

Date	Location	Topics	Assignments Due
<p><b>MODULE 310 (TLLSC 310):</b>  <b>Language and Literacy for Diverse Students: Teaching and Assessing Culturally and Linguistically Diverse Students</b></p> <ul style="list-style-type: none"> <li>❖ How do teachers use evidence-based practices to teach reading?</li> <li>❖ How do teachers determine the language and literacy needs of students?</li> <li>❖ How do teachers identify high quality materials and resources that meet the needs of all learners?</li> <li>❖ How do teachers effectively differentiate instruction to ensure that all students are academically challenged and successful?</li> <li>❖ How do teachers effectively teach, assess, and monitor progress of culturally and linguistically diverse students?</li> </ul> <p><b><u>Assignments:</u></b></p> <ul style="list-style-type: none"> <li>○ Introduce yourself/Ice Breaker lesson plan</li> <li>○ Literacy Audit</li> <li>○ Individual Reading Assessment OR Maze Assessment</li> <li>○ Literacy Lesson Plan</li> </ul>			
Mon, Aug 26	Mndln 507 8:30-11:00	<ul style="list-style-type: none"> <li>-Overview of Sequence 5</li> <li>-Intro to Module 1 (310)</li> <li>-Professionalism at School Site/Handbook</li> <li>-What is disciplinary literacy?</li> <li>-Components of social and emotional learning</li> <li>-Features of effective instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Actively read Hougen’s Fundamentals of Literacy Instruction and Assessment 6– 12 [Chapters 1-3]. Annotate and/or take notes. Be prepared to discuss all three chapters. <ul style="list-style-type: none"> <li>• Ch1 – Teaching Literacy and Content (skim)</li> <li>• Ch2 – Social and Emotional Consequences of Reading Disabilities</li> <li>• Ch3 – Features of Effective Instruction</li> </ul> </li> <li>• Familiarize yourself with syllabus (Sakai)</li> <li>• Bring text, syllabus, and an empty notebook</li> </ul>

Wed, Aug 28	Mndln 507	<ul style="list-style-type: none"> <li>-Fluency</li> <li>-Academic vocabulary</li> <li>-What reading is done in your content area? How does fluency impact students' capacity to achieve in your class?</li> <li>- How is the academic vocabulary from your content area important?</li> </ul>	<ul style="list-style-type: none"> <li>• Actively read your assigned chapter of Hougen's Fundamentals of Literacy Instruction and Assessment 6–12 [Chapters 4, 5] <ul style="list-style-type: none"> <li>• Maroon group reads Ch4 – Academic Vocabulary Development</li> <li>• Gold group reads Ch5 – Fluency Development</li> </ul> </li> <li>• Think about an Introduce Yourself Lesson that you could use in your classroom. Come prepared to share your idea. This can be an activity you've done before or one that you research online.</li> </ul>
Fri, Aug 30	Mndln 507	<ul style="list-style-type: none"> <li>-What is "reading comprehension"?</li> <li>-What do proficient readers do?</li> <li>-What "texts" are important for students in your classroom?</li> <li>-What prior knowledge is expected of your students?</li> <li>-Why is it important for you to understand the relevance of reading comprehension for your classroom?</li> </ul>	<ul style="list-style-type: none"> <li>• Actively read Hougen, Martha C. (2015). Fundamentals of Literacy Instruction and Assessment 6–12 [Chapter 6 – "Now It Makes Sense!" Best Practices for Reading Comprehension]</li> <li>• Actively read Buehl's Classroom Strategies for Interactive Learning: <ul style="list-style-type: none"> <li>• Section 1, Chapter 1 – Fostering Comprehension of Complex Texts</li> <li>• Section 1, Chapter 2 – Addressing Knowledge Demands of Complex Texts</li> <li>• AND pages 49-54</li> </ul> </li> <li>• [In class] Actively read Duke, N.K., Pearson, P.D., Strachan, S.L., &amp; Billman, A.K. (2011). Essential elements of fostering and teaching reading comprehension [Chapter 3] [Sakai]</li> </ul>
Mon, Sept 2	No Class – Labor Day		
Wed, Sept 4		<ul style="list-style-type: none"> <li>-Language demands for diverse learners</li> </ul>	<ul style="list-style-type: none"> <li>- Actively read Lucas, T., Villegas, A.M., &amp; Freedson-Gonzalez, M (2008) Linguistically Responsive Teacher Education: Preparing Classroom Teachers to Teach English Language Learners [Sakai]</li> <li>- Identify the 3 most important sentences in the article and be prepared to share why you chose each.</li> </ul>

Fri, Sept 6		-Learning to Write and Writing to Learn	<ul style="list-style-type: none"> <li>• Actively read Hougen’s Fundamentals of Literacy Instruction and Assessment 6– 12 [Chapter 7 – Learning to Write and Writing to Learn]</li> <li>• List at least 5 writing tasks you have either observed or would use in your classroom placement. Be prepared to share how and why you’d use each.</li> <li>• <b>TEACH INTRODUCE YOURSELF LESSON TODAY OR MONDAY</b> The lesson plan is due via Sakai within 48 hours of teaching. Be sure you’ve completed the reflection questions at the end.</li> </ul>
Mon, Sept 9		-Teaching for “enduring understandings”	<ul style="list-style-type: none"> <li>• Actively read Buehl, Doug (2014). Classroom Strategies for Interactive Learning [Section 1, Chapter 3: Questioning for Understanding Through Text Frames]</li> <li>• Create and bring a Fact Pyramid. Ideally, it would applicable for a unit you’re observing. If that’s not applicable, choose a content area unit that you could teach to this grade level.</li> <li>• <b>-CONDUCT INDIVIDUAL READING OR MAZE ASSESSMENT THIS WEEK.</b></li> </ul>
Wed, Sept 11		-Disciplinary literacy	<ul style="list-style-type: none"> <li>• Maroon Group Actively read Buehl, Doug (2014). Classroom Strategies for Interactive Learning [Section 1, Chapter 4: Mentoring Reading Through Disciplinary Lenses]</li> <li>• Gold Group actively read Hougen’s Fundamentals of Literacy Instruction and Assessment 6– 12 [Chapter 9 – The What and Why of Disciplinary Literacy]</li> <li>• Everyone - Use the Transfer and Apply activity (Hougen, p 35) – List at least 3 things you learned from your reading and how it applies to what you have seen or would do in your classroom.</li> </ul>

Fri, Sep 13		-Disciplinary Literacy	<ul style="list-style-type: none"> <li>• Actively read Shanahan, T. &amp; Shanahan, C. (2008). Teaching Disciplinary Literacy to Adolescents: Rethinking Content-Area Literacy [Sakai]</li> <li>• List at least 3 important points from the article that validate what you already know about Disciplinary Literacy, then list at least 3 new insights you have. Be prepared to share.</li> <li>• <b>INDIVIDUAL READING OR MAZE ASSESSMENT DUE BY MIDNIGHT, SUNDAY SEPT 15 (SAKAI)</b></li> </ul>
Mon, Sept 16		<ul style="list-style-type: none"> <li>• Bloom's taxonomy</li> <li>• Introduce Analyze Student Work Assignment (Sakai)</li> </ul>	<ul style="list-style-type: none"> <li>• Research Bloom's taxonomy. What are your thoughts? There are many visual representations of Bloom's taxonomy. Choose the one you like most. Print and bring a copy. Be prepared to share why you chose the visual and what it represents. What do you like about it? What would you change?</li> <li>• <b>DRAFT OF LITERACY LESSON PLAN DUE FRIDAY, SEPT 20</b></li> </ul>
Wed, Sept 18		-strategies that work	<ul style="list-style-type: none"> <li>• Actively read Jimenez, R. T., &amp; Garcia, G. (1996). The reading strategies of bilingual Latina/o students who are successful English readers [Sakai]</li> <li>• Respond to the following: What is your key take-away? Describe a connection you made between what you read and something you've seen in the classroom. What questions do you have for the author?</li> </ul>
Fri, Sept 20		<ul style="list-style-type: none"> <li>• What is Differentiation?</li> </ul>	<ul style="list-style-type: none"> <li>• Actively read Tomlinson, C. &amp; Moon, T. R. (2013). Assessment and Student Success in a Differentiated Classroom [Chapter 1 – Differentiation: An Overview]</li> <li>• Look carefully at Figure 1.1: Key Elements of Effective Differentiated Instruction. How does this validate what you already know about differentiation? Are there any components that are different or stretch your thinking in a new way?</li> </ul>

**MODULE 320 (TLLSC 320):**

**Using Classroom Data in a Collaborative Environment to Advance Student Achievement**

- ❖ **How do teachers craft content and language objectives, plan effective lessons, develop assessments, collect and analyze data, provide meaningful feedback and make instructional decisions for all students?**

❖ How do teachers leverage student interests and backgrounds to make meaningful connections to the curricula?

**Assignments:**

- Analyze student work
- Mini Unit Action Plan
- Pre and Post Assessment Design
- PreAssessment Analysis

<p>Mon, Sept 23</p>		<p>-Essential Questions for Module 2          -Overview of Data-Based Decision Making          -Formative and Summative Assessment          -Performance Tasks &amp; Designing Rubrics          -Aligning Assessment with Objectives</p>	<ul style="list-style-type: none"> <li>• Actively read Tomlinson, C. &amp; Moon, T. R. (2013). Assessment and Student Success in a Differentiated Classroom [Chapter 2: Assessment and Differentiation: A Framework for Understanding]</li> </ul> <p><b>-TEACH LITERACY LESSON THIS WEEK</b></p> <p><b>-COMPLETE ANALYZE STUDENT WORK ASSIGNMENT THIS WEEK</b></p>
<p>Wed, Sept 25</p>		<p>-What's the big picture of assessment? Who is it for?</p>	<ul style="list-style-type: none"> <li>• Actively read Stiggins, R. (2007). Assessment through the student's eyes [Sakai]. Be prepared to discuss – What new insights did you get from this article?</li> </ul>
<p>Fri, Sept 27</p>		<p>-Relationship between Assessment and Curriculum</p>	<ul style="list-style-type: none"> <li>• Actively read Fisher, D. &amp; Frey, N. (2014). Formative assessment: Designing and implementing a viable system [Sakai]</li> </ul> <p><b>-ANALYZE STUDENT WORK DUE SUNDAY, SEPT 29</b></p> <p><b>-LITERACY LESSON PLAN DUE (WITH AUDIO RECORDING) SUNDAY, SEPT 29 (LIVETEXT)</b></p>
<p>Mon, Sept 30</p>		<p>-Pre-Assessment          -Introduce Mini Unit Action Plan Assignment (Sakai)</p>	<ul style="list-style-type: none"> <li>• Actively read Tomlinson, C. &amp; Moon, T. R. (2013). Assessment and Student Success in a Differentiated Classroom [Chapter 3 - Pre-Assessment: Knowing Where Students Are as a Unit Begins]</li> </ul> <p>*** This chapter is REALLY important. Annotate as you read. Do not rush!</p> <ul style="list-style-type: none"> <li>• Choose one of the scenarios at the end of the chapter. Be prepared to discuss it!!</li> </ul>

Wed, Oct 2		-Ongoing Assessment: Knowing Where Students are as a Unit Begins	<ul style="list-style-type: none"> <li>• Actively read Tomlinson, C. &amp; Moon, T. R. (2013). Assessment and Student Success in a Differentiated Classroom [Chapter 4 – Ongoing Assessment: Knowing Where Students Are as a Unit Evolves]</li> <li>• Choose one of the scenarios at the end of the chapter. Be prepared to discuss it.</li> </ul>
Fri, Oct 4		-Summative Assessment -Introduce Mini Unit Pre-/Post-Assessment Assignment	<ul style="list-style-type: none"> <li>• Actively read Tomlinson, C. &amp; Moon, T. R. (2013). Assessment and Student Success in a Differentiated Classroom [Chapter 5 – Summative Assessment: Measuring Student Learning at Key Points in a Unit]</li> <li>• Choose one of the scenarios at the end of the chapter. Be prepared to discuss it.</li> </ul> <p><b>-MINI UNIT ACTION PLANS DUE (SAKAI)</b></p> <p><b>-LITERACY AUDIT DUE SUNDAY, OCT 7 ON LIVETEXT</b></p>
Mon, Oct 7	NO CLASS – LUC Fall Break		**Remind your mentor teachers
Wed, Oct 9		Rubrics	<ul style="list-style-type: none"> <li>• Actively read Popham, W.J. (1997). Special topic/What’s wrong—and what’s right—with rubrics [Sakai]</li> <li>• What is your experience with rubrics? When do they work well? Not?</li> </ul>
Fri, Oct 11		-UBD -What is effective curriculum design? -Why plan backward? -How do we teach for understanding? -How will we know students understand?	<p><b>-PREASSESSMENT QUESTIONS AND RUBRIC DUE (IN CLASS)</b></p> <ul style="list-style-type: none"> <li>• Actively read Heineke, A., &amp; McTighe, J. (2018). Using Understanding by Design in the Culturally and Linguistically Diverse Classroom. [Chapter 1 – Fostering Deeper Learning: The Understanding by Design Framework]</li> <li>• Assess yourself on the Chapter Goals</li> </ul>

Mon, Oct 14		<p>-The role of language development in school -How do students learn and develop language?</p>	<ul style="list-style-type: none"> <li>• Actively read Heineke, A., &amp; McTighe, J. (2018). Using Understanding by Design in the Culturally and Linguistically Diverse Classroom. [Chapter 2 – Promoting Language Development: Language, Learning and Instruction]</li> <li>• Assess yourself on the Chapter Goals</li> </ul> <p><b>PREASSESSMENT QUESTIONS AND RUBRIC DUE FINAL DUE (SAKAI)</b></p> <p><b>-CONDUCT PREASSESSMENT THIS WEEK</b></p>
Wed, Oct 16		<p>-How do students' languages influence learning? -What resources do students bring to classrooms?</p>	<ul style="list-style-type: none"> <li>• Actively read Heineke, A., &amp; McTighe, J. (2018). Using Understanding by Design in the Culturally and Linguistically Diverse Classroom. [Chapter 3 – Starting with Students: Preplanning for Language Development]</li> <li>• Assess yourself on the Chapter Goals</li> </ul>
Fri, Oct 18		<p>-Module Wrap-up -How does language vary by discipline, context and unit of study? -4 domains of language</p>	<ul style="list-style-type: none"> <li>• Actively read Heineke, A., &amp; McTighe, J. (2018). Using Understanding by Design in the Culturally and Linguistically Diverse Classroom. [Chapter 4 – Setting Goals for Learning: State 1 for Language Development]</li> <li>• Assess yourself on the Chapter Goals</li> </ul>

**MODULE 330 (TLLSC 330):**

**Discipline-Specific Literacy for Diverse Students: Teaching and Assessing Culturally and Linguistically Diverse Students**

- ❖ How do teachers in content area classrooms effectively guide students in their development of literacy practices within discipline specific contexts?
- ❖ How do teachers select effective materials to teach concepts and skills within discipline specific contexts that meet the needs of a variety of learners within their classrooms?
- ❖ How do teachers use a variety of language and methods of communication within classrooms, including listening, speaking, reading, writing, and viewing?
- ❖ How do teachers use data to drive instructional practices and evaluate teaching and learning effectiveness in literacy growth in science, social studies, math and language arts?

❖ How do teachers design developmentally appropriate practices for diverse learners to develop and strengthen their skills in discipline specific literacy in content area classrooms or units?

**Assignments:**

- Lesson Plan 1
- Lesson Plan 2
- Lesson Plan 3
- Post Assessment Analysis and Unit Impact

Mon, Oct 21		<p>-Essential Questions for Module 3          -Designing performance tasks and assessments that integrate language functions and domains          -Criteria for culturally and linguistically responsive assessments</p>	<ul style="list-style-type: none"> <li>• Actively read Heineke, A., &amp; McTighe, J. (2018). Using Understanding by Design in the Culturally and Linguistically Diverse Classroom. [Chapter 5 – Assessing Student Learning: State 2 for Language Development]</li> <li>• Assess yourself on the Chapter Goals</li> </ul> <p>-PREASSESSMENT ANALYSIS DUE (SAKAI)</p>
Wed, Oct 23		<p>--Planning instruction with a language lens</p>	<ul style="list-style-type: none"> <li>• Actively read Heineke, A., &amp; McTighe, J. (2018). Using Understanding by Design in the Culturally and Linguistically Diverse Classroom. [Chapter 6 – Planning for Learning: State 3 for Language Development]</li> <li>• Assess yourself on the Chapter Goals</li> </ul> <p>Lesson Plan 1,2 Draft DUE (SAKAI)</p>
Fri, Oct 25		<p>-Defining objectives connected to unit-level learning goals</p>	<ul style="list-style-type: none"> <li>• Actively read Heineke, A., &amp; McTighe, J. (2018). Using Understanding by Design in the Culturally and Linguistically Diverse Classroom. [Chapter 7 – Differentiating Daily Learning: Lesson Planning for Language Development]</li> <li>• Assess yourself on the Chapter Goals</li> </ul> <p>Lesson Plan 3 Draft DUE (SAKAI)</p>



Mon, Oct 28		-How do schools build capacity to sustain language development?	<p><b>TEACH LESSON PLAN 1 TODAY</b> – Lesson Plan, Supporting Documents, Student Work, and Analysis/Reflection due within 48 hours of teaching</p> <ul style="list-style-type: none"> <li>• Actively read Heineke, A., &amp; McTighe, J. (2018). Using Understanding by Design in the Culturally and Linguistically Diverse Classroom. [Chapter 8 – Maintaining a Language Lens: Building Capacity at Schools</li> <li>• Assess yourself on the Chapter Goals</li> </ul>
Wed, Oct 30		-Inclusive classroom	<p><b>TEACH LESSON PLAN 2 TODAY</b> – Lesson Plan, Supporting Documents, Student Work, and Analysis/Reflection due within 48 hours of teaching</p> <p>-Actively read Gay, G. (2013). Teaching to and Through Cultural Diversity [Sakai]</p>
Fri, Nov 1		-What does this look like in my class?	<p><b>TEACH LESSON PLAN 3 TODAY</b> – Lesson Plan, Supporting Documents, Student Work, and Analysis/Reflection due within 48 hours of teaching</p> <p>-Actively read Word Problem Strategies for English Language Learners [Sakai]</p>
Mon, Nov 4		-Urgency and necessity of intentionally challenging ourselves	- Actively read Hooks, B. (1994). Teaching to Transgress, Embracing Change: Teaching in a Multicultural World [Chapter 3] [Sakai]
Wed, Nov 6			-Bring thank you cards for all teachers you observed.

Fri, Nov 8	CPS Non-Attendance Day; Meet on Campus	Critical race theory	-Actively Blaisdell, B. (2005). Seeing every student as a 10: Using critical race theory to engage white teachers' colorblindness. International Journal of Educational Policy, 6(1). 31-50. [Sakai]  -Complete all 3 Mini Unit Lessons by today
Mon, Nov 11	CPS Non-Attendance Day; Meet on Campus	-Definition of Smartness	-Actively read Hatt, B. (2012). Smartness as Cultural Practice in Schools [Sakai]  -Conduct Post-Assessment by today
Wed, Nov 13	CPS Report Card Pick-Up; meet on campus	Social justice and it's relation to education  Introduce Summative Assessment Assignment	This is the last day this class will meet.  -Actively read Hackman, H. (2005). Five essential components for social justice education. Equity & Excellence in Education, 38, 103-109. [Sakai]
Fri, Nov 15	No class		POST ASSESSMENT ANALYSIS DUE TODAY (SAKAI)
Mon, Nov 18			-MINI UNIT/ANALYSIS OF IMPACT DUE: including ELL support, technology, analysis of impact, examples of student work, reflections, etc. due on LiveText by 11:59 p.m.
Mon, Nov 26	TBD	-Poster Presentation to Professor	-COMPLETE SUMMATIVE ASSESSMENT DUE (AT APPOINTMENT) <input type="checkbox"/> Poster Session Visual <input type="checkbox"/> Oral Presentation -Poster Session Presentation

Mon, Dec. 2 9:00-11:00	LSC— Damen Multipurpose room	-Poster Session	Candidates from all sections showcase their work in literacy across all programs and grade levels.
Sunday, Dec 8			Final grades will be posted to LOCUS by end of day.



