Dr. John F. O’Flahavan
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Office hours: By appointment
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Much of this course is available on CANVAS. Go to https://elms.umd.edu and log in with your university directory ID and password.

**INTRODUCTION**

The major goal of all teacher preparation programs at the University of Maryland is to prepare knowledgeable and reflective teachers for a diverse society. Following the College of Education Knowledge Base for Teaching and specific performance standards from the Elementary Education Performance Assessment Plan (see www.education.umd.edu/pba), this course will help you to improve your knowledge and pedagogy in the following areas:

- How children from a variety of cultural and linguistic backgrounds develop reading, writing, speaking, and listening competence (PBA Standard III-A; TESOL Standards 2.1, 3.1);
- How to create and use assessments that enable you to determine how well children are learning and as a source for planning differentiated instruction (PBA Standard III-C);
- How to create and maintain comprehensive language arts programs that promote increasingly sophisticated literate behavior in elementary-aged students, with an emphasis on developing self-determining writing competence (PBA Standard III-B; Maryland College and Career-Ready Standards).

The language arts encompass all of the language modes—reading, writing, speaking and listening. This course is designed to complement the goals of EDCI 362 (Curriculum and Instruction in Elementary Education: Reading). In addition, this course is integrated with your internship assignment.

**READINGS/MEDIA**

Complete the readings by the date listed each week. Additional readings and videos are available for this course on CANVAS (>Course Materials).


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¹ You will refer to this text if I ask you to “revise and resubmit” an assignment for reasons related to written language conventions.
A Conceptual Framework For Teaching

The College of Education at the University of Maryland prepares reflective practitioners for a diverse society through research based professional programs. For a full explanation of the College's framework, go to www.education.umd.edu/studentinfo/teacher_education/documents/COE%20CFCondensed0811.pdf.

EXCELLENCE & EQUITY

Academic Accommodation

If you need academic accommodations, please see me immediately.

Honor Code

The University has an honor code that is administered by the Student Honor Council. The University of Maryland Honor Pledge reads: "I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination." Unless you are specifically advised to the contrary, the Pledge statement should be affixed and signed on the cover page of all papers, projects, or other academic assignments submitted for evaluation in this course.

Online Course Evaluation

Beginning early December 2014, the online course evaluation system will be available. Please go to https://www.courseevalum.umd.edu and complete your course evaluation when the time comes. Email me after you have completed the evaluation (johno@umd.edu). Thank you.
**Course Objectives**

- Assess students' literacy development in the areas of writing, spelling, speaking and listening competence (PBA Standard III.A).
- Use a variety of effective, research-based instructional frameworks related to the language arts (e.g., culturally responsive pedagogies) (PBA Standard III.B).
- Plan, deliver and assess language arts lessons based on curricular standards and student needs (PBA Standard III.A, III.B, III.C; Maryland College and Career-Ready Standards).
- Promote the communicative competence (TESOL, Goal 3, Standard 1) and core subject academic achievement (TESOL, Goal 2, Standard 1) of English Language Learners as well as other students with exceptional needs.

**Course Topics**

- Developmental trajectories of oral language, word knowledge, and writing capabilities
- Formation and composition of students' literate and academic identities
- National and state-level standards for reading/language arts, with emphasis on the Maryland College and Career-Ready Standards
- Instructional frameworks and orientations common to reading/language arts teaching and learning (e.g., critical literacy; culturally responsive pedagogies; consume, critique, and produce framework (CCP); writing process instruction; developmental word study)
- Classroom conditions that promote self-determining literacy, with emphasis on the development of writing and oral language competence
- Strategies for meeting the needs of students from non-dominant groups and students with exceptional needs
- Formative and summative assessment practices

**Calendar**

### SEPTEMBER 2014

**3: SESSION 1**

**Course Overview**

- Classroom Environments that Promote Literacy
- Introduction to Case-Based and Practice-Based Teacher Education

**Readings:**

- Session 1 Resources (Canvas)
- *Words Their Way* (Chapter 1)
- *Writing Workshop* (Chapter 6)
- Case #1 (read and discuss in class)

**Agenda:**

1) Introduce course themes and organization. 2) Orient to case-based learning and the Case Exploration Teams. Read and discuss Case #1. Learn how to discuss a teaching and learning case (fishbowl). Explore classrooms as literate environments (e.g., layout; organization of materials; access to materials; use of time; activity, power, authority and identity in the classroom literacy community). 3) **Explore** process-oriented writing instruction. Overview the *Classroom Writing Environment Checklist* and practice-based cycle.
10: SESSION 2
Writing Development
Language Arts Instructional Frameworks
“Target” Genres

Readings: Session 2 Resources (Canvas)
Words Their Way (Chapter 2)
Writing Workshop (Chapter 1 & 9)
Critical Literacy and Writer’s Workshop (Chapter 1)
Case #2 (discuss in class)
Maryland College and Career-Ready Standards (ELA) (@ your grade level)

Agenda: 1) Discuss and frame Case #2 in class. “Consume” a written response from Case 2.
2) Explore writing (samples) and spelling development (WTW inventories).
3) Review the English Language Arts components of Maryland’s CCR Standards (emphasis on the discourse expectations). Explore ways to facilitate student access to target genres. Overview of practice-based cycle.
4) Discuss LA frameworks (with emphasis on culturally relevant language arts pedagogy (CRP); CCP framework).
4) Learn how to use Adobe Connect for online case discussions.

17: SESSION 3
Writing Mini Lessons
Teaching Language Conventions Through Whole-Part-Whole Instruction

Readings: Session 3 Resources (Canvas)
Writing Workshop (Chapter 8)
Case #3 (discuss online)

Agenda: 1) Frame Case #3. 2) Explore the features of effective writing mini lessons (e.g., starting with assessment; whole-part-whole instruction). Overview of practice-based cycle and KidsBlog.
3) Discuss LA frameworks (with emphasis on gradual release of responsibility; students’ funds of knowledge).

Due: Bring writing samples to class from three students

24: SESSION 4
Developmental spelling assessment
CCP Genre Study: Narrative Texts
CCP Pedagogies: Consuming Narrative Texts

Readings:Session 4 Resources (Canvas)
Words Their Way (Chapter 3)
Writing Workshop (Chapter 7)
Case #4 (discuss online)

Agenda: 1) Explore features of effective spelling instruction (emphasis on distinctions between developmental and normative spelling approaches and using the WTW spelling inventory). 2) Examine CCP practices that promote consuming narrative texts (e.g., interactive read aloud); incorporating anchor charts as a synthesis tool (e.g., characteristics chart); analyze classroom videos.
3) Discuss Case #4.

Due: Writing Samples Analysis
Bring students’ completed spelling inventories to class
**OCTOBER 2014**

| 1: SESSION 5 | CCP Pedagogies: Consuming and Critiquing Narrative Texts (Part 1)  
Teacher-led and peer discourse |
|---|---|
| Readings: | Session 5 Resources (Canvas)  
*Critical Literacy and Writer’s Workshop (Chapters 4 & 5)* |
| Agenda: | 1) Examine practices that promote the critiquing of narrative texts. 2) Explore the social and interpretive dimensions of teacher-led and peer talk. Analyze classroom videos. 3) Explain choice between the Group Discussion and Writing Conference practice-based cycles. |
| Due: | Submit your first completed writing lesson checklist and start blogging about each attempt now if you have not begun this practice already… |

**OCTOBER 6-10**  
**FIRST FULL WEEK IN SCHOOLS**

You have several responsibilities this week that pertain to this course:

> Writing mini lesson practice—collect a couple of checklists!  
> Group discussion practice (teacher-led settings)  
> Make progress on your word study assignment  
> Take lots of pictures for your Folio!

| 15: SESSION 6 | CCP Pedagogies: Consuming and Critiquing Narrative Texts (Part 2)  
Writing conferences |
|---|---|
| Readings: | Session 6 Resources (Canvas)  
Case #5 (discuss in class) |
| Agenda: | 1) Examine CCP practices that promote the critiquing of texts. 2) Discuss Case #5. 3) Explore teacher-led and peer writing conferences. |
| Due: | Group Report 1 (Word Study) |

<table>
<thead>
<tr>
<th>22: SESSION 7</th>
<th>CCP Pedagogies: Producing Narrative Texts (Part 1)</th>
</tr>
</thead>
</table>
| Readings: | Session 7 Resources (Canvas)  
Case #6 (discuss online) |
| Agenda: | 1) Frame Case #6. 2) Examine CCP practices that promote students’ capacity to produce narrative texts. 3) Practice writing conferences with our stories from our lives. |
| Due: | Bring draft of a story from your life |

<table>
<thead>
<tr>
<th>29: SESSION 8</th>
<th>CCP Pedagogies: Producing Narrative Texts (Part 2)</th>
</tr>
</thead>
</table>
| Readings: | Session 8 Resources (Canvas)  
Case #7 (discuss in class) |
| Agenda: | 1) Frame Case #7. 2) Examine CCP practices that promote students’ capacity to produce narrative texts (planning and shaping drafts). 3) Revise own SFMLs and share them. |
NOVEMBER 2014

5: SESSION 9
CCP Genre Study: Argumentative Texts
CCP Pedagogies: Consuming Argumentative Texts

Readings: Session 9 Resources (Canvas)
Critical Literacy and Writers’ Workshop (Chapters 6-9)

Agenda: 1) Examine CCP practices that promote consuming argumentative texts (e.g., interactive read aloud). Analyze classroom videos. 2) Describe the PDS sessions for next week. Sign up for one of the sessions.

NOVEMBER 10-14: SECOND FULL WEEK IN THE SCHOOLS

Focus on:
> Writing mini lesson practice—collect a couple of checklists!
> Schedule your official mini lesson for this week or next week
> Group discussion practice (peer talk)
> Writing conferences (teacher-led and peer)
> Take pictures for your Folio!

12: SESSION 10 (PDS sites)

Readings: Session 10 Resources (Canvas)

Attend one of the following sessions:
• Seven Oaks ES (9:15 – 11:45 AM) (Odenton, MD; AACPS)
• Montpelier ES (12:30 – 3 PM) (Laurel, MD; PGCPS)

19: SESSION 11
CCP Pedagogies: Consuming and Critiquing Argumentative Texts

Readings: Session 11 Resources (Canvas)
Case #8 (Discuss online)

Agenda: 1) Frame Case #8. 2) Examine the practices of creating and customizing checklists from a criteria chart. Analyze classroom videos.

Due: ML Report

26: No class

Due: Folio

DECEMBER 2014

3: SESSION 12
CCP Pedagogies: Producing Argumentative Texts (Part 1)

Readings: Session 12 Resources (Canvas)
Case #9 (discuss in class)

Agenda: 1) Frame Case #9. 2) Examine CCP practices that promote students’ capacity to produce argumentative texts. 3) Group reports.

Due: Group Report 2 (Discussion teams)
Bring a draft essay to class
SESSION 13
CCP Pedagogies: Producing Argumentative Texts (Part 2)
Course Wrap Up

Readings: Session 12 Resources (Canvas)
Agenda: 1) Examine CCP practices that promote students’ capacity to produce argumentative texts. 2) Group reports.
Due: Group Report 2 (Writing Conferences teams)
TBD: FINAL EXAM

STUDENT RESPONSIBILITIES

ELA Core Practices

This course features several important instructional practices that are “core” to English Language Arts pedagogy. See the list in Appendix 1.

Your responsibility is to work closely with your school colleagues (mentor and other interns) for the purpose of developing your expertise with these “core practices.” There are four phases to this work (next page). The timeline for exploring the core practices can be found in Appendix 2.

<table>
<thead>
<tr>
<th>Phase</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
</table>
| Examine the features of the practice | E | • Model the learner’s performance  
• Study conforming examples of the teaching and learning practice (video, animated or written cases; live observations; demonstrations)  
• Deconstruct the practice into teachable features  
• Explore a scaffolding plan that releases responsibility to the learners, if appropriate  
• Try the practice with peers (e.g., in class), if appropriate |
| Compare to current situation | C | • Determine the status of the practice in your internship setting  
• Assess what is currently in place and envision what is possible  
• Apply what you are learning from course-related readings and activities |
| Practice on own and with others | P | • Try the practice with students in your internship placement and engage your mentor teacher and/or supervisor as a coach  
• Observe peers as they try it in their internship placements and provide feedback  
• Capture your performance with video of an attempt that you anticipate will go well and share with others for their feedback  
• Use a checklist to plan and assess each performance  
• Reflect on your implementation experiences a refine from one attempt to the next |
| Demonstrate proficiency and reflect on progress | D | • Design a learning experience for students in your internship placement that features the practice, that you manage, from beginning to end  
• Engage your mentor teacher and/or supervisor as observer and evaluator  
• Use the feedback to reflect on your progress |
Assignments

Your final grade in EDCI 342 is based on the successful completion of the following assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points (Total = 100)</th>
<th>Due Date</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bring student writing samples to class (3 students)</td>
<td>Not graded</td>
<td>9/17/14</td>
<td>3</td>
</tr>
<tr>
<td>Bring student spelling inventories to class</td>
<td>Not graded</td>
<td>9/24/14</td>
<td>4</td>
</tr>
<tr>
<td>Writing samples analysis</td>
<td>10</td>
<td>9/24/14</td>
<td>4</td>
</tr>
<tr>
<td>Group Report 1: Word Study</td>
<td>10</td>
<td>10/15/14</td>
<td>6</td>
</tr>
<tr>
<td>Bring a draft “story from your life” to class</td>
<td>Not graded</td>
<td>10/22/14</td>
<td>7</td>
</tr>
<tr>
<td>ML Report (Mini lesson report)</td>
<td>30</td>
<td>11/19/14</td>
<td>11</td>
</tr>
<tr>
<td>Folio</td>
<td>15</td>
<td>11/26/14</td>
<td>NA</td>
</tr>
<tr>
<td>Bring a draft argumentative essay to class</td>
<td>Not graded</td>
<td>12/3/14</td>
<td>12</td>
</tr>
<tr>
<td>Choice:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Group Report 2: Group Discussion</td>
<td>10</td>
<td>12/3/14</td>
<td>12</td>
</tr>
<tr>
<td>• Group Report 2: Writing Conferences</td>
<td></td>
<td>12/10/14</td>
<td>13</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15</td>
<td>TBD</td>
<td></td>
</tr>
<tr>
<td>Maintaining your blog in KidsBlog</td>
<td>5</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>Attendance and participation</td>
<td>5</td>
<td>Ongoing</td>
<td></td>
</tr>
</tbody>
</table>

WRITING SAMPLES ANALYSIS (individual; 10%). You will be given three writing samples (grade 1, grade 3, grade 5). Analyze the samples using the rubrics provided. Produce a short report.

CORE PRACTICE GROUP REPORT 1 || WORD STUDY CYCLE (group; 10%). Schedule a time in your mentor’s classroom to give the spelling inventory from Words Their Way to your class. Working with one or two peers, analyze the inventories from each class. Choose one of the classes and create developmentally based, instructional groups. Choose the instructional starting point for each group and provide justification. Prepare a short report. This assignment addresses standard A.1 (Planning: Assessing spelling development).

CORE PRACTICE FOLIO (individual; 10%). Throughout the semester, you will have many opportunities to work closely with your mentor teachers and with your peers to establish a classroom environment that promotes students’ self-regulated writing. Along the way, keep your smart phone or digital camera at the ready to capture your work. Submit a folio of text and images that enables you to reflect on your accomplishments throughout the semester and your plans for moving forward into the second phase of your internship. Your instructor will provide a set of prompts to help you organize your thinking.

CORE PRACTICE ML REPORT WRITING MINI-LESSON (individual; 30%): Working with your mentor teacher and in reference to the Maryland College and Career-Ready Standards, plan and deliver writing mini-lessons as often as possible and invite your mentor teacher and peers to observe your attempts. Keep track of your attempts by blogging about them and uploading digital images.

After sufficient practice and later in the semester, you will design and deliver a small group or whole-class lesson that supports the instructional goals of the mentor teacher (e.g., curricular requirements), fits the writing needs of your students (based on your assessment) and promotes their critical literacy. Please note that it is important that you strive to include at least one English Language Learner (ELL) in the lesson. Begin by collecting and analyzing recent student writing samples (“product”). Evaluate these samples. Make informal observations of your students as they write (“process”). Write a plan with your mentor teacher’s assistance. Bring the plan to class for peer review. A brief report is due. The report should include (a) the lesson plan, (b) rationale for the instructional focus, c) any supplemental materials used in the lesson, (d) a self-assessment of your delivery of the mini lesson, and (e) your mentor teacher’s completed
evaluation form. This assignment addresses all of the Elementary Education Program and TESOL National Standards.

**CORE PRACTICE GROUP REPORT 2 || GROUP DISCUSSION or WRITING CONFERENCES (group: 10%)**: You will be given the choice between two assignments. Create a team in your internship placement of others who choose the same assignment. Your instructor will provide the details for these assignments. This assignment addresses all of the Elementary Education Program and TESOL National Standards.

**MAINTAIN YOUR BLOG** (individual; 5%). Every time you plan and deliver a writing lesson in your mentor’s class, blog about it. Upload one or more pictures to help your reader visualize what happened. This gives you a chance to reflect on the experience, your peers to comment, and your instructor to customize what happens in this course each week. You will receive instructions about how to access the class blog site.

**ATTENDANCE AND PARTICIPATION** (individual; 5%). This is a class about instructional theory and practice. Much of what we do involves small group activities, discussion and team work, in face-to-face, internship and online sessions. It is imperative that you attend every class and that you engage in a way that your instructor knows you are learning (e.g., asking questions; drawing conclusions; sharing hypotheses; drawing ideas out of your peers). Class will begin on time. If you are late to class (more than five minutes), absent from class and/or fail to participate at acceptable levels, your grade for attendance and participation will reflect this. Your instructor will accept official reasons for absences and tardiness (e.g., medical; family), but you must present acceptable documentation.

Your instructor will keep records of attendance and participation. Attendance and participation will be scored separately and summed across the two factors, as shown below.

<table>
<thead>
<tr>
<th>Late/Absent...</th>
<th>Never</th>
<th>Once</th>
<th>Twice</th>
<th>Three of more</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points</td>
<td>2.5</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Participates...</th>
<th>Consistently</th>
<th>Often</th>
<th>Sporadically</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points</td>
<td>2.5</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

**Grading Scale**

Please note that in order to proceed to the second phase of your internship, you must earn a grade of “C” or better in all of your block courses and successfully complete the requirements of the field-based internship (based on the evaluation of your performance by your mentor teacher, field-based instructor and PDS Coordinator).

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Point Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-, A, A+</td>
<td>90-93, 94-97, 98-100</td>
</tr>
<tr>
<td>B+, B, B-</td>
<td>80-83, 84-87, 88-89</td>
</tr>
<tr>
<td>C+, C, C-</td>
<td>70-73, 74-77, 78-79</td>
</tr>
<tr>
<td>D+, D, D-</td>
<td>60-63, 64-67, 68-69</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
</tr>
</tbody>
</table>
## EDCI 342 || What do we want our teacher candidates to know and do to support their students’ learning?

**Learner Expectations**  
*(MD CCR Anchor Standards || ELA)*

<table>
<thead>
<tr>
<th>Produce a variety of text types for a variety of purposes</th>
</tr>
</thead>
<tbody>
<tr>
<td>- CCSS.ELA-Literacy.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</td>
</tr>
<tr>
<td>- CCSS.ELA-Literacy.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</td>
</tr>
<tr>
<td>- CCSS.ELA-Literacy.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</td>
</tr>
</tbody>
</table>

**Conduct research in support of writing**

| Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
| Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
| Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| Draw evidence from literary or informational texts to support analysis, reflection, and research. |

**Plan, develop, revise and edit writing on a regular basis**

| Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
| Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |

**Teacher Candidate Expectations**  
*(ACEI Standards || EDCI 342)*

| Establish a classroom environment that promotes students’ self-regulated writing |
| Establish regular writing-related routines |
| Facilitate students’ access to targeted genres |
| Promote strategic writing through process-oriented instruction |
| Provide opportunities for students to develop knowledge and express what they learned through writing |

**ACEI Standards**

1.0 Development, Learning and Motivation  
2.1 Curriculum/English Language Arts  
3a. Instruction/Integrating and Applying Knowledge for Instruction  
3b. Instruction/Adaptation to Diverse Students  
3c. Instruction/Development of Critical Thinking, Problem Solving and Performance Skills  
3d. Instruction/Active Engagement in Learning  
4. Assessment/Assessment for Instruction  
5.1 Professionalism/Reflection and Evaluation
| Learner Expectations (MD CCR Anchor Standards || ELA) | Teacher Candidate Expectations (ACEI Standards || EDCI 342) |
|------------------------------------------------|---------------------------------------------------------------|
| Produce clear and coherent writing | Plan, deliver and evaluate writing-related lessons to meet student needs |
| • CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | • Assess student writing* |
| Produce writing that satisfies the demands of Standard English | • Plan and conduct differentiated mini lessons* |
| ➢ CCSS.ELA-Literacy.CCRA.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. | |
| ➢ CCSS.ELA-Literacy.CCRA.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. | ACEI Standards |

* = Practice-based emphasis during the Fall 2014 semester
<table>
<thead>
<tr>
<th>Learner Expectations</th>
<th>Teacher Candidate Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learner Expectations</strong>&lt;br&gt;(MD CCR Anchor Standards</td>
<td></td>
</tr>
<tr>
<td>- CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</td>
<td>Manage writing conferences with students and between students</td>
</tr>
<tr>
<td>- CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</td>
<td>- Conduct writing conferences with students*</td>
</tr>
<tr>
<td>- CCSS.ELA-Literacy.CCRA.SL.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</td>
<td>- Scaffold writing conferences between students*</td>
</tr>
<tr>
<td>- CCSS.ELA-Literacy.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</td>
<td><strong>ACEI Standards</strong></td>
</tr>
<tr>
<td>- CCSS.ELA-Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</td>
<td>1.0 Development, Learning and Motivation</td>
</tr>
<tr>
<td></td>
<td>2.1 Curriculum/English Language Arts</td>
</tr>
<tr>
<td></td>
<td>3a. Instruction/Integrating and Applying Knowledge for Instruction</td>
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<tr>
<td></td>
<td>3b. Instruction/Adaptation to Diverse Students</td>
</tr>
<tr>
<td></td>
<td>3c. Instruction/Development of Critical Thinking, Problem Solving and Performance Skills</td>
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<td></td>
<td>3d. Instruction/Active Engagement in Learning</td>
</tr>
<tr>
<td></td>
<td>4. Assessment/Assessment for Instruction</td>
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<tr>
<td></td>
<td>5.1 Professionalism/Reflection and Evaluation</td>
</tr>
</tbody>
</table>

* = Practice-based emphasis during the Fall 2014 semester
**Learner Expectations**  
*(MD CCR Anchor Standards || ELA)*

- CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCSS.ELA-Literacy.CCRA.SL.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
- CCSS.ELA-Literacy.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**Teacher Candidate Expectations**  
*(ACEI Standards || EDCI 342)*

Manage group discussions of texts with students and between students

- Facilitate student discussion in a variety of group configurations*
- Scaffold discussion between students*

**ACEI Standards**

1.0 Development, Learning and Motivation
2.1 Curriculum/English Language Arts
3a. Instruction/Integrating and Applying Knowledge for Instruction
3b. Instruction/Adaptation to Diverse Students
3c. Instruction/Development of Critical Thinking, Problem Solving and Performance Skills
3d. Instruction/Active Engagement in Learning
4. Assessment/Assessment for Instruction
5.1 Professionality/Reflection and Evaluation

* = Practice-based emphasis during the Fall 2014 semester
Learner Expectations  
(Common Core Anchor Standards || ELA)

Teacher Candidate Expectations  
(ACEI Standards || EDCI 342)

- **CCSS.ELA-Literacy.CCRA.L.2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

**Plan spelling instruction to meet student needs**

- Assess student spelling development*
- Group students for spelling instruction*
- Plan differentiated spelling lessons

**ACEI Standards**

1.0 Development, Learning and Motivation  
2.1 Curriculum/English Language Arts  
3a. Instruction/Integrating and Applying Knowledge for Instruction  
3b. Instruction/Adaptation to Diverse Students  
3d. Instruction/Active Engagement in Learning  
4. Assessment/Assessment for Instruction  
5.1 Professionalism/Reflection and Evaluation

* = Practice-based emphasis during the Fall 2014 semester
## APPENDIX 2

### Instructional Activity Cycles || Timeline (342/Team 1)

<table>
<thead>
<tr>
<th>Instructional Activity Cycles</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th><strong>Full Week #1</strong></th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>Full Week #2</th>
<th>10</th>
<th>11</th>
<th>No Class*</th>
<th>12</th>
<th>13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promote differentiated writing instruction through process-oriented instruction</td>
<td>E</td>
<td>C</td>
<td>P</td>
<td>P</td>
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<tr>
<td>Conduct writing mini lessons</td>
<td>E</td>
<td>C</td>
<td>P</td>
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<td>P</td>
<td>P</td>
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<td>P</td>
<td>D ML Report</td>
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<tr>
<td>Plan spelling instruction to meet student needs</td>
<td>E</td>
<td>C</td>
<td>P</td>
<td>P</td>
<td>D</td>
<td>Group Report 1</td>
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<tr>
<td>Scaffold discussions about text with/between students</td>
<td>E</td>
<td>C</td>
<td>P</td>
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<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>D Group Report 2</td>
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<tr>
<td>Conduct writing conferences with students</td>
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<td>P</td>
<td>P</td>
<td>P</td>
<td>D Group Report 2</td>
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</tr>
</tbody>
</table>

E = Examine the features of the practice  
C = Compare to current conditions  
P = Practice on own and with others  
D = Demonstrate proficiency and reflect on progress

*Thanksgiving break (no class that week)