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## READING RECOVERY PROGRAM

<p><b>EDUC 313 Reading Recovery English Bridging I from Descubriendo la Lectura (DLL) to Reading Recovery – Fall Semester (2 units)</b></p>	<p>This course is part of a two-semester plan designed to bridge Reading Recovery teachers trained in Descubriendo la Lectura (Reading Recovery in Spanish) to Reading Recovery in English. This course was very popular when the state of California passed a proposition which eliminated the possibility of teaching children to read in Spanish and necessitated the bridging of teachers trained to offer reading intervention in Spanish to training them to offer reading intervention in English.</p> <p><b>Graduate level course. Prerequisite:</b> Successful completion of training in Descubriendo la Lectura at selected school districts throughout California affiliated with the Reading Recovery Training Center at Saint Mary's College.</p>
<p><b>EDUC 314 Reading Recovery English Bridging II from Descubriendo la Lectura (DLL) to Reading Recovery – Spring Semester (2 units)</b></p>	<p>This course is the second part of a two-semester plan designed to bridge Reading Recovery teachers trained in Descubriendo la Lectura (Reading Recovery in Spanish) to Reading Recovery.</p> <p><b>Graduate level course. Prerequisite:</b> Successful completion of training in Descubriendo la Lectura and successful completion of EDUC 313.</p>



KALMANOVITZ  
SCHOOL OF  
EDUCATION

<p><b>EDUC 315 Reading Recovery Spanish Bridging to Descubriendo la Lectura (DLL) from Reading Recovery in English – Fall Semester (2 units)</b></p>	<p>This course is part of a two-semester plan designed to bridge fluent Spanish-speaking Reading Recovery teachers trained in Reading Recovery in English to DLL so that they can offer early intervention in reading and writing to Spanish-speaking children who will learn to read in Spanish and will have access to Spanish-speaking teachers through fourth grade.</p> <p><b>Graduate level course. Prerequisite:</b> Successful completion of training in Reading Recovery at selected school districts throughout California affiliated with the Reading Recovery Training Center at Saint Mary's College.</p>
<p><b>EDUC 316 Reading Recovery Spanish Bridging to Descubriendo la Lectura (DLL) from Reading Recovery in English – Spring Semester (2 units)</b></p>	<p>This course is the second part of a two-semester plan designed to bridge Reading Recovery teachers trained in English to DLL.</p> <p><b>Graduate level course. Prerequisite:</b> Successful completion of training in Reading Recovery at selected school districts throughout California affiliated with the Reading Recovery Training Center at Saint Mary's College; successful completion of EDUC 315.</p>



KALMANOVITZ  
SCHOOL OF  
EDUCATION

**EDUC 317 Reading  
Recovery Assessment  
(Training for Reading  
Recovery  
Teachers in Training) –  
Fall Semester (2 units)**

This course is offered in the late summer prior to the opening of school. It is taught by Reading Recovery Teacher Leaders who hold a Master's Degree and have successfully completed 12 to 16 units of Graduate Level post-Master's coursework at Saint Mary's College and who are employed by local school districts as credentialed teachers. The purposes of this course are to enable prospective Reading Recovery Teachers to: administer, score and interpret running records of test reading; administer, score and interpret other assessment tasks of early literacy acquisition; develop skill in summarizing results of early literacy assessment tasks; construct an assessment kit of materials for observing children's literacy development; and acquire observational competency in determining children's strengths related to early literacy acquisition.

**Graduate level course. Prerequisite:** Acceptance into training in Reading Recovery at selected school districts throughout California and other western states affiliated with the Reading Recovery Training Center at Saint Mary's College. This course is taught off campus at selected school districts by trained Reading Recovery Teacher Leaders affiliated with the Reading Recovery Training Center at Saint Mary's College.



KALMANOVITZ  
SCHOOL OF  
EDUCATION

<p><b>EDUC 318 Reading Recovery Procedures – Fall Semester (3 units)</b></p>	<p>The purposes of this outcome-based course are to enable prospective Reading Recovery teachers to: develop skill in the teaching of children identified for Reading Recovery intervention; acquire observational expertise for determining children’s on-going literacy development; maintain and utilize records of student progress to inform instruction; demonstrate teaching children for peer observations and critique; and develop reflection of teaching through self-analysis of teaching. In addition, teachers will be able to: understand the theoretical base for the Reading Recovery program as designed by Dr. Marie Clay; develop their own theoretical understandings of literacy, of the reading/writing processes, and learning in general; and compare and contrast theoretical positions regarding learning and literacy.</p> <p><b>Graduate level course. Prerequisite:</b> Acceptance into training in Reading Recovery at selected school districts throughout California and other western states affiliated with the Reading Recovery Training Center at Saint Mary’s College; successful completion of EDUC 317. This course is taught off campus at selected school districts by trained Reading Recovery Teacher Leaders affiliated with the Reading Recovery Training Center at Saint Mary’s College.</p>
<p><b>EDUC 319 Advanced Reading Recovery Procedures – Spring Semester (3 units)</b></p>	<p>The purposes of this outcome-based course are to enable prospective Reading Recovery teachers to: develop skill in the teaching of children identified for Reading Recovery intervention; acquire observational expertise for determining children's ongoing literacy development; examine the effectiveness of teaching decisions made during lessons in light of known theory, clinical experiences and actual practice; engage in self-evaluation and reflection of theory and practice leading to on-going professional growth and effective teaching; understand the theoretical base for the Reading Recovery program as designed by Dr. Marie Clay; develop theoretical understandings of literacy, of the reading/writing processes, and learning in general; and examine current research using a theoretical framework. This is a continuation of the first semester of work through which several themes are</p>



KALMANOVITZ  
SCHOOL OF  
EDUCATION

	<p>being explored.</p> <p><b>Graduate level course. Prerequisite:</b> Acceptance into training in Reading Recovery at selected school districts throughout California and other western states affiliated with the Reading Recovery Training Center at Saint Mary’s College; successful completion of EDUC 317 and 318. This course is taught off campus at selected school districts by trained Reading Recovery Teacher Leaders affiliated with the Reading Recovery Training Center at Saint Mary’s College.</p>
<p><b>EDUC 320 Assessment Training (for Reading Recovery Teacher Leaders in Training) – Fall Semester (2 units)</b></p>	<p>This course is offered in the late summer prior to the opening of school and is one course in a series of courses (16 units) to be completed over the course of a year. The purposes of this course are to enable prospective Reading Recovery Teacher Leaders to: administer, score and interpret running records of test reading; administer, score and interpret other assessment tasks of early literacy acquisition; develop skill in summarizing results of early literacy assessment tasks; construct an assessment kit of materials for observing children's literacy development; and acquire observational competency in determining children's strengths related to early literacy acquisition. In addition, Teacher Leaders in Training learn how to teach classroom teachers and reading specialists how to administer valid assessment tasks, how to analyze and interpret them based on factual evidence, and how to use assessment information to inform instruction.</p> <p><b>Graduate level course. Prerequisite:</b> Acceptance into training as a Reading Recovery Teacher Leader at Saint Mary’s College. Suitable candidates must hold a Master’s Degree and must have 3 to 5 years of successful classroom teaching experience. In addition, the candidate must have local administrative approval for enrolling in this program and must also have District Superintendent approval. This course is taught by Reading Recovery Trainers who have been trained and certified as Trainers according to the Standards and Guidelines of the Reading Recovery Council of North</p>



KALMANOVITZ  
SCHOOL OF  
EDUCATION

	<p>America and who are registered as Trainers with the North American Trainers Group at the Reading Recovery Council of North America.</p>
<p><b>EDUC 321 Clinical Practice I (for Reading Recovery Teacher Leaders) – Fall Semester (3 units)</b></p>	<p>The purposes of this outcome-based activity course are to enable prospective Reading Recovery Teacher Leaders to: develop their own theoretical understandings of literacy, of the reading/writing processes, and learning in general; to compare and contrast theoretical positions regarding learning and literacy, to examine observed practice using a theoretical framework; and evaluate the utility of the theory for producing better literacy education. The seminar consists of two semesters of coursework throughout which several themes will be explored.</p> <p><b>Graduate level course. Prerequisite:</b> Acceptance into training as a Reading Recovery Teacher Leader at Saint Mary's College; successful completion of EDUC 320. This course is taught by Reading Recovery Trainers who have been trained and certified as Trainers according to the Standards and Guidelines of the Reading Recovery Council of North America and who are registered as Trainers with the North American Trainers Group at the Reading Recovery Council of North America.</p>



KALMANOVITZ  
SCHOOL OF  
EDUCATION

**EDUC 322 Theoretical Seminar – Fall Semester (3 units)**

The purposes of this outcome-based course are to enable prospective Reading Recovery Teacher Leaders to: develop skill in the teaching of children identified for Reading Recovery intervention; acquire observational expertise for determining children's ongoing literacy development; examine effectiveness of teaching decisions made during lessons in light of known theory, clinical experiences and actual practice; engage in self-evaluation and reflection of theory and practice leading to on-going professional growth and effective teaching; understand the theoretical base for the Reading Recovery program as designed by Dr. Marie Clay; develop theoretical understandings of literacy, of the reading/writing processes, and learning in general; relate theory to work with children and with teachers; compare and contrast theoretical positions regarding learning and literacy; articulate ideas and concepts in a way that will be understandable to practicing educators; examine current research using a theoretical framework; examine observed practice using a theoretical framework; apply knowledge in settings beyond Reading Recovery; and evaluate the utility of the theory for producing better literacy education. The seminar is a continuation of the first semester of work through which several themes are being explored.

Graduate level course. Prerequisite: Acceptance into training as a Reading Recovery Teacher Leader at Saint Mary's College; successful completion of EDUC 320 and 321. This course is taught by Reading Recovery Trainers who have been trained and certified as Trainers according to the Standards and Guidelines of the Reading Recovery Council of North America and who are registered as Trainers with the North American Trainers Group at the Reading Recovery Council of North America.



KALMANOVITZ  
SCHOOL OF  
EDUCATION

<p><b>EDUC 323 Clinical Practice II – Spring Semester (3 units)</b></p>	<p>The purposes of this outcome-based activity course are to enable prospective Reading Recovery Teacher Leaders to: develop their own theoretical understandings of literacy, of the reading/writing processes, and learning in general; compare and contrast theoretical positions regarding learning and literacy; examine observed practice using a theoretical framework; and evaluate the utility of the theory for producing better literacy education.</p> <p>Graduate level course. Prerequisite: Acceptance into training as a Reading Recovery Teacher Leader at Saint Mary's College; successful completion of EDUC 320, 321 and 322. This course is taught by Reading Recovery Trainers who have been trained and certified as Trainers according to the Standards and Guidelines of the Reading Recovery Council of North America and who are registered as Trainers with the North American Trainers Group at the Reading Recovery Council of North America.</p>
<p><b>EDUC 324 Supervision of Reading Recovery Programs – Spring Semester (1 unit)</b></p>	<p>The purpose of this course is to study the models of professional development and clinical supervision of reading teachers. The coursework consists of field work in developing skills for administering, implementing, and evaluating a district or regional Reading Recovery project.</p> <p>Graduate level course. Prerequisite: Acceptance into training as a Reading Recovery Teacher Leader at Saint Mary's College; successful completion of EDUC 320, 321, 322 and 323. This course is taught by Reading Recovery Trainers who have been trained and certified as Trainers according to the Standards and Guidelines of the Reading Recovery Council of North America and who are registered as Trainers with the North American Trainers Group at the Reading Recovery Council of North America.</p>



KALMANOVITZ  
SCHOOL OF  
EDUCATION

<p><b>EDUC 327 Early Literacy Small Group Instruction I – Fall semester (2 units)</b> <b>AND</b> <b>EDUC 328 Early Literacy Small Group Instruction II – Spring Semester (2 units)</b></p>	<p>This is a two-part intensive course designed to train Reading Recovery teachers in methods of instructing small groups of early readers with techniques and activities adapted from Reading Recovery principles and procedures, combined with best practices supported by research. Based on theoretical principles of observation and responsive teaching, this course utilizes an intervention instructional model for working with low-achieving readers. The course focuses on the components of literacy programs and specialized procedures for working with children from Kindergarten through third grade. Teachers will gain knowledge and experience in designing literate environments based on collective evidence of children’s oral and written behaviors.</p> <p><b>Graduate level course. Prerequisite:</b> Acceptance into training as a Reading Recovery Teacher or Teacher Leader, working as a trained Reading Recovery Teacher or Teacher Leader; successful completion of Saint Mary’s courses EDUC 317, 318 and 319 or EDUC 320, 321 and 322 or by special permission of the instructor.</p>
<p><b>EDUC 330A S.C.O.R.E. Small Group Booster Instruction I – Fall Semester (2 units)</b></p>	<p>This course will focus on the small group differentiation model (SCORE Booster) under the Comprehensive Language and Literacy Model. An emphasis will be placed on balanced literacy components, including read alouds, shared reading, guided reading, literature discussion groups, reading workshop, literacy corners, author/genre studies, spelling instruction, phonics, assisted writing, and writer's workshop. These components will utilize the core adopted materials and supplemental materials, along with research-based effective instructional strategies. Videotapes of lesson components and examples of student work will be used to illustrate the link between teaching and learning. An additional focus will be on the features of a comprehensive language and literacy model, including intervention, differentiated small group instruction, peer coaching, and school-based</p>



KALMANOVITZ  
SCHOOL OF  
EDUCATION

literacy teams.

Upon completion of this course, the candidate will: teach students to vary reading rate according to the purpose(s) and difficulty of the material; understand that spelling is developmental based on the phonological, orthographic, and meaning systems; understand how a literacy processing system works, including an understanding that reading, writing, listening, and speaking are interrelated processes; reflect on teaching practices and professional growth over time; understand the importance of teaching writing as a process, including how to compose, revise, edit, and publish for varied audiences and purposes; understand the importance of developing self-regulated learners by teaching students how to self-manage their time, locate a variety of information including electronic reference sources, and organize their learning to meet specific goals; understand how to select and evaluate appropriate books and materials to support children's literacy development across the content areas, including classic and contemporary children's literature and easy reading fiction and nonfiction books; understand the relationship of vocabulary knowledge to comprehension, including how to teach word meanings through reading and writing experiences; understand how to create a literate environment that promotes reading and writing development, including modeling and discussing reading and writing as life-long activities; understand the importance of modeling comprehension strategies, including retelling, questioning, inferring, connecting prior knowledge, and self-monitoring strategies.

**Graduate level course. Prerequisite:** Approval of instructor.



KALMANOVITZ  
SCHOOL OF  
EDUCATION

<p><b>EDUC 330B S.C.O.R.E. Small Group Booster Instruction II – Spring Semester (Variable 1-2 units)</b></p>	<p>This course will focus on the small group differentiation model (SCORE Booster) under the Comprehensive Language and Literacy Model. An emphasis will be placed on balanced literacy components, including read alouds, shared reading, guided reading, literature discussion groups, reading workshop, literacy corners, author/genre studies, spelling instruction, phonics, assisted writing, and writer's workshop. These components will utilize the core adopted materials and supplemental materials, along with research-based effective instructional strategies. Videotapes of lesson components and examples of student work will be used to illustrate the link between teaching and learning. An additional focus will be on the features of a comprehensive language and literacy model, including intervention, differentiated small group instruction, peer coaching, and school-based literacy teams.</p> <p><b>Graduate level course. Prerequisite:</b> Approval of instructor.</p>
<p><b>EDUC 330D S.C.O.R.E. Booster Continuing Contact I – Fall Semester (Variable 1-2 units)</b></p>	<p>This course will focus on the continued learning applied toward the small group differentiation model (SCORE Booster) during Semester 1 under the Comprehensive Language and Literacy Model. An additional focus will be on the features of a comprehensive language and literacy model, including intervention, differentiated small group instruction, peer coaching, and school- based literacy teams.</p> <p><b>Graduate level course. Prerequisite:</b> Approval of instructor.</p>



KALMANOVITZ  
SCHOOL OF  
EDUCATION

<p><b>EDUC 330F S.C.O.R.E. Booster Continuing Contact II – Spring Semester (2 units)</b></p>	<p>This course will focus on the continued learning applied toward the small group differentiation model (SCORE Booster) during Semester 2 under the Comprehensive Language and Literacy Model. An emphasis will be placed on balanced literacy components, including previous components learned, and in addition utilize the core adopted materials and supplemental materials, along with research-based effective instructional strategies. Videotapes of lesson components and examples of student work will be used to illustrate the link between teaching and learning. An additional focus will be on the features of a comprehensive language and literacy model, including intervention, differentiated small group instruction, peer coaching, and school-based literacy teams.</p> <p><b>Graduate level course. Prerequisite:</b> Approval of instructor.</p>
<p><b>EDUC 331A Language and Literacy Instruction I – Fall Semester (3 units)</b></p>	<p>This course utilizes an early intervention instructional model for working with low-achieving readers and writers. It is part of a two-part yearlong course.</p>
<p><b>EDUC 331B Language and Literacy Instruction II – Spring Semester (3 units)</b></p>	<p>This course utilizes an early intervention instructional model for working with low-achieving readers and writers. It is part of a two-part yearlong course.</p>



KALMANOVITZ  
SCHOOL OF  
EDUCATION

<p><b>EDUC 332 Creating Literate Environments for Young Learners – Summer (3 units)</b></p>	<p>This course will focus on the reading, writing, and spelling processes. An emphasis will be placed on a balanced literacy curriculum, including guided reading, literature discussion groups, shared reading, spelling instruction, phonics, assisted writing, reading and writing mini-lessons, writer’s workshop, reading workshop, and literacy corners. Videotapes of lesson components and examples of students’ work will be used to illustrate the link between teaching and learning. An additional focus will be on the features of a comprehensive literacy model, including peer coaching and school-based literacy teams.</p> <p><b>Graduate level course. Prerequisite:</b> Acceptance into training as a Literacy Coach at Saint Mary’s College; willingness of the school district to support the three-year training and implementation model.</p>
<p><b>EDUC 333 Specialized Assessment in Early Literacy Instruction – Fall Semester (3 units)</b></p>	<p>The course focuses on the principles of early intervention for diagnosing literacy problems for kindergarten to third grade students, including an understanding of emergent literacy and the experiences that support it. Special attention will be placed on designing individualized and group instructional interventions targeted toward those students in greatest need or low proficiency levels, including knowledge of instructional implications of research in special education, psychology, and other fields that deal with the treatment of students with reading and learning difficulties.</p> <p><b>Graduate level course. Prerequisite:</b> Acceptance into training as a Literacy Coach at Saint Mary’s College; willingness of the school district to support the three-year training and implementation model; successful completion of EDUC 332.</p>



KALMANOVITZ  
SCHOOL OF  
EDUCATION

<p><b>EDUC 334 Theory and Practice in Literacy – Spring Semester (3 units)</b></p>	<p>This course examines theories of cognitive, linguistic, cultural, and socio-historical learning and their practical implications for teaching students in the elementary grades. An emphasis is placed on observation and responsive teaching for preventing literacy failures.</p> <p><b>Graduate level course. Prerequisite:</b> Acceptance into training as a Literacy Coach at Saint Mary's College; willingness of the school district to support the three-year training and implementation model; successful completion of EDUC 332 and 333.</p>
<p><b>EDUC 335 Research in Language and Literacy Acquisition – Fall Semester (3 units)</b></p>	<p>This course explores the contributions and latest research of linguists, sociolinguists, and psycholinguists to language and literacy acquisition; description of methods and techniques employed in literacy research; and designing and conducting a research project in literacy progression.</p> <p><b>Graduate level course. Prerequisite:</b> Acceptance into training as a Literacy Coach at Saint Mary's College; willingness of the school district to support the three-year training and implementation model; successful completion of EDUC 332, 333 and 334.</p>



KALMANOVITZ  
SCHOOL OF  
EDUCATION

<p><b>EDUC 336 Vocabulary, Comprehension and Language Based Strategies – Fall Semester (3 units)</b></p>	<p>This course examines theories of cognitive, linguistic, cultural and socio-historical learning and their practical implications for teaching students in the elementary grades. An emphasis is placed on understanding the role of vocabulary, how to develop comprehension skills, and developing a deep understanding of the importance of oral language and language-based strategies for teaching literacy.</p> <p><b>Graduate level course. Prerequisite:</b> Acceptance into training as a Literacy Coach at Saint Mary’s College; willingness of the school district to support the three-year training and implementation model; successful completion of EDUC 332, 333, 334 and 335.</p>
<p><b>EDUC 337 Supervision and Organization of Reading Programs – Spring Semester (3 units)</b></p>	<p>This course examines the implementation and coordination of programs designed to help students improve their reading and writing, including those supported by federal, state, and local funding.</p> <p>Graduate level course. Prerequisite: Acceptance into training as a Literacy Coach at Saint Mary’s College; willingness of the school district to support the three-year training and implementation model; successful completion of EDUC 332, 333, 334, 335 and 336.</p>
<p><b>EDUC 338 Professional Experiences – Fall Semester (3 units)</b></p>	<p>This course requires professional experience in a selected school district, state agency, or university sites related to the student’s long-term professional goals and requires a paper related to the experience.</p> <p>Graduate level course. Prerequisite: Acceptance into training as a Literacy Coach at Saint Mary’s College; willingness of the school district to support the three-year training and implementation model; successful completion of EDUC 332, 333, 334, 335, 336 and 337.</p>



KALMANOVITZ  
SCHOOL OF  
EDUCATION

<p><b>EDUC 339 Curriculum for Language and Literacy for Upper Grades (3-6) Part I &amp; II – (Fall 2 units; Spring 2 units)</b></p>	<p>This course will focus on the Curriculum for Language and Literacy (CFLI). An emphasis will be placed on balanced literacy components, including read alouds, shared reading, guided reading, literature discussion groups, reading workshop, literacy corners, author/genre studies, spelling instruction, phonics, assisted writing, and writer’s workshop. Videotapes of lesson components and examples of student work will be used to illustrate the link between teaching and learning. An additional focus will be on the features of a comprehensive language and literacy model, including intervention, small group work, peer coaching, and school-based literacy teams.</p> <p><b>Graduate level course. Prerequisite:</b> Approval of instructor.</p>
<p><b>EDUC 340 Curriculum for Language and Literacy for Primary (K-3) Parts I and II – (Fall 2 units; Spring 2 units)</b></p>	<p>This course will focus on the Curriculum for Language and Literacy (CFLI) under the Comprehensive Language and Literacy Model. An emphasis will be placed on balanced literacy components, including read alouds, shared reading, guided reading, literature discussion groups, reading workshop, literacy corners, author/genre studies, spelling instruction, phonics, assisted writing, and writer’s workshop. These components will utilize the core adopted materials and supplemental materials, along with research-based effective instructional strategies. Videotapes of lesson components and examples of student work will be used to illustrate the link between teaching and learning. An additional focus will be on the features of a comprehensive language and literacy model, including intervention, differentiated small group instruction, peer coaching, and school-based literacy teams.</p> <p><b>Graduate level course. Prerequisite:</b> Approval of instructor.</p>



KALMANOVITZ  
SCHOOL OF  
EDUCATION

**EDUC 342 A and B Group  
Facilitation Skills in  
Professional Development  
Settings I and II – (Fall 0.5  
units; Spring 0.5 units)**

This course will focus on techniques for planning, presenting, and evaluating professional development sessions for school level staffs. Theory and research on the most effective practices for initiating, implementing, and sustaining school change models will be studied and utilized. A particular emphasis will be placed on the development of the professional educator and maintaining the most effective environments for student and adult learning. Candidates will learn how to successfully collaborate with school level colleagues in the study of student data that leads to planning and designing instruction. Upon completion of this course, the candidate will be able to: reflect on teaching practices and design appropriate instruction that meets the needs of diverse learners; demonstrate the facilitation of a literate school-wide environment that promotes reading and writing development, including modeling and discussing reading, writing, language acquisition, and research-based effective strategies with colleagues; in collaboration with colleagues, use student assessments diagnostically to design the most effective instructional practices; regularly evaluate student outcome data and realign instruction to meet student needs; and demonstrate the ability to communicate as a group facilitator to various groups at the school level, including literacy teams, assessment wall meetings, and other professional development settings.

**Graduate level course. Prerequisite:** Approval of instructor.



KALMANOVITZ  
SCHOOL OF  
EDUCATION

<p>EDUC 343 A and B Advanced Language and Literacy Instruction I and II: An Apprenticeship Model for Primary Classrooms – (Fall 3 units; Spring 3 units)</p>	<p>Based on theoretical principles of observation and responsive teaching, this course utilizes a differentiated instructional model for working with low-achieving readers and writers. The course will focus on the components of an early language and literacy program and specialized procedures for working with below-grade level students in grades preschool through 3. Teachers will gain knowledge and experience in designing literate environments based on collective evidence of children’s oral and written language behaviors. Special attention will be placed on: assessments in reading, writing and language acquisition; organization and delivery of an early language and literacy instructional program that utilizes the adopted core instructional materials and supplemental materials for oral language development and English language learners; development of visual processing strategies (letter and word work, analyzing spelling patterns from writing samples, analyzing visual strategies from running records of text reading); and evaluating children’s reading and writing progress across events and time.</p> <p><b>Graduate level course. Prerequisite:</b> Approval of instructor.</p>
<p><b>EDUC 344 Intervention Designs for Struggling Learners – (2 units)</b></p>	<p>This new course is designed to fit with the new IDEA and RTI legislation put forth by the Federal Government and signed into law in August 2006. It subsumes the coursework contained in EDUC 327 and EDUC 328 (still offered separately for those districts which are not pursuing RTI) and focuses on the new and expanded roles for reading teachers and literacy coaches.</p> <p><b>Graduate level course. Prerequisite:</b> Acceptance into training as a Reading Recovery Teacher Leader at Saint Mary’s College.</p>



KALMANOVITZ  
SCHOOL OF  
EDUCATION

<p><b>EDUC 345 A and B Curriculum for Language and Literacy I and II – (Fall 2 Units; Spring 2 Units)</b></p>	<p>The course will focus on the components of an early language and literacy program and specialized procedures for working with below-grade level students in grades preschool through ____ Special attention will be placed on: assessments in reading, writing and language acquisition; organization and delivery of an early language and literacy instructional program that utilizes the adopted core instructional materials and supplemental materials for oral language development and English language learners; development of visual processing strategies (letter and word work, analyzing spelling patterns from writing samples, analyzing visual strategies from running records of text reading); and evaluating children’s reading and writing progress across events and time.</p> <p><b>Graduate level course. Prerequisite:</b> Approval of instructor.</p>
<p><b>EDUC 351 Literacy Lessons Assessment – Fall Semester (2 units)</b></p>	<p>This course is offered in the late summer prior to the opening of school. It is taught by Reading Recovery Teacher Leaders who hold a Master’s Degree and have successfully completed 12 – 16 units of Graduate Level post Master’s coursework at Saint Mary’s College, and who are employed by local school districts as credentialed teachers. The purposes of this course are to enable prospective Literacy Lessons Specialist Teachers to: administer, score and interpret running records of text reading; administer, score and interpret other assessment tasks of early literacy acquisition; develop skill in summarizing results of early literacy assessment tasks; construct an assessment kit of materials for observing children's literacy development; and acquire observational competency in determining children's strengths related to early literacy acquisition for special populations in grades 1–4.</p> <p><b>Graduate level course. Prerequisite:</b> Acceptance into training in Literacy Lessons at selected school districts throughout California and other western states affiliated with the Reading Recovery Training Center at Saint Mary’s College. This course is taught off campus at selected school districts by trained</p>



KALMANOVITZ  
SCHOOL OF  
EDUCATION

	Reading Recovery Teacher Leaders affiliated with the Reading Recovery Training Center at Saint Mary's College.
<b>EDUC 352 Literacy Lessons Procedures – Fall Semester (3 units)</b>	<p>The purposes of this outcomes-based course are to enable prospective Literacy Lessons Specialist teachers to: develop skill in the teaching of children identified for Literacy Lessons intervention; acquire observational expertise for determining children's on-going literacy development; maintain and utilize records of student progress to inform instruction; demonstrate teaching children for peer observations and critique; and develop reflection of teaching through self-analysis of teaching. In addition, teachers will be able to: understand the theoretical base for the Reading Recovery/Literacy Lessons program as designed by Dr. Marie Clay; develop their own theoretical understandings of literacy, of the reading/writing processes, and learning in general; compare and contrast theoretical positions regarding learning and literacy for special populations in grades 1–4.</p> <p><b>Graduate level course. Prerequisite:</b> Acceptance into training in Literacy Lessons at selected school districts throughout California and other western states affiliated with the Reading Recovery Training Center at Saint Mary's College; successful completion of EDUC 351. This course is taught off campus at selected school districts by trained Reading Recovery Teacher Leaders affiliated with the Reading Recovery Training Center at Saint Mary's College.</p>



KALMANOVITZ  
SCHOOL OF  
EDUCATION

**EDUC 353 Advanced  
Literacy Lessons  
Procedures – Spring  
Semester (3 units)**

The purposes of this outcomes-based course are to enable prospective Literacy Lessons Specialist Teachers to: develop skill in the teaching of children identified for Literacy Lessons intervention; acquire observational expertise for determining children's ongoing literacy development; examine effectiveness of teaching decisions made during lessons in light of known theory, clinical experiences and actual practice; engage in self-evaluation and reflection of theory and practice leading to ongoing professional growth and effective teaching; understand the theoretical base for the Reading Recovery/Literacy Lessons program as designed by Dr. Marie Clay; develop theoretical understandings of literacy, of the reading/writing processes, and learning in general; and examine current research using a theoretical framework. This is a continuation of the first semester of work through which several themes are being explored for special populations in grades 1–4.

**Graduate level course. Prerequisite:** Acceptance into training in Literacy Lessons at selected school districts throughout California and other western states affiliated with the Reading Recovery Training Center at Saint Mary's College; successful completion of EDUC 351 and 352. This course is taught off campus at selected school districts by trained Reading Recovery Teacher Leaders affiliated with the Reading Recovery Training Center at Saint Mary's College.