TEXAS A&M UNIVERSITY COMMERCE

Spring 2015 SYLLABUS for
BLED 412: Second Language Literacy for English Language Learners
A Cross-listed course with eCollege Support: TAMU Commerce Midlothian & Corsicana
Time: Mondays: 5:00-7:29 p.m.

Instructor: Adjunct Professor, Viana Armstrong, M.Ed.
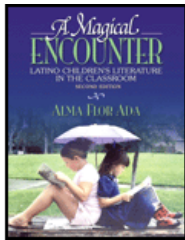**Office Hours:** By Appointment Only
Cell phone: will be given at first class meeting
Email: Viana.Armstrong@tamuc.edu
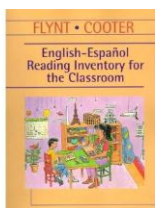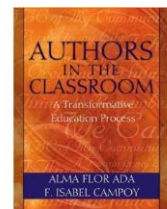
COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:
Textbooks Required:

Alma Flor Ada (2003). *A Magical Encounter: Latino Children's Literature in the Classroom.* Boston, MA*:* Pearson Education. ISBN#: 0-205-35544-7

Alma Flor Ada & F. Isabel Campoy (2004). *Authors in the Classroom: A Transformative Process.* Boston, MA*:* Pearson Education. ISBN#:0-205-35139-5

E. Sutton Flynt & Robert B. Cooter (1999). *English-Español Reading Inventory for the Classroom.* Upper Saddle River, NJ: Prentice Hall. ISBN# 0-13-955451-3.

Supplemental Links
English Language Proficiency Standards available on-line at
http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html

Dyslexia Handbook
http://www.decodingdyslexiatx.org/wp-content/uploads/2014/05/TEA_DyslexiaHandbook_2014-DRAFT-5-12-14.pdf

Course Descriptions:

BLED 412: *Second Language Literacy for English Language Learners*
Current approaches to the teaching of reading and writing in English to bilingual and ESL students in grades PK-12. Students will assess the oral language and literacy skills of English Language Learners and design, evaluate, and modify/adapt commercial and research-based instructional materials to meet identified needs.

Course Objectives:

This course is designed to help prepare students for the TExES Content Area tests required to obtain ESL certification. We will focus on the following standards for the supplemental tests:

The ESL teacher…
- Standard I: understands fundamental language concepts and knows the structure and conventions of the English language.
- Standard II: has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.
- Standard III: understands the processes of first- and second-language acquisition and uses this knowledge to promote students' language development in English.
- Standard IV: understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.
- Standard V: has knowledge of the factors that affect ESL students' learning of academic content, language, and culture.

Pedagogy and Professional Responsibilities Standards:

Standard I. Domain I.
The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
1.3k characteristics and instructional needs of students with varied backgrounds, skills, interests, and learning needs;
1.5k cultural and socioeconomic differences and the significance of these differences for instructional planning; and
1.7k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS);
1.11k current research on best pedagogical practices.
1.12k the importance of developing instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;
1.13k the importance of developing instructional goals and objectives that can be assessed
1.14k the importance of developing instructional goals and objectives that are suitable for students with varied learning needs; and
1.15k the importance of aligning instructional goals with campus and district goals.
1.16k the use of appropriate materials and resources for preparing instruction, presenting lessons, and assessing learning;
1.19k the importance of designing instruction that reflects the TEKS;

1.21k the importance of planning lessons and structuring units so that activities progress in a logical sequence;
1.25k the role of assessment in guiding instructional planning;
1.26k the importance of creating assessments that are congruent with instructional goals and objectives;
1.30k the connection between the Texas statewide assessment program, the TEKS, and instruction; and

1.2s adapt lessons to address students' varied backgrounds, skills, interests, and learning needs, including the needs of English language learners;
1.4s plan instruction that motivates students to want to learn and achieve; and
1.6s use the Texas Essential Knowledge and Skills (TEKS) to plan instruction;
1.7s exhibit appropriate knowledge of a subject to promote student learning;
1.13s develop instructional goals and objectives that are able to be assessed;
1.15s develop instructional goals and objectives that reflect different types of   student learning and skills.
1.19s plan instructional activities that progress sequentially and support stated instructional goals based on the TEKS;
1.20s select instructional resources that support instructional goals, enhance student achievement, and engage students in learning;
1.22s allocate time appropriately within lessons and units, including providing adequate opportunities for students to engage in reflection and closure; and
1.23s provide students with opportunities to explore content from many perspectives

Standard II. Domain II.
The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.
2.5k the necessity of communicating teacher expectations for student learning
2.6k how classroom routines and procedures affect student learning and achievement;
2.7k how to organize student groups to facilitate cooperation and productivity;
2. 13k theories and techniques relating to managing and monitoring student behavior;
2. 14k appropriate behavior standards and expectations for students at various developmental levels;
2.15k the significance of district policies and procedures for managing student behavior and ensuring ethical behavior in the classroom;
2.16k the importance of establishing classroom standards of student conduct and clear consequences for inappropriate behavior;
2.18k appropriate responses to a variety of student behaviors and misbehaviors.
2.23k students' emotional needs and ways to address needs.
2.1s interact with students in ways that reflect support and show respect for all students;
2.2s use strategies to ensure that interactions among students are polite, respectful, and cooperative; and
2.3s use strategies to ensure that the classroom environment and interactions among individuals and groups within the classroom promote active engagement in learning.
2.4s communicate to all students the importance of instructional content and the expectation of high-quality work; and
2.5s ensure that instructional goals and objectives, activities, classroom interactions, assessments, and other elements of the classroom environment convey high expectations for student achievement.
2.11s coordinate performance of non- instructional duties with instructional activities;
2.14s communicate high and realistic expectations for students' behavior and ensure that students understand behavior expectations and consequences for misbehavior.
2.15s consistently enforce standards and expectations for student behavior and ethical work habits;
2.18s organize the physical environment to facilitate learning;

Standard III. Domain III.
The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.
3.1k the importance of clear, accurate communication in the teaching and learning process;

3.3k spoken and written language that is appropriate to students' age, interests, and background; and

3.6k how to present content to students in relevant and meaningful ways
3.7k the use of instructional materials, resources, and technologies that are appropriate and engaging for students in varied learning situations;
3.9k strategies and techniques for using instructional groupings to promote student learning;
3.12k characteristics of effective feedback for students;
3.15k the significance of teacher flexibility and responsiveness in the teaching/ learning process; and
3.16k situations in which teacher flexibility can enhance student learning.
3.7s create lessons with a clearly defined structure around which activities are organized;
3.12s pace lessons appropriately and flexibly in response to student needs;
3.13s engage students intellectually by teaching meaningful content in ways that promote all students' active and invested participation in the learning process; and
3.14s encourage students' self-motivation and active engagement in learning.
3.15s use appropriate language and formats to provide each student with timely feedback that is accurate, constructive, substantive, and specific;
3.19s adjust instruction based on ongoing assessment of student understanding; and
3.20s use alternative instructional approaches to ensure that all students learn and succeed.

Standard IV. Domain IV.
The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession
4.1k the importance of families' involvement in their children's education; and
4.2k appropriate ways for working and communicating effectively with families in varied contexts.
4.4k appropriate ways for working and communicating effectively with other professionals in varied educational contexts;
4.5k the roles and responsibilities of specialists and other professionals at the building and district levels (e.g., department chairperson, principal, board of trustees, curriculum coordinator, special education professional);
4.8k the value of participating in school activities.
4.9k the importance of participating in professional development activities to enhance content knowledge and pedagogical skill;
4.13k legal requirements for educators (e.g., those related to special education, students' and families' rights, student discipline, equity, child abuse);
4.14k ethical guidelines for educators in Texas (e.g., in relation to confidentiality, interactions with students and others in the school community);
4.16k procedures and requirements for maintaining accurate student records;
4.17k the importance of adhering to required procedures for administering state-and district-mandated assessments; and
4.18k the structure of the education system in Texas, including relationships between campus, local, and state components.
4.2s apply procedures for conducting effective parent-teacher conferences;
4.3s communicate with families on a regular basis to share information about students' progress and respond appropriately to families' concerns; and
4.4s engage families in their children's education and in various aspects of the instructional program.
4.5s maintain supportive and cooperative relationships with colleagues;
4.6s engage in collaborative decision making and problem solving with educators to support students' learning and well-being.

4.8s communicate effectively and appropriately with other educators in varied contexts;

4.13s enhance content and pedagogical knowledge through a variety of activities (e.g., reading journals, joining professional associations, attending conferences, engaging in coursework);

4.14s use evidence of self-assessment (e.g., portfolio) to identify strengths, challenges, and potential problems; improve teaching performance; and achieve instructional goals; and

4.16s use knowledge of legal and ethical guidelines to guide behavior in education-related situations;

4.17s serve as an advocate for students and the profession;

4.18s maintain accurate records; and

4.19s use knowledge of the structure of state and local education systems to seek information and assistance in addressing issues.

Student Learning Outcomes: The student will...
1. Understand and apply theories of L1 and L2 acquisition and development.
2. Review and reflect on professional literature on language and literacy instruction for English learners and discuss the implications for bilingual/ESL classroom instruction.
3. Identify, apply and evaluate instructional methods, approaches and materials for the oral and written language development of ELLs in English and Spanish.*
4. Assess the reading of an ELL in English or Spanish* and make recommendations for appropriate literacy instruction based on the results
5. Design a literature-based unit based on a multicultural book in English or Spanish*.

* Students seeking ESL certification will do all these assignments in English using ESL methods.

COURSE REQUIREMENTS

750 points total

1. **Informal Assessments (class work and participation),** (10 pts X 15 sessions = 150 pts, **20%**)**:** Attend all class sessions, arrive on time, and stay the entire time. Read all assigned chapters before they are due, participate in discussion both in small and large group and exhibit all expected aspects of professionalism (see the course policies.)
   Student Learning Outcome #1: Understand and apply theories of L1 and L2 acquisition and development.
   Student Learning Outcome #2: Review and reflect on professional literature on language and literacy instruction for English learners and discuss the implications for bilingual/ESL classroom instruction.
   Assessment Method: If all the above is done, you will get 10 points per session (including face-to-face and online sessions).

2. **Website Reports** (100 pts, **13.3%**)**:** Students will visit 9 websites from the webliography as well as locating and visiting one additional website that is not in the webliography. They will summarize and evaluate the resources found for all 10 sites using the required format. PPR Standards (1.11k, 1.16k, 3.20s, 4.9k, 4.4.s, 4.13s)
   Student Learning Outcome #3: Identify, apply and evaluate instructional methods, approaches and materials for the oral and written language development of ELLs in English and Spanish.*
   Assessment Method: Adherence to the required format and evidence that the student has spent sufficient time exploring the assigned websites (based on length and detail within each report).

3. **Multicultural Bibliographies** (100 pts, **13.3%):** Students will work with one or more partners to find, read and evaluate 10 authentic Latino children's books and/or Multicultural books in English. They will also share their favorite book with the whole group, reading aloud, with expression, the first couple of pages.
   Student Learning Outcome #1: Understand and apply theories of L1 and L2 acquisition and development.
   Student Learning Outcome #3: Identify, apply and evaluate instructional methods, approaches and materials for the oral and written language development of ELLs in English and Spanish.
   Assessment Method: The bibliographies will be assessed using the **Multicultural Bibliography Checklist**
   PPR Standards (1.3k, 1.5k, 1.7k, 1.11k, 1.12k, 1.21k, 1.30k, 2.23k, 2.4s, 2.5s, 3.6k, 3.13s, 3.14s, 3.15s)

4. **Reading Assessment** (200 pts, **26.7%**): Students will gather background educational information about a bilingual student who is in first grade or beyond, interview the child with an interest inventory and assess his/her English* reading skills using an informal reading inventory (IRI). The students will also create a summary report for the data which they will submit along with the completed IRI forms and make appropriate instructional recommendations designed to improve the child's oral language and literacy skills. PPR Standards (2.5k, 2.6k, 2.7k, 2.16k, 2.1s, 2.3s, 2.4s, 2.5s, 2.11s, 2.18s, 3.1k, 3.3k, 3.7k, 3.9k, 3.12k, 3.15k, 3.16k, 3.19s, and 3.20s)
   Student Learning Outcome #4: Assess the reading of an ELL in English and make recommendations for appropriate literacy instruction based on the results.
   Assessment Method: The Reading Assessment report and its accompanying documents will be assessed using the **Reading Assessment Checklist.**

5. **Language Arts Unit** (200 pts, **26.7%**): Using a book found during the multicultural bibliographies assignment, students will work with one or more partners to create a literature-based language arts unit plan in English or Spanish* and demonstrate selected activities from it. The plan will include listening, speaking, reading and writing activities based on the children's book. The rest of the class will role play students and complete a rubric to provide the demonstrators with some feedback on their lesson delivery. PPR Standards (Standards 1, 2, 3, and 4).

   Student Learning Outcome #1: Understand and apply theories of L1 and L2 acquisition and development.
   Student Learning Outcome #3: Identify, apply and evaluate instructional methods, approaches and materials for the oral and written language development of ELLs in English and Spanish.*
   Student Learning Outcome #5: Design and demonstrate an activity from a literature-based unit in English or Spanish*.
   Assessment Method:
   - The lesson plans will be assessed using the **Language Arts Unit Checklist.**
   - The Mini-Teach demonstrations will be assessed using the **Mini-Teach Demos Rubric.**

GRADING POLICIES

Grading Scale	
90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

Electronic Gradebook:
- All grades will be recorded in the online gradebook. This allows you to see how many points each assignment was awarded and what percentage score you have earned up to that point in time, 24 hours a day, seven days a week.
- Click on the score itself to see if the instructor has made any comments such as complementing various aspects of your work or making suggestions for improvement.

Attendance/Participation:
- Each class session is worth 10 points. If you are absent, you cannot participate and so cannot earn attendance/participation points, therefore 10 points will be subtracted for every absence (**EXCUSED OR UNEXCUSED**).
- 3 points will be subtracted for each partial absence of 15 or more minutes due to arriving late (includes breaks) or leaving early.
- If due to unusual circumstances such as an extended illness or unexpected work responsibilities, the student misses more than two sessions, he/she should contact the instructor to see if additional makeup assignments can be obtained and completed.

Late turn-ins:
- All assignments are to be completed and uploaded by 12 PM (noon) on the day they are due. A hard copy must also be provided on the due date to the instructor.
- **No late assignments will be accepted.**

Written Assignments (5% subtracted per item)**:**
- Include a header (name, date, course) on all your written assignments. Put it all on one line.
- Font size must not exceed 12 point. Times Roman preferred.
- Margins should be no larger than 1" on all sides.
- Reports should be single-spaced with double spacing between sections.
- College level writing is expected in terms of organization, structure, and editing. Excessive spelling, grammar, punctuation, capitalization, etc errors will result in points deducted.

TECHNOLOGY REQUIREMENTS

Technologies Needed:
- Internet access/connection – high speed recommended (not dial-up)
- Microsoft Word and PowerPoint, 2003 or 2007.
- Internet Explorer (6.0, 7.0, or 8.0) or Firefox (3.0).

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

If your Internet access at home is not high speed, you may have difficulty uploading and downloading files, including your assignments. If this is the case for you, I suggest you use the computer labs on campus to send in your work.

ACCESS AND NAVIGATION

eCollege Access and Log in Information
This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: https://leo.tamuc.edu/login.aspx.
You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

How the Course is Organized
The course consists of 15 units, eight of which will meet face to face. The remaining five will be entirely online. Each unit, whether the face to face sessions or the online ones, corresponds to a calendar week and there is a Unit page for each unit. On each Unit page, there are links to supplementary readings and handouts for class activities. Students should print these out and bring them to class. The objectives for the current session and the homework for the next session, including links to the supplementary readings and handouts, are also listed on the Unit page. PowerPoint slides (in 2003 format) to accompany the instructor's lectures and to provide interactive activities are also provided for each face to face class session. These can be found in doc sharing, which is found in the tools listed at the top of each page. Click on Slides and you will see the list of slideshows provided.

Complete instructions for all written assignments are included in the unit scheduled for the date the assignment is due. Check the Course Calendar for this date and its associated unit. Find each Assignment link by clicking on the appropriate Unit link on the left navigation bar which will then reveal the Assignment link below it. The online instructions provide step by step directions for how to accomplish the assignment, links to sample papers and other resources such as report templates, and links to rubrics and checklists that will be used to assess the assignment. Please review these instructions and all associated documents carefully before beginning your assignments.

A dropbox, clearly labeled using the name of the assignment, is set up for every assignment. The boxes are found under the dropbox tab on the top toolbar in eCollege. Upload all assignments electronically into the dropbox by 12 PM on the day they are due. Use Microsoft Word as your word processor and save your files with a .doc extension. Bring a hard copy of your work to class for turn-in.

A webliography with over 80 links of instructional websites of special interest to bilingual and ESL educators to facilitate your website reports assignment is provided. You are also invited to explore these websites to increase your knowledge of Internet resources available to you for your teaching.

eCollege Student Technical Support
Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on *'Live Support'* on the tool bar within your course to chat with an eCollege Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- **Help:** Click on the *'Help'* button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc…)

Email
You can easily use the "Email" tab on the top toolbar of eCollege to email me, any one individual or the whole class if you like. I will only send email to your university email addresses using this system so **please check your MyLeo email frequently.** Feel free to communicate with me and your classmates via email if you have any questions or concerns (other than tech support issues). If, for example, you have to miss class, although not required, I appreciate a message telling me why you will not be with us. (You still won't get any attendance points for the missed session, but I'll worry about you less.) Another good way to use the email capabilities of eCollege is to communicate with your partner(s) about your team assignments.

DO NOT, however, send me your work as an email attachment. Send it to me via the dropbox as I have limits on my university email, and it could get blocked. Also, I am not looking for it in my email. I'm looking for it in the right dropbox, which is attached to the gradebook.

Dropbox
Your assignments are to be uploaded, **as an attachment**, to the appropriate dropbox. For team assignments, every person on the team needs to upload the work into his/her dropbox. I recommend you not wait until the last minute to upload your work to the dropbox as you may encounter technical difficulties and end up with lateness penalties. Do not type your work into the box that opens up or copy and paste text from your document into it. The box is for your comments to me about the work, eg. "Mrs. Armstrong, please grade this latest report, not the one I sent yesterday as I made some corrections." I may send you comments via this box as well, so please click on the score to see my feedback to you.

eCollege Announcements
When you log on to the course via your myLeo, please check to see if there are any announcements. I often pass on announcements from the university as well as make my own about events such as BESO (Bilingual/ESL Education Student Organization) meetings. I may also post here such things as changes in the schedule such as when assignments are due or provide further clarifications for specific assignments.

Doc Sharing and Webliography
Often other students like to have access to your work such as the graduate student projects, the multicultural bibliographies and the language arts units. Consider (not required, optional) uploading your work into the doc sharing area, clicking on "Share with entire class. "If you find a great website, consider adding it to the webliography so that others can view it as well.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Professional Conduct Expected: "All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment" (*Student's Guide Handbook, Policies and Procedures, Conduct).*

➢ **Attendance**: Attendance at all class sessions is **required and essential** to your success in this course. You are expected to arrive on time and return from breaks promptly.
➢ **In Case of an Absence:** IT IS YOUR RESPONSIBILITY TO DETERMINE WHAT YOU MISSED. Select a buddy who will be willing to collect any materials and take notes for you if you are out.

Name	Phone	E-Mail

➢ **Collaborative learning:** You will be regularly assigned to work with one or more partners during class sessions. You are expected to do your share of the assigned work while not dominating the conversation/ activities. If you have a problem with a team member(s) and are unable to resolve it, let the instructor know early via email or private conversation.

➢ **Cell Phones**: Turn off all cell phones or put them on vibrate upon entering the classroom. If there is an emergency and you need to leave it on, please notify me before class.

➢ **Plagiarism:** Plagiarism will result in a grade of F for the assignment and possibly the course. Further infractions could result in dismissal from the teacher education program. Plagiarism consists of copying directly from a source without properly citing the source. It is also using someone else's work and claiming it as your own. For more information see http://www.plagiarism.org/ or http://www.mydistancecourses.org/owl/course/view.php?id=29.

Department Statement: The Department of Curriculum and Instruction believes that students with dyslexia and other language disorders deserve the right to proper identification and educational intervention. These students should have access to evidenced-based instruction that meets their educational needs. To that end, the Department of Curriculum and Instruction prepares teachers to identify, assess, and provide multisensory instruction for students with these difficulties. Consistent with the Americans with Disabilities Act (1990) and Texas Law (38.003 *Screening and Treatment for Dyslexia and Related Disorders*, §74.28. *Students with Dyslexia and Related Disorders*) the Department of Curriculum and Instruction supports the learning and teaching of instruction that assists all students including those with dyslexia and other language disorders.

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

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Office of Student Disability Resources and Services, Gee Library, Room 132

Phone (903) 886-5150 or (903) 886-5835   Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

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Unit & Due Date	Handouts Print out, preview & bring to class	Readings and Assignments Due Read assigned chapters/units before class & bring textbook Upload assignments to dropbox on due date & bring hard copy
1 Jan. 26 Midlothian	Syllabus Acronyms Cloze, Acronyms Revealed & At the Pasar	Introductions & review syllabus Online course overview
2 Feb. 2 Corsicana	Rock Around the Clock, Jazz Chants & Which Shoes?	*A Magical Encounter*, Chaps 1-2 A Magical Encounter and Words of Jade & Coral
3 Feb. 9	**ONLINE UNIT**	A Magical Encounter, Chaps 3-4 Once Upon a World and Using the Magic **DROPBOX ASSIGNMENT: CHAPTER RESPONSES**
4 Feb. 16	**ONLINE UNIT**	**DUE: WEBSITE REPORTS**
5 Feb. 23 Midlothian	Abuela Lesson	Discuss website reports *Authors in the Classroom*, Chapters 1-3 Transformative Education, Authors in the Classroom & the Role of Dialogue
6 March 2	**ONLINE UNIT**	*Authors in the Classroom*, Units 1 & 2 Affirming Self & Recognizing Human Qualities **DROPBOX ASSIGNMENT: I AM POEM**
7 March 9	**ONLINE UNIT**	**DUE: MULTICULTURAL BIBLIOGRAPHIES & PEER REVIEW FORMS**
March 16		**SPRING BREAK**
8 March 23 Corsicana	La lagartija y el sol/ The Lizard and the Sun Lesson **or** Piggy Book Lesson & Basic Chart	Discuss Multicultural Bibliographies *Authors in the Classroom*, Units 3-5 Strengthening Self Identify, Building Communities & The Power of Transformation
9 March 30	**ONLINE UNIT**	Share books from multicultural bibliographies *Authors in the Classroom*, Units 6-7 Understanding the Past/Creating the Future & Discovering Our Capacities & Strengths **DROPBOX ASSIGNMENT: CREATIVE DIALOGUE QUESTIONS**
10 April 6	**ONLINE UNIT**	**DUE: READING ASSESSMENTS**
11 April 13 Midlothian	Color Trigger Writing Lesson & Latino Children's Literature article	Discuss reading assessments *Authors in the Classroom*, Units 8-10 Learning to Know, Developing Relationships & From Yesterday to Today
12 April 20	**ONLINE UNIT**	**LA UNIT PLAN: GROUP WORK ON YOUR OWN**
13 April 27 Corsicana	Mini-Teach Demos Rubric (1 copy per team)	**DUE: LANGUAGE ARTS PLANS & PEER REVIEW FORMS** Demonstrations by Teams
14 May 4th Midlothian	Mini-Teach Demos Rubric (1 copy per team)	Demonstrations by Remaining Teams
15 May 11 Midlothian	Mini-Teach Demos Rubric (1 copy per team)	Demonstrations by Remaining Teams