*This diagram shows the relationship between the different assignments in Professor Cecilia M. Espinosa’s course, “Teaching Literacy in Childhood Settings.”*

**Letter Assignment**

On the first day of class students were asked to read a letter written by the instructor and respond with a letter.

**Literacy Dig**

Students were asked to reflect on the role of literacy in their own lives.

**Final Portfolio Assignment**

The final assignment asked students to look over all of their written work for the course and to put together a final portfolio. The assignment asked students to, first, reflect on their learning and growth, and second to locate one critical shift in their understanding about literacy and trace its thread through at least three samples of their own writing. They were then to write a 3-4 page cover letter reflecting on their learning by referring to their own writing. The referenced assignments were included in the portfolio.

**Essay #1**

Students were asked to reflect on their own story as a reader and to think about what it meant for them as a future teacher of reading.

**Weekly Reflections** Double- entry journals, letters, etc.

**Informal In-class Writing**

**Essay #2**

Students were asked to consider the role of language in their understanding of literacy.

**Weekly Writer’s Notebook**

**One Crafted Piece of Writing from the Writer’s Notebook**

**Child’s Observations**

The students kept weekly notes of their work with their student at PS 291 (observational/reflective notes)

**Author Reports**

**Sample Lesson Plans**

The students wrote five lesson plans that were connected. The students tried two of these lesson plans with their students at PS 291.