**Department of Education**
**MATTC**
**EDUC 262 (3 units)**
**Teaching Language Arts in Elementary Schools**
**Winter 2024**

| | | | |
|---|---|---|---|
| **Professor:** | Cheryl Bowen, Ed.D. | **Course Meeting:** | Wed / 5 pm - 8 pm |
| **Office:** | GH 246 | **Classroom:** | GH 202 |
| **Office Hours:** | Before/After Class or By Appt. | **Cell Phone:** | (408) 828-1671 |
| **Email:** | **cbowen@scu.edu** | | |

**Mission and Goals of the Department of Education**
Rooted in the Jesuit tradition at Santa Clara University, the mission of the Department of Education is to prepare professionals of competence, conscience, and compassion who will promote the common good as they transform lives, schools, and communities. Our core values of reflective practice, scholarship, diversity, ethical conduct, social justice, and collaboration guide both theory and practice.

Faculty, staff, and students in the Department of Education:
● Make student learning our central focus
● Engage continuously in reflective and scholarly practice
● Value diversity
● Become leaders who model ethical conduct and a commitment to social justice
● Seek collaboration with others in reaching these goals

*MS/SS Teaching Credential Program Learning Goals (PLGs)*
The PLGs represent our commitment to individuals who earn their MS/SS credential at Santa Clara University. The MS/SS faculty focus on ensuring each student will begin their teaching career ready to:

1. Maximize learning for every student.
2. Teach for student understanding.
3. Make evidence-based instructional decisions informed by student assessment data.
4. Improve your practice through critical reflection and collaboration.
5. Create productive, supportive learning environments.
6. Apply ethical principles to your professional decision-making

The PLGs guide our program. Therefore, all MS/SS teaching credential program course objectives are cross-referenced with the PLGs. (A fully elaborated version of the MS/SS PLGs can be found in the Teacher Candidate Handbook, Pre-Service Pathway

**Course Description**
A study of language arts teaching strategies, with a focus on teaching writing to students in grades TK-8, including English Learners and students with disabilities. Focused attention is given to techniques for integrating the Language Arts across content areas.

## Course Objectives

| | This course will develop candidates' knowledge of or skills through the following objectives. Candidates will… | Standard/Goals Addressed | | | |
|---|---|---|---|---|---|
| | | DG # | PLG# | TPE # | MMSN TPE # |
| **1** | Develop & critique Language Arts instructional plans with language objectives that create and facilitate opportunities for interaction that are guided by the Common Core State Standards (CCSS), students' complex communication needs and assessment data. Instructional plans will be grounded in literacy-related academic standards and the themes of the *California English Language Arts/English Language Development Framework* and will promote content knowledge through discipline-specific integration. | 1 | 5 | 3.1 7.1. 7.9 | 1.2 5.1 |
| **2** | Identify, analyze, and implement evidence-based high leverage practices and strategies that are active, motivating, engaging, and responsive to students' age, language, and literacy development, and that provide students with disabilities and students identified as English learners equitable access to Language Arts content. Knowledge of students' assets, learning needs and the results of diagnostic assessment data will be used to develop supplement Tier 2 and Tier 3 interventions. Evidence-based literacy instruction will be grounded in a collaborative understanding of UDL; CA Multi-Tiered System of Support; and the ***CA Dyslexia Guidelines***, including the definition and characteristics of dyslexia and structured literacy. | 3 | 1 | 1.6; 4.1; 7.1; 7.2 7.4 7.11 | 4.2 2.1 3.1 7.1; 7.2 7.3; 7.6 |
| **3** | (a) Identify the five stages of the reading and writing process and develop structured, systematic, instructional skills in print concepts, text reading fluency, morphological awareness, and spelling that include accommodations for English learners and students with dyslexia, (b) construct writing assessments that gauge both language and content learning and include appropriate accommodations for students with disabilities that do not fundamentally alter the content of what is being tested. | 2 | 2 | 1.8; 7.5 | 5.6 |
| **4** | Demonstrate knowledge of disabilities and literacy practices of students from minoritized backgrounds and their effects on learning by selecting and adapting reading instruction materials that engage students in meaning making by building on prior knowledge and using complex literary and informational texts, questioning, discussions, assistive technology, and Augmentative & Alternative Communication (AAC) to develop students' literal and inferential comprehension. | 1 | 3 | 2.5; 3.4; 7.6 | 3.2; 7.5 |
| **5** | Develop students' effective expression as they write, discuss, present, and use language conventions. They will teach students to plan, develop, provide peer feedback, revise, edit and produce their own writing. They will also apply the knowledge and appropriate uses of different types of assessments and disability screening instruments used to monitor student progress and achievement in the Language Arts. | 2 | 3 | 4.3; 5.1; 7.8; 7.10 | 1.8; 5.1 |

| 6 | Evaluate and include multicultural literature into Language Arts instruction, incorporate asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction. They will also promote students' literacy development in languages other than English in multilingual programs. | 4 | 5 | 1.1; 1.2; 2.2; 7.3 | |
|---|---|---|---|---|---|
| 7 | Discuss how to leverage the Language Arts with attention to students' oral and written language development attending to vocabulary knowledge and use, grammatical structures and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression across disabilities to support content learning including assistive technology and Augmentative & Alternative Communication (AAC) to support unique to students' literacy needs. | 2 | 5 | 4.3; 7.7 | 1.3; 4.1 2.8; 7.5 |
| *DG=Department Goals; PLG=Program Learning Goal; TPE=Teaching Performance Expectation Standard; MMSN TPE= SPED TPEs | | | | | |

## Required Texts
Tompkins, G. E. (2018). *Language Arts: Patterns of Practice*. NY: Pearson. (9th Edition)

Muhammad (2020). *Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy*. Scholastic.

## Camino (Canvas) Course Management System
To access course materials and participate in online activities, please be sure to review the Camino course site. Reminders, rubrics, readings, and assignment descriptions will be made available through this online course management system. Your SCU username and password gets you access to Camino and the class Google Folder.

## Academic Integrity
The Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of— and commitment to—a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:

**I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code.**

Academic integrity is part of your intellectual, ethical, and professional development. I expect you to uphold the principles of this pledge for all work in this class. I will clarify expectations on academic integrity as needed for assignments and exams. If you have questions about what is appropriate on any assignment, please let me know before you hand in work. For more resources about ensuring academic integrity in your work, including the appropriate use, of course, sharing sites such as Chegg, see this site created by the SCU Library at **https://libguides.scu.edu/academic-integrity** or visit **www.scu.edu/academic-integrity.**

## Discrimination, Harassment, and Sexual Misconduct (Title IX)

Santa Clara University is committed to providing all students with a safe learning environment free of all forms of discrimination, sexual harassment, and sexual violence.

Please know that as a faculty member, California law SB 493 requires me to report any information brought to my attention about incidents of sexual harassment or misconduct to the SCU **Equal Opportunity and Title IX Office** (408) 551-3043. This includes, but is not limited to, disclosures in writing assignments, class discussions, and one-on-one conversations.

Should you need support, SCU has dedicated staff trained to assist you in navigating campus resources, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and filing a formal complaint with the University or with law enforcement. Please see the **Student Resources** page for more information about reporting options and resources.

If you or someone you know has experienced sexual harassment or sexual violence and wishes to speak to a **confidential** resource who is not required to report, please contact one of the following SCU resources for support:

- Bree Van Ness, **Assistant Director for Student Survivor Advocacy and Campus Support,** SCU Wellness Center, 852 Market St, (408) 551-3307, **bvanness@scu.edu**
- **SCU Wellness Center**
- **CAPS**
- Any individual (clergy, counselors) acting in a professional capacity for which confidentiality is mandated by law

## Accommodations for Pregnant and Parenting Students

Santa Clara University does not discriminate against any student on the basis of pregnancy or related medical conditions. Absences due to medical conditions relating to pregnancy and childbirth will be excused for as long as deemed medically necessary by a student's doctor, and students will be given the opportunity to make up missed work. Students needing accommodations can often arrange accommodations by working directly with their instructors, supervisors, or departments. Students needing accommodations can also seek assistance with accommodations from the Office of Accessible Education (OAE) or from the Office of Equal Opportunity and Title IX can access more information here - **https://www.scu.edu/title-ix/resources/pregnancy/**

## Office of Accessible Education

If you have a documented disability for which accommodations may be required in this class, please contact the Office of Accessible Education **oae@scu.edu**, **http://www.scu.edu/oae** as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through OAE, please be sure to request your accommodations through your my OAE portal and discuss them with me during my office hours within the first two weeks of class.

To ensure fairness and consistency, individual faculty members are required to receive verification from the Office of Accessible Education before providing accommodations. OAE will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assistive technology. Students with approved accommodations of time and a half should talk with me as soon as possible. The Office of Accessible Education must be contacted in advance (at least two weeks' notice recommended) to schedule proctored examinations or to arrange other accommodations.

## Safety Measures
In order to meet our learning objectives, we will adhere to the highest standards for safety and mutual respect. I expect everyone to adhere to current university mask mandates at all times; to make their best attempt to make themselves heard when asking questions or contributing to discussions, and refrain from eating or drinking in class. It is expected that everyone will follow university guidelines about health and public safety measures outlined in this **email.**

## Use of Classroom Recordings
All online class meetings will be recorded and made available on Camino. As is stated in the **Student Conduct Code**: "...Dissemination or sharing of any classroom recording without the permission of the instructor would be considered "misuse" and, therefore, prohibited. Violations of these policies may result in disciplinary action by the University. At the instructor's discretion, violations may also have an adverse effect on the student's grade."

## Copyright Statement
Materials in this course are protected by the United States copyright laws. I am the copyright holder of the materials I create, including notes, handouts, slides, and videos. You may make copies of course materials for your own use and you may share the materials with other students enrolled in this course. You may not publicly distribute the course materials without my written permission.

## Technology Support
SCU can provide you with technical assistance, and you can also reach out to our providers directly for questions. For Camino (SCU's branded instance of Canvas) support, contact **caminosupport@scu.edu** or call 408-551-3572.You can also use the help button within the Camino platform (on the left-hand navigation) for 24/7 support via chat or phone with our vendor.

For Zoom assistance, contact Media Services **mediaservices@scu.edu** or 408-554-4520. You can also get support from the **Zoom Help Center** website. For SCU network and computing support, contact the SCU Technology Help Desk at **techdesk@scu.edu** or 408-554- 5700. They can provide support for MySCU Portal, Duo, eCampus, hardware and software issues, and more.

## Land Acknowledgment
Santa Clara University occupies the unceded ancestral homeland of the **Ohlone** and **Muwekma Ohlone People.**

## Respect for Diversity
It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, religion, and culture.

Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can plan for you.

## Gender Inclusive Language

This course affirms people of all gender expressions and gender identities. If you go by a name different from what is on the class roster, please let me know. Using correct gender pronouns is important to me, so I encourage you to share your pronouns with me and correct me if I make a mistake. If you have any questions or concerns, please do not hesitate to contact me. For more on personal pronouns see **www.mypronouns.org**

## Wellness Statement

I know you will do the best you can in this class (and all of your classes); however, it should never be at the expense of your own mental health, physical health, and/or well-being. Jesuit education is grounded in *cura personalis,* concern for the whole person—mind, body, and spirit. What does this mean for you? Be kind to others, and more importantly, be kind to yourself. Attend to your sleep (quantity *and* quality); drink lots of water; move; get outside; and pay attention to beauty that isn't coming to you on a screen. Eat good food; laugh; enjoy friends and family; look for opportunities to connect with others in new ways; pray, meditate, or otherwise attend to your spirit. And ask for help, even if you don't think you need it. Lots of folks, including me, are here to support you. It's never too late to reach out, and I am committed to helping you.

SCU has many resources and programs to support you (see below).

**Wellness Center**: **https://www.scu.edu/wellness/**
The Wellness center provides resources to aid and promote student well-being across the eight dimensions of wellness, including student peer groups for healthful living, violence prevention, and recovery.

**CAPS**: **https://www.scu.edu/cowell/counseling-and-psychological-services-caps/**
Santa Clara students are provided confidential counseling sessions at no cost through Counseling and Psychological Services (CAPS). Students have access to clinically appropriate, short-term therapy; group therapy; and other resources for care. A new 24/7 support line is also available: **408-554-5220**.

**SCU Culture of Care**: **https://www.scu.edu/osl/culture-of-care/**
If you are concerned for the mental or physical welfare of one of your peers, the **Office of Student Life Culture of Care** website provides resources for recognizing and helping someone in distress.



How BALANCED is your WELLNESS WHEEL?

**Assessments & Grading Criteria**

1. All written and oral assignments must reflect graduate-level standards. As a future teacher, you mustbe able to model communication skills for your students.

2. Letter grades are assigned on the standard scale based upon a possible total of **325** points.

   Distribution of points across assignments is as follows:

   | A | 94-100 | C+ | 77-79 |
   |---|---|---|---|
   | A- | 90-93 | C | 74-76 |
   | B+ | 87-89 | C- | 70-73 |
   | B | 84-86 | D+ | 67-69 |
   | B- | 80-83 | D | 63-66 |

   *For assignments done in pairs, both partners will receive the same grade, unless otherwise stated.*

3. Final grades will reflect students' contributions (e.g., attendance, class discussions, quality of presentation, ability to lead discussion groups, completion, and quality of course assignments), criticalthinking and ability/degree to which student integrates theory, research, and practice.

4. All assignments are expected to **be turned in by midnight** on their due dates.

| | Course Requirements/Assignments | DUE | Points | TPE | MMSN TPE |
|---|---|---|---|---|---|
| 1 | Professional Conduct | **Weekly** | 100 | 1.1; 1.2 | - |
| 2 | Learning Through Discussion (LTD) | **Weekly** | 50 | 1.6; 2.1; 2.2; 3.4; 4.1; 4.2; 4.3; 7.1; 7.3; 7.4; 7.5; 7.6; 7.7; 7.8; 7.10; 7.11 | 1.3; 2.1; 2.8; 3.1; 3.2; 4.1; 4.2; 7.1; 7.2; 7.3; 7.5; 7.6 |
| 3 | Asynchronous Camino Modules<br>• Foundations of Reading/Writing<br>• Developing Strategic Readers/Writers | **1/24**<br>**1/31** | 25<br>25 | 7.5 | 7.2 |
| 4 | Defend the Text | **3/13** | 25 | 2.5, 3.4 | 3.2; 7.2; 7.5 |
| 5 | Integrated Curricular Assessment *(Signature Assignment)* | **Part A - 1/17**<br>**Part B - 2/7**<br>**Part C - 2/21**<br>**Part D - 3/13** | 100 | 1.6; 1.8; 3.1; 4.1; 4.3; 5.1, | 1.2; 2.1; 3.1; 4.2; 5.1; 7.1; 7.2; 7.3; 7.6 |

| **1. Professional Conduct (100 pts.)** | **DUE: Weekly** |
|---|---|

The professional conduct requirement includes the six dimensions described below.

### Attendance

Regular attendance at all synchronous class meetings is a requirement in the OMATTC program. Each of you will be granted one Emergency Release (ER) per course. Your ER excuses you from one class entirely without any point reduction. To use your ER, you must notify me by email or phone BEFORE class.

- 1 unexcused absence – **20 points deducted** from your final grade. *Instructor conversation.*
- 2 absences – **40 points deducted**. *Instructor conversation and catch-up plan.*
- 3 or more unexcused absences – **80 points deducted**. *MATTC Program Director conversation.*

Students will not be penalized for absences due to the observance of religious holidays falling on scheduled class days; please give me advance notice of these absences so I can make the necessaryaccommodations.

### Punctuality

Arriving to class on time and ready to learn is a course expectation. Knowing that there are times whenunexpected circumstances arise that may result in late arrival, please text me ahead of time when this occurs.

### Preparation

The quality of our class sessions and the depth of your learning depend directly on your preparation. Please be prepared for class based on the expectations outlined in the course syllabus and by the classnorms.

### Participation

This requirement includes but is not limited to (a) engaging actively in all discussions and activities (this includes making contributions, listening actively, and *withholding contributions to leave space toallow other classmates to participate)*, (b) completing all in-class learning activities.

### Responsible Use of Technology

While our class is in session, please engage in activity that is directly related to what is taking place in our classroom. Electronic devices will be used during class to support learning.

### Communication

Email using our SCU email address will be our primary means of communication outside of class. You must check your SCU email and our course's Camino site every day to ensure you maintain a connection with the course content, your classmates, and your instructors. Your Professional Conduct grade will be determined by analysis of evidence gathered through my ongoing observation and documentation throughout eachquarter. If I have reason to feel you are not meeting the expectations spelled out in this syllabus, I will contact you privately to discuss the issue, to clarify the expectations as needed, and to offer my support in helping you reach these expectations. If I do not contact you with a concern, you can assume your performance is satisfying the course requirements. However, if you would like specific feedback on your professional conduct, you arewelcome to contact me any time and I will be glad to share my assessment with you.

| **2. LTD - Learning Through Discussion (50 pts)** | **DUE: Weekly** |

This purpose of this assignment is to give you an opportunity to present and discuss the assigned readings for the week. **LTD is an active learning technique which requires students to be co-constructors of their learning** (Fawcett Hill, 2020). **Each student will sign up to lead an LTD presentation of the week's reading**. LTD leaders should meet outside of class to create a PowerPoint presentation that will cover the assigned readings with the asterisked headings listed below under "*LTD Components*". The "*LTD Format*" in the second column outlines how the literature circle would unfold.

| **Course Objectives Assessed in Learning Through Discussion:** |

*Objective 2:* Candidates will Identify, analyze, and implement evidence-based high leverage practices and strategies to provide students with disabilities and students identified as English learners equitable access to Language Arts content. Knowledge of students' assets, learning needs and the results of diagnostic assessment data will be used to collaboratively develop Tier 2 and Tier 3 interventions. Evidence-based literacy instruction will be grounded in an understanding of UDL; CA Multi-Tiered System of Support; and the CA Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy.

*Objective 4:* Candidates will demonstrate knowledge of disabilities and literacy practices of students from minoritized backgrounds and their effects on learning by selecting and adapting reading instruction materials that engage students in meaning making by building on prior knowledge and using complex literary and informational texts, questioning, discussions, assistive technology & Augmentative & Alternative Communication (AAC) to develop students' literal and inferential comprehension.

*Objective 7:* Candidates will discuss how to leverage the Language Arts with attention to students' oral and written language development attending to vocabulary knowledge and use, grammatical structures and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression across disabilities to collaboratively support content learning including assistive technology and Augmentative & Alternative Communication (AAC) to support unique to student needs.

| **LTD Components** | **LTD Format** |
|---|---|
| *Author's Message. To zero in on the topic for discussion, write down your version of the author's main message. Include 1 quote that was memorable for you. | Allocation of Time. Budget 50 minutes for review of key themes and discussion. Make sure at least half of your time is spent in group discussion. |
| *Definition of terms. List all the words of which you are unsure and define them in your own words | Discussion of Major Themes and Subtopics. Discuss major ideas brought forth by author(s). Ensure to provide evidence from text. Be sure to have readings available to reference. |
| *Integration of Material with other Knowledge. Make connections of the readings to ideas/concepts acquired in previous meetings or other learning situations. How do these ideas parallel or contradict other theories or readings you have done? | Visual Representation. As a group, create a graphic re-presentation (image, quote, or other format) that captures your groups discussion. |
| *Application of the Material. Assess the possible applications and implications of the material to learning settings. How might these notions help shape your pedagogy? | Share Findings. Group leader report to the whole class main topics of group discussion, using the visual representation as a guide. |
| *Brings and shares tangible instructional connection (e.g., book, TED video, lesson from curricula) that extends understanding of readings for **Exceeding Expectation** score. | |

| **3. Asynchronous Modules: (50 pts)** | **DUE: 1/24, 1/31** |
|---|---|

**Course Objectives Assessed Through the Asynchronous Modules:**

*Objective 1:* Students will identify, and analyze, develop & critique evidence-based Language Arts instructional plans with language objectives that are grounded in applicable literacy-related academic standards and the themes of the California English Language Arts/English Language Development Framework and will promote content knowledge in integrating discipline-specific ways.

*Objective 7:* Discuss how to leverage the Language Arts with attention to students' oral and written language development attending to vocabulary knowledge and use, grammatical structures and discourse level understandings as students read, listen, speak, and write with comprehension including effective expression across disabilities to support content learning including assistive technology and support unique to student needs.

## MODULE 3 - Foundations of Reading and Writing – DUE 1/24
In this asynchronous module, you will a) learn how to use the California Common Core Standards to write your own language objectives for ELA lessons, b) identify important foundations of reading and writing, c) understand the effects of language impairments on literacy development, and d) develop ideas for teaching academic vocabulary.

### For this assignment, you will:
- Read *Cultivating Genius* (2020). Ch. 3: Toward the Pursuit of Identity.
- Skim Tompkins, G. (2018). *Language Arts, Patterns of Practice*. Ch. 3: Emergent Literacy; Ch. 4: Oral Language; AND Ch. 7: Building Vocabulary.
- Read the slides "Using the Common Core Standards to Write Language Objectives.
- Work through the five self-paced Reading101 Modules on the **Reading Rockets Website**:
  - Phonological and Phonemic Awareness
  - Phonics
  - Fluency
  - Vocabulary
  - Spelling

  \*\* Complete the online pre/posttests and submit your module **Letter of Completion.**

- Watch a video on Academic Vocabulary Development
- Answer module reflection questions.
- Complete a module evaluation.

## MODULE 4 – Developing Strategic Readers/Writers – DUE 1/31
In this asynchronous module, you will a) learn about the relationship between reading and writing, b) the steps involved in the writing process, c) how to set up a reading/writing workshop in your classroom, d) apply what you learned from the readings and e) discuss what you learned from the videos.

### For this assignment, you will:
- Read Tompkins, G. (2018). *Language Arts, Patterns of Practice*. Ch. 3: Emergent Literacy; Ch. 5: Written Language: Reading and Writing.
- Apply what you learned from the reading.
- Watch at least TWO reading workshop and TWO writing workshop videos.
- Discuss what you learned from the videos.
- Complete a module evaluation.

**4. Defend the Text: Selecting and Adapting Reading Text (25 pts)**                    **DUE: 3/13**

This assignment provides **your small group** (*3 students*) an opportunity to practice adapting reading instructional materials for students with disabilities and minoritized backgrounds.

**Course Objectives Assessed Through Defending the Text:**

*Objective 4:* Candidates will demonstrate knowledge of disabilities and literacy practices of students from minoritized communities and their effects on learning by selecting and adapting reading instruction materials.

*Objective 6:* Candidates will evaluate and integrate multicultural literature into Language Arts instruction, incorporate asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction. They will also promote students' literacy development in languages other than English in multilingual programs.

**<u>In small groups for this assignment, you will:</u>**

- Select a text with the potential to advance the four layers of the **HRL framework: Identity, Skills, Intellect and Criticality.** This should be a text that restores students' humanity, teach them about themselves and provide them with the tools to face harsh realities of the world. *It should inspire learning, new language and new ways of thinking about content.* (Muhammad, 2020, pgs. 150-151)

- In a PowerPoint presentation to the class, **<u>address the following questions</u>**:
  - What is the text? Share the text in full, title, author, background of the author and illustrator
  - How will the text advance your students' learning of themselves or other people/cultures?
  - How will the text advance your students' learning of people with disabilities?
  - How will the text advance your students' learning of skills, particularly the skills of students with disabilities?
  - How will the text advance your students' intellects? How is the text thought provoking?
  - How will the text advance your students' criticality? How does the text respond to the social times of the society?
  - What multimodal texts could accompany this text? (image, sound, video, performance, assistive technology, Augmentative Alternative Communication, etc.)
  - Is the content and language of the book culturally authentic? How do you know?

- Complete the **[Defending the Text Feedback Form](#)** for one group and upload to their **[Defending the Text Folder](#)** on the drive.

**5. Integrated Curricular Assessment - ICA (100 pts)**          **DUE: 1/17, 2/7, 2/21, 3/13**

This <u>signature assignment</u> provides **your small group** (*no more than 4 students*) an opportunity to **create and teach a mini lesson** that is guided by **UDL Checkpoints, CCSS**, and **includes accommodations for students** with **[Dyslexia](#)**, **OR** **[Dysgraphia](#)**. The main goal of this assignment is to assess both *content and writing*. You will be expected to **teach your mini lesson** to **2-3 students**, **develop a writing prompt**, **writing rubric**, and **collect and analyze** your **students' writing**.

| Course Objectives Assessed Through ICA: |
|---|

*Objective 1:* Guided by the Common Core State Standards (CCSS) and an understanding of students' complex communication needs, candidates will develop & critique Language Arts instructional plans with language objectives.

*Objective 2:* Candidates will identify, analyze, and implement evidence-based literacy practices and strategies to provide students with disabilities and students identified as English learners equitable access to Language Arts content.

*Objective 3:* Candidates will develop & critique writing assessments to gauge both language and content learning.

*Objective 5*: Candidates will assess and monitor student progress and achievement in the Language Arts.

**This assignment is divided into 4 parts:**

a) **Select a Content Area and Grade Level** (25 pts) *DUE 1/17: On Camino, upload a Word doc or share a Google doc link listing your group member names, content area, grade level and the content standard you selected. Save this document, you will add to it in the parts below.*

b) **Design a Mini Lesson** (25 pts)  *DUE 2/7: On Camino, upload completed the **mini-lesson plan template.***

c) **Develop a Writing Prompt and Rubric** (25 pts) *DUE 2/21: On Camino, upload or share the same document from (a) & (b) WITH the writing prompt and rubric added.*

d) **Teach Mini Lesson, Administer Writing Prompt, Score Writing** (25 pts)  *DUE 3/13: On Camino, upload or share the same document from (a), (b) and (c) and add a 3-page write up containing: (1) brief information about your students (school, program name, how the students were selected), (2) what went well, what could be improved with particular attention to how this formative assessment provides information on student needs and (3) results from the student writing prompt.*

*\*Attach scans/photos of student writing and scored rubric for each writing sample.*
*\*Create a Project Power Point Presentation to be presented on the last day of class.*
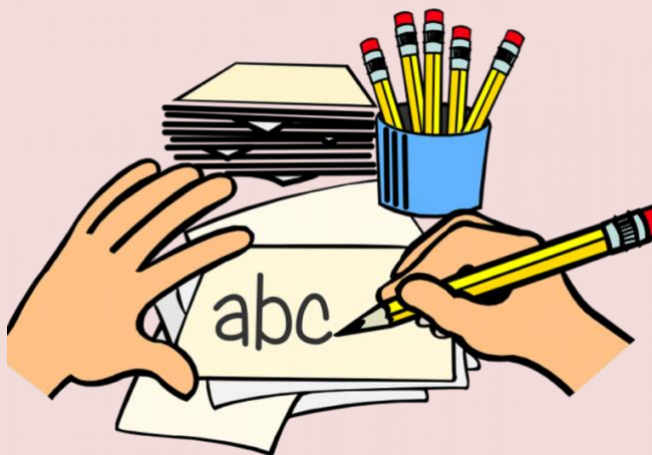
**In small groups for this assignment, you will complete:**

**Part A - DUE 1/17: Select a content area** (math, science, or history/social science) and grade level. You will have to teach a mini-lesson and administer a writing prompt to students in this grade level, so decide accordingly. Review the standards for the content area you selected and decide on one content area standard. This will be your focal content area and standard for this assignment. You will use this standard to develop a mini lesson to teach the standard, develop a writing prompt and rubric to assess both understanding of the content standard AND writing skills.

**Part B – DUE 2/7: Design an engaging and responsive mini-lesson for students to learn about the content area standard you selected.** For example, in history/social science, you might focus on the farmworker's strike, the March on Washington, the Dakota Access Pipeline protests, Japanese internment camps or immigrant detention camps. Review the writing standards for the grade level you selected and select at least one writing standard you will assess through the writing prompt and rubric (below). Use the **Mini-Lesson Plan Template** located on the drive and make sure to include the writing standard, content & language objective, AND **3 UDL Checkpoints** that are based on the **UDL Guidelines** which are a tool used in the implementation of **Universal Design for Learning** (UDL), a framework to optimize teaching and learning for all students based on scientific insights into how humans learn. Finally, your mini-lesson should include some collaboratively recommended accommodations for students with **Dyslexia**, **OR** **Dysgraphia**.

**Part C – DUE 2/21: Develop a writing prompt and rubric to assess understanding of the content standard you selected and to assess the writing standard(s) you selected**. In addition to assessing grade level content, your writing rubric must also assess writing skills and abilities. For example, to assess understanding of history content you might include in the rubric accurate key dates and historical figures and accurate sequence of events. To assess the writing standard, you might include in the rubric the use of linking words (e.g., transitions and conjunctions) that support message clarity, spelling, or accurate use of punctuation.

**Part D – DUE 3/13:** Teach the mini lesson you designed to a small group of 3-4 students, administer the writing prompt and score student writing using your rubric.
**On Camino** – submit scans/photos of student writing and the scored rubric for each writing sample, your completed documents from Parts A-C, and a reflection containing: *(1) who did what and brief information on your students (school, program name, how the students were selected), (2) what went well, what could be improved if you were to teach the lesson again with particular attention to how this formative assessment provides information on student needs and (3) the results from the student writing prompt.*

- *Upload all of the above documents to your group **ICA Folder** on the drive.*
- *Complete the **ICA Presentation Feedback Form** for one group and upload it to their **ICA Folder** on the drive.*

| Course Meeting | Course Topics | Course Readings | Assignments & Reminders |
|---|---|---|---|
| *Week 1* <br> *1/10* | **Course Introduction, the 4-Layered Equity Framework, & Evidence Based Practices** <br><br> Syllabus Review <br><br> Sign Ups: <br> • LTD Leaders <br> • Defending the Text Partners <br> • ICA Small Groups <br><br> *Objective 2:* Candidates will identify, analyze, and implement evidence-based literacy practices and strategies to provide students with disabilities. <br><br> *Objective 3(a):* Candidates will identify the five stages of the reading and writing process. | Course Overview & Assignments <br><br> **Essential Questions:** What are the Language Arts? What are evidence based literacy practices? <br><br> **WATCH: 4-Layered Equity Framework - Dr. Gholdy Muhammad** <br><br> **LISTEN: What is an Evidence-Based Practice?** (3 mins audio) <br><br> **WATCH: About EBLI and How EBLI Works** (5:57) **EBLI Minicourses and Resources** <br><br> **WATCH: Can We Afford to Ignore the Science of Reading?** (10:27) <br><br> **VIEW:** evidence-based high leverage practices using **IRIS Center's Evidence-Based Practice Summaries resources.** (Look through the following tabs: *Reading, Literacy, Language Arts, MTSS/RTI, Learning Strategies*) | **LTD: Introduction** |
| *Week 2* <br> *1/17* | **Historically Responsive Literacy & Supporting Students with Disabilities** <br><br> *Objective 2:* Candidates will identify, analyze, and implement evidence-based literacy practices and strategies to provide students with disabilities and English learners. <br><br> *Objective 4:* Candidates will demonstrate knowledge of disabilities and literacy practices of students from minoritized communities. <br><br> *Objective 7:* Candidates will discuss how to leverage the Language Arts across disabilities to support content learning including assistive technology and support unique to student needs. | **Essential Questions:** What is historically responsive literacy? How do I leverage students' assets, learning needs, and data to develop Tier 2 and Tier 3 interventions for students with disabilities? <br><br> **LTD Readings Group 1:** <br><br> 1. Muhammad, G. (2020). *Cultivating Genius*. Introduction and Ch. 1: How the 19th Century Black Literary Societies Can Elevate Today's Literacy Learning <br><br> 2. Muhammad, G. (2020). *Cultivating Genius*. Ch. 2: What is Historically Responsive Literacy? <br><br> 3. **U.S. Office of Special Education Programs** (2020). *Meeting the Needs of English Learners with and Without Disabilities* | **LTD: Group 1** <br><br> **DUE: ICA Part A** <br> ICA *Content area, grade level, content standard and group member names.* <br> *(25 points)* |

| | | Inclusive Literacy In-Class Jigsaw Readings: | |
|---|---|---|---|
| | | 1. **Supporting Inclusive Schools: Addressing the Needs of Students with Learning Disabilities.** | |
| | | Module 3: *Supporting Students with Reading Disabilities*<br>Module 4: *Supporting Students with Learning Disabilities in Written Expression* | |
| | | 2. **Visual Impairment, Including Blindness** from the Center for Parent Information & Resources | |
| | | 3. Website article: **Supports, Modifications & Accommodations for Students** from the Center for Parent Information & Resources | |
| *Week 3*<br>*1/24* | **Foundations of Reading and Writing**<br><br>**ASANCHRONOUS CLASS!**<br><br><br>*Objective 1:* Candidates will analyze the Common Core State Standards (CCSS) for ELA and how to develop language objectives.<br><br>*Objective 7:* Candidates will understand the foundational elements of Language Arts. Analyze one case study of a student with an identified language impairment. Cultivate academic vocabulary in Language Arts instruction. | **Essential Questions:** What are the **CCSS for English Language Arts?** How do I develop **Language Objectives**? How do I accommodate students with identified language impairments? How do I cultivate academic vocabulary?<br><br>**Camino Asynchronous Module #3 Readings:**<br><br>1. Muhammad, G. (2020). *Cultivating Genius*. Ch. 3: Toward the Pursuit of Identity<br><br>2. Tompkins, G. (2018). *Language Arts, Patterns of Practice*.<br>Ch. 3: Emergent Literacy<br>Ch. 4: Oral Language: Listening & Talking<br>Ch. 7: Building Vocabulary<br><br>**Choose ONE Case Study Below to Read*<br><br>3. Case Study #1: **Language Impairment: Understanding Expressive Language**<br><br>4. Case Study #2: **Language Impairment: Understanding Pragmatics**<br><br>5. Case Study #3: **Language Impairment: Understanding Receptive Language** | **Camino Asynchronous Module: Foundations of Reading and Writing**<br><br>*Learn about foundational concepts related to the instruction of reading and writing. Complete module on Camino (25 points)* |

| | | **Camino Asynchronous Module #3 Videos:** | |
|---|---|---|---|
| | | **Academic Vocabulary in the Common Core** (9:01) | |
| | | **CQELL Video** explicitly teaches vocabulary to ELLs (8:15) | |
| | | **A Teaching Routine for Academic Vocabulary in Grades PreK-1** (9:06). | |
| *Week 4* *1/31* | **Developing Strategic Readers/Writers** <br><br> **ASYNCHRONOUS CLASS!** <br><br>  <br><br> *Objective 7:* Candidates will understand the relationship between reading & writing and how to guide students' written, and academic language development in a workshop model. | **Essential Questions:** What is the writing process? What is the workshop model? <br><br> **Camino Asynchronous Module #4 Readings** <br> Tompkins, G. (2018). *Language Arts, Patterns of Practice*.     Ch. 5: Written Language: Reading and Writing <br><br> **APPLY:** What did you learn from the reading? <br><br> **Camino Asynchronous Module #4 Videos:** <br><br> ** *Choose TWO reading and TWO writing videos to watch.* <br><br> **The Workshop Model and Collaborative Teaching and Learning** (5:19) <br><br> **Rick's Reading Workshop Overview** (5:22) <br><br> **Rick's Reading Workshop One on One** (5:26) <br><br> **Rick's Reading Workshop Amori's Reading Goals** (4:48) <br><br> **Rick's Reading Workshop Mini Lesson** (6:48) <br><br> **Reading Workshop in Kindergarten** (9:31) <br><br> **The Power of Literacy: Writing Workshop** (6 mins) <br><br> **How to Organize Student Material for Writers Workshop** (3:48) <br><br> **Differentiating Instruction Through Writer's Workshop** (7:49) | **Camino Asynchronous Module: Developing Strategic Readers and Writers** <br><br> *Learn about the writing process, and how to design reading/writing workshops (25 points)* |

| | | **The Power of Literacy: Fifth Grade Writing Focus Lesson** (8:45)<br><br>**Writers Workshop Complete Mini Lesson Video** (16:22)<br><br>**Writers Workshop: Every Child is an Author** (3:14)<br><br>**REFLECT:** What did you learn? | |
|---|---|---|---|
| *Week 5*<br>*2/7* | **The Pursuit of Criticality & Diversity in Children's Literature**<br><br>*Objective 4*: Candidates will demonstrate knowledge of literacy practices of students from minoritized communities and their effects on learning by selecting and adapting reading instruction materials that engage students in meaning making.<br><br>*Objective 6:* Candidates will evaluate and integrate multicultural literature into Language Arts instruction, incorporating asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction. | **Essential Questions:** What is criticality? How do we use multicultural literature as mirrors, windows, and bridges?<br><br>**LTD Readings Group 2:**<br><br>1. Muhammad, G. (2020). *Cultivating Genius*. Ch. 6: Toward the Pursuit of Criticality<br><br>2. **Pennell, Wollak & Koppenhaver (2018).** Respectful Representations of Disability in Picture Books. *The Reading Teacher.*<br><br>3. **Logan, Watson, Hood, & Lasswell (2016).** Multicultural Inclusion of Lesbian and Gay Literature Themes in Elementary Classrooms. *Equity and Excellence in Education.*<br><br>**Optional: Hermann-Wilmarth & Ryan (2019).** Navigating Parental Resistance: Learning from Responses of LGBTQ-Inclusive Elementary School Teachers. *Theory Into Practice.*<br><br>**In Class Activity:**<br>Evaluating Children's Literature | **LTD: Group 2**<br><br>**DUE: ICA Part B**<br>*On Camino, upload your completed mini-lesson plan. (25 pts)* |
| *Week 6*<br>*2/14* | **Reading Comprehension, Investigating Nonfiction**<br><br>*Objective 2:* Candidates will identify, analyze, and implement evidence-based reading comprehension practices and strategies to provide students with disabilities and students identified as English learners equitable access to Language Arts content. | **Essential Questions:** What are executive functioning skills? What role do they play in reading comprehension? What are effective reading comprehension strategies for fiction/nonfiction?<br><br>**LTD Readings Group 3:**<br>1. Tompkins, G. (2018). *Language Arts, Patterns of Practice*. Ch. 8: Comprehending & Composing Stories<br><br>2. Tompkins, G. (2018). *Language Arts, Patterns of Practice*. Ch. 9: Investigating Nonfiction | **LTD: Group 3** |

| | | 3. Muhammad, G. (2020). *Cultivating Genius*. Ch. 7: Selecting Historically Responsive Texts.<br><br>**In Class Exploration:**<br>Discovering Reading Strategies | |
|---|---|---|---|
| *Week 7*<br>*2/21* | **Assessing Writing**<br><br>*Objective 3 (b):* Candidates will learn about various writing assessments to gauge both language and content learning.<br><br>*Objective 5*: Candidates will develop students' effective expression as they write, discuss, present, and use language conventions. Candidates will learn how to teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit and produce their own writing. Candidates will observe different types of writing assessments to monitor student progress and achievement.<br><br>**Creating an Engaged Community of Writers** **(4:10)** | **Essential Question:** What are some ways I can assess writing?<br><br>**LTD Readings Group 4:**<br><br>1. Muhammad, G. (2020). *Cultivating Genius*. Ch. 4: Toward the Pursuit of Skills<br><br>2. Muhammad, G. (2020). *Cultivating Genius*. Ch. 8: Using Historically Responsive Lesson Plans<br><br>3. Tompkins, G. (2018). *Language Arts, Patterns of Practice*. Ch. 2: Teaching & Assessing Language Arts (pp 44 – 55)<br><br>**Assessing Writing Videos:**<br><br>**Integrating Writing: Formative VS. Summative** (19:15)<br><br>**Formative Assessment: Providing Feedback** (2:17)<br><br>**Self-Assessment** (6:32)<br><br>**How to Peer Edit** (6:38)<br><br>**Teaching Writing to Elementary Students** (5:44)<br><br>**Using Rubrics to Teach Writing** (Creating a Writing Rubric) (5:35)<br><br>**How to Use a Rubric to Score Writing** (Creating a Writing Rubric) (6:00)<br><br>**Informational Writing Strategies for Second Grade Students** (Peer Editing) (5:59)<br><br>**1st Grade Writing Workshop Lesson - Editing in Opinion Writing** (Writing Checklists) (9:14)<br><br>**How to Use the 6+1 Writing Traits Rubric** (3:51)<br><br>**How can my students create a digital writing portfolio?** (3:23)<br><br>**Portfolios for Early Childhood Classrooms** (5:28) | **LTD: Group 4**<br><br>**DUE: ICA Part C**<br>*On Camino, upload or share the same document from Part A & Part B with the writing prompt and rubric added. (25 pts)* |

| Week 8 2/28 | **Independent Workday** – Time to make progress on your ICA. <br><br> <span style="background-color:yellow">**ASYNCHRONOUS CLASS!**</span> <br><br>  | | |
|---|---|---|
| *Week 9 3/6* | **The Pursuit of Intellect, and Understanding Dyslexia** <br><br> *Objective 2:* Candidates will understand evidence-based literacy instruction grounded in a collaborative understanding of UDL; CA Multi-Tiered System of Support; and the CA Dyslexia Guidelines, including the characteristics of dyslexia and racial gaps in special education. | **Essential Questions:** What is dyslexia? What are different types of dyslexia? What are the strengths, & challenges faced by students with dyslexia? What accommodations can I make? <br><br> **LTD Readings Group 5:** <br> 1. Muhammad, G. (2020). *Cultivating Genius*. Ch. 5: Toward the Pursuit of Intellect <br><br> 2. Johnston, V. (2019). Dyslexia: What reading teachers need to know. *The Reading Teacher*. <br><br> 3. Elder, T.E., Figlio, D. Imberman, S., Persico, C. (2021). **Segregation and Racial Gaps in Special Education**. *Education Next*, Research Report. | **LTD: Group 5** |
| *Week 10 3/13* | **Visual Language and Poetry** <br> **Final Class Sharing** <br><br> *Objective 4*: Candidates will understand the literacy practices of emergent bilinguals exploring poetry and the power of visual language. <br><br> **MULTICULTURAL BUFFET** <br> *Share a dish that represents your cultural identity.* <br><br>  | **Essential Questions:** What is visual language? How can I incorporate poetry into my ELA classroom? <br><br> **Special Guest Speaker:** Daniel Stickney <br><br> **LTD Readings Group 6:** <br> 1. Tompkins, G. (2018). Language Arts, Patterns of Practice. Ch.6: Visual Language: Viewing & Visually Representing. <br><br> 2. Tompkins, G. (2018). Language Arts, Patterns of Practice. Ch.10: Exploring Poetry <br><br> 3. Robertson, Kristina (2010). **Teaching and Reading Poetry with English Learners**. Colorín Colorado <br><br> **Small Group Presentations and Feedback Forms** <br><br> 1. Defending the Text Project Presentations <br> 2. ICA Project Presentations | **LTD: Group 6** <br><br> **DUE**: **Defend the Text** *PowerPoint slide presentation and feedback form.* <br><br> **DUE: ICA Part D** *Submit all parts of the ICA including the feedback form on Camino and the drive.* |

<h1 align="center">MINI LESSON PLAN TEMPLATE</h1>

**Mini-Lesson Title:**                                                                            **Grade Level:**

**Preservice Teacher Name(s):**

**Students' Identities and Backgrounds** (*who are the students who you will teach? Include information on their cultural identities and collaboratively obtained assets & learning needs with information about Tier 2 and Tier 3 accommodations if available*)**:**

<u>**Historically Responsive Literacy Learning Goals**</u>

**Learning Objective** *(Skills - what skills and content learning standards are you teaching):*

**CCSS Standard:**

**Identity** *(how will your teaching help students to learn something about themselves and/or others?):*

**Criticality** *(how will you engage your thinking about power, equity, and anti-oppression in the text, in society and in the world?):*

**Intellect** *(what will your students become smarter about?):*

**Student Spark/Hook (5-7 min)** *(how will the teacher get students excited and engaged in the learning? Consider using critical questions and multimodal text.):*

**Strategies/adaptations for Emergent Bilinguals:**

**Strategies/adaptations for a Student with a Disability:**

**UDL checkpoints for adaptations:**

**Procedures** *(write an overview of the entire lesson plan)*

**1**

**2**

**3**

**4**

**5**

**6**

**Closure (how will the teacher close the lesson?)**

**ICA Mini Lesson Rubric**

| Criteria | Ratings | | Total Pts |
|---|---|---|---|
| <u>This criterion is linked to a learning outcome</u><br>**Students' Identities & Backgrounds** It is clear from the description of students that the teacher candidate took time to get to collaboratively know the students. They include information about how the students see themselves, how they are defined by others, who they desire to be in the future, how they practice literacy at home and the languages they speak. | 2 pts | 0 pts | 2 pts |
| <u>This criterion is linked to a learning outcome</u><br>**Learning Objective (Skills) & CCSS Standard**<br>CCSS standard and learning objective are referenced and the lesson is guided by standard and related objectives. | 2 pts | 0 pts | 2 pts |
| <u>This criterion is linked to a learning outcome</u><br>**HRL - Learning Goals**<br>Lesson includes Identity, Criticality, and Intellect learning goals. These learning goals are tightly woven and addressed in the lesson. | 3 pts | 0 pts | 3 pts |
| <u>This criterion is linked to a learning outcome</u><br>**Strategies/Adaptations for "ELLs", Student with Disability & Procedures**<br>Plan includes specific strategies/adaptations to support emergent bilingual student learning and the learning of a student with a disability. Plan includes at least 3 UDL Checkpoints. The lesson procedures are clear and reflect the learning goals. | 3 pts | 0 pts | 3 pts |