

Syllabus – EDU 5105

Language Arts, Second Language Acquisition, and Children's Literature

Instructor Information

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Department of Education (CEIS) Mission Statement

The mission of the Education Department of the College of Education and Integrative Studies is to prepare highly qualified educators, school leaders, teacher scholars, and practitioners to serve the needs of diverse learners in a changing global society. We are committed to integrating collaboration, active learning, application and critical thinking in the practices of teaching, learning, research, and scholarship. We value innovation and social justice through the practices of equity, access, advocacy, and inclusion in the educational process.

LEADERSHIP by effectively communicating, collaborating and setting an example of advocacy that influences people to come together in promoting transformative educational policies, pedagogies, and practices that champion excellence, equity, and ethical responsibility for all students in diverse classrooms, schools, and communities.

EXPERTISE by engaging in the reflective study, application, synthesis, and evaluation of educational theories, contemporary issues, pedagogical practices, and research findings to develop an informed, problem-solving perspective that permeates professional inquiry, ethical commitment, and decisive action.

APPLICATION OF KNOWLEDGE by integrating theory, research and reflective practice to render professional judgments and choices in contexts that result in decisions and actions that promote the viability of classrooms of schools and learning and by designing and conducting research that is focused on an educational problem germane to the investigator's professional interests and concerns, systematically studied in an effective, ethical manner, and formally presented as an original contribution to educational scholarship.

DIVERSITY, TECHNOLOGY & GLOBAL AWARENESS by continuing to learn about the world in the context of rapidly emerging social and technological change in order to make informed

decisions and take responsible actions to cultivate, develop, and celebrate human potential in all its diverse forms.

Program Strands

In addition to the topic-specific nature of coursework and fieldwork, teacher candidates must continuously consider:

Meeting Student Needs - Learn how person, family, school, community, and environmental factors impact students' academic, emotional, and social well-being with a special emphasis on communication with parents and the use of school and community resources to support the needs of each student.

Second Language Learners – Be able to utilize principles and practices in English Language Development to support English language learners' acquisition of academic content language, comprehension skills, knowledge and understanding of the subject area.

Students with Disabilities – Use basic knowledge, skills, and strategies for effectively meeting the needs of students with disabilities, behavior plans, and other challenges within the regular classroom by differentiating instruction to the degree possible in order to provide access to the curriculum in a positive inclusive classroom climate.

Reading and Writing Across the Disciplines – Demonstrate that every teacher is a reading and writing teacher with specific emphasis on the type of reading and writing that provides access to the curriculum and builds communication skills in writing.

Teaching with Technology – How to use a variety of technologies to support effective teaching, assessment, and student learning in the classroom while being mindful of the legal, ethical, and safety issues that are continuously changing as students use technology more extensively in learning and as part of lifelong needs.

Course Information

Catalog Description

Theoretical models and pedagogical applications of language arts, writing and second language acquisition for native English speakers and English language learners. Investigation of genres, authors, illustrators and diversity in children's literature.

Prerequisites

Admission to Teacher Preparation program.

Course Learning Objectives

Upon completion of this course, the teacher candidate will be able to:

- TPE 1.1: Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.
- TPE 1.3: Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
- TPE 1.5: Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.
- TPE 1.6: Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.
- TPE 2.5: Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
- TPE 3.1: Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.
- TPE 3.2: Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.
- TPE 3.3: Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.
- TPE 3.5: Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.
- TPE 4.3: Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.
- TPE 5.1: Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.

- TPE 5.7: Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.
- TPE 6.1: Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.
- TPE 7.3 Incorporate asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction (and in integrated content and literacy instruction), recognizing and incorporating the diversity of students' cultures, languages, dialects, and home communities. Promote students' literacy development in languages other than English in multilingual (dual language and bilingual education) programs.
- TPE 7.6 Meaning Making. Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.
- TPE 7.7 Language Development. Promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. Create environments that foster students' oral and written language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.
- TPE 7.8 Effective Expression. Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration. Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.
- TPE 7.10b Understand how to appropriately assess and interpret results of literacy assessments for English learner students.
- TPE 7.11 Provide instruction in English language development (ELD) for students identified as English learner students based on an understanding of comprehensive

ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on students' cultural and linguistic assets and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.

Dyslexia related learning outcomes:

- Contrast the experience of identifying dyslexia in English Learners with native English speakers and critically reflect on the nuances of identifying dyslexia in ELs.
- Understand the definitions of ELs at various stages of L2 acquisition.
- Recognize predictors for dyslexia shared by ELs and non-EL students.

Course Materials

Required Materials

[Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. \(2020\).](#) *Words their way: Word study for phonics, vocabulary, and spelling (7th Ed)*. Pearson.

[Graham, S., MacArthur, C. A., & Fitzgerald, J. \(Eds.\).](#) (2019). *Best practices in writing instruction, 3rd Edition*. Guilford Press.

Tompkins, G. E. (2016). *Language Arts: Patterns of practice (9th ed.)*. Upper Saddle River, NJ: Merrill Pearson Education, Inc. ISBN 978-0135224618

ELA/ELD Framework

<https://www.cde.ca.gov/ci/r/cf/elaeldfrmwrksbeadopted.asp>

CCSS ELA

<https://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>

ELD Standards

<https://www.cde.ca.gov/sp/ml/eldstandards.asp>

California dyslexia guidelines:

<https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf>

Technical Requirements

Hardware

- PC/Mac
- Monitor with minimum resolution of 1024x768
- Speakers or headphones

Software

- [Adobe Flash Player](https://get.adobe.com/flashplayer/) - download at: <https://get.adobe.com/flashplayer/>
- [Adobe Acrobat Reader](https://get.adobe.com/reader/) - download at: <https://get.adobe.com/reader/>
- [Java](https://java.com/en/download/) - download at: <https://java.com/en/download/>
- Internet Browser - [Blackboard supported browsers](#):
https://help.blackboard.com/en-us/Learn/9.1_2014_04/Student/015_Browser_Support/013_Browser_Support_for_October_2014

Students' Obligations

Minimum Technical Skills

You are expected to have basic computer knowledge including, but not limited to:

- Using email and attachments
- Downloading, editing, saving, and submitting files
- Copying and pasting
- Downloading and installing software

Getting Help

If you are having trouble understanding concepts, it is your responsibility to seek help by contacting the instructor.

If you are having difficulties with using Blackboard-specific tools or features, refer to the [Blackboard eHelp](#) page. More complicated Blackboard inquiries can be directed to the [IT Service Desk](#). Both links to the Blackboard eHelp page and IT Service Desk can be found under the "Technical Support" section located on the left navigation menu of this course.

Assignments

Detailed assignment guidelines will be posted on Canvas several weeks before the due date.

The Language Arts: English Learner Writing Case Study (Anchor assignment)

Review the ELA/ELD Framework introduction through chapter 2 (language development), chapter 9, appropriate chapter for your child study. If you did not save the writing sample(s) from your case study from EDU 5100, you need to get writing sample(s) of an English Learner. The writing sample(s) should be equivalent to about a page, depending on the age of the learner. Analyze the writing sample(s).

1. Analyze the Grammatical and Discourse-Level Understanding.
2. Analyze the Foundational Skills applied in the writing.
3. Analyze the writer's Meaning Making attempts (also see Figure 2.20).
4. Analyze the writer's Effective Expression.
5. Describe the Implications for further instruction (also see Figure 2.21).
6. Write a lesson plan to address one of the areas in which the English Learner needs improvement.

Language Arts textbook chapter presentation

In groups, students will present information that was covered in one of the chapters of the textbook. Students will lead their classmates in a lively discussion about the issues covered in their chapter.

Diversity book list and reflection

In groups, students will create a list of children's books that highlight diverse people. Students will write examine a subsection of the texts for bias, and a reflection about their book list.

Language arts textbook chapter summaries

Students will write brief summaries about important information covered in the Language Arts textbook chapters.

Second language acquisition strategy presentation

The purpose of this assignment is to give teacher education students opportunities to create a lesson designed for second language learning. In groups, students will prepare a second language development lesson and teach this lesson to their classmates.

Writing Instruction for Multilingual Learners - Lesson Plan

You will create a lesson that addresses writing development in a language arts lesson for multilingual learners. Your lesson will build on your multilingual students' funds of knowledge to engage them in using the writing process, and to produce the first draft of a third person narrative. Guidelines will be provided.

Class Participation

- In education courses, class attendance is extremely important. You are allowed one free absence in this course. After this free absence, you will lose 5 points from your class participation grade for each subsequent absence.
- If you miss a class, you must send an email to the professor acknowledging the absence.

- Students who must miss more than one class session because of excusable reasons (serious illness, death in family, etc.) and who wish to earn a perfect class participation grade, should talk with the professor about completing alternate activities.
- Students with more than four absences may be dropped from the course.
- Class participation includes posting comments on the discussion board. You must post comments for at least three chapter presentations during the semester.

Grading

Late Submissions: Late assignment submissions will lose 2 points per day. No assignments will be accepted after the Tuesday of Finals week.

Evaluation of Outcomes/Assignments Overview

Assignment	Points Possible	Weight	Aligned Outcomes & TPEs
The Language Arts: English Learner Case Study (Anchor Assignment)	30	30%	1.6, 2.5, 3.1, 3.2, 3.3, 3.5, 5.7, 6.1, 7.3, 7.6, 7.7, 7.8, 7.11
Language arts chapter presentation	20	20%	1.5, 3.1, 3.3, 5.1, 7.6, 7.7, 7.8
Diversity book list and reflection	10	10%	1.3, 4.3, 7.3
Language arts chapter summaries	5	5%	1.5, 3.1, 3.3, 5.1, 7.6, 7.7, 7.8
Second language acquisition strategy presentation	5	5%	1.6, 2.5, 3.5, 6.1, 7.11
Writing Instruction for Multilingual Learners - Lesson Plan	10	15%	1.6, 2.5, 3.2, 3.5, 6.1, 7.3, 7.10, 7.11
Class participation	10	15%	5.7, 7.10, 7.11
TOTAL		100%	

GRADING SCALE*

Score (%)	Letter Grade	As your instructor, this means... (examples provided in green; consult the university catalog for detail)
94 – 100	A	Superior work
90 – 93	A-	
88 – 89	B+	Very good work
84 – 87	B	
80 – 83	B-	
78 – 79	C+	Adequate work

74 – 77	C	<i>Minimally acceptable work</i> <i>Unacceptable work</i>
70 – 73	C-	
69-60	D range	
≤59	F	

*You must earn a C to pass this course.

Teacher Performance Assessment

Senate Bill 2042 (Chapter 548, Statutes of 1998) requires all candidates for a preliminary Multiple Subject and Single Subject Teaching Credential to pass an assessment of teaching performance in order to earn a teaching credential. The California Commission on Teacher Credentialing (CCTC), in cooperation with Educational Testing Service (ETS), designed the California Teaching Performance Assessment (CA TPA). The CA TPA measures the attributes of the Teaching Performance Expectations (TPEs) that describe the knowledge and abilities required of beginning California teachers that were adopted by the Commission in September 2001. The TPEs describe what all California beginning teachers need to know and be able to do to qualify for the Preliminary Multiple, Single Subject, or Educational Specialist Teaching Credential. While Educational Specialist Credential candidates are responsible for TPEs, they are not at this time required to complete TPAs. This course is designed to support your development in meeting designated TPEs that are required to successfully complete the TPA. For additional information on the TPA, visit the CTC website.

Course Policies

Academic Integrity

All of the work completed in this course is expected to be your own. Plagiarism or cheating will not be tolerated in this course.

Unauthorized recording, dissemination, or publication of academic presentations or materials for any purpose is forbidden.

Any violation of any published University policy, rule, regulation or presidential order will result in student discipline action.

The University is committed to maintaining academic integrity throughout the university community. Academic dishonesty is a serious offence that can diminish the quality of scholarship, the academic environment, your academic reputation, and the quality of a Cal Poly Pomona degree. All forms of academic dishonesty at CPP are a violation of University policy and will be considered a serious offense. Academic dishonesty includes, but is not limited to plagiarism, cheating, use of unauthorized study aides, falsifying university documents (such as fieldwork logs), and any action that gains an unfair academic advantage. Refer to the University Catalog for further information.

It is the responsibility of all students to be informed of what constitutes academic dishonesty and to follow the policy. A student who is aware of another student's academic dishonesty should report the instance to the instructor of the class, the test administrator, or the head of the department within which the course is offered.\

Consequences for academic dishonesty will include a zero on the assignment with no opportunity for resubmission and the completion of a Statement of Concern for your CPP file. Additionally, students will be referred to the Office of Student Conduct and Integrity where they may face additional consequences. Students may also receive a possible F in the course and/or removal from the credential program.

Academic dishonesty is also a violation of Teacher Performance Expectation (TPE) 6 (Developing as Professional Educators) and could result in the California Commission on Teacher Credentialing (CTC) refusing you a teaching credential.

For more information, visit the [Academic Integrity Policies](http://www.cpp.edu/~judicialaffairs/academic-integrity-resources/academic-integrity.shtml) page:

<http://www.cpp.edu/~judicialaffairs/academic-integrity-resources/academic-integrity.shtml>.

Plagiarism

Researchers and educators do not claim the words and ideas of another as their own; they give credit where credit is due (APA Ethics Code Standard 8.11, Plagiarism).

Quotation marks should be used to indicate the exact words of another. *Each time* you paraphrase another person (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text. ***The key element of this principle is that you do not present the work of another (in whole or part) as if it were your own work*** (APA, 2010). For additional support on plagiarism, please reference the [CPP Library Tutorials](#). Also see Princeton's [Plagiarism Examples](#).

Netiquette

Netiquette refers to the behavior that you are expected to follow when communicating online. It covers both common courtesy in an online environment and the informal ground "rules" for navigating in cyberspace. For this course, you are asked to follow these basic guidelines:

- When writing an email to your instructor, include the class name and section, along with a description, in the subject line. For example: COM 206.01 RE: Design Project.
- Use a signature with your full name at the end of your emails.
- Remember that slang can be misunderstood or misinterpreted – use your "academic" voice. pls dnt use txt lang when sending messages 2 me.
- Be aware of your tone and avoid sentences typed in all caps – it implies online "screaming" or "shouting."
- Do not send angry messages known as "flaming."

- Do not use offensive language.
- Be sensitive to those with cultural and/or linguistic backgrounds, as well as different political and religious beliefs.
- Respect different views and opinions.
- Provide constructive feedback and use good judgment when composing responses to your classmates.
- Be professional and use good grammar and spelling. Consider writing your discussion posts, assignments, and online correspondence in a text editor to check for spelling and grammar before pasting it into an online submission.

University Resources

Accessibility

Cal Poly Pomona, as a learning-centered university, is committed to student success. Students with disabilities are encouraged to contact the instructor or to visit the [Disability Resource Center](#) (DRC) to coordinate course accommodations.

Blackboard Accessibility

- [Blackboard accessibility information](#)
- [Navigating Blackboard using a screen reader](#)

Learning Resource Center

The [Learning Resource Center](#) (LRC) is a service designed to develop student success. Learn about opportunities available for tutoring, workshops, test preparation, and study skills.

Student Services

[Student Services](#) provides information about the various student services offered at Cal Poly Pomona such as advising, library resources, and health services.

Aligned Teacher Performance Expectations [TPES]

TPE 1: Engaging and supporting all students in learning

TPE 2: Creating and Maintaining Effective Environments for Student Learning

TPE 3: Understanding and Organizing Subject Matter for Student Learning

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

TPE 5: Assessing Student Learning

TPE 6: Developing as a Professional Educators

California State Polytechnic University, Pomona

TPE 7: Effective Literacy Instruction for All Students

The full text of the Teaching Performance Expectations (TPEs), Adopted June 2016 can be found at:

<http://www.ctc.ca.gov/educator-prep/standards/PrelimMSstandard.pdf>

Weekly Topics & Assignments				
Week	Date	Topic	Readings Due	Assignments Due
1		Introductions <ul style="list-style-type: none"> • Our Writing Journeys • Course & syllabus Overview • Overview of textbook chapter presentation assignment (& choosing of groups) • Collaborative Reading & Discussion 	In-class Reading: Tomkins Chapter 1 Excerpts	
2		Children's Literature Selection & Supports for Diverse Readers <u>Topics:</u> <ul style="list-style-type: none"> • Foundations of ELA Curriculum Design • Evaluate diverse children's literature selections for potential bias • Assess diverse children's literature selections to determine grade-level appropriateness • Examine research and misconceptions about L2 English status and dyslexia 	<ul style="list-style-type: none"> • Graham et. al, Ch. 1 (Evidence-Based Practices in Writing) Graham et. al, Ch. 2 (Setting up the Writing Classroom) • Windows, Mirrors, Sliding Glass Doors - essay • Select one resource on assessing bias in curricula. Take notes to discuss in class. • CA Dyslexia Guidelines: Dyslexia in English Learners • p. 33-37 	

3		<p><u>Lecture/discussion topics:</u></p> <ul style="list-style-type: none"> • Presentations: Tomkins, Chs. 2 (Teaching and Assessing ELA) & 3 (Emergent Literacy) • Review¹: Multilingual Learners & 2nd Language Development • Review: Writing Instruction for Multilingual Learners Lesson Plan Assignment Guidelines • English Language Development standards • ELA/ELD Framework and English Learner Case Study on The Language Arts assignment. <p><u>Class activities:</u></p> <ul style="list-style-type: none"> • In groups, research best practices in the Special Education on the Evaluation of Students Who Are Culturally and Linguistically Diverse and develop an assessment sheet teachers can use to determine whether or not an EL qualifies for Special Education services. • Using the case study writing sample(s) apply the ELA/ELD framework for writing applicable to the specific grade level. 	<p>ELA/ELD Framework: ch. 2, 3-7.</p> <p>CCSS ELA https://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf</p> <p>ELD Standards Ch. 2. https://www.cde.ca.gov/sp/ml/eldstandards.asp</p>	
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¹ Review of themes and concepts from Foundations course, EDU 5020.

4		<p>Speaking & Listening In Elementary Classrooms</p> <p><u>Topics:</u></p> <ul style="list-style-type: none"> • Harnessing Language & Community Funds of Knowledge • Oral Language Development • Reciprocal Teaching Methods <p><u>Activities:</u></p> <ul style="list-style-type: none"> • 2 Presentations: España & Herrera, Chs. 1 & 2² • Write brief summary of Ch. 4 (Tompkins) 	<p>Tompkins, Ch. 4 (Oral Language: Listening and Talking)</p> <p>Reciprocal Teaching Guidelines</p>	
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² España, C., & Herrera, L. Y. (2021). *En comunidad: Lessons for centering the voices and experiences of bilingual Latinx students*. Heinemann. (Ch. 1: Centering the voices and experiences of bilingual Latinx students; Ch. 2: Examining Language Practices and Identities. Ch. 2 includes an exposition of **translanguaging**)

5		<p>Design of Writing Curricula: Components, Considerations, and Resources</p> <p>Lecture/discussion topics:</p> <ul style="list-style-type: none"> • Components of Writing Instruction (Tomkins Ch. 5) • The Writing Process • Diverse Writing demands: Genres & Platforms (Graham Jigsaw presentations) • Supplemental digital tools for the teaching of writing • Assessing Writing • Preparation for Case Study Assignment: Review the ELA/ELD Framework and English Learner Case Study on The Language Arts assignment. <p>Class activities:</p> <ul style="list-style-type: none"> • Create narrative writing rubric proficiency indicators for Grades TK-1; 2-3; 4-6 • Experiment with digital tools for the teaching of writing • Using the case study writing sample(s), apply the ELA/ELD framework for writing applicable to the grade level (cont). 	<ul style="list-style-type: none"> • Tompkins, Ch. 5 (Written Language: Reading and Writing) • Graham Text Jigsaw. Read one as assigned: Chs. 4 (Narrative), 6 (Argumentative, 7 (Writing to Learn), 8 (Writing with Digital Tools) • Review Case Study Guidelines <p>ELA/ELD Framework: ch. 3-7</p> <p>CCSS ELA /https://www.cde.ca.gov/be/st/ss/documents/finaelaccsstandards.pdf</p> <p>ELD Standards https://www.cde.ca.gov/sp/ml/eldstandards.asp</p>	<p>Write brief summary of Tompkins Ch. 5</p>
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6		<p>Introduction to the Teaching of Encoding; Integrative Workshop on Writing Lessons</p> <p>Topics:</p> <ul style="list-style-type: none">• Introduction to Word Study• Collaborative Planning for Multilingual Learners Lesson Plan Assignment <p>Activities:</p> <ul style="list-style-type: none">• Participate in, and evaluate Word Study tasks• Workshop: Outline Writing Instruction for Multilingual Learners Lesson Plan Assignment	<p>Bear et. al. <i>Words their Way</i> text, Chapters 1-3.</p> <p>Writing Process Instructional Resources</p>	
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7		<p>Lecture/discussion topics:</p> <ul style="list-style-type: none"> • Evaluating Diversity in children's literature • Developing Handwriting <p>Class activities:</p> <ul style="list-style-type: none"> • Review Diversity book list assignment guidelines; Choose groups for diversity book list assignment • Develop a Word Study activity using the Beard textbook; participate in each others' Word Study stations. • Experience a range of classroom activities for the development and improvement of handwriting and writing fluency at different grades. • Explore digital resources for the teaching of handwriting and writing fluency at different levels. 	<p>Review Writing Process resources in previous weeks</p> <p>Graham, Ch. 9 (Handwriting and Spelling)</p>	
8		<p>Activities:</p> <ul style="list-style-type: none"> • Write brief summary of Ch. 6 (Tompkins) • Work with your diversity book list group 	<p>Tompkins, Ch. 6</p> <p>Visual Language: Viewing and Visually Representing</p> <p>Read at least two children's books for your diversity book list assignment.</p>	

9		<p>Lecture/discussion topics:</p> <ul style="list-style-type: none"> • Visual Language: Viewing and Visually Representing (Ch. 6) • Introduction to the ELA/ELD Framework and English Learner Case Study on The Language Arts assignment. • Emerging English Learners <p>Class activities:</p> <ul style="list-style-type: none"> • Choose groups for second language acquisition presentations • Using Gemini AI, put in the following prompt: "You are an Elementary teacher. Create a writing lesson plan that is equitable for English learners and incorporates 21st century skills and standards." Refine your prompt or revise the lesson plan until you get a lesson plan that meets the ELA/ELD standards to support writing for English learners. 	<p>ELA/ELD Framework: ch. 2, 9-10</p> <p>CCSS ELA https://www.cde.ca.gov/be/st/ss/documents/finaelacssstandards.pdf</p> <p>ELD Standards https://www.cde.ca.gov/sp/ml/eldstandards.asp</p>	English Learner lesson due
10		<p>Activities:</p> <ul style="list-style-type: none"> • Write brief summary of Ch. 7 (Tompkins) • Work with your second language acquisition groups 	Tompkins, Ch. 7 Building Vocabulary	

11		<p>Lecture/discussion topics:</p> <ul style="list-style-type: none"> • Introduction to the ELA/ELD Framework and English Learner Case Study on The Language Arts assignment. • Building Vocabulary (Ch. 7) <p>Class activities:</p> <ul style="list-style-type: none"> • Diversity book list presentations • Using the case study writing sample, apply the ELA/ELD Framework to helping the English learner build vocabulary as it applies to the specific grade level. 	<p>ELA/ELD Framework: ch. 3-7</p> <p>CCSS ELA /https://www.cde.ca.gov/be/st/ss/documents/finaelaccsstandards.pdf</p> <p>ELD Standards https://www.cde.ca.gov/sp/ml/eldstandards.asp</p>	Diversity book list assignment due
12		<p>Activities:</p> <ul style="list-style-type: none"> • Write brief summary of Ch. 8 (Tompkins) • Work with your second language acquisition groups 	Tompkins, Ch. 8 Comprehending and Composing Stories	
13		<p>Lecture/discussion topics:</p> <ul style="list-style-type: none"> • Comprehending and Composing Stories (Ch. 8) <p>Class activities:</p> <ul style="list-style-type: none"> • Second language acquisition presentations • Diversity book list presentations 		

14		<p>Activities:</p> <ul style="list-style-type: none"> Write brief summary of Ch. 11 (Tompkins) 	<p>Tompkins, Ch. 11 Language Tools: Grammar, Spelling and Handwriting</p>	
15		<p>Lecture/discussion topics:</p> <ul style="list-style-type: none"> Introduction to the ELA/ELD Framework and English Learner Case Study on The Language Arts assignment. Language Tools: Grammar, Spelling, and Handwriting (Ch. 11) <p>Activities:</p> <ul style="list-style-type: none"> Second language acquisition presentations Diversity book list presentations Using the case study writing sample, apply the ELA/ELD Framework to helping the English learner build language tools as they apply to the specific grade level. 	<p>ELA/ELD Framework: ch. 2, 3-7.</p> <p>CCSS ELA https://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf</p> <p>ELD Standards https://www.cde.ca.gov/sp/ml/eldstandards.asp</p>	<p>Final textbook chapter summaries must be submitted to Canvas</p>