

***SCHOOL OF EDUCATION***

 ***Location Address Mailing Address***

 *University Hall North 1200 East Colton Avenue*

 *On Brockton Avenue P.O. Box 3080*

 *Between University Street & Grove Street Redlands, CA 92373*

 ***Phone Fax***

 *(909) 335-4010 (909) 335-5204*

***COURSE SYLLABUS***

**Course:** MALT 605/EDUC 505/EDUG 405

**Course Title:** Multiple Subject Literacy and Language I

**Term:** Spring 2016 (April 25 – May 25, 2016)

**Days/Times:** Mondays, Wednesdays

**Class Location:**

**Faculty:**

**Course Chair:** Dr. Jose W. Lalas

**Office:** School of Education

**Phone:** (909) 748-8792

**Office Fax:** (909) 335-5204

**E-mail:** jose\_lalas@redlands.edu

**Office Hours:** 4 – 5: 15 p.m., M - W

 \*Appointments also available

**CATALOG COURSE DESCRIPTION**

Develops understanding of theoretical frameworks and processes in elementary literacy instruction. Fundamentals of language-acquisition theory, including linguistic concepts will be covered. Focuses on emerging literacy-instruction strategies for English learners and English speakers. Provides an introduction to systematic, explicit, and meaningfully-applied instruction in reading, writing, and related language skills. Field experience required.

**CONTEXTUAL COURSE DESCRIPTION**

This course is designed for elementary educators to develop a research-based understanding of the theoretical framework and processes involved in beginning reading and writing development and second language acquisition. Candidates will be introduced to the fundamentals of language acquisition theory including basic concepts in linguistics. The course will provide opportunities for candidates to examine second language acquisition and literacy research as well as research-based practices in integrating theory and practice in teaching reading and writing. It will highlight the models of reading and writing processes, comprehension, language and cognition in sociocultural contexts, role of phonemic awareness, vocabulary development, structure of the English language (including phonology, morphology, and orthography), second language reading, and effective instruction of students of diverse backgrounds. Special focus will be on emerging literacy instruction strategies for English Learners and English speakers. This course will provide an introduction to systematic, explicit, and meaningfully applied instruction in reading, writing and related language skills. Upon completion of the course, the candidates will be able to articulate their own theoretical and practical framework in teaching reading and writing, including how to work with the English language learners. This course introduces the candidates to language, language learning and teaching, serving as a bridge to their literacy instruction proficiency.

This course is the first in a sequence of two, which prepares multiple subject candidates to develop their knowledge of developing students' literacy skills. The candidates enrolled in this course will: 1) learn the basic theoretical concepts of linguistics to develop their understanding of specifically what knowing a language is; 2) develop a heightened level of consciousness of their own language; and 3) learn how languages are constructed, acquired and learned. This knowledge will empower candidates to interact with second language learners in a more sensitive, caring, and equitable fashion. Moreover, candidates will learn both research-based teaching and learning strategies to enhance second language learners. Finally, candidates will gain knowledge of the process of literacy (reading, writing, speaking, and listening) development and learn strategies to help facilitate the process. This course prepares the candidates for basic reading instruction of both first and second language learners of English. The candidates will create Into/Through/Beyond lesson plans as well as an English Learner Case Study.

**TECHNOLOGY REQUIREMENTS**

Technology tools have been integrated in this course and all other Professional Teacher Preparation courses. **Moodle** is a web-based tool that you can access from any Internet connection with Internet Explorer at any time. The logon is <http://moodle.redlands.edu>. The site will have links to the course syllabus, assignments, resources, and other communication tools. There is no charge for the use of Moodle. **TaskStream** is a web-based lesson, unit, and instructional resource. TaskStream can be purchased on-line at [http://www.TaskStream.com](http://www.taskstream.com/) for an individual full year subscription. Be sure to indicate you are a student and click on the University of Redlands. The student rate will be charged and you will be connected to our learning community. Other technology tools will be needed such as word-processing, spreadsheet and databases; PowerPoint, FrontPage, Hyperstudio, Blogger, and Inspiration may be required for classes. All software is available in the School of Education for use. Microsoft Office 2000 or later version will be helpful if you have it accessible. Internet access using the Internet Explorer web browser will be required for classes (<http://moodle.redlands.edu>). All courses build on prior coursework and technology skills. Technology skills also should be used as often as is appropriate to enhance learning and teaching competence. When all PTPP coursework is completed successfully, candidates will have met the Level I technology requirements. Additionally, **The Armacost Library** site at <http://www.redlands.edu> /library has links to many other on-line resources under Internet Education Resources.

**EDUC 505 Multiple Subject Literacy and Language I**

Candidates will use Moodle tools (email, the discussion board, links, and course materials to download, and the electronic gradebook). They will use TaskStream Lesson Builder, Standards Manager, Rubric Wizard, and email as one of the forms of communication with their professor. They will use Internet searching skills and tools, word processing, spreadsheets and database, Inspiration, and make class presentations with PowerPoint.

**COURSE OBJECTIVES**

**TPE** Teacher Performance Expectations, State of California

**The Multiple Subject Literacy and Language candidate will be able to:**

**[TPE 1, 3, 4, 6, 7, 8, 9/13]**

1. Students will demonstrate familiarity with language acquisition theories and linguistic components, i.e. phonology, morphology, syntax, semantics, and pragmatics. **[TPE 1, 6, 9]**

2. Students will learn cultural, psychological, cognitive developmental factors that affect first and second language acquisition. **[TPE 1, 3, 6, 7, 9]**

3. Students will demonstrate familiarity with content area standards, ELD standards, and California frameworks. **[TPE 1, 4, 6]**

4. Students will explain the concept of emergent literacy and develop ways to build upon the child’s existing language and background knowledge. **[TPE 1, 3, 8, 9]**

5. Students will describe methods and materials to teach phonemic awareness, increase reading vocabulary, and enhance comprehension skills. **[TPE 1, 3, 6, 7, 9]**

6. Students will demonstrate knowledge of appropriate methods for diagnosis and evaluation of English language acquisition, including the CELDT (California English Language Development Test). [**TPE 1, 3, 6, 7, 8, 9]**

7. Students will produce evidence of knowledge of the writing process and English language conventions. **[TPE 1, 6]**

8. Students will demonstrate knowledge of the reading-writing connection and implement it effectively. **[TPE 1, 6]**

9. Students will compare and contrast systematic explicit phonics programs. **[TPE 1, 3, 5, 6, 9]**

10. Students will define and employ methods and materials to explicitly and systematically teach decoding skills and spelling patterns. **[TPE 1, 3, 5, 6, 9]**

11. Students will describe ways to use a wide range of textual, functional, recreational and instructional materials that reflect cultural diversity. **[TPE 1, 4, 5, 6, 9]**

12. Students will demonstrate familiarity with, and be able to critically evaluate, sources of information and materials related to the teaching of reading, e.g., publications, trade books, kits, basal readers, computer programs, technology tools, publishers, libraries, websites, and community resources. **[TPE 1, 4, 6, 9]**

13. Students will explain the components of a comprehensive, systematic, program of literacy**. [TPE 1, 4, 6, 9]**

14. Students will demonstrate knowledge of systematic, explicit and meaningfully applied instruction in reading, writing, and related language skills. **[TPE 1, 6]**

1. Students will describe literacy strategies for English language learners and speakers of English that are aligned with content standards. [**TPE 1, 4, 6, 7, 9]**
2. Students will examine technology programs that support reading instruction. **[TPE 1, 6]**
3. Students will discuss ways to promote the use of oral language in a variety of formal and informal settings. **[TPE 1, 4, 6]**
4. Students will explore the role of home and community in promoting literacy practices. **[TPE 1, 4, 5, 6]**
5. Students will demonstrate understanding of the role of language specialists in the identification designation and re-designation process of English Learners and other specialists such as speech therapists, reading specialists, etc. **[TPE 1, 2, 3, 6]**
6. Students will examine research and research-based practice to be informed about reading and reading instruction; included in this objective is the area of writing and writing instruction. **[TPE 1, 4, 6, 9]**
7. Students will learn the theory and be able to implement the best practices in teaching word analysis, fluency, and vocabulary development in meaningful context to all students including the English language learners and students with special needs. **[TPE 1, 4, 6, 7, 9]**
8. Students will demonstrate the ability to identify, read, critique, and communicate about literacy research and second language acquisition in areas of early intervention, phonemic awareness, vocabulary development, cognition in sociocultural contexts, reading comprehension, writing, assessment, and structure of the English language. **[TPE 1, 3, 4, 6, 9]**

**REQUIRED READINGS**

1. Gunning, Thomas (2015) *Creating Literacy Instruction for All Students (9th Edition),* Boston, MA: Allyn and Bacon
2. Lalas, J., Macias, A., Fortner, K., Flores, N., Blackmon-Balogun, A. & Vance, M. (2016).*Who we are and how we learn: Educational engagement and justice for diverse learners*. San Diego, CA: Cognella Academic Publishing
3. Selected Current Articles from *The Reading Teacher and Journal of Adolescent and Adult Literacy*

**CANDIDATE ASSESSMENT**

1. **Signature Assignment #1: Reading Cards** (15 points)

**TPE: 1A, 4, 5, 6, 7, 8 Due on class session #4**

 Mechanics for Putting Together this Assignment:

 Work individually. Select 16 children’s books (8 story books; 8 informational

 books). Six (6) of the 16 children’s books must be multicultural books (books that

 portray the experiences of ethnic minorities or people of color). Analyze the values

 of each book in a balanced literacy or content literacy classroom. If you can, select

 and organize your books around a topic – dinosaurs, overcoming fear, heroes, etc.).

 Are you going to use a particular book for storytelling? To teach concepts? To teach

 English structures and vocabulary words? As supplementary materials?

 You will be using three 5X8 cards for each book by doing the following #a, #b, and #c:

 #a) Using 5X8 cards on a ring, in a file box or a divided notebook or in an electronic database, write a one-paragraph summary for each children’s book and 2-3 paragraph summary for each young adult’s literature.

 #b) Then, use the following factors in analyzing the content of each book:

 Psychological factor: is it interesting and appealing to students? Will it capture students’ imagination? Will it help resolve some personal issues and feelings including self-esteem, motivation, etc.

 Sociocultural factor: does it help develop an understanding of social change? Does it help develop a positive awareness of class, gender, race, language, regional, or other differences?

 Educational factor: are the concepts presented age- or grade- appropriate? Is the content appropriate for other subject matter area or “across the curriculum” to supplement or reinforce concepts and other language skills?

 Linguistic factor: is the text written in a comprehensible style that your students will find easy to understand? Does it have predictable language patterns or are the vocabulary words ones that your students will know?

 Literary factor: do the elements of plot, characterization, setting, style, theme, point of view, or other literary elements create a memorable text? Is this fiction or non-fiction book written well illustrations or texts supporting its high literary quality?

 #c) In addition, for each book write a paragraph describing creative ways to use the book in the classroom and/or as a home and community opportunity to promote literacy practices. For including the English learners and other minority cultural groups, describe the cultural differences between home-school relationships that could be found in the book. Will you recommend this book to other teachers? Why or why not?

2. **Signature Assignment #2:** **Into-Through-Beyond** **Presentations** (15 points)

 **TPE: 1A, 2, 4, 5, 6, 7, 8, 9, 10, 11, 13 Due on class session #4**

 Select a **multicultural book** for this signature assignment. Each candidate will create an Into-Through-Beyond lesson plan or a bookguide to present to the class (approx. 12 minutes). This lesson should be direct instruction and include visual aides as necessary to support those with special needs as well as English Learners. **This lesson should demonstrate a reading-aloud or shared reading using one of the books included in Signature Assignment #1: Reading Cards.**

 A written copy of the Into/Through/Beyond lesson plan or book guide will accompany the lesson (provide copies for the class or send copies of TaskStream Lesson via email to your class or through Blackboard email).

 For the oral presentation, select a book from the collection of books you put together in signature assignment #1, create a book guide or a lesson plan for that book, and demonstrate a shared reading or reading aloud with skills-instruction and meaning-based activities. **As part of your preparation, you will do this shared reading or reading aloud to a group of elementary-aged children in a real school setting independently**. You will be evaluated on the basis of the following criteria: appropriateness (meaning-based and skills-based), organization and preparation (input presentation and modeling), display of books and other related materials (preferably, thematic!), audience or class participation, and use of time allocated.

1. **Signature Assignment #3: Basal Reading Series Analysis** (15 points)

 **TPE: 1A, 2, 4, 5, 6, 7, 8, 10 Due on class session #7**

 Candidates will examine and evaluate a State of California adopted reading program basal reading series. Its scope and sequence, collection of stories, supplementary materials, and other academic content components will also be evaluated to gauge its effectiveness in the teaching of reading.

4. **Signature Assignment #4: Case Study and Demonstration** (20 points)

 **TPE: 4, 5, 6, 7, 8, 10, 11 Due on class session #10**

A. Each candidate will write a case study after observing an ELL student in a classroom setting. The study needs to include a complete description of the student, including assessment tools used to determine instructional levels such as CELDT results and background information relevant to creating a complete profile. The **typewritten** **narrative** for the case study should include the following variables that you learn about the student:

\* age, grade level, language proficiency in English as measured in CELDT or teacher’s input.

\* language spoken at home

\*academic language abilities, content knowledge and skills in relation to reading/language arts

\* physical, social, and emotional development relevant to reading/language arts

\* cultural background

\* health considerations relevant to reading/language arts

\* interests and aspirations relevant to reading/language arts

\*other information relevant to reading/language arts such as attendance, extracurricular activities, or any others

B. Demonstration of appropriate reading/language arts activities (word recognition skills and meaning-based strategies) for the ELL in the case study

1. Submitting 1 five-page typewritten review of literature on a topic related to: common core and reading, reading programs/literacy instruction, word recognition skills in reading, comprehension, or literacy instruction for English language learners. Research-based articles from professional reading and language arts-related journals, outside of the required textbook and selected handouts, must be used. (Individual Assignment; 10 points) **Due on class session # 10**
2. **Quizzes, in-class assignments, chapter summaries of or reactions to assigned chapters from Lalas et al., and participation** (25 points)
	1. **Written Summaries of or reactions to Assigned Chapters from Lalas et al textbook. A one and a half reaction to each of the assigned chapters from the Lalas et al. textbook or articles provided by the instructor. Summarize and review the merits of the chapter or article.** What is the chapter or article about? Identify and explain the conceptual framework (if any) briefly? What does the research literature say about this topic? Explain the research that was conducted (if any) and identify the findings (if any). React to any intriguing or challenging ideas. What does the chapter or article imply about teaching how to read? What and How does the chapter or article inform you about how to become an effective teacher of reading? **DUE on the Night the chapter of the book or article is assigned.**

\*\*\*\*\*Grading System:

95 – 100 A (4.0)

90 - 94 A- (3.7)

85 - 89 B+ (3.3)

80 - 84 B (3.0)

 75 -79 B- (2.7)

**GRADUATE GRADING SYSTEM/SCALE** (See University Catalog)

4.0 – 3.7 **A Outstanding**

The student displayed exceptional grasp of the material, frequently with evidence of intellectual insight and original thought. Above and beyond expectations.

3.3 - 3.0 **B Excellent**

 Work demonstrated a thorough grasp of the material with occasional errors and omissions. Assignments were thoroughly and completely done, with careful attention to detail and clarity and with evidence of intellectual insight.

2.7 - 2.3 **B/C Acceptable**

or 2.0 The quality of work was acceptable, meeting minimal course standards but was not exceptional. Performance on examinations and other assignments was satisfactory and demonstrated that the student was keeping up with the material and attending to detail.

1.7 and **D Poor**

Below Graduate students will not receive credit for a course awarded a grade of 1.7 or below.

**PROGRAM/COURSEPOLICY: PROFESSIONAL RESPONSIBILITIES**

Creating an inclusive learning community involves a social contract to which everyone agrees so as to maximize the learning of others and self. Certain behaviors hinder this pursuit. The following is the social contract that will be upheld by both students and teacher in class. Should the contract be violated, regardless of how well one is doing academically, the individual will be asked to leave the class. This consequence is based in ethics: teaching cannot be separated from who one is as a person. He or she will need to meet with the Chair, Preliminary Teacher Credential Program.

|  |
| --- |
| **Professional Ethical Responsibilities for Remaining in Class** |
| **Demonstrated** |  **Violated** |
| Being inclusive. Listening fully and attentively to all speakers or presentations. Being fully attentive to all. Such listening reflects intellectual empathy, humility, and perseverance. Maintaining eye contact, listening for understanding, and keeping the focus on the speaker addressing the group. | Being exclusive. Having side-bars, making comments not addressed to the group, passing notes or participating in any other form of verbal or written communication, doing any outside work (e.g. grading papers / responding to emails) rather than consistently being an attentive member of the learning community. |
| Writing or developing as writers demonstrating mastery in constructing original knowledge. Acknowledging the role of research in one’s teaching and learning. | Using the work of others and presenting it as if you did the work. Plagiarism is such a serious issue that should this occur, you risk being dropped from the program. |
| Acting with integrity regarding technological tools. Notifying the professor if an emergency arises where you need the cell phone turned on during class. | Engaging in text messaging, surfing the Internet, keeping cell phones in the silent or vibrate mode and stepping outside of class for the purpose of using technology.  |
| Monitoring one’s participation in course so that everyone is able to participate.Initiating meetings with the instructor if one is shy or reluctant to speak within a whole class setting so as to share one’s thinking with the professor. | Dominating class discussions or never contributing or speaking up in class.  |
| Choosing a proactive attitude to further the overall accomplishment of the course objectives collegially (i.e. using intentionality to create a positive and productive reality). Meeting with the instructor to ensure a relevant and excellent course is created. | Choosing an attitude of being bored or failing to create relevance. This results in creating a course that is less than excellent for self, others, and the instructor. |
| Challenging one’s own egocentric, sociocentric, and ethnocentric assumptions so that one is an advocate for all students. | Perpetuating racism, sexism, heterosexism, classism, ableism, sizeism, ageism, and using religion to promote intolerance. |
| Meeting with the teacher to discuss ways to better meet one’s needs (including requests to discuss the possibility of alternative assignments).  | Failing to meet with the instructor to share how the course can become an excellence learning opportunity and choosing to complain to class members. |
| Contacting the instructor if a situation prevents being in class. | Missing class and/or leaving early without talking with the instructor. If you must miss a class because of a valid excuse, it is encouraged that you communicate beforehand and get the approval of the instructor. |

**ACADEMIC HONESTY**

Academic honesty stands at the center of intellectual pursuits in the academic community. Faculty and student scholarship in all forms, individual and collaborative, expresses our understanding and esteem for intellectual honesty. Nurturing and sustaining a climate of honesty are the responsibilities of every member of the community. The academic policy statement includes standards of academic honesty, obligations and responsibilities of the members of the academic community for cultivating a climate of academic honesty, violations of academic honesty, and procedures for addressing academic dishonesty.

See the university catalog for full text of the academic honesty policy.

**ATTENDANCE POLICY for this course:**

Class participation is a critical component and requirement in all courses, and students are expected to attend all class sessions. We realize that emergencies can arise and students need to make important and difficult choices. Students are always responsible for informing the instructor of an absence and should be aware that any absence may have an effect on the final course grade. Students may be allowed to make up all required signature assignments (submission and presentation) in a manner approved by the instructor but **not the nightly in-class activities**. Any student who misses more than two sessions of a course might be required to retake the course.

* Session 1 (April 25)

 Introduction

 Discussion of the Syllabus Course Outline, Textbooks, Assignments, and other Requirements

**What is diversity and why is it a factor in the literacy classroom?  Who are the English Language Learners? What school district programs do we have for the ELL?  Who are students at risk?  Economically disadvantaged?  Culturally diverse students?  Students with learning disabilities?  What practical strategies work for ELL and students with special needs?**

**Read** **Gunning, Teaching All Students; Gunning, The Nature of Literacy**

Nature of reading, reading models and approaches, highly effective teachers

**Read Lalas, et al --Ch. 9 Adaptation Pedagogy for English Learners ...** What does the notion of equity and educational justice mean to you?  What is the implication of educational justice in teaching reading? (Read this chapter and submit a one and a half-page summary)

Practical application:  Selecting and analyzing children’s literature

Reading practices:  reading aloud, shared reading, guided reading, independent reading Demonstration:  book guide (into-through-beyond format)

In-class writing demonstration:  from “quick-draw,” story retelling, making words to story writing

**Multiculturalism and Diversity: a powerpoint presentation or DISCUSSION**

**Discuss Assignment #1: reading cards and Assignment #2: presentation**

* Session 2  (April 27)

 **Revisit Gunning - Teaching All Learners and The Nature of Literacy**

Revisit **Lalas, et al -- Adaptation** **Read Introduction of Lalas, et al - educational engagement and justice**

What are the interacting components of language?

Role of cognitive development in reading (Piaget and Vygotsky)

What is the role of a reader in the reading process?

Understanding and fostering emergent early literacy

**Who are the English learners?  Who are special needs students?**

* Session 3 (May 2)

 **Read Gunning: Reading Literature; Selecting and analyzing children’s literature**

 **QUIZ #1**

 **Read Gunning: Comprehension: Theory and Strategies**

 **What are the major comprehension strategies?**

Experiencing literature

 Types of literature

 Voluntary reading

OPTIONAL In-class activity: Work on Signature Assignment #1 by bringing all or some of their books selected:  gather the books, analyze the books, etc.

OPTIONAL In-class activity: Work on Signature Assignment #2:  put together a book guide (the instructor will provide some sample book guides)

**Read Gunning:  Teaching Phonics, High-Frequency Words, and Syllabic Analysis** **Read Lalas, et al:  Chapter 2 - Funds of Knowledge** (Read this chapter and submit a one and a half-page summary)

* Session 4 (May 4)

 **Read Gunning Chapter 6 (261 – 305):  Building Vocabulary**

 Instruction in a balanced literacy program

 Emergent literacy

 Prior knowledge in literacy

 Strategies for activating and developing prior knowledge

 Phonemic awareness

 Learning to read and spell

DISCUSSION:  What is TPA?  What are TPEs?  What are the different types of instructional adaptations?  Why do we make adaptations?

*Submission and brief sharing of* ***Signature Assignment #1*** *Individual demonstration of reading aloud/shared reading for* ***Signature Assignment #2***

* Session 5 (May 9)

 **Revisit Gunning Chapters on Phonics, Vocabulary, and Comprehension**

 QUIZ #2

**Revisit Lalas, et al: Chapter Funds of Knowledge and Chapter 9 Making Instructional Adaptation---- What, Why, and How?**

What is academic content adaptation?  Adaptation as an interactive process?  Adaptation as an equity solution? Adaptation an teaching for educational justice?  Making instructional adaptation:  how do we really do it? What are categories of adaptations?

DISCUSSION:  What’s the difference between “teacher instructional strategies” and “student activities?” (Note:  you’ll find these 2 terms in your **TPA** work); What is making adaptation in TPA?  Give and discuss some examples.

 **Present, discuss, and clarify Signature Assignment #3**:  Basal Reading Series Analysis

* Session 6  (May 11)

 **Read Gunning: Approaches to Teaching Reading**

Basal approach, literature-based approach, individualized reading, language experience approach, whole language, ...

**Read Lalas, et al: Chapter 1 Cultural Capital** (Read this chapter and submit a one and a half-page summary)

DISCUSSION:  What does teacher reflection mean? How would you apply teacher reflection in your TPA? Revisit: Skills-based vs. Meaning-based activities

Working with ELL in using the approaches to teaching reading: a discussion/reflection

Using different types of text

Literacy rich classrooms--word walls and other practical strategies

**In-class activity***: Work on Basal Reading Series Analysis (****Signature Assignment #3****)*

* Session 7  (May 16)

 **Revisit Gunning's Approaches to teaching reading**

 **Read Gunning:  Fostering Emergent/Early Literacy**

 Emergent literacy:  what is it?  How do you foster it?

A current view of assessment Norm-referenced versus Criterion-referenced Tests Methods of Assessment  Evaluating writing – developing and using a writing rubric

Performance-based assessment:  observation, interaction, analysis

**Clarify/Discuss Final Project: Signature Assignment #4 Case Study** ***PRESENTATION Signature Assignment #3****: basal reading series analysis report*

* Session 8 (May 18)

 **Read Gunning: Assessing for Learning**

**Read Lalas, et al:  Vongprateep - Chapter 6 Social and Cultural Capital ... Parental Involvement** (Read this chapter and submit a one and a half-page summary)

 Application/Demonstration:  reading comprehension

Application/Demonstration:  listening comprehension

 **RICA Review - what, why, how**

* Session 9 (May 23)

 **Read Gunning: Creating and Managing a Literacy Program**

Meeting the Needs of the Full Range of Learners including the English learners and special needs students

Application/Demonstration:  listening and speaking strategies – effective oral communication, analysis and evaluation of oral and media communication

Discuss different ways of presenting information, findings, and supporting evidence

**Meeting the needs of ELL and children with exceptionalities**

Discussion/Application/Demonstration:  Differentiated Reading Instruction and making Adaptation

* Session 10  (May 25)

Final Project (**Signature Assignment #4:** Case Study and Demonstration of appropriate enrichment and remediation activities)