



ED 321-01-1 Elementary Language Arts Methods II

Semester/Year: Spring 2021

Course# , Credits: ED 321, 3 credits

Class Title: Elementary Language Arts II

Course Format: On-ground)

Class Location: Brogan 101

Class Time/Day: T-Th, 10-11:20am

02/02/2021 – 05/06/2021

Instructor: Kacie Cohen, NCC, LMHC

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Telephone: 808-735-4745

Office Hours: By appointment any day

Office Location: Behavioral Science 108

O&P Requirement: 8 hours in a 3-5 classroom

Textbook: Gunning, T. G. (2013). Creating literacy instruction for all students. Boston: Pearson.

Catalog Description: This course guides the students in exploring the meaning of literacy and how it is taught with research-based strategies. Topics include a comprehensive view of the development of reading and writing in upper elementary grades; the role of oral language, culture, and new literacies; creating a literate environment; teaching English Language Learners; content area reading; and vocabulary development. Another focus is developing expertise in using children's literature to support learning in all areas of language arts: reading, writing, speaking and listening. The emphasis is on upper elementary language arts, grades 3-5 (or 6).

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep



3. Educate in Family Spirit (‘Ohana) ‘Ike aku, ‘ike mai, kōkua aku kōkua mai; pela iho la ka nohana ‘ohana (‘Ōlelo No‘eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no‘eau (‘Ōlelo No‘eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) ‘A‘ohe pau ka ‘ike i ka hālau ho‘okahi (‘Ōlelo No‘eau 203) All knowledge is not taught in the same school

Conceptual Framework: The Education Division’s Conceptual Framework is based upon a set of beliefs that flow from the University’s vision and mission statements, the Division’s vision and mission statements, and the core academic beliefs of Chaminade University. These values and beliefs are based on the Catholic Marianist principles; a commitment to mentor teacher and educational leader candidates to their fullest potential; a commitment to teaching, scholarship and research; and a commitment to serve the university and the larger community. This alignment is designed to prepare education professionals who meet the national TEAC standards for effective teaching by demonstrating professional dispositions and empathy, content knowledge, and the pedagogical/leadership skills to work effectively work with a diverse community of learners.

Program Learning Outcomes (PLOs): Successful teacher candidates in Chaminade initial teacher licensure programs will demonstrate knowledge, skills, and dispositions in the following areas:

PLO 1	Content Knowledge (<i>Knowledge of subject matter</i>)
PLO 2	Developmentally Appropriate Practice (<i>Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning</i>)
PLO 3	Pedagogical Content Knowledge (<i>Knowledge of how to teach subject matter to students and application of a variety of instructional strategies that are rigorous, differentiated, focused on the active involvement of the learner</i>)
PLO 4	Educational Technology (<i>Knowledge of and application of appropriate technology for student learning</i>)
PLO 5	Assessment for Learning (<i>Knowledge of and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning</i>)
PLO 6	Diversity (<i>Skills for adapting learning activities for individual differences and the needs of diverse learners and for maintaining safe positive, caring, and inclusive learning environments</i>)
PLO 7	Focus on Student Learning (<i>Skills in the planning and design of meaningful learning activities that support and have positive impact on student learning based upon knowledge of subject matter, students, the community, curriculum standards, and integration of appropriate technology</i>)

PLO 8	Professional & Ethical Dispositions and Communication (<i>Professional dispositions, professionalism in teaching, and ethical standards of conduct consistent with Marianist values, and positive and constructive relationships with parents, the school community and professional colleagues</i>)
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Course Learning Objectives (CLOs) By the end of this course, the students will:

CLO 1 (InTASC 4, 7)	Demonstrate knowledge of literacy processes and evidence-based instructional practices. (PLO 1, 3)
CLO 2 (InTASC 2)	Explore a wide range of instructional practices, approaches, methods and technologies to support learners from diverse cultural and linguistic backgrounds. (PLO 2,3,4,6)
CLO 3 (InTASC 6)	Identify a variety of assessment tools and practices to plan, guide and evaluate effective instruction, including requirements of the edTPA portfolio. (PLO 5, 7)
CLO 4 (InTASC 4)	Demonstrate understanding of ELA Common Core Standards for reading, writing, listening, speaking, and language. (PLO 1, 3, 7)
CLO 5 (InTASC 7, 8)	Describe practices used in teaching all students, especially English Language Learners and struggling readers (PLO 2, 5)

Linkages between Course Learning Objectives (CLOs) and Program Learning Objectives

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
CLO 1	x		x					
CLO 2		x	x	x		x		
CLO 3					x		x	
CLO 4	x		x					
CLO 5		x			x			

Essential Questions Addressed in This Course

Essential Questions	Related CLOs	Related PLOs
What is evidence-based literacy instruction, especially in upper elementary grades?	1,4	1,7
What are the roles of (a) literature and (b) academic language in a child's literacy development?	1,2,4	2,3,4,6,7,8
How is literacy development assessed in ways that support learning among diverse students?	3	2,5,6

How can teachers best support English language learners?	5	
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Key Teaching-Learning Strategies: Classroom and online interaction; collaborative learning activities; modeling effective literacy practice; written assignments; oral and visual presentations; self-reflection; guest speakers; individual research; O&P; preparing for edTPA and other student teaching requirements.

Course Requirements

Textbook	150	Active reading of all assigned chapters (includes viewing and completing all embedded features to enhance comprehension)
Children’s Literature	150	Creation of book file (trade books for use in G3-5 teaching) to show understanding of 8 genres. (2) Author presentation. *Specifically for grades (3-5).
O&P	150	Eight hours of Observation and Participation in a classroom assigned by the Field Services Director (Tentative)
Signature Assignment	150	One lesson in a learning segment grade 3-5, using ELA Common Core State Standards
Videos	150	Teaching Channel & Annenberg Learner Videos Discussion and Application Practices
Quizzes & Final Examination	190	Weekly Quizzes & Final Examination assessing course learning objectives and teaching practices

Grading Scale:

930-1000: A

770-840: C

850- 920: B

690-760: D (course must be retaken if grade is below C)

Course Assignments and Assessments:

Children’s Literature: Two parts: (1) Author/Illustrator class presentation with follow-up discussion post. (2) Create and share with the class a record of at least 16 books for grades 3-6. There should be two books for each of these eight genres: Realistic Fiction, Historical Fiction, Fantasy & Science Fiction, Biography & Autobiography, Nonfiction/informational, Picture Books, Poetry, and Traditional. At least three of the books should have special relevance to children in Hawaii.

Textbook Reading / Activities / Quizzes: Weekly chapter readings, quizzes, and completion of “Check Your Understanding” questions and activities found on weekly Canvas Modules tab. Presentation of Signature Assignment



Chapter 12 Assignment & Activity (Discussion Posts)
Chapter 12 Quiz

Videos & Discussions: Write a reflection or answer discussion questions on after viewing each videos from the Teaching Channel or 30-minute videos produced by Annenberg Learner, learner.com. In this discussion post, reflect on how the video helped you grow in your understanding of literacy teaching. * See Netiquette for Online Activities below

Observation and Participation (O&P): Tentative Eight hours of observation and participation with all required paperwork completed.

Final Assignment (also called Signature Assignment): To document teacher candidates' progress toward the mastery of the requisite knowledge, skills and dispositions for teacher licensure, all required courses have a final assignment. Final assignments are accessed via a rubric linked to the relevant program learning outcome(s). All final assignments must be submitted on Canvas where candidates may view their assessment results and any comments from the instructor.

Participation and Punctuality: Submit Canvas assignments and arrive on time, and come to each class prepared for full participation (including Campus work). To promote respectful participation, the use of phones are not allowed in class (for exceptions consult instructor). Points will be deducted from overall total for problems in punctuality and participation, in both on-class and eCollege work. There could also be deductions for excessive absences as described below.

Netiquette for Online Activities: Be polite and respectful of one another. Avoid personal attacks. Keep dialogue friendly and supportive, even when you disagree or wish to present a controversial idea or response. Be careful with the use of humor and sarcasm. Emotion is difficult to sense through text. Be helpful and share your expertise. Foster community communication and collaboration. Contribute constructively and completely to each discussion. Add value in your comments. Avoid short, repetitive "I agree" responses. Consider carefully what you write. Re-read all e-mail and discussion before sending or posting. Remember that e-mail is considered a permanent record that may be forwarded to others. Be brief and succinct. Don't use up other people's time or bandwidth. Use descriptive subject headings for each e-mail message. Respect privacy. Don't forward a personal message without permission. Cite references. Include web addresses, authors, names of articles, etc. Keep responses professional and educational. Do not advertise or send chain letters. Do not send large attachments unless you have been requested to do so or have permission from all parties.

Technical Assistance for Canvas Users:

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)



- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Tutoring and Writing Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ‘Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua ‘Ike’s website (<https://chaminade.edu/advising/kokua-ike/>) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua ‘Ike at tutoring@chaminade.edu or 808-739-8305

Education Division Incomplete Grade Policy: At the discretion of the faculty member, a grade of “I” may be assigned to a student who has successfully completed a majority of the coursework, but who has an unavoidable and compelling reason why the remainder of the work cannot be completed on schedule. The issuance of an “I” grade is not automatic. Prior to reporting final grades, a contract must be made between the student and the instructor for the completion of the required coursework. This contract must reflect a final default grade if the student does not submit the required assignments. (For example, the grade notation would be: IB, IC, ID, or IF. The default for an “I” that is submitted without an alternative grade is “F.”) The contract must include a detail of the remaining coursework and the final deadline date by which the grade is to be submitted. (Note: the deadline date is 90 days past the end of term date and includes the time required by the instructor to review, grade, and submit the paperwork reflecting the final grade.) This deadline date may not be extended.

Instructor and Student Communication

Questions for this course can be emailed to the instructor at Kacie.cohen@chaminade.edu Online, in-person and phone conferences can be arranged. Response time will take place up to 1 business day.

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua ‘Ike: Center for Student Learning



by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy

The following attendance policy is from the 2019-2020 Academic Catalog (p. 54-55). Faculty members should also check with their divisions for division-specific guidelines.

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu Tutor Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.



Education Division Attendance Policy As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered. Students must follow the attendance policy as stipulated in the syllabus of Education Division courses. Penalties for not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.

1. Excused Absences: 1.1. Since it is expected that students will participate in all class online and on ground sessions, excused absences are only granted in exceptional situations where the student provides evidence to the instructor. Examples would include illness (with verification by a doctor) or the death of a close family member. Students should notify their instructors when a situation prevents them from attending class and make arrangements to complete missed assignments. While notification of the instructor by a student that he/she will be absent is courteous, it does not necessarily mean the absence will be excused.

1.2. In cases where excused absences constitute a significant portion of a course's meetings (e.g., more than 20% of on-ground course meetings, or a significant portion of online or hybrid courses), the instructor should refer the case to the Dean with a recommendation on how the case should be handled (e.g., withdrawal or incomplete).

2. Unexcused Absences. Chaminade University policy states that in cases where unexcused absences are equivalent to more than a week of classes the instructor has the option of lowering the grade. In the Education Division we have added detailed guidelines to cover different types of courses and class schedules. 2.1. On-ground courses. When unexcused absences total more than 10% of the number of classes will result in a lowering of the overall grade by one letter grade. A student who misses 20% or more should withdraw or be administratively withdrawn. This class - Undergraduate Day Courses T/Th (30 classes): More than 3 absences lowers grade one letter. Missing more than six classes results in failure or withdrawal. Any student who stops attending an on-ground course or stops participating in an online course without officially withdrawing may receive a failing grade.

Academic Conduct Policy

From the 2019-2020 Undergraduate Academic Catalog (p. 39):

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to



the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook:

<https://chaminade.edu/wp-content/uploads/2019/08/NEW-STUDENT-HANDBOOK-19-20-Final-8.20.19.pdf>

Academic Honesty Statement: In the cases of alleged academic dishonesty (such as plagiarism, cheating, claiming work not done by the student, or lying) where a faculty member observes or discovers the dishonesty, the faculty members may choose to confront the student and handle the matter between the faculty member and the student, or the faculty member may choose to refer the incident to the Dean. (If the Dean is the instructor in question, the concern shall be directed to the Provost; if the Provost is the instructor in question, the concern shall be directed to the President.) If the faculty member chooses to confront the situation and it is not satisfactorily resolved between the faculty member and the student, the matter may then be referred or appealed to the Dean or Director. In either case, the Divisional Dean may choose to 1) resolve the matter through a meeting with both the student and the faculty member, or 2) refer the matter to the Provost. The findings, in either case are final. If alleged academic dishonesty is reported to a faculty member by a third party, then the faculty member will meet with the Divisional Dean; to determine whether the evidence warrants an investigation, and how the investigation will be handled. It may also be decided that the faculty member will either confront the student or, assuming enough evidence is present to warrant action, turn the matter over to the Divisional Dean to either resolve or organize a hearing. If the student is found guilty of the charges of academic dishonesty, the student may be subject to academic penalties such as failure of the course, exam, or assignment. Other penalties from the list of possible disciplinary sanctions may also be deemed appropriate.

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers,



presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

Tentative Course Schedule

*See Modules tab on Canvas for specific course assignment instructions

Week	Course Assignments
1	<p>Chapter 1: The Nature of Literacy</p> <ul style="list-style-type: none"> • Contrast the major theories of literacy learning and language development. • Discuss the current status of literacy and major literacy initiatives. • Explain the role of language and of students’ cultures on literacy learning. • Explain the basic principles of teaching reading. • Discuss the qualities of highly effective teachers. <p>Chapter 1 Assignment & Activity (Discussion Posts)</p>
2	<p>Chapter 2 Literacy for All: NCLB, RTI, and Diversity in the Literacy Program</p> <ul style="list-style-type: none"> • Consider how student composition in today’s classrooms has changed and how these diverse populations impact how teachers teach and reach all students. • Develop and implement a literacy program based on the needs and characteristics of diverse student populations. • Adapt instruction to foster the literacy needs of English language learners. • Understand the effectiveness of the Response to Intervention approach in ensuring progress for all students. • Accommodate diverse languages, dialects, cultures, and literary heritages. <p>Chapter 2 Assignment & Activity (Discussion Posts)</p>
3	<p>Chapter 3 Assessing for Learning</p> <ul style="list-style-type: none"> • Explain the nature of evaluation, including standards, summative and formative assessment, the major types of assessments, and how assessments are judged. • Use a variety of assessments to foster learning. • Administer and interpret a variety of placement instruments. • Implement a program of screening and continuous progress monitoring. • Use assessments to plan instruction for English language learners. • Use assessments to judge the difficulty and complexity of texts and match students



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	<p>with materials on the appropriate level.</p> <p>Start Signature Assignment Chapter 3 Assignment & Activity (Discussion Posts)</p>
4	<p>Chapter 4 Fostering Emergent/Early Literacy</p> <ul style="list-style-type: none">• Apply the basic concepts of emergent literacy.• Apply key techniques for developing emergent literacy, including fostering a literate environment, reading to students, and using shared and interactive reading.• Apply the concepts of emergent writing and developmental spelling as a part of emergent literacy.• Build students' alphabetic knowledge and phonological awareness with word, letter, and sound activities.• Plan an appropriate literacy program for kindergarten and preschool students.• Use formal and informal techniques for assessing emergent literacy. <p>Start Signature Assignment Chapter 4 Assignment & Activity (Discussion Posts)</p>
5	<p>Chapter 5 Teaching Phonics, High-Frequency Words, and Syllabic Analysis</p> <ul style="list-style-type: none">• Explain the importance of phonics and the basic principles for teaching it.• Teach consonant letter–sound correspondences.• Teach vowel correspondences, patterns, and strategies.• Teach high-frequency words.• Develop fluency.• Teach syllabic analysis and a series of prompts to cue students to apply appropriate phonics and syllabic analysis strategies. <p>Presentation of Signature Assignment Chapter 5 Assignment & Activity (Discussion Posts)</p>



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6	<p>Chapter 6 Building Vocabulary</p> <ul style="list-style-type: none">• Select appropriate words for vocabulary instruction and apply the basic principles of teaching vocabulary.• Use a variety of techniques to teach and reinforce vocabulary.• Instruct students in the use and meaning of special word features, such as homophones, homographs, figurative language, multiple meanings, and connotations.• Teach students how to use morphemic and contextual analysis and dictionary skills to learn words.• Establish a program to develop vocabulary. <p>Presentation of Signature Assignment Chapter 6 Assignment & Activity (Discussion Posts)</p>
7	<p>Chapter 7 Comprehension: Theory and Strategies</p> <ul style="list-style-type: none">• Demonstrate knowledge of the process of comprehending.• Teach and assess a variety of comprehension strategies.• Teach social-constructivist approaches to comprehension, such as Reciprocal Teaching and Questioning the Author.• Implement a program of comprehension instruction <p>Presentation of Signature Assignment Chapter 7 Assignment & Activity (Discussion Posts)</p>
8	<p>Chapter 8 Comprehension: Text Structures and Teaching Procedures</p> <ul style="list-style-type: none">• Demonstrate knowledge of the nature and importance of text structure and help students use story grammar and text structure to improve their comprehension.• Use questions and discussions to enhance comprehension.• Plan and teach a guided reading lesson and a directed reading-thinking activity and use cloze procedures to foster comprehension.• Plan and implement a program of critical (evaluative) reading. <p>Presentation of Signature Assignment Chapter 8 Assignment & Activity (Discussion Posts)</p>
9	<p>Chapter 9 Reading and Writing in the Content Areas and Study Skills</p> <ul style="list-style-type: none">• Identify the major comprehension difficulties posed by content-area reading and teach strategies to overcome those difficulties.• Make effective, differentiated use of content-area texts and related materials.• Teach writing as a means of fostering learning and promoting deeper understanding of content.• Teach content-area literacy to English language learners (ELLs).• Build effective study skills.



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	<p>Presentation of Signature Assignment Chapter 9 Assignment & Activity (Discussion Posts)</p>
10	<p>Chapter 10 Reading Literature</p> <ul style="list-style-type: none">• Describe and apply reader response, close reading, and a combination of the two.• Use discussion to develop an understanding and appreciation of literature.• Teach a variety of types of literature.• Include students' interests and abilities in planning a voluntary reading program. <p>Presentation of Signature Assignment Chapter 10 Assignment & Activity (Discussion Posts)</p>
11	<p>Chapter 11 Approaches to Teaching Reading</p> <ul style="list-style-type: none">• Explain the basic principles of effective reading approaches and create their own instruction based on combining the best of these approaches.• Explain and teach the Basal/Anthology approach.• Explain and teach the Literature-Based Approach.• Explain and teach the Individualized Reading/ Reading Workshop approach.• Explain and teach the Language Experience, Guided Reading, Project, and Integrated approaches. <p>Presentation of Signature Assignment Chapter 11 Assignment & Activity (Discussion Posts)</p>
12	<p>Chapter 12 Writing and Reading</p> <ul style="list-style-type: none">• Explain the context of writing instruction, the roots of writing development, and current status of writing achievement.• Explain and teach writing process and guided writing.• Set up and manage a writing workshop.• Teach a variety of genres of writing and foster the writing of English language learners (ELLs).• Assess students' writing development.• Use writing to develop reading and reading to develop writing. <p>Presentation of Signature Assignment Chapter 12 Assignment & Activity (Discussion Posts)</p>
13	<p>Chapter 13 Creating and Managing a Literacy Program</p> <ul style="list-style-type: none">• Plan and construct a literacy program.• Manage, assess, and improve a literacy program.• Teach the new literacies.• Plan and undertake a personal or school wide or departmental program of professional development.



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	Bookfile Due Presentation of Signature Assignment Chapter 13 Assignment & Activity (Discussion Posts)
14	Final Examination