



George Mason University  
College of Education and Human Development  
Literacy Program Area

**EDRD 632**

Literacy Assessments and Interventions for Groups

Spring 2010

Wednesdays 4:30– 7:10 PM PW Campus Bull Run Hall Room 249

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## Course Overview

### **Course Description**

Provides literacy assessments and interventions for groups of learners. Includes exploration of assessment tools for classrooms and large populations. Class members conduct related practice in their own classrooms or specified field settings.

### **Prerequisites**

EDRD 630 and 631; admission to literacy emphasis, or permission of the program coordinator.

### **Rationale**

As a required portion (course III) of the literacy specialization in the Advanced Studies in Teaching and Learning (ASTL) program, this course addresses required Virginia Department of Education and International Reading Association competencies for K-12 Reading Specialists. This course also provides an advanced, research-based study of literacy for teachers seeking master's degrees.

### **Nature of Course Delivery**

This course uses a seminar format based on discussion of class topics and readings as well as related experiences and assignments from the classroom-based practicum. Students are expected to complete all class readings prior to each session and to be prepared to engage in active dialogue and sharing of ideas. Activities will include small group discussions, presentations, whole class sharing, and reflection.

## **REQUIRED MATERIALS**

### **Books Required**

Caldwell, J. (2008). *Reading Assessment: A Primer for Teachers and Tutors*. (2nd ed.). New York: Guildford.

Rasinski, T., & Padak, N. (2004). *Effective reading strategies: Teaching children who find reading difficult* (3rd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

### **Highly Recommended**

Harvey, S. & Goudvis, A. (2007). *Strategies that work: Teaching comprehension for understanding and engagement*. (2nd ed.). Portland, ME: Stenhouse.

Leslie, L. & Caldwell, J. S. (2011). *Qualitative Reading Inventory*. (5<sup>th</sup> ed.). Boston, MA: Allyn & Bacon.

### **Also helpful**

Brozo, W. G. & Simpson, M. L. (2003). *Readers, teachers, learners: Expanding literacy across the content areas* (4th ed.). Columbus, OH: Merrill/Prentice Hall. (*from earlier class*)

## Blackboard

<http://courses.gmu.edu/> using your GMU email user name and password.

Problems with blackboard should be directed to ITU Support. They can be reached by phone at 703-993-8870 or email at [support@gmu.edu](mailto:support@gmu.edu) .

## COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

### *Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

### *Campus Resources*

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

**Note:** To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to [www.gmu.edu](http://www.gmu.edu).

## COURSE OUTCOMES

### **ASTL/Literacy Program Outcomes [International Reading Association (IRA) Standards]**

**Note: those in bold will be emphasized in this course.**

1. Candidates have knowledge of the foundations of reading and writing processes and instruction.
2. **Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.**
3. **Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.**
4. **Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.**
5. Candidates view professional development as a career-long effort and responsibility.

2.1 Candidates will use instructional grouping options (individual, small-group, whole-class, and computer-

based) as appropriate for accomplishing given purposes. They will:

- Match instructional grouping options to specific instructional purposes that take into account developmental, cultural, and linguistic differences among students.
- Model and scaffold procedures so that students can work effectively. Provide evidence-based rationale for their selections.
- Support classroom teachers and paraprofessionals in their use of instructional grouping options. Help teachers select appropriate options.
- Demonstrate the options and explain the evidence-base for changing configurations to best meet the needs of all students.

2.2 Candidates will use a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds. They will:

- Plan for the use of a wide range of instructional practices, approaches, and methods, including technology-based practices. Make selections guided by an evidence-based rationale. Accommodate the developmental, cultural, and linguistic differences of their students.
- Support classroom teachers and paraprofessionals in the use of a wide range of instructional practices, approaches, and methods, including technology-based practices. Help teachers select appropriate options and explain the evidence-base for selecting practices to best meet the needs of all students.
- Demonstrate the options in their own teaching.

2.3 Candidates will use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds. They will:

- Plan for the use of a wide range of curriculum materials. Make selections guided by an evidence-based rationale. Accommodate the developmental, cultural, and linguistic differences of their students.
- Support classroom teachers and paraprofessionals in the use of a wide range of curriculum materials. Help teachers select appropriate options and explain the evidence base for selecting practices to best meet the needs of all students.
- Demonstrate the options in their own teaching and in demonstration teaching

4.1 Candidates will use students' interests, reading abilities, and backgrounds as foundations for the reading and writing program. They will:

- Collect information about children's interests and backgrounds. Use technology to gather and use the information in instructional planning. Use information collected when planning instruction.
- Select materials and help students select materials that match their reading levels, interests, and cultural and linguistic backgrounds.
- Assist the classroom teacher and paraprofessional in selecting materials that match the reading levels, interests, and cultural and linguistic backgrounds of students. Articulate the research that grounds their practice.

**Virginia State Department of Education Outcomes: Candidates will demonstrate expertise in:**

- the use of formal and informal of informal screening in the assessment of language, concepts of print, phoneme awareness, letter recognition, decoding, fluency, vocabulary, reading levels, comprehension
- the ability to use data to tailor instruction for acceleration, intervention, remediation and flexible level groupings.
- strategies to increase vocabulary, reading comprehension, specifically in the ability to teach strategies to teach literal, interpretative, critical and evaluative comprehension.
- in teaching the writing process (planning, drafting, revising, editing and sharing).
- measurement and evaluation (validity, reliability, normative comparisons; grade, age, and normal curve equivalents, percentile ranks and standard scores)

## **Class Requirements**

1. Class attendance is extremely important due to the interactive nature of the course. If, due to an emergency, you will not be in class, you must contact the instructor and leave a message. Two or more

absences will likely result in a lowered grade because essential class work will be missed.

2. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities pertaining to literacy assessments and interventions, it is imperative that students keep up with the readings and participate in class.
3. The university requires that all pagers and cell phones be turned off before class begins.

### **Expectations for Written Assignments**

It is expected that assignments will be turned in on time (the beginning of the class in which they are due). Papers may be submitted via hard copy or via email. Should you choose to email your work, you must send it as a Word document attachment, saved by your last name and the assignment title (e.g., Ward\_TermProjectPartA.doc) prior to the beginning of class. It is recognized that graduate students may occasionally have serious circumstances arise that prevent the completion of work by the assigned due date. If such a dilemma arises, please speak to the instructor in a timely fashion. If you do not let the instructor know in a timely fashion, points will be deducted for each day the assignment is late. Make sure you back up all your work.

All written assignments prepared outside of class will be evaluated for content and presentation as graduate-level writing. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be typed in 12-point Times New Roman with one-inch margins and double spacing. Please do not use page protectors! Work should be proofread carefully. (Use spell check, but know that it isn't perfect!) If you are not confident of your own ability to catch errors, have another person proofread your work. The organization of your papers (e.g., headings organization, references, citations etc.) should follow APA style. When in doubt, check the APA manual: <http://www.apastyle.org/pubmanual.html> Portions of the APA manual also appear at the Style Manuals link on the GMU library web guide at <http://library.gmu.edu/resources/edu/>.

*Besides the specific criteria described in the assignments that follow, I will be grading your papers on four general criteria:*

1. Clarity: Presentation of ideas in a clear, concise, and organized manner. (Avoid wordiness, casual/conversational phrasing, and redundancy.)
2. Organization and writing style: Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. Support your ideas with the concepts learned and developed in class and from your readings. Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.
4. Use correct capitalization, punctuation, spelling, and grammar.

### **Assignments**

\*These performance-based assessments are designed to provide evidence that program candidates meet **required program completion standards**. Successful completion of these performance-based assessments and a grade of B or better in the course are required to move to the next course in the ASTL/Literacy course sequence. **If you are concerned that you may be having difficulty meeting these standards, please speak to your course instructor and your advisor. Also, note that you will be responsible for uploading these assignments to Taskstream (CEHD assessment system). Your final grade will be given only after your assignments are uploaded to Taskstream.**

<b>Assignment</b>	<b>Due Date</b>	<b>Points</b>
Term Project, Part A: Attitudes or Motivation Survey	February 16	20
Term Project, Part B: Reading and Writing Assessment *	March 23	30
Term Project, Part C:	May 4	25

Assessment-driven Instructional Planning and Grouping*		
Strategy Presentation	TBA	10
Article Discussion	TBA	15
Total		100

**Grading Scale**

- A 93 – 100
- A- 90 – 92
- B+ 85–89
- B 80–84
- C 75–79

**Assignment Descriptions**

**TERM PROJECT, PART A: ASSESSMENTS OF ATTITUDES OR MOTIVATION FOR READING**

Part A of term the project consists of the administration of an attitude or motivation for reading survey to a small group of students (4 to 6).

Student group selection: Select a group of 4 to 6 students who represent as much as possible, the diversity of the class. For example, mix of girls and boys, achievement in reading, cultural/ethnic diversity etc.

Choose students that vary in their reading achievement according to standardized test scores and classroom performance. Also, if possible, choose a student who is an English language learner or a struggling reader.

Use pseudonyms for all students throughout the project. You will work with this group to complete the entire term project (parts A, B, & C).

**Interest/Attitude Assessment:** You will either, design, adapt or use an existing Interest/Attitude or Motivation for Reading survey (some of these will be shared and discussed in class).

- Administer the survey to your class or a group of students (4 to 6 students). Include a blank copy of the survey.

**Interest/Attitude Report:**

Summarize students’ answers and provide a qualitative description (organized summary) of your students’ interests, behaviors and attitudes towards reading. It will be helpful to include the following information:

- Type of readers: What kind of readers are these children? How engaged or disengaged are they in reading? How many motivated readers do you think there are in the class?
- Interests: What are their reading interests? What do they read at school? Do they do any type of non-school (pleasure) reading? As age-appropriate, do they consider email/texts/Facebook/graphic novels and other alternative media when they describe their reading habits? How many of these children seek to read independently? What types of activities do they do after school? What are their interests?
- Reading behaviors: How many children in your class check books out of the library? When do they read them (at home, at school, on the bus)? Do children discuss the content of the books with others? Do they have class time allotted for these discussions?

You can complement the information from the survey with informal observation notes. The goal of this description is for you to gather some initial information and gain some understanding of the reading interests, attitudes, motivations, and habits of your students.

Suggested length: 3-4 pages. Submit the original surveys with student answers with your written summary.

**TERM PROJECT, PART B: ASSESSMENT OF READING AND WRITING**

You will administer reading and writing assessments to the group of students you assessed in Part A.

- (a) You will give these students a literacy assessment (see below), define/describe it and explain why and how you administered it.
- (b) You will analyze and organize the assessment scores/data.
- (c) You will write a summary of the results.

### **Detailed description of Part B:**

**A. Assessments:** Your assignment will include a reading and a writing assessment.

**Reading:** Choose one of the following:

(1) A teacher-made Informal Reading Inventory with a passage that you select (see guidelines for complete IRI process in Caldwell, Chapter 3)

(2) Another informal teacher-created measure that assesses at least 2 of the following:

- word recognition (e.g., running records)
- fluency (adaptation of NAEP's rubric or any other adapted measure to assess fluency)
- oral reading comprehension (a comprehension measure: such as retelling, answering questions (types); formulating own questions in relation to text; etc. specifying text genre)
- phonological *and* phonemic awareness *and* concepts of print (if working with emergent and beginning readers).

**Writing:** This assessment consists of students' writing samples. Examples of these include paragraphs, compositions, a response to a specific prompt etc. (Rasinski's & Padak's textbook has multiple ideas that can be used or adapted). The writing prompt should be in relation to a text, which will facilitate your analysis of the writing sample. You can create a scoring guide or use an existing one. The writing sample should provide some type of information on your student's literacy development. For example, if you are assessing author's bias as part of comprehension of narrative texts, the sample would be a student's answer to a prompt that reflects assessment of author's bias. However, if you are assessing a student's spelling development and recognition of initial and final consonants, your sample would respond to a prompt that captures that dimension of writing/word recognition.

### **Submit the following:**

**Assessments:** Include a description/definition of each assessment used, along with a blank copy. Explain your rationale for each assessment: Why is it important to assess this particular dimension of literacy? (For example: Why would character development be important to assess in third- graders? Why is it necessary to assess reading fluency? ) Use your texts, other reading, and the discussions from class for your rationales (Cite when necessary). Describe administration procedures (individual, whole class; oral directions, etc.)

**Analysis:** Score the assessments. Include all raw data/scoresheets from your reading & writing assessments in your project submission. Then create a chart or database that gives an overview of the results for your group of students. Bear in mind that your chart should include quantitative as well as qualitative information, however the exact type of chart or visual you develop will depend on the nature of the assessments you used. For each student, **also include at least one recent standardized test score on the chart that you have from existing student information (for example, a PALS score, SOL score, Woodcock Johnson, or other standardized measure).**

**Summary:** Using the assessments from your students, summarize (in about one page per student) what s/he knows/needs to learn in the areas of writing and reading. Also discuss each student's strengths and needs in relation to the students' attitudes, motivations and interests described in Term Project Part A.

In an additional two to three pages, analyze the similarities and differences across the group. Relate learning needs to their reading. What areas of instruction could be whole group? What areas of instruction would need to be individualized or in small groups? (Keep in mind that these target students are only your focus for this project; in actual practice they would be combined with other class members who have similar strengths and needs for small group instruction).

### **TERM PROJECT, PART C: INSTRUCTIONAL PLANNING, IMPLEMENTATION AND ANALYSIS**

For this last part of the term project you will design a week's worth of literacy instruction for your students (group and/or class level) based on the assessments administered in Part B.

### **Detailed description of Part C:**

Based on the results of the assessments used in Part B of the term project you will design a plan for

instructional grouping for a week (5 days during reading or language arts period).

Write a detailed description of your plan. Include a list of instructional groups across the entire class or groups with an explanation that will help other school personnel understand the rationale for the groupings. Use your assessment data/results and your students' strengths and needs for the groupings.

Also include an overview of the objectives/goals, skills and strategies that will be targeted for each group with an explanation that will help other school personnel understand the rationale for the objectives, skills and strategies selected.

- Reading instructional strategies: You should include at least one **specific reading strategy** described in one of your textbooks or other sources you have used (such as strategy articles presented in class or other textbooks used for other assignments; cite appropriately). In your plan, describe **how** you will implement the strategy and **why** you have selected this strategy (why is it appropriate; what students will learn based on assessment needs etc.).

- Explanation of instruction provided: You can design your instruction in any group format/arrangement (e.g., small group most of the time; whole group half of the time, small group instruction the other half etc.), *as long as you make clear how the instruction is meeting the students' needs and strengths*. In your written explanation, include:

- **How and why** your instruction will meet the **developmental, instructional and cultural/linguistic needs of your students**. Explain how you will use grouping in an appropriate way.

- A detailed description of the modeling and scaffolding that might occur for one of the groups for one week (reading or language arts period) that could be used as guide for other school personnel who are not reading teachers.

- Materials that will serve the needs of students (e.g., books, manipulatives, science materials, portfolio activities, magazines, selected websites etc.) and a description of how you will use these materials so that students have 1) choice, 2) appropriate scaffolding for any important material that is too difficult and 3) opportunity to read text that is appropriate for them. Make sure you include some type of technology as part of your materials (if not available to your students, please include a brief description of what would you use if it were available).

- Formative and summative assessments that will be used for each objective

Suggested length: 5-6 pages

## **ARTICLE DISCUSSIONS**

Each student will be responsible for leading a discussion on *at least* three of the assigned readings for class. Readings include textbook chapters as well as assigned articles (from Reserves). Discussion leaders should include in their discussions

- Main points/aspects of the article (assume your audience has read the article, so do not restate every detail and aspect of the article!)

- Two to three questions for the class on the article. Questions should elicit reflection as well as application of issues discussed.

A sign-up sheet for article discussions will be distributed early in the semester.

## **READING STRATEGY PRESENTATIONS**

Besides the term project (A, B, & C) you will be conducting a short presentation on a reading strategy. For this presentation you will:

(a) Find an article on a reading strategy in a content area you teach (e.g., summarizing in social sciences; visualizing for short stories; structuring story grammar for third graders; comprehension monitoring for expository texts etc.).

The strategy should be chosen according to the following criteria:

- It should be a tool that the reader uses for enhancing a given aspect of reading/literacy such as comprehension; or word study.

- The student should be able to use the strategy in an independent and purposeful fashion, once this has been learned/ taught. Thus, students should be able to use the strategy beyond the instructional context that it is taught. Examples include (but are not limited to): summarizing, organizing graphically, question generation, activating background knowledge, comprehension monitoring, word decoding strategies, note taking strategies in relation to text etc.

(b) It is recommended that you find an article from relevant teaching journals in reading or literacy. Internet materials that are NOT journal articles are not permitted. If in doubt, bring the articles to class before your presentation. Possible practitioner journals in reading include:

○ Journal of Literacy Research	○ Reading Research Quarterly Online
○ The Reading Teacher	○ Language Arts
Journal of Adolescent and Adult Literacy	○ Reading and Writing Quarterly

(c) **Presentation:** Turn in a copy of your article for your presentation. Your presentation should include:

(I) An emphasis on the reading strategy presented. What are the author’s points on the usefulness of the strategy? How can it be used? Grade? Age? Genre? Whole class? Small group?

(II) Your views on the authors’ points: What are your views on the strategy? What are your ideas on how the strategy can be used in other contexts, subjects, topics? How can it be modified or improved? How would you use it in your classroom?

(III) Two or three points on how this strategy can help and improve your students’ reading.

(IV) How would *you assess* the use of the strategy for a small group or for the whole class?

For # I you are presenting the information in the article to the class. For #s II,III and IV you are reacting or responding to the article by extending its applications to your own teaching.

Presentation time: Approximately 10 minutes (we will discuss this in class).

### EDRD 632 TENTATIVE CLASS SCHEDULE

Date	Topic	Readings & Assignments Due
Class 1 January 26	Overview of Literacy Assessment and Instruction for Groups Textbook overview; Blackboard; Reserves	Serafini, (2001). Three paradigms of assessment: Measurement, procedure, and inquiry. <i>The Reading Teacher</i> , 54, (4).  Flippo, et al. (2009). Asking the right questions: How to select an informal reading inventory. <i>The Reading Teacher</i> , 63.
Class 2 February 2	Standardized assessments	Platt, R. (2004). Standardized tests: Whose standards are we talking about?, <i>Phi Delta Kappan</i> Volume: 85 Number: 5 Jan, 2004.  Caldwell: Chapter 9  McKenna & Stahl, <i>General Concepts of Assessment</i>
Class 3 Feb. 9	Overview of Instructional framework for assessment  Interest/Attitude Assessments Motivation	Caldwell: Chapter 1; Chapter 2 15-27  Caldwell: Chapter 8  <i>Choice of one article:</i> Gambrell, Henk, McKenna <i>Small groups choice.</i>  Guthrie, J.T., & Davis, M.H. (2003). Motivating struggling readers in middle school through an engagement model of classroom practice. <i>Reading and Writing Quarterly</i> , (19), 59-85



		Rasinski & Padak: Chapter 3
Class 4 Feb. 16	Reading Assessment part I: - Emergent literacy; - Phonemic awareness - Word recognition; phonics	Caldwell: Chapters 4, 5 Mather, N., Sammons J., Schwartz, J. (2006). Adaptations of the Names Test: Easy-to-use phonics assessments. <i>The Reading Teacher</i> , 60, 114-122. McKenna, M. & Picard, M. (2006). Revisiting the role of miscue analysis in effective teaching. <i>The Reading Teacher</i> , 60, 378-380. Rasinski & Padak: 4, 5 (review according to listed topics) (Next Class: Bring narrative trade books and textbooks. Appendices A & B in Harvey & Goudvis have extensive lists of trade books.)
Class 5 Feb 23	Reading Assessment part II: - Comprehension of <u>narrative texts</u> : Rubric development - Informal Reading Inventory (IRI) process	Caldwell: Chapter 2 (pp. 27-32, 42-48)  Caldwell: Chapter 3 (Informal Reading Inventory)  Rasinski & Padak: 8  (Next Class: Bring expository trade books and textbooks to class. Appendices A & B in Harvey & Goudvis have extensive lists of trade books.)  <b>DUE: Term Project, Part A</b>
Class 6 March 2	Reading Assessment part III: Comprehension of <u>expository texts</u> : - Rubric development - Vocabulary assessment	Caldwell: 7 (review)  Neufeld, P. (2005) Comprehension instruction in content area classes. <i>The Reading Teacher</i> , 59, 302-312. [Review of Caldwell: Chapter 3 (Informal Reading Inventory) if needed]  Rasinski & Padak: 9 & 7
Class 7 Mar 9	Writing Instruction and Assessment	Anderson, C. (2005). Why Assess? In <i>Assessing Writers</i> , by C. Anderson. Portsmouth, NH: Heinemann. 1-14.  <u>Choice of:</u> Strickland & Strickland (2000). <i>Making Assessment Elementary</i> (Ch. 4: Writing Assessment). <i>or</i> Dahl, K.L. & Farnan, N. (1998). Research on assessment in writing. In <i>Children's Writing: Perspectives from Research</i> , IRA.  Schuster (2004). <i>National and State Writing Tests: The Writing Process Betrayed</i> . Phi Delta Kappan  6+1 Writing Traits (Blackboard)  Rasinski & Padak: 10
Mar 16	SPRING BREAK	NO CLASS!
Class 8 Mar 23	- Fluency Assessment	Caldwell: Chapter 6 (fluency)  NAEP Oral Fluency Scales (Blackboard)

Class 9 Mar 30	-Reporting Classroom data	Caldwell: Chapter 10
Class 10 April 6	Comprehension instruction & reading strategies - Strategy use and assessment	Schmitt, M. (1990). A questionnaire to measure children's awareness of strategic reading processes. <i>Reading Teacher</i> , 43 March, 1990.  <b>Reading strategy presentations</b>
Apr 13	NO CLASS- AERA CONFERENCE	Work on Part B!
Class 11 Apr 20	Instructional Grouping Options based on Assessments Diagnostic Reading Assessments	Readings TBA <b>DUE: Term Project, Part B</b>
Class 12 Apr 27	English Language Learners - Reading instruction and vocabulary development - Assessment issues with this population	Drucker, M. (2003). What reading teachers should know about ESL learners. <i>The Reading Teacher</i> , 57, (1) Helman, L.A. (2005). Using literacy assessment results to improve teaching for English-language learners. <i>The Reading Teacher</i> , 58, (7) <i>Reading TBA</i>  Discussion of Term Projects Part B and Discussion of term Project Part C: Instructional plan based on Assessment.
Class 13 May 4	Integrated reading instruction  Worksession with peer collaboration	Reading TBA
Class 14 May 11	Topic TBA	<b>DUE: Term Project, Part C</b>