



**EDUC 3406: ELA Methods: Language and Literacy, P-5**  
(CRN 20302)

**Spring 2020**

**Monday/Wednesday 11:15 – 12:30; Arts and Sciences, G-229**

**Instructor: Professor Dr. Tricia Smith**

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Office hours: M: 2:00 – 5:00; T: 11:15 -12:00; W: 12:45-3:00; drop-ins are welcome;  
appointments available.

**CATALOG DESCRIPTION (3.0 semester credit hours – 3-0-3):**

The focus of this course is on childhood literacy, specifically the theories and historical contexts of early childhood reading and writing instruction and the fundamentals of reading (phonics, phonemic awareness, vocabulary development, fluency and comprehension); as well as expressive language and writing development. Candidates also explore how reading and writing assessment guides instruction, as well as how to design differentiated instruction that responds to the diversity in today's classrooms. The use of digital literacy resources are also covered as a topic in this course.

**UNDERGRADUATE COURSE PREREQUISITES:**

Completion of EDUC 2110, 2120, AND 2130, with a minimum grade of C.

**MAJOR CLASSROOM ACTIVITIES (Methodologies):**

This course is designed to take an in-depth look at literacy instruction for grades Pre-K-5. The class focus is to provide students with the knowledge and skills that are needed to design developmentally appropriate programs aimed at facilitating the acquisition of reading and writing skills. The emphasis is on the study of ways to provide early guidance and effective instruction that impact many aspects of student learning, including reading, writing, listening, and speaking. Students will explore topics through multiple avenues of instruction, using small groups, whole groups, and individual activities.

**REQUIRED TEXTS:**

Tompkins, Gail, and Emily Rodgers. (2020). *Literacy in the early grades: A successful start for PreK-4 readers and writers*, 5th edition. Pearson, ISBN 978-499056-0, Paperback.

Supplemental Text:

Tompkins, Gail. (2018). *Language arts: Patterns of practice*. 9th edition. Pearson, ISBN 978-0135224618, Paperback.

Additional essays will be posted on D2L.

### **PROGRAM LEARNING OUTCOMES:**

The Teacher Education Unit Outcomes enumerated below come from the knowledge base that was written to address what candidates should know and be able to do upon completion of the program. During the program sequence, the following teacher education outcomes are addressed. These outcomes are aligned with the conceptual framework descriptors, and teacher education unit outcomes as relevant to INTASC Principles and essential knowledge, (k) skills (s) and dispositions (d). These Unit Outcomes are covered in this course:

1. **Diagnoses Learning Needs-** The candidate uses a variety of assessment techniques and utilizes appropriate technologies to gather information about all students and integrates this information to determine learners' strengths and areas to be developed. (INTASC 1, 8; Collaborative; Reflective; Competent) (Skills)
2. **Plans for Student Learning-** The candidate integrates knowledge of content discipline, of the nature of diverse learners, of learning theories, of instructional strategies and of professional standards and state/local curriculum guides to plan instruction.
3. **Facilitates Student Learning-** The candidate implements instructional plans with flexibility and is guided by knowledge of discipline content, of the nature of all learners, of learning theories and of instructional strategies. (INTASC 1,2,3,4,5,6,7,9; Reflective; Competent; Caring) (Knowledge; Skills; Dispositions)
4. **Demonstrates Appropriate Knowledge-** The candidate has general knowledge in the liberal arts and sciences and possesses discipline specific knowledge at a level appropriate for the chosen teaching field. (INTASC 1,7; Competent) (Knowledge; Skills)
5. **Fosters Student Well-being to Support Learning-** The candidate interacts with diverse students, school colleagues, parents, and agencies in the larger community to foster student well-being and learning. (INTASC 5, 9, 8,10; Collaborative; Caring; Committed) (Skills; Dispositions)
6. **Assumes the Role of Professional Teacher-** The candidate acts in accordance with the structure, standards and responsibilities of the profession and recognizes the role of the school in supporting a democratic society. (INTASC 9; Competent; Collaborative; Caring; Committed) (Knowledge; Skills; Dispositions)

### **Course Learning Outcomes:**

Course Outcome 1: To be familiar with theories and historical contexts of early reading and writing instruction, including the fundamentals of reading, as well as repressive language and writing development.

Course Outcome 2: To be aware of how reading and writing assessment guides instruction.

Course Outcome 3: To be able to design differentiated instruction that responds to the diversity in today's classrooms.

Course Outcome 4: To be able to use digital literacy resources in development of skills and strategies that enhance childhood literacy.

### **COURSE OBJECTIVES:**

Students will gain knowledge and its application in the following in the study of materials in this course.

Students will be able to:

- Identify and use the language of the field of literacy in the early grades (Standard #4: Content Knowledge; InTASC Standard #5: Application of Content; GACE Elementary prep; edTPA);
- Identify key characteristics and application of the different perspectives about reading, including “a balanced approach” to reading (InTASC Standard #1: Learner Development; InTASC Standard

#2: Learning Differences; InTASC Standard #4: Content Knowledge; InTASC Standard #5: Application of Content; GACE Elementary prep; edTPA);

- Explain how and why teachers differentiate instruction (InTASC Standard #1: Learner Development; InTASC Standard #2: Learning Differences; InTASC Standard #3: Learning Environments; InTASC Standard #4: Content Knowledge; InTASC Standard #5: Application of Content; InTASC Standard #6: Assessments; GACE Elementary prep; edTPA);
- Describe how teachers link instruction and assessment, including an understanding of reading levels and diagnostic testing (InTASC Standard #1: Learner Development; InTASC Standard #2: Learning Differences; InTASC Standard #4: Content Knowledge; InTASC Standard #5: Application of Content; InTASC Standard #6: Assessments; InTASC Standard #7: Planning for Instruction; GACE Elementary prep; edTPA);
- Explain how to promote oral and written language development (Standard #5: Application of Content; Standard #7: Planning for Instruction; InTASC Standard #8: Instructional Strategies
- Describe the stages of the reading process and how they are assessed (InTASC Standard #4: Content Knowledge; InTASC Standard #5: Application of Content; InTASC Standard #6: Assessments; GACE Elementary prep; edTPA);
- Define the alphabetic principle and phonemic awareness strategies (InTASC Standard #4: Content Knowledge; InTASC Standard #8: Instructional Strategies; GACE Elementary prep; edTPA);
- Describe the stages and components of spelling (InTASC Standard #4: Content Knowledge);
- Identify the components of reading and writing fluency and their assessments (InTASC Standard #4: Content Knowledge; InTASC Standard #6: Assessments; GACE Elementary prep; edTPA);
- Explain word-study and its application to the components of vocabulary instruction (InTASC InTASC Standard #4: Content Knowledge; InTASC Standard #5: Application of Content);
- Explain factors that support student comprehension of text and strategies that readers use to develop comprehension (InTASC Standard #4: Content Knowledge; InTASC Standard #5: Application of Content; InTASC Standard #8: Instructional Strategies; GACE Elementary prep; edTPA);
- Explain the text factors of stories, informational texts, and poetry (InTASC Standard #4: Content Knowledge; GACE Elementary prep; edTPA);
- Describe the stages of the writing process and how they are assessed (InTASC Standard #4: Content Knowledge; InTASC Standard #6: Assessments; GACE Elementary prep; edTPA)
- Develop thematic units to accommodate all learners (InTASC Standard #1: Learner Development; InTASC Standard #2: Learning Differences; InTASC Standard #3: Learning Environments; InTASC Standard #4: Content Knowledge; InTASC Standard #5: Application of Content; InTASC Standard #6: Assessments; InTASC Standard #7: Planning for Instruction; InTASC Standard #8: Instructional Strategies; GACE Elementary prep; edTPA);
- Develop lesson planning that reflects best practices in literacy instruction (InTASC Standard #1: Learner Development; InTASC Standard #2: Learning Differences; InTASC Standard #3: Learning Environments; InTASC Standard #4: Content Knowledge; InTASC Standard #5: Application of Content; InTASC Standard #6: Assessments; InTASC Standard #7: Planning for Instruction; InTASC Standard #8: Instructional Strategies; GACE Elementary prep; edTPA);

- Apply assessment tools to the evaluation of student reading and writing (InTASC Standard #1: Learner Development; InTASC Standard #6: Assessments; GACE Elementary prep; edTPA); and,
- Develop a thematic unit that can be implemented in a Pre-K-5 classroom (InTASC Standard #1: Learner Development; InTASC Standard #2: Learning Differences; InTASC Standard #3: Learning Environments; InTASC Standard #4: Content Knowledge; InTASC Standard #5: Application of Content; InTASC Standard #6: Assessments; InTASC Standard #7: Planning for Instruction; GACE Elementary prep; edTPA).



### **CSU EDUCATION UNIT CONCEPTUAL FRAMEWORK:**

The mission of the Teacher Education Unit is to prepare professional educators who engage in *reflective practice* and who are *competent, caring, committed, collaborative, culturally responsive*, and prepared to teach diverse learners in an ever-changing society. For the complete CSU Teacher Education Unit Conceptual Framework follow the link: <http://www.clayton.edu/teachered>.

### **TEACHER EDUCATION POLICY:**

The content of this course syllabus correlates to education standards established by national and state education governing agencies, accrediting agencies and learned society/ professional education associations. Please refer to the course correlation matrices located at <http://a-s.clayton.edu/teachered/standards%20and%20outcomes.htm>.

### **COURSE REQUIREMENTS:**

#### ***(Individual or Team) Formative Assessment Activities:***

During class periods, you will be given one or more activities that are related to the topic of the day. You and/or your team will respond to some area of instruction that we may be discussing; your understanding of this instruction will inform this instructor as to your ability to acquire the knowledge at hand. While you may be asked to complete the activity if you are not in class, you will not receive a grade even if you complete the task at a later date, as these are one-time formative assessments that garner class discussion. Note that you will need to read the texts required for the day noted in the assignment modules; failure to bring texts may result in a “0”, as discussion of text is generally covered in each class.

***(Individual/Team) Discovery Activities***

Throughout the semester, you and/or your team will be asked to take knowledge gained in class and apply it to a task that provides evidence that you and/or team has deep understanding of the content.

***(Individual) Literacy History:***

Your task is to develop a personal reflective narrative essay in which you unpack your earliest significant literacy experiences. You will shape your essay into a reflective piece that promotes what you know about your own early literacy development and how this might help a younger sibling, a future child, or anyone who wants to listen about how one becomes a literate person. Approximately three pages in length. No references needed.

***(Team) Modified Demographic Contextual Study:***

Your team will complete a brief contextual study that relays information that informs teaching in the school and grade level assigned to your team for the purpose of this class. MLA cited. Two to three pages.

***(Individual) Critical Literacy Evaluation:***

Your task is to explore a children's book for its story for evidence of justice and equity in its content. You will write an evaluation that provides evidence and/or any ways in which the story could have been written to promote justice and equity. Directions will be provided to guide your evaluation. Approximately three pages in length; MLA should be used to cite specific lines in support of your discussion.

***(Individual) Running Records Evaluation:***

Your task will be to observe a student video and evaluate the student's reading, marking a running record of the transcript of the reading. You will calculate the percentage of errors and then write a report whereby you determine patterns of error and suggest what strategies and skills should be taught next. Approximately three pages in length.

***(Team) Text Set Annotated Bibliography:***

Your team's task is to develop an annotated bibliography of the materials that you all will be using to develop a Thematic Unit. This bibliography will revolve around ONE central theme that your team will explore in your unit. Consider the classroom demographics in which your team has been assigned when making the selection of your anchor text and support texts. Six or more texts will be used; cite per MLA.

***(Individual) Differentiated Literacy Skills Lesson Plan:***

You will develop a lesson plan, introducing skills and strategies that a student in a specified grade level needs to know or be able to do in order to enhance phonetic awareness, vocabulary, spelling, fluency, or comprehension. Choose a book that could be used in your Unit Plan that is to be completed at the end of this course.

***(Team) Thematic Unit Planning Poster:***

Your team will choose a general topic and determine the instructional focus using literacy and content-area standards. Based on the Text Set Annotated Bibliography, your team will begin building a Planning Guide that will be developed on a poster and presented during the final exam period.

***(Individual) Literacy Terms Tests:***

You will be given a list of literacy terms that you will need to know in order to effectively communicate across the field of other educators and to use when noting elements of instruction to your students. You

are to study these terms and be prepared to identify them during tests given periodically throughout the semester.

**GRADING:** A breakdown of assessments are noted below:

Formative Assessment Activities	10%
Discovery Activities	5%
Literacy History	5%
Modified Demographic Contextual Study	5%
Critical Literacy Evaluation	10%
Running Records Evaluation	10%
Text Set Annotated Bibliography	10%
Differentiated Literacy Skills Lesson Plan	15%
Thematic Unit Planning Poster	15%
Literacy Terms Tests	15%

**GRADING SCALE:** Final grades will be distributed, based on a 100 points scale:

A	90 - 100%
B	80 - 89%
C	70 - 79%
D	60 - 69%
F	Below 60%

**MID-TERM PROGRESS GRADES AND WITHDRAWAL DATE:**

The mid-term grade in this course, which will be posted on March 2, 2020, reflects approximately 30% of the entire course grade. Based on this grade, students may choose to withdraw from the course and receive a grade of "W." Students pursuing this option must fill out an official withdrawal form, available in the Office of the Registrar, or withdraw on-line using the Swan by mid-term, which occurs on March 2. [Instructions for withdrawing are provided at this link](#). **The last day to withdraw without academic accountability is Friday, March 6, 2020.**

**LATE WORK:**

All assignments (paper copies, only!) are to be turned in by the end of the class period on the date due. NOTE THAT ONLY PAPERS TURNED IN ON TIME DURING THE CLASS PERIOD IN WHICH IT IS DUE CAN BE ALLOWED TO BE REVISED! There will be a 24-hour grace period allowed before papers are noted as LATE. Papers that are turned in during the grace period cannot be revised. After the 24-hour grace period, late assignments will receive one grade lower per week. Note that you cannot pass the class unless ALL major assignments are completed.

Note that formative assessment activities and presenting cannot be made up. Quizzes may be made up prior to the return of the quizzes to the students; it is up to the absent student to make arrangements prior to the next class for making up the quizzes. Failure to appear at the Final Exam period will result in a one grade lower drop in grade assigned to the project.

**TEXTBOOKS:**

Students are to bring the appropriate textbooks to class (or alternative on Smart phones). Students who are not prepared by bringing the appropriate material will receive a "0" for the formative assessment activity completed during the class period.

**GUIDELINES FOR ASSIGNMENTS:**

All papers should include the following information: name, course, instructor, date, assignment, and title. **Materials sent by email will not be accepted without clearance from this instructor.** See the Department of English Writing Guidelines at <http://a-s.clayton.edu/langlit/guidelines/default.html> for details about expectations. A paper copy is due on the assigned date.

**COMPUTER REQUIREMENT:**

Each CSU student is required to have ready access throughout the semester to a notebook computer that meets faculty-approved hardware and software requirements for the student's academic program. Students will sign a statement attesting to such access. For further information on CSU's Official Notebook Computer Policy, please go to <http://www.clayton.edu/hub/itpchoice/notebookcomputerpolicy>.

**SOFTWARE REQUIREMENTS:**

To properly access the course content, you will need to download the following free software:

- Adobe Reader (needed to access files in PDF format): <http://get.adobe.com/reader>
- Adobe Flash (needed to access video content): <http://get.adobe.com/flashplayer/>

**IN-CLASS USE OF STUDENT NOTEBOOK COMPUTERS:**

Student notebook computers will be used in the classroom in this course. Computers will also be used to access course materials and to communicate with your instructor. **Note that personal use of computers to check email, Face Book, etc. will not be permitted in class, as it is rude and unprofessional. Texting during class is not permitted; please leave the classroom for a brief time if you have an emergency to address.**

**COMPUTER SKILL PREREQUISITES:**

Students should be able to:

- Use the Windows™ operating system
- Use Microsoft Word™ processing and PowerPoint
- Send and receive email using Outlook™ or Outlook Express™
- Attach and retrieve attached files via email
- Use a Web browser

**Note that you should only use your CSU email account or the email system included in D2L to communicate academic information to your instructor.**

**GENERAL SUPPORT:**

Computer labs are located in various areas on campus. Students may get assistance in developing papers by visiting the Center for Academic Success. Please realize that this is not a proofreading service but rather a place where students learn to improve their own writing. The library staff is also available for research help.

**DISABILITIES:**

Individuals with disabilities who need to request accommodations should contact the Disability Services Coordinator, Student Center 255, [disabilityservices@mail.clayton.edu](mailto:disabilityservices@mail.clayton.edu), 678-466-5444.

**GENERAL POLICIES:**

Students must abide by policies in the [Clayton State University Student Handbook](#), and the [Basic Undergraduate Student Responsibilities](#). The Student Handbook is part of the [Academic Catalog and Student Handbook](#), which appears on page 6.

**UNIVERSITY ATTENDANCE POLICY:**

Students are expected to attend and participate in every class meeting. Instructors establish specific policies relating to absences in their courses and communicate these policies to the students through the course syllabi. Individual instructors, based upon the nature of the course, determine what effect excused and unexcused absences have in determining grades and upon students' ability to remain enrolled in their courses. The university reserves the right to determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawals or failing grades.

**COURSE ATTENDANCE POLICY:**

Students are expected to attend each class session, participate fully in discussions and group activities, read material assigned, and complete all writing assignments on time. Tardiness will not be tolerated. Late arrival and/or early departure will be noted; frequent late arrival or early departure may add up to an absence. It is expected that attendance means full mental engagement; this does not include surfing the web, checking Facebook pages or texting during class. In-class formative assessment assignments and presenting times that are missed due to absences, late arrival or early departure cannot be made up. Tests must be made up prior to the next class meeting, when quizzes are returned to students. If a student does not attend the final exam session, then the grade for the product developed to be presented during the exam session will automatically be deducted by ten (10) points.

**EMAIL COMMUNICATION:**

University e-mail policy requires that students use only your Clayton State University e-mail address when contacting me about the course. This professor will not respond to non-CSU e-mail addresses. Recall that your CSU e-mail accounts are accessible through the Internet via "Web-Mail" which can be reached from the CSU homepage: <http://www.clayton.edu>.

**ACADEMIC DISHONESTY:**

Any type of activity that is considered dishonest by reasonable standards may constitute academic misconduct. The most common forms of academic misconduct are cheating and plagiarism. All instances of academic dishonesty will result in a grade of zero for the work involved. All instances of academic dishonesty will be reported first to the English Department Chair and then to the [Office of Community Standards](#). Judicial procedures are described, beginning on page 19 in the section of the [Academic Catalog and Student Handbook](#) in the [Procedures for Adjudicating Alleged Academic Conduct Infractions](#).

**PLAGIARISM DETECTION SOFTWARE:**

Students agree that by taking this course all required papers may be subject to submission for textual similarity to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Students should submit their papers in such a way that no identifying information about the students will be included.

**DISRUPTION OF THE LEARNING ENVIRONMENT:**

Behavior which disrupts the teaching-learning process during class activities will not be tolerated. While a variety of behaviors can be disruptive in a classroom setting, more serious examples include belligerent, abusive, profane, and/or threatening behavior. A student who fails to respond to reasonable faculty direction regarding classroom behavior and/or behavior while participating in classroom activities may be dismissed from class. A student who is dismissed is entitled to due process and will be afforded such rights as soon as possible following dismissal. If a student is found in violation, he/she may be administratively withdrawn and may receive a grade of WF. More detailed descriptions of [examples of disruptive behavior](#) are provided in the [Clayton State University Academic Catalog and Student Handbook](#), starting on page 8.



**WRITING ASSISTANCE:** The goal of the Writers' Studio is to give rise to better writers, not just to better writing. People who love to write, people who struggle mightily with it, and people who fall anywhere else on the spectrum can find a place at The Writers' Studio—a place for students to come for writing guidance and feedback.

Each student may receive up to 90 minutes of assistance per day and 3 hours per week. Furthermore, both appointments and walk-ins are welcome. Here is The Writers' Studio's contact information:

Location: Arts & Sciences Building, Room G-224  
Phone: 678.466.4728  
Email: ws224@clayton.edu  
Website: <http://clayton.edu/writersstudio>

Visit The Writers' Studio at <http://clayton.edu/writersstudio> or schedule your appointment online at <http://clayton.mywconline.com> (Note: first-time users need to complete a one-time registration prior to using the online appointment website).

**OPERATION STUDY:** At Clayton State University, we expect and support high motivation and academic achievement. Look for Operation Study activities and programs this semester that are designed to enhance your academic success such as study sessions, study breaks, workshops, and opportunities to earn Study Bucks (for use in the University Bookstore) and other items. See the following site for details: <http://clayton.edu/operation-study>.

## SPRING 2020 COURSE OUTLINE

(Subject to change at discretion of professor or progress of class.)

### **Week 1: M, Jan 13/W, Jan 15**

**Topics:** Introduction to course; review of syllabus; reviewing the standards; discuss *Literacy History*; formative assessment activities.

**READ:** Tompkins/Rogers: Chapter 1

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### **Week 2: M, Jan 20 – No class; MLK, Jr holiday; W, Jan 22 – class will be held**

**Topics:** Becoming an effective teacher of reading: learning to read; reading instruction; differentiating instruction; teaching English learners; linking assessment to instructional planning; formative assessment activities.

**READ:** Tompkins/Rogers: Chapter 1 (continued)

**DUE:** *Discovery Activity (?)*; draft of *Literacy History* for peer response.

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### **Week 3: M, Jan 27/W, Jan 29**

**Topics:** Examining students' literacy development: promoting oral development; written language; developing as readers and writers; introduce *Running Records Evaluation*; formative assessment activities.

**READ:** Tompkins/Rogers: Chapter 2

**DUE:** *Discovery Activity (?)*, *Writing Terms Test #2*; Final draft of *Literacy History*

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### **Week 4: M, Feb 3/W, Feb 5**

**Topics:** Assessing students' literacy development: classroom assessment; diagnostic tests; teaching English learners; high-stakes testing; portfolio assessment; introduce *Critical Literacy Evaluation*; formative assessment activities.

**READ:** Tompkins/Rogers, Chapter 3

**DUE:** *Discovery Activity (?)*, *Running Records Evaluation*

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### **Week 5: M, Feb 10/W, Feb 12**

**Topics:** Cracking the alphabetic code: Phonics instruction; phonemic awareness; teaching English learners; introduce *Text Set Annotated Bibliography*; formative assessment activities.

**READ:** Tompkins/Rogers: Chapter 4

**DUE:** *Discovery Activity (?)*, *Critical Literacy Evaluation*

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### **Week 6: M, Feb 17/W, Feb 19**

**Topics:** Learning to spell: stages of spelling development; teaching English learners; assessing spelling; formative assessment activities.

**READ:** Tompkins/Rogers: Chapter 5

**DUE:** *Discovery Activity (?)*

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**Week 7: M, Feb 24/Wed, Feb 26**

**Topics:** Developing fluent readers and writers: teaching high-frequency words; reading fluency; writing fluency; assessing; teaching English learners; formative assessment activities.

**READ:** Tompkins/Rogers: Chapter 6

**DUE:** *Discovery Activity (?)*, *Text Set Annotated Bibliography*

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**Week 8: M, Mar 2; Wed, Mar 4**

**Topics:** Building students' vocabulary: academic vocabulary; word-study concepts; teaching students about words; introduce *Differentiated Literacy Skills Lesson Plan*; formative assessment activities.

**READ:** Tompkins/Rogers: Chapter 7

**DUE:** *Discovery Activity (?)*; *Writing Terms Test #2*

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**March 9 and March 11** – Spring break; no class.

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**Week 9: M, Mar 16/ Wed, Mar 18**

**Topics:** Teaching comprehension, Reader factors: becoming strategic readers; aspects of comprehension; strategies; explicit instruction; teaching English learners; formative assessment activities.

**READ:** Tompkins/Rogers: Chapter 8

**DUE:** *Discovery Activity (?)*

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**Week 10: M, Mar 23/ Wed, Mar 25**

**Topics:** Facilitating students' comprehension, Text factors: text factors of stories, informational books; poetry; formative assessment activities.

**READ:** Tompkins/Rogers: Chapter 9

**DUE:** *Discovery Activity (?)*

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**Week 11: Mon, Mar 30/ Wed, Apr 1**

**Topics:** Scaffolding students' reading development: reading process; reading strategies and skills; organizing for instruction; formative assessment activities.

**READ:** Tompkins/Rogers: Chapter 10

**DUE:** *Differentiated Literacy Skills Lesson Plan*, *Discovery Activity (?)*

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**Week 12: Mon, Apr 6/ Wed, Apr 8**

**Topics:** Scaffolding students' writing development: Writing Workshop; writing process; teaching English learners; assessing writing; formative assessment activities.

**READ:** Tompkins/Rogers: Chapter 11

**DUE:** *Writing Terms Test #3*; *Discovery Activity (?)*

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**Week 13: Mon, Apr 13/ Wed, Apr 15**

**Topics:** Integrating literacy into thematic units: multigenre projects; connecting reading/writing; demonstrating learning; teaching English learners; developing thematic units; formative assessment activities.

**READ:** Tompkins/Rogers: Chapter 12

**DUE:** *Discovery Activity (?)*; *Writing Terms Test 4*.

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**Week 14: Mon, Apr 20/ Wed, Apr 22**

**Topics:** Developing the Thematic Unit; in-class work; conferences; formative assessment activities.

**DUE:** *Discovery Activity (?)*

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**Week 15: Mon, Apr 27/ Wed, Apr 29**

**Topics:** Developing the Thematic Unit; in-class work, peer support; conferences; formative assessment activities.

**DUE:** *Discovery Activity (?)*

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**Exam period:** TBA: Students will informally present their Thematic Units.