



Course ID and Title: EDUC675 Literacy Development and Instruction in Elementary Education
Units: 3 Units
Term—Day—Time: 2:30 class time

Location:
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Los Angeles, California 90015
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<http://uscrossier.adobeconnect.com/r73664019/>
Conference # 1-866-546-3377
Code: 2846177274

Co-requisite(s): Core Pedagogy and Practice, Seminar A, and Seminar B must be taken simultaneously in each respective term of the program because the courses use interdependent units of study and assessments.

Concurrent Enrollment: Core Pedagogy and Practice, Seminar A, and Seminar B must be taken simultaneously in each respective term of the program.

Prerequisite(s): For courses in Terms 2 and 3, all prior required program courses should have been taken, including Core Pedagogy 1, Seminar A-1, and Seminar B-1.

Corequisite(s): Core Pedagogy 2 (EDUC673) and Seminar A-2 (EDUC674), must be taken simultaneously with this course because the courses use interdependent units of study and assessments.

Concurrent Enrollment: Core Pedagogy and Practice 2 (EDUC673), Seminar A-2 (EDUC674), and Seminar B-2 (EDUC675) must be taken simultaneously.

Instructor: Dr. Eugenia Mora-Flores
Office: City Center, Suite 2113
Office Hours: TBD
Contact Info: morafior@rossier.usc.edu, (within 48 hours)

IT Help: Student Support services (2U)
Hours of Service: During class hours and via e-mail (24 hours)
Contact Info: 2sc.rossieronline.usc.edu, Student Support

COURSE DESCRIPTION

This course is designed to prepare teachers and prospective teachers in the application of a balanced, integrated, and interactive perspective to teaching reading/language arts in grades K through 8. The focus of the course is on the foundational skills and strategies needed in the developmental phase of "learning to read," which is essential to the next phase of "reading and learning for life."

Literacy processes develop over time through active construction on the part of the learner and through interaction with the teacher, who scaffolds the learning. We begin with a focus on literacy practices in the home and community and continue on to the formal practices and experiences of school. We will examine how to foster literacy learning and support children's ways of learning, including those with special learning styles or needs; those from language backgrounds other than English; and those from diverse cultures and/or socioeconomic backgrounds.

This course is further designed to address several overlapping objectives and competencies:

- (1) To meet CCTC Teacher Performance Expectations and CCTC Standards of Quality and Effectiveness for Professional Teacher Preparation Programs (Standard 7: Preparation to Teach Reading/Language Arts);
- (2) To introduce many of the Special Education General Program Standards and Mild to Moderate standards;
- (3) To ensure that credential candidates understand the California Integrated Reading/Language Arts Framework for California Public Schools; and
- (4) To assist credential candidates in developing the knowledge base and skills needed for the Reading Instruction Competence Assessment (RICA).

LEARNING OBJECTIVES

The objectives identify the competencies teachers are expected to develop as prerequisites for successful completion of the course. These objectives represent both the general objectives related to the development of literacy with specific objectives related to the USC MAT program's expectation for developing teaching proficiencies.

Candidates will:

- Understand literacy development as a complex process; taking diverse student populations through different paths to common grounds.
- Comprehend state and national standards for reading/language arts.
- Identify and plan for the four major domains of English language arts in alignment with Common Core Standards.
- Understand critical thinking, be able to think critically themselves, and be able to teach their students how to think critically.
- Select, administer, and analyze literacy assessments to support individual students' literacy development.
- Understand the skills and strategies that facilitate literacy development, including theoretically sound methodological practices.
- Critically analyze and adapt mandated curricula to meet the needs of a diverse student population.
- Substantiate and verify decisions concerning curriculum and pedagogical practices based on the needs of learners, the community, and society.

SUMMATIVE COURSE ASSESSMENT

Final Exam: Candidates will be required to complete a summative final exam that demonstrates their understanding of course objectives. The exam further addresses the many competencies of the California Reading Instruction Competency Assessment (RICA).

Course Notes

This course provides additional resources, course materials, lectures, videos, and assignments on the learning management system (LMS), www.2sc.rossieronline.usc.edu. All materials are organized by unit and week on the LMS and must be accessed and reviewed in the week they are listed. Technical problems that may arise when trying to access any materials on the LMS should be directed to Student Support. A live link to Student Support is available on your home page on www.2sc.rossieronline.usc.edu.

Technological Proficiency and Hardware/Software Required

All candidates are required to review and complete all tasks, including video lectures and online activities located on the LMS at www.2sc.rossieronline.usc.edu. Online candidates will also join their class time session through the LMS by joining their live session. A link to the live sessions will be available on the LMS, which will direct you to the Adobe Connect classroom. A working camera on your computer or electronic device as well as an audio connection are required for participation in live class sessions. Call-in information for the live session will be made available upon entry into the class. Contact Student Support if there are any problems with your connectivity.

REQUIRED READINGS AND SUPPLEMENTAL MATERIALS

Required Text

Gunning, T. G. (2015). *Creating literacy instruction for all students* (9th ed.). New York, NY: Pearson.

Taylor, B. M., & Duke, N. (2013). *Handbook of effective literacy instruction: Research-based practices, K–8*. New York, NY: Guilford Press.

All course readings that are not in the required text are available to be downloaded from the library through the USC Automated Reserves System (ARES). When searching for the course EDUC675 on ARES, please look for listings under the name of the course coordinator, Dr. Eugenia Mora-Flores.

Recommended Text in Preparation for the California RICA Exam

Sample essay and case study questions by domain available at <http://samplercaessayquestions.blogspot.com/>.

Zarrillo, J. J. (2016). *Ready for RICA: Test preparation guide for California's reading instruction competence assessment* (4th ed.). Columbus, OH: Merrill, Prentice Hall.

Rossi, J., & Schipper, B. (2011). *Case studies in preparation for the California Reading Competency Test* (4th ed.). Boston, MA: Allyn and Bacon.

Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. (2015). *Words their way: Word study for phonics, vocabulary, and spelling instruction* (6th ed.). Upper Saddle River, NJ: Prentice Hall, Inc. Pearson Education.

DESCRIPTION AND ASSESSMENT OF ASSIGNMENTS

All of the requirements for this course are described below. The MAT program adheres to the Carnegie standard for course workload. The expected weekly “class time” or contact hours for a course of this length and credit value is 2 hour 30 minutes. The expected weekly “out of class” workload for this course is approximately 5 hours. The following provides a description of all of the Class Time activities and out-of-class assignments that are required for this course.

Completing the readings and participation in class discussions are important requirements in this graduate course. Performance in this course is measured heavily on the quality of the candidate's written work and participation during class sessions. Written assignments must be typed and proofread with the care that a graduate student should exhibit.

CLASS TIME

Total number of contact hours a week will be 2 hours and 30 minutes. This includes class time, online video lectures, live student-led sessions, mediated forum discussions, and office hours.

The class will meet for 2 hours and 30 minutes each week. During class time, candidates will experience a variety of activities, including opportunities to talk with their instructor about key topics and issues. Candidates are encouraged to ask questions and actively participate in both planned and impromptu class discussions as long as the discussion forwards the purpose of the class. Participation in class time must include original thought supported by references to common readings and widely held understandings. Participation in class discussion is required.

To receive full credit, candidates must arrive to class on time and participate for the full session. For online candidate, candidates are responsible for logging in promptly and making sure their camera is on at all times. To receive full credit each week, candidates must also be fully engaged in all activities. **ONLY** two excused absence are allowed. Notify your instructor, via e-mail, if you will be unable to participate. After two missed sessions, you will not receive any credit for class time (10% of your overall grade). If there are extenuating circumstances, please contact your instructor to set up a make-up session. Make-up sessions will only be granted due to an emergency or unavoidable absence from your regular class time session. In addition, two unexcused tardies

will be equivalent to a missed class session and will then follow the guidelines for total missed class sessions.

Preparation for class meetings – Assigned readings about theory and practice related to language acquisition, cultural diversity, and schooling form the core of each week’s class session. All of these readings should be **completed before each class** session as a basis for an informed analysis of the issues of this course and contribute to our engagement in purposeful academic discussion and reflection. Advanced preparation for course meetings is particularly important.

Your participation in class time is worth **30 points (2 points each week)**.

LEARNING ACTIVITIES (2 points/week = 20 points)

In noted weeks, you will have a learning activity to complete through the LMS (2U) prior to your class time session. These activities will provide candidates with the opportunity to apply their learning from course readings and lectures and demonstrate their understanding of class content. Similar to course readings and formal required course assignment, learning activities must be completed before attending your class time session because they will be used to engage in rich discussions about course content and further the learning in class.

MINI-CASE STUDY and LESSON REDESIGN (25 points): Candidates will be required to analyze and reflect upon student data in the area of literacy development and instruction to create an appropriate instructional plan to support the student’s ongoing literacy development. In a small group of three to four you will be provided raw data sets of student reading and writing development to review and analyze. Pre- and post-assessments that include an interest survey, word study assessment, writing sample, and running record will be provided through audio and paper files for each assessment. **As a group**, candidates will review the assigned data set and analyze the information to determine the student’s literacy strengths and weaknesses.

Individually, each group member will use a lesson developed in EDUC673 to determine how the lesson can be differentiated to meet the literacy needs of the case study student. Additionally, plans for follow-up small group instruction and individual practice will be further developed to demonstrate how to support students throughout the day in literacy development.

- **Each group** will be assigned a case study student file with a variety of assessments. A holistic profile of the student’s literacy development that includes the following will be prepared (one per group) **(Due in Week 11: 5 points)**:
 - a) Pre-data: Analysis of student strengths and weaknesses for each individual assessment
 - b) Post-data: Analysis of student strengths and weaknesses for each individual assessment
 - c) Comparisons between pre- and post-data: What did you notice, and were there changes or areas of growth?
- **Individually**: Based on the group analysis, each member of the group is responsible for using the data to make instructional decisions that can guide the student’s literacy

development. Your individual recommendations should include the following (**Due in Week 14, each section is worth 5 points for a total of 20 points**):

- a) Introduce the student and provide a brief synthesis of the student's strengths and needs based on the group's analysis.
- b) A lesson plan developed in **EDUC673** with clearly identified revisions based on the needs of the case study student. Use track changes and comment boxes to note changes made to the lesson plan that address the needs of the student.
- c) A small-group guided reading instructional lesson plan that further supports the student's needs. The guided reading lesson plan template is available in the Toolbox.
- d) An individualized plan to provide opportunities for one-to-one guided instruction and individual practice with suggestions for ongoing development. These recommendations can be written as a narrative or bulleted suggestions and recommendations for what the child can work on during independent or teacher one-on-one sessions to further their literacy development. *SUPPORT YOUR RECOMMENDATIONS WITH COURSE LITERATURE AND THEORY.*

COMPLETED Mini-case study; group analyses and individual papers will be **due by class time in Week 14**. **TPE5.1, TPE5.2, TPE5.7, TPE5.8**

LITERACY OBSERVATIONS: (10 points each = 40 total points): An ongoing discussion throughout the semester will include how what we are learning in class is connected to classroom practice. Seeing theories in action is important in gaining a deep understanding of course content. You will be assigned a fieldwork placement in **EDUC673**. As part of your work in fieldwork you will be observing, planning, and implementing a variety of lessons across the curriculum. As part of your fieldwork for this course, you will be asked to complete a series of observations that focus on how literacy is being developed and supported throughout the day. You will have an observation protocol to guide your observations when assigned. The "effective literacy practices" observation protocol is available in the course Toolbox. You will complete the protocol and come prepared to discuss it during class time sessions. A detailing of when each part of the protocol is due and when observations must be completed is also noted in Parts a–d.

- a) Observation: "Effective Literacy Practices" Observation Protocol, Part 1: Creating a Language- and Literacy-Rich Environment. Upload your completed protocol, Part 1, to the LMS for instructor review by **Week 3 (10 points)**.
- b) Observation: "Effective Literacy Practices" Observation Protocol, Part 2: Developing Word Knowledge. Upload your completed protocol, Part 2, to the LMS for instructor review by **Week 5 (10 points)**.
- c) Observations: "Effective Literacy Practices" Observation Protocol, Part 3: Reading *to*, *with*, and *by* Students to Facilitate Reading Comprehension. Upload your completed protocol, Part 3, to the LMS for instructor review by **Week 8 (10 points)**.
- d) Observation: "Effective Literacy Practices" Observation Protocol, Part 4: Writing *to*, *with*, and *by* Students to Facilitate Writing Development. Upload your completed protocol, Part 4, to the LMS for instructor review by **Week 10 (10 points)**.

School-Site Approval Policy for Fieldwork

When a candidate completes fieldwork for a course at a school site other than the one approved by the program's placement specialists, the candidate compromises the ability of the placement team to maintain the basic program standards that faculty have generated and approved. In accordance with the Clinical Field Experience Agreement, candidates must contact their placement specialist to request any change in school site placements.

The professor of an individual course plays a crucial role in assisting you and the placement team in making a school site change; however, the professor cannot independently grant you school site approval – our faculty and staff work together on these matters to maintain program standards and compliance with CCTC guidelines. Inadvertently or not, changing school sites without first consulting the placement team undermines the hard work of our placement staff, violates our Memorandum of Understanding (contract) with individual districts and schools, and may otherwise negatively impact our relationships with K12 school partners.

Since August 2012, all candidates read, review, and sign the Clinical Field Experience Agreement prior to entering their first term in the program. For more information, please refer to your Clinical Field Experience Agreement and/or contact your placement specialist or academic advisor.

FINAL EXAM (40 points): Candidates will be required to complete a final exam that addresses course content covered throughout the semester. The final exam will include multiple-choice and short-answer questions. This experience and the format of the exam will further help candidates prepare for the Reading Instruction Competence Assessment (RICA) required for the California teaching credential.

Grading Breakdown

Assignment	Points	% of Grade
Class Time	30	10
Learning Activities	20	10
Mini-Case Study	25	30
Observations	20	10
Final Exam	40	40
Total	131	100

Grading Scale

Course final grades will be determined using the following scale:

A 95-100

A-90-94

B+87-89

B 83-86
B-80-82
C+77-79

C 73-76
C-70-72
D+67-69

D 63-66
D-60-62
F 59 and below

Assignment Submission Policy

All noted assignments are due when listed. Each week traditionally begins on Monday and ends on the following Sunday. Per official MAT program policy, late assignments will be accepted **only** with the instructor's advance permission **and** under limited circumstances.

1. To be considered for advance permission to submit a late assignment, the instructor must be notified of the circumstances requiring a late submission no later than 24 hours before the due date and time of the assignment.
2. Acceptable circumstances do NOT include personal holidays, celebrations, and/or vacations OR scheduling conflicts/overcommitments including work and child care.
3. Late submissions with advance permission will not be docked points for lateness. If advance permission has not been granted, late submissions will not receive full credit.
4. Late submissions will receive a penalty of a 10% per day deduction from the final grade, and there will be no credit for submissions that are more than 5 days late.

Grading Timeline

All assignments will be evaluated and returned a week after the submission date.

DISTANCE LEARNING

This course is offered both online and on campus; the activities, expectations, and requirements are identical between the two versions. The online course is conducted through a combination of real-time and asynchronous modules, just as the on-campus version is conducted with some in-class and out-of-class sessions. About 70% of the course will occur asynchronously. All candidates will be required to complete assignments online, in the field, and independently along with completing related reading assignments. The time needed to complete all assignments fulfills course unit time requirements.

By this point in the program, candidates' level of technical competence should include basic knowledge of the Internet. They should have an account on, at least, one site that allows people to interact with one another (e.g., Facebook, LinkedIn, Skype). Basic tasks will include posting attachments, opening and posting discussion forums, and uploading assignments including video clips. (The mechanics of this will be taught.) As in past courses, candidates will need to be able to video record their interactions with candidates (which may be accomplished through the use of a portable micro video camera) and upload edited versions (time limited) of their work. In addition, to completing assignments and accessing course documents, candidates should have some familiarity with Microsoft Word, PowerPoint, Excel, and basic Internet surfing.

Candidates will have ongoing access to the instructor and fellow classmates throughout the course. Through the course wall, e-mail, course calendars, and forums, the instructor will maintain ongoing communication with candidates. These tools also provide candidates with a variety of ways to contact the instructor, and share their ideas, comments, and questions through private and public means. In addition, candidates will be made aware of real-time opportunities to engage in discussions with the instructor and their fellow classmates. The course wall provides a place for the instructor to share new information and new postings. Due dates will automatically appear both on a student's home page and calendar.

E-mail and chat will be the primary forms of immediate communication with the instructor. E-mail will be checked on a daily basis during weekdays and will be responded to within 48 hours. The course calendar provides candidates with assignment due dates and notification of scheduled office hours for all faculty members teaching this course. Candidates may attend office hours with any instructor; however, if a student has a specific question about assignments or coursework, it is preferable to attend office hours with your instructor of record.

The forum provides candidates a place to post questions, comments, or concerns regarding readings and assignments at any time during the duration of the course. In addition to weekly class time sessions, the forum is the primary location for candidates to communicate their learning with one another. It will be open at all times for postings and reactions.

All required materials will be prepared and posted prior to the start of the course, but an instructor may add additional optional material at any point. All links/attachments will be checked weekly for updates.

In the Event of Technical Breakdowns

Candidates may submit assignments to the instructor via e-mail by the posted due date. Remember to back up your work frequently, post papers on the learning management system (LMS) or in Blackboard once completed, load files onto a power drive, and keep a hard copy of papers/projects.

Standards of Appropriate Online Behavior:

The protocols defined by the USC Student Conduct Code must be upheld in all online classes. Candidates are not allowed to post inappropriate material, spam to the class, use offensive language or online flaming. For more information, please visit: <http://www.usc.edu/student-affairs/SJACS/>.

ACADEMIC ACCOMMODATIONS

The University of Southern California is committed to full compliance with the Rehabilitation Act (Section 504) and the Americans With Disabilities Act (ADA). As part of the implementation of this law, the university will continue to provide reasonable accommodation for academically qualified candidates with disabilities so that they can participate fully in the university's educational programs and activities. Although USC is not required by law to change the "fundamental nature or essential curricular components of its programs in order to accommodate the needs of disabled candidates," the university will provide reasonable academic accommodation. It is the specific responsibility of the university administration and all faculty serving in a teaching capacity to ensure the university's compliance with this policy.

Any candidate requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. The e-mail address is ability@usc.edu. The website for DSP has additional information regarding accommodations and requests (www.usc.edu/disability).

ACADEMIC INTEGRITY

The University's Student Conduct Code articulates violations that are most common and readily identifiable. Conduct violating university community standards that is not specifically mentioned still may be subject to disciplinary action. General principles of academic honesty include and incorporate the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All candidates are expected to understand and abide by these principles.

Sanctions for violations of the university Student Conduct Code are assessed appropriately for the cited violation. Sanctions will be considered in light of candidates' entire conduct records at the university and will be designed to hold candidates accountable for their actions and the resulting or potential consequences of such actions, to promote the educational well-being of candidates, and to protect the educational environment of the university and the safety of its community.

All academic integrity violations will result in an academic consequence. Failure to comply with the terms of any imposed sanctions may be considered an additional violation. Scampus, the USC student guidebook, contains the Student Conduct Code and information on academic integrity. It is the student's responsibility to be familiar with and abide by these guidelines, which are found at <http://web-app.usc.edu/scampus/>.

A summary of behaviors violating University standards can be also found at <http://web-app.usc.edu/scampus/1100-behavior-violating-university-standards-and-appropriate-sanctions/>.

INCOMPLETES

IN – Incomplete (work not completed because of documented illness or some other emergency occurring after the eighth week of the semester; arrangements for the IN and its removal should be initiated by the student and agreed to by the instructor prior to final exam); IX: lapsed incomplete.

Conditions for Removing a Grade of Incomplete. If an IN is assigned as the student's grade, the instructor will fill out the Incomplete (IN) Completion form, which will specify to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date, and the weight to be assigned to the work remaining to be done when computing the final grade. A student may remove the IN by completing only the portion of required work not finished as a result of documented illness or emergency occurring after the eighth week of the term. Previously graded work may not be repeated for credit. It is not possible to remove an IN by reregistering for the course, even within the designated time.

Time Limit for Removal of an Incomplete – One calendar year is allowed to remove an IN. Individual academic units may have more stringent policies regarding these time limits. If the IN is not removed within the designated time, the course is considered "lapsed," the grade is changed to an "IX," and it will be calculated into the grade point average as 0 points. Courses offered on a Credit/No Credit basis or taken on a

Pass/No Pass basis for which a mark of Incomplete is assigned will be lapsed with a mark of NC or NP and will not be calculated into the grade point average.

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Support Systems:

Student Counseling Services (SCS): (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/>

National Suicide Prevention Lifeline: 1-800-273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

Relationship and Sexual Violence Prevention Services (RSVP): (213) 740-4900—24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

Office of Equity and Diversity (OED)/Title IX Compliance: (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>

Bias Assessment Response and Support

Incidents of bias, hate crimes, and microaggressions need to be reported, allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

The Office of Disability Services and Programs

Provides certification for students with disabilities and helps arrange relevant accommodations. <http://dsp.usc.edu>

Student Support and Advocacy: (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student, e.g., personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

Diversity at USC

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. <https://diversity.usc.edu/>

USC Emergency Information

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. <http://emergency.usc.edu>

USC Department of Public Safety: 213-740-4321 (UPC) and 323-442-1000 (HSC) for 24-hour emergency assistance or to report a crime.

Provides overall safety to USC community. <http://dps.usc.edu>

Unit/ Week	Topics/Daily Activities	Readings and Homework	Deliverable/ Due Dates
Unit 1 Week 1 1/11	Unit 1: DEFINING LITERACY in the 21st CENTURY <u>Goals:</u> Understand what it means to be literate in the 21st century. See the role of literacy across the curriculum in school and the authentic purposes of literacy for life. TPE1.1, 2.5, 4.2, 6.2 <u>Guide Questions:</u> How would you define literacy? Has the definition changed from when you were children, if so, how? How did you develop literacy as a child, at home/at school?	Gunning, T. G. (2015). <i>Creating literacy instruction for all students</i> - Chapter 1, The nature of literacy - Chapter 2, Teaching all students Taylor, B. M., & Duke, N. (2013). <i>Handbook of effective literacy instruction: Research-based practices, K-8</i> - Chapter 7, Digital literacy <u>Learning activity:</u> Defining Literacy reflection	
Unit 2 Week 2 1/18	Unit 2: ENGLISH LANGUAGE ARTS INSTRUCTION <u>Goals:</u> Identify, understand, and integrate the components of English language arts instruction. TPE4.2 <u>Guide Questions:</u> What is emergent literacy, and how do we bridge home and school literacies? What is involved in English language arts instruction, <i>the what?</i> What are students expected to learn in ELA (based on the standards)?	<u>Readings</u> Taylor, B. M., & Duke, N. (2013). <i>Handbook of effective literacy instruction: Research-based practices, K-8</i> - Chapter 2, Literacy tools created and used within print-rich classroom environments - Chapter 6, Culturally responsive literacy instruction Common Core Standards - Introduction - Anchor Standards overview <u>Learning Activity:</u> Introduction to CCSS ELA	

<p>Unit 3</p> <p>Week 3 1/25</p>	<p>Unit 3: FOUNDATION SKILLS:</p> <p>Discrete Skills</p> <ul style="list-style-type: none"> ● Phonemic awareness ● Phonics ● ASSESSING WORD KNOWLEDGE TPE1.8, TPE3.2, TPE4.1, TPE4.3, TPE5.1, TPE5.2 <p><u>Goals:</u> Identify, understand, and integrate the components of word knowledge in English language arts instruction to facilitate literacy development. A focus on phonics and phonemic awareness TPE4.2</p> <p><u>Guide Questions:</u> How are the building blocks, discrete skills of literacy, part of a broader development of language and literacy? What is the role of discrete skills in literacy development with a focus on phonics and phonemic awareness?</p>	<p><u>Readings:</u></p> <p>Gunning, T. G. (2015). <i>Creating literacy instruction for all students</i></p> <ul style="list-style-type: none"> - Chapter 4, Fostering emergent/early literacy - Chapter 5, Teaching phonics, high-frequency words, and syllabic analysis <p><u>Learning Activity:</u> Phonics Pre-test</p>	<p>Literacy Observation Part 1 due</p>
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<p>Unit 3</p> <p>Week 4</p> <p>2/1</p>	<p>Unit 3: FOUNDATION SKILLS</p> <p>Discrete Skills</p> <ul style="list-style-type: none"> ● Morphology ● Vocabulary ● ASSESSING WORD KNOWLEDGE TPE1.8, TPE3.2, TPE4.1, TPE4.3, TPE5.1, TPE5.2 ● <p><u>Goals:</u> Identify, understand, and integrate the components of word knowledge in English language arts instruction to facilitate literacy development. A focus on morphology and vocabulary TPE4.2</p> <p><u>Questions:</u> How are discrete skills (specifically morphology) part of literacy development and connected to vocabulary and academic language? How do words and phrases impact how students access meaning from text and produce text?</p>	<p>Gunning, T. G. (2015). <i>Creating literacy instruction for all students</i></p> <p>- Chapter 6, Building vocabulary</p> <p>Taylor, B. M., & Duke, N. (2013). <i>Handbook of effective literacy instruction: Research-based practices, K-8</i></p> <p>- Chapter 11, Vocabulary instruction</p>	
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<p>Unit 4 Week 5 2/8</p>	<p>Unit 4: READING DEVELOPMENT AND INSTRUCTION</p> <ul style="list-style-type: none"> ● Reading development ● Reading instruction: <i>to, with, by</i> ● Standards and reading instruction <p><u>Goal:</u> Understand what the expectations are for students in reading instruction and how teachers can support that development. TPE1.4, TPE1.8</p> <p><u>Guide Questions:</u> How do we provide a comprehensive reading instructional program? What helps students make meaning from text?</p>	<p><u>Readings:</u> Gunning, T. G. (2015). <i>Creating literacy instruction for all students</i> - Chapter 7, Comprehension: Theory and strategies</p> <p>Taylor, B. M., & Duke, N. (2013). <i>Handbook of effective literacy instruction: Research-based practices, K-8.</i> - Chapter 9, Today's comprehension strategy instruction</p>	<p>Literacy Observation Part 2 Due</p>
<p>Unit 4 Week 6 2/15</p>	<p>Week 6: READING DEVELOPMENT AND INSTRUCTION</p> <ul style="list-style-type: none"> ● Facilitating reading comprehension ● Questioning techniques ● Pairing materials with students (interest, reading level, standards based) <p><u>Goals:</u> Guide students to make meaning from text through analysis of text structures and strategies to access and interpret text. TPE1.3, TPE3.1, TPE3.6</p> <p><u>Guide Questions:</u> How do students make meaning from text (thinking skills)? How can teachers facilitate access to text (strategies before and during reading)? What is the role of teacher questioning in making meaning from text and extending thinking beyond text?</p>	<p><u>Readings:</u> Gunning, T. G. (2015). <i>Creating literacy instruction for all students</i> - Chapter 8, Comprehension: Text structures and teaching procedures - Chapter 10, Reading literature</p> <p>Akhondi, M., Malayeri, F. A., & Samad, A. A. (2011). How to teach expository text structure to facilitate reading comprehension. <i>English Education, 64</i>(5), 368-372.</p> <p>Common Core Standards: Appendix A</p> <p><u>Learning Activity:</u> Facilitating comprehension: DoK practice tasks</p>	

<p>Unit 4</p> <p>Week 7 2/22</p>	<p>Unit 4: READING DEVELOPMENT AND INSTRUCTION</p> <ul style="list-style-type: none"> Assessing reading Connecting assessment and instruction Running records <p><u>Goal:</u> Learn to assess students' literacy development and use data to make instructional decisions. TPE1.8, TPE3.2, TPE4.1, TPE4.3, TPE5.1, TPE5.2</p> <p><u>Guide Questions:</u> Which assessments can be used to assess students' literacy development? How can we use data to make instructional decisions?</p>	<p><u>Readings:</u> Gunning, T. G. (2015). <i>Creating literacy instruction for all students</i> - Chapter 3, Assessing students</p> <p>Taylor, B. M., & Duke, N. (2013). <i>Handbook of effective literacy instruction: Research-based practices, K-8</i> - Chapter 5, Classroom literacy assessment</p> <p><u>Learning Activity:</u> Exploring standardized tests: Experiencing SBAC</p>	
<p>Unit 5</p> <p>Week 8 3/1</p>	<p>Unit 5: WRITING DEVELOPMENT AND INSTRUCTION</p> <ul style="list-style-type: none"> Writing development Standards and writing development Writing instruction: <i>to, with, by</i> <p><u>Goals:</u> Understand how to support students' writing development. What are the expectations for writing development in the standards? TPE1.3, TPE3.1, TPE3.6</p> <p><u>Guide Questions:</u> How can we provide students with a comprehensive writing instructional program? What is expected of students as writers, per the standards? How is writing development supported?</p>	<p><u>Readings:</u> Gunning, T. G. (2015). <i>Creating literacy instruction for all students</i> - Chapter 12, Writing and reading</p> <p>Taylor, B. M., & Duke, N. (2013). <i>Handbook of effective literacy instruction: Research-based practices, K-8</i> - Chapter 12, Effective writing instruction in the 21st century</p>	<p>Literacy Observations Part 3 Due</p>

<p>Unit 5</p> <p>Week 9</p> <p>3/8</p>	<p>Unit 5: WRITING DEVELOPMENT AND INSTRUCTION</p> <ul style="list-style-type: none"> • Teaching genre <p><u>Goals:</u> Understand how to construct a variety of written genres in order to guide students to write for a variety of purposes. Look at the role of writing across the curriculum to support the deconstruction and construction of a variety of genres and text types.</p> <p><u>Guide Questions:</u> What are text types vs. genres? What are students asked to write across the curricular areas? How can we support students to successfully write across the curricular areas?</p>	<p><u>Readings:</u></p> <p>Taylor, B. M., & Duke, N. (2013). <i>Handbook of effective literacy instruction: Research-based practices, K-8.</i></p> <ul style="list-style-type: none"> - Chapter 10, Comprehension: High-level talk and writing about texts - Chapter 13, Reading and writing specific genres <p>Mora-Flores, E. (2008) <i>Writing instruction for English language learners</i></p>	
<p>SPRING BREAK – March 11-18</p>			

<p>Unit 5</p> <p>Week 10 3/22</p>	<p>Unit 5: WRITING DEVELOPMENT AND INSTRUCTION</p> <ul style="list-style-type: none"> Assessing writing Connecting assessments to writing instruction <p><u>Goals:</u> Assessing writing to learn about students and inform instruction. TPE1.8, TPE4.2, TPE4.3, TPE5.1, TPE5.2, TPE5.3</p> <p><u>Guide Questions:</u> How do we assess students' writing? What does it tell us, and how do we use data to make instructional decisions?</p>	<p><u>Readings:</u> Anderson, C. (2008). <i>Strategic writing conferences</i>. - Chapter 1: Overview of writing conferences</p> <p>Calkins, L.(1994) <i>Conferring with students</i></p> <p><u>Learning Activity:</u> Analyzing student writing samples, building learning experiences from data</p>	<p>Literacy Observation Part 4 Due</p>
<p>Unit 6</p> <p>Week 11 3/29</p>	<p>Unit 6: WORKSHOP MODELS</p> <ul style="list-style-type: none"> Reader's workshop <ul style="list-style-type: none"> Focus on the model Writing clear mini-lessons Conferring with students <p><u>Goals:</u> Learn about the structure of workshop models and the purpose of workshops to support individual student needs. TPE1.2, TPE3.1</p> <p><u>Guide Questions:</u> What are the components of a workshop model? How are the elements of a workshop important to provide a strong individualized reading and writing program? What specifically is a reader's workshop, and how is it implemented? How can teachers confer with students during a reading workshop to support individualized reading development?</p>	<p><u>Readings:</u> Taylor, B. M., & Duke, N. (2013). <i>Handbook of effective literacy instruction: Research-based practices, K-8</i> - Chapter 3, Grouping practices, independent learning activities, and effective instruction - Chapter 4, Balanced, differentiated teaching: Explicit instruction, scaffolded support, and active student responding</p> <p>Chen, L., & Mora-Flores, E. (2006) <i>Balanced literacy for ELs</i> - Independent Reader's Workshop</p> <p><u>Learning activity:</u> Video analysis: readers' workshop observation guide</p>	<p>Mini-Case Study Group Analysis Due</p>

<p>Unit 6</p> <p>Week 12</p> <p>4/5</p>	<p>Unit 6: WORKSHOP MODELS</p> <ul style="list-style-type: none"> • Writer’s workshop <ul style="list-style-type: none"> ○ Focus on the model ○ Writing clear mini-lessons ○ Conferring with students <p><u>Goals:</u> Understanding workshop models and the role of student voice in guiding their own reading and writing development. TPE3.1</p> <p><u>Guide Questions:</u> What are the components of a writer’s workshop model, and how is it implemented? How are the elements of workshop important to provide strong, individualized writing support for students?</p>	<p><u>Readings:</u> Calkins, L.(2012). Units of Study Writer’s Workshop introduction</p> <p>Chen, L., & Mora-Flores, E. (2006). <i>Balanced literacy for ELs</i> - Writing workshop</p> <p><u>Learning Activity:</u> Video analysis: writer’s workshop, a focus on writing conferences</p>	
<p>Unit 7</p> <p>Week 13</p> <p>4/12</p>	<p>Unit 7: LANGUAGE-RICH CLASSROOMS AND DISCUSSIONS</p> <ul style="list-style-type: none"> • A language environment • Facilitating discussions <p><u>Goals:</u> Creating a learning environment where teachers understand the role of language and language learning, from the classroom environment to establishing a low affective filter to support language development. TPE2.2, TPE2.3</p> <p><u>Questions:</u> How does the classroom environment impact students’ literacy development? What is a language and literacy rich classroom? How can teachers effectively facilitate a discussion?</p>	<p><u>Readings:</u> Mora-Flores, E. (2012). <i>Connecting content and language</i>. - Chapter 4, Creating a language-rich environment.</p> <p>Zwiers, J., & Crawford. (2009). How to start academic conversations</p> <p>Franke, M. L. et al. (2015, September). Student engagement with others’ mathematical ideas. <i>The Elementary School Journal</i>, 116(1), 126-148.</p> <p><u>Learning activity:</u> Facilitating discussions</p>	

<p>Unit 8</p> <p>Week 14</p> <p>4/19</p>	<p>UNIT 8: LITERACY ACROSS THE CURRICULUM</p> <ul style="list-style-type: none"> • Planning for integration (CCSS and math, science, social studies, PE, visual and performing arts) • ELD across all curricular areas. <p><u>Goals:</u> Understand the role of literacy in all content areas and connect ELD and CCSS standards to lesson planning processes. TPE3.1, TPE6.1, TPE5.7</p> <p><u>Questions:</u> How is literacy developed across the curricular areas? How are CCSS and ELD standards used to plan lessons in all content areas?</p>	<p><u>Readings:</u> Gunning, T. G. (2015). <i>Creating literacy instruction for all Students</i> - Chapter 9, Reading and writing in the content areas and study skills</p> <p>Website describing “Writing to Learn”: http://wac.colostate.edu/intro/pop2d.cfm</p> <p><u>JIGSAW:</u> Taylor, B. M., & Duke, N. (2015). <i>Handbook of effective literacy instruction: Research-based practices, K-8</i> Chapters 14-17, Effective integration of literacy with instruction in content areas</p> <p>Taylor & Duke chapters paired with the following for the JIGSAW based on content area assigned: Math: Sunstein, B. S., et al. (2012). Math in the margins: Writing across curricula into community heritage. <i>The English Journal</i>, 102(2), 16-26.</p> <p>Science: Grant, Fisher, & Lapp: Chapter 4, Writing like a scientist, pp. 94-134.</p> <p>Social Studies: Carlin-Menter, S. (2013). Exploring the effectiveness of an online writing workspace to support literacy in a social studies classroom. <i>E-Learning and Digital Media</i>, 10(4), 407-419.</p> <p>Pair with the Arts: Zygouris-Coe: Chapter 9, Writing in the disciplines, pp. 330-379.</p> <p><u>Learning Activity:</u> Lesson Plan Analysis: Identifying language and literacy opportunities in content area instruction</p>	<p>Mini-Case Study Due</p>
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<p>Unit 8</p> <p>Week 15</p> <p>4/26</p>	<p>UNIT 8: LITERACY ACROSS THE CURRICULUM (cont.)</p> <ul style="list-style-type: none"> • Programs for teaching ELA past and present • Integrated approaches today <p><u>Goals:</u> Analyze curricular programs past and present used for teaching English language arts</p> <p>TPE6.7</p> <p><u>Questions:</u> What types of programs have been used in the past to support students' literacy development? What has changed overtime in ELA programs? Why did they change? How are curricular programs aligned with the diversity of language and literacy in a classroom? Are programs designed with reflective opportunities to modify instruction according to the needs of students? How can we address diversity in language and literacy development in ELA programs?</p>	<p><u>Readings:</u></p> <p>Gunning, T. G. (2015). <i>Creating literacy instruction for all students</i></p> <p>- Chapter 11, Approaches to teaching reading</p> <p>Taylor, B. M., & Duke, N. (2013). <i>Handbook of effective literacy instruction: Research-based practices, K-8</i></p> <p>- Chapter 18, Developing and implementing a framework for ongoing schoolwide reading improvement</p> <p><u>Learning Activity:</u> RICA case studies</p>	<p>.</p>
<p>Week 16</p> <p>Date</p>	<p>Final Exam</p>	<p>ONLINE Final Exam</p>	<p>FINAL EXAM</p>

Unit 1
DEFINING LITERACY
Week 1

INTRODUCTION

This unit begins with a discussion about the role of literacy in the 21st century. What is literacy? What does it mean to be literate in today's society? A look at our own personal experiences developing literacy will further our discussion of literacy then and now. We will also take time to review the course in depth and discuss any initial questions about course materials and requirements.

CROSS COURSE CONNECTIONS

LEARNING OUTCOMES/OBJECTIVES

Upon completing this unit students will be able to:

- Navigate the syllabus and understand all course requirements and objectives
- Define literacy as a complex process involving multiple literacies and diverse literacy experiences
- Compare the literacy experiences of our pasts and the current role of literacy in the world

READINGS

Gunning, T. G. (2015). *Creating literacy instruction for all students* (9th ed.). New York, NY: Pearson. Chapter 1, The nature of literacy; Chapter 2, Teaching all students.

Taylor, B. M., & Duke, N. (2013). *Handbook of effective literacy instruction: Research-based practices, K-8*. New York, NY: Guilford Press. Chapter 7, Digital literacy.

ASSIGNMENTS

Assignment	Due Date	Grading
Learning Activity: defining literacy	By your class time session	2 points
Class Time	Varies	2 points

Unit 2
English Language Arts Instruction
Week 2

INTRODUCTION

This unit focuses on understanding what is involved in English language arts (ELA) instruction. Literacy is developed explicitly as well as integrated across the curricular areas. This unit will focus on how language arts begins in the home as student engage in a range of diverse emergent literacy experiences. These experiences connect with the intentional instruction in schools that build upon home literacy experiences to guide students towards meeting and exceeding ELA standards. A focus on what is expected in ELA per the Common Core State Standards will also be explored.

CROSS COURSE CONNECTIONS

LEARNING OUTCOMES/OBJECTIVES

Upon completing this unit students will be able to:

- Access, read, and interpret the Common Core English Language Arts standards
- Define *emergent literacy*
- Explain the connection between diverse home literacy experiences and “school” literacies
- Assess students’ concepts about print

READINGS

Taylor, B. M., & Duke, N. (2013). *Handbook of effective literacy instruction: Research-based practices, K-8*. New York, NY: Guilford Press. Chapter 2, Literacy tools created and used within print-rich classroom environments; and Chapter 6, Culturally responsive literacy instruction.

Common Core Standards, www.corestandards.org, Introduction and Anchor Standards overview

ASSIGNMENTS

Fieldwork: Observation—“Effective literacy practices” protocol, Part 1: Creating a language and literacy-rich environment. This week, you want to take some time to get familiar with the instructional practices in place for literacy development in your guided practice classroom. How is the classroom set up to support literacy development? What is on the walls? What kinds of materials are available for students to explore? How are the desks or tables organized? How does the teacher structure her day? What are your initial observations about how the teacher facilitates literacy? Complete Part 1 of the “effective literacy practices” observation protocol and upload it to your instructor for review and grading **by next week. It is due by class time in Week 3.**

Assignment	Due Date	Grading
Learning Activity: introduction to CCSS ELA	By your class time session	2 points

Class Time	Varies	2 points
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Unit 3
Word Study: Foundation Skills
Week 3

INTRODUCTION

This unit will focus on understanding what is involved in developing word consciousness: helping students understand how words are constructed, how they relate to one another, and how they are combined to convey complex ideas. From phonemic awareness, phonics, morphology, and content-specific word knowledge, students will have a better understanding of a variety of discrete skills that children may call upon as they make meaning when reading. The first week of the unit will focus on developing phonemic awareness and phonics skills as part of a holistic literacy development process.

CROSS COURSE CONNECTIONS

LEARNING OUTCOMES/OBJECTIVES

Upon completing this unit, students will be able to:

- Define phonics and phonemic awareness and their role in literacy development
- Understand synthetic vs. analytic approaches to word work instruction
- Analyze word study assessments for phonics and phonemic awareness

READINGS

Gunning, T. G. (2015). *Creating literacy instruction for all students* (9th ed.). New York, NY: Pearson. Chapter 4, Fostering emergent/early literacy; and Chapter 5, Teaching phonics, high-frequency words, and syllabic analysis.

ASSIGNMENTS

Assignment	Due Date	Grading
Literacy Observation: Protocol 1	By your class time session	10 points
Learning Activity: Phonics pre-test	By your class time session	2 points
Class Time	Varies	2 points

Unit 3
Word Study: Foundation Skills
Week 4

INTRODUCTION

This unit will focus on understanding what is involved in developing word consciousness: helping students understand how words are constructed, how they relate to one another, and how they are combined to convey complex ideas. From phonemic awareness, phonics, morphology, and content-specific word knowledge, students will have a better understanding of a variety of discrete skills that children may call upon as they make meaning when reading. This week we will focus on morphology and vocabulary as part of word study.

CROSS COURSE CONNECTIONS

LEARNING OUTCOMES/OBJECTIVES

Upon completing this unit, students will be able to:

- Understand what it means to know words, from morphology to vocabulary
- Explain the role of vocabulary in literacy development
- Understand how vocabulary is part of academic language in all content areas

READINGS

Gunning, T. G. (2015). *Creating literacy instruction for all students* (9th ed.). New York, NY: Pearson. Chapter 6, Building vocabulary.

Taylor, B. M., & Duke, N. (2013). *Handbook of effective literacy instruction: Research-based practices, K-8*. New York, NY: Guilford Press. Chapter 11, Vocabulary instruction.

ASSIGNMENTS

Fieldwork: Observation—“Effective literacy practices” protocol, Part 2: Developing word knowledge. You will focus on how your guiding teacher supports his/her students’ development of word consciousness. What are the instructional practices that help students learn how words are constructed, the relationship between words, and how words work to create complex ideas? Are students understanding that word consciousness supports comprehension of texts? Is instruction embedded in content instruction or taught as isolated skills? How does the type of word knowledge instruction you are observing facilitate or impede literacy development? Your observation protocol Part 2 will be due before class time in Week 5.

Assignment	Due Date	Grading
Class Time	Varies	2 points

Unit 4
Reading Development and Instruction
Week 5

INTRODUCTION

This unit will focus on stages of literacy development and the diverse paths students may take to reach high levels of literacy. It further looks at comprehension processes and the role of the teacher in facilitating meaning when reading *to* and *with* students, and when students read *by* themselves. This unit will include a look at a variety of reading instructional methods that provide varied levels of support for diverse student populations.

CROSS COURSE CONNECTIONS

LEARNING OUTCOMES/OBJECTIVES

Upon completing this unit, students will be able to:

- Understand the development of a reader: emergent, early, transitional, and self-extending—and the skills and strategies that support readers throughout their on-going literacy development
- Explain what it means to provide comprehensive support in reading instruction
- Access, read, and interpret the CCSS Reading standards for literature and informational texts

READINGS

Gunning, T. G. (2015). *Creating literacy instruction for all students* (9th ed.). New York, NY: Pearson. Chapter 7, Comprehension: Theory and strategies.

Taylor, B. M., & Duke, N. (2013). *Handbook of effective literacy instruction: Research-based practices, K-8*. New York, NY: Guilford Press. Chapter 9, Today's comprehension strategy instruction

ASSIGNMENTS

Assignment	Due Date	Grading
Literacy Observation: Protocol 2	By your class time session	10 points
Learning Activity: Reading <i>to</i> , <i>with</i> , and <i>by</i>	By your class time session	2 points
Class Time	Varies	2 points

Unit 4
Reading Development and Instruction
Week 6

INTRODUCTION

This portion of the unit focuses on how to guide students in making meaning when reading. Candidates will explore a variety of strategies for supporting students' reading comprehension, including a variety of questioning techniques. Understanding the role of text complexity will be part of the discussion in order to learn how to guide students at varying levels of literacy development to access and interpret text.

CROSS COURSE CONNECTIONS

LEARNING OUTCOMES/OBJECTIVES

Upon completing this unit, students will be able to:

- Develop a range of questions to guide reading comprehension
- Define complex text and learn to select text for varied instructional purposes
- Learn to connect text to readers and guide reading comprehension

READINGS

Gunning, T. G. (2015). *Creating literacy instruction for all students* (9th ed.). New York, NY: Pearson. Chapter 8, Comprehension: Text structures and teaching procedures; and Chapter 10, Reading literature.

Akhondi, M., Malayeri, F. A., & Samad, A. A. (2011). How to teach expository text structure to facilitate reading comprehension. *English Education*, 64(5), 368-372.

Common Core Standards: Appendix A

ASSIGNMENTS

Assignment	Due Date	Grading
Learning Activity: Facilitating comprehension	By your class time session	2 points
Class Time	Varies	2 points

Unit 4
Reading Development and Instruction
Week 7

INTRODUCTION

This week the focus on reading development will turn towards assessment. Students will learn about a variety of reading assessment tools, formative and summative. They will learn how to administer assessments such as a running record and use data to then guide their instructional decisions. Reading assessment is key to facilitating literacy development for all learners.

CROSS COURSE CONNECTIONS

LEARNING OUTCOMES/OBJECTIVES

Upon completing this unit, students will be able to:

- Administer reading assessments, such as a running record
- Become familiar with mandated state exams in reading, e.g., SBAC
- Use data to determine next steps in a student’s literacy development

READINGS

Gunning, T. G. (2015). *Creating literacy instruction for all students* (9th ed.). New York, NY: Pearson. Chapter 3, Assessing students.

Taylor, B. M., & Duke, N. (2013). *Handbook of effective literacy instruction: Research-based practices, K-8*. New York, NY: Guilford Press. Chapter 5, Classroom literacy assessment.

ASSIGNMENTS

Fieldwork: Observations—“Effective literacy practices” protocol, Part 3: reading to, with, and by children. Your observations this week will focus on examples of instructional practices that involve teachers reading *to* and *with* children and children reading *by* themselves. Are there varied opportunities for students to develop their literacy skills in meaningful ways? What materials does your guiding teacher use when reading to, with, and by children? How does your guiding teacher facilitate the meaning making process for students at varied stages in their language and literacy development? Which theory or theories of learning support the instructional decisions the teacher makes for facilitating reading comprehension? Observation Guide Part 3 will be due by class time in **Week 8**.

Assignment	Due Date	Grading
Learning Activity: Exploring standardized tests (SBAC)	By your class time session	2 points
Class Time	Varies	2 points

Unit 5
Writing Development and Instruction
Week 8

INTRODUCTION

This unit will focus on writing development and comprehensive writing instruction that includes modeling writing *to* students, writing *with* students, and students learning to write *by* themselves. Students will review what is expected in the area of writing in the CCSS-ELA. A close look at writing expectations across the curriculum and how teachers can support diverse writers will be emphasized as well as writing for real audiences and authentic purposes

CROSS COURSE CONNECTIONS

LEARNING OUTCOMES/OBJECTIVES

Upon completing this unit, students will be able to:

- Understand the writing process and the development of a writer
- Explain a comprehensive approach to writing instruction that includes writing *to*, *with*, and *by* students
- Access, read, and interpret the CCSS writing standards

READINGS

Gunning, T. G. (2015). *Creating literacy instruction for all students* (9th ed.). New York, NY: Pearson. Chapter 12, Writing and reading.

Taylor, B. M., & Duke, N. (2013). *Handbook of effective literacy instruction: Research-based practices, K-8*. New York, NY: Guilford Press. Chapter 12, Effective writing instruction in the 21st century

ASSIGNMENTS

Assignment	Due Date	Grading
Literacy Observation: Protocol 3	By your class time session	10 points
Learning Activity: Writing <i>to</i> , <i>with</i> , and <i>by</i>	By your class time session	2 points
Class Time	Varies	2 points

Unit 5
Writing Development and Instruction
Week 9

INTRODUCTION

This week, the unit will focus on how students express themselves in written form as well as draw meaning when reading a variety of genres. Students will review the three main writing types outlined in the CCSS-ELA standards and explore the writing opportunities across all content areas.

CROSS COURSE CONNECTIONS

LEARNING OUTCOMES/OBJECTIVE

Upon completing this unit, students will be able to:

- Explain the three main writing types: narrative, informational/expository, opinion/argumentative
- Identify genres within the different types of writing
- Discover a range of genres of reading and writing across the curricular areas

READINGS

Gunning, T. G. (2015). *Creating literacy instruction for all students* (9th ed.). New York, NY: Pearson. Chapter 10, Comprehension: High-level talk and writing about texts; and Chapter 13, Reading and writing specific genres

Mora-Flores, E. (2006). *Writing Instruction for English Learners: A focus on genre* Chapter 2

ASSIGNMENTS

Fieldwork: Observations—Complete the “effective literacy practices,” Part 4: Writing to, with, and by students. Your observations this week will focus on students’ writing development. What opportunities are the students given to write? About what are they asked to write? What instructional methods does the teacher use to facilitate writing development? Which theory or theories of learning support the instructional decisions the teacher makes for developing written literacy? Observation Guide Part 4 will be due by class time in **Week 10**.

Assignment	Due Date	Grading
Class Time	Varies	2 points

Unit 5
Writing Development and Instruction
Week 10

INTRODUCTION

This week the unit on writing will focus on assessment. Analyzing students' writing will reveal a range of literacy needs including phonics, spelling, morphology, vocabulary, grammar, knowledge of genre, personal experiences, and content knowledge. In order to guide students in writing development and to make effective instructional decisions in writing instruction, it is necessary to understand written discourse and literacy development.

CROSS COURSE CONNECTIONS

LEARNING OUTCOMES/OBJECTIVES

Upon completing this unit, student will be able to:

- Assess students' writing
- Use data to inform writing instruction

READINGS

Anderson, C. (2008). *Strategic writing conferences*. Heinemann. Chapter 1, Overview of writing conferences.

Calkins, L. (1996) *Conferring with students*.

ASSIGNMENTS

Assignment	Due Date	Grading
Literacy Observation: Protocol 4	By your class time session	10 points
Learning Activity: Analyzing student writing samples	By your class time session	2 points
Class Time	Varies	2 points

Unit 6
Workshop Models
Week 11

INTRODUCTION

This unit will teach students about workshop models for developing independent readers and writers. This week the unit will cover Independent Reader’s Workshop and clearly overview the structure of the workshop, with attention to developing effective mini-lessons. A reader’s workshop helps students work towards class goals in reading but at their own pace. Workshop models are an effective method of teaching for differentiating instruction and attending the individual needs of students as readers and writers.

CROSS COURSE CONNECTIONS

LEARNING OUTCOMES/OBJECTIVES

Upon completing this unit, students will be able to:

- Explain workshop models
- Develop a mini-lesson for a reader’s workshop
- Understand the role of the workshop in meeting the individual needs of students

READINGS

Taylor, B. M., & Duke, N. (2013). *Handbook of effective literacy instruction: Research-based practices, K-8*. New York, NY: Guilford Press. Chapter 3, Grouping practices, independent learning activities, and effective instruction; Chapter 4, Balanced, differentiated teaching: Explicit instruction, scaffolded support, and active student responding.

Chen, L., & Mora-Flores, E. (2006). *Balanced literacy for ELs*. Independent Reader’s Workshop.

ASSIGNMENTS

Assignment	Due Date	Grading
Mini-case study GROUP analysis	By your class time session	5
Learning Activity: Video analysis, workshop observation	By your class time session	2 points
Class Time	Varies	2 points

Unit 6
Workshop Models
Week 12

INTRODUCTION

This unit will teach students about workshop models for developing independent readers and writers. This week the unit will cover writer’s workshop and clearly overview the structure of a workshop, with attention to developing effective mini-lessons to guide writing. Writer’s workshop helps students work towards class goals in writing but at their own pace. Workshop models are an effective method of teaching for differentiating instruction and attending the individual needs of students as readers and writers.

CROSS COURSE CONNECTIONS

LEARNING OUTCOMES/OBJECTIVES

Upon completing this unit, students will be able to:

- Explain the writer’s workshop model
- Develop a mini-lesson for writer’s workshop
- Understand the role of the workshop in meeting the individual needs of students

READINGS

Calkins, L. (2013). Units of Study Writer’s Workshop introduction

Chen, L., & Mora-Flores, E. (2006). *Balanced Literacy for ELs*. Writing workshop

ASSIGNMENTS

Assignment	Due Date	Grading
Learning Activity: Video analysis, writing conferences	By your class time session	2 points
Class Time	Varies	2 points

Unit 7
Language-Rich Classroom and Discussions
Week 13

INTRODUCTION

This unit focuses on creating a learning environment where teachers understand the role of language and language learning, from the classroom environment to establishing a low affective filter to support language development. The role of talk and discussion in literacy development will be explored with a focus on the role of the teacher in facilitating discussions.

CROSS COURSE CONNECTIONS

LEARNING OUTCOMES/OBJECTIVES

Upon completing this unit, students will be able to:

- Define a language-rich learning environment
- Explain how to facilitate a discussion
- Understand the role of a teacher in facilitating a discussion, from selecting text, to developing questions and guiding the discussion

READINGS

Mora-Flores, E. (2012). *Connecting content and language*. Chapter 4, Creating a language- rich environment. Huntington Beach, CA: Shell Education.

Zwiers, J., & Crawford. (2009). How to start academic conversations.

Franke, M. L., et al. (2015, September). Student engagement with others' mathematical ideas. *The Elementary School Journal*, 116(1), 126-148.

ASSIGNMENTS

Assignment	Due Date	Grading
Learning Activity: Facilitating discussions	By your class time session	2 points
Class Time	Varies	2 points

Unit 8
Literacy Across the Curriculum
Week 14

INTRODUCTION

This unit focuses on how literacy is part of all content areas. Literacy development does not happen in isolation. It is embedded in the work that students engage in every day across the curriculum and to interact with the world around them. All content areas require students to access, interpret, and produce language. The CCSS-ELA standards were designed as integrated standards and are expected to be used when planning in all content areas.

CROSS COURSE CONNECTIONS

LEARNING OUTCOMES/OBJECTIVES

Upon completing this unit, students will be able to:

- Explain how literacy development is integrated across the curricular areas
- Plan with the CCSS-ELA and ELD standards when developing content area lessons

READINGS

Gunning, T. G. (2015). *Creating literacy instruction for all students*. New York, NY: Pearson. Chapter 9, Reading and writing in the content areas and study skills.

Website describing “Writing to Learn”: <http://wac.colostate.edu/intro/pop2d.cfm>

JIGSAW:

Taylor, B. M., & Duke, N. (2015). *Handbook of effective literacy instruction: Research-based practices, K-8*. New York, NY: Guilford Press. Chapters 14-17, Effective integration of literacy with instruction in content areas.

Taylor & Duke chapters paired with the following for the JIGSAW based on content area assigned:

Math: Sunstein, B. S., et al. (2012). Math in the margins: Writing across curricula into community heritage. *The English Journal*, 102(2), 16-26.

Science: Grant, Fisher, & Lapp: Chapter 4, Writing like a scientist, pp. 94-134.

Social Studies: Carlin-Menter, S. (2013). Exploring the effectiveness of an online writing workspace to support literacy in a social studies classroom. *E-Learning and Digital Media*, 10(4), 407-419.

Pair with the Arts: Zygouris-Coe: Chapter 9, Writing in the disciplines, pp. 330-379.

ASSIGNMENTS

Assignment	Due Date	Grading
Mini-case study due	By your class time session	25 points
Learning Activity: Lesson plan analysis: Identifying language and literacy opportunities in content area instruction	By your class time session	2 points
Class Time	Varies	2 points

Unit 8
LITERACY ACROSS THE CURRICULUM (cont.)

Week 15

INTRODUCTION

This unit focuss on the current ELA curricular mandates and programs in California. Students will be encouraged to familiarize themselves with their own state requirements, if applicable. A look at how current ELA curricula supports a comprehensive approach to literacy development and instruction will be explored. State and local mandates are part of our work as teachers; we need to look closely at the materials provided and make sound instructional decisions for enhancing instruction to meet the diverse needs of students.

CROSS COURSE CONNECTIONS

LEARNING OUTCOMES/OBJECTIVES

Upon completing this unit, student will be able to:

- Access and read current ELA curricula
- Analyze ELA curricula with attention to diversity
- Analyze ELA curricula for its comprehensiveness and flexibility in working with diverse student populations
- Revise curriculum-based lessons with attention to diversity

READINGS

Gunning, T. G. (2015) *Creating literacy instruction for all students*. New York, NY: Pearson. Chapter 11, Approaches to teaching reading.

Taylor, B. M., & Duke, N. (2013). *Handbook of effective literacy instruction: Research-based practices, K-8*. New York, NY: Guilford Press. Chapter 18, Developing and implementing a framework for ongoing schoolwide reading improvement

ASSIGNMENTS

Assignment	Due Date	Grading
Learning Activity: RICA case studies	By your class time session	2 points
Class Time	Varies	2 points

FINAL EXAM will be taken in the last week of class. The final will open on the LMS on the Sunday of the last week of class and remain open for one week.