

**Mount Saint Mary's University**  
**Education Department**  
**Language and Literacy: Elementary Curriculum**  
**EDU 1/256 (E) Fall 2020 Syllabus**  
**MONDAYS, 5:30-8:30 p.m. (Synchronous and/or Asynchronous online)**

**Instructors and Phone:**

Lorenza Arengo-Yarnes, Ph.D. - 213-761-4923 (texts ok and preferred)  
and Elizabeth Weiner, M.S. Ed.

**E-Mail:** larengo@msmu.edu and eweiner@msmu.edu

**Office Hours:** Call or email in advance to schedule an appointment.

**Class Dates:** August 24 to December 7

**Please note: All email correspondence must come from your MSMU email address. Also make sure to check your email through Canvas.**

**Education Department Philosophy:**

MSMU Education Department courses are meant to be laboratories of learning. Our hope is that the activities and materials included will serve your learning goals as you explore the various course topics. Our intent is that students from all diverse backgrounds and perspectives be well-served, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to each course be viewed as a resource, strength and benefit. Throughout the semester, please feel free to let your course instructor know ways to improve the effectiveness of the course for you personally, or for other students or student groups, if you have any suggestions.

**Investment in Inclusivity:**

- This class aims to be an anti-discriminatory environment that is inclusive of differences of race, ethnicity and national origins, gender and gender identity, sexuality, class and religion. The success of this expectation relies on the support and understanding of everyone in the class. We seek to establish a community where we engage in critical dialogue and active listening. While all are expected to make their best effort to be respectful, we understand that someone may say something that results in unintentional offense and hurt feelings. We invite everyone to adopt a stance of assumed positive intent that seeks greater knowledge and understanding.
- All people have the right to be addressed and referred to in accordance with their personal identity. You may choose to indicate the name that you prefer to be called and, if you choose, to identify pronouns with which you would like to be addressed.
- It is the policy of MSMU to permit students to observe holidays set aside by their chosen religious faith. If you plan to be absent from class on your religious holiday, please make arrangements with the course instructor in advance.

**Student Support Statements:**

- MSMU has a Minors on Campus policy statement published in the Student Handbook that allows for faculty discretion. If you are a parent and are concerned that childcare needs could disrupt your ability to attend class, please reach out so we can create a plan in advance for potential emergencies.

- If personal challenges related to health issues might affect the ability to perform in this class, please know that there are resources to assist you with appropriate accommodations.
- Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Student Life on their respective campus for support. Chalon Campus: Laura Crow, Dean of Student Life 310-954-4133 and [lcrow@msmu.edu](mailto:lcrow@msmu.edu). Doheny Campus/WEC & Online/Sunset Gower/Graduate: Jessica Cuevas, Dean of Student Life 213-477-2570 and [jcuevas@msmu.edu](mailto:jcuevas@msmu.edu). Also, please feel free to notify your course instructor or program director if you are comfortable doing so.

### **Course Description:**

This course focuses on the elements of language and literacy learning in the elementary grades and methods for teaching a robust and comprehensive instructional program. The program involves studying, observing and practicing these five key themes: making meaning, language development, effective expression, content knowledge, and foundational skills. This course focuses on guiding candidates in demonstrating the ability to design and deliver instruction in reading, writing, speaking, listening, and language that assures that all students develop proficiency and meet or exceed the California standards and know the English Language Development Standards that are integrated in the Standards document.

Current theoretical and practical aspects of language arts curriculum and instruction will be learned. These include systematic, explicit instruction and strategies for developing a comprehensive literacy program for native English speakers, English language learners of varied proficiency levels, educational and cultural backgrounds, speakers of non-dominant varieties of English, students with special needs, struggling readers and advanced learners; assessment skills necessary for helping individual students; and exploring appropriate materials. Methods and principles for developing proficient readers and writers and for analyzing students' strengths and areas of needed growth will be studied and practiced.

The co-teaching is demonstrated as the Education Specialist works collaboratively and cooperatively with the primary instructor to model methods of meeting the diverse needs of the struggling learner and special education student.

Prerequisites: ENG 102, EDU 253, 208 or department approval.

### **Course Objectives:**

*Based on the California State Department of Education Program Standards and the Literacy Teaching Performance Expectations (TPEs), students will demonstrate knowledge of and beginning competence in:*

1. Design and deliver instruction in reading, writing, speaking, listening, and language that assures that all students develop English proficiency and meet or exceed the standards of the *Common Core State Standards for English Language Arts for California Public Schools*, including knowing how to select appropriate instructional materials based on research, professional judgment, experience, and student needs. (OT#2, Literature Week Plan, and Fieldwork)
2. Methods for studying, observing, and practicing the five key themes of a robust and comprehensive instructional program: making meaning, language development, effective expression, content knowledge, and foundational skills as well as creating a print-rich environment. (Fieldwork)
3. Methods of the role of foundational reading skills to promote fluent reading, which includes word analysis (phonemic awareness and phonics), decoding, and spelling patterns.

4. Study, observe, and practice the principles of Universal Design for Learning (UDL), Multi-Tiered System of Supports (MTSS), and a culture of shared responsibility for student learning and development. (Fieldwork, OT2)
5. Methods for teaching reading comprehension, that employ appropriate teaching strategies to develop students' abilities to read and comprehend narrative and informational texts and to cite specific evidence when offering an oral or written interpretation of a text or making a claim. Provide opportunities for students to read purposefully and listen attentively to build discipline-specific knowledge in the content areas.
6. Methods for planning for and developing academic language to extend across reading, writing, speaking, and listening, making language (vocabulary, conventions and knowledge of language comprehensible to students. (Literature Week Plan)
7. Methods for learning the integrative and complementary nature of using the English Language Arts and approaching it through an interdisciplinary lens to facilitate learning across the curriculum. This includes finding ways to integrate literacy into a variety of subject areas such as in History-Social Studies, Science, and Technical Subjects. (Literature Week Plan)
8. Methods for developing listening and oral communication and interpersonal skills and applications that reinforce instruction in reading and writing. (Fieldwork Observations and Writing Project Presentation)
9. Use of a range of reading materials, including literary and expository texts, State Board of Education-adopted core instructional materials, and resources reflecting cultural diversity. (Fieldwork and Literature Week Plan)
10. Methods for teaching writing using a process approach, including strategies, applications and conventions and to write increasingly more sophisticated opinion/persuasive, expository, and narrative texts and for students to adapt their communication in relation to audience, task, purpose, and discipline. (Fieldwork and Writing Project and Presentation)
11. Implementation of diagnostic strategies to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts, how use the information to inform instruction, to monitor student progress, and to determine the effectiveness of instruction and student proficiency after instruction. (OT1 and OT2)
12. Analysis (in-class and group) of specific student scenarios, looking at strengths, challenges and determinations of possible interventions. (Preparation for OT1, OT2, RICA, and TPA)
13. Implementation and knowledge of English Language Development strategies that are integrated in the California Standards in English Language Arts and Literacy for making literacy content comprehensible to English language learners of varied proficiency levels, educational and cultural backgrounds. (OT2 and Literature Week Plan)
14. Managing the classroom for literacy, looking at several approaches to teaching and learning, including inquiry-based learning, collaborative learning, and direct instruction. (OT2, Fieldwork)
15. Effectively assess and apply constructive interventions that support the struggling and advanced learner for greater engagement and performance.
16. Learn to collaborate with staff and faculty to serve the special needs student in the inclusive setting.
17. Learn to implement co-teaching models within the general education classroom.
18. Provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. (Literature Week Plan)

*Class will also address:*

- The role of home and community literacy practices

**Specific TPEs are addressed and noted in the *Description of Course Assignments* and in the *Course Schedule* below. In addition, you will be practicing and receiving feedback on the TPEs listed in the individual assignment descriptions and at the end of this document.**

**Required Texts:**

Tompkins, Gail E. 2010. *Literacy for the 21<sup>st</sup> Century: A Balanced Approach, 6<sup>th</sup> Edition*. Allyn & Bacon (ISBN 978-0-13-283779-8).

Peregoy, Suzanne F. and Owen F. Boyle. 2008. *Reading, Writing and Learning in ESL: A Resource Book for K-12 Teachers. 5<sup>th</sup> Edition*. Allyn & Bacon (ISBN 978-0-205-59324-8).

Lai, Thanhha. 2013. *Inside Out and Back Again (reprint)*. New York: HarperCollins Children's Books. (ISBN 0061962791). \*eText available

*Assessing Reading, Multiple Measures for Kindergarten through 8<sup>th</sup> Grade. 2<sup>nd</sup> Edition*. 2008. Academic Therapy Publications. (ISBN 978-1-57-1284648)

The following can be accessed online at <http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>  
*Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects for California Public Schools*. 2013. California Department of Education: Sacramento, CA.

The following have already been used in the EDU 208 courses.

- *Students with Special Needs*, E. John Shinsky, Shinsky Seminars, Inc. Lansing, Michigan 1996.
- *The Source for RTI Response to Intervention*, J. Rudebusch. LinguiSystems 2008. ISBN# 0-7606-0803-6
- *Brain-Friendly Strategies for the Inclusion Classroom*. Judy Willis, ASCD 2007. ISBN-13: 978-1-4166-0539-3

**Suggested Readings/Resources:**

Perez, Katherine. (2012). *The Co-Teaching Book of Lists*. John Wiley & Sons

RICA Preparation Resources can be found in a Canvas Module for the course

**Course Format:**

This is a fully distance learning course conducted virtually. Some classes will meet live (synchronous) via Zoom. A Zoom meeting ID will be provided prior to class. Other sessions will be done asynchronously where activities via Canvas will be required for completion. All course documents, including assignment guidelines and rubrics, and Zoom meeting information, will be available on Canvas, and all assignments will be submitted through Canvas.

**Class Participation:**

In each meeting, there will be many strategies modeled, new information discussed, and skills practiced. These activities cannot be made up. Absences and tardies for both synchronous and asynchronous sessions will affect your learning and your grade. ***Please note that you will lose 2 points from your overall total for each missed session (synchronous and asynchronous).*** If you miss a third session you will be required to do a 5-page assignment related to the course content. Neglecting to do all activities for an asynchronous session will be considered an absence. Missing more than 3 sessions will result in an administrative withdrawal from the class (W).

### **Required Field Experience:**

Early fieldwork requirement for this course is regular visits in a public school classroom for a total of 50 hours during the semester. Virtual classroom observations do count towards this requirement.

### *Certificate of Clearance:*

This course involves an early fieldwork component. According to the California Commission on Teacher Credentialing (CCTC), teacher credential candidates **MUST** have a Certificate of Clearance **PRIOR** to entering a school for fieldwork. To ensure your eligibility to complete all elements of this course, you are required to submit a copy of your Certificate of Clearance to the course instructor (as instructed and by the date due) in order to complete the course. This is a non-negotiable state requirement.

*Preservice teachers* will need to arrange for a placement with Kelli Agner, kagner@msmu.edu, in the Education Department. The observation times must occur during the reading/language arts instructional time, which is usually in the morning. Ideally, students should begin the placement as soon as possible in the semester in order to practice and accomplish the tasks. You must submit a log of your hours, signed by the supervising teacher each time you visit in order to receive credit for all field-based assignments. Almost all assignments will be done in your field work classroom.

*Inservice teachers* must also log 50 hours with 15 hours of fieldwork in a public-school classroom at a grade level different than their own. If you have access to a classroom in which to carry out the fieldwork activities, arrange for that placement through Kelli Agner as soon as possible.

### **Opportunity Tasks:**

Following the California Commission for Teacher Credentialing competency routes, each student will be able to practice Teacher Performance Expectations (TPE's) and to meet the standards of a skilled beginning teacher. These TPE opportunity tasks will help prepare credential candidates for the final California Teacher Performance Assessment, which must be completed successfully to apply for a credential. The OT's in this course resemble tasks in the California TPA, which is described fully in a candidate handbook available from the Education Department.

### **Description of Course Assignments:**

Written assignments are due as indicated on the syllabus by the class start time on the date due as indicated on the syllabus. They should be professionally presented; that is, written in error-free standard academic English, typed in 12-point font, and double-spaced with 1-inch margins. **Up to 1 point per day for late assignments will be deducted.** All assignments must be turned in to the link under the *Assignments* link on the Canvas for this class.

***Reading Reflection Assignments***

**Skilled reading** is the hallmark of a reading teacher. All assigned readings on the syllabus must be completed thoroughly before each session in order to prepare for the content of that session. You will demonstrate preparedness through reflection assignments. These reflections will make connections between the texts and your own background knowledge, other texts and your fieldwork experience. Topics for the reflections include: home-school connection, learning a second language, early literacy, experiences with phonemic awareness and phonics, and fluency. A separate description will be provided.

***Assessment and Analysis***

**Opportunity Task #1** is described fully in a separate handout. You will identify focus students in your fieldwork placement, select appropriate assessment tools, and assess them in two or more areas of reading or writing. You will analyze the students' strengths and areas of needed growth and describe plans for instruction.

*\* (Inservice teachers- this assignment will be completed in your own classroom, with your own students.) (TPEs 5.1, 5.2, 5.5, 5.8, and 6.1)*

***Lesson Design and Implementation***

**Opportunity Task #2** is described fully in a separate handout. You will plan, teach, videotape, assess and redesign a reading/ language arts lesson either in your fieldwork placement or in your own classroom. This experience will give you critical practical experience not only in actual instruction but also in the important art of preparing AND reflecting before and after the lesson. Lessons should be designed using the MSMU lesson plan template and include modifications/adaptations for an English Learner as well as a student with exceptional needs.

*\* (Inservice teachers- this assignment will be completed in your own classroom) (TPEs 1.1, 1.3, 1.4, 1.6, 3.2, 3.5, 4.1, 4.2, 4.4c and 6.1)*

***Midterm***

In order to be credentialed in California, you must demonstrate knowledge of concepts, materials and strategies for a comprehensive literacy program. The midterm is also designed to help you prepare for the state exam, the RICA.

***Literature Week Plan***

Choosing quality and appropriate literature for our students is another hallmark of an effective reading teacher. There are various factors to consider, such as interest level and reading level of the books. You will develop a week-long plan using one literature book in which the reading components of class are incorporated, as well as one English Language Development lesson. You will also integrate another subject matter (Social Sciences, Sciences, Math, etc.) with the Language Arts and differentiate lessons for struggling learners and English language learners.. A separate assignment description will be provided. (TPEs 1.1, 3.1, 3.3, 3.6, 4.3, 4.4a, 4.4c, and 4.4d)

***Literature Response/Writing Process Project and Presentation***

The purpose of this assignment is to have you experience the writing process as you would teach it in your class and, as your students would learn it. You will extend your reading of *Inside Out and Back Again* as you go through the writing process (prewriting, drafting, revising, editing, publishing) and

create a final writing project. You will present your project in class. A separate handout with a full description will be provided.

### **Grading:**

Each aspect of the course is worth a certain number of possible points. Students may earn partial point values for various assignments. Remember, candidates for the MSMU Multiple Subject Credential Program must maintain a 3.0 GPA.

<b>Activity</b>	<b>Points Possible</b>	<b>Points Earned</b>
Reading Reflections	5	
Fieldwork Observation Logs Submission	5	
Midterm	16	
OT #1 Assessment (Part 1 = 4 pts; Part 2 =16)	20	
Lit Week Plan /Lesson Intervention (Pt 1=10pts; Pt 2 10pts)	20	
OT #2 Plan, Teach, Video-record-, Assess Lesson	24	
Lit Response/Writing Process Project & Presentation	10	
-2 pts for each session missed		
<b>TOTAL</b>	<b>100</b>	

**Grading Progress Guide:** Note your scores on this guide as you go through the semester, to gauge your own progress in the course.

#### *Grade Equivalents in Percentages*

A	= 100-94%	C+	=79-77%
A-	= 93-90%	C	= 76-73%
B+	= 89-87%	C-	= 72-70%
B	= 86- 83%	D	= 69-65%
B-	= 82 -80%	F	=64% and below

### **Assessment of Student Learning Outcomes:**

Student learning is at the core of the MSMU mission. MSMU faculty developed a plan to assess the student-learning outcomes that represent the knowledge, skills and attitudes expected of MSMU's graduate students. In this class one or more student learning outcomes will be assessed. Some of our class assignments may be used to evaluate overall student learning and to improve teaching and learning in this class, this department, and throughout the College.

### **MSMU and Education Department Policies:**

**Absences:** Regular attendance is especially important in the Education Department's compacted evening and weekend classes. Students who miss two class sessions of a 1 of 2-unit class or 3 class sessions of a 3- or 4-unit class may be administratively dropped from the class unless an additional 5-page paper assignment is completed

as make-up. This policy represents 20% of the instructional time and is in accordance with University policy as stated in the MSMU Catalog.

**Academic Freedom:** Students' and faculty's freedom of speech is constitutionally protected, so each are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion-and allow the same freedom of others. See Student Handbook(s) for further discussion.

**Academic Integrity:** Candidates are expected to adhere to the MSMU statements on Academic Integrity in the MSMU catalog. This includes avoiding plagiarism and doing your best work on each assignment. Papers and other work including images should not be copied from the internet.

**Candidate Dispositions:** The Education Department has adopted a Dispositions Statement that outlines expectations of all credential and graduate students. (See the Education Department Student Handbook.) Students who do not meet expectations will receive a Notice of Concern as part of the Department's formative feedback assessment process.

**Certificate of Clearance:** In order to demonstrate eligibility to complete all elements of an Education course requiring public school fieldwork, students must submit a copy of a CCTC-issued Certificate of Clearance or valid California teaching credential to the course instructor as instructed and by the date due. According to the California Commission on Teacher Credentialing (CCTC), teacher credential candidates **MUST** have a Certificate of Clearance **PRIOR** to entering a school for fieldwork. This is a non-negotiable state requirement. **(This requirement applies to EDU courses 1/207, 1/208A, 1/250, 1/256, 1/266, 1/267, and 1/268.)**

**Classroom Participation:** Learning is done through social interaction and discussion. It is important to be present at each synchronous class session and participate in class discussions. There will be multiple modes of expression and each is a valuable part of the class. Any work completed in class must be submitted by the end of the class period.

**Disability Statement:** Students with disabilities should consult the MSMU policies regarding commitment to equal educational opportunities for disabled students in the MSMU catalog.

Mount Saint Mary's University, Los Angeles is committed to ensuring the full participation of all students in its programs. If you have a documented disability (chronic, medical, physical, learning, psychological, or temporary), or think you may have a disability and need a reasonable accommodation to participate in class, complete course requirements, or access the University's programs or services; contact Disability Services (DS) as soon as possible. To receive an accommodation, you must register with DS. DS works with students confidentially and does not disclose any disability-related information without student consent. DS coordinates and promotes disability accommodations and awareness and works in partnership with faculty and all other student service offices. For further information about services for students with disabilities, contact DS at the Chalon Academic Support Center, H207, (310) 954-4142, or at the Doheny Student Resource Center, Building 3, (213) 477-2690. You can also email for more information at [disability@msmu.edu](mailto:disability@msmu.edu).

**E- Learning Management System (Canvas):** Course information (syllabus), synchronous links (Zoom Meeting IDs), grading and student attendance can be found on the Canvas site for this class. All assignments must also be submitted on Canvas for this class by the date and time they are due.

**Learning Resource Center:** The Doheny Learning Resource Center will arrange personal tutoring or assistance for undergraduate students. Call (213) 477-2690.

**Professional and Academic Resource Center (PARC)**

- a. The Professional and Academic Resource Center (PARC) offers assistance to graduate students in person and over the phone. To make an appointment. Call 213-477-2898 or schedule an appointment on the PARC portal page:  
<https://welcome.msmu.edu/academics/PARC/Pages/default.aspx>
- b. All appointments (in-person, phone, or online) are 45 minutes long. (213) 477-2898, [PARC@msmu.edu](mailto:PARC@msmu.edu), located on the second floor of Building 10.

**Peer Support:** Find a friend who will read and edit your assignments with you before preparing and submitting a final draft. All assignments should be thoughtfully prepared, written in standard academic English, free of grammatical and spelling errors, and typed. Use 12-point Times or Arial font, double-spacing, and one-inch margins. (Note: Educators must be excellent language and literacy models. Written work with multiple grammatical/spelling errors per page will receive point reductions.)

**Quality of Work:** The MSMU Education Department expects all credential and Master's candidates to demonstrate their ability to act as literacy models for K-12 students by submitting high quality, written assignments and projects. Candidates' assignments turned in with serious writing errors, including high numbers of typos, will either be asked to resubmit the assignment or have significant point/percentage reductions.

**Resource Binder Maintenance:** All preliminary credential candidates are required to organize and maintain a resource binder each semester that will serve as a post-credential resource file. Instructions are provided in EDU 1/208A, made available via Canvas. Course materials provided in each class as handouts or made available on Canvas should be downloaded and kept in a personal filing system, whether electronic or hardcopy. This material will be reviewed during the last semester in the Supervised Teaching Seminar: EDU 1/210.

**Student Credit Hour Policy** – A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than:

- (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, or the equivalent amount of work over a different amount of time; or
- (2) At least an equivalent amount of work as required in paragraph (1) for other academic activities, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

**Technology Policy:** Candidates are expected to adhere to the MSMU technology policy as stated in the MSMU Student Handbook.

**SPECIAL CIRCUMSTANCES DUE TO COVID:**

- This course has been modified to include more online/remote activities due to COVID and social distancing protocols. In addition, if you are unwell, or have other issues preventing you from attending face-to-face meetings, please be in contact with the instructor to discuss accommodations.
- **Potential COVID-19 Disruption: Should the course modality change during the semester the instructors will provide a comprehensive update of how the class will continue and any changes that may result.**
- **University PPE Policy:** All students must comply with the University personal protective equipment (PPE) policy while on campus. Non-compliant students will not be allowed to stay in class.

### **MSMU Office Information:**

Please call the Administrative Assistant in the Education Department to make an advisement appointment: (213) 477-2620.

The FAX number for the Education Department is (213) 477-2629

### **Other Guidelines:**

- Exchange phone numbers and emails with a classmate for support.
- Find a friend to help you edit your assignments. They must be professionally presented in error-free standard academic English.
- Use the Doheny Learning Resource Center or PARC for tutoring and assistance as needed.
- Follow the college academic integrity policies in the catalog scrupulously. Dishonesty is unacceptable.
- Please email the instructor with a question or to ask for an appointment for help. Asking questions is the best way to learn.
- A break will be provided every meeting.

*Keep in mind that this is a working syllabus, subject to change, and should not be construed as a contract*

**Course Assignment Schedule**

*Keep in mind that this is a working syllabus, subject to change, and should not be construed as a contract. Exact dates of various in class assignments may change.*

<b>Date</b>	<b>Topic</b>	<b>Reading Due</b>	<b>Assignments Due (Must be submitted to Canvas on or before the due date/time noted.)</b>
*Week 1 August 24	What is literacy? Co-teaching/Co-planning overview	Tompkins Ch. 1	
*Week 2 August 31	Reading Process  Knowing the Students and families to develop strong, supportive practices (TPE 2.1)	Tompkins Ch.2 Peregoy Ch. 1	<b>Reflection 1</b> – (All reflections must be posted by 5:30 pm at the beginning of class.)
September 7 Labor Day	No Class		
Week 3 September 14	Second Language Acquisition and Oral Language Development  English Learners in Schools  Formative/Summative assessments for and identification of ELLs	Peregoy Ch. 2 & 4	<b>Reflection 2</b>
Week 4 September 21 (asynchronous online)	Early Literacy Home-School Connections Fieldwork check-in	Tompkins Ch. 3 & 4 Peregoy Ch. 11	<b>Reflection 3</b>
*Week 5 September 28	Word Analysis- Phonemic Awareness, Phonics, Spelling <i>Words their Way website</i> In class activity: Assessment Overview and learning about students i.e, using technology Analyzing data such as DIBELS, for observation for planning (TPE 4.1, 5.4)  Introduction to Literature Circles	Tompkins Ch. 5 Peregoy Ch. 5: pp. 152-182	<b>Reflection 4</b>
*Week 6 October 5	Fluency In class activity: Assessment Practice In class activity: General Ed and Special Ed candidates collaborate to analyze sample student work-ELL and SN assessments-to inform their lessons (TPE 5.6) Fieldwork check-in <i>IRL's, RAZs-website, running records</i> <i>Midterm Review</i>	Tompkins Ch. 6 Peregoy Ch. 5: 183-195	<b>Reflection 5</b>

	Struggling Reading and Writers		
Week 7 October 12 (asynchronous online)	<b>Midterm</b> Assessment Practice  <a href="#">Self –Assessment and learning goals (TPE 5.3)</a>	Review all reading Study for Midterm	
Week 8 October 19	Vocabulary, Academic Language and Background Knowledge	Tompkins Ch. 7 Peregoy Ch. 6 Inside Out and Back Again <i>Part I-Saigon</i>	<b>Opportunity Task #1 – Pt 1</b> <b>Description section due Tue,</b> <b>Oct 20 at 11:59 pm</b>
*Week 9 October 26	Reading Comprehension and Literary Response and Analysis <i>Guided Reading</i>  <b>In class activity: Co-planning Literature Week Plan (TPE 3.4)</b>	Tompkins Ch. 8 & 9 Peregoy pp. Ch. 8 Inside Out and Back Again <i>Part II-At Sea</i>	<b><u>Literature Week Plan Part 1</u></b> <b>(in class)</b>
Week 10 November 2 (asynchronous <u>online</u> )	State Board of Education Reading Programs Organizing, Designing, and Delivering Literacy Instruction Differentiated Instruction  <a href="#">Communicating with parents regarding assessment (TPE 5.4)</a>	Tompkins Ch.10  Inside Out and Back Again <i>Part III-Alabama</i>	
*Week 11 asynchronous November 9	More Practice with Differentiation Response to Intervention  Sped students and advocating for their own learning	Tompkins Ch. 11 Peregoy Ch. 3 Inside Out and Back Again <i>Part IV-From Now On</i>	<b>Opportunity Task #1- Pt 2</b> <b>Final due Tuesday,</b> <b>November 10 at 11:59 pm</b>
*Week 12 November 16	Content Area Literacy Expository Text  <a href="#">Co-planning for Literature Week Plan (TPE 3.4)</a>	Tompkins Ch. 12 Peregoy Chapters 9 & 10	<b><u>Literature Week plan</u></b> <b><u>Part 2 – In Class</u></b>
Week 13 November 23 <b>(asynchronou sonline)</b>	Writing Process-Writing for different purposes, audiences, genres Writer’s Workshop/ RICA Overview Assessing Writing- Rubrics	Tompkins Ch. 2: pp.52-65 Peregoy Ch. 7	<b>Observation Assignment</b> <b>with Logs and Evaluation</b> <b>Due Tuesday, November 24</b> <b>at 11:59 pm.</b>
Week 14 November 30	<b>Writing Process</b> <b>Presentations</b>		<b>Opportunity Task #2</b> <b>(Video Recording)</b> <b>Due Tuesday, December 1 at</b> <b>11:59 pm.</b>
*Week 15 December 7	<b>Writing Process</b> <b>Presentations</b>		<b>Final Writing Process</b> <b>Project due Wednesday,</b> <b>December 8 at 11:59 pm</b>

\*Professor Liz Weiner will be in attendance for class.

**TPE (Teacher Performance Expectations) addressed in this course are:**

- Apply knowledge of students to engage them in learning (TPE 1.1)
- Connect subject matter to real-life contexts and provide active learning experiences (TPE 1.3)
- Use a variety of developmentally and ability-appropriate instructional strategies for a wide range of learners (TPE 1.4)
- Provide a supportive learning environment for English and Standard English learners (TPE 1.6)
  
- Promote students' social emotional growth development and individual responsibility (TPE 2.1)
  
- Demonstrate knowledge of subject matter (TPE 3.1)
- Use knowledge about students and learning goals to organize curriculum (TPE 3.2)
- Plan, design, and implement, and monitor instruction in cross-disciplinary learning (TPE 3.3)
- Individually and collaboratively plan with other educators (TPE 3.4)
- Adapt subject matter curriculum, organization and planning to support the acquisition and use of academic language (TPE 3.5)
- Use and adapt resources and instructional materials and technology to facilitate equitable access (TPE 3.6)
  
- Applying information about students for short-term and long-term planning(TPE 4.1)
- Understand and apply knowledge of the range of learners (TPE 4.2)
- Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills (TPE 4.3)
- Plan, design, implement, and monitor instruction making effective use of instructional time (TPE 4.4)
- Plan, design, implement, and monitor instruction making effective use appropriate instructional technology (TPE 4.4 a)
- Plan, design, implement, and monitor instruction making effective use of developmentally, linguistically, and culturally appropriate learning activities for the full range of English learners (TPE 4.4 c)
- Plan, design, implement, and monitor instruction making effective use of appropriate modifications for students with disabilities in the general education classroom (TPE 4.4d)
  
- Designing and administering different classroom assessments (TPE 5.1);
- Collecting and analyzing assessment data to plan and modify instruction (TPE 5.2);
- Using assessment data in a timely manner to assist students and families (TPE 5.5);
- Using assessment data to differentiate instruction, make accommodations or modify instruction (TPE 5.8);

- Reflecting on your own pedagogy and practice (TPE 6.1)

**Developmentally Appropriate Practices in Relation to Subject-Specific Pedagogy**  
**English Language Development in Relation to Subject-Specific Pedagogy**

**Subject-Specific Pedagogical Skills for Multiple Subjects Teaching Assignments**

1. Teaching English Language Arts in a Multiple Subject Assignment