

EDRD 632 LITERACY ASSESSMENTS AND INTERVENTIONS FOR GROUPS

Advanced Studies in Teaching & Learning—Master of Education Program
Spring 2011

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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), 2nd edition. *Reading Assessment: A Primer for Teachers and Tutors*. New York: Guildford.

Fountas, I. & Pinnell, G.S. (2008). *When Readers Struggle: Teaching that Works*. Heinemann

Highly Recommended

Rasinski, T., & Padak, N. (2009). *Effective reading strategies: Teaching children who find reading difficult* (4th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall

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

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 .

GSE SYLLABUS STATEMENTS OF EXPECTATIONS

The Graduate School of Education (GSE) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See www.gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

Note: To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to 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)

NCATE/IRA STANDARDS AND PERFORMANCE-BASED ASSESSMENTS

Throughout the literacy masters programs, students are required to satisfactorily complete one or more performance-based assessments (PBAs) in each course and are required to submit these to an electronic system entitled "TaskStream." Satisfactory completion of every PBA as well as posting to TaskStream

is required before moving to the next course. The TaskStream assessment system can be found at <https://www.taskstream.com/pub/>. Students are REQUIRED to submit the designated PBA to each course instructor so that the assignment can be evaluated when the assignment is due. Only assignments/PBAs posted to TaskStream will be assessed. ***No final grades for courses will be posted until ALL required PBAs are posted to TaskStream.***

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 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.
4. It is expected that assignments will be turned in on time (the beginning of the class in which they are due). However, 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.

EXPECTATIONS FOR WRITTEN ASSIGNMENTS

All written assignments prepared outside of class will be evaluated for content and presentation as graduate-level writing. The American Psychological Association, Fifth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) 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 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

Assignment	Due Date	Points
Term Project, Part A: Attitudes or Motivation Survey	March 2 nd	20
Term Project, Part B: Reading and Writing Assessment *	April 6 th	30
Term Project, Part C: Assessment-driven Instructional Planning and Grouping*	May 3 rd	25
Strategy Presentation	TBA	10
Article Discussions	TBA	15
Total		100

<i>Grading Scale</i>	
A	93 – 100
A-	90 – 92
B+	85 – 89
B	80 – 84
C	75 – 79

*The above 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.**

ASSIGNMENTS

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.

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 on 2 ½ to 3 pages and provide a qualitative description (organized summary) of your students' interests, behaviors and attitudes towards reading. For example:
 - 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 reading? 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 pages

TERM PROJECT, PART B: ASSESSMENT OF READING AND WRITING

Part B of the project, consists of the administration of 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 from your assessments.

Detailed description of Part B:

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

Reading: Choose one of the following

- (1) An Informal Reading Inventory with a passage that you select (see guidelines for IRI process in Caldwell, Chapter 3); OR
- (2) Informal teacher-created measure OR
- (3) Formal assessment (i.e. DRA, Fountas and Pinnell Benchmark Assessment)

Assessment must include at least two of the following:

- (I) word recognition (e.g., running records)
- (II) fluency (adaptation of NAEP's rubric or any other adapted measure to assess fluency)
- (III) oral reading comprehension (a comprehension measure: such as retelling, answering questions (types); formulating own questions in relation to text; etc. specifying text genre)
- (IV) phonological and phonemic awareness and concepts of print (these latter measures are applicable to emergent and early readers mostly).

Writing: This assessment consists of students' writing samples. Examples of these are multiple: graphic organizers; paragraphs; statements; compositions; note taking; a response to a specific prompt etc. (Rasinski's and Padak's textbook has multiple ideas that can be used or adapted).

If possible, the writing prompt should be in relation to a text. This will facilitate your analysis of the writing sample. You can create a scoring guide, rubric 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 first and last consonants your sample would respond to a prompt that captures that dimension of writing/word recognition.

Reading and Writing assessments should be organized in such a way that you include:

- A blank copy of each assessment
- Your writing for this section should include the following
 - (a) A description/definition of each assessment used
 - (b) Your rationale (the reason why) you used this assessment: Why is it important to assess this dimension of literacy? For example: Why would character development be important to assess in third-

graders? Why is it necessary to assess reading fluency? You may want to use your texts and the discussions from class for your rationales (use cites when necessary).

(c) How these were administered (individual, whole class; directions etc.)

B. Analysis:

Score (as appropriate) the assessments. Then create a *chart or database that gives an overview of the results for all 3 students*. Bear in mind that your chart may 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 if possible at least one recent standardized test score on the chart that you have from existing information on the student (for example, a PALS score, SOL score, Woodcock Johnson, or other standardized measure)**.

C. Summary:

- a. Three (3) pages: Using the assessments from your three students, summarize (one page for each student) what each student 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 section A. 1 above.
- b. Two (2) pages: Analyze the similarities and differences across the three students in terms of learning needs in relation to their reading. What areas of instruction could be whole group (for all three)? What areas of instruction would need to be individualized or in small groups? (Keep in mind that these three 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).

Turn in:

1. A blank copy of each assessment
2. Your target student's 3 work samples (assessments in reading, writing, and attitude)
3. Your chart or database for all 3 students
4. Your summaries

TERM PROJECT, PART C: INSTRUCTIONAL PLANNING, IMPLEMENTATION AND ANALYSIS**Overall description of Part C:**

For this last part of the term project you will design a week 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, reading or language arts period).

Your writing will include:

- (a) A list of instructional groups across the entire class or groups (pseudonyms will be used for listing students) 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.
- (b) 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 the author and page). 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.).
- (c) Explanation of type 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*. To make this clear, include:
 - (I) An explanation of **how and why** your instruction will meet the **developmental/instructional and the cultural/linguistic needs of your students**. You may want to include as well how you will use grouping in an appropriate way.
 - (II) 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.
- (d) Materials* that will serve the needs of students (e.g., books, manipulatives, science materials, flashcards, 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).
- (e) formative and/or summative assessments that will be used for each objective.

Note: These materials can be included as part of your description of (b) or (c) above. Including them contributes to a more thorough description of your instructional plan.

Suggested length: 5-6 pages

ARTICLE DISCUSSIONS

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

- (a) Main points/aspects of the article (assume your audience has read the article, so do not restate every detail and aspect of the article!)
- (b) A couple of questions (two to three) for the class on the article. Questions should elicit reflection as well as application of issues discussed.

Grade: Your grade on these discussions will be a total of 15 possible points. Your grade will be based on an average of (a) and (b) above and the overall number of articles you are assigned.

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

READING STRATEGY PRESENTATION

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
○ Reading Online	○ Reading and Writing Quarterly
○ Journal of Adolescent and Adult Literacy	○ School Library Journal

- (c) **Presentation:** Turn in a copy of your article and handout of talking points 1 – 4 below for your presentation. Your presentation talking points should include:

- (1) 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?
- (2) 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?
- (3) Two or three points on how this strategy can help and improve your students' reading.
- (4) How would *you* assess the use of the strategy for a small group or for the whole class?

For # 1 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.

Grade: 10 possible points.

EDRD 632 Class Schedule

Date	Topic	Readings and Assignments Due
Class 1 Jan 26	Overview of Literacy Assessment / Assessment Literacy Literacy Success: Instruction for Groups	Defining Literacy Assessment: Formative vs Summative assessments: Heritage, M. (2007). <i>Formative Assessment: What do Teachers Need to Know and Do. Phi Delta Kappan</i> , p. 140-145. The Reading Process: Caldwell: chapter 1 and Fountas & Pinnell chapter 2 Literacy Intervention and Instruction Fountas and Pinnell: Chapter 1 and 3
Feb 2	Assessment Literacy (cont) Informal and standardized assessments Overview of the Reading Process	Reviewing in pairs different assessments Chappuis, Chappuis and Stiggins (2009). <i>The Quest for Quality. Education Leadership</i> . p. 14-19 Informal Assessment: Caldwell chapter 2, 3 Standardized Assessment: Caldwell chapter 9 Reading Behaviors: Fountas and Pinnell: chapters 4, 5
Feb 9	Interest/Attitude Assessments Motivation Assessment as Part of Instruction	Caldwell: Chapter 8 Fountas and Pinnell: chapter 20 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 Choose one to review: Henk & Mckenna or Gambrell et. al or Mckenna & Kear or Kear et.al
Feb 16	Reading Assessment - emergent literacy, - phonemic awareness,	Caldwell: chapter 4 Fountas and Pinnell: Chapter 9,10
Feb 23	Reading Assessment - fluency (oral reading)	Fluency Assessment: Caldwell chapter 6 Fluency Intervention: Fountas and Pinnell Chapter 16 Goering, C.Z & Baker, K, B. (2010). "Like the Whole Class has Reading Problems": A Study of Oral Reading Fluency Activities in a High Intervention Setting.
March 2	Reading Assessment - Word Recognition	Word Recognition Assessment : Caldwell: chapter 5 Word Recognition Intervention: Fountas and Pinnell: - 8, 11, 12

March 9	<p>Writing Instruction and Assessment</p> <p>Integrating writing and reading</p> <p>Spelling: invented spellings and writing development</p> <p>Term Project, Part A</p>	<p>Romeo, L. (2008). Informal Writing Assessment Linked to Instruction: A Continuous Process for Teachers, Students, and Parents. <i>Reading and Writing Quarterly</i>, 24:25-51.</p> <p>Writing Instruction: Fountas and Pinnell: chapter 13</p> <p>Fitzgerald and Amendum. What is sound writing instruction for multilingual learners?</p> <p>Perin. Best practices in teaching writing to adolescents</p> <p>Dahl & Farnan (1998). Children's Writing: Perspectives from Research (Research on Assessment in Writing)</p> <p>Dahl et al. (2004). Connecting developmental word study with classroom writing: Children's descriptions of spelling strategies. <i>The Reading Teacher</i>. Newark: Dec 2003/Jan 2004. Vol. 57, Iss 4</p>
March 16	Spring Break	No Class
March 23	<p>Comprehension of narrative and expository texts: <u>Assessing Comprehension</u></p> <p><i>Reading Strategy Presentation</i></p>	<p>Assessing Comprehension: Caldwell chapter 7 – Comprehension of Words and Text</p> <p>Schmitt, M. (1990). A questionnaire to measure children's awareness of strategic reading processes. <i>Reading Teacher</i>, 43 March, 1990</p> <p>Taboada, A., & Guthrie, J.T., (2004). Growth of cognitive strategies for reading comprehension. In J.T., Guthrie, A., Wigfield, K.C., Perencevich, (Eds.). <i>Motivating reading comprehension: Concept Oriented Reading Instruction</i> (pp. 273-306</p>
March 30	<p>Comprehension strategies and Reading <u>Instruction</u></p> <p>- teaching for problem solving</p> <p>- teaching for independence</p> <p><i>Strategy Presentations</i></p>	<p>Comprehension Intervention: Fountas and Pinnell: Chapter 17</p> <p>Fountas and Pinnell: chapters 14, 15</p>
April 6	<p>Organizing Data</p> <p>Use of reading strategies in context</p> <p>Term Project, Part B</p> <p><i>Strategy Presentations</i></p>	<p>Caldwell Chapter 10 Schoolwide Reading Assessment</p> <p>Schoolwide Programs and Routines: Rasinski chapter 12</p>
April 13	<p>English Language Learners</p> <p>- Reading instruction and vocabulary development</p> <p>- assessment issues</p> <p><i>Strategy Presentations</i></p>	<p>Fountas and Pinnell: chapter 18</p> <p>Drucker, M. (2003). What reading teachers should know about ESL learners. <i>The Reading Teacher</i>, 57, (1)</p> <p>Helman, L.A. (2005). Using literacy assessment results to improve teaching for English-language learners. <i>The Reading Teacher</i>, 58, (7).</p>

		Gersten, R. & Jimenez R.J. (1994). "A delicate balance: Enhancing literature instruction for students of English as a second language." <i>The Reading Teacher</i> , Vol 47, (6)
April 20	Integrated reading instruction Parents <i>Reading Strategy Presentations</i>	Discussion of Lesson Development for Intervention Fountas and Pinnell: chapter 21 Intervention at Home: Rasinski and Padak chapter 13 <i>School System Spring Break</i>
April 27	Synthesizing what we know	Chappuis and Stiggins (2002). Classroom assessment for learning
May 3	Term Project, Part C Final Reflection	Project Presentations
May 10		