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| Course Name and Number: SPED3012 Language and Foundations of Literacy | |
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| Description:  This course is designed to assist intervention specialist candidates develop the knowledge, skills, and dispositions necessary to address the communication and literacy needs of students with complex learning needs.  Through course readings, activities, and required course assignments, intervention specialist candidates will gain practical experiences that will prepare them to facilitate student learning. | |
| Credit Hours: 3 semester hours | |
| Required or elective: Required | |
| Faculty members who teach the course: Pamela Williamson, Ph.D. | |
| Prerequisites: Completion of all earlier reading courses with a grade of *C* or higher. | |
| Textbooks:  Carnahan, C., & Williamson, P. (2010). *Quality Literacy Instruction for Students with Autism Spectrum Disorders*. Shawn Mission, Kansas: Autism Asperger Publishing Company.  Erickson, K. A., Koppenhaver, D. A., and Cunningham, J. W. (2006). Balanced reading intervention and assessment in augmentative communication. In M. E. Fey and R. J. McCauley (Eds.), Treatment of language disorders in children (pp. 309-345). Baltimore: Paul H. Brookes.  Hanser, G. (2006). Fostering emergent writing for children with significant disabilities: Writing  with alternative pencils. Technology Special Interest Section Quarterly, AmericanOccupational Therapy Association, 16(1) retrieved on January 14, 2009 from http://www.med.unc.edu/ahs/clds/files/Alt%20Pencil%20Order%20UPD.pdf  Bondy, A. & Frost, L. (2001). The picture exchange communication system. *Behavior Modification, 25*(5), 725-744.  Mirenda, P. (2003). “He’s not really a reader”…: Perspectives on supporting literacy development in individuals with autism. *Topics in Language Disorders, 23*(4), 271-282. | |
| Other resource materials:  Materials needed include the following:   * Video recording device * Timing device for determining fluency * Printed copies of necessary assessment scoring sheets * Materials deemed necessary for tutoring | |
| Learning Outcome and how it is assessed: | |
| 1.   Explain the foundations of typical and atypical language development and the relationship of that on the development of communication and literacy.  Performance Assessment | |
| 2.   Explain how development and background experiences influence what the reader brings to the language/literacy situation.  Performance Assessment | |
| 3.   Select, develop, and use appropriate informal assessments of communication, reading, and writing.  Performance Assessment | |
| 4.   Select, develop, and use appropriate methods/interventions to teach the processes and skills of communication, reading, and writing.  Performance Assessment | |
| 5.   Use assessment and reflection to improve the quality of methods/interventions to ensure student learning.  Performance Assessment | |
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| **Alignment with Transformation Initiative:** | |
| In view of this conceptual framework and our urban mission, the goal for our Transformation Initiative is ***to improve the performance of students in high needs schools by preparing educators who recognize the moral imperative to meet the needs of each student. We will prepare educators who are committed to each student, caring about each individual, and competent in evidence-based and data driven instruction.*** | |
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| **Alignment with Conceptual Framework:** | |
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| Candidates of the University of Cincinnati are *committed, caring, competent educators*   * with foundation knowledge, including knowledge of how each individual learns and develops within a unique developmental context. * with content knowledge, able to articulate the central concepts, tools of inquiry, and the structures of their discipline. * who successfully collaborate, demonstrate leadership, and engage in positive systems change. * who demonstrate the moral imperative to teach all students and address the responsibility to teach all students with tenacity. * able to address issues of diversity with equity and posses skills unique to urban education including culturally responsive practice. * able to use technology to support their practice. * who use assessment and research to inform their efforts and improve student outcomes. * who demonstrate pedagogical content knowledge, grounded in evidence- based practices, and maximizing the opportunity for learning, and professionalism. | |
| **Alignment with Specialized Program Association and Alignment with State Requirements:** | |
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| |  |  | | --- | --- | | Ohio Reading Mandate  2008 Modified Ohio/IRA Report Standards | CEC Standards (2001) | | Standard 2: Knowledgebase and Beliefs about Reading | | | 2.4 The candidate demonstrates an understanding of the influence of development (physical, perceptual, emotional, social, cultural, environmental, and cognitive) and background experiences on what the reader brings to the reading/literacy situation. | ICC4K1 Evidence-based practices validated for specific characteristics of learners and settings.  GC4S1 Use research-supported methods for academic and non-academic instruction of individuals with disabilities.  GC4S2 Use strategies from multiple theoretical approaches for individuals with disabilities.  GC4S4 Use reading methods appropriate to individuals with disabilities.  ICC2K1 Typical and atypical human growth and development.  ICC6K1 Effects of cultural and linguistic differences on growth and development.  GC7K4 Relationships among disabilities and reading instruction.  GC7S2 Select and use specialized instructional strategies appropriate to the abilities and needs of the individual.  GC7S3 Plan and implement age and ability appropriate instruction for individuals with disabilities. | | 2.6 The candidate understands how various factors such as content, purpose, tasks, and settings influence the reading process. | GC4S16 Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language. | | 3.5 The candidate uses instructional and informational technologies to support literacy learning. | GC4S3 Teach learning strategies and study skills to acquire academic content.  GC4S4 Use reading methods appropriate to individuals with disabilities.  GC4S7 Use appropriate adaptations and technology for all individuals with disabilities  ICC7S9 Incorporate and implement instructional and assistive technology into the educational program. | | 3.8.2 The candidate is able to design and implement appropriate emergent literature instruction and assessment practices. | ICC4K1 Evidence-based practices validated for specific characteristics of learners and settings.  GC4S1 Use research-supported methods for academic and non-academic instruction of individuals with disabilities.  GC4S4 Use reading methods appropriate to individuals with disabilities. | | 3.8.3 The candidate uses effective techniques and strategies to ensure children’s literacy development and growth. | ICC4K1 Evidence-based practices validated for specific characteristics of learners and settings.  GC4S1 Use research-supported methods for academic and non-academic instruction of individuals with disabilities.  GC4S2 Use strategies from multiple theoretical approaches for individuals with disabilities.  GC4S4 Use reading methods appropriate to individuals with disabilities.  ICC2K1 Typical and atypical human growth and development. | | Standard 4: Individual Differences | | | 4.3 The candidate creates and implements reports designed to address the strengths and needs of individual learners. | ICC3K5 Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.  ICC7S6 Sequence, implement, and evaluate individualized learning objectives.  ICC8S7 Report assessment results to all stakeholders using effective communication skills. | | Standard 7: Curriculum Development | | | 7.2 The candidate adapts instruction to meet the needs of different learners to accomplish different purposes. | GC3S1 Relate levels of support to the needs of the individual.  ICC4S3 Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.  GC4S2 Use strategies from multiple theoretical approaches for individuals with disabilities.  GC4S7 Use appropriate adaptations and technology for all individuals with disabilities  ICC7S8 Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences. | | Standard 8: Assessment and Diagnosis of Reading Difficulties | | | 8.1 The candidate recognizes assessment as an ongoing and indispensable part of reflective teaching and learning. |  | | 8.6 The candidate aligns assessment with curriculum and instruction. | GC4K4 Prevention and intervention strategies for individuals at-risk for a disability.  ICC7S13 Make responsive adjustments to instruction based on continual observations.  ICC7S15 Evaluate and modify instructional practices in response to ongoing assessment data. | | Standard 10: Professionalism, Professional Development, and Research | | | 10.3 The candidate reflects on practice to improve instruction and other services to the students. | ICC9K1 Personal cultural biases and differences that affect one’s teaching.  ICC9K3 Continuum of lifelong professional development.  ICC9S5 Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.  ICC9S9 Conduct self-evaluation of instruction.  ICC9S11 Reflect on one’s practice to improve instruction and guide professional growth.  ICC9S13 Demonstrate commitment to engage in evidence-based practice. | | |
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| **Alignment with Ohio Standards for the Teaching Profession:** | |
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| Standard 1: Teachers understand student learning and development and respect the diversity of the students they teach.  · Teachers display knowledge of how students learn and of the developmental characteristics of age groups.  · Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students.  · Teachers expect that all students will achieve to their full potential.  · Teachers model respect for students’ diverse cultures, language skills and experiences.  · Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.  Standard 3: Teachers understand and use varies assessments to inform instruction, evaluate and ensure student learning.  · Teachers are knowledgeable about assessment types, their purposes and the data they generate.  · Teachers select, develop and use a variety of diagnostic, formative and summative assessments.  · Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.  · Teachers collaborate and communicate student progress with students, parents and colleagues.  · Teachers involve learner in self-assessment and goal setting to address gaps between performance and potential.  Standard 4: Teachers plan and deliver effective instruction that advances the learning of each individual student.  · Teachers align their instructional goals and activities with school and district priorities and Ohio’s academic content standards.  · Teachers use information about students’ learning and performance to plan and deliver instruction that will close the achievement gap.  · Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.  · Teachers apply knowledge of how students think and learn to instructional design and delivery.  · Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.  Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.  · Teacher use resources effectively, including technology, to enhance student learning.  Standard 5: Teachers create learning environments that promote high levels of learning and achievement for all students.  · Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.  · Teachers create an environment that is physically and emotionally safe.  · Teachers motivate students to work productively and assume responsibility for their own learning.  · Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.  Standard 6: Teachers collaborate and communicate with students, parents other educators, administrator and the community to support student learning.  · Teachers communicate clearly and effectively.  · Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.  · Teachers collaborate effectively with other teachers, administrators, and school and district staff. | |
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| **Attendance Policies:** Students are expected to attend all required class sessions, to actively participate in class and in the Blackboard learning environment, and to complete all assignments in a timely manner. Infrequent and inconsistent attendance, participation, and work completion will negatively influence the benefits that may be obtained from the course as well as lead to a lower grade. If it is necessary for you to miss class due to extenuating circumstances, it is your responsibility to obtain class notes, assignments, and/or handouts from Blackboard and/or from a classmate as well as to become aware of any announcements that were made in class. You do not need to report your absence to the instructor; it is your responsibility to determine what was addressed in the class. | |
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| **Attendance Policies:** Students are expected to attend all required class sessions, to actively participate in class and in the Blackboard learning environment, and to complete all assignments in a timely manner. Infrequent and inconsistent attendance, participation, and work completion will negatively influence the benefits that may be obtained from the course as well as lead to a lower grade. If it is necessary for you to miss class due to extenuating circumstances, it is your responsibility to obtain class notes, assignments, and/or handouts from Blackboard and/or from a classmate as well as to become aware of any announcements that were made in class. You do not need to report your absence to the instructor; it is your responsibility to determine what was addressed in the class. | |
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| **Academic Integrity Policy** The University Rules, including the Student Code of Conduct, and other policies of the department, college, and university related to academic integrity will be enforced. Any violation of these regulations, including acts of plagiarism, cheating, or falsifying field work will be dealt with according to the severity of the misconduct. Dishonesty in any form may result in a failing grade in a course and/or suspension or dismissal from a program (e.g., graduate or undergraduate). | |
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| **Electronic Communication Policy:** Course instructors and teacher candidates will communicate via email and Blackboard throughout the quarter. This communication will relate to topics in the course, administrative inquiries, and general communication about assignments, etc. Teacher candidates are responsible for checking Blackboard on a regular basis. Email is a valued form of communication. Students are encouraged to utilize email when interacting with the instructor. When using email, students are to be professional. Students should also remember email is an asynchronous form of communication. Thus, while a prompt response may be desired, it may not always be possible (especially late at night and on weekends). Students should allow at least 24 hours (48 hours on weekends) for a response. That said, the instructor will answer emails in the timeliest fashion possible. | |
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| **Grading:**   |  |  | | --- | --- | | **Grading Scale – Graduate Students**  95-100 A 4.00 Excellent  92-94 A- 3.67  90-92 B+ 3.33  87-90 B 3.00 Good  84-86 B- 2.67  80-83 C+ 2.33  70-79 C 2.00 Satisfactory  < 69% F 0.00 | **Grading Scale – Undergraduate Students**  95-100 A 4.00 Excellent  92-94 A- 3.67  90-92 B+ 3.33  87-90 B 3.00 Good  84-86 B- 2.67  80-83 C+ 2.33  70-79 C 2.00 Satisfactory  67-69 D+ 1.33  64-67 D 1.00 Poor  61-63 D- 0.67  < 61% F 0.00 | | |
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**CASE STUDY ASSIGNMENT SHEET**

***Part 1: Present Levels of Academic and Functional Performance***

**Classroom Observation**

1. Observe the student. Spend 30 minutes observing your student in their classroom setting and complete the Informal Assessment Data for Communication sheet (see attached). Analyze and summarize your data by answering the questions at the top of the table (e.g., Where did the child communicate?).
2. In addition, look around the student’s classroom and make notes about the student’s literacy learning opportunities. Are there literacy centers for reading and writing? Is there leisure area? Summarize your findings in narrative form.

**FORMAL ASSESSMENT DATA FOR COMMUNICATION**

**Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Setting**  **Where did the child communicate?** | **What did the child DO or SAY?** | **Who was the communication directed towards?** | **How did they communicate?**  **What was the form?** | **Why did the child communicate?**  **What was the function?** | **Was the communication successful?**  **Was the function achieved?** |
| □ 1:1  □ IND  □ SNACK  □ PLAY  □ CENTER  □ GROUP  □ OTHER: |  | □ TEACHER  □ PEER  □ OTHER: | * VOCALIZATION * EYE GAZE * FACIAL EXPRESSION * GESTURE * HANDLEADING * PHYSICAL MEANS * SIGN LANGUAGE * AUGMENTATIVE * VERBAL   Comments: | □ REQUEST  □ REJECT/PROTEST  □ GAIN ATTENTION  □ COMMENT  □ ASK FOR INFO  □ SOCIAL INTERACTION  □ OTHER: | □ YES  □ NO  □ PARTIALLY (please explain): |
| □ 1:1  □ IND  □ SNACK  □ PLAY  □ CENTER  □ GROUP  □ OTHER: |  | □ TEACHER  □ PEER  □ OTHER: | * VOCALIZATION * EYE GAZE * FACIAL EXPRESSION * GESTURE * HANDLEADING * PHYSICAL MEANS * SIGN LANGUAGE * AUGMENTATIVE * VERBAL   Comments: | □ REQUEST  □ REJECT/PROTEST  □ GAIN ATTENTION  □ COMMENT  □ ASK FOR INFO  □ SOCIAL INTERACTION  □ OTHER: | □ YES  □ NO  □ PARTIALLY (please explain): |

**Adapted from Division TEACCH**

**Teacher/Family Input**

1. Collect information from the student’s teacher and family. Summarize what you learner about the student as a learner.

**Literacy Assessments**

1. Conduct reading assessments. If the student is an emergent reader, administer the concepts of print task, letter identification, word reading, writing vocabulary, and hearing and recording sounds in words tasks. Complete the observation summary sheet found on page 124 of the Clay (2005) text. If the student is a developing reader (i.e., beyond emergent reader), administer the QRI-4 and the Bear et al. spelling inventory. Complete the summary sheets for both of these assessments. Summarize what you learned about the student’s literacy abilities.

**Present Levels of Academic and Functional Performance:**

You will summarize the data from your observations, parent interviews, and assessments in narrative form. In addition to the written PLOAFP, you will create a bulleted list of instructional implications; this list will follow your written narrative. The instructional implications list includes any information necessary (interventions, strategies, etc.) that will promote learning in this individual (e.g., visual schedule, reinforcers, sensory interventions special interests or topics, methods for promoting engagement). Be as explicit as possible. Finally, part one of the case study includes the instructional decision making framework below. Attach this framework as the last page of your PLOAFP.

**NCATE Key Assessment Rubric**

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|  | **0** | **1** | **2** | **3** | **Weight** | **Score** |
| **Knowledge and beliefs about reading** | Not addressed | Differences are addressed superficially. | Although descriptions reflect some sensitivity, ideas are less developed. | 2.2 The candidate understands and respects cultural, linguistic, and ethnic diversity and recognizes the positive contributions of diversity through thoughtful descriptions about the student specifically addressing social communication, literacy, and other behavioral needs developed from data collected from the family and teacher, as well as observation of the student in the classroom setting. |  |  |
| Not addressed | Integration is superficial. | Although descriptions demonstrate and understanding of the influence of development and background experiences, integration of this information into the PLOAFP is not as well developed. | 2.4 The candidate demonstrates an understanding of the influence of development (physical, perceptual, emotional, social, cultural, environmental, and cognitive) and background experiences on what the reader brings to the reading/literacy situation through thoughtful integration of PLOAFP with instructional implications listed at the end of the report. |  |  |
| **Individual Differences** | Not addressed | Connections are unclear or superficial. | Connections between learner differences and instructional implications are mostly clear with one or two exceptions. | 4.1 The candidate understands and is sensitive to differences among learners and how these differences influence reading through thoughtful integration of student differences into the instructional implications listed at the end of the report. |  |  |
| **Assessment and diagnosis of reading difficulties** | Not addressed | Informal assessments were used ineffectively thereby producing superficial implications for instruction. | Use of informal is mostly effective. | 8.2 The candidate is knowledgeable about the characteristics and appropriate application of widely used and evolving assessment approaches, as demonstrated through the effective use of informal literacy assessments resulting in appropriate instructional implications for the student being tutored. |  |  |
| Not addressed | Linkages among student characteristics, learning implications, and assessments are not developed. | Linkages among student characteristics, learning implications, and assessments are mostly well developed. | 8.3 The candidate conducts assessments that involve multiple indicators of learner progress and takes into account the context of teaching and learning, as demonstrated through well developed linkages among student characteristics, assessments, and learning implications. |  |  |
| Not addressed | The assessment report contains multiple surface errors. | The assessment report contains one or more surface errors. | ICC8S7 Report assessment results to all stakeholders using effective communication skills as evident in an error free, cogent assessment report. |  |  |
| Not addressed | Although there is some evidence modifications were used, few details are described and included in the report. | Modifications to assessments are evident but not described in sufficient detail. For example, justifications for modifications may be omitted. | GC8S3 Select, adapt, and modify assessments to accommodate the unique abilities and needs of individuals with disabilities, as demonstrated by the description/use and modification of appropriate informal reading assessments. |  |  |
| Not addressed | Descriptions and implications are mentioned but inadequately described. | Descriptions and implications of the FADC use are adequately described. | GC8S4Assess reliable methods(s) of response of individuals who lack typical communication and performance abilities, as demonstrated through thoughtful descriptions and implications derived from the use of the Formal Assessment of Data for Communication used during classroom observation. |  |  |

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| **Course Schedule:** | |
| ***Week*** | ***Topic*** |
| 1 | Language development and disorders |
| 2 | Assessing communication |
| 3 | Assessing literacy skills |
| 4 | Foundations of literacy for emergent learners |
| 5 | Developing an instructional framework from assessment data |
| 6 | Explicit, balanced literacy instruction for emergent learners |
| 7 | Word work |
| 8 | Reading connected text |
| 9 | Writing |
| 10 | Evidence-based strategies, |
| 11 | Evidence-based strategies |
| 12 | Evidence-based strategies |
| 13 | Evidence-based strategies |
| 14 | Evidence-based strategies |
| Exam Week |  |