanation of what you learned from the lesson. Response shows a beginning understanding of how this lesson meets RICA domain	Response includes a detailed explanation of what you learned from the lesson. Response includes an understanding of how this lesson meets RICA domain	Response includes a clear analysis and complete explanation of what you learned from the lesson. Response includes a clear and complete understanding of how this lesson meets RICA domain
Written Conventions	Several errors in spelling, grammar and punctuation and starts to interfere with readability	Very few errors in spelling, grammar and punctuation	All spelling, grammar and punctuation is correct

WORD WORK PRESENTATION 15 POINTS

- In groups of 2 or 3 you will choose a word work activity from the list provided in class. You will prepare a presentation about that activity.
- Your presentation must include:
 - Why is the activity important to include within literacy instruction?
 - Teaching strategies to implement
 - Activities for students participation

- Teacher Resources – must include at least 2 websites
- You will present your information to a small group.
 - Be sure to bring copies of student activities and teacher resources for each of your classmates
- Complete the word work presentation reflection form found on Cougar Courses
- Your reflection is due 1 week after your presentation.

Word Work Presentation and Reflection Rubric

	Below 1	Approaching 2	Meets 3
Presentation	Presentation showed lack of preparation and was missing major elements of the assignment	Presentation was prepared and included most requirements of assignments	Presentation was well prepared and included all requirements of the assignment. Handouts and 2 websites were made available.
RICA Domain	Reflection evidenced minimal understanding of how the activity addressed the RICA domain of word analysis	Reflection evidenced some understanding of how the activity addressed the RICA domain of word analysis	Reflection demonstrated understanding of how the activity addressed the RICA domain of Word Analysis
Teaching Strategies	Instructional strategies are irrelevant and are not grade level appropriate.	Instructional strategies are limited, inconsistent and somewhat age appropriate.	Instructional strategies are relevant to the activity and grade level appropriate. They are well designed to teach concept
Student Activities	Student activities are inappropriate or irrelevant to the grade level and concept. Students are not engaged.	Student activities are partially appropriate to the grade level and concept. Students are partially engaged.	Student activities are relevant to the grade level and concept. Students are well engaged.
Reflection	Demonstrates little understanding of the importance of this activity within a literacy program. Little understanding of the logistics of preparing and implementing this activity	Demonstrates some understanding of the importance of this activity within a literacy program. Some understanding of the logistics of preparing and implementing this activity	Demonstrates understanding of importance of this activity within a literacy program. Demonstrates understanding of the logistics of preparing and implementing this activity

COURSE SCHEDULE: EDMS 521b

(The instructor reserves the right to modify the schedule.)

Differentiation and comprehension strategies will be woven into every class session

Date	Topic	Responsibilities
Session 1 January 23	Course Overview What is literacy?	Get: Course textbook by session 2 Bring: Syllabus to class
Session 2 January 30	Processes of literacy development RICA Domains; CCS	Read: <i>Literacy: Helping Students Construct Meaning</i> Chapter 1
Session 3 February 6	Emergent Literacy (Phonemic Awareness and CAP)	Read: <i>Literacy: Helping Students Construct Meaning</i> Chapter 5 (pp. 167-179) Due: Reflection # 1
Session 4 February 13	More on emergent literacy Word Analysis	Read: <i>Literacy: Helping Students Construct Meaning</i> Chapter 5 (pp.180-224) Read: Article on CC
Session 5 February 20	More Word Analysis Spelling	Read: Articles on CC Due: Reflection # 2
Session 6 February 27	Types of assessments	Read: <i>Literacy: Helping Students Construct Meaning</i> Chapter 11 – skim entire chapter but

		focus on pp. 433-443 and 461-465
Session 7 March 6	Comprehension Lesson Planning Common Core Presentation #1	Read: <i>Literacy: Helping Students Construct Meaning</i> Chapter 4 (pp. 123 – 142) Due: Reflection # 3
Session 8 March 13	More on Comprehension Lesson Planning Presentation #2	Read: <i>Literacy: Helping Students Construct Meaning</i> Chapter 4 (pp. 143-165) Chapter 2 (pp. 25 – 40)
Session 9 March 20	Lesson Plan Workshop Presentation # 3	Due: Reflection # 4
Session 10 March 27	Literacy Assessments	Read/Review: <i>Literacy: Helping Students Construct Meaning</i> Chapter 11 Due: Reading Comprehension Lesson Plan
	Spring Break	
Session 11 April 10	More Literacy Assessments Miscue-IRI Analysis in action Presentation # 4	Due: Written Sample Analysis
Session 12 April 17	Fluency Presentation #5	Read: Articles on CC Due on CC: Assessment Grid
Session 13 April 24	Background Knowledge/Vocabulary Presentation #6	Read: <i>Literacy: Helping Students Construct Meaning</i> Chapter 3 OR 6 (sign up in class) Due: Reflection # 5
Session 14 May 1	Writing Presentation #7	Read: <i>Literacy: Helping Students Construct Meaning</i> Chapter 8 Due on CC: Observations
Session 15 May 8	Reflections and Review Book Talks	Read: Re-read your notes and the <i>Literacy: Helping Students Construct Meaning</i> chapters we have covered so far Bring: Two children's or young adult books to share Due on CC: Reflection # 6