

CALIFORNIA STATE UNIVERSITY, STANISLAUS  
801 West Monte Vista Avenue • Turlock California 95382  
Department of Teacher Education 209-667-3357

**EDSC 4215: Reading and Writing Instruction in the Secondary Content Area  
(BCLAD)  
5 units**

Meets: Wednesdays 4:00 to 9:00 p.m. as well as extensive online participation

Instructors: Dr. Juan M. Flores Classroom C212

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Computer lab: Sept 8, 15, 6-7 p.m.

**Prerequisite:** Admission to the Single Subject Credential Program.

**Required Texts**

Carrasquillo, A. & Segan, P. (1998). *La enseñanza de la lectura en español para el estudiante bilingüe*, Lawrence Erlbaum Associates: Mahwah, New Jersey.

Chamot, A. & O'Malley, J. (1994). *The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach*. Pearson.

Rojas, E. (2003). *La ortografía del idioma español: Libro con ejercicios*. Escondido, CA: Editor's Press. ISBN: 0-9743743-2-6. (619) 339 7030

WestEd. (2001). *A Map ELD-ELA Standards* (4th edition). San Francisco: WestEd.

DOWNLOAD the latest edition for free from the Internet at: [http://www.wested.org/online\\_pubs/ELD/carr/](http://www.wested.org/online_pubs/ELD/carr/) or print out from the Course CD and place in a notebook binder.

*Reading Language Arts Framework for California Public Schools*  
California Department of Education, Sacramento, CA, 1999.

**Course Description**

This course is designed to teach theories and practices of effective bilingual literacy in instruction in the secondary content area. The course will cover aspects of the BCLAD competencies as they relate to literacy instruction in the content areas.

**Course Rationale**

Reading, writing, speaking, and listening are interdependent aspects of literacy that strengthen as they are practiced. Secondary students will benefit most from lessons that integrate these

skills. Moreover, developing methods that use the student's primary language as a foundation and catalyst for learning through these four areas will foster opportunities for growth and academic success.

## **Objectives**

Upon successful completion of this course, BCLAD students will:

Recognize ways to use the **primary language** in content-area teaching and the underlying reasons for doing so

Understand how content is taught in different **models of bilingual education programs**

Adapt course content and methods to the **culture of emphasis**

Apply **cognitive** and **affective** techniques in content-area lessons

Identify **sociocultural** factors that influence language and content learning

Demonstrate an understanding of how to **integrate literacy into content- area objectives**

Develop and **evaluate literacy skills** that students use in the content area

Acknowledge the role of discourse in apprenticeship

Learn how to plan for literacy *by actually creating lessons, carrying out activities, and then reflecting on the experience*

## **COE Vision**

WE ARE advocates for children and their communities

The most exciting and powerful way to ensure our future is to create it. That begins with a vision, and success depends on our ability to align everything we do with fulfilling that vision. Our Vision, Mission, and Aim build on the foundation of our Philosophy that ALL students can learn and that such learning can be enhanced by design.

The College of Education (COE) Vision, Mission, Aim, Philosophy, and Learner Outcomes define who we are as members of the learning community. We are committed to the preparation of P-12 educators who exhibit competence, reflection, and a professional passion manifested in their advocacy for children and their communities.

*OUR VISION IS* to prepare teachers and service personnel who impact positively and optimally on the achievement of all P-12 students in academic and non-academic areas. The attributes that undergird our school-based preparation programs are high standards, academic rigor, and intellectual integrity.

CSU Stanislaus, College of Education has an enduring commitment to the preparation of professionals who are:

competent in their chosen areas,  
able to integrate subject-matter content with pedagogy appropriate to their field of study,  
culturally responsive and responsible, knowledgeable, and appreciative of the diversity among

learners,  
committed to self-assessment and reflection,  
partners, educational advocates, and leaders at the school level and in the wider community,  
and,  
users of technology that enhances teaching and learning.

OUR *MISSION* is to undertake the professional preparation of teachers and school service professionals, as identified by state legislative and administrative law. The faculty of the College is committed to meeting the rightful expectations of the public regarding the education of effective and dedicated professionals and creating a student-centered learning paradigm. The College of Education is also committed to broadening and deepening the pool of educators to reflect the diversity of its school populations.

*OUR AIM* is to deliver quality programs with high standards, academic rigor, and intellectual integrity. The College of Education is committed to the preparation of P-12 educators who exhibit competence, compassion, reflection, and a professional passion manifested in their advocacy for children and their communities.

OUR *PHILOSOPHY OF EDUCATION* is the means by which individuals, both singly and collectively, reach goals they might not otherwise attain. The faculty of the College of Education believes that ALL students can learn and that such learning can be enhanced by design. It is our belief, that more than any other variable, students' learning is a function of how they are taught.

The content, goals, and learner outcomes of the professional preparation programs are designed to prepare educators who can make thoughtful and effective choices as they prepare children and youth to meet the demands of today and of the future. Educators must be dedicated professionals who are knowledgeable, ethical, responsible, caring, and lifelong learners. They must be able to manage, monitor, and enhance the learning and development of each child. As members of learning communities, educators must be committed to keeping abreast of new ideas and understandings in their field, value and support professional organizations, and establish personal and professional goals.

### *Learner Outcomes*

#### **1. Values & Beliefs**

The CSU Stanislaus professional education graduate is knowledgeable and values diversity among learners while actively modeling cultural responsibility and responsiveness.

#### **2. Knowledge & Skills**

The CSU Stanislaus professional education graduate is competent in his or her chosen area.

### **3. Performance & Achievement**

The CSU Stanislaus professional education graduate impacts positively on the achievement of all P-12 students in academic and non-academic areas.

### **4. Assessment & Reflection**

The CSU Stanislaus professional education graduate is committed to self-assessment and reflection.

### **5. Advocacy & Leadership**

The CSU Stanislaus professional education graduate is a partner, educational advocate, and leader at the school level and in the wider community.

#### *Learner Outcomes Elaborations*

**1. Values & Beliefs.** The CSU Stanislaus professional education graduate is knowledgeable and values diversity among learners while actively modeling cultural responsibility and responsiveness.

- **COLLABORATION.** The educator believes in on-going collaboration and cooperation with others in the field or associated with learning.
- **CULTURAL DIVERSITY.** The educator is sensitive to others and respects both individual and cultural diversity.
- **LEARNING FOCUSED.** The educator promotes, respects, and celebrates learning at all levels and in all forms of engagement.
- **SENSE OF PURPOSE.** The educator displays a defined sense of purpose on a variety of levels: personal, professional, and public.

**2. Knowledge & Skills.** The CSU Stanislaus professional education graduate is competent in his or her chosen area.

- **STUDENT DEVELOPMENT.** The educator recognizes how students develop and learn, and provides settings that assist in their intellectual, physical, social, and individual development.
- **INSTRUCTIONAL ENRICHMENT.** The educator recognizes the primary need for discipline, knowledge and pedagogical understanding, and constructs learning experiences that make these facets significant to students' comprehension and intellectual enrichment.
- **VARIATION.** The educator recognizes differences in knowledge bases and appreciates the diversity among learners, creating appropriate learning opportunities.
- **ACADEMIC ENVIRONMENT.** The educator understands the knowledge of the social, political, philosophical, and cultural contexts in which education occurs, including ethical standards, professional practice, and laws and regulations.
- **TECHNOLOGY.** The educator integrates informational and educational technology

effectively with professional practice.

**3. Performance & Achievement.** The CSU Stanislaus professional education graduate impacts positively on the achievement of all P-12 students in academic and non-academic areas.

- **LEARNING ENVIRONMENT.** The educator creates an effective learning environment.
- **INTEGRATION ACROSS DISCIPLINES.** The educator integrates subject matter content with pedagogy appropriate to the field of study.
- **ACCOMMODATION.** The educator accommodates for a range of differences in culture and developmental levels.
- **RESPONSIVE PEDAGOGY.** The educator develops appropriately responsive curriculum to accommodate the diversity among learners that is accessible and meaningful to students.

**4. Assessment & Reflection.** *The CSU Stanislaus professional education graduate is committed to self-assessment and reflection.*

- **AWARENESS.** The educator makes well-informed decisions based on continuous research and reflection.
- **LIFELONG LEARNING.** The educator actively seeks opportunities and involvement to grow professionally as a lifelong learner.

**Advocacy & Leadership.** *The CSU Stanislaus professional education graduate is a partner, educational advocate, and leader at the school level and in the wider community.*

- **PROFESSIONALISM.** The educator adheres to high standards of professional and ethical conduct.
- **COMMUNICATION.** The educator collaborates effectively with parents, educators, and various service and support personnel.
- **ACTIVISM.** The educator leads the learning community as an advocate for equal opportunity and access to education for all students.

(the full text of the College of Education Mission is at <http://www.csustan.edu/Acad/Prog/>)

### **GRADING STANDARDS**

Your grade for this course will be based on the following:

Regular attendance and appropriate preparation for each class session. You are permitted one missed class session, but subsequent sessions missed will result in the loss of 5% of the total possible points and could have a negative impact on your final grade.

Required assignments turned in on time. No late assignments will be accepted without prior permission.

All assignments should be in final form and reflect your best efforts. Written assignments should be typed, with attention to grammar, usage, spelling syntax and punctuation.

Successful completion of evaluative ‘assessments’ throughout the semester.

Points for all activities and assessments will be totaled and divided by the total points possible to compute the percentage. Grades will be assigned according to the percentage computed as described below. We will be using the plus (+) and minus (-) grading scale for this semester as per the University’s adjusted grading system established in 1995.

95 to 100% = A

90 to 94% = A-

87 to 89% = B+

84 to 86% = B

80 to 83% = B-

77 to 79% = C+

74 to 76% = C

70 to 73% = C-

67 to 69% = D+

64 to 68% = D

60 to 63% = D-

Any score below 60%=F

### **OPERATION OF THE CLASS**

The following principles will guide the operation of the class:

- Active participation and punctuality are expected;
- Assigned readings will form the foundation for discussion and will be the basis for the online discussion, which needs to be completed prior to the beginning of each class;
- Self-esteem is important to all, so have and encourage positive attitudes;
- Transfer of knowledge and application to the observation/tutoring component are expected and anticipated;
- Ask questions, for discussion, clarification or information;
- Learn to work effectively in cooperative/collaborative learning situations through active participation, active listening, encouragement and reinforcement of others, providing feedback and focusing on goals;
- Enjoy the experience.

### *Criteria for the Evaluation of Units*

In developing your unit, choose a grade level and use the grade level recommendations that are suggested in the History-Social Science Framework. All units shall be typed and organized around a theme or concept related to your discipline, and reflect the following components:

- A cover page;
- A preface that describes the methodology and focus of the unit, and provides a synopsis of your five assignments;

- A minimum of five lessons,
- An appendix containing sources you have consulted and any other materials and/or information that may help another teacher in carrying out your unit.

The unit that receives a grade of "A" shall be of publishable quality, comprehensive, well organized, reflect a multicultural emphasis, and represent a wealth of information and experience for other teachers who one day may use it and to the students who will experience it. The unit should be as self-contained as possible and, most importantly, should be original work.

You will be evaluated on the content as well as the presentation of the assignments. Assignments that get full credit will address the content requirements and be typed, presentable and well organized.

#### *Criteria for the Evaluation of Individual Assignments*

This is the rubric I will be using to evaluate your individual projects. Each project is expected to:

- \_\_\_\_\_ Address the criteria as described in the syllabus.
- \_\_\_\_\_ Focus on the assigned/selected thematic unit.
- \_\_\_\_\_ Reflect professionalism in presentation.

#### *Unit/Lesson Planning Format*

Please refer to the CALLA Handbook "Outline for an Integrated CALLA Unit" for guidelines. Please use this chapter as a guide and model for fashioning your plans.

#### *Rubric/Criteria for the Evaluation of the CALLA Unit*

This is the rubric that I will be using to evaluate your unit. It reflects the content and components discussed above.

- All units will;
- \_\_\_\_\_ Reflect professional standards (typed, presentable and well organized, include appropriate lesson planning format, and be of publishable quality)
- \_\_\_\_\_ Contain a cover page; a preface that describes the focus of the unit, the background or age level of students, discusses methodology, philosophy or approach utilized; and an appendix of consulted sources
- \_\_\_\_\_ Contain a minimum of five lessons
- \_\_\_\_\_ creative (original) in content and concept

\_\_\_\_\_ Be organized around a theme or concept that reflects a multicultural emphasis

\_\_\_\_\_ Use the content standards of your designated discipline and the English Language Development Standards

\_\_\_\_\_ Contain the five elements of preparation presentation, practice, evaluation and expansion in each lesson

\_\_\_\_\_ Address major concepts, content objectives, language objectives, and learning strategies

\_\_\_\_\_ Represent a wealth of information (comprehensive)

\_\_\_\_\_ Contain bilingual/bicultural literature related to your unit theme

\_\_\_\_\_ Reflect a variety of assessment techniques

### **Course Requirements**

1.	Online discussions/reactions to readings	20
2.	Online Focus Report	10
3.	ELD Small Group Lesson Plans	10
4.	Spanish Orthography	20
5.	Book Talks and Book Reports	10
6.	The CALLA unit	20
7.	Disk copy of unit in Word format	5
8.	Sharing of unit	5

Total Possible Points 100

**1. ELD Small Group Lesson Plans (10 points):** Candidates will design four 20-minute lesson plans for small groups of 4-5 students. The lesson plans will be on a common topic or shared theme. Separate lesson plans will be developed for groups whose proficiency levels are

(a) *beginner* and *early intermediate*, (b) *early intermediate* and *intermediate*, (c) *intermediate* and *early advanced*, and (d) *early advanced* and *advanced*. You will find the *English Language Development Standards helpful* in writing up these lesson plans.

**2. Book Talks and Book Reports (10 points):** Candidates will present one book talk to the class of 5-10 minutes duration, with 5 minutes for response and reactions from classmates. If the book is long, please provide a summary and read a favorite passage. If it is short, read it all. Explain content area that is best suited for the book, and why you chose it for a bilingual class. Book talks will be shared at the beginning of each session; start early before the semester gets too busy! The book talk may focus on a book written, preferably, in Spanish; if the book is in Spanish, the book talk will be given in Spanish. A book may be by a Latino author, or by a non-Latino on a theme of importance to Latino students. Candidates will also submit a written report (2 pages) on two other book of youth literature. A report will summarize the book, offer the candidate's opinions about its relevance for a particular content area, and provide suggestions for its use in a bilingual/ESL classroom.

**3. Spanish Orthography/Accentuation Competency (10 points):** As aspiring bilingual teachers of reading skills, candidates must daily demonstrate a command of correct spelling and accentuation in Spanish. Emilio Rojas' *La Ortografía del Idioma Español: Libro con Ejercicios* is an invaluable research-based resource for developing and polishing those skills. At anytime during the course candidates can submit their copy of the Rojas book with *completed exercises* to demonstrate this competency, to be returned once evaluated. *Please use pencil to complete your exercises.* Your final grade for the course will be issued after demonstration of this competency.

**4. The CALLA Unit (20 points):** The characteristics of the teaching unit are described in a separate section of this syllabus. This unit will be turned in when we do our sharing. I will request a disk copy in Word format for publication/sharing in our class Blackboard page.

**5. Disk copy of unit in Word format (5 points):** I will be installing all of your units in our Blackboard account so that you can access your unit and the units of your classmates to use in your student teaching as well as your future teaching. The entire unit should be in one file and should be written in Word format, preferably in 5.1 or more recent version, or Rich Text Format (RTF).

**6. Presentation of unit to class (5 points):** Our final exam/culmination day will be devoted to giving everybody an opportunity to present their units to their class members. We will operate in an "Open House" format with each person taking up a table to showcase their unit. These presentations will provide your classmates with the opportunity to get to know about your unit.

**7. Participation in online course (10 points):** Because of the extensive nature of online features in this course, you will be graded on your participation in online course features. The

syllabus will further describe the guidelines and grading rubric for this component.

**8. Online Focus Report (10 points):** At the end of the course, you will be responsible for submitting a focus report on your activities in the online features of the course. The syllabus will further describe the guidelines and grading rubric for this project

### Online Component of this Course

A significant portion of this course will be offered Online at the students' convenience using online materials and via discussion groups. Online interactions will take place by accessing the Course's website on **Blackboard**.

A few words of general advice will help you take better advantage of this course design. You can access **Blackboard** in several ways. The fastest is through a DSL or cable connection from your home. Another way to connect to **Blackboard** is by "dialing up" from your home using your own ISP (Internet Service Provider) and pointing your Netscape or Explorer browser to <http://blackboard.csustan.edu/>; the connection is generally slower, and you should DOWNLOAD all materials and read them offline. A third way is to use the campus computer lab, or the Internet access of a local public library (bring a floppy disk to download materials).

There are three major kinds of online activities. They are (a) reading DOCUMENTS and (b) visiting WEB SITES, both of which should be done before each class session; and (c) participating in online DISCUSSION GROUPS, usually completed before and after a topic is discussed in class.

**1) Downloading of readings:** Documents for downloading will generally be found under DOCUMENTS in **Blackboard**. These documents are usually either "RTF" documents or "PDF" files. RTF documents can be opened by any word processor, including WORD, on either Windows or Macintosh computers. PDF files can also be read on both Macintosh and Windows computers. To read PDF files, your computer must have a free PDF reader called Adobe ACROBAT Reader. Chances are ACROBAT was already installed on your computer when you bought it. However if it is not, ACROBAT can be downloaded from

<http://www.adobe.com/products/acrobat/readstep2.html>

When you see a document that can be downloaded, it will be underlined and will end with ".rtf" or ".pdf." depending on the program that will open it, a word processor or ACROBAT. If you click on the underline, the document will be opened *immediately* by your computer. However, you will find that it is usually better not to open the document right away, but to download it to your desktop or to a disk instead. Once it is downloaded, it can be opened at any time, whether or not you are connected to **Blackboard** at the moment.

To download a document using Windows, right-click on the underlined document link; on the Macintosh hold down the "option" key and click on the underlined document link. Then save the document to your desktop or to a disk.

2) **Visiting Web Sites**: After you check DOCUMENTS before each class, you should then visit the websites for the upcoming class session, by clicking External Links in **Blackboard**.

3) **Online discussion**: After each session, click on “COMMUNICATION” and then DISCUSSION BOARD to join in dialogue on topics raised in that session. Participation is extremely important in this course, as many new and at times controversial topics are introduced. There is a separate Discussion for each session (on topics covered in that class). Every student is expected to contribute to all the discussion group areas.

### **Online-based Assignments**

A large part of your grade will focus on online resources. This breaks down into two areas: your participation in the Blackboard discussion, documents, and websites areas (20 points) and a 7 page “focus paper” based on online resources (10 points), on a topic that is the subject of one of our textbook’s chapters.

Two of the pages of the Focus Paper will be devoted to an annotated listing of 10 web-based resources that relate to your chosen topic. The body of the paper will summarize your research on your topic.

**Online Participation**: Obviously, your participation in the DISCUSSION Forums is key. Blackboard permits instructors to monitor online participation automatically in the other two areas of online participation as well, that is, the downloading of readings from the DOCUMENTS area and the visiting of websites in the External Links area.

For an “A,” a student will initiate discussion threads in each Forum and show leadership in continuing the topic raised; she will join in discussion threads initiated by other students and respond to topics with constructive commentary; she will download all documents in DOCUMENTS and visit all WEB SITES, and incorporate her knowledge from the readings into the Discussion Forums.

For a “B,” a student will initiate discussion threads in most of the Forums and show leadership in continuing the topic raised; he will join in most of the discussion threads initiated by other students and respond to topics with constructive commentary; he will download most documents in DOCUMENTS and visit most WEB SITES, and incorporate his knowledge from the readings into the Discussion Forums.

For a “C,” a student will initiate discussion threads in at least three but less than half of the Forums and show leadership in continuing the topic raised; she will join in at least three but less than half of the discussion threads initiated by other students and respond to topics with constructive commentary; she will download at least three but less than half the documents in DOCUMENTS and visit at least three but less than half WEB SITES, and incorporate her

knowledge from the readings into the Discussion Forums.

For a “D” or Failing Grade, a student will initiate discussion threads in two or fewer of the Forums and show leadership in continuing the topic raised; he will join in two or fewer of the discussion threads initiated by other students and respond to topics with constructive commentary; he will download two or fewer documents in DOCUMENTS and visit two or fewer WEB SITES, and will not incorporate his knowledge from the readings into the Discussion Forums.

**Online Focus Report:** Two of the pages of the Focus Paper will be devoted to an annotated listing of 10 web-based resources that relate to your chosen topic. The body of the paper will summarize your research on your topic. The APA reference system will be used.

A website that is very useful is the ERIC through FirstSearch, the largest educational database in the world. I have installed this website on our class Blackboard. You will need your identification card barcode to access this account. You should make this site a “Favorite” on your computer, as many resources for your Focus Report are found through the links on this important webpage.

An “A” paper will (a) summarize the major issues around a topic, and will also supply (b) a critical analysis, offering the various perspectives of experts in the field and giving the student’s own opinions and where she agrees and disagrees with the experts (c) using details and examples. All 10 web-based resources will be annotated giving an accurate summary of the resources available through each resource.

A “B” paper will (a) summarize the major issues around a topic, but will be missing (b) a critical analysis, offering the various perspectives of experts in the field and giving the student’s own opinions and where he agrees and disagrees with the experts; or it will lack (c) details and examples. Most of the 10 web-based resources will be annotated giving an accurate summary of the resources available through each resource; the remainder will either not be annotated or will not accurately summarize the available resources.

A “C” paper will (a) summarize the major issues around a topic, but will be missing (b) a critical analysis, offering the various perspectives of experts in the field and giving the student’s own opinions and where she agrees and disagrees with the experts; also, it will lack (c) details and examples. Less than half but at least three of the 10 web-based resources will be annotated giving an accurate summary of the resources available through each resource; the remainder will either not be annotated or will not accurately summarize the available resources.

A “D” paper will (a) not summarize the major issues around a topic, and will be missing (b) a critical analysis, offering the various perspectives of experts in the field and giving the student’s own opinions and where she agrees and disagrees with the experts; also, it will lack (c) details and examples. Two or fewer of the 10 web-based resources will be annotated giving

an accurate summary of the resources available through each resource; the remainder will either not be annotated or will not accurately summarize the available resources.

**Note:** If you need special accommodations owing to a learning disability, please do not hesitate to meet with the professor to discuss arrangements that can be made to fairly assess your learning in this methodology course. Your cooperation will be most welcome.

## **Summary of Sessions**

As a courtesy to classmates, please turn off cellular devices and pagers during class. Respond to messages only during scheduled breaks

### **The Schedule (Subject to Change)**

#### **Week one – Wednesday, February 16, 2005–**

Overview of the course and the Bilingual Single Subject Credential Program.

#### **Session two – Wednesday, February 23, 2005–**

**Read** English Language Development Standards for California Public Schools K-12

#### **Session three - Wednesday, March 2, 2005–**

**Read** Carrasquillo, Capítulo 1 “Bases Teóricas para la Enseñanza de la Lectura en Español,” by Angela Carrasquillo.

**Read** Chamot and O’Malley, chapter 1, What is CALLA?”

**Due:** ELD lessons

#### **Session four –, - Wednesday, March 9, 2005-**

**Read** Carrasquillo, Capítulo 2 “ Research Summary on the Teaching of Reading in Spanish to Bilingual Students,” by Andrés Rodríguez, Jr.

**Read** Chamot and O’Malley, chapter 2, The Content-Based Curriculum in CALLA.”

**Due:** ELD lessons

#### **Session five -, - Wednesday, March 16, 2005-**

**Read** Carrasquillo, Capítulo 3 “ The Teaching of Spanish Literacy Development,” by Angela Carrasquillo.

**Read** Chamot and O’Malley, chapter 3, Academic Language Development in CALLA.”

#### **Session six – - Wednesday, March 23, 2005-**

**Read** Carrasquillo, Capítulo 4 “ Teaching Reading Comprehension Skills,” by Angela Carrasquillo.

**Read** Chamot and O’Malley, chapter 4, “Learning Strategy Instruction in CALLA.”

**March 30, 2005–** Holiday

**Session seven – - Wednesday, April 6, 2005–**

**Read** Carrasquillo, Capítulo 5 “ Integrando la Fonética en el Proceso de la Lectura en Español,” Elma Azurdía

**Read** Chamot and O’Malley,chapter 5, Planning Teaching and Monitoring CALLA.”

**Session eight – Wednesday, April 13, 2005 –**

**Read** Carrasquillo, Capítulo 6 “Métodos Más Conocidos en la Enseñanza de Lectura en Español,” by Angela Carrasquillo.

**Read** Chamot and O’Malley,chapter 6, “Assessing Student Progress in CALLA.”

**Session nine – Wednesday, April 20, 2005 –**

**Read** Carrasquillo, Capítulo 7, “Spanish Literacy Development in the Content Areas,” by Philip Segan and Jaime Aquino.

**Read** Chamot and O’Malley,chapter 7, “CALLA Program Administration.”

**Session ten – Wednesday, April 27, 2005 –**

**Read** Carrasquillo, Capítulo 8 “Teaching Reading to Bilingual Students with Disabilities,” by Frances Segan.

**Read** Chamot and O’Malley,chapter 8, “CALLA in Different Contexts.”

**Session eleven – Wednesday, May 4, 2005 –**

**Read** Carrasquillo, Capítulo 9, “Recursos a Utilizar en la Enseñanza de la Lectura en Español,” by Grisel López Díaz.

**Read** Chamot and O’Malley,chapter 9, “CALLA Science.”

**Session twelve – Wednesday, May 11, 2005 –**

**Read** Carrasquillo, Capítulo 10,“ Spanish Reading Assessment.” By Philip Segan.

**Read** Chamot and O’Malley,chapter 10, “CALLA Mathematics.”

**Session thirteen – Wednesday, May 18, 2005 –**

**Read** Chamot and O’Malley, Capítulo 11, “CALLA Social Studies.”

**Read** Chamot and O’Malley,chapter 13, “CALLA Literature and Composition.”

**Due:** Book Reports

**Session fourteen – Wednesday, May 25, 2005 –**

Presentation of units

Due: CALLA Units and disk copies

**The Schedule of Book Shares**

**Week one – Wednesday, February 16, 2005–**

**Session two – Wednesday, February 23, 2005–**

**Session three - Wednesday, March 2, 2005– –**

**Session four –, - Wednesday, March 9, 2005-**

**Session five -, - Wednesday, March 16, 2005-**

**Session six – - Wednesday, March 23, 2005-**

**March 30, 2005– Holiday**

**Session seven – - Wednesday, April 6, 2005–**

**Session eight – Wednesday, April 13, 2005 –**

**Session nine – Wednesday, April 20, 2005 –**

**Session ten – Wednesday, April 27, 2005 –**

**Session eleven – Wednesday, May 4, 2005 –**

**Session twelve – Wednesday, May 11, 2005 –**

**Session thirteen – Wednesday, May 18, 2005 –**

**Session fourteen – Wednesday, May 25, 2005 –**