



EDSE 457, Section 3: Reading and Writing in Secondary Schools, Spring 2021

Prerequisites: Admission to SSCP

Instructor: Kim Weber Hall

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Class Days/Times: Mondays, 4-6:45pm	Office Hours: Wed. and Thurs. , 1-3pm
Zoom Room ID: 898-9194-9795	Password: 457457
Office Zoom ID: 848-1491-3236	Password: 594594
Google Classroom	Code: ahvpkbd

Mission: The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

Course Description

Prerequisite: EDSS 300 (A, C, D, F, G, H, M, N, P, or S); or admission in the Single Subject Credential Program; or consent of the University Coordinator of the Single Subject Credential Program. Emphasis on reading and writing assessment and instruction; textbook selection; vocabulary development; comprehension strategies; content area reading and study skills; writing instruction; English Language Development; the reading needs of less prepared, English language, and accelerated learners; and issues of diversity and equity. Minimum fifteen hours of field work required. Course fee may be required. Letter grade only (A-F). May be repeated to a maximum of 6 units.

Texts and Materials

REQUIRED:

- *Vacca, R., and Vacca, J. & Mraz. 2017. *Content Area Reading: Literacy and Learning Across the Curriculum*. 12th edition. MA: Boston. Pearson.
- *Echevarria, J., Vogt, M.E. & Short, D. (2017). *Making Content Comprehensible for Secondary English Learners: The SIOP model. (3rd Edition)* Boston, MA: Pearson.
- Composition Book or On-Line Journal/Google Doc.

OPTIONAL:

- *American Born Chinese* by Gene Luen Yang

** This text will be available digitally as a “Day One Digital Access” on the first day of class. The text must be accessed via BeachBoard and by the add/drop deadline, you have the opportunity to purchase the digital text for a significantly reduced price.*

Additional resources and websites

- California Common Core Standards available: <http://www.cde.ca.gov/re/cc/index.asp>
- SBE-Adopted ELA/ELD Framework available: <https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>

Course Objectives/ Student Learning Objectives

Through assigned readings, class meetings, field experiences, and course assignments, students will be able to address issues regarding:

1) Contexts Related to Literacy Instruction

- Students will have at least a beginning understanding of the relationship of curriculum, instruction, and assessment, particularly as it relates to content and literacy
- Students will have an understanding of the importance and necessity of cross-curricular emphases on reading and writing.
- Students will know the impact of state curricular and task force documents on reading and writing activities in the school.
- Students will have a beginning understanding of theoretical approaches to teaching reading and the resulting practice of these theories.
- Students will have an understanding of the relationship of thinking, speaking, reading, and writing.

2) Technology

- Students will demonstrate an understanding of at an introductory level legal and ethical issues concerned with the use of computer-based technology, including privacy issues, inappropriate web sites, etc.
- Students will demonstrate understanding of digital literacy, citizenship, internet security through practice and assessment using digital tools through technology rich lesson plans
- Students will demonstrate an understanding of teachers’ uses of computer software and hardware to promote literacy in the classroom
- Students will demonstrate an understanding of fundamental vocabulary associated with the use of the Internet to promote literacy activities
- Students will experience, develop an understanding and discuss the use of internet-based (web 2.0) technology such as wikis, blogs, twitter, and social networking sites as communication and learning tools
- Students will develop a base for understanding the appropriate use of computer-based technology in teaching and learning through the use of teaching strategies aligned to international technology standards

3) Comprehension

- Students will demonstrate an understanding of levels of reading comprehension in relation to Bloom’s taxonomy and in application as related to several reading comprehension strategies and uses of assessment in field work placements
- Students will demonstrate an understanding of the relevance of content area reading strategies in helping their students access key information from content-based expository texts
- Students will demonstrate an understanding of the use of checklists for evaluating instructional materials, including textbooks, trade books, media and other sources of information

- (d) Students will demonstrate an understanding of the role of readability, cloze tests, standardized tests, and student interest in evaluating instructional materials.
- (e) Students will be introduced to the process of evaluating and modifying textbooks and instruction using textbooks.
- (f) Students will be able to develop a content-area lesson plan that involves the use of reading comprehension/text-based comprehension strategies.

4) Vocabulary

- (a) Students will demonstrate an understanding of how to support higher order literacy in the classroom.
- (b) Students will demonstrate an understanding of the distinction between academic and content area vocabulary
- (c) Students will develop a beginning understanding of the role of vocabulary instruction in relation to their specific content area
- (d) Students will be able to develop a lesson plan for teaching vocabulary.

5) Writing across the Curriculum

- (a) Students will have experience with several scoring rubrics.
- (b) Students will be able to respond to narrative, descriptive, and expository writing prompts.
- (c) Students will be able to see the uses of writing to learn and of formalized writing tasks in the content areas.
- (d) Students will be able to design a content-area lesson plan that embeds writing to learn or formal writing
- (e) Students will demonstrate an understanding of and experience the writing process in relation to content area material
- (f) Students will be able to develop a writing rubric appropriate for content area activities.

6) Literacy in Middle and Secondary Schools

- (a) Students will be knowledgeable about literacy practices in middle and secondary schools.
- (b) Students will have an understanding of the relationships between reading, writing, and thinking in the secondary classroom.
- (c) Students will have an understanding of how to approach modifying classroom instruction to provide equal access for all students.
- (d) Students will demonstrate an understanding of ways to encourage and evaluate students' listening and speaking.
- (e) Students will have an understanding of bottom-up, top-down, interactive theories of reading acquisition, as well as schema-based and socio-cultural theories of literacy.
- (f) Students will have an understanding of the impact of state standards, the common core standards, and standardized testing upon content area instruction and the teaching of literacy based practices

7) English Language Learners

- (a) Students will demonstrate an understanding of approaches to teaching the ELL student and classroom implications of English Language Development. Students will demonstrate an understanding of classroom assessment of English Language Development within discipline specific contexts.
- (b) Students will demonstrate an understanding of district requirements for the ELL student.
- (c) Students will demonstrate an understanding of the meaning of SDAIE, BICS, CALP and other acronyms often used in conjunction with ELD and ELL.
- (d) Students will be familiar with state and federal laws.

- (e) Students will be able to develop appropriate instruction and assessment for ELLs, through the effective interpretation of multiple assessment data sources to support English Language Development. This instruction will be appropriate to ELD students in relation to subject-specific pedagogy.
- (f) Students will demonstrate an understanding of the reclassification of English learners, including definition of performance in basic skills, range of performance in basic skills, and pupils of the same age. They will be familiar with basic skills criteria and how to work with specialists to examine data from/ with EL/ ELD specialists.
- (g) Students will demonstrate an understanding of accommodations for the ELPAC (English Language Proficiency Assessments for California)

8) Diversity in the Classroom

- (a) Students will demonstrate an understanding of the socio-linguistic implications of language in the classroom and as a communicative tool including a familiarity with issues of code-switching and the use of standard academic English as a content area tool
- (b) Students will demonstrate an understanding of the needs of GATE, ELLs, diverse learners and students with special needs in relation to literacy and language.

9) Designing Literacy Conscious Content Area Instruction

- (a) Students will be able to design lessons with appropriate language and content objectives
- (b) Students will be able to modify instruction for GATE, ELL, and other special needs learners.
- (c) Students will be able to construct a differentiated lesson plan for ELLs of 3 distinct levels. This may be a SDAIE lesson.
- (d) Students will experience a collaborative approach to unit and lesson planning
- (e) Students will be able to present a short literacy based lesson to the remainder of the class.
- (f) Students will demonstrate an understanding of the theoretical underpinnings and practical uses of cooperative learning

10) Developmental Principles of Literacy

- (a) Students will demonstrate an understanding of adult literacy and their own strategies as readers and writers.
- (b) Students will demonstrate an understanding of pleasure reading and the importance of choice in reading.
- (c) Students will demonstrate an understanding of the developmental nature of reading.
- (d) Students will demonstrate an understanding of the integrated nature of knowledge
- (e) Students will demonstrate an understanding of the importance of metacognition in relation to the development of literate practices

Course Policies and Requirements

Attendance

Attendance is mandatory; you are allowed one absence. Excused absences after one absence will be granted if you provide evidence of a situation beyond your control. If you are absent, you are fully responsible for the content of the class noted in the topic and assignment schedule of this syllabus. You are expected to arrive on time and should remain throughout the entire class meeting. If you need to arrive late or leave early you must notify me before our class session.

For additional University information on attendance, please refer to:

[http://www.csulb.edu/divisions/aa/catalog/current/academic information/class attendance.html](http://www.csulb.edu/divisions/aa/catalog/current/academic%20information/class%20attendance.html)

Participation, Preparation and Zoom Room Conduct

In addition to timeliness, I expect professional conduct toward your peers, topics being discussed and the instructor. The course is designed with your active participation in mind; side conversations (private chats), texting, Internet-surfing, and other disruptive behaviors are prohibited. I respect that everyone has a different comfort level when it comes to participating in class discussions and activities. Each week there will be a small group activity that will require uploading evidence of completion for participation points.

Coming to class prepared is paramount to getting the most out of the course content and class activities. Preparation is monitored through a weekly Text Engagement Assignment and DropBox submission of 3 lesson plan drafts. You will be asked to upload to the DropBox evidence of text engagement and drafts BEFORE the beginning of each class meeting.

Due to the on-line, synchronous mode of instruction for this semester, the following is a list of expected Zoom Room behaviors:

- **Mute your microphone**
To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- **Be mindful of background noise**
When your microphone is not muted, avoid activities that could create additional noise, such as shuffling papers.
- **Position your camera properly**
If you choose to use a web camera, be sure it is in a stable position and focused at eye level, if possible. Doing so helps create a more direct sense of engagement with other participants.
- **Limit distractions**
You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and muting your smartphone.
- **Avoid multi-tasking**
You'll retain the discussion better if you refrain from replying to emails or text messages during the meeting and wait to work on that PowerPoint presentation until after the meeting ends.
- **Prepare materials in advance**
If you will be sharing content during the meeting, make sure you have the files and/or links ready to go before the meeting begins.
- **Technology is ready to use**
Classes will begin in the "main" Zoom room. Be prepared to "join" breakout rooms, use the chat to communicate and/or ask questions, know how to "share" your screen, access/share documents and links in the chat, "rename" yourself when prompted, access to google classroom and google links.

BeachBoard Access and Email

To access this course on **BeachBoard** - <https://bbcsulb.desire2learn.com/> you will need access to the Internet and a supported Web browser (Firefox is the recommended browser). You log in to **BeachBoard** - <https://bbcsulb.desire2learn.com/> with your CSULB Campus ID and BeachID password. Bookmark this link for future use, or you can always access it by going to **CSULB** - <http://www.csulb.edu/>'s homepage and clicking on the **BeachBoard** link at the top of the page. Once logged in to **BeachBoard**, you will see the course listed in the My Courses widget on the right; click on the title to enter the course. Please be sure your most up to date email is on **BeachBoard**. *While **BeachBoard** will be used as the primary mode of communication, email will be the best way to communicate with me outside of class. Check your email*

regularly and keep your address current.

Statement on SSCP Fieldwork Policy

EDSE 457 requires 15 hours total fieldwork. Students are reminded that fieldwork hours in this course must be completed independently and that there is no double-dipping of module/fieldwork hours between different courses in the Single Subject Credential Program. This policy is to ensure that you meet the minimum requisite number of fieldwork hours required by the California Commission on Teacher Credentialing for receiving a preliminary credential.

ALL credential candidates are required to submit their fieldwork placement forms on S4 @ The Beach. Please submit the following:

1. Tutoring Module – Write-up
2. Tutoring Log

Information on how to complete the time log can be found on the Office of Clinical Practice website at www.csulb.edu/ocps4.

Other Important Considerations

Plagiarism/Academic Integrity Policy

Work that you submit is assumed to be original unless your source material is documented appropriately, such as a Works Cited page. All lesson plans submitted for this course must be original and may not be previously submitted for another course. Using the ideas or words of another person, even a peer, or a web site, as if it were your own, is plagiarism. Students should read the section on:

[http://www.csulb.edu/divisions/aa/catalog/current/academic information/cheating plagiarism.html](http://www.csulb.edu/divisions/aa/catalog/current/academic%20information/cheating%20plagiarism.html).

University Withdrawal Policy

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see [Grades - http://www.csulb.edu/depts/enrollment/student academic records/grading.html](http://www.csulb.edu/depts/enrollment/student%20academic%20records/grading.html)). Application for withdrawal from CSULB or from a class must be officially filed by the student with Enrollment Services whether the student has ever attended the class or not; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. Please refer to the [CSULB Course Catalog http://www.csulb.edu/divisions/aa/catalog/current/academic regulations/withdrawal policy.html](http://www.csulb.edu/divisions/aa/catalog/current/academic%20regulations/withdrawal%20policy.html) to get familiar with the policy.

Campus Programs and Services Please click

on <http://web.csulb.edu/divisions/students/programs.html> for a list of general student supports offered by the Division of Student Affairs.

Candidates with Disabilities

Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the [Bob Murphy Access Center \(BMAC\)](#) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and can also be reached by phone at (562) 985-5401 or via email at bmac@csulb.edu.

Revised as of: January 21, 2021

EDSE 457.3 Mondays 4pm

Mental/Physical Health and Basic Needs

Academic coursework and professional transitions can be a source of stress that can take a toll on your well-being. It is hard to do your best if you are struggling with wellness. CSULB offers supports on campus for both mental and physical health. If you are experiencing a health issue, please access care through Student Health Services (SHS): <http://web.csulb.edu/divisions/students/shs/>. SHS provides both physical and mental health supports. Counseling services are also available through Counseling and Psychological Services: <http://web.csulb.edu/divisions/students/caps/>. CSULB also offers support to students who are facing housing or food insecurity. For more information, please see: http://web.csulb.edu/divisions/students/basic_needs_program/.

Student Affairs: Student Emergency Intervention and Wellness Program

http://web.csulb.edu/divisions/students/studentdean/emergency_grant/

TPE / CSTP Domain	TPEs	Summary of TPEs addressed
1 – Engaging and Supporting All Students in Learning	1.1 1.3 1.4 1.5 1.6 1.7 1.8	Knowledge of students Relevant connections to support/ extend student learning Use of appropriate instructional strategies for diverse learners Promoting critical thinking & problem solving Promoting language development Providing access to curriculum through VAPA Monitoring student learning
2 – Creating and Maintaining Effective Environments for Student Learning	2.2 2.3 2.5	Creating inclusive, safe, environments that reflect the diversity of students in the classroom Maintain high expectations for all students
3 – Understanding and Organizing Subject Matter for Student Learning	3.1 3.2 3.3 3.4 3.5 3.6 3.7	Demonstrate subject matter knowledge Demonstrate pedagogical content knowledge Plan and designing disciplinary/ cross-disciplinary learning experiences Plan individually & through consultation & collaboration Adapt subject matter appropriately for diverse learners Use resources to provide curricular access to all students Model & develop digital literacy
4—Planning Instruction and Designing Learning Experiences for All Students	4.1 4.2 4.3 4.4 4.6 4.7 4.8	Understand & use student data for instructional planning Understand & use adolescent development for planning Design & implement instruction and assessment that blends disciplinary knowledge & learning skills Use instructional strategies to promote student learning Access resources for planning and instruction

		Use communication strategies to promote student participation Use digital tools to support student demo of learning
5 – Assessing Student Learning	5.1 5.2 5.3 5.7 5.8	Use a variety of assessments Use multiple measures to modify instruction & monitor student learning Involve students in self-assessment Use EL assessment data to plan instruction Use data for SN students to differentiate instruction
6 – Developing as a Professional Education	6.1 6.2	Reflect on teaching practice Recognize & address bias as it affects the classroom

The CSULB Student Emergency Intervention and Wellness Program (part of the Basic Needs Program) is a comprehensive initiative that identifies and immediately serves some of CSULB's most at-risk students which include our displaced students, food insecure students and students experiencing an emergency situation or crisis, such as the following:

- Student Emergency Grant
- The Meals Assistance Program (Feed a Need)
- Short-Term Emergency Housing Program

Criteria for eligibility include: Be an enrolled CSULB student; Be able to demonstrate an urgent financial need (Supporting documentation is helpful where appropriate); and Must have exhausted all sources of financial assistance and aid.

Veterans

Candidates who are veterans of the armed services may find support through Veteran Services:
http://web.csulb.edu/divisions/students/veterans_university/

Course Assignments, Tentative Course Outline

The requirements for this course have been aligned with the Teaching Performance Expectations (TPEs). The chart below identifies each of the TPEs. The TPEs that are introduced, practiced, and/or assessed in this course are: 1-6.

Students will complete **15 hours** of structured fieldwork. **NOTE: FIELD EXPERIENCES MUST BE EXPLICITLY LINKED TO THE TEACHING PERFORMANCE EXPECTATIONS (TPEs)** and reflection done on fieldwork experiences should be consistent with the course objectives.

Course Assignment	Points
Fieldwork: Tutoring Case Study Write-Up	30
Funds of Knowledge Mini-Lesson/Presentation/Reflection	30
Lesson Planning: With a challenging Unit of Study in mind, you will design a 2-day lesson introducing the lesson, preparing students for the unit. Days 1 and 2 (Lesson Plan #1) will focus on building background knowledge and developing vocabulary. The second lesson, a Reading Lesson Plan (Lesson Plan #2) will focus on reading comprehension—selecting a passage, chapter or section of text that you know will be particularly challenging. <ul style="list-style-type: none"> • All plans must integrate appropriate literacy related strategies in the teaching of content as demonstrated through appropriate content & language objectives and instructional planning. 	Lesson #1: 35 points Lesson #2: 25 points

Course Assignment	Points
<ul style="list-style-type: none"> All lesson plans must include speaking and writing components. All lesson plans must be original (you may not use a lesson plan written for another class). One additional lesson plan, that may be a revised version of one of the above required plans, that demonstrates appropriate competence with language differentiation. The ELD differentiated lesson plan is the Signature Assignment for this course. 	ELD Lesson: 20 points Total: 80
Weekly Engagement (Preparation + Participation): 5 points/week + 20 for drafts Readings, Journals, Assignment Drafts, Class Activities and Group Work	90
TOTAL POINTS	230

* All assignments must be typed (12pt font and Times New Roman ONLY) and submitted to **Dropbox** on **BeachBoard** by 11:59pm of their date due. Be sure assignments are properly titled and labeled. Accurate spelling, grammar and punctuation will be considered when grading. If an assignment contains too many errors, it will not be graded until revised. **All assignments must be original, and authored only by you (lesson plans for another class may not be submitted for this course).**

Written assignments can be submitted as either a WORD doc or PDF. Written assignments should also be assessable through Google Docs because throughout class, teacher-candidates will be asked to “share” their work with classmates. More specific information about all course assignments will be discussed in class and posted on **BeachBoard**. Any changes made will also be discussed in class and posted on **BeachBoard**.

Grading Policy

This course will use the point system for grading. Listed above in the course assignment section is a list of all assignments and their possible total point value. Below is a graph depicting the total points earned by a student and their corresponding percentage and letter grade.

Grading Scale

Points	Percent Range	Letter Grade
230 - 207	100 - 90%	A
206 - 184	89 - 80%	B
183 - 161	79 - 70%	C
160 - 150	69 - 65%	D
149 or less	Below 64%	F

Late work policy

All assignments are due in the **Dropbox** on **BeachBoard** on their due date by 11:59pm; assignments emailed to me will not be scored. Late assignments can be submitted on **BeachBoard**, but they will be assessed a 5% penalty for each day they are late. No assignments will be accepted more than **FIVE** days after the due date. No late assignments will be accepted on the last day of class. Be sure to keep a copy of all assignments for your own records.

Tentative Course Outline, Topics, Readings and Assignments*

Week/Date Topic	Content/Reading	Virtual Engagement		Assignments
		Preparation	Participation	
Prior to the first day of class.	Reading should take place <u>BEFORE</u> class meetings.	Each week readings will be assigned. Prior to the beginning of class, you will upload evidence of text engagement in the form of screenshots of comp book, OR PDFs of on-line journal entry.	Each week there will be "in-class" activities, small group work, exit slips and/or Funds of Knowledge presentations. Be prepared to upload evidence of participation to BB by 11:59pm. Participation cannot be made up.	<ul style="list-style-type: none"> Complete Student Questionnaire on BB by Monday, January 18th at 11:59pm. See BB for the Questionnaire.
Week 1 January 25 Introduction and Course Information	Brozo Ch. 7 on BB: <i>Writing to Learn in the Disciplines</i>	<ul style="list-style-type: none"> Evidence of Ch. 7. annotated to BB before class begins. 	<ul style="list-style-type: none"> Group Work – Name and Slide to BB by 11:59pm. Exit Slip 	
Week 2 February 1 Why Adolescent Literacy and Identities Matter	Vacca et al Ch. 1 Brozo Ch. 1 on BB SIOP pp. 9-16	<ul style="list-style-type: none"> Text Engagement to BB before class begins 	<ul style="list-style-type: none"> Completed Fishbowl observation sheet to BB by 11:59pm. 	<ul style="list-style-type: none"> Come to class prepared to discuss Brozo in small groups. Sign up for Funds of Knowledge Presentation
Week 3 February 8 Culturally Responsive Teaching in Diverse Classrooms	Vacca Ch. 3 <i>Creative Failures in Culturally Sustaining Pedagogy</i> on BB	<ul style="list-style-type: none"> Text Engagement to BB before class begins 	<ul style="list-style-type: none"> Group Activity/Exit Slip to BB by 11:59pm. 	<ul style="list-style-type: none"> Secure tutoring; complete Tutoring Google Form. See BB for link.
Week 4 February 15 Where do we want them to be? Objectives for Learning	Vacca Chapter 5 SIOP Ch. 2	<ul style="list-style-type: none"> Text Engagement to BB before class begins 	<ul style="list-style-type: none"> FoK Writing Component to BB by 11:59pm. Exit Slip to BB by 11:59pm. 	<ul style="list-style-type: none"> Funds of Knowledge Presentations Presenters upload to BB by 11:59pm.

Week/Date Topic	Content/Reading	Virtual Engagement		Assignments
		Preparation	Participation	
Week 5 February 22 Activating Prior Knowledge	Vacca Ch. 6 Brozo Article: <i>Motivating Students to Read...</i>	<ul style="list-style-type: none"> Text Engagement to BB before class begins Lesson #1 - Draft of Part I to BB before class begins 	<ul style="list-style-type: none"> FoK Writing Component to BB by 11:59pm. ABC Group Work to BB by 11:59pm. 	<ul style="list-style-type: none"> Funds of Knowledge Presentations Presenters upload to BB by 11:59pm.
Week 6 March 1 Developing Vocabulary and Concepts	Vacca Ch. 8 SIOP 3	<ul style="list-style-type: none"> Text Engagement to BB before class begins Lesson #1 - Draft of Part II to BB before class begins 	<ul style="list-style-type: none"> FoK Writing Component to BB by 11:59pm. Exit Slip to BB by 11:59pm. 	<ul style="list-style-type: none"> Funds of Knowledge Presentations Presenters upload to BB by 11:59pm.
Week 7 March 8 Review Vocabulary, Background Knowledge, and Motivation Strategies	No readings, come to class w/ background knowledge and vocabulary building strategy	<ul style="list-style-type: none"> Lesson #1 - Draft of Part III to BB before class begins 	<ul style="list-style-type: none"> FoK Writing Component to BB by 11:59pm. Exit Slip to BB by 11:59pm. 	<ul style="list-style-type: none"> Funds of Knowledge Presentations Presenters upload to BB by 11:59pm.
Week 8 March 15 Supporting and Improving Reading Comprehension What are the challenges to deep reading?	Vacca Ch. 7 Watch The Changing Reading Brain in the Digital Culture	<ul style="list-style-type: none"> Text Engagement to BB before class begins 	<ul style="list-style-type: none"> Group Activity/Exit Slip to BB by 11:59pm. 	<ul style="list-style-type: none"> Lesson Plan #1 Due to BB by 11:59pm.
Week 9 March 22 Comprehension Continued Studying Text & Alternative Texts	Vacca Ch. 10 and 11	<ul style="list-style-type: none"> Text Engagement to BB before class begins 	<ul style="list-style-type: none"> FoK Writing Component to BB by 11:59pm. ABC Group Work to BB by 11:59pm. 	<ul style="list-style-type: none"> Funds of Knowledge Presentations - Presenters upload to BB by 11:59pm.
Spring Break - No Class Meeting Monday, March 29th - Friday, April 2nd				

Week/Date Topic	Content/Reading	Virtual Engagement		Assignments
		Preparation	Participation	
Week 10 April 5 Review Reading Comprehension Strategies	No Reading assignment.	<ul style="list-style-type: none"> Draft of Lesson #2 to BB before class begins 	<ul style="list-style-type: none"> Exit Slip to BB by 11:59pm. 	<ul style="list-style-type: none"> Be prepared to share draft and/or comprehension strategies with classmates.
Week 11 April 12 Where do we want them to be? Assessment	Vacca Ch. 4 SIOP Ch. 9	<ul style="list-style-type: none"> Text Engagement to BB before class begins 	<ul style="list-style-type: none"> Group Activity/Exit Slip to BB by 11:59pm. 	<ul style="list-style-type: none"> Lesson Plan #2 Due to BB by 11:59pm.
Week 12 April 19 English Language Learners: Who are they, what is expected of them and how are they assessed?	SIOP pp 1-8, Chapter 10 CA ELD Standards (link on BB)	<ul style="list-style-type: none"> Text Engagement to BB before class begins 	<ul style="list-style-type: none"> FoK Writing Component to BB by 11:59pm. Group Activity/Exit Slip to BB by 11:59pm. 	<ul style="list-style-type: none"> Funds of Knowledge Presentations Presenters upload to BB by 11:59pm. Fieldwork Write-Up Due to BB by 11:59pm.
Week 13 April 26 Literacy and Language Support for ELLs	SIOP Ch. 4-7; Cline & Necochea (see BB for assigned article/chapter)	<ul style="list-style-type: none"> Text Engagement to BB before class begins 	<ul style="list-style-type: none"> Jigsaw Activity Expert Group Slides to BB by 11:59pm. 	<ul style="list-style-type: none"> Come to class w/ 1-2 strategies for each ELD student to share.
Week 14 May 3 Writing to Learn	Vacca Ch. 9 Re-Read: Brozo Ch. 7 on BB: <i>Writing to Learn in the Disciplines</i>	<ul style="list-style-type: none"> Text Engagement to BB before class begins 	<ul style="list-style-type: none"> Group Activity/Exit Slip to BB by 11:59pm. 	<ul style="list-style-type: none"> ELD Lesson Plan due to BB by 11:59pm.
Week 15 May 10 Course Wrap Up and Job Support	No Readings	<ul style="list-style-type: none"> Last Class - Attendance Mandatory 		<ul style="list-style-type: none"> Fieldwork submitted to S4—wait for professor approval before uploading log and write-up.

***This calendar is subject to change.**

Note Changes in RED