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***Teacher Education Department***

**Course Outline ITL 512 Language and Literacy Strategies Mission of the College of Education**

The College of Education prepares educators as lifelong learners, reflective practitioners, and ethical professionals. Our mission is accomplished in a learning community through professional preparation programs, partnerships with schools, and educational research.

**Conceptual Framework**

The values and beliefs of the National University College of Education are captured in the following brief summary of our conceptual framework. The conceptual framework aligns with course and program learning outcomes. You are developing the qualities described as you completed the assignments and master the learning outcomes.

The **College of Education** envisions faculty and candidates as **STARS**, lifelong learners committed to

**Scholarship** in knowledge, theory, and practice;

**Teamwork** with P-12 schools, other professionals, and the community; **Active Reflection** for continuous improvement in order to meet the needs of all learners;

**Responsible Citizenship**, ethical practice,

understanding of and ability to work with diversity in its many forms;

**Standards of Exemplary Practice** for professional educators.

[**1**](#_bookmark0)

Revised August 1 2024



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**Course Title:** Language and Literacy Strategies ITL 512

**Required Texts**

**From ITL 510**

Bear, D., Invernizzi, M, Templeton, S., & Johnston, F. (2016). *Words Their Way, Word Study for Phonics, Vocabulary, and Spelling Instruction.* 6th ed. Boston: Pearson.

Cunningham, P. (2017). *Phonics They Use.* 7th ed. Boston: Pearson.

Sousa, D. (2014). *How the Brain Learns to Read.* 2nd ed. Thousand Oaks, CA: Corwin. Sousa, D. (2011). *How the ELL Brain Learns.* Thousand Oaks, CA: Corwin.

**Additional Required Text**

Harvey, S. & Goudvis, A. (2017). *Strategies That Work: Teaching Comprehension for Understanding, Engagement, and Building Knowledge.* 3rd ed. Portland, Maine: Stenhouse Publishers.

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

[Executive Summary of the ELA/ELD Framework for California Public](https://www.scoe.net/media/b0qduuod/summary_ela-eld_framework.pdf) [Schools](https://www.scoe.net/media/b0qduuod/summary_ela-eld_framework.pdf),

1. C[hapter 2](https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter2.pdf)-4 of the ELA/ELD Framework
2. [Framework for California Public Schools: Kindergarten](https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter8.pdf) [through Grade Twelve.](https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter8.pdf)
3. [Introduction to the ELA/Literacy Shifts of the Common Core State](https://player.slideplayer.com/20/6043838//h) [Standards](https://player.slideplayer.com/20/6043838//h)

**Course Prerequisites**

ITL 400/600 Becoming a Teacher with a pass grade of at least a B-

ITL 402/602 Education: Context in the United States with a pass grade of at least a B- ITL 404/604 Learners and Learning I with a pass grade of at least a B-

ITL 406/606 Learners and Learning II with a pass grade of at least a B-

ITL 408/608 Design and Teaching Process with a pass grade of at least a B- ITL 510 Language and Literacy Foundations with a pass grade of at least a B-

**Course Lead:**

**Description**

Candidates will learn complex skills and strategies in reading, writing, listening, speaking, and language development aligned with research-based practices from the California CCSS and ELA/ELD framework appropriate for all learners (English speakers, English learners, Standard English learners, students with disabilities, and students with other learning needs) in the PK-8 classroom.

**Course Learning Outcomes**

*Upon satisfactory completion of the course, candidates will be able to:*

1. Integrate into instruction the knowledge and application of comprehensive language instruction of all learners with an emphasis on language proficiency, building academic language proficiency, cross-language transfer and effective expression. (TPEs 1.1,1.3,1.4,1.6,1.8,2.2,3.1,4,1.4,2.4,4,4.6)
2. Integrate into instruction the knowledge and application of the major components of evidence-based language and literacy instruction with an emphasis on fluency, vocabulary, comprehension, writing and content learning. (TPEs 1.4,1.6,1.8,2.5,3.1,3.7,4.1,4.2,4,4,4.6,4.7, 7.5)
3. Utilize (individually and through consultation/collaboration with other educators) multiple forms of assessments to analyze literacy needs and levels of learners. (TPEs 1.8, 3.1,3.2,3.4,4.1,4.2,4.3,4.4,4.6,4.7,5.1,5.2,5.4, 5.6, 5.7)
4. Design instruction (based on assessments, the Learning Map Design, principles of Universal Design for Learning (UDL) and a multiple tiered system of support (MTSS), that



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incorporates modifications, accommodations and interventions to address the language and literacy needs of all learners (TPEs 1.4,1.6,1.8,2.2, 2.4, 2.5, 3.2, 3.7,4.4, 4.6, 4.7, 4.8)

5. Utilize text-and digitally-based resources and increasingly more challenging narrative and informational texts to provide equitable access to curriculum promote language and literacy proficiency. (TPEs 1.4, 1.6, 1.8, 2.4, 2.5, 3.7, 4.4, 4.6 4.7)



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1. Synthesize multiple teaching models and strategies to develop learners' abilities to read, comprehend and enjoy culturally-inclusive and increasingly more challenging narrative and informational texts and to write with complex text structures for a variety of purposes, tasks, audiences and disciplines. (TPEs 1.1,1.3, 1.4, 1.6, 2.2, 2.5, 3.1, 4,1. 4.2, 4.4, 4.6, 7.6)

**Course Requirements:**

This is a content-based course which leads to a variety of practical applications. Students are expected to complete all assigned readings and review all the information in the Content Knowledge Modules before entering the Discussion Boards and completing the assignments. The Content Knowledge Modules provide pertinent, current information via interactive modules with links and are part of the required activities for each week. Be sure to access all the required portions of each module.

The course contains various assignments which directly relate to teaching reading and the detailed description of each of these assignments follows.

**For guidance with APA format, an *excellent* tutorial is available at:**

* + <http://flash1r.apa.org/apastyle/basics/index.htm>

To access the website, copy and paste the web address into your browser. Clicking on this link may not work.

**Assignments:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Module** | **Assessment** | **CLO** | **Point s** | **Due Date** |
| **1** | Live Session Week 1 | - | - | **Day/Time TBD** |
| **1** | Discussion 1: Personal Reflection | 1, 3 | 2 | Initial Post **Thursday**  2 Response Posts **Sunday** |
| **1** | Assignment 1: Assess ELA/ELD Case Studies: | 4 | 8 | **Sunday** |



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|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Module** | **Assessment** | **CLO** | **Point s** | **Due Date** |
| **1** | Assignment 2: Student Learning Profiles | 1, 2,  3, 4,  5 | 8 | **Sunday** |
| **2** | Live Session Week 2 | - | - | **Day/Time TBD** |
| **2** | Discussion 2: Cross-Curricular Teaching | 1, 2,  5 | 2 | Initial Post **Thursday**  2 Response Posts **Sunday** |
|  |  |  |  |  |
| **3** | Live Session Week 3 | - | - | **Day/Time TBD** |
| **3** | Discussion 3: Thematic Unit | 1, 2,  5 | 2 | Initial Post **Thursday**  2 Response Posts **Sunday** |
| **3** | Assignment 4: SEL: Cognition and Learning | 3, 4 | 20 | **Sunday** |
| **3** | Assignment 5: Multilingualism and Multiliteracy in Language Development  Read chapters from CDG: Chapter 6 When the Concern May Not Be Dyslexia pgs. -26-32  Chapter 7 Dyslexia in English Learners pgs 33 -35  Chapter 8 Pre-Service and In-Service Preparation for Educators Pgs. 38 -41  Chapter 9 Screening and Assessment for Dyslexia Pgs 42-25 | 3, 4 | 5 | **Sunday** |
| **3** | Assignment 6: Anchor Chart | 4 | 4 | **Sunday** |
| **4** | Live Session Week 4 | - | - | **Day/Time TBD** |
| **4** | Discussion 4: Teacher Bias and Equity | 1, 2,  5 | 2 | Initial Post **Thursday**  2 Response Posts **Sunday** |
| **4** | Assignment 7: Anchor Chart | 1, 2,  3, 4 | 20 | **Saturday** |
| **4** | Assignment 8: **Signature Assignment**- Fieldwork Experience | 1, 2,  3, 4 | 10 | **Saturday** |
| **4** | Assignment 9 Literacy Teaching Philosophy | 1, 3,  4 | 4 | **Saturdy** |
|  | **Total Points** |  | **88** |  |



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**Detailed Course Assignments and Method of Assessment/Evaluation:**

1. **Threaded Discussion Postings**

The threaded discussions ask you to apply what you have been reading in the textbooks and review the documents in the Content Knowledge Modules.

After working through each week’s required sections and reading the assigned chapters in the textbooks, for your initial posting:

a) Respond to each prompt assigned to the weekly discussion with original responses and including specific references and examples.

For your follow up postings (at least two responses required), respond to your colleagues’ initial posting. Be specific to whom you are responding.

The initial posting should be made by Thursday and the follow up posting should be made by Saturday. Five points a week is available for an in-depth, quality discussion, three points for the initial post and two for the follow-up posts.

1. **Collaborate Discussion Options**

During each week, you will have a chance to either engage in a live Zoom Collaborate synchronous session with your instructor and classmates or an asynchronous experience covering content already presented in your course shell.

OPTION 1 (Synchronous/asynchronous /5 points): Attend the online live BB Collaborate session that will be held for one hour at 6:00 pm (Pacific Time) on Tuesday of each week, unless otherwise specified by the instructor. Then, complete specific learning activities per topic for the module.

**Assignments:**

# Assignment 1 Assess ELA/ELD Case Studies

## Background

In this assignment, you will utilize student data and assessment results to complete a data assessment report chart addressing the student's needs. You will learn how to monitor students’ progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. (7.10)

Specifically, you will need to do the following:

-Analyze the assessments provided

-Identify the student's strengths/assets based on the data you are provided

-Identify needs/gaps based on the data you are provided

Recommend varied instructional strategies specific to the student's reading needs.

Align your identification of the child's needs and instructional activities with the CCSS. Be sure to review the Assessment Drives Instruction section of this module's lesson before completing this assignment.



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**Instructions**

Download and save the **Assignment 1 Case Studies and Assessment Chart**. ***You can access that file below.***

Choose one case study from the list of students in Step 1 of *Assignment 1 Case Studies and Assessment Chart.docx.* ***You can access the file for that student below.*** You have a choice of students from first through sixth grade.

As you read and analyze the data, fill in the Assessment Data Report Chart in Step 2 of

*Assignment 1 Case Studies and Assessment Chart.docx.*

1. Describe the assessment.
   * What is the assessment's purpose and what information should inform you about student assets/strengths and needs/gaps? (You may have to complete some research from credible instructional sites.)
   * Identify the CCSS standards this assessment aligns with.
   * Identify the Language Domains associated with this assessment.
2. Record the information you have regarding the child's academic background.
   * List student assets/strengths, categorizing or highlighting them across assessments and identifying patterns in all of the following areas. If data is not evident, state that no data was available.
     + Phonemic awareness
     + Phonics
     + Vocabulary
     + Fluency
     + Comprehension
   * Write an overall summary of findings.
3. Identify student's strengths.
   * Based on the data, clearly list the student's reading strengths, substantiating your statements with examples from the data.
4. Identify student's learning needs.
   * Based on the data, clearly list the student's instructional reading needs, substantiating your statements with examples from the data.
5. Recommend instructional activities to address the child's reading needs in the classroom.
   * Formulate specific recommendations to enrich the child's foundational reading skills and identify at least four activities for the classroom that would meet the needs of the child in different areas of need.
     + Identify specifically which area of need you are targeting in two to four different areas of need.
     + Describe clearly and succinctly the activity you are recommending.
       - Activities should be varied, utilize different resources/texts/materials, be appropriate to the child's age and developmental level, and employ multiple teaching and learning strategies.
       - Please do not recommend reading aloud to this student in class, as this is something that should occur daily for all students.



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* + Recommend activities specific to the foundational reading skills and meaning making needs in the reading of this child. For ideas on specific strategies to address student needs, refer to your Course Resources and the “Additional Resources” below.
  + Justify why you feel this activity will help meet the child's needs in that specific area. Explain explicitly and separately how each activity will meet the language developmental needs of this child.

Be sure to follow APA guidelines.

Save your completed Assessment Data Report Chart for submission. To submit your assignment, complete the following:

1. Select the Add a File button.
2. When the Add a File window opens, select My Computer, upload your file, and select the Add button.
3. Be sure to hit the Submit button once your assignment is uploaded.

## Additional Resources

* + [Running Records and Miscue Analysis.pptx](file://localhost/d2l/common/dialogs/quickLink/quickLink.d2l?ou=%7borgUnitId%7d&type=coursefile&fileId=assignment%2B1%2fRunning%2BRecords%2Band%2BMiscue%2BAnalysis.pptx)
  + Lane, H. (2014, May 12). [*UFLI Podcast: Introduction to reading assessment*](https://www.youtube.com/watch?v=gXVutdz5NG0)[Video]. YouTube. (15m)
  + WGBH Educational Foundation. (2002). [*Assessment-driven instruction*](https://www.learner.org/series/teaching-reading-k-2-a-library-of-classroom-practices/assessment-driven-instruction/)[Video]. Annenberg Learner.
  + Sites for Instructional Strategies:
    - Colorin Colorado. (n.d.). [*ELL strategies & best practices.*](https://www.colorincolorado.org/ell-strategies-best-practices)
    - Institute of Education Science. (n.d.). [*Recommendation 3: Blending letters,*](https://ies.ed.gov/ncee/edlabs/regions/southeast/foundations/kindergarten_recommendation3.asp)[*recognizing and reading words.*](https://ies.ed.gov/ncee/edlabs/regions/southeast/foundations/kindergarten_recommendation3.asp)Regional Educational Laboratory at Florida State University.
    - Little Worksheets. (n.d.). [*Reading comprehension worksheets for grade 1*](http://www.littleworksheets.com/grade1reading.html)[*readers.*](http://www.littleworksheets.com/grade1reading.html)
    - Los Angeles Unified School District. (2016). [*Middle and high school*](https://www.lausd.org/cms/lib/CA01000043/Centricity/domain/217/sspt%20handbook%20files/SSPT%20Strategies%20ELA.Math%2011.4.16.pdf)[*intervention strategies: Literacy strategies.*](https://www.lausd.org/cms/lib/CA01000043/Centricity/domain/217/sspt%20handbook%20files/SSPT%20Strategies%20ELA.Math%2011.4.16.pdf)
    - Reading Rockets. (2023). [*Classroom strategy library.*](https://www.readingrockets.org/classroom/classroom-strategies)

*Assignment 2 Student Learning Profiles*

## Introduction

In this assignment, we continue our exploration of assessments related to differentiation, equity, and instructional access. This will help you next week as you start designing your lesson plan, which will also require an assessment. To prepare to provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. In addition, this assignment will include elements on how to conduct instruction that leverages students’ existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.

(7.2, 7.7)



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**Resources**

Review the resources from Week 1's Learning Material before you begin your assignment, as they will provide additional strategies to draw from as you develop a deeper understanding around equity and assessment. Including the CDG Chapter 6 When the Concern May Not Be Dyslexia 26

Chapter 7 Dyslexia in English Learners 33

Chapter 9 Screening and Assessment for Dyslexia 42

**Instructions**

After you have watched all four videos, you will create **two** student profiles, one for each student, based on student strengths and growth areas.

## Use this template to complete this assignment: [Student Profile Template](file://localhost/content/enforced/89802-ITL512-45023-2408/1%20ITL512%20Student%20Profile%20Template.docx)

Student profiles will include the following:

1. Diagnosis for each literacy domain
   * Phonics
   * Phonemic awareness
   * Decoding skills
   * Comprehension
   * Fluency
2. Next steps or subsequent literacy goals pertinent to the student
3. Guided Reading/Lexile level and book recommendations for the student
   * Provide an example of appropriate *narrative* text for the student
   * Provide an example of appropriate *informational* text for the student

Fill out **two templates**, one for each student, and then save and upload the templates as PDF files. APA formatting should be used where possible, and citations should be included where necessary.

Watch the following reading literacy assessments in real-time and their supplemental video where the teacher orchestrates a "think-a-loud" about the student's literacy scores.

## Kindergartner: Reading Assessment - Video (17 minutes) Kindergartner: Teacher "think-a-loud"- Video (6 minutes) Third Grader Reading Assessment - Video (25 minutes) Third Grader: Teacher "think-a-loud"- Video (6 minutes)

**Instructions**

After you have watched all four videos, you will create **two** student profiles, one for each student, based on student strengths and areas of growth. Use the Student Profile Template.

* [Student Profile Template](https://nationalu.brightspace.com/content/enforced/11675-ITL512-029454-NUO-V2/Week%20Four/ITL512%20Student%20Profile%20Template.docx) - Word Document *(28 KB)*

Student profiles will include the following:

1. Diagnosis for each literacy domain
   * Phonics
   * Phonemic awareness
   * Decoding skills



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* Comprehension
* Fluency

1. Next steps or subsequent literacy goals pertinent to the student
2. Lexile level and book recommendations for the student
   * Provide an example of appropriate *narrative* text for the student
   * Provide an example of appropriate *informational* text for the student

Fill out **two templates**, one for each student, and then save and upload the templates as PDF files. APA formatting should be used where possible, and citations should be included where necessary.

**\*You MUST use the two students provided in the videos. You cannot use your own students for this assignment. \***

**\*You MUST use the two students provided in the videos. You cannot use your own students for this assignment. \***

**Grading**

This assignment is worth 8 points and due on **Sunday**. Please review the rubric to learn more about how your submission will be assessed.

# Assignment 3. Thematic Unit

## Instructions

You will begin this assignment in Module 1, using the PowerPoint template, resources below, and exemplar thematic unit provided. Please remember that this assignment will further develop your knowledge of vocabulary strategies and instruction in subsequent assignments. Your success on this assignment will facilitate your learning and growth as you move through this course. /The lessons and units will be anchored on how 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. (7.8)

In this assignment, you will **pick a grade level and design a thematic unit that supports student learning in all content areas** with a focus on *supporting educational equity* and the *social-emotional learning* of your students. Content areas (i.e., subjects) to include are:

* **Reading**
* **Writing**
* **Listen**
* **Speaking**
* **Social Studies**
* **Science**
* **Math**
* **Vocabulary**
* SEL



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For **each subject**:

1. Select the CCSS and Literacy Standards it meets
2. Identify the social-emotional learning (SEL) basic skill being taught
3. Select resources
4. Create the writing prompts

Then, determine the critical vocabulary needed to access the content for your thematic lesson.

As you move through the development of your thematic unit, some critical questions to ask are:

*How might I connect this story or text with other content areas? How can I embed the listening and speaking standards into multiple lessons? How can I use both literature and non-fiction texts to create writing prompts for my students? How can my resources be used to support my students' social-emotional learning?*

Use this assignment as an opportunity to do some deep and meaningful reflection on how you can support students' connections between content areas and, specifically, how you might encourage language acquisition through intentional vocabulary development.

For this assignment, use the Thematic Unit Template.

* [Thematic Unit Template](file://localhost/d2l/common/dialogs/quickLink/quickLink.d2l?ou=%7borgUnitId%7d&type=coursefile&fileId=Week%2BOne%2fThematic%2BUnit%2BTemplate.pptx) - PowerPoint File *(23 KB)*

**Note**: Please keep in mind that this is an academic presentation. As such, your presentation should be professional and creative. Include only relevant media and graphics (if you choose to include them). Be sure to use the appropriate design, theme, and font. Use numbers and / or bullet points to deliver talking points. APA formatting should be used where possible, and citations should be included where necessary.

## Grading

This assignment is worth 10 points and due on **Sunday, by Midnight (PST)**. Please review the rubric to learn more about how your submission will be assessed.

# Assignment 4 SEL Cognition and Learning

## Introduction

We will examine Cognition and Learning through the lens of Social Emotional Learning. By acknowledging how we teach and the impact on how children receive and process information, teachers can enhance the learning environment and improve academics. Explore Playcard 1 to discover valuable practices that impact student-teacher relationships.

## Instructions

1. Go to the [My Learning Portal - Sign In Page](https://mylearningportal.org/) and enter your username and password.
2. Find the online portal titled “National University – Sanford College of Education” and press “Go Now!” to open it.



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1. View the shelf of Playbooks in Social Emotional Learning. For this assignment, you will only need to access Playbook #6 which is called “Cognition and learning.”
2. Once you have opened the “Cognition and Learning” Playbook, access Playcard 1 Learning and the Brain.
3. Download and use the [SEL Assignment Template](file://localhost/content/enforced/24960-ITL510-15621-2202/ITL510%20Week%203%20SEL%20Assignment%20Template.pptx) to respond to the prompts and submit for assessment.

## Differentiation

Intern and student teachers can engage with the “Cognition and Learning Playbook” based on their own teaching and learning experiences.

* + ***Intern* teachers**: What SEL strategies are you currently implementing?
  + ***Student* teachers**: Where do you want to begin with classroom strategies to support cognition and reading?

## Considerations

“When teaching social-emotional learning, we are looking at the whole person. The emotions connected to learning are inseparable.” (Angela Karem, Transitional Kindergarten Teacher)

Through your Playbook learning, how can you reflect on ways in which you can bring the whole child into classroom learning experiences? How will you create an environment that is safe, nurturing, and empowering for each child that enters your room?

## Card 1: Learning and the Brain (How People Learn) SEL Card 1

1. Watch the video “The Science and Learning of Development.”
2. List three core principles of human development.
3. What is the relationship between the core principles you listed and reading?

## SEL In Action

1. Watch the video by Edutopia, where neuroscientist Richard Davidson gives a presentation on how people learn and make an explicit connection to social and emotional learning.
2. What "aha" moment did you have concerning what was discussed as you listened to Dr. Davidson? In other words, what information or concept surprised you or enlightened you, perhaps something you had not understood clearly before or that you had never considered?
3. What are the connections between the concepts here and in your assigned resources throughout the course?

## Think About It

After viewing the videos, think about what you currently do in your classroom that reinforces how cognition impacts learning. Assess what you currently do to engage students in activities to support analytical thinking, lateral and critical thinking, spatial awareness, problem- solving, creative activities, and linguistic and auditory exercises.



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**Act on It**

Set an attainable goal for yourself that articulates a vision you have for supporting cognition and reading skills in your classroom.

**Grading**

This assignment is worth 5 points and is due **Sunday**. Please review the rubric to learn how your submission will be assessed.

## Assignment 5 Multilinguism and Multiliteracy in Language Development Background

In this assignment, you will consider language as a resource to tap into as a teacher to enrich translanguaging instruction through the funds of cultural knowledge in the students and families in your classroom community! Access and equity in multilingualism and multiliteracy include the transfer between language and culture and making meaning in connection to understanding the value of using a variety of language strategies through emergent, dynamic, adaptive, and complex practices.

As educators of diverse student populations, our ethical responsibility is to nurture students' multilingualism while simultaneously fostering and developing the academic language they need to succeed.

Refer to the rubric to make sure you are meeting all the criteria! **You must connect all of your Module 3 resources and each prompt component, providing examples.**

## Instructions

Create a **12-slide** PowerPoint presentation that:

* Describes the following about the understanding of the value of the use of a variety of language strategies through emergent, dynamic, adaptive, and complex instructional practices:
  + The advantages of multilingualism and multiliteracy
  + Transfer between language
  + Making meaning: Effective practices to 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. (7.6)
* Reference the [Multilingualism and Translanguaging in the Classroom](https://youtu.be/USRW-NXJVFc) video (9m 7s) as well as make connections to other course materials (a minimum of **three** connections).

Length: This assignment must be a minimum of 12 slides. References: Include two scholarly resources.



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To submit your PowerPoint presentation, complete the following:

1. Select the Add a File button.
2. When the Add a File window opens, select My Computer, upload your file, and select the Add button.
3. Be sure to hit the Submit button once your assignment is uploaded.

## Additional Resources

* Ollerhead, S., & Taylor-Leech, K. (2019, November 6). [Promoting multilingual](https://learningportal.iiep.unesco.org/en/blog/promoting-multilingual-approaches-in-teaching-and-learning) [approaches in teaching and learning.](https://learningportal.iiep.unesco.org/en/blog/promoting-multilingual-approaches-in-teaching-and-learning) *Learning Portal.*
* Institute of Education Sciences. (2021, June 15). [*Multilingualism and*](https://youtu.be/USRW-NXJVFc)[*translanguaging in the classroom*](https://youtu.be/USRW-NXJVFc)[Video]. YouTube.

## Grading

This assignment is worth 6 points and is due on Sunday. Refer to the rubric for more specifics on how this will be graded.

# Assignment 6: Lesson Plan Part B

## Introduction

Now that you have created a thematic unit drawing on multiple content areas, you will take a small component of your thematic unit and create a vocabulary lesson plan using the Lesson Plan Template provided. Teaching vocabulary first and then reinforcing it throughout your unit is an excellent way to position your students for success because vocabulary is directly related to comprehension. In addition to promote students’ oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level (7.7)

## DO NOT ATTEMPT TO COMPLETE THIS ASSIGNMENT WITHOUT FIRST LOOKING AT [THESE EXAMPLES](file://localhost/content/enforced/89913-ITL512-50021-2409/Lesson%20Plan%20Examples.pptx)

**This video will talk you through the expectations for each section of the lesson plan:**

You will complete:

[Part B: Sample Lesson Plan Template](file://localhost/d2l/common/dialogs/quickLink/quickLink.d2l?ou=%7borgUnitId%7d&type=coursefile&fileId=Course_Files%2fCalTPA_C1_S1_B_LessonPlan_OptionalTemplate%2B(2).docx)

You may utilize the CalTPA Performance Assessment Guide here: <https://nu.libguides.com/ld.php?content_id=69563014>

OR

Download your own copy [HERE](file://localhost/d2l/common/dialogs/quickLink/quickLink.d2l?ou=%7borgUnitId%7d&type=coursefile&fileId=Course_Files%2fCalTPA_C1_AssessmentGuide_MS.pdf)

* Sample Lesson Plans



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* [Lesson Plan B Sample: Three Little Pigs](file://localhost/content/enforced/89913-ITL512-50021-2409/Module%201%20Files/v6_Lesson%20Plan%20B%20Sample%20Three%20Little%20Pigs%20(1).pdf)
* [Lesson Plan B Sample: Triangles](file://localhost/content/enforced/89913-ITL512-50021-2409/Module%201%20Files/v6_Lesson%20Plan%20B%20Sample%20Triangles%20(1).pdf)

**Grading**

This assignment is worth 20 points and is due on **Sunday**. Please review the rubric to learn how your submission will be graded.

# Assignment 7 Anchor Chart

Teachers fill many roles in the classroom, but one that usually surprises new teachers is "Language Teacher!" In contemporary classrooms, teachers encounter multicultural, multilingual, and diverse learners. Classroom diversity includes students with varied learning needs, socio-economic status, and prior knowledge. This reality necessitates teaching vocabulary in explicit and meaningful ways. The first step is to own your role as a language teacher.

How do you establish areas of strengths and areas for support for diverse learners in your class? Include your understanding of California’s Multi-Tiered System of Support (Tier 1– Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention) Include effective teaching strategies to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research. These are important skills for multilingual learners. (7.6)

You will create an anchor chart to accompany your lesson plan. Anchor charts are ubiquitous in K–12 classrooms and will be a wonderful addition to your teaching toolbox. Anchor charts are interactive visual posters that help students organize critical information.

1. Watch the three videos:
   * [Top Five Tips for Vocabulary Instruction](https://youtu.be/A0cTjzji8Aw) o [Tier Two Vocabulary Instruction](https://youtu.be/p9DPKgBrJQE) o [How to Teach Vocabulary in Grades K–2](https://youtu.be/i3OgosvU0pI)
2. Please reference these two sites for more information on anchor charts.
   * [Anchor Chart Intervention! Secrets to Making Effective AND Well-Designed](https://minds-in-bloom.com/anchor-chart-intervention-secrets-to/) [Anchor Charts](https://minds-in-bloom.com/anchor-chart-intervention-secrets-to/)
   * [Anchor Charts 101: Why and How to Use Them](https://www.weareteachers.com/anchor-charts-101/)

## Submission

**Please references these** [**anchor chart examples**](https://nationalu.brightspace.com/content/enforced/72885-ITL512-029454-Master/Anchor%20Chart%20Examples.pptx) **before completing the tasks below. Use** [**this template**](file://localhost/content/enforced/89913-ITL512-50021-2409/Week%203%20ITL%20512%20Anchor%20Chart%20Template.docx) **to:**

1. Upload a picture of your anchor chart.
2. Submit a written response (approx. two paragraphs) explaining your anchor chart by answering the following questions:

-How did you decide the best information for an anchor chart?

-How will your anchor chart be used as an instructional resource during your lesson?

-What instructional purpose does your anchor chart serve?



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Grading

This assignment is worth 4 points and is due **Sunday**. Please review the rubric to learn how your submission will be assessed.

# Assignment 9 Signature Assignment Fieldwork Experience

Introduction

This week, you are entering a real-life classroom! Unlike your assignment in ITL510, in which you received the lesson from the lens of a student, this observation will be looked at through the lens of an administrator.

For this observation, you will choose to observe either a history, science, or math lesson. **DO NOT OBSERVE A READING OR WRITING-BASED LESSON**. Our assignment will

focus on observing how literacy standards are taught across all curricula. Instructions

1. Confirm with the host teacher **at least a week before the day and time of the lesson**. Also, double-check that the lesson's topic concerns a non-literacy-based subject. In addition, if the students will be taking a test or reviewing for a test, those would not be appropriate days to complete your observation.
2. Arrive 15 minutes early to ensure you have time for all front office check-in requirements.
3. Stay the ENTIRE period- be sure you know ahead of time how long the period will last- period lengths can vary greatly by school site as some schools have single block periods and some have block schedules.
4. Take very thorough notes during the lesson. Under no circumstances should you be on your phone, texting, or answering phone calls during this. You may or may not choose to reference the Classroom Walkthrough Checklist during the lesson. If you choose to reference the document, DO NOT complete it in front of the classroom teacher or students.
5. If you have follow-up questions for the classroom teacher, be sure to ask if you can email them to him or her. It is very likely that the teacher will have another period of students coming in directly after yours, so he or she may not be able to answer your questions right after the lesson.
6. Complete the assignment utilizing the requirements below. Submission Requirements

**Please use this template for the assignment:** [Field Experience Analysis - Template](file://localhost/content/enforced/87460-ITL522-40034-2407/Week%20Three/ITL%20522%20-%20Field%20Experience%20Analysis.docx)

1. Complete the [Classroom Walkthrough Checklist](file://localhost/content/enforced/87460-ITL522-40034-2407/Classroom%20Walkthrough%20Checklist.pdf). You will need to turn this in as part of your assignment.
2. Provide a copy of all handwritten or types notes you took during the observation- these should be extensive!
3. After the observation, you will analyze all data and notes.



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1. You will write a [Summative Evaluation Report](file://localhost/content/enforced/87460-ITL522-40034-2407/EVALUATION%20REPORT.docx) evaluating the teacher. This will be turned into your instructor but should not be shared with the classroom teacher. The purpose of evaluation is to facilitate improvement in classroom literacy instruction. This goal is achieved through a systematic process of identifying areas of strength, areas of improvement, and writing a growth plan. **\*Be sure that to include a SMART Goal for each Domain. The SMART Goal should be tied to a minimum of one area of growth--even the best of teachers have room for growth in each Domain.**
2. Include a minimum of FIVE (5) artifacts to support your discussion. These can include a copy of the learning material utilized by the students, a picture of any visual aids the teacher used during the lesson, a screenshot of any website or computer aided instruction, etc.
3. Don't forget to include your **SIGNED** Verification of [Fieldwork Experience form](https://drive.google.com/file/d/1beFOO0D-SafBUApqO3A4hhv6l1eeHPp_/view?usp=sharing). Grading

This assignment is worth 20 points and due on **Saturday before midnight**. Please review the rubric to learn more about how your submission will be assessed.

# Assignment 9 Literacy Teacher Philosophy (7.2)

## Instructions

**You may use** [**this template**](file://localhost/content/enforced/87457-ITL522-029459-Master/ITL%20522%20-%20Field%20Experience%20Analysis.docx) **to help guide you in this assignment, but you are not required to.**

You have now taken two courses focused on literacy development. Develop a statement succinctly summarizes your vision for high-quality literacy instruction for all students. Explain your vision using your knowledge of at least **two theoretical perspectives,** including specific theories and research studies. Remember that your response will be evaluated on how well you utilize this knowledge to support your vision. Explain how you might implement your vision in your school or district utilizing your knowledge of classroom literacy practice and your artifacts. Make **clear connections** between the literacy practices discussed and the vision and underlying theoretical perspectives and theories that comprise your thesis.

The distinction between 'pedagogy' and 'teaching practice’ is critical. In addition, rememhat Praxis is a process of taking action while working within a theoretical framework. It's an ongoing process of moving between theory and practice, where each informs the other.

## Requirements:

1. 4-5 pages, double-spaced, 1500-2000 words.
2. Develop your narrative with a pedagogy worldview. Reflect on the challenges of teaching literacy at your grade level and as part of the broader K-12 context. What issues are we seeing with literacy? What current programs are in place to help with this? What gains are we seeing within literacy? What can be attributed to those gains?
3. Discuss the new CA Dyslexia screening requirement for all K-2 students. Impact on literacy instruction for both students and teachers. Are you ready? Knowledgeable? How will you handle this extra layer of literacy instruction?
4. Use this worldview context to discuss specific issues or challenges in your classroom practice. What are the problems? How are these manifesting in the data? Once identified, discuss strategies and innovations needed, discussing potential outcomes.





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1. Discuss your responsibility to the students you serve. Consider all feedback you have received: professors, teachers, students, parents, admin, etc. Question your practices, reflect on any negative experiences, and think about how you can do them better. Reflect on the positive experiences and question why they went so well. Reflect on your growth and pre-conceived notions.
2. Reflect on the evolution of your literacy philosophy and literacy teaching practice: How has your literacy philosophy and teaching practice evolved?
3. What research, theories, theorists, and/or theoretical perspectives have influenced you to change your literacy philosophy and/or literacy teaching practice?
4. What key moments or critical incidents led you to change your literacy philosophy and/or literacy teaching practice?
5. How does grounding yourself in your teaching philosophy support you in dealing with challenges that will arise during your career?

## Grading

This assignment is worth 10 points and is due on **Saturday**. For more specifics on how this will be graded, refer to the rubric found below.

**The final grade evaluation in this course will be based on points as follows**:

|  |  |  |
| --- | --- | --- |
| **Module** | **Assessment** | **Points** |
| **1** | Live Session Week 1 | 5 |
| **1** | Discussion 1: Personal Reflection | 2 |
| **1** | Assignment 1: Assess ELA/ELD Case Studies: | 10 |
| **1** | Assignment 2: Student Learning Profiles | 8 |
| **2** | Live Session Week 2 | 5 |
| **2** | Discussion 2: Cross-Curricular Teaching | 2 |
| **2** | Assignment 3: Thematic Unit | 10 |
| **2** | Assignment 4: SEL Cognition and Learning | 5 |



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| **2** | Assignment 5: Multilingualism and Multiliteracy in Language Development | 5 |
| **3** | Live Session Week 3 | 5 |
| **3** | Discussion 3: Personal Literacy Reflection | 2 |
| **3** | Assignment 6: Lesson Plan Part B | 20 |
| **3** | Assignment 7: Anchor Chart | 4 |
| **4** | Live Session Week 4 | 5 |
| **4** | Discussion 4: Teacher Bias and Equity | 2 |
| **4** | Assignment 8: **Signature Assignment**- Fieldwork Experience  **\*In-Person Classroom Required\*** | 20 |
| **4** | Assignment 9: Literacy Teaching Philosophy | 10 |
|  | **Total Points** | **100** |

92 Point Grading Grid

|  |  |  |
| --- | --- | --- |
| Total Points | % | Letter Grade |
| 92 | 100 | A |
| 91 | 98 | A |
| 90 | 97 | A |
| 89 | 96 | A |
| 88 | 95 | A- |
| 87 | 94 | A- |
| 86 | 93 | A- |
| 85 | 92 | A- |
| 84 | 91 | A- |
| 83 | 90 | A- |
| 82 | 89 | B+ |
| 81 | 88 | B+ |
| 80 | 86 | B |
| 79 | 85 | B |
| 78 | 84 | B |



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|  |  |  |
| --- | --- | --- |
| 77 | 83 | B- |
| 76 | 82 | B- |
| 75 | 81 | B- |
| 74 | 80 | B- |
| 73 | 79 | C+ |
| 72 | 78 | C+ |
| 71 | 77 | C+ |
| 70 | 76 | C |
| 69 | 75 | C |
| 68 | 73 | C- |
| 67 | 72 | C- |
| 66 | 71 | C- |
| 65 | 70 | C- |
| 64 | 69 | D+ |
| 63 | 68 | D+ |
| 62 | 67 | D+ |
| 61 | 66 | D |

**Course Grading Definition and Definition of Grades for Graduate Courses**

Please refer to the most recent information, refer to the National University, Course Catalog, under the “Our Programs” tab for policy on Grading, Incompletes, Withdrawal, et cetera, available at:

* [www.nu.edu](http://www.nu.edu/)

**C**

**Course Calendar: Learning Outcomes, Readings, Topics Professional Dispositions and Civility**

As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other and for the instructor. Expectations for classroom behavior (which apply to online and onsite courses) include the following: Conflicting opinions among members of a class are to be respected and responded to professionally. Respond to others in the way you want addressed.

**Professionalism:**



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**Candidates are expected to:**

* demonstrate the dispositions expected of teacher candidates
* demonstrate professionalism by being prompt to class and in turning in assignments
* turn off all pagers and cell phones upon entering the classroom
* be honest in all coursework.
* bring the following skills and attitudes to the class discussions:
  + Willingness to accept the challenge of reading text and research concerning teaching and learning;
  + Willingness to discuss, read and write independently and in small and large groups;
  + Willingness to listen with an open mind to the ideas and informed opinions of others;
  + Willingness to express ideas in clear, concise English.

**Attendance (onsite class):**

It is expected that candidates will:

* Attend every class session and be on time.
* Notify the professor prior to the start of class if a class will be missed.

If the professor does not receive notification of an absence, no credit will be given for the work done for that class session or for an assignment that is due

* Acknowledge that an absence is assessed each time a Candidate is not in attendance during a regularly scheduled class period, whether or not it is an excused absence.
* Acknowledge that in accordance with National University policy, more than three absences, excused or unexcused, will result in a less than satisfactory grade (General Catalog, 2010, p. 42).

**Attendance: (online courses)**

It is expected that candidates will:

* Log into the class at least twice a week.
* Notify the professor immediately if technology problems prevent your attendance to the class.
* Acknowledge that failure to post responses and submit assignments by the day required will result in no credit for the work (Please review the Course Calendar.)

**Written Assignment Expectations: All assignments are to be:**

1. Typed/word-processed, font size 12, double spaced with Candidate name and date Indicated.
2. Submitted in Standard English following APA guidelines, error free in sentence construction, grammar, punctuation, and spelling.



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**Late Work: Guidelines for late work are as follows:**

Late work is discussed and arranged with the instructor.

