

Today a
READER
Tomorrow a
LEADER

$$R = D \times LC$$

Simple View of Reading (Gough & Tunmer, 1986)

Instructor:
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Office Hours:
By Appointment

Classroom/Time:
Wednesdays 4:30-6:45 PM
LA Times Literacy Center (EA 106)



YOU ARE ON NATIVE

LAND

CSUN recognizes and acknowledges the Sesevitam, the first people of this ancestral and unceded territory of Sesevenga that is now occupied by our institution; and it honors their elders, past and present, and the Sesevitam descendants who are citizens of the Fernandeño Tataviam Band of Mission Indians. We recognize that the Sesevitam are still here and we are committed to lifting up their stories, culture, and community.

Course Description

Prerequisite: EED 625AL/SED 625AL. Corequisite: EED 625BL. Additional principles and procedures for the evaluation of reading and writing effectiveness are presented. Each student continues to develop competencies in assessing literacy behavior on an individual basis, as well as in a classroom setting. Students should hone their skills of selecting, scoring and interpreting the results of a comprehensive variety of standardized tests. Similarly, additional principles and procedures for the design and selection of materials, methods and contexts for literacy instruction are presented. Each student will expand the literacy program developed for an individual child based on new assessment findings. Program includes meaning-centered and skill-based activities appropriate for classroom settings. Students should become adept at determining the effectiveness of various instructional strategies as well as confirming/disconfirming their assessment results. Lab: This 1-unit supervised lab experience with children includes parent conferencing and concentrated assessment and instruction in the correction of reading/writing difficulties. Each student is assigned at least one child via the L.A. Times Literacy Center. It is suggested that a student continue with the same child he/she worked with in EED/SED 625AL. Case studies demonstrate awareness of psychological, physiological, educational, cultural and linguistic factors in the reading/writing process. (Cross-listed with SED 625B/L.)

Conceptual Framework

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to Excellence through Innovation. We believe excellence includes the acquisition of professional knowledge, skills, and dispositions and is demonstrated by the growth and renewal of ethical and caring professionals – faculty, staff, candidates – and those they serve. Innovation occurs through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. To this end 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.*

Essential Questions

- What is the relationship between language comprehension and reading comprehension?
- How are assessments and data used to guide instruction?
- How can assessment tools and data be used to support and guide instruction?
- How does background knowledge impact comprehension?
- How effective is skills based instruction in learning to comprehend?
- What are best practices for vocabulary instruction?
- What are some effective practices to bridge the home and school connection?
- What are best practices for writing instruction?
- What is the relationship between writing and reading?
- How can focusing on writing lead to growth in other content areas?

Pre & Co-Requisites

Prerequisites: EED 520/SED 520 or equivalent; EED 633 or SED 625ENG; Teaching experience. Corequisite: EED 625AL. Principles and procedures for the evaluation of reading and writing effectiveness are presented. It is suggested that a student continue with the same child for a second semester in EED 625BL. Case studies demonstrate awareness of psychological, physiological, educational, cultural and linguistic factors in the reading/writing process. (Cross-listed with SED 625A/L.)

Course Objectives

Related to the Reading and Literacy Added Authorization (RLAA) and the Reading, Literacy and Leadership Specialist Credential (RLLSC)

- Candidates foster students’ independence, engagement, motivation, and positive attitude towards reading, and development of a lifelong habit of reading and writing for pleasure and information. (P,A)
- Candidates know how to assess, instruct, and provide intervention, if needed, for each component of research-based literacy instruction, including: oral language development, word analysis, fluency, vocabulary development, listening and reading comprehension, written language development. (P, A)
- Candidates are able to modify curriculum to address the specific needs of diverse groups of students, including but not limited to struggling students, English learners, gifted and talented students, and students with special needs. (P,A)
- Candidates know the normal progression of complexity for each component of literacy, as explicated in the Foundations/Standards and Frameworks, the expected stages and patterns in students’ development including early and adolescent literacy, the implications of delays or differences in students’ literacy development relative to grade level standards, and when such delays/differences warrant further assessment, differentiated instruction and intervention. (P,A)
- Candidates know the instructional sequences and routines that develop and accelerate students’ language and literacy learning, including RtI², and how to maximize students’ literacy development by using the reciprocal relationships among the components of a research-based literacy program. (P,A)
- Candidates know the types and uses of assessments across the continuum of literacy skill components, including informal and curriculum-embedded assessments, and reliable and valid norm-referenced and criterion-based assessments that are used for formative and summative purposes, such as, screening, diagnosis, placement, and progress monitoring. (P, A)
- Candidates know the differences and relationships between the skills needed for assessing and supporting students’ literacy development and those necessary for promoting language acquisition and development in order to know when a student may be struggling with a language acquisition problem rather than a reading problem. (I)
- Candidates know the methods to assist teachers in using grade level or school-wide assessment data to implement and revise instructional programs and to plan, implement, and evaluate school-wide professional development. (I, P)
- Candidates engage in data analysis to diagnose, monitor and evaluate student progress at the individual, group, classroom, grade level, school, and district levels and to develop techniques for analyzing aggregate student data (at the school and district level) for making instructional decisions and for designing and providing staff development activities. (I, P)
- Candidates demonstrate the ability to critically analyze seminal, developing and cutting edge research findings in the literature related to literacy education. (I, P)
- Candidates demonstrate the ability to critically examine the research and program recommendations of experts in the field of literacy acquisition and instruction as an invaluable aid in the decision-making and leadership process, keeping in mind the limitations of applicability of research based on inclusion of specific target populations. (I, P, A)
- Candidates implement clear communication strategies for sharing individual, classroom, school, district and state assessment results to a variety of audiences and to identify relevant implications for instructional programs and accountability, and for target student populations, that might assist their communities in obtaining support for literacy development. (P)
- Candidates demonstrate advanced professional knowledge of methods for using assessment data to diagnose, design, adapt and differentiate instruction for the full range of learners, including students who are experiencing extreme difficulty in literacy acquisition. (I, P)
- Candidates know the types of disabilities that have implications for literacy development and implement effective strategies and practices for providing multiple levels of intervention, including strategic and intensive interventions, or RtI² Tiers 1, 2, and 3. (I)
- Candidates demonstrate advanced professional communication and facilitation skills for advocating for a comprehensive literacy program through scholarly writing and/or collaborative work with students and their families, teachers, administrators, specialists, and other interested stakeholders to develop and sustain a comprehensive literacy program. (I, P)

Professional Competencies towards Reading, Literacy, and Leadership Specialist Credential (RLLSC) Portfolio

1. Assessment and Instruction

The candidate demonstrates the ability to assess the academic needs, interests, attitudes, and achievement of students including English speakers and English Language Learners. These assessments are effectively used to make decisions related to appropriate instruction and materials in reading, writing, speaking, and listening for a class and/or for an individual student.

2. Instructional Materials

The candidate demonstrates the ability to design effective instructional materials, provide leadership in the selection, adaptation, and use of instructional materials, including the textbook adoption process.

3. Teacher Support

The candidate demonstrates the ability to assist and support classroom teachers K-12 in creating an effective literacy-rich learning environment that meets the California Content Standards of any subject area.

4. Program Design and Evaluation

The candidate demonstrates the ability to work with the school or district to design effective reading and language arts programs that meet State standards and guidelines. The candidate demonstrates the ability to conduct a comprehensive program review and to suggest needed modifications.

5. Professional Development

The candidate demonstrates the ability to design and implement professional development activities, including in-service education programs.

6. Professional Leadership

The candidate demonstrates the ability to assume a leadership role in the school and community, including working collaboratively with allied professionals, district/county personnel, and members of the community.

Student Learning Outcomes for Elementary MA Program

1. Students will reflect on their pedagogy, examining their practice and pedagogical content knowledge to support diverse students' learning needs.
2. Students will extend their theoretical understanding by reading, synthesizing, and evaluating educational theory and research and application of research findings to their practice in diverse classroom settings.
3. Students will develop research skills by designing and conducting research and presenting their findings at a professional level in oral and written forms.
4. Students will expand their educational awareness by knowing current educational issues and how those impact schools.
5. Students will demonstrate qualities of leadership by advocating for children and teachers and demonstrating the abilities and dispositions of teacher leaders.



Expectations

Although each of us comes to the classroom with our own worldviews, we must engage in classroom discussions and activities in good faith as we practice the values, we hope to teach our own students. Among these values are respect, integrity, reciprocal support that is both critical and constructive, a willingness to listen as well as share our own knowledge/experiences, and openness to taking intellectual and emotional risks. Students are also expected to provide equitable contributions to any and all partner/group assignments in terms of effort, and commitment to quality products.

Course Texts & Assignments

TEXTBOOKS for EED 625B/L

- 1.Shifting the Balance Grades 3-5: <https://www.amazon.com/Shifting-Balance-Grades-3-5-Elementary/dp/162531597X>
- 2.The Writing Revolution 2.0: <https://www.amazon.com/Writing-Revolution-Advancing-Thinking-Subjects/dp/1394182031>

Note:

- 1. Additional required readings will be made available via links or PDFs via Weekly Resource Docs, and on Canvas.

Assignment	Class Points (500 Total)
Weekly Participation (Class Discussions)	50
Weekly Attendance	100
Chapter Presentation	50
Professional Case Study Report	100
Research to Practice Project	100
LAB 625B/L Formal Assessment and Planned Strategy Lessons for a Child in a Clinical Experience through CSUN’s LA Times Literacy Center	100

Course Texts & Assignments Continued

Relevant details, including assignment parameters and rubrics, will be shared in class and uploaded to Canvas well in advance of the due date.

Weekly Participation: The weekly workload for this course is rigorous. As such, your participation and preparation factor heavily into your final grade. You are expected to contribute to each class session by reading the appropriate materials, finding resources, and working in small/large groups. At times, you may be asked to prepare a short video, respond to a forum post online, practice an effective literacy strategy, contribute to group work, and, of course, participate in class discussions. Your grade will be assessed regularly throughout the semester.

Weekly Attendance: Attendance is taken at the start of every class session. Attendance is mandatory and required in order to provide a consistent tutoring experience to our families enrolling in CSUN's LA Times Literacy Center. More than 2 class absences will result in a grade of C- or lower.

Chapter Presentation: You will work individually or in small groups to present a chapter of the course text *Shifting the Balance 6 Ways to Bring the Science of Reading Into the Upper Elementary Classroom*. Presentations should be **no more than 30 minutes and no more than 7-10 slides. (8.11)**

Research to Practice Project: You will identify a topic central to the course texts. After choosing your topic, you will answer this inquiry question related to your topic: What is current research indicating as best practices for _____? How does this carry over into classroom instruction? There are several stages to this project including a literature review, data analysis, professional development presentation, and lesson demonstration. **(SLOs 2 & 4) (3.9, 7.7,) (7.8)**

Lab: This one-unit supervised laboratory experience with children includes parent conferencing and concentrated assessment and instruction in the correction of reading/writing difficulties. You will conduct an assessment with a child who you will be tutoring throughout the semester, for a total of 8 lessons. Your lessons will focus on course focus areas: comprehension & writing. You will analyze the pre/post-assessment results and create weekly well-developed strategy lessons for the child, which are based on assessed strengths and needs. Each lesson will be rationalized through your understanding of these assessed strengths and needs as well as through your understandings of the results of interviews conducted with the parent(s) or guardian(s) and the child. Students will be assigned directly to tutors through the CSUN's L.A. Times Literacy Center. Tutoring will take place on campus, at the Literacy Center. Most materials and tutoring supplies will be provided, however, if students require additional supplies, they are welcome to bring their own. Tutoring will take place weekly, on Wednesdays from 4:30-5:30 PM. Tutors may be paired together to work with one student or may work individually with a student. All tutoring pairs are provided by the course instructor. Students may not select their own tutoring assignments. (Note: no assignment is submitted for lab- this is graded as the appendices of your case study report). **(3.2a, b, c, d, e, f)**

Professional Case Study Report The case study report will be a synthesis of your tutoring work. You will make connections between course readings, and practical applications in the tutoring setting. You will provide context and background on the student, and instructional analysis of strengths and needs, describe how and why you choose the lessons you chose, as well as how the student responded to each lesson. **(SLOs 1 & 5) (3.3, 3.4, 3.5, 8.4)**

Note: The L.A. Times Literacy Center at CSUN enrolls a wide variety of pupils to be tutored, and students should be prepared to tutor any and all students, including, but not limited to: gifted, multilingual, emergent bilingual, special education, autistic, dyslexic, visually impaired, and hearing-impaired students.

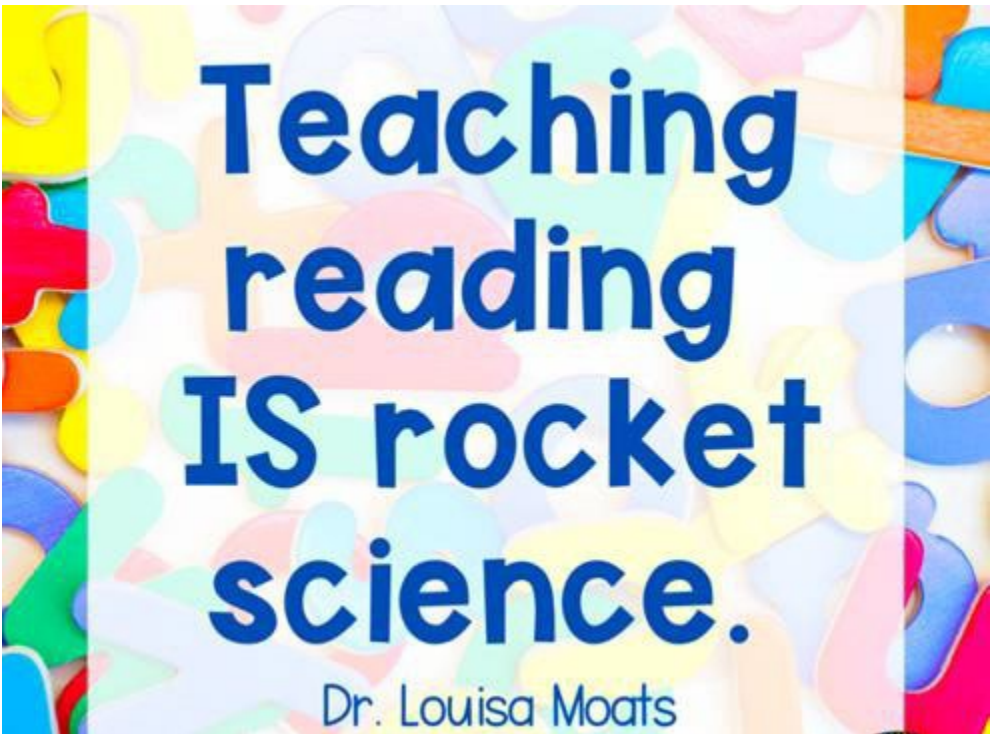
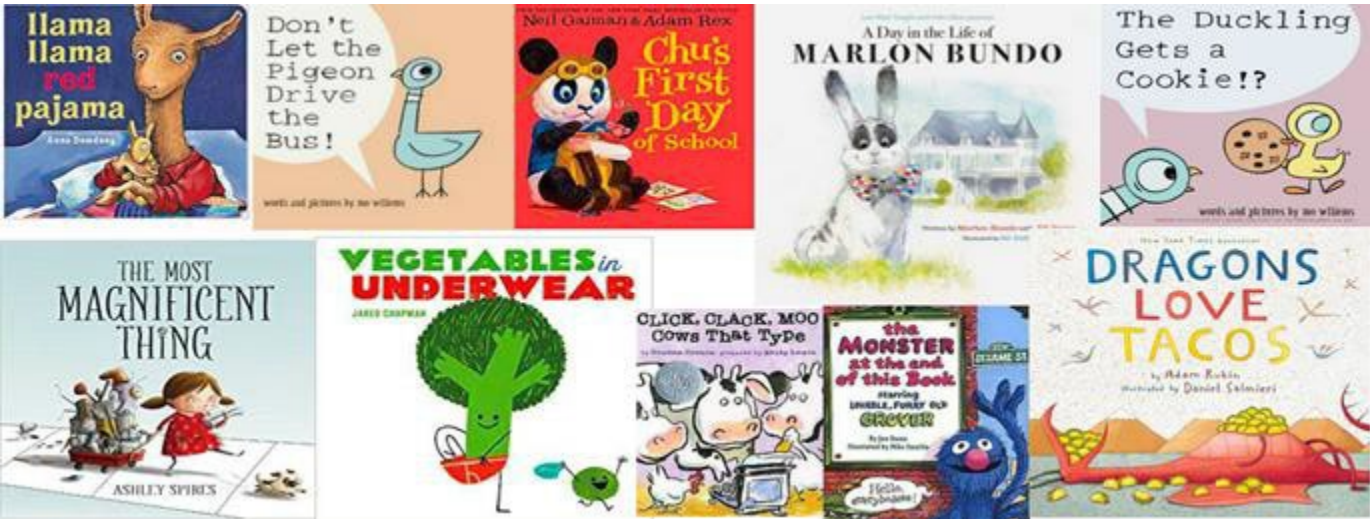
Note: Similar to how we should approach the U.S. Constitution, this syllabus is flexible enough to meet the needs and changing circumstances of those to whom it applies. Readings may be modified & the tentative schedule is subject to change as needed. I will give you sufficient notice prior to any changes.

***All assignments should adhere to APA 7th edition and be turned in on Canvas by the specified due date and time. While minor technical difficulties are to be expected, consistent failure to attach the document(s), save in the proper format, or any other issues with turning in the assignment will result in a lowered final grade. Late assignments are not accepted unless prior arrangements have been made.**

Course Grading Scale

Be aware that issues with attendance and professionalism can result in further points being subtracted after all the assignments have been calculated together.

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



Student Resources & University Policies

As a school stakeholder responsible for the well-being and education of children, professionalism is of the utmost importance. This includes expectations that all students will: (1) prepare in advance by completing readings and assignments prior to class, (2) participate fully in class discussions and activities, (3) reference readings, and raise questions about the material and subject, (4) actively listen to everyone who inhabits our scholarly community. Below, you will find other issues related to professionalism that are part of class and program expectations.

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. Obtain detailed information about the delay/withdrawal process, the Statement of Concern form, student appeals, and the list of Qualities Important to Future Teachers and Educational Professionals at www.csun.edu/education/eed/delay_withdrawal/index.html

Attendance:

Students are expected to attend all scheduled classes on scheduled days for the entire designated class time. Attendance is taken at the start of every class session. Attendance is mandatory and required in order to provide a consistent tutoring experience to our families enrolling in CSUN's LA Times Literacy Center. More than 2 class absences will result in a grade of C- or lower.

EED Department AI Policy

As part of our commitment to fostering a dynamic learning environment, the Elementary Education Department acknowledges the potential benefits and drawbacks of incorporating generative AI tools with course assignments and acknowledges that we may hold different personal and professional views on AI in education. By submitting assignments using an AI-content generator such as ChatGPT, students pledge to affirm that the work is their own and to attribute the use of any tools and sources. We expect all students to use AI tools ethically and responsibly and adhere to [CSUN's academic dishonesty policy](#). Please access the complete description of the [EED AI Policy](#).

Resources & Policies

Accommodations for Students with Disabilities

CSUN is committed to providing equitable access to learning opportunities for all students. The Disability Resources and Educational Services (DRES) or the National Center on Deafness (NCOD) are campus offices that collaborate with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please visit DRES at <https://www.csun.edu/dres> or call (818) 677-2684 to arrange a confidential discussion regarding equitable access and reasonable accommodations. If you need to contact NCOD, please call (818) 677-2054. If you are already registered with DRES or NCOD and have a current letter requesting accommodations, please contact me as soon as possible to provide me with written documentation and to review how your accommodations will be applied in our course. **Remember, accommodations are your legal right!** I am dedicated to cultivating a classroom environment that is as accessible as possible to all students. **I invite you to discuss your learning needs with me, regardless of your documentation status with DRES/NCOD.**

Counseling and Psychological Services.

Maintaining one's mental and emotional health is always important -- being a human is hard! However, given the added stressors of COVID-19, antiblack racisms, and xenophobia, among other issues, it is more important than ever to get the support you deserve. I can attest to the many benefits of therapy and am willing to talk with any student about my experiences. For information about counseling and psychological services offered to students, please visit <https://www.csun.edu/counseling> and let me know how I can help.

Bias-Based Incident Reporting

As your instructor, one of my responsibilities is to create a positive learning environment for all students. Bias incidents (events or comments that target an individual or group based on age, color, religion, disability, race, ethnicity, national origin, sex, gender, gender identity, sexual orientation, marital status or veteran status) are unjust and inappropriate in our classroom or on campus. What should you do if you witness or experience a bias incident? See it? Hear it? Submit a report online at <https://www.csun.edu/stophate/report-incident> or by calling 818.677.2077. If someone is in immediate danger or experiencing an emergency, call 911.

Ethics/Academic Integrity:

The CSUN Code of Ethics, which includes plagiarism, cheating, fabrication, and the facilitation of such acts, applies to this course. Please review the university policy at <https://catalog.csun.edu/policies/student-conduct-code/>

If You Need Financial Aid or Other Assistance

The Financial Aid and Scholarship Department can help you work through financial difficulties and concerns in order to help you progress towards earning a degree. In addition to advising students on financial aid and/or tuition, they also have emergency funds for CSUN students experiencing emergency financial crisis related to COVID-19 or other issues. Find out more at <https://www.csun.edu/financialaid>.

Resources & Policies

Sexual Misconduct and Title IX

Title IX and CSUN's Sexual Misconduct Policy prohibit sexual misconduct in any form, including sexual harassment, sexual assault, stalking, and dating and domestic violence. If you have experienced sexual misconduct, or know someone who has, I can help you locate the appropriate resources. You can visit <https://www.csun.edu/eqd/title-ix> to learn more about what constitutes sexual misconduct and violates Title IX.

It is also important that you know that Title IX and University policy require me to share any information brought to my attention about potential sexual misconduct with the campus Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, those individuals will work to ensure that appropriate measures are taken and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those that need to know to ensure the University can respond and assist. CSUN's Title IX Coordinator is:

Susan Hua
University Hall, Room 285
Phone: (818) 677-2077
E-Mail: susan.hua@csun.edu

If you do not want the Title IX Coordinator notified, instead of disclosing the experience to me, you can speak confidentially with CSUN's Care Advocate. CSUN's Care Advocate is:

Paria Zandi
Klotz Student Health Center, Room 140G
Phone: (818) 677-7492
E-Mail: paria.zandi@csun.edu

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.

Resources & Policies

More CSUN Resources:

Institute of Health and Wellbeing <https://www.csun.edu/wellbeing>

University Counseling Services <https://www.csun.edu/counseling>

Self-Care for You at Northridge <https://www.csun.edu/eisner-education/self-care>

CSUN with a Heart for food and housing needs <https://www.csun.edu/heart>

CSUN academic resources to all students, and especially to support students who are struggling.

<https://www.csun.edu/current-students/resources-services>

General Policies

Check your e-mail daily. Set up alerts from Canvas so that Announcements and messages sent through Canvas go directly to your email. **You are responsible for all information sent via email and Canvas.** You are also responsible for all course content, announcements and syllabus changes announced in class.

Please:

- Use our course time productively; refrain from texting, sending emails, or checking messages, etc.
- Refrain from chatting with others when class members, including the professor, are speaking. Talking while others are talking communicates disregard for the message and messenger. Feel free to have a beverage and food during class.
- Refrain from behaviors that distract presenters/peers or which communicate disrespect to others in the class.

Course Concerns:

I am here to help you. If there are any potential issues that may hinder your academic engagement or progress this semester, please share them with me as soon as you know about them so that we can work together to devise a plan to address those needs and concerns. Similarly, if you have other questions, comments or concerns about our class, please speak to me directly. **If you are uncomfortable speaking with me for any reason, please contact the chair of the department, Dr. Greg Knotts, at greg.knotts@csun.edu.**

Week/Date & Time	To Be Read/Completed Prior to Class	Class Topics	Assignments & Due Dates
Week One August 28 th 2024	1. “‘Together’ Means I Am Not the Only One”: Educators Reclaiming Interdependence in Early Literacy through Narratives of Struggle	▪ Reintroductions ▪ Class Norms, Routines & Procedures ▪ Syllabus Overview ▪ Assignments Overview ▪ Do This, Not That by The Reading League ▪ The Brain Science Behind Reading	Welcome Activity
Week Two September 4 th 2024	1. Reading Assessments: Looking Ahead by Peter Afflerbach 2. The Writing Revolution 2.0 Chapter 11: A Gauge and A Guide Assessing Students’ Writing	▪ Developing & Selecting Assessments ▪ Standing with Students: A Children’s Rights Perspective on Formative Literacy Assessment	
Week Three September 11 th 2024 Tutoring Begins Parent Meet & Greet Administer Initial Literacy Assessment (3.7) Student Self Efficacy Survey: Engagement, Motivation & Attitude (2.6)	1. Read: The Writing Revolution 2.0 Chapter 1: Introduction: Why You Need A Writing Revolution in Your Classroom 2. How Does Writing Fit Into the Science of Reading? By Steven Sawchuck	▪ Considerations for Cultivating Interdependent Struggle Brave Learning (2.6) ▪ Don't Miss the Point: Content-Focused Reading Instruction Is Crucial by Dr. Louisa Moats ▪ How to lead a Writing Revolution in Your Classroom and Why You Need One ▪ How Writing Instruction Improves Students’ Reading, Speaking, and Thinking ▪ Six Principles of Effective Writing Instruction: how the principles relate to literacy components, and their stages (3.4)	Stage 1 & 2 of Research to Practice Project DUE In Class Activity: How do we analyze, research findings related to literacy education? (7.7)
Week Four September 18 th 2024 Tutoring Lesson #1 Focus: Oral Language (3.2a)	1. Read: The Writing Revolution 2.0: Ch. 2 Sentences: Learning the Fundamentals 2. Read: The Writing Revolution 2.0 Ch. 3 Sentence Expansion and Note Taking: Elaborating on Information	▪ What Makes a Sentence a Sentence ▪ Where to Start: Oral Language ▪ Sentence Fragments ▪ Sentence Fragments Example	
Week Five September 25 th 2024 Tutoring Lesson #2 Focus: Word Analysis (3.2b)	1. Read: The Writing Revolution 2.0: Ch 4 Sentences: Introducing Variety and Complexity	▪ Sentence Variety ▪ Kernel Sentences ▪ Note Taking	

Week/Date & Time	To Be Read/Completed Prior to Class	Class Topics	Assignments & Due Dates
Week Six October 2 nd 2024 Tutoring Lesson #3 Focus: Fluency (3.2c)	1. Read: <u>The Writing Revolution 2.0</u> : Ch. 5: Planning Before Writing: Determining the Shape of What’s to Come 2. Read: <u>The Writing Revolution 2.0</u> : Ch. 6: A Simple, Linear Guide: Introducing the Single Paragraph Outline	▪ The Cognitive Demands of Writing ▪ How to Make Writing Work ▪ Identifying Topic, Author, and Purpose ▪ The Single Paragraph Outline ▪ Ready to Write: Drafting Topic and Concluding Sentences	
Week Seven October 9 th 2024 Tutoring Lesson #4 Focus: Vocabulary Development (3.2d) Progress Monitoring: Using Assessment Data to design lessons for students struggling with literacy (8.4)	1. Read: <u>The Writing Revolution 2.0</u> : Ch. 7: Revision: Putting It All Together 2. Read: <u>The Writing Revolution 2.0</u> : Ch. 8: Summarizing: Finding the Main Idea of a Text	▪ Revising vs. Editing ▪ The process of Revision ▪ Enriching Simple Sentences Through Sentence Expansion ▪ Transitions ▪ The Structure of Summaries ▪ In Class Activity: Using Data from progress monitoring with peers to diagnose, monitor, and evaluate student progress (7.3)	
Week Eight October 16 th 2024 Tutoring Lesson #5 Focus: Listening Comprehension (3.2e)	1. Read: <u>The Writing Revolution 2.0</u> : Ch. 9: Moving On to Compositions: The Transition Outline and the Multi-Paragraph Outline 2. Read: <u>The Writing Revolution 2.0</u> : Ch. 10: Taking a Stand: Writing Opinion, Pro/Con, and Argumentative Essays	▪ The Multi-paragraph Outline ▪ Thesis Statements ▪ Introductions ▪ Biographical Essays ▪ Opinion Essays ▪ Argumentative Essays	Stage 3 of Research to Practice Project DUE In Class Activity: Progress Monitoring & adapting curriculum to address the needs of students (3.3)
Week Nine October 23 rd 2024 Tutoring Lesson #6 Focus: Reading Comprehension (3.2e)	1. Read: <u>The Writing Revolution 2.0</u> : Ch. 12: Revolutionizing Learning: Embedding Writing Activities into Content 2. Read: <u>The Writing Revolution 2.0</u> : Ch. 13: Putting the Method into Practice: Leave No Strategy Behind	▪ Student Portfolios ▪ Differentiated Assessment: developing instructional routines that accelerate students’ language and literacy learning, RTI (3.5) ▪ Background Knowledge ▪ Writing & The Content Areas	In Class Activity: DRAFTS of research to practice assignment shared with partners, critically examine DRAFTS related to research and program recommendations and how these help design model lessons and PD (7.8)
Week 10 October 30 th 2024 NO CLASS	1. Read: <u>Shifting the Balance 6 Ways to Bring the Science of Reading into the Upper Elementary Classroom (3-5)</u> Introduction	In Class Activity: Data Chats with Peers, using data across grade levels to design and implement effective instructional programs and PD (3.9)	

Week/Date & Time	To Be Read Prior to Class	Class Topics	Assignments & Due Dates
Week Eleven November 6 th 2024 Tutoring Lesson #7 Focus: Written Language Development (3.2f)	1. Read: <u>Shifting the Balance 6 Ways to Bring the Science of Reading into the Upper Elementary Classroom (3-5)</u> Shift 1 Reconsidering How Knowledge Impacts Comprehension 2. Read: <u>Shifting the Balance 6 Ways to Bring the Science of Reading into the Upper Elementary Classroom (3-5)</u> Shift 2 Rethinking the Role of Strategy Instruction in Learning to Comprehend	- What is Knowledge Building? - Content Area Instruction - Building Knowledge - Reading Comprehension - Skills vs. Strategies	Chapter Presentation Group #1 Chapter Presentation Group #2 Stage 4 of Research to Practice Project DUE
Week Twelve November 13 th 2024 Tutoring Lesson #8	1. Read: <u>Shifting the Balance 6 Ways to Bring the Science of Reading into the Upper Elementary Classroom (3-5)</u> Shift 3 Recommitting to Vocabulary Instruction 2. Read: <u>Shifting the Balance 6 Ways to Bring the Science of Reading into the Upper Elementary Classroom (3-5)</u> Shift 4 Reclaiming Word Reading Instruction in the Intermediate Grades	- How do you teach vocabulary? - What words do I choose? - Primary/Secondary Sources - Word Recognition - Syllabication - Morphology	Chapter Presentation Group #3 Chapter Presentation Group #4
Week Thirteen November 20 th 2024 Administer Final Literacy Assessment (3.7) Readminister Student Self Efficacy Survey: Engagement, Attitude & Motivation (2.6)	1. Read: <u>Shifting the Balance 6 Ways to Bring the Science of Reading into the Upper Elementary Classroom (3-5)</u> Shift 5 Revisiting Fluency Instruction 2. Read: <u>Shifting the Balance 6 Ways to Bring the Science of Reading into the Upper Elementary Classroom (3-5)</u> Shift 6 Reimagining Independent Practice in the Literacy Classroom	- Fluency vs. Speed - Fluency Practice - Independent Reading - Self Selected Reading - Literacy Difficulties & Disabilities: How does this impact writing instruction? (8.6)	Chapter Presentation Group #5 Chapter Presentation Group #6
Week Fourteen November 27 th	Class Discussion: Assessments and literacy development vs. assessment for language development (3.8)		
Week Fifteen December 4 th Parent Conference & Celebration	1. Readings TBD	- Parent Conference & Celebrations - A History of Reading and Writing Instruction - Research to Practice Presentations	FINAL Research to Practice Project DUE (Stages 1-6) Research to Practice Presentations: how did research inform model lesson demonstration (7.8)
Week Sixteen December 11 th LAST CLASS	1. Readings TBD	- Literacy as a Social Justice Issue - Research to Practice Presentations	Case Study Assignment DUE

Standard	Text	I/P/A	Location
2.6	Candidates foster students' independence, engagement, motivation, and positive attitude towards reading, and development of a lifelong habit of reading and writing for pleasure and information.	P	Week #3 P. 12
2.6	Candidates foster students' independence, engagement, motivation, and positive attitude towards reading, and development of a lifelong habit of reading and writing for pleasure and information.	A	Week #13 P. 14
3.2A	Candidates know how to assess, instruct, and provide intervention, if needed, for each component of research-based literacy instruction, including: oral language development	P	Week #4 P.12
3.2A	Candidates know how to assess, instruct, and provide intervention, if needed, for each component of research-based literacy instruction, including: oral language development	A	Assignment: Lab P. 6
3.2B	Candidates know how to assess, instruct, and provide intervention, if needed, for each component of research-based literacy instruction, including: word analysis	P	Week #5 P.12
3.2B	Candidates know how to assess, instruct, and provide intervention, if needed, for each component of research-based literacy instruction, including: word analysis	A	Assignment: Lab P. 6
3.2C	Candidates know how to assess, instruct, and provide intervention, if needed, for each component of research-based literacy instruction, including: fluency	P	Week #6 P. 13
3.2C	Candidates know how to assess, instruct, and provide intervention, if needed, for each component of research-based literacy instruction, including: fluency	A	Assignment: Lab P. 6
3.2D	Candidates know how to assess, instruct, and provide intervention, if needed, for each component of research-based literacy instruction, including: vocabulary development	P	Week #7 P. 13
3.2D	Candidates know how to assess, instruct, and provide intervention, if needed, for each component of research-based literacy instruction, including: vocabulary development	A	Assignment: Lab P. 6
3.2E	Candidates know how to assess, instruct, and provide intervention, if needed, for each component of research-based literacy instruction, including: listening & reading comprehension	P	Week #8-9 P. 13
3.2E	Candidates know how to assess, instruct, and provide intervention, if needed, for each component of research-based literacy instruction, including: listening & reading comprehension	A	Assignment: Lab P. 6
3.2F	Candidates know how to assess, instruct, and provide intervention, if needed, for each component of research-based literacy instruction, including: written language development	P	Week #11 P. 14

3.2f	Candidates know how to assess, instruct, and provide intervention, if needed, for each component of research-based literacy instruction, including: written language development	A	Assignment: Lab P. 6
3.3	Candidates are able to modify curriculum to address the specific needs of diverse groups of students, including but not limited to struggling students, English learners, gifted and talented students, and students with special needs.	P	Week #8 P. 13
3.3	Candidates are able to modify curriculum to address the specific needs of diverse groups of students, including but not limited to struggling students, English learners, gifted and talented students, and students with special needs.	A	Assignment: Case Study P. 6
3.4	Candidates know the normal progression of complexity for each component of literacy, as explicated in the Foundations/Standards and Frameworks, the expected stages and patterns in students' development including early and adolescent literacy, the implications of delays or differences in students' literacy development relative to grade level standards, and when such delays/differences warrant further assessment, differentiated instruction and intervention.	P	Week #3 P. 12
3.4	Candidates know the normal progression of complexity for each component of literacy, as explicated in the Foundations/Standards and Frameworks, the expected stages and patterns in students' development including early and adolescent literacy, the implications of delays or differences in students' literacy development relative to grade level standards, and when such delays/differences warrant further assessment, differentiated instruction and intervention.	A	Assignment: Case Study P. 6
3.5	Candidates know the instructional sequences and routines that develop and accelerate students' language and literacy learning, including RtI ² , and how to maximize students' literacy development by using the reciprocal relationships among the components of a research-based literacy program.	P	Week #9 P. 13
3.5	Candidates know the instructional sequences and routines that develop and accelerate students' language and literacy learning, including RtI ² , and how to maximize students' literacy development by using the reciprocal relationships among the components of a research-based literacy program.	A	Assignment: Case Study Assignment P.6
3.7	Candidates know the types and uses of assessments across the continuum of literacy skill components, including informal and curriculum-embedded assessments, and reliable and valid norm-referenced and criterion-based assessments that are used for formative and summative purposes, such as, screening, diagnosis, placement, and progress monitoring.	P	Week #3 P. 12
3.7	Candidates know the types and uses of assessments across the continuum of literacy skill components, including informal and curriculum-embedded assessments, and reliable and valid norm-referenced and criterion-based assessments that are used for formative and summative purposes, such as, screening, diagnosis, placement, and progress monitoring.	A	Week #13 P. 14

Standard	Text	I/P/A	Location
3.8	Candidates know the differences and relationships between the skills needed for assessing and supporting students' literacy development and those necessary for promoting language acquisition and development to know when a student may be struggling with a language acquisition problem rather than a reading problem.	I	Week #14 P. 14
3.9	Candidates know the methods to assist teachers in using grade level or school-wide assessment data to implement and revise instructional programs and to plan, implement, and evaluate school-wide professional development.	I	Week #10 P. 13
3.9	Candidates know the methods to assist teachers in using grade level or school-wide assessment data to implement and revise instructional programs and to plan, implement, and evaluate school-wide professional development.	P	Assignment: Research to Practice P. 6
7.3	Candidates engage in data analysis to diagnose, monitor and evaluate student progress at the individual, group, classroom, grade level, school, and district levels and to develop techniques for analyzing aggregate student data (at the school and district level) for making instructional decisions and for designing and providing staff development activities.	P	Week #7 P. 13
7.3	Candidates engage in data analysis to diagnose, monitor and evaluate student progress at the individual, group, classroom, grade level, school, and district levels and to develop techniques for analyzing aggregate student data (at the school and district level) for making instructional decisions and for designing and providing staff development activities.	A	Assignment: Case Study P. 6
7.7	Candidates demonstrate the ability to critically analyze seminal, developing and cutting edge research findings in the literature related to literacy education.	I	Week #3 P. 12
7.7	Candidates demonstrate the ability to critically analyze seminal, developing and cutting edge research findings in the literature related to literacy education.	P	Assignment: Research to Practice P. 6

7.8	Candidates demonstrate the ability to critically examine the research and program recommendations of experts in the field of literacy acquisition and instruction as an invaluable aid in the decision-making and leadership process, keeping in mind the limitations of applicability of research based on inclusion of specific target populations.	I	Week #9 P. 13
7.8	Candidates demonstrate the ability to critically examine the research and program recommendations of experts in the field of literacy acquisition and instruction as an invaluable aid in the decision-making and leadership process, keeping in mind the limitations of applicability of research based on inclusion of specific target populations.	P	Week #15 P. 14
7.8	Candidates demonstrate the ability to critically examine the research and program recommendations of experts in the field of literacy acquisition and instruction as an invaluable aid in the decision-making and leadership process, keeping in mind the limitations of applicability of research based on inclusion of specific target populations.	A	Assignment: Research to Practice P. 6
8.4	Candidates demonstrate advanced professional knowledge of methods for using assessment data to diagnose, design, adapt and differentiate instruction for the full range of learners, including students who are experiencing extreme difficulty in literacy acquisition.	P	Week #7 P. 13
8.4	Candidates demonstrate advanced professional knowledge of methods for using assessment data to diagnose, design, adapt and differentiate instruction for the full range of learners, including students who are experiencing extreme difficulty in literacy acquisition.	A	Assignment: Case Study P. 6
8.6	Candidates know the types of disabilities that have implications for literacy development and implement effective strategies and practices for providing multiple levels of intervention, including strategic and intensive interventions, or RtI ² Tiers 1, 2, and 3.	I	Week #13 P. 14
8.11	Candidates demonstrate advanced professional communication and facilitation skills for advocating for a comprehensive literacy program through scholarly writing and/or collaborative work with students and their families, teachers, administrators, specialists, and other interested stakeholders to develop and sustain a comprehensive literacy program.	P	Assignment: Chapter Presentation P. 6