Course Description:
Students will learn processes of language acquisition; sociocultural factors which affect development of speaking, listening, reading and writing; and distinctions between language differences and language disorders. Students will also learn methods of facilitating the acquisition of literacy skills for diverse learners, including those who are English language learners and those who have disabilities. Fieldwork is required.

Prerequisite: ED 2051 and 85% or better on all three of the Education Proficiency Examinations. (MSMC Catalog p. 126)

Course Goal:
The goal of this course is to help future teachers understand the role of diversity in how pupils learn to read and develop literacy abilities. The goal entails an understanding of why some pupils may develop literacy problems, and ways to honor and support pupil diversity in the classroom so that all pupils have the opportunity to become effective learners.

Required Texts:


Suggested Texts:


**MSMC Student Outcomes:**
Upon successful completion of the course, students will be able to:

<table>
<thead>
<tr>
<th>MSMC Education Program Objective</th>
<th>INTASC Standards</th>
<th>Assessment Tools</th>
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</thead>
<tbody>
<tr>
<td>1. Demonstrate understanding of the role of language in literacy acquisition.</td>
<td>Standard 1</td>
<td>Exams, quizzes, Supervised fieldwork</td>
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<tr>
<td>2. Demonstrate understanding of the difference between diversity and deficit in literacy and language acquisition</td>
<td>Standards 2 and 3</td>
<td>Exams, quizzes, Supervised fieldwork, Article reviews</td>
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<td>3. Demonstrate understanding of the sociocultural factors contributing to literacy acquisition</td>
<td>Standard 2</td>
<td>Exams, quizzes, Supervised fieldwork, Fieldwork log/reflection</td>
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<td>4. Demonstrate understanding of three models of the reading process as they apply to early literacy learning.</td>
<td>Standard 2</td>
<td>Exams, quizzes, Supervised fieldwork</td>
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<tr>
<td>5. Demonstrate understanding and be able to use a balanced literacy perspective to support pupils with diverse language and literacy abilities, including pupils developing typical language and literacy.</td>
<td>Standard 10</td>
<td>Supervised fieldwork, Modeled strategies, Fieldwork log/reflection</td>
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<tr>
<td>6. Apply knowledge of teachers’ personal factors that contribute to facilitating or hindering literacy knowledge as exemplified through research.</td>
<td>Standards 3 and 9</td>
<td>Exams, Quizzes, Literacy lesson observation</td>
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<tr>
<td>7. Demonstrate knowledge of how to make lessons suitable for a variety of pupils.</td>
<td>Standards 2, 3, 9</td>
<td>Supervised fieldwork, Article reviews, Literacy lesson observation, Fieldwork log/reflection</td>
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<td>8. Demonstrate understanding of technology to enhance lessons involving reading, writing, speaking, and listening in various areas of the curriculum.</td>
<td>Standard 4</td>
<td>Modeled strategies</td>
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<tr>
<td>9. Demonstrate understanding of ways to meet the</td>
<td>Standard 3</td>
<td>Exams, Quizzes</td>
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needs of English language learners (ELL) developing literacy in English.

| 10. Demonstrate knowledge of how to take and analyze a running record. | Standard 8 | Running Record Analysis |
| 11. Demonstrate and model strategies suitable for developing early literacy abilities. | Standards 1, 2, 3 | Modeled strategies Supervised fieldwork |
| 12. Demonstrate knowledge of alternative communications systems. | Standard 6 | Exams, Quizzes |

**Office Hours**

You may meet with me outside of class by signing up for an appointment at least 24 hours in advance. I will post weekly sign-up sheets for this purpose on my office door. Please feel free to contact me at home as well as at MSMC. Leave your name and phone number on my home answering machine if you call there and I am not home. I will attempt to return your phone calls and messages left at MSMC or my home as quickly as possible. All questions are welcome!

**APA Format**

All writing for this course must be done in APA format. There are some guidelines attached to the syllabus. If you are unsure, please see me. APA format is the style of the journal articles used for this class. The librarians can help you with this format as well.

**Assignments to Obtain Outcomes:** Grading Rubrics will be provided to guide your work for all assignments. (*see attachments)

**Readings:** All reading assignments must be read on time. This class will be conducted as a combination of lecture, discussion, and small group activity, videos and hands on learning. Your participation in discussions is vital to your learning of course content, and to the class as a community of learners. You must honor your responsibility to your own learning and to the other members of the class by coming to class prepared and having read all of the reading assignments **before** the day noted on the course syllabus. **Quizzes may be given on readings without prior announcement.**

**Observation of Literacy Lessons Connected to Course Content:** You will be responsible for observing and writing up a one hour early literacy lesson conducted in a public/parochial school classroom in which early literacy knowledge is being developed. A grading sheet will be provided.

**Article Reviews:** You will be responsible for writing reviews of three journal articles pertaining to literacy acquisition of diverse students. **Articles reviews must be from professional peer reviewed journals.** If you need assistance finding articles, please see the librarian at Curtin Memorial Library or in the reference/resource library in Hudson Hall.
Presentation of Strategies: You will be responsible for being part of a partner presentation, modeling 2 strategies designed to develop literacy in children. These strategies will be described and modeled in class. In your presentation you will be expected to model the process, explain the underlying rationale for the strategy, and to make connections to content of this course and others relating to developing literacy knowledge. Each partner will write up one of the strategies and hand it in as part of the course requirements.

Fieldwork: Fieldwork will be done in a local area school during class time. You will be observed during the fieldwork and evaluated on the observation(s). You are expected to dress, act, and think like a professional in all fieldwork experiences.

The fieldwork observations will note how you work with children, including building rapport and the use of effective instructional techniques. In addition, I will observe and score your preparedness to teach, as well as your skill in delivering a personalized lessons during sessions. You must receive a passing grade equivalent to 73% on the fieldwork component of this course in order to achieve a C or better as a final grade in the course.

Reflection on Fieldwork: You will be expected to maintain a weekly dated reflective fieldwork log and to write a final overall reflection about your fieldwork experience. If you are absent, note the date and “absent” in your fieldwork log. Reflections are not a list of activities completed. Make connections to course content in your fieldwork log. Highlight what you are reflecting on about teaching and learning. You are expected to get to know your student, administer the Early Literacy Profile, take a running record and create a poem with your student. We will have 7 fieldwork sessions together. It is your responsibility to document your field work sessions and make up any missed sessions. A form will be provided for this purpose.

Running Record: You will be expected to take a running record of a child’s oral reading and analyze the running record. You will be expected to write a report discussing the running record you have taken and analyzed. In the paper you will need to note the child’s accuracy, errors, error rate, self-corrections, and self-correction rate. Additionally, all miscues and self-corrections must be analyzed.

Examinations: There will be quizzes, a mid-term exam and a final exam given during the course to evaluate your learning.

Writing Policy
In an effort to increase the professional quality of student writing, the Division of Education has adopted the following policy in all certification courses:
“In grading any work submitted by a candidate, if the instructor identifies five or more errors in spelling (including apostrophes), grammar, and/or sentence construction, the instructor will discontinue reading that work and will return it to the candidate with a grade of zero. At the discretion of the instructor, the candidate may correct the document and resubmit it once (only). In this case, the candidate may receive no more than the
equivalent of 83% on the document, receiving a lower grade if otherwise warranted. This grade will be final for the document.” (This policy does not apply to work written in class such as on a test.)

**Guidelines for Written Assignments:**
1. All written work including the fieldwork log must be typed double-spaced with one inch margins using a computer or word processor and must be in APA format.

**Proofread all your work carefully.** More than an occasional error will be considered below professional standards and will result in a lowered grade because of points deducted for errors.

Some examples of APA format will be discussed in class. You may purchase the manual online (a worthwhile investment) or check with the library where there are copies on reserve. Some useful Internet sites for reference are:

http://www.wisc.edu/writing/Handbook/elecapa.html

http://www.uvm.edu/~ncrane/estyles/apa.html

Additionally, the Mount Saint Mary College library web site has an access to some APA general rules for writers. The following examples are samples of common references you will need for this course:

When referring to an author’s ideas that you are rephrasing, use the following formats:

Smith (1999) found that....

In 1999, Smith found that....

..... (Smith, 1999).

When you are using an exact quotation from an author, the following formats are used: Note that all exact quotations need page numbers after them.


In her 1999 study, Smith found “....” (p. 123).

“...” (Smith, 1999, p. 123).

A lengthy quote of 40 or more words is offset and indented from the rest of the text. The indented format is used exclusively for quotations. Therefore, the indented form followed or preceded by a source does not use quotation marks around the quote.
2. **AVOID PLAGIARISM.** Plagiarism is against MSMC policy. The MSMC official policy is stated in both the Catalog and the Student Handbook. You will be penalized or put your successful completion of this course in jeopardy if you plagiarize. Plagiarism is not an acceptable pre-professional behavior.

3. **A high standard of English language proficiency must be demonstrated.** Using appropriate vocabulary, correct spelling, and organizational skills in your writing is expected. If you are unsure of the quality of your writing, go to the writing center, see me privately, or have a peer proofread your work. Points will be deducted from written assignments for errors as described in the writing policy.

**Library Resources:**
There are recommended materials, both book chapters and articles that you will find on reserve in the library. Please use them as additional resources. Materials on reserve may be helpful to your understanding of the course content and your particular needs. You may copy the articles for your use in this course.

The following books are on reserve in the library and are recommended as books you may wish to explore to enhance your understanding of literacy acquisition.


**Attendance Policy:**
Attendance is mandatory for all meetings. You have a professional responsibility for attending all fieldwork and class sessions. I will deduct a point from the final total for each absence or tardiness that is not excused. If for some reason an absence or tardiness is unavoidable, you must discuss the occurrence and submit a note to me to be excused.

The Federal Register, Volume 59, Number 82 Rules and Regulations (Department of Education) sets requirements on colleges that must be met. Any student absent for two unexplained consecutive sessions will be reported to the registrar.

An “Incomplete” must be requested by the student within 24 hours of the last class. “I” grades will not be given for any reason except ones beyond the student’s control such as
illness or family emergency. Failure to complete assignments on time does not justify an “Incomplete”.

**Grading Scale/Evaluation:**
The following scale will be used to convert a numerical grade into a letter grade:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93 - 100</td>
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<td>A-</td>
<td>90 - 92</td>
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<tr>
<td>B+</td>
<td>87 - 89</td>
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<td>B</td>
<td>83 - 86</td>
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<tr>
<td>B-</td>
<td>80 - 82</td>
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<tr>
<td>C+</td>
<td>77 - 79</td>
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<tr>
<td>C</td>
<td>73 - 76</td>
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<tr>
<td>C-</td>
<td>70 - 73</td>
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<tr>
<td>D+</td>
<td>67 - 69</td>
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<tr>
<td>D</td>
<td>63 - 66</td>
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<tr>
<td>D-</td>
<td>61 - 62</td>
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<td>F</td>
<td>60 and below</td>
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**Criteria:**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Percent</th>
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<tbody>
<tr>
<td>(3) Journal Article Reviews</td>
<td>20</td>
</tr>
<tr>
<td>(2) Modeled Strategies/write-ups</td>
<td>10</td>
</tr>
<tr>
<td>(1) Literacy Lesson Observation</td>
<td>10</td>
</tr>
<tr>
<td>Fieldwork including created poem</td>
<td>10</td>
</tr>
<tr>
<td>Running Record analysis</td>
<td>15</td>
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<tr>
<td>Fieldwork Journal and Final Reflection</td>
<td>10</td>
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<tr>
<td>Short Quizzes</td>
<td>5</td>
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<tr>
<td>Mid Term and Final Exam</td>
<td>20</td>
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<td>100</td>
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</table>

**Accommodations and Modifications**
If you have any special learning needs that require modifications or accommodations, please notify me at the beginning of the course in order to set them up in advance.
Assignments listed below are tentative and may be revised. Assignments may change in response to the fieldwork experience or other factors. The reading assignments are in the course texts unless otherwise noted. Please read all assignments before the class on the date of the assignment and be prepared to reflect on the reading in class with your colleagues, to make connections to your own lived experiences, and to connect prior knowledge gained through coursework and professional readings.

You are responsible for all readings. The readings are pertinent to class lectures and discussions. You will also be responsible for taking notes in class for materials other than those presented in the texts and for the articles presented for your information.

**T August 28**  
Introduction and Course Overview  
*Assignment-Enz, & Vukelich – Read Chapter 1 (19pages) Early Literacy Policy Initiatives*  
Search for articles about early literacy development and select one that interests you for your 1st article review assignment that will be due next Tuesday.

**Th August 30**  
Chap.1- Language, Literacy, and Diversity  
What do you think are the foundations for young children’s early literacy understandings?  
What early memories are triggered for you as a learner?  
What do knowledgeable teachers do to promote early literacy development in the national climate of NCLB?  
Why are these practices appropriate to developing language?  
What are national and state standards? How do they impact teaching and learning?  
How do phonemic awareness and phonics differ?  
What are some of the significant National Events that have impacted Literacy?  
*Assignment -Christie, Enz, & Vukelich – Read Chapter 2 (24 pages)*

**T September 4**  
Chap.2-Oral Language Development  
What are the major views of how children’s language develops?  
What do the components of language: phonology, morphology, syntax, semantics, and pragmatics mean?  
What are typical patterns of language development?  
What are some of the key factors influencing language development?  
**1st ARTICLE REVIEW DUE TODAY**  
*Assignment -Christie, Enz, & Vukelich – Review Chapter 2*

**Th September 6**  
Chapter 2-Oral Language Development
Variations in the rate of language development - how do they contribute to the rate of language acquisition?

How do second language learners develop language?

*Assignment: Christie, Enz, & Vukelich – Read Chapter 3 (26 pages)

Tu September 11 Chap.3- Facilitating Early Language Development
What kinds of home experiences support children’s oral language development?
What kinds of home language interactions have you observed with young children? What school contexts support early language development?
What school contexts support language development for older children?
How can oral language experiences be extended to develop the language of bilingual or second language learners?
How might you develop and evaluate oral language in your classroom?
What are closed and open-ended questions? What are reciprocal conversations?
What is the initiation, response, evaluation (IRE) pattern of class talk?

*Assignment: Read Christie, Enz, & Vukelich – Review Chapter 3
* Read the Early Literacy Profile-List questions you may have and bring to next class

Th September 13 Chap. 3 -Facilitating Early Language Development
How can a teacher accurately assess a child’s oral language development?
What is disfluency?
How does a child’s frequent ear infections affect their language development?
What is a congenital Language disorder?
Think about an experience you have recently had with a child.
Using pp. 49-59 as a reference, how would you write the anecdote about your observation of the child?

Word Study Strategies- Work with a partner to develop two word study strategies discussed on pages 150-157 to apply to material in your field.

*Be prepared to model the strategy in the next class. How does your chosen strategy develop word recognition? What is the research behind this strategy?

*Assignment: Christie, Enz, & Vukelich – Read Chapter 4 (29 pages)

T September 18 Chap.4 - Sharing Good Books with Young Children
How can teachers set up well designed literacy centers?
What are effective storybook reading characteristics?
What is dialogic reading?
Why is sharing good literature with children so important?
What school practices promote literacy appropriately and effectively in the early literacy classroom?
What are differences between read alouds and shared reading?
What school practices promote literacy appropriately and effectively in the early literacy classroom?
Can you describe the purposes of Read-Alouds, Big Books, and Creative Dramatics?

What should teachers do before reading, during reading, and after reading, a big book?

What is a language experience story and how does it differ from interactive writing?

*Due Today – Partners and their Modeled Word Recognition Strategy Presentations
*Assignment: Christie, Enz, & Vukelich – Review Chapter 4
*Assignment: Johnston, pp. 1-11, begin to read and practice with running record tape at home

**September 20** Chap. 4 - Sharing Good Books with Young Children
What home literacy practices support young children’s early literacy development?
Why do these practices tend to support some children more than others, particularly non-mainstream children?
What is environmental print?
How does writing develop?
What are several concepts of print?
Describe early forms of reading and writing
How is literacy learning different for children whose native language is not English?

*Assignment: Christie, Enz, & Vukelich – Read Chapter 5
*Assignment: Johnston, pp. 12-20, continue reading and practicing with running record tape at home

**September 25** (Tentative Fieldwork @ Gardnertown)
Administer the Early Literacy Profile to your student-
*analyze it at home and write up your reflective fieldwork journal response
*Assignment: Christie, Enz, & Vukelich – Review Chapter 5

**September 27** Chap. 5 - Earlier Views: Readiness and Emergent Literacy
What is emergent reading?
What are some home literacy practices that support young children’s early literacy development?
Why do these practices tend to support some children more than others, particularly non main streamed children?
How does writing develop?
What are some early forms of reading and writing?
How is literacy learning in a second language different?

*Assignment: Christie, Enz, & Vukelich – Read Chapter 6
T October 2 (Tentative Fieldwork @Gardnertown)
(Continue) Administer the Early Literacy Profile to your student-or start a running record
*analyze the results at home and write up your reflective fieldwork journal response
*Assignment: Christie, Enz, & Vukelich – Review Chapter 6

Th October 4 Chap. 6 -Emergent Literacy Strategies
What is a “running record” and why would you administer one to a student?
What is Environmental Print? What is Functional Print?
What is a Language Experience Approach?
How can teachers scaffold emergent literacy in the classroom in learning centers?
MIDTERM EXAM REVIEW
*Assignment: Christie, Enz, & Vukelich – Read Chapter 7

Tu October 9 Johnson’s running records
What can you learn about a child’s running record of oral reading?
How can we use information from running records to support instruction?
What role does appropriately leveled text have in reading?
What are writing centers like and how do they promote literacy development?
How would you discuss inventive or temporary spelling?
*Analyze the results at home and write in your reflective fieldwork journal

Th October 11 MID-TERM EXAM

Tu October 16 (Tentative Fieldwork @Gardnertown )
*Administer a preliminary running record to your student
*analyze the results at home and write up your reflective fieldwork journal response
*Assignment: Christie, Enz, & Vukelich – Review Chapter 7

Th October 18 Chap. 7 -The New View: Scientifically Based Reading Research Strategies
Phonological and Phonemic awareness instruction: Rhyme, alliteration, word and syllable segmentation, onset and rhyme substitution, alphabet instruction
What is the relationship between oral language, phonemic awareness, and phonics? What are the similarities and differences?
What are concepts about print?
What are activities and strategies to promote phonemic awareness?
What are activities and strategies to promote phonics or print understanding?
What does reading connected text involve?
How does writing support reading instruction?
Writing Workshop, journals and publishing children’s writing?
What are word meaning strategies and how can we foster them in the classroom?

2nd ARTICLE REVIEW DUE TODAY
*Assignment: Christie, Enz, & Vukelich – Read Chap. 8 - Teaching Early Writing
*Assignment: Read Johnston, pp. 21-40
Read and continue practicing with tape at home
Can you explain all of the markings on a running record of a child’s oral reading?

Tu October 23  (Tentative Fieldwork @Gardnertown)
*Administer a running record to your student
*analyze the results at home and write up your reflective fieldwork journal response
*Assignment: Christie, Enz, & Vukelich – Review Chapter 8

Th October 25  Chap. 8 - Teaching Early Writing
Can you describe writing centers?
How can you design a Writing Workshop?
How can you motivate children to write in journals?
How do you teach handwriting?
Describe materials that promote writing
*LITERACY LESSON OBSERVATION DUE TODAY
*Assignment: Christie, Enz, & Vukelich – Read Chapter 9

Tu October 30  (Tentative Fieldwork @Gardnertown)
Work on creating a poem with your student if the ELP and running records are completed
*analyze the results at home and write up your reflective fieldwork journal response
*Assignment: Christie, Enz, & Vukelich – Review Chapter 9

Th November 1 – Chap. 9 - Assessment and Adapting Instruction to Meet the Needs of Diverse Learners
What are some appropriate ways to assess young children’s literacy development?
Memorize the markings on a running record of a child’s oral reading
What are two kinds of assessment?
How do you create a portfolio?
How do you adapt instruction to meet the needs of special populations and English language learners?
*3rd ARTICLE REVIEW DUE TODAY
*Assignment: Christie, Enz, & Vukelich – Read Chapter 10
Tu November 6  Chap. 9 - Assessment and Adapting Instruction to Meet the Needs of Diverse Learners

Th November 8  Chap. 10- Using Literacy to Learn: Integrating the Curriculum

What is an integrated approach?
How do you select topics?
How do you integrate literature into the study?
What is Pre-Assessment?
How does the Early Literacy Profile evaluate writing with a rubric?
How can you design the classroom environment to support the integrated curriculum?
What are some examples of literacy centers?
How can you organize your literacy block for maximum impact?
Think of ways that the strategies described would be useful in your particular area of teaching. Work in a small group to develop one of the strategies discussed in the section and apply to material in your field. Be prepared to model the strategy in this and in the next class.

*Meet and Prepare for MODELED STRATEGIES PRESENTATIONS
*Assignment: Christie, Enz, & Vukelich – Review Chapter 10

Tu November 13  (Tentative Fieldwork @ Gardnertown)

*Assignment: Christie, Enz, & Vukelich – Read Chapter 11

Th November 15  Chap. 11 - Helping Families Facilitate Language and Literacy Development

Work in partners to develop one strategy discussed in the section and apply to material in your field. Be prepared to model the strategy in the next class. How does your chosen strategy relate to fostering pupil understanding of organization?

MODELED STRATEGIES PRESENTATIONS AND WRITE UP DUE
*Assignment: Christie, Enz, & Vukelich – Review Chapter 11

Tu November 20  (Tentative Final Fieldwork @ Gardnertown)

Poetry celebration and party. Have a lovely holiday with your family!
Tu  November 27 – Chap. 11- Helping Families Facilitate Language and Literacy Development
What are some of the dilemmas facing families today?
What can teachers do to connect with families?
How can you set up an effective parent-teacher conference?
What methods of communicating with parents can you use?
What is the place of classroom newsletters in ongoing parent communications?
*RUNNING RECORD ANALYSIS DUE
*Assignment: Christie, Enz, & Vukelich – Review Chapter 11
*Prepare a list of questions about coursework, readings, and field work and bring to the next class

Revisiting key concepts: Question and Answer Panel Discussions
*Assignment: Study Concepts and definitions handout for Final Exam

Th  November 29 – Review of field work reflections and portfolios
*FINAL REFLECTION and FIELDWORK JOURNAL SHARE

Tu  December 4 - Presentations of Children’s Work (poems for booklet)
*FINAL REFLECTION and FIELDWORK JOURNAL DUE

Th  December 6 REVIEW FOR FINAL EXAM

Tu  December 11-14 Final Exam – Date TBA for this last class
**Additional Questions for students:**

What is a blended or balanced reading instructional program?

How might you adapt guided reading or differentiated instruction to work in your classroom?

What does effective blended reading instruction look like in a classroom?

Why is it important to vary instruction in any classroom that involves reading?

What are the effects of grouping at any level?

Why is it important to teach vocabulary and connections to prior knowledge in developing pupils’ reading?

How might you use vocabulary development strategies in your classroom?

What are “top-down”, “bottom-up”, and “interactive models of reading about”?

How might those models influence instruction in reading?

What early memories of reading instruction do you have?

What are effective word identification cues?

Why does the level of text a child reads matter?

How do you involve parents in your program?

What do you do as a writer faced with a writing assignment?

Think about your own childhood writing instructional experience compared to the writing workshop discussed in Christie et al.

What is the writing process?

Why is it important for you to understand writing development and assessment?

What are some of the kinds of focus lessons you could teach as a novice teacher?

How might you help students become better writers in your classroom?
How can you support second language writers?

Thinks about ways you can use rubrics to evaluate student writing?

What does an editing checklist look like and why is it useful?

What are the stages of learning to spell?

How can a teacher match word study instruction to a child’s developmental needs?

What kinds of strategies and activities support teaching grammar to children?

What do teachers need to remember when teaching handwriting to children?

How can teachers support second language learners in writing skills instruction?

What can you do to support writing of pupils with special needs?

How do you deal with issues of skills in your own writing?

What are the implications for your teaching based on your personal experiences?

What kinds of literacy experiences do you recall from your own childhood?

What are the possible connections between a child’s home experiences in literacy and a child’s literacy experiences in school?

Why is it important for all teachers to understand cultural norms regarding schooling?

How can teachers support second language learners in home-school literacy connections?

How can we as teachers support parents to become effective instructional supporters for their children?

What kinds of strategies can we share with parents to effectively support their children?

What are different kinds of parent conferences and what do you think are the advantages or disadvantages of each kind?

How would you run a parent – teacher conference? Why?
How do book bags support home-school literacy connections?

Why do teachers need to be highly knowledgeable about children’s literacy development in order to plan instruction?

How do standards from IRA/NCTE or NAEYC help teachers to understand children’s literacy development?

What is ongoing assessment and what are some strategies a teacher can use?

How do showcase portfolios differ from ongoing portfolios?

How do on demand assessments differ from ongoing assessments?

**Modeled Strategies**

* Norton & Land pp. 102-123