

University of North Texas at Dallas

Spring 2014

SYLLABUS

EDRE 4860.90: Reading and Language Arts EC-8		3 credit hours	
Department of	Reading	Division of	Education and Human Services
Instructor Name:	Cynthia Rodriguez, Ph.D.		
Office Location:	201 L		
Office Phone:	972-338-1323 Cell phone: 940-391-4855 (call or text)		
Email Address:	Cynthia.Rodriguez@unt.edu		
Office Hours:	Tuesday: 10:30-1:00; Wednesday 12:00-5:30; Thursday 8:00-8:30 and 2:30-3:00		
Virtual Office Hours:	By appointment		
Classroom Location:	Bldg. 1-204		
Class Meeting Days & Times:	Tuesday: 8:30-11:20am		
Course Catalog Description:	Problems related to the comprehension and expansion of symbols of meaning; the interrelationship of literacy with other areas of language arts. Writing is the literacy focus of this course.		
Prerequisites:	EDRE 4450 or EDRE 4820		
Co-requisites:	N/A		
Required Text:	Tompkins, G. E. (2008). <i>Teaching Writing: Balancing Process and Product</i> (5 th Ed.). Upper Saddle River, NJ: Pearson/Merrill Prentice Hall. Johnston, P. H. (2004). <i>Choice Words</i> . Portland, ME: Stenhouse Publishers.		
Recommended Text and References:	<p>Allen, C. A. (2001). <i>The multigenre research paper: Voice, passion, and discovery in grades 4-6</i>. Portsmouth, NH: Heinemann.</p> <p><u>Texas Essential Knowledge and Skills for English Language Arts and Reading</u> (available at www.tea.state.tx.us) in our lesson planning. Be sure to download the TEKS for both grade levels in which you are observing. Put them in your notebook and bring them to class regularly.</p> <p>Professional Resources (You might find these helpful as you are looking at ways to work with student writing.)</p> <p>Anderson, C. (2000). <i>How's it going? A practical guide to conferring with students</i>. Portsmouth, NH: Heinemann.</p> <p>Arter, J. & McTighe, J. (2001). <i>Scoring rubrics in the classroom: Using performance criteria for assessing and improving student performance</i>. Thousand Oaks, CA: Corwin.</p> <p>Atwell, N. (1987). <i>In the middle: Writing, reading and learning with adolescents</i>. Portsmouth, NH: Heinemann.</p> <p>Calkins, L. M. (1986). <i>The art of teaching writing</i>. Portsmouth, NH: Heinemann.</p> <p>Cunningham, P. M. (2000). <i>Phonics they use</i>. New York: Longman.</p> <p>Daniels, H. (1994). <i>Literature circles: Voice and choice in the student-centered classroom</i>. York, ME: Stenhouse. Heinemann.</p> <p>Fletcher, R. (1993). <i>What a writer needs</i>. Portsmouth, NH: Heinemann.</p> <p>Fletcher, R., & Portalupi, J. (1999). <i>Writing workshop</i>. Portsmouth, NH: Heinemann.</p> <p>Gambrell, L. B., & Almasi, J. F. (Eds.). (1996). <i>Lively discussions: Fostering engaged conversations</i>. Newark, DE: International Reading Association.</p> <p>Ginsberg, M. B., & Wlodkowski, R. J. (2000). <i>Creating highly motivating classrooms for all students: A schoolwide approach to powerful teaching with diverse leaders</i>. San Francisco: Jossey-Bass.</p>		

Henderson, E. H. (1990). *Teaching spelling*. Boston: Houghton Mifflin.

Hoyt, L. (2000). *Snapshots: Literacy minilessons up close*. Portsmouth, NH: Heinemann.

Hurwitz, A. B., & Goddard, A. (1969). *Games to improve your child's English*. New York: Simon and Schuster.

Moffatt, J. & Wagner, B. J. (1992). *Student-centered language arts, K-12*. Portsmouth, NH: Boynton-Cook.

Peterson, R., & Eads, M. (1990). *Grand conversations: Literature groups in action*. New York: Scholastic.

Routman, R. (2005) *Writing essentials: Raising Expectations and results while simplifying teaching*. Portsmouth: NH: Heinemann.

Spandel, V. (2001). *Creating Writers through 6 trait writing assessment and instruction*. New York: Addison Wesley Longman.

Templeton, S. (2002, March). Effective spelling instruction in the middle grades: It's a lot more than memorization. *Voices from the Middle*, 9(3), 8-14.

Access to Learning Resources:

UNT Dallas Library:
 phone: (972) 780-3625;
 web: <http://www.unt.edu/unt-dallas/library.htm>
 UNT Dallas Bookstore:
 phone: (972) 780-3652;
 e-mail: 1012mgr@fheg.follett.com

Course Goals or Overview:

The UNT teacher education program envisions the teacher as an agent for the engaged learning of children. An important tool for engagement that children bring to school with them is their miraculous ability to understand and to use language. Although American children speak many languages, our emphasis is on the English language arts and on children's learning to communicate proficiently and effectively in a wide variety of situations. We'll learn ways to promote engagement in **visual, oral and written language**, and we will think about the **use of language in the content fields and in life outside of school**. The course acquaints future elementary and middle level teachers with content, methods, and rationale associated with teaching students the English language arts of reading, writing, listening, speaking, viewing, and visually representing in an integrated environment that motivates engagement in learning.

Learning Objectives/Outcomes: During the course, you will demonstrate attainment of the following objectives:

1. Demonstrate inclusion and integration of the six language arts in the EC-4 and 4-8 curriculum through common patterns for practice and in resources organized by teachers to enable learning.
2. Use accurate vocabulary that reflects knowledge of linguistic, sociolinguistic, psychological, and pedagogical understandings of language and language learning, including second language learning.
3. Apply understandings of children's development of oral, written, and visual language through the design of learning activities and assessments and through simulated communication with parents, making appropriate adaptations for students with learning and linguistic differences.
4. Demonstrate familiarity with the Texas Essential Knowledge and Skills (TEKS), and use them in developing curriculum focused on students' acquisition of concepts, skills, and strategies associated with proficiency in English language use.
5. Design activities and mini-lessons for teaching oral and written language concepts, skills, and strategies in ways that integrate the language arts and that offer students opportunities for engagement and for assessment of their own development.
6. Articulate assessment strategies for learning activities and mini-lessons that are related to the TEKS and other learning goals, that are as authentic as possible, and that are diagnostic, feeding back into development of curriculum and instruction.
7. Apply and assess the effect of use of scaffolding and other strategies to develop higher order thinking and comprehension in the design of learning activities.
8. Recognize differences in purposes for language arts learning, and design curriculum, instructional procedures, and assessment that direct learners toward engagement in aesthetic, efferent, and critical listening, reading, and viewing and production.
9. Engage in study of narrative, expository, and poetic text and in independent inquiry, and apply this knowledge to the design and assessment of similar experiences for students.
10. Demonstrate knowledge of the influence of media on communication and of strategies for involving EC-4 and 4-

8 students in study and production of media and other modes of visual representation, including those that employ current technologies.

11. Know the stages of the writing process and how to apply them in the classroom, including attention to traditional and workshop-embedded teaching of literacy and mechanical skills, including spelling, capitalization and punctuation, handwriting and keyboarding, word usage, sentence and paragraph development, and use of a variety of genre.
12. Know terminology commonly used in the teaching of spelling, grammar and vocabulary, why these concepts are important, and ways to integrate them appropriately for EC-4 and 4-8 students.
13. Experience on-going and publicly accountable assessment processes that are fostered through regular use of learning logs, construction of portfolios, class development of rubrics and checklists, and teacher and small group conferencing, and apply understandings of these processes in planning for EC-4 and 4-8 teaching.
14. Determine the ways that teachers use language in the classroom and how the usage supports and constrains student learning.

Review the ELA /Reading Generalist and INTASC standards below. You will be learning, reviewing, applying, and practicing these standards in various ways throughout your Reading Education courses at UNT Dallas.

Specific standards addressed in each class are noted on the course calendar.

ENGLISH LANGUAGE ARTS AND READING GENERALIST EC–6 STANDARDS

Standard I. Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.

Standard II. Phonological and Phonemic Awareness: Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.

Standard III. Alphabetic Principle: Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

Standard IV. Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.

Standard V. Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.

Standard VI. Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

Standard VII. Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.

Standard VIII. Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.

Standard IX. Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop those conventions.

Standard X. Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

Standard XI. Research and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.

Standard XII. Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.

INTASC STANDARDS

(Interstate New Teacher Assessment and Support Consortium)

Students will continue to utilize the INTASC standards as part of the learning and application of knowledge and application.

The Learner and Learning

Standard #1: Learner Development

Standard #2: Learning Differences

Standard #3: Learning Environments

Content Knowledge

Standard #4: Content Knowledge

Standard #5: Application of Content

Instructional Practice

Standard #6: Assessment

Standard #7: Planning for Instruction

Standard #8: Instructional Strategies

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice

Standard #10: Leadership and Collaboration

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Laura Smith at 972-780-3632.

Student Evaluation of Teaching Effectiveness Policy:

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Assignment Policy:

All assignments should be 12 point-Times New Roman font, double spaced. Late assignments will be reduced by one letter grade. Assignments later than one week will require approval for submission through an individual meeting with the instructor (outside of class time).

Exam Policy:

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy:

Attendance is required --- If you need to be absent for any reason, email the instructor as soon as possible. Any work that is due may be submitted via email to receive full credit. Ten points will be deducted for each week the assignment is late.

You must email prior to or within one day following class if you wish the instructor to consider acceptance of any late work.

Tardies later than 10 minutes will be documented.

3 tardies= 1 absence

2 absences= grade dropped one letter grade

4 absences= cannot receive credit for the course

Attendance and participation are critical. You will receive a final grade in this area that will be averaged in at equal weight with the rest of your grades.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

Optional Policies:**Professional Behavior Expectations:**

- 1) Attend class for entire time and be on time.
- 2) Turn off cell phone and store it in your purse or book bag.
- 3) Be courteous to everyone – listen when others speak, answer and ask questions often, and be alert (if you are too tired to stay engaged in class, then stay home).
- 4) Be prepared with all assignments before class begins and do not plan to do other assignments during class.
- 5) All work should be typed, printed, and brought to class ready to turn in at the beginning of class.

Course Assignments

All work typed and double spaced unless otherwise indicated.

I reserve the right to lower any grade if an assignment is not turned in.

COURSE ASSIGNMENTS All work typed and double spaced unless otherwise indicated.

WHO ARE MY WRITING INFLUENCES?

1. Writing Life Map/ Personal Biography [INTASC 1, 9, 10] [Domain 1 ELAR Standard 12]

A. Life Map

It is important for teachers to understand their own writing development and attitude in order to effectively teach others about writing. The map should represent in and out of school experiences related to writing --- specific teachers/friends/family members who influenced your writing; episodes related to handwriting, grammar, spelling, papers you wrote, school newspaper/yearbook experiences, letter writing, thank you notes, emailing, blogging, etc.; experiences from childhood all the way to the present. Consider your functional writing life as well as your compositional writing life. Be prepared to share your writing life map with your peers. You might even think about how writing impacts your daily life. Further, think about how your personal experiences with writing impact your attitude about teaching writing. (We will begin this in class to help you get started.)

B. Personal Biography

Items related to Wilfred Gordon McDonald Partridge

2. Chapter reflections for Teaching Writing chapters 1-3.

Complete the chapter reflections as described in the syllabus. You should bring a copy of this log to class in order to complete in discussion groups. Remember, besides reading the assigned Teaching Writing chapter, you must also read AND BRING TO CLASS an additional journal article or chapter from a professional book dealing with the same topic.

3. Writing Assessment Application Quiz [INTASC 1, 6, 8] [ACEI 2.1, 3.1, 4.0] [Domain 2 ELAR Standard 10] [Reading/Comprehension Skills §110.11 - §110.30](100 points)

Chapter 4 – Tompkins --- Read chapter 4 and be prepared to discuss, take a quiz and apply the information.

WHO AM I AS A WRITER?

4. Personal Writing/Writing Workshop Publications [INTASC 1, 2, 3, 4, 5, 6, 8, 9] [ACEI 2.1, 5.2] [Domain 1 ELAR Standard 8, 9]

As we learn the whys and wherefores of writing workshop, it is important that you learn by doing and not by watching. To this end, you will experience writing workshop through completion of your own writing. You will complete and publish two pieces (100 points each) of personal writing during the course of the semester. Ideas for topics and models to consider will be demonstrated in class through minilessons. From the minilessons, you will generate several drafts; however, two of these pieces will be taken through the writing process – prewriting, drafting, conferring, revising, editing, and publishing. Be ready to write, to confer and to share.

WHO AM I AS A TEACHER OF WRITING?

5. Professional Learning Community Readings from Choice Words and Observations [INTASC 4, 6, 9, 10] [Domain 1 ELAR Standard 11, 12] [ACEI 3.2, 3.3, 3.4, 3.5, 5.1, 5.4] PLC: As you enter the classroom this semester as an observer, what are your questions about best practices of teaching literacy (reading, writing, listening, speaking, viewing, representing, and thinking) related to strategies, assessment, children, schools, parents, schedules, centers, environment, grouping, management, literacy across the curriculum, etc.? How does a teacher’s language support and constrain student growth and development? As you observe in various classes/subjects, you will need to listen carefully to the teacher. What do you hear the teacher saying? What do you hear the children saying and doing as a result?

A. Choice Words Discussion Questions: You will be given a prompt for each chapter in CW for discussion and reflection in your small groups.

B. Questioning: Blooms Questioning Tally Sheet/ 50 points

To add to the discussion of the book, you will complete the following exercise. This exercise will help you focus your attention on the teacher/student talk as you are in your placement in Intern I.

a. While observing a lesson, record the questions asked by the mentor teacher. (A minimum of 10 questions---You may have to combine two lessons in some cases.)

When you type up the questions, boldface the question stems.

a. Identify the level and complete the Blooms Question Tally Sheet.

b. Then write a reflection interpreting the results.

c. Include five other questions that could be utilized in the lesson next time to reach the needs of those students who may not have been challenged. Label the level of each question.

d. Turn in the following: 1. Questions teacher asked (with question stems in boldfaced print), 2. Blooms Tally Chart, 3. List of suggested questions (labeled with level), 4. Reflection.

C. (Strategies) Robert Marzano’s Nine Essential Instructional Strategies

1. Research. Then create an outline or other graphic organizer to demonstrate your knowledge of strategies. Provide more information than just the labels of the strategies. 2. Select one day of observation and complete a detailed schedule of what happened (all activities and strategies) during the day. Then label with the corresponding strategies according to Marzano.

D. (language) Teacher Statements: (1 set of 5 statements/ 100 points)

“Collect” 5 statements or brief conversations of the teacher so that the group can discuss the ways the language supported student learning. Examples of the language in the book will help us with these.

The five statements will reflect what you read in the chapter. Type up the statements, then provide a brief statement of the context in which the statement was collected. After this you will write a brief paragraph explaining how the statement supports or constrains student learning and connect it to the text.

Examples will be shared in class.

6. TK20 - Teach a Writing Lesson (100 points) [INTASC 1, 2, 3, 4, 7, 9] [ACEI 2.1, 3.1, 4, 5.1, 5.2]
[Domain 1 ELAR Standards 1-10]

Specific information about this assignment can be found later in the syllabus.

This is a Key Assignment with a Key Assessment. You will use TK20 with this work. This assignment **MUST** be uploaded to TK20 to be graded. All pieces of the assignment should be loaded into one document. If you do not complete this assignment with at least a 75, you **CANNOT** pass this class.

7. Teach a Content Area/Writing Genre Lesson [INTASC 1, 2, 3, 4, 7, 9] [ACEI 2.1, 3.1, 5.1, 5.2]
[Domain 1 ELAR Standards 1-10]

In a small group (2-3 people), write and execute a lesson that incorporates writing into a chosen content area. E.g. Writing two-voice poems in a social studies unit on community helpers. Be creative. You should incorporate a book/book chapter and information on a writing genres from Tompkins into the lesson. You must write the lesson into the Madeline Hunter format. The entire should take approximately 45 minutes. A copy of the lesson plan should be provided for all members of the class at the conclusion of the lesson. Remember that you want your peers to end up with a lesson that they can use in their future classrooms. More information on this assignment will be given in class. However, you will read a chapter from the Tompkins' book and create a handout using a graphic to highlight the key elements of the chapter. Each group will need to provide a handout for each member of the class.

8. Multigenre Research Project [INTASC 1, 4, 10] [ACEI 2.1, 3.1, 5.2] [Domain 1 ELAR Standards 11, 12] We will use our entries completed during writer's workshop to complete a multigenre project. Details will be discussed in class.

Date	Class discussion	Due today	INTASC standards addressed	ELA/Rdg Tchr Generalist Standards addressed
January 17	Introduction Syllabus discussion Ethnography project-part one W. Wkshp. -Teaching writing-chapter 1	“Ethnographic Eyes” chapter reading Chapter 1 & 2-choice words TW-Chapter 2 Glossary	1, 4, 5, 9	4, 8, 9
January 24	Ethnography, part 2 TW-Chapter 2 Chapter 1 & 2-choice words “movies that inspire”- discuss assignment Prewriting-Quick Write-Selecting Topics	TW-Chapter 3 & 4-read your assigned chapter. Reflection Read Choice Words-Chapter 2 Prewriting-Quick Writes Review TAResearch project notes-prepare questions Glossary	1, 2, 4, 5	4, 8, 9
January 31	TW-Chapters 3 & 4-Writing lesson discussion Choice Words Chapter 2 Prewriting-Selecting Topics-peer discussion Sign up for chapter presentations in groups of 4 (two groups of 6)	Collect writing samples. Begin strength and needs chart. Choice Words Chapter 3 Review Marzano assignment. Prepare questions. First rough draft of personal writing piece 1. Glossary	1, 2, 3, 4, 5, 7, 8	1, 4, 8, 9, 10

<p>February 7</p>	<p>TW Writing-Chapter 5 presentation-I will lead.</p> <p>Writing lesson planning discussion</p> <p>Choice Words-Chapter 3 discussion</p> <p>Marzano assignment Discussion</p> <p>W.Wkshp. Revising- Personal writing piece (PWP) 1-small group</p>	<p>TAR Questions</p> <p>Strength and needs chart completed.</p> <p>Rough draft of writing lesson plan due.</p> <p>Choice Words-Chapter 4</p> <p>Complete rough draft 2 of PWP 1-include feedback from small group</p> <p>Glossary</p>	<p>1, 2, 3, 4, 5, 7, 8</p>	<p>1, 4,8, 9, 10</p>
<p>February 14</p>	<p>Share writing lesson plans-peer feedback and conferencing with me.</p> <p>TAR Questions Discussion</p> <p>Choice Words Chapter 4</p> <p>W.Wkshp. Editing-peer feedback/conferencing</p>	<p>Choice Words ch. 5 & 6</p> <p>Final Writing lesson plan due next week.</p> <p>Complete Final draft of PWP 1.</p> <p>Glossary</p>	<p>1, 2, 3, 4, 5, 7, 8</p>	<p>1, 4,8, 9, 10</p>
<p>February 21</p>	<p>TW-Chapter 5 Presentation</p> <p>Choice words- Chapters 5 & 6</p> <p>W.Wkshp. Publishing-prepare to share your PWP 1.</p>	<p>Complete “final” copy of writing lesson plan.</p> <p>Choice words- chapter 7</p> <p>Marzano Assignment</p> <p>Glossary</p>	<p>1, 2, 3, 4, 5, 7, 8</p>	<p>1, 4, 8, 9, 10</p>
<p>February 28</p>	<p>Choice Words-ch. 7</p> <p>Writing lesson feedback-plan to implement lesson</p>	<p>Choice Words-Ch. 8</p> <p>PWP 2-Write the lead to your 2nd</p>	<p>1, 2, 3, 4, 5, 7, 8</p>	<p>1, 4,8, 9, 10</p>

	<p>between today and March 13.</p> <p>Prewriting-PWP 2- Minilesson-writing leads</p>	<p>piece. Should be well developed and match with one of the styles shared in class.</p>		
March 6	<p>TW-Chapter 6 Presentation</p> <p>Share Marzano Assignment</p> <p>Choice Words Text discussion Assignment 2-Teacher Statements</p> <p>W. Wkshp. Revising- “Adding brushstrokes”</p>	<p>PWP 2-Rough draft include descriptive language as discussed in class.</p> <p>Marzano assignment due</p>	1, 4, 5, 7, 8	1, 4,8, 9, 10
March 13	<p>TW-chapter 7 & 8</p> <p>Choice words chapter 4 & 5-discuss marzano assignment</p> <p>W. Wkshp. Editing</p>	<p>Completed Writing lesson plan due.</p> <p>Complete final copy of PWP 2.</p>	1, 2, 4, 5	4, 8, 9, 10
March 27	<p>TW-Chapter 9 Presentation</p> <p>Assignment 2 discussion and editing</p> <p>W. Wkshp. Publishing PWP 2.</p>	<p>Bring in 2 of the 5 “Teacher Statements” assignment completed.</p> <p>TW-Chapter 12</p>	1, 2, 4, 5, 7, 8	4, 8, 9, 10
April 3	<p>TW-Chapter 10 Presentation</p> <p>TW-Chapter 11</p> <p>Teacher Statements Assignment due</p> <p>TW-Chapter 12 Multigenre projects</p> <p>W. Wkshp. Creating options for topic</p>	<p>Issues in Lit. Education-current events assignment</p>	1, 4, 5, 7, 8	1, 4, 8, 9, 10, 11

	selection/picture boxes.			
April 10	Glossary review-practice Current Event discussion		1, 4, 5, 7, 8	1, 4, 8, 9, 10, 11
April 17	Class will not meet Complete multigenre projects			
April 24	Multigenre presentations (half of class)		1, 4, 5, 7, 8	1, 4, 8, 9, 10, 11
May 1	Multigenre presentations (half of class)		1, 4, 5, 7, 8	1, 4, 8, 9, 10