CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
Michael D. Eisner College of Education

EED 520: Reading Instruction for Diverse Learners
Spring 2025

Professor: Dr. Renee Ziolkowska
E-mail address: renee.ziolkowska@csun.edu
Office Phone Number: 818-677-7393

Date/Time: W 4:00-6:45 PM
Class Number: 15697
Room Location: Bookstein Hall 1232

Office Hours: by Appointment

Department of Elementary Education
Chair: Dr. Gregory Knotts
Office Phone Number: 818-677-2621
Administrative Coordinator: Zulema Reyes

Conceptual Framework of the College of Education

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of research-based professional knowledge and skills.
- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
- We value ethical practice and what it means to become ethical and caring professionals.
- We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value creative, critical, and reflective thinking and practice.

Course Description

This is the first of two courses designed to prepare candidates to teach reading, writing, speaking, listening and language across the curriculum to all students—including early through advanced literacy skills, English learners, and students with special needs (i.e., students exhibiting signs and symptoms of dyslexia). Teacher candidates will become familiar with historical and theoretical perspectives on literacy, with an emphasis on evidence-based

research, including *The Science of Reading*, and the current state-adopted standards in English language arts and English language development (ELD), and *The California Dyslexia Guidelines*. Candidates will learn how to use an array of engaging instructional methods focusing explicitly on foundational skills, meaning making, language development, effective expression, and content knowledge. The course will utilize a social justice approach to teaching literacy, including culturally sustaining pedagogies, asset-based instruction, trauma informed practices, and social emotional learning to address student needs and to help students develop a lifelong passion for literacy. Candidates learn to administer literacy assessments and use assessment data to inform instructional planning. This course requires 20 hours of directed fieldwork at a school site, during reading/language arts/ELD instruction.

Course Objectives

A. **Subject Matter Knowledge**
   1. Candidates will demonstrate knowledge of current state adopted English language arts/literacy standards and English language development (ELD) standards including phonemic awareness, phonics, fluency, systematic vocabulary development, reading comprehension, and literary response and analysis. (TPEs 3.1, 3.6, 7.1)

   2. Candidates explain the psychological, physiological, socio-cultural instructional, and linguistic factors that influence reading growth among diverse learners. (TPEs 1.1, 1.4, 1.6, 2.2-2.4, 2.6, 3.2, 3.4, 3.5, 4.1, 4.2-4.8, 5.7, 5.8, 6.2, 6.3, 6.4-6.5, 7.3)

   3. Candidates demonstrate knowledge of foundational reading skills needed by emergent, beginning, and struggling readers. Candidates also understand that the advanced skills of comprehending narrative and informational texts, literary response and analysis, and critical digital literacy all depend on a foundation of solid decoding and word-recognition skills. (TPEs 2.5, 3.1-3.6, 4.1, 4.2, 4.4, 4.5, 5.2-5.4, 5.6, 5.8, 6.1, 7.5, 7.6, 7.9)

   4. Candidates demonstrate knowledge of reading and language skills needed to comprehend and analyze text in all literary subgenres--narrative and informational. (TPEs 1.5, 1.6, 3.1-3.8, 4.3)

   5. Candidates demonstrate knowledge of effective, developmental, comprehensive reading and language arts programs for English language development that address California standards and frameworks. (TPEs 1.1-1.8, 2.1-2.6, 3.1-3.8, 4.1-4.8, 5.3-5.8, 6.1-6.5, 7.1-7.2)

   6. Candidates demonstrate the necessary knowledge, skills, and dispositions to work effectively in a multicultural school milieu and with students demonstrating atypical development who are included in general education classrooms, including students exhibiting signs or symptoms of dyslexia. (TPEs 1.1, 1.2, 1.4,1.6, 1.7, 2.1-2.6, 3.2, 3.4, 3.5, 3.6, 4.1, 4.2, 4.4-4.7, 5.5-5.8, 6.2-6.5, 7.1, 7.2, 7.10, 7.11)

   7. Candidates demonstrate an understanding of the California Dyslexia Guidelines. (TPEs 7.1, 7.2, 7.4, 7.5, 7.10)

B. **Ability to Develop Curriculum**
   1. Candidates demonstrate the ability to select and/or to design high-quality materials necessary for instruction of reading, language arts, and English language development including the current state adoptions, media and technology applications, teacher-made products, and trade books. (TPEs 1.1, 1.3-1.7, 2.2, 2.5, 3.1-3.8, 4.1-4.8, 5.1, 6.1, 6.5, 7.1, 7.2, 7.11)

   2. Candidates demonstrate the ability to analyze children's literature and classroom texts for readability, level of complexity, language demands, reader interest, and cultural sensitivity related to reading, language arts, and English language development curricular goals. (TPEs 1.1, 1.4, 1.6, 2.2, 3.1, 3.4-3.6, 4.1, 4.3, 4.4, 4.6, 7.4, 7.6, 7.7)

   3. Candidates develop oral and written assignments that are designed to cause students to cite and apply specific evidence from a text, both informational and narrative. (TPEs 1.3, 1.5, 3.1, 3.2, 3.4, 3.5, 3.7, 4.7, 7.7, 7.8)

C. **Ability to Plan Instruction**
1. Candidates design and implement effective, engaging, research based teaching strategies to make lesson content comprehensible for English learners and struggling readers, dyslexic readers, including use of Specially Designed Academic Instruction in English (SDAIE), identifying elements of the text structure and text complexity, and strategies for reducing text complexity. (TPEs 1.1, 1.3-1.8, 2.2, 2,3, 2.5, 3.1-3.7, 4.1-4.5, 4.7, 4.8, 5.6, 5.7, 6.1, 6.2, 6.5, 7.1., 7.2, 7.10, 7.11)

2. Candidates design and implement instructional strategies to increase student independence in reading narrative and informational texts across content areas. (TPEs 1.1, 1.3-1.6, 1.8, 2.2, 3.1, 3.3, 3.5, 3.6, 3.7, 3.8, 4.1-4.8, 6.1, 7.9)

3. Candidates design and implement a variety of effective teaching strategies that develop English language proficiency and the independence needed for reading, speaking, and listening in various literacy genres, including attention to audience needs, communication purpose, language conventions, shades of meaning, academic language, and purpose of the author/speaker/reader. (TPEs 1.1-1.8, 2.2, 2.5, 3.1, 3.3-3.8, 4.1-4.8, 5.7, 6.1, 7.6, 7.7, 7.8)

4. Candidates will demonstrate knowledge of a variety of instructional strategies for improving reading comprehension including in discipline-specific text, such as history-social science, science, and technical subjects. (TPEs 1.1, 1.3-1.5, 1.7, 1.8, 3.1-3.8, 4.1, 4.3, 4.7, 4.8, 6.1, 7.9)

5. Candidates will develop standards-based lesson plans for reading, language arts, and/or ELD using the program's adopted lesson plan format; lesson plans shall provide for appropriate instruction for all students including differentiated instruction and/or modifications based on identified learning needs for struggling readers, advanced readers, and students with disabilities (e.g. demonstrating atypical development. (TPEs 1.1-1.8, 2.2-2.6, 3.1-3.8, 4.1-4.8, 5.2, 5.6-5.8, 6.1, 6.2, 6.5, 7.1, 7.2, 7.3, 7.4, 7.10, 7.11)

6. Candidates plan instruction with a social justice lens, using literature that is inclusive and affirmational for a diverse student body, addressing social emotional learning, asset-based pedagogy, trauma informed practices, and family engagement. (TPEs 7.1, 7.2, 7.3, 7.4)

D. **Ability to Make Sound Pedagogical Decisions**
1. Candidates complete a directed 20-hour fieldwork experience in a public general education elementary classroom that includes English learners during reading and language arts and English language development (ELD) instruction time. Candidates observe, participate, and learn from an effective teacher who is an expert in reading and literacy instruction and classroom management. (TPEs 1.1-1.8, 2.1-2.6, 3.1-3.8, 4.1-4.8, 5.1-5.7, 6.1-6.7, 7.1-7.11)

2. Candidates demonstrate knowledge of varied grouping techniques that provide for differentiated instruction and collaborative work with peers such as appropriate whole-class activities, heterogeneous and homogenous groups, large and small groups, learning centers, peer teaching, peer partners, and cooperative learning groups. (TPEs 1.1, 1.3-1.6, 1.8, 2.2, 2.3, 2.6, 3.1-3.8, 4.1-4.8, 5.2, 5.7, 5.8, 6.1, 6.5, 7.1, 7.2, 7.3, 7.4, 7.10, 7.11)

3. Candidates will demonstrate knowledge of research-based strategies for developing increased motivation to read to learn, read for pleasure, read for a lifetime, and read to prepare for college and career success. (TPEs 1.1-1.8, 2.1-2.3, 2.5, 2.6, 3.1-3.8, 4.1-4.8, 5.2, 6.1, 6.5, 7.3, 7.4)

E. **Ability to Assess Literacy Development and English Language Proficiency**
1. Candidates will demonstrate knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance), including the use of scoring rubrics. (TPEs 1.2, 3.2, 4.1, 4.3, 4.4, 4.5, 5.1, 5.5, 5.7-5.9, 7.10)

2. Candidates will interpret English learners' assessment data to identify their level of proficiency in

English as well as in their primary language and use this information to plan instruction. (TPEs 1.1, 1.6, 3.1-3.8, 4.1, 4.3, 4.4, 4.7, 5.2, 5.3, 5.6, 5.7, 7.11)

3. Candidates will administer and interpret literacy assessments and use results to plan and to differentiate instruction. (TPEs 1.1, 3.1-3.8, 4.1-4.8, 5.1-5.8, 7.10)

California Teacher Performance Expectations (TPEs)

This course provides opportunities for candidates to (a) learn to teach the content of the state-adopted preschool and K-12 academic content standards to all students, (b) use state-adopted instructional materials, and (c) assess student progress and to apply these understandings in teaching preschool and K-12 students. The California Teaching Performance Expectations (TPEs) are introduced, practiced, and assessed in various courses throughout the CSUN multiple subject teaching credential program. In this class, the following California Teacher Performance Expectations (2023) are introduced, developed, and assessed as shown:

TPE 1: Engaging and Supporting All Students in Learning	
1. Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.	Introduced & Developed
2. Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.	Introduced
3. Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.	Introduced & Developed
4. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.	Introduced & Developed
5. Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.	Introduced & Developed
6. Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.	Introduced & Developed
7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.	Introduced
8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.	Introduced & Developed
TPE 2: Creating and Maintaining Effective Environments for Student Learning	
1. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.	Introduced
2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives and are culturally responsive.	Introduced

3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.	Introduced
4. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.	Introduced
5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.	Introduced & Developed

6. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.	Introduced & Developed
TPE 3: Understanding and Organizing Subject Matter for Student Learning	
1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.	Introduced, Developed & Assessed
2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.	Introduced & Developed
3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.	Introduced
4. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.	Introduced
5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.	Introduced & Developed
6. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.	Introduced
7. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.	Introduced
8. Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.	Introduced
TPE 4: Planning Instruction and Designing Learning Experiences for All Students	
1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.	Introduced, Developed, & Assessed
2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.	Introduced & Developed
3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.	Introduced & Developed

4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:
    ● appropriate use of instructional technology, including assistive technology;
    ● applying principles of UDL and MTSS;
    ● use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;
    ● appropriate modifications for students with disabilities in the general education classroom;
    ● opportunities for students to support each other in learning; and
    ● use of community resources and services as applicable.
	Introduced & Developed

5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)	Introduced & Developed
6. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.	Introduced & Developed
7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.	Introduced & Developed
8. Use digital tools and learning technologies across learning environments as appropriate to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.	Introduced
TPE 5: Assessing Student Learning	
1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.	Introduced & Developed
2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.	Introduced & Developed
3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.	Introduced
4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.	Introduced
5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.	Introduced
6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.	Introduced
7. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.	Introduced & Developed
8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.	Introduced
TPE 6: Developing as a Professional Educator	
1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.	Introduced & Developed
2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.	Introduced & Developed
3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.	Introduced & Developed
4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.	Introduced & Developed
5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy,	Introduced

health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.	
6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.	Introduced & Developed
7. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.	Introduced
TPE 7: Effective Literacy Instruction for All Students	
7.1 Plan and implement evidence-based literacy instruction (and/or integrated content and literacy instruction) grounded in an understanding of applicable literacy-related standards1 and the themes of the *ELA/ELD Framework* (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration.	Introduced, Developed, & Assessed
7.2 Plan and implement evidence-based literacy instruction (and/or integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); and the *California Dyslexia Guidelines*, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).	Introduced
7.3 Incorporate asset-based pedagogies and inclusive approaches and culturally and linguistically sustaining practices in literacy instruction (and/or integrated content and literacy instruction), recognizing and incorporating the diversity of students' cultures, languages, dialects, and home communities. Promote students' literacy development in languages other than English in multilingual (dual language and bilingual education) programs.	Introduced, Developed, & Assessed
7.4 Provide literacy instruction (and/or integrated content and literacy instruction) for all students that is active, motivating, and engaging; responsive to students' age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students' assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.	Introduced, Developed, & Assessed
7.5 **Foundational Skills.** *Multiple Subject Candidates*: Develop students' skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling - sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity), through instruction that is direct, systematic, and explicit and that includes practice in connected, decodable text. *Multiple Subject and Single Subject Candidates*: Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. *Multiple Subject and Single Subject Candidates:* Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.	Introduced, Developed, & Assessed
7.6 **Meaning Making.** Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension, including the higher	Introduced, Developed, & Assessed

order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer question, and support analysis, reflection, and research.	
7.7 **Language Development**. Promote students' language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. Create environments that foster oral and written language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, digital, and multimedia texts. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.	Introduced, Developed
7.8 **Effective Expression**. Developing students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/argumentation, information, and narration. Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.	Introduced, Developed, & Assessed
7.9 **Content Knowledge.** Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.	Introduced, Developed
7.10 *Multiple Subject and Single Subject English Candidates:* Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. Understand how to use screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students. If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support.	Introduced, Developed & Assessed
7.11 *Multiple Subject and Single Subject Candidates*: Provide instruction in English language development (ELD) for students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction	Introduced

that builds on students' cultural and linguistic assets and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.	

II. Course Content

This course meets the reading portion of the state credentialing requirements for professional teacher preparation programs and is designed to provide candidates with subject matter knowledge, skills, and knowledge of pedagogy related to the Reading Instruction Competence Assessment (RICA) according to the California Education Code: § 44283 and § 44283.2.

Upon successful completion of this course, teacher candidates will be knowledgeable about the following:
A. Subject Matter Knowledge
1. Knowledge of the California's ELA/ELD Framework, Common Core Standards, Multi-Tiered Support System, and the California Dyslexia Guidelines.
2. Theories on reading and language development that influence reading and language proficiency of diverse learners, including psychological, physiological, socio-cultural, and linguistic.
3. Current research and national research agendas and initiatives in the field of reading, language arts, and ELD, emphasizing the science of reading and evidence-based approaches to literacy.
4. Strategies for working with English language learners, including SDAIE.
5. Foundational skills of literacy such as phonological awareness, phonemic awareness, emergent spelling development, knowledge of letter names and sounds, knowledge about print, and development of literacy structures for both first and second language development.
6. The development of writing, including grammar, syntax, handwriting, and the stages of spelling development, as well as an emphasis on common genres of writing including narrative, informative, and argumentative.
7. Effective expression and communication (collaborative, interpretive, and productive) for English proficiency in reading, writing, listening, speaking.
8. Cross-discipline and content area language processes (structuring cohesive texts, expanding and enriching ideas, and connection and condensing ideas).
9. Higher order thinking, critical analysis, and meaning making of complex literary and informational texts (print, digital, and oral).
10. The knowledge, skills, and attitudes necessary to work effectively in a multicultural school milieu including: asset based pedagogies, inclusive approaches, culturally and linguistically sustaining practices in literacy instruction, social emotional learning, and trauma informed practices.

B. Curriculum for Reading, Language Arts, and ELD
1. Elements of a comprehensive language arts curriculum that is developmental and based on current California standards and frameworks.
2. Curricular design in the key areas of reading instruction, including phonological awareness, phonics, vocabulary/academic vocabulary, comprehension (literal, inferential, evaluative), and fluency.
3. Theories on reading and language development that influence reading and language proficiency of diverse learners, including psychological, physiological, socio-cultural, and linguistic.
4. Current research and national research agendas and initiatives in the field of

reading, language arts, and ELD, emphasizing the science of reading and evidence-based approaches to literacy.

5. Strategies for working with English language learners, including SDAIE.

6. Foundational skills of literacy such as phonological awareness, phonemic awareness, emergent spelling development, knowledge of letter names and sounds, knowledge about print, and development of literacy structures for both first and second language development.

7. The development of writing, including grammar, syntax, handwriting, and the stages of spelling development, as well as an emphasis on common genres of writing including narrative, informative, and argumentative.

8. Effective expression and communication (collaborative, interpretive, and productive) for English proficiency in reading, writing, listening, speaking.

9. Cross-discipline and content area language processes (structuring cohesive texts, expanding and enriching ideas, and connection and condensing ideas).

10. Higher order thinking, critical analysis, and meaning making of complex literary and informational texts (print, digital, and oral).

11. The knowledge, skills, and attitudes necessary to work effectively in a multicultural school milieu including: asset-based pedagogies, inclusive approaches, culturally and linguistically sustaining practices in literacy instruction, social emotional learning, and trauma informed practices.

C. Instructional Planning

1. Elements of effective standards-based lessons for reading, language arts, and ELD.

2. Factors that promote success for all learners in reading, listening, speaking, and writing, including: 1) motivation to read and write, 2) cultural heritage and community values toward reading and writing, and 3) home literacy practices and early encounters with reading and writing.

3. Effective, research-based instructional strategies used in the reading classroom including word decoding (phonics, and structural/morphemic analysis), academic vocabulary, fluency development, and comprehension.

4. Reading and literacy instruction and differentiated lesson design based on assessment findings, students' linguistic and cultural backgrounds, experiences, interests, and developmental learning needs.

5. Effective differentiation and support strategies for a wide variety of diverse students.

D. Pedagogy in the Field of Reading, Language Arts, and ELD

1. Historical and current approaches to teaching reading, language arts and ELD.

2. Effective research-based instructional strategies that promote diverse learners' interpretive and critical thinking skills across communication modes during reading, language arts, and ELD instruction.

3. Evaluation of available commercial media and technology for reading, language arts, and ELD.

4. Effective use of media applications and technology in teaching reading, language arts and ELD.

5. Managing and organizing instruction by using flexible grouping and differentiated individualized instruction.

E. Assessment of Literacy and Language Skills

1. Reading assessment strategies and instruments, including published and teacher-made, used at various stages of literacy development and for various purposes, including determining attitude and motivation to read, progress monitoring, and informal/formal assessment of literacy skills.

2. Examining assessment results in the manner of a case study and for the

whole class, including analysis of assessment results and efficient use of assessment findings to differentiate instruction.

3. Understanding how to use assessment and screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy related disabilities.

4. Specifications and format of the Reading Instructional Competence Assessment (RICA).

F. <mark>Required Reading</mark>

<mark>for the Course</mark>

1. *Teaching Reading: A Playbook for Developing Skilled Readers Through Word Recognition and Language Comprehension*. Douglas Fisher, Nancy Frey & Dianne Lapp. Corwin: A Sage Publication Company. Copyright 2023.

2. A picture book of your choice to complete the picture book read aloud assignment. (More details on what books to choose will be given in class).

3. A chapter book of your choice to complete the literature circle assignment. (More details on what books to choose will be given in class).

<mark>Please become familiar with the following important documents:</mark>

1. California Common Core State Standards

2. California English Language Development Framework Executive Summary

3. California Dyslexia Guidelines

Extending Your Knowledge
You will also want to extend your knowledge of reading and language arts instruction by browsing the following websites of professional organizations:
- California Department of Education website http://www.cde.ca.gov/ - describes state testing (STAR), academic content standards and frameworks for all subject areas.
- International Literacy Association (ILA) http://www.literacyworldwide.org/
- California Reading Association (ILA affiliate) https://californiareading.org/
- National Council of Teachers of English (NCTE) www.ncte.org
- California Teachers of English (NCTE affiliate) www.cateweb.org
- Los Angeles Unified School District www.lausd.k12.ca.us
- National Association for Bilingual Education (NABE) www.nabe.org
- California Association for Bilingual Education (CABE) www.gocabe.org
- Los Angeles Public Library www.lapl.org

III. Course Assignments/Activities

Attendance
Students are expected to attend each class session. Each absence after the first will result in loss of half a grade. Tardiness or leaving early is not acceptable. Every three tardies/early departures equal one absence. If the student has extenuating circumstances s/he should communicate with the instructor to determine a plan for successful participation and learning. If you are ill and cannot come to class, please inform the instructor ahead of time.

Active Class Participation
Students are responsible for readings and are expected to come to class prepared to share what they learned and how it may be applicable to the elementary classroom. Prompt attendance and active, thoughtful participation in class activities and discussions (and occasionally written responses) is expected.

Please turn cell phones off. Schedule phone calls before or after class or during break, not during class time. The same applies to text messaging or using other electronic devices.

Participation Rubric

30 points: Coming to class prepared (e.g., readings and assignments completed). Maintaining a cheerful, professional, constructive attitude. Contributing substantively and positively to group and class dynamics. Participating enthusiastically in whole class activities, small group activities, and collegial presentations. Offers relevant, insightful, and constructive comments during class, but does not dominate discussions.

25 points: Coming to class prepared (e.g., readings and assignments completed). Maintaining a professional attitude. Contributing appropriately to the class. Participating in whole class activities, small group activities, and collegial presentations.

20 points: Coming to class somewhat prepared (e.g., assignments completed but sketchy on readings). Maintaining a professional attitude. Contributing appropriately to the class. May tend to be very quiet or over talkative. May participate in class activities but without enthusiasm. Rarely offers relevant, insightful, and constructive comments during class.

15 points: Coming to class unprepared (e.g., readings and/or assignments not completed). May display an unprofessional attitude. Sometimes fails to participate appropriately or contributes little positive interactions to group and class dynamics.

10 points: Coming to class unprepared (e.g., readings and assignments not completed). Displays an unprofessional attitude. May make irrelevant comments. May fail to participate constructively.

0 points: Not attending class.

Late assignments
Late assignments will not be accepted for full credit. All assignments are to be turned in by the specified assignment date. If you are going to be absent, you are still responsible for turning in the assignment on time. If you are experiencing challenges, please contact the instructor.

Assignments (Refer to CANVAS for detailed assignment descriptions and rubrics)

1. Literacy Profile on a K-5 Student – 30 points.
After learning about different types of assessments, you will complete a literacy profile on a K-5 student. You will analyze your student's strengths and challenges in effective expression as they write, discuss, present, and use language conventions, as you write a literacy profile on your student. (TPEs: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 3.2, 4.1, 4.2, 4.5, 4.6, 4.7, 4.8, 5.1, 5.2, 5.7, 6.1, 6.2, 6.3, 6.5, 6.6, 7.1, 7.4, 7.8, 7.10)

2. Create an original Language Arts Comprehension Lesson – 25 points.
Use the EED lesson plan format to develop a language arts comprehension lesson that focuses on a social justice issue that is active, motivating, and engaging. Your lesson will also include an **assessment and rubric** that helps monitor student progress in literacy development and informs instructional decision making.
(TPEs: 1.1, 1.3, 1.4, 1.5, 1.6, 1.8, 2.5, 2.6, 3.1, 3.2, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 5.1, 5.2, 5.7, 6.1, 6.2, 6.3, 6.5, 6.6, 7.1, 7.3, 7.4, 7.6, 7.10)

3. Create an original Foundational Skills Lesson Plan - 20 points.
Use the EED lesson plan format to develop an evidence-based literacy lesson plan on foundational skills that focuses on the areas of phonological awareness, and/or phonics. (TPEs: 7.1, 7.3, 7.4, 7.5)

4. Social Justice Read Aloud- 20 points.
Create and present an original read aloud using a text for social justice, emphasizing higher order thinking and meaning making. (TPEs: 7.1, 7.3, 7.4, 7.6)

5. Observations of Students and Teachers in Elementary Language Arts Classrooms- 25 points
20 hours of observations are required to pass this course. 20 hours of observations are required to pass this course. This assignment will consist of two documents (1) log of observation hours, and (2) a reflection essay on how students were reading, writing, listening, and speaking in discipline-specific ways. (TPEs: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 7.11)

6. Literature Circle Group Assignment- 30 points.
Students will work in a collaborative group to complete a literature circle assignment, integrating reading, speaking, writing, listening, and technology that plans for MTSS/UDL adaptations and has students create diverse print, oral, digital, and multimedia texts. (TPEs 7.1, 7.7, 7.8)

7. Participation- 30 points. (TPEs: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 7.11)

8. Attendance- 20 points.
Students will be marked present or absent on CANVAS for each course session. At the end of the semester, attendance points will be distributed based on percentage of classes attended.
(TPEs: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 7.11)

IV. **Evaluation/Grading Policy & Other:** The final course grade will be calculated using the traditional letter grades of A to F (including pluses and minuses).

Student Assignments & Evaluation
- Literacy Profile .... 30 points
- Comprehension Lesson Plan...25 points
- Foundational Skills Lesson Plan.. 20 points
- Picture Book Read Aloud .... 20 points
- Literature Circle Assignment……………………………… 30 points
- Observations, Participation, Reflections, OP Log & O/P requirement……25 points
- Course Participation…………………………… 30 points
- Attendance……………………………………………….. 20 points

```
-----------------------------------------------------------------------------------------
  Total                                                                  200 points
```

The final grade will be calculated in the following manner.

94% - 100%	= A	73% - 76%	= C
90% - 93%	= A-	70% - 72%	= C-
87% - 89%	= B+	67% - 69%	= D+
83% - 86%	= B	63% - 66%	= D
80% - 82%	= B-	60% - 62%	= D-
77% - 79%	= C+	59% or lower	= F

Academic Integrity

The core of a university's integrity is its scholastic honesty. Cheating, fabrication, facilitating academic dishonesty and plagiarism are considered gross violations of the University's academic and disciplinary standards. Students have the responsibility to be familiar with university policies and to seek clarification. For further information about the various forms of academic dishonesty see the University Catalog or contact the office of any Instructional Dean or the Student Development office.

Equal Treatment

The instructor and students in this course will act with integrity and strive to engage in equitable verbal and non-verbal behavior with respect to differences arising from age, gender, race, physical ability, and religious preferences.

Students Requesting Accommodations

Students in need of reasonable accommodations under the Americans with Disabilities Act need to register through the NCOD or Center on Disabilities prior to the first day of classes, provide the instructor with written documentation explaining the specific accommodation(s) needed to meet the student's identified learning needs; and schedule an appointment with the instructor immediately to discuss all the specific accommodations needed to ensure the student's learning success in the course.

Upholding Professional Standards Relating to Knowledge, Performance, and Professional Dispositions (The Student Delay/Withdrawal Process)

In accordance with state and national standards, students in the Department of Elementary Education at California State University, Northridge are assessed on knowledge, performance, and dispositions. Faculty in the Department of Elementary Education fully expect students to be successful and meet all program standards, but poor academic preparation, poor academic work, poor performance, or observed dispositional deficiencies will constitute grounds for a decision regarding separation from the teacher preparation program (or any other Elementary Education program) at California State University, Northridge. The Department of Elementary Education has adopted a process for ensuring that all CSUN students uphold standards of knowledge, performance, and dispositions recognized by the education profession.

University Counseling Services

Contact University Counseling Services for support and guidance if you are experiencing some type of psychological or emotional distress.
Bayramian Hall,
Room 520 (818)
677-2366, Option 1
coun@csun.edu

Klotz Student Health Center

Services include: medical, dental, vision, immunizations, TB
testing, etc. (818) 677-3666

V. Course Content Outline
Adjustments may be made based on developing needs.

Class 1 January 22 & 29	
Become familiar with the following: ==California Common Core State Standards California ELA/ELD Framework California Dyslexia Guidelines== **TPEs:** 2.5, 2.6, 3.1, 3.2, ==4.3==, ==6.3==, 6.6, ==7.1==, 7.3, 7.4, 7.5, 7.6 **Observation/Participation (O/P) information**	Key Topic/In-Class Activity: ▪ Orientation to the Common Core State Standards ▪ Orientation to the California ELA/ELD Framework ▪ Overview of the course: ==evidence-based literacy instruction (and integrated content and literacy instruction)== ▪ Introductions ▪ ==Designing and implementing instruction in literacy across academic content areas and disciplines== ▪ Review of Key Assignments ▪ ==Creating professional learning goals and interrogating your practice (in literacy)== **Observation/Participation (OP)**
Class 2 February 5	
Items Due: • *Skills Emphasis, Meaning-Emphasis, and Scientifically Based Balanced Reading Instruction* by Pressley, Allington, & Pressley • Literacy (Speaking, Listening, Writing **TPEs:** ==1.1==, ==1.6==, 2.5, 2.6, 6.3, 6.6, 7.1, ==7.3==, 7.4, 7.5, 7.6, ==7.8, 7.9, 7.11== **Observation/Participation (O/P) information**	Key Topic/In-Class Activity: ▪ ==Looking at students: prior experiences, interests, and funds of knowledge in literacy (using asset-based pedagogies to consider student learning).== ▪ What is the history of language arts/literacy instruction in this country? ▪ What does it mean to be an effective literacy teacher? ▪ What is literacy? ==How do we read, write, listen, and speak in discipline-specific ways?== ▪ How can we structure literacy instruction to be direct, systematic, and explicit? ▪ ==Creating supportive learning environments for students' first and/or second language acquisition, focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion== ▪ ==Using ELA/literacy standards and ELD standards to plan instruction== ▪ ==Helping students with effective expression in writing, discussing, presenting, and using language conventions== **Observation/Participation (O/P) information**

Class 3 Feb 12	
Items Due: ▪ Read Module 1: *How Reading Develops* (Fisher, Frey and Lapp) ▪ Read *Learning to Read: A Primer (Part One)* ▪ Read *Science of Reading eBook* **TPEs:** 1.1, 2.2, 2.5, 2.6, 6.1, 6.2, 6.5, 6.7, 7.1, 7.3, 7.4, 7.5, 7.6	**Key Topic/In-Class Activity:** ● Creating learning environments that promote productive interactions & are culturally responsive. ● How do students learn to read? ● What is *The Science of Reading?* ● Examine reading development through word recognition and language comprehension ● Discuss theoretical models of reading instruction, including *The Simple View of Reading* and *The Reading Rope* ● Discuss Picture Book for Social Justice assignment examples ● Reflecting on your teaching practice, subject matter, and pedagogical knowledge in literacy instruction ● Reflecting on your values, implicit, and explicit biases, and how they exhibit positive or negative dispositions to students ● So what's this going to look like? How do we model ethical conduct in our practice?
Class 4 Feb 19	
Items Due: ● Early Reading Assessment: A Guiding Tool for Instruction by Reading Rockets ● Screening and Assessment for Dyslexia Module by the UC/CSU Collaborative **TPEs:** 1.1, 1.2, 1.8, 2.3, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 7.1, 7.2, 7.3, 7.4, 7.5, 7.7, 7.10	**Key Topic/In-Class Activity:** ▪ Activity: students' prior experiences, interests, and funds of knowledge in literacy while establishing, maintaining, and monitoring inclusive learning environments that are healthy and safe for all students ▪ Why do we assess students? What are the different ways in which we can assess students? How can assessing students' literacy development inform instruction? ▪ Monitoring student learning in literacy development and adjusting instruction for active engagement ▪ Different types of assessments and rubrics ▪ Analyzing assessment data and modifying instruction over time ▪ Interpreting literacy assessment results from formative and summative assessments across language populations and interpret English learners' assessment data to identify their level of academic proficiency in English ▪ Creating timely communication and not/using technology with families about achievement expectations and student progress ▪ Review Literacy Profile Directions: how do we do all this and still pay attention to UDL, MTSS, and the Dyslexia guidelines ▪ How does the literacy Profile impact literacy instruction across academic content areas and disciplines? ▪ Practice various kinds of assessments ▪ Student self-assessment and reflection as valid measurement of learning

Class 5 Feb 26	
Items Due: • **What is Multi Tiered Systems of Support?** • Effective Literacy Instruction and ELD Students **TPEs:** 1.2, **1.4**, **4.4**, **4.5**, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 7.1, **7.2**, 7.2, 7.3, 7.4, 7.7, 7.10	**Key Topic/In-Class Activity:** • Principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the literacy curriculum • UDL/MTSS and planning, designing, implementing, and monitoring instruction, making effective use of instructional time • Strategies that meet individual learning needs and assist students with specific learning needs to successfully participate in transition plans • UC/CSU Collaborative Module: Multilingual English Learners and Dyslexia • Literacy Profile Directions continued • Various forms of assessments • Utilizing direct, systematic, and explicit instruction within the MTSS framework
Class 6 Mar 5	
Items Due: • Module 2 Phonological Awareness (Fisher, Frey & Lapp) • Foundational Skills (UFLI) **TPES:** **1.5**, 3.3, 3.4, **3.5**, 3.6, **3.7**, **3.8**, 4.6, **4.7**, 4.8, 7.1, 7.3, 7.4, **7.5**, 7.7	**Key Topic/In-Class Activity:** • Promoting students' critical and creative thinking, analysis, inquiry, problem solving, and framing meaningful question • UC/CSU Collaborative Module: Effective Foundational Literacy Skills Instruction & Dyslexia • Foundational Skills: what are they and how do we address student needs? • Phonological Awareness and Phonemic Awareness • Planning and supporting the acquisition and use of academic language in ELA/ELD • Developing and promoting digital citizenship and the international educational technology standards • Planning literacy instruction that promotes participation between teacher and student and among students • Review Foundational Skills Lesson Plan Directions and Assign Groups
Class 7 Mar 12	
Items Due: • Module 3 Alphabetics (Fisher, Frey & Lapp) • **Picture Book For Social Justice Group #1** **TPEs:** **1.3**, 1.4, 1.5, 1.7, **1.8**, 3.3, 3.4, 3.6, 3.8, 4.6, 4.7, 4.8, 7.1, 7.3, 7.4, **7.5**, 7.8 **MARCH 17-23 Spring Break**	**Key Topic/In-Class Activity:** • Connecting subject matter to real-life and supporting student motivation • Ideas for monitoring student learning and adjusting instruction for active engagement • Relationship between learning letters and sounds and reading. • Concepts of Print • Letters of the Alphabet • Spoken sounds and graphic representations. • Quality alphabet instruction • Class time to work on Foundational Skills Lesson Plans

Class 8 Mar 26	
Items Due: ▪ Module 4 Phonics and Decoding (Fisher, Frey & Lapp) ▪ *Picture Book For Social Justice Group #2* ▪ *Foundational Skills Lesson Plans DUE (Groups: ___)* **TPEs: 1.3, 1.4, 1.5, 1.7, 3.3, 3.4, 3.6, 3.8, 4.4, 4.5, 4.6, 4.7, 4.8, 5.1, 5.8, 7.1, 7.3, 7.4, 7.5**	Key Topic/In-Class Activity: ▪ The role of phonics and its impact on reading, spelling, and writing ▪ Sequential instruction that will develops phonics skills for reading and writing. ▪ Foundational Skills Lesson Plan Presentations ▪ Orthographic Mapping ▪ Spelling and Sound Symbol Correspondences ▪ Planning, designing, implementing, and monitoring instruction, making effective use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners ▪ Using assessment data, including information from students' IEP, IFSP, ITP, and 504 plans for accommodations and/or modifications ▪ Successfully participating in transition plans focused on literacy (e.g., IEP, IFSP, ITP, and 504 plans.) ▪ Working with diagnostic, informal, formal, progress-monitoring, formative, summative, and performance assessments and rubrics

Cesar Chavez was on 3/31….. April 2: No Class-Work on assignments

Class 9 April 9	
Items Due: ▪ Read Module 5 Sight Word Recognition (Fisher, Frey & Lapp) ▪ Read Module 6 Fluency (Fisher, Frey & Lapp) ▪ *Picture Book For Social Justice Group #3* ▪ *Foundational Skills Lesson Plans DUE (Groups: ___)* **TPEs: 1.3, 1.4, 1.5, 1.7, 3.3, 3.4, 3.6, 3.8, 4.6, 4.7, 4.8, 5.2, 7.1, 7.3, 7.4, 7.5, 7.6, 7.10**	Key Topic/In-Class Activity: • Critical reading, writing, listening, and speaking across the disciplines • Difference between high frequency words/sight words • Orthographic mapping • Sight word vocabularies • Define reading fluency and the aspects that compose them • Foundational Skills Lesson Plan Presentations (continued) • Connected Decodable Text • Working with assessment data from multiple measures and modifying instruction • Monitoring student progress in literacy development that informs instructional decision making

Class 10 April 16	
Items Due: ▪ Module 7 Background Knowledge (Fisher, Frey & Lapp) ▪ *Picture Book For Social Justice Group #4* ▪ *Literacy Profile DRAFT DUE for Feedback* TPEs: 1.5, 1.6, 1.8, 4.1, 4.2, 4.3, 4.4, 4.7, 5.7, 6.4, 5.8, 7.1, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.10	Key Topic/In-Class Activity: ▪ Role and Impact of background knowledge on students' reading ability; techniques for building background knowledge through instruction and text selection, and how to have effective expression as students write, discuss, present, and use language conventions ▪ How do we create supportive learning environments for students' first and/or second language acquisition, focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion ▪ Working with English learners' assessment data and academic proficiency in English to plan instruction ▪ Promoting students' critical and creative thinking, analysis, inquiry, problem solving, and framing meaningful question ▪ Review Comprehension Lesson Plan Directions ▪ Literacy instruction that promotes participation between teacher and student and among students ….like…. ▪ ….Literature Circle Directions; Begin Literature Circle Assignments ▪ Literacy Profile Instructional Strategies
Class 11 April 23	
Items Due: • Module 8 Vocabulary Knowledge (Fisher, Frey & Lapp) • Module 9 Morphological Awareness (Fisher, Frey & Lapp) • *Picture Book For Social Justice Group #5* TPEs: 4.6, 7.1, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8	Key Topic/In-Class Activity: ▪ Re-examining evidence-based literacy instruction (and integrated content and literacy instruction ▪ The role of vocabulary development in comprehension ▪ Morphological awareness ▪ Syllable Types and Patterns ▪ Instructional strategies for vocabulary and morphological awareness ▪ Time in class to work in literature circles ▪ Expanding your circle: collaboration, co-teaching, coaching, and/or networking
Class 12 April 30	
Items Due: ▪ Module 10 Text and Language Structures (Fisher, Frey & Lapp) ▪ Module 11 Literacy and Text Knowledge (Fisher, Frey & Lapp) ▪ *Picture Book for Social Justice Group #6* ▪ *Literature Circle Assignments DUE* TPEs: 7.1, 7.3, 7.4, 7.5, 7.6, 7.8, 7.10	Key Topic/In-Class Activity: ▪ Text & Language Structures ▪ Grammar & Writing ▪ Syntax ▪ Higher-order cognitive skills, reasoning, perspective taking, and critical literacy in helping students draw evidence from texts ▪ Literature Circle Presentations

Class 13 May 7	
Items Due: ▪ Module 12 Verbal Reasoning (Fisher, Frey & Lapp) ▪ Module 13 Theory of Mind (Fisher, Frey & Lapp) ▪ Read *California Dyslexia Guidelines* Ch. 1-4 ▪ ***Picture Book for Social Justice Group #7*** ▪ ***Literacy Profile DUE via Canvas*** **TPEs: 1.6, <mark>1.7</mark>, 3.5, 4.4, 4.5, 5.8, 7.1, 7.2, 7.3, <mark>7.4</mark>, 7.6, <mark>7.7</mark>, 7.8, 7.11** **We will also discuss the following below:**	Key Topic/In-Class Activity: • Verbal reasoning, text evidence & making inferences. • Research on Theory of Mind • Dyslexia Online Learning Module • Intervention • Differentiated Instruction ▪ Multi-Tiered System of Support ▪ <mark>Incorporating the visual and performing arts in to literacy instruction</mark> ▪ <mark>Keeping our literacy instruction active, motivating, and engaging</mark> ▪ <mark>Fostering oral and written language development by having students create</mark> <mark>diverse print, oral, digital, and multimedia texts</mark>

Class 14 May 14	
▪ **Myths and Realities about Teaching for Social Justice in the Elementary WL Classroom** (Wesley & Thenoux, 2021) ▪ **Using Trauma Informed Pedagogy to Make Literacy and Learning Relevant and Engaging for Students of Poverty** (Cramer, N. 2018) ▪ Read *California Dyslexia Guidelines* Ch. 5-8 ▪ ***Picture Book for Social Justice Group #8*** ▪ ***Comprehension Lesson Plans DUE via Canvas*** **TPEs: 2.1, 2.2., 2.3, 2.4, 6.2, 7.1, 7.2, 7.3, 7.4, 7.6, 7.7, 7.8, <mark>7.9</mark>**	Key Topic/In-Class Activity: ▪ Teachers as Lifelong Learners ▪ Literacy as a Tool for Social Justice ▪ Looking at Texts with a Critical Eye ▪ <mark>Reading, writing, listening, and speaking in discipline-specific ways</mark> ▪ Culturally Responsive Teaching vs Culturally Sustaining Pedagogy

Class 15 May 21	
Items Due: ▪ **Digital Literacy in the Elementary Classroom** ▪ Read *California Dyslexia Guidelines* Ch. 9-12 ▪ ***20 Hour Observation and Reflection DUE via Canvas*** **TPEs: 3.7, 3.8, <mark>4.6</mark>, <mark>4.8</mark>, <mark>6.1</mark>, 7.1, 7.2, 7.3, 7.4, 7.6, 7.7, 7.8, 7.9**	Key Topic/In-Class Activity: ▪ Reflecting on the Semester ▪ <mark>Digital Literacies in the 21st Century</mark> ▪ <mark>Critical Media Literacy</mark> ▪ <mark>Reflecting on your own teaching practice to plan and implement literacy instruction</mark> ▪ <mark>How have your values and implicit and explicit biases changed this semester?</mark> ▪ <mark>Keep your practice going: collaboration, co-teaching, coaching, and/or networking</mark>

TPE LEGEND

1.1	I	Class 2, page 16
1.1	P	Class 4, page 17
1.2	I	Class 4, page 17
1.3	P	Class 7, page 18
1.4	I	Class 5, page 18

1.5	I	Class 6, page 18
1.5	P	Class 10, page 20
1.6	I	Class 2, page 16
1.6	P	Class 10, page 20
1.7	I	Class 13, page 21
1.8	I	Class 4, page 17
1.8	P	Class 7, page 18
2.2	I	Class 3, page 17
2.3	I	Class 4, page 17
3.1	I	Class 1, page 16
3.5	I	Class 6, page 18
3.7	I	Class 6, page 18
3.8	I	Class 6, page 18
4.3	I	Class 1, page 16
4.3	P	Class 4, page 17
4.4	I	Class 5, page 18
4.4	P	Class 8, page 19
4.5	I	Class 5, page 18
4.5	P	Class 8, page 19
4.6	I	Class 11, page 20
4.6	P	Class 15, page 21
4.7	I	Class 6, page 18
4.7	P	Class 10, page 20
4.8	I	Class 15, page 21
5.1	I	Class 4, page 17
5.1	P	Class 8, page 19
5.2	I	Class 4, page 17
5.2	P	Class 9, page 19
5.3	I	Class 4, page 17
5.4	I	Class 4, page 17
5.5	I	Class 4, page 17
5.6	I	Class 4, page 17
5.7	I	Class 4, page 17
5.7	P	Class 10, page 20
5.8	I	Class 8, page 19
6.1	I	Class 3, page 17
6.1	P	Class 15, page 21
6.2	I	Class 3, page 17
6.2	P	Class 15, page 21
6.3	I	Class 1, page 16
6.5	P	Class 3, page 17
7.1	I	Class 1, page 16
7.1	P	Class 11, page 20
7.1	A	Foundational Skills Lesson Plan, page 15
7.2	I	Class 4, page 17
7.2	P	Class 5, page 18
7.2	A	Literature Circle Group Assignment, page 14
7.3	I	Class 2, page 16
7.4	P	Class 13, page 21
7.4	A	Comprehension Lesson Plan, page 14
7.5	I	Class 6, page 18

7.5	P	Class 7, page 18
7.5	A	Foundational Skills Lesson Plan, page 14
7.6	I	Class 9, page 19
7.6	P	Class 12, page 20
7.6	A	Social Justice Read Aloud, page 14
7.7	I	Class 11, page 20
7.7	P	Class 13, page 21
7.7	A	Literature Circle Group Assignment, page 14
7.8	I	Class 2, page 16
7.8	P	Class 10, page 20
7.8	A	Literacy Profile, page 14
7.9	I	Class 2, page 16
7.9	P	Class 14, page 21
7.9	A	Classroom Observations, page 14
7.10	I	Class 4, page 17
7.10	P	Class 9, page 19
7.10	A	Comprehension Lesson Plan, page 14
7.11	I	Class 2, page 16