

**George Mason University
Graduate School of Education**

Emergent Literacy for English Language Learners PK-12
EDRD 525-001

Spring 2011

Wednesday 7:20-10:00

Innovation 131

Instructor: Dr. Karen Banks kbanks@gmu.edu

Phone: 703-620-1297

Office Hours by appointment only

Required Textbooks:

Herrera, S.G., Perez, D.R., & Escamilla, K. (2010). *Teaching reading to English language learners: Differentiated literacies*. Upper Saddle River, NJ: Pearson Education.

Hedgcock, J. S. & Ferris, D. R. (2009). *Teaching readers of English: Students, texts, and contexts*. London: Routledge

Bear, D.R., Helman, L., Templeton, S., Invernizzi, M. & Johnston, F. (2007). *Words their way with English learners: Word study for phonics, vocabulary, and spelling instruction*. Upper Saddle River, NJ: Pearson Education.

Feldgus, E.G. & Cardinick, I. (Eds.) (1999). *Kid writing: A systematic approach to phonics, journals, and writing workshop*, 2nd ed. Chicago, IL: Wright Group McGraw-Hill.

Recommended Reading:

Adams, M.J., Foorman, B.R., Lundberg, I., & Beerler, T. (1998). *Phonemic awareness in young children: A classroom curriculum*. Baltimore, MD: Paul H. Brookes Publishing Co.

Cooper, J.D. & Kiger, N.D. (2009). (7th ed.). *Literacy: Helping students construct meaning*. Boston, MA: Houghton Mifflin Co.

Cunningham, P.M. (2005) (4th ed.). *Phonics they use: Words for reading and writing*. Boston, MA: Pearson Education, Inc.

Fox, B.J & Hull, M.A. (2002). *Phonics for the teacher of reading*. Upper Saddle River, NJ: Merrill Prentice Hall.

Schmidt, P. & Ma, W. (2006). *50 literacy strategies for culturally responsive teaching, K-8*. Thousand Oaks, CA: Corwin.

Franklin, E. (). *Reading and writing in more than one language: Lessons for teachers*. Alexandria, VA: TESOL.

Portalupi, J. & Fletcher, R. (1998). *Craft Lessons: Teaching writing K-8*. Portland, ME: Steinhouse Publishers.

Ganske, K. (2000). *Word journeys: Assessment, -guided phonics, spelling, and vocabulary instruction*. NY: The Guilford Press.

Spandel, V. (2004). *Creating young writers: Using the six traits to enrich process in primary classrooms*. Boston, MA: Pearson.

Leslie, L. & Caldwell, J. (2006). *Qualitative reading inventory-4*. Boston, MA: Pearson.

Mallow, F. & Patterson, L. (1999). *Framing literacy: Teaching /learning in K-8 classrooms*. Norwood, MA: Christopher-Gordon Publishers.

Igoa, C. (1995). *The inner world of the immigrant child*. New York: Saint Martin's Press.

Vasquez, O. (2003) *La clase magica: Imagining optimal possibilities: In a bilingual community of Learners*. Mahwah, NJ: Lawrence Erlbaum Associates.

E-reserves-Required Readings

Password : spelling

- Avalos, M.A., Plasencia, A., Chavez, C. & Rascon, J. (2007). Modified guided reading: gateway to English as a second language and literacy. *The Reading Teacher*, 61, 318-329.
- Baugh, J. (2005). African American language and literacy. In Fang, Z. (Ed.), *Literacy teaching and learning: Current issues and trends* (pp. 235-240). Upper Saddle River, NJ: Pearson.
- Bear, D.R. & Templeton, S. (1998). Explorations in developmental spelling: Foundations for learning and teaching phonics, spelling, and vocabulary. *The Reading Teacher*, 52, 222-240.
- Dahl, K.L., Barto, A.B., Carsello, M., Christopher, J., Davis, R., Erkkila, N., Glander, S., Jacobs, B., Kendra, V., Koski, L., Majeski, D., McConnell, E., Petrie, P., Siegel, D., Slaby, B., Waldbauer, J. & Williams, J. (2003/2004). Connecting developmental word study with classroom writing: Children's description of spelling strategies. *The Reading Teacher*, 57, 310-319.
- Freeman, Y. & Freeman, D. (2007). Four keys for school success for elementary English learners. In J. Cummins & C. Davison (Eds.), *International handbook of English language teaching- part I* (pp. 349-364). NY: Springer.
- Fresch, M.J. (2000). Journal entries as a window on spelling knowledge. *The Reading Teacher*, 54, 500-513.
- Hellman, L.A. (2005). Using literacy assessment results to improve teaching for English-language learners. *The Reading Teacher*, 58, 668-677.
- Hickman, P., Pollard-Durodola, S. & Vaughn, S. (2004). Storybook reading: Improving vocabulary and comprehension for English-language learners. *The Reading Teacher*, 57, 720-730.
- Koda, K. (2007). Reading and language learning: crosslinguistic constraints on second language reading development, *Language Learning*, 1-44.
- Lenter, K. (2004). No half measures: Reading instruction for young second-language learners. *The Reading Teacher*, 58, 328-336.
- Lotherington, H. (2007). From literacy to multiliteracies in ELT. In J. Cummins & C. Davison (Eds.), *International handbook of English language teaching- part II* (pp. 891-905). NY: Springer.
- Miramontes, O.B. (2005). Language and learning: Exploring schooling issues that impact linguistically diverse students. In Fang, Z. (Ed.), *Literacy teaching and learning: current issues and trends* (pp. 225-234). Upper Saddle River, NJ: Pearson.
- Templeton, S. & Morris, D. (2000). Reconceptualizing spelling development and instruction. In M., P. Mosenthal, D. Pearson, & R. Barr, *Handbook of reading research: Volume III*,
- Yopp, H.K & Stapleton, L. (2008). Conciencia fonemica en Espanol (phonemic awareness in Spanish). *The Reading Teacher*, 61, 374-382.

Catalog description:

Develops instructional competencies in pre-literacy and emergent approaches for students from culturally and linguistically diverse backgrounds. Connects language development in a second language to phonemic awareness, phonics, spelling, vocabulary development, and comprehension and fluency. Examines reading/writing process and biliteracy; theory and

research on literacy; and effective teaching and assessment approaches for English language learners.

Detailed Course Description:

This course provides an introduction to literacy, especially emergent reading/writing process in first and second languages. In addition, research on literacy and effective teaching and assessment approaches for emergent readers from diverse cultural and linguistic backgrounds are addressed as are critical differences and similarities between reading in a first and reading in a second language. Foci for the course include the five areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. The theoretical framework for the class is socio-cultural and grounded in critical pedagogies that are applicable to effective learning, teaching and curriculum approaches for language minority students. Among the topics addressed are: the role of prior knowledge and L1; phonemic awareness and phonics; spelling to improve literacy skills, interaction between reading and writing; what the research says about teaching reading and writing strategies for English language learners (ELL); effective teaching and classroom practices for ELL; connections between oral language development and literacy development; writing for emergent readers; and bridging literacy in the language arts to content area literacy.

Note; In order for you to benefit most from your experiences in this course, it is imperative that you have access to students in a classroom setting.

[Course preparation: Prerequisites for this course, LING 520 or EDCI 510. Note that EDCI 512 Bil. and L2 Acq. Research and EDCI 519 Methods are strongly recommended, and as well, teaching experience in an ESL/bilingual/foreign language setting may significantly assist your acquisition of concepts presented in this course. See me if you have any questions.]

Learner Outcomes*

Students completing *Emergent Literacy for English language learners* will be able to:

1. Analyze recent research on literacy and emergent literacy for implications for teachers of students from culturally diverse and second language backgrounds.
2. Explore connections between knowledge of linguistics, phonemic awareness, and phonics for English language teaching.
3. Develop competence for teaching several sets of skills including the ability to identify and recognize words which leads to developing independent reading.
4. Understand the nature of phonemic awareness and how this relates to reading and writing.
5. Apply first and second language acquisition research to English literacy for second language learners
6. Describe developmental (emerging) stages of language, reading, spelling, and writing and suggest appropriate instructional techniques for each.
7. Use scaffolding approaches to teach pre-reading, during-reading, and post-reading strategies. This includes differentiating instruction for developing students' knowledge of language functions, vocabulary, grammar, and discourse styles.
8. Develop instructional activities for use with students from culturally and linguistically diverse backgrounds.
9. Incorporate a systematic approach to emergent writing that utilizes phonics, journals, and writing workshop.
10. Describe psycholinguistic, interactive, and critical models of literacy; first and second

language literacy and orality; and analyze text difficulty in a second language for students from culturally diverse and second language backgrounds.

11. Identify major pedagogical approaches to the teaching of reading and writing and explain applicability to teaching second language learners of various ages and levels. Analyze recent research on first and second literacy, especially from newer perspectives in literacy.

** Students will be expected to use Blackboard for accessing course information and materials and for engaging in a dialogue with classmates and the instructor.*

As well, you are expected to utilize a personal computer for preparing course requirements and teaching materials

The objectives and activities for this course will help teachers meet or exceed standards established by the Teachers of English to Speakers of Other Languages (TESOL) and the American Council of Teachers of Foreign Languages (ACTFL) for teacher preparation in reading, and as well as, the National Council for Accreditation of teacher Education (NCATE)* and the State of Virginia Standards of Learning for English Proficiency and English Standards of Learning.

The following TESOL standards will be met in this course: Domain 1: Standard 1.a.-Describing Language; Domain 3: Standard 3.a. Planning for standards-based ESL and content instruction, and Standard 3.c. Using resources effectively in ESL and content instruction; Domain 5: Standard 5.b. Partnership and advocacy.

State of Virginia English Standards of Learning

K.7, K.8, 1.5, 1.6, 1.7, 1.9, 2.4, 2.5, 2.6, 2.8, 3.3, 3.4, 3.5, and 3.6

State of Virginia English Language Proficiency Standards of Learning

LEP 1.1, LEP 1.2, LEP 1.3, LEP 1.4, LEP 1.5, LEP 1.6, LEP 1.7, LEP 1.8, LEP 1.9

LEP 2.3, LEP 2.4, LEP 2.5, LEP 2.6, LEP 2.7, LEP 2.8, LEP 2.9, LEP 2.11

LEP 3.1, 3.4, LEP 3.5

LEP 4.4

Visit <http://www.doe.virginia.gov/VDOE/Instruction/ESL/> for complete description of each standard.

Course Schedule

Date	Topics, Readings, Activities and Assignment Due Dates
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1/26	Course Introduction Overview Syllabus, Describe what you want to learn this semester What is literacy? Beliefs and myths H&F p 46 Phonics Pretest Reading: H&F Ch 1; Herrera et al Ch 1-2
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- 2/2 Develop an action plan for all course assignments including **Phonics Self-Study-In class activity**
 Prepare text analysis for next class (see H&F pp. 109-111)
Choose article for class presentation from e-reserves
 Reading: Herrera et al p 198-202; Bear et al Ch 1; H&F Ch 2
- 2/9 Building L2 literacy (reader and text considerations)
 Phonemic awareness and phonics skills-issues for ELLs
 Discussion of text analysis (H&F 109-111)
 Small group activity-LEA activities for developing alphabetic principle
 Student presentation-Lenter; Koda
 Reading: Herrera et al Ch 3
Text Analysis Due; Observe a children's literature reading activity with a small group of children and describe your observations on the discussion board on Bb-DUE by 2/13
- 2/16 Phonics skills and spelling development for ELL
 Cross linguistic transfer
 Discuss strategies for reading children's literature based on observations and personal insights-**Choose a class to share a piece of children's literature (post strategies on Bb when presentation is made)**
 Small group activities-preliterate spellers
 Student presentation-Bear and Templeton; Templeton & Morris; Yopp & Stapleton
 Reading: Bear et al Ch 2 & 4; Herrera et al Ch 4
- 2/23 *Emergent Reader: Day One* (Video) analysis and instruction
 Linking spelling and vocabulary development
 LEA project discussion
 Small group activities: activities for letter-name spellers
 Student presentation-Freeman & Freeman; Lotherington
 Reading: Bear et al Ch 3 & 5
- 3/2 Bridging L1-L2 language and word knowledge
 Stages of spelling and development
 Complete viewing of *Emergent Reader: Day One* Video
 Reading: Herrera et al Ch 5; H & F Ch 8; Bear et al Ch 6
- 3/9 Vocabulary strategies for ELLs
 Linking vocabulary and comprehension
 Small group activities: activities for syllable juncture and derivational constancy spellers
 Student presentation-Hickman et al
 Reading: Feldgus & Cardonick (Intro, Ch 1, 2 & 3); Bear et al Ch 7; Herrera et al Ch 5
LEA Project Due
- 3/16 **Spring Break**

- 3/23 Literature, comprehension and ELL literacy
 Connecting language, literacy and academic achievement
 Student presentation-Baugh
 Small group activities: Writing project
 Reading: Herrera et al Ch 6; H & F Ch 5 (Review) 6 & 7
Bring samples of emergent writing (if possible L1 & L2) next week
- 3/30 *Emergent Reader Mid Year* (Video) analysis and instruction
 Kid Writing for ELL (Introduction and Assessment)
 Stages of writing development
 Student presentation-Miramontes
- 4/6 Bridging language development, phonics, spelling and writing
 Student presentation-Dahl et al; Freeman & Freeman
 Small group activities: Sampling ELL writing
 Reading: Herrera et al Ch 8; Feldgus & Cardonick Ch 6
- 4/13 Kid Writing: Journal writing and writing workshop
 Fluency
 Student presentation-Hellman; Lotherington
Emergent Writing Project Due
 Student presentation-Avalos et al
 Reading H & F Ch 5 & 6 (review); Herrera et al Ch 9
- 4/20 Students meet individually to work on projects
- 4/27 Phonics self-study update
Developmental Spelling Project DUE
- 5/4 Return Projects
 Class Evaluations
- 5/11 Wrap Up

Course Requirements

- | | |
|---|---|
| 1. Phonics Self-Study
(Pre test and self-study plan)
(individual) | 5% Engage in independent study to develop your knowledge about phonics and structural analysis |
| 2. Text Analysis | 5% Analyze two texts that could/are used by students, using instructions from H&F p 109-111. |
| 3. Language Experience
Approach (LEA)
Field Project
(individual or pair) | 25% Design and field test LEA lesson for ELL(s); Develop strategy lesson focused on phonemic awareness or vocabulary; and provide self reflection |
| 4. Emergent Writing
Project Assessment &
Instruction (individual
or pair) | 15% Analyze ELL emergent writing and design activities to support ELLs' writing development (see Feldgus & Cardinick) |
| 5. Developmental Spelling
Project-Assessment,
Activities & Presentation
(individual) | 40% Design Strategy Activities for Developmental Spelling Stages (preliterate (both levels), letter name, with-in word; syllable juncture (optional, and derivational constancy speller); Comment on activities for L1 and L2; Present an overview of activities in-class.
a. administer and interpret DSA
b. develop spelling lessons- 30%
c. present project (Spelling Fair- 10%) |
| 6. Children/youth
Literature(individual) | 5% Share your favorite reading (e.g., children's literature, poetry, etc.) with the class and post strategies on Bb; selection should be appropriate for emergent ELLs |
| 7. Required Professional
Readings & Experiences
(individual) | 5% Present e-reserve reading; Participate in class discussion; Participate in small group activities; Share professional experiences |

** If you need access to students in a classroom setting to conduct your Field Project, you can either join a teacher in this class or see me to make arrangements no later than the third week of class.*

***Either the Field Project or the Materials Project can be conducted in a team with 2 others in this*

The course delivery will be accomplished in a combination of ways in order to meet the needs of all learners and learning styles. Methods of instruction include:

- *Presentations* (i.e., mini-lectures assisted by PowerPoint or other visuals);
- *Independent assignments*;
- *Self-study*;
- *Self-reflection and self-evaluation*;
- *Group discussion and group/individual presentation*;
- *Performance-based assessment*;
- *Peer feedback and critique*
- *Field activities*;
- *Small group discussions and activities*; and
- *Critique of videos and films*.

SPECIAL ATTENTION

- Please place on mute your cell phones and/or pagers.
- Please activate your GMU account. All correspondence will be through your account.
- All notices regarding whether class will be cancelled or delayed will be posted via appropriate university sources.
- Any exceptions to the following guidelines for attendance, tardiness, and late assignments will only be made with the advanced knowledge and pre-approval of the professor.

Attendance: Missed Classes

Due to the collaborative nature of the class sessions, the reflective nature of the course assignments, and the interrelated and cumulative sequence of activities, students are required to be present at each class. Each absence will result in a grade reduction. For example, one absence may lower a grade from an "A" to an "A-". The second absence will lower the grade from an "A" to a "B+". The third absence will lower the grade from a "B+" to a "C". More than three missed classes will result in a failing grade for the course.

Tardiness:

Students are expected to arrive on time. After two late arrivals (10 minutes) to class, each subsequent late arrival will result in a grade reduction. For instance, a third late arrival will lower the grade from an "A" to an "A-". The fourth will lower the grade from an "A-" to a "B+"; and so forth.

Late Assignments:

If class must be missed, prior to the absence the student must contact the professor and submit any work that is due during your absence at the next class meeting. All assignments are due on the assigned date. Late assignments will receive a 20% penalty for each missed deadline.

Collaboration:

Collaboration is a cornerstone for this course. Students are expected to participate in a lively, professional, punctual, and equitable manner in all collaborative work.

Course grades will be calculated by multiplying the rating received for each project by its assigned weight on the syllabus and then tallying the subtotals for a total score.

Evaluation for Course Grade

Course grades will be calculated using the score received for each project, tallying the subtotals and determining the overall mean score. For example, if a student achieves a total score of 3.9 – 4.0 (on a 4.0 scale), she/he will receive an A. “A”s or “A minuses” will be assigned to final scores totaling 3.7 or above. *[Pluses (+) and minuses (-) are optional and may be assigned at the discretion of the instructor.]* Total course scores from 3.0 -3.69 will be assigned a “B” or “B plus” and scores at 2.9 or below will receive a C.

This grading policy is based on past experience using scoring rubrics to assign course grades. Each course instructor develops his/her own grading system. GMU has no official grading policy, although it does assign numerical values to grades received in this course. However, these numerical values are in no way comparable to the scores assigned to projects using the scoring rubrics in this course.

* Note: GSE students are advised that, although a B- is a satisfactory grade for a course, students must maintain a 3.0 average in their degree program and present a 3.0 GPA on the courses listed on the graduation application. Students' performance will be evaluated using letter grades.

Grading

1. Students are expected to complete all readings assigned for each class and contribute to the discussion in a knowledgeable and professional manner for each assignment.
2. All assignments are due on the assigned date. Late assignments will receive a 20% penalty for **each** missed deadline. If an assignment is late, another deadline will immediately be given. All assignments are due by the last class. **No assignments will be accepted after the last class.** No arrangements can be made to extend the course beyond the last class meeting except under extraordinary conditions.
3. Note that incomplete assignments will receive zero points.
4. Resubmission of an assignment is not a right. No resubmissions will be accepted without the pre-approval of the professor through conferencing. When a resubmission is granted the grade for the assignment will be the average of the two scores, not the higher score. Before requesting permission to resubmit an assignment, students must show evidence of having read and reflected upon the professor’s evaluation feedback.

Interpreting Your Grades

The mark of **A** denotes substantial performance and excellent mastery of the subject through work that reflects effort beyond basic requirements. **This means work that does not require revision.** It denotes outstanding scholarship; and represents internalization and the creative use of the principles underlying theory, research, and pedagogy.

The mark of **B** denotes mastery of the basic elements of the subject through work that addresses all of the requirements. It reflects an understanding of and the ability to apply principles underlying instruction.

The mark of **C** denotes unacceptable attempt to master the subject through work that addresses the basic requirements.

The mark of **D** denotes failed understanding and mastery of basic elements of

the subject. It denotes unsatisfactory performance.

The mark of **F** denotes failed understanding and mastery of basic elements of the subject. It denotes unsatisfactory performance.

Assessment of Course Projects

In assessing your work, my goals are: to provide you with **feedback** for improvement, to determine the extent to which you have met the **standards and criteria** for performance, and to be as **fair and objective** as possible. I will provide you with individual or team **feedback** on your projects. This feedback will not only reflect to what extent you have met the standards for performance but also how you can do better on your next project. *The domains and criteria for each project are quite similar.* The feedback may include suggestions for improving critical thinking, linking assigned readings to your project, providing critical analysis and rationale for your teaching and elaborating on implications, or improving writing skills for graduate level work. If you need clarification on my evaluation of your work, please, let's talk about it.

Other Assessment Issues

Plagiarism: Plagiarism is using an author's exact words as they appear in print without using quotation marks, even if you cite the author in your paper. Plagiarism is unethical and illegal and goes against the GMU Honor Code. Evidence of plagiarism will result in a rating of 1 and a note to the Dean's office. ***Avoid using authors' exact words at all;*** instead, paraphrase in your own words. I want to see that you can synthesize information and integrate knowledge. This is demonstrated best when you use your own words to present information or provide commentary. When direct quotes are used, you must credit the original source and author using correct APA style. Caution: Overuse of direct quotes indicates your inability to synthesize and integrate information. This weakens your writing.

Double dipping: Projects or papers submitted for credit in one course cannot also be used for a grade in a different course, even if you revise them. It's unethical.

Grade Incompletes (IN): Are not automatically assigned and are discouraged. If you need to request an 'Incomplete grade', you will need to show serious cause for this decision (see Graduate Catalog). I will review your status in this course to determine whether to grant your request.

About your Current Teaching Status

To fulfill the requirements of this course, you will need direct access to students and instructional materials in ESL, foreign language, and/or immersion classrooms. When possible, in-service teachers will be asked to "invite" pre-service teachers into their classrooms to observe or be a guest teacher. English language learners must be present. There should be at least 10 students in this classroom; or five students if you are working with a small group. See me for approval if you wish to work with a group smaller than five students or one-on-one situation. Here are some possible scenarios:

1. **You are currently teaching in an ESL/FL/Immersion** on a part- or full-time basis. You can work with these students to meet course requirements.
2. You are currently teaching in a classroom where no **ESL/EFL students are represented**. You will need to talk with a teacher who has ESL/EFL students in the classroom and arrange to teach or observe those students.
3. **You are NOT currently teaching in a classroom** with 10 or more students. You will need

access to curriculum and assessment materials and students. Some options include:

A. Volunteer to help a teacher in Category 1 above with assessment activities in exchange for information for your course projects. This has been a successful approach for many students. On average, plan on spending 2-4 hours per week with your teacher.

B. Work as a substitute teacher in Category 1 on a short or long-term basis. Work with the needs of these students to meet course requirements.

C. Team up with someone in this course who is willing to share his/her students with you.

If you are in Teaching Category 2 or 3 above, let me know by email as soon as possible (but no later than the 3rd week of class) the names of the teachers with whom you will be collaborating or the arrangements you have made to have access to a class of students.

If you are in Teaching Category 1 above, please consider inviting teachers from this course who are in Categories 2 and 3 to work with you or with your students.

Guidance for Working in Teams

The Phonics/Spelling Project may be conducted with another student in the course. I have provided the option for you to work with another student because it may be necessary for a pre-service teacher to work with an in-service teacher who has access to students in order for you to administer the spelling assessments. All teams must be pre-approved and each team MUST submitted a Team Process Form.

1. Based on suggestions received from other teachers who have worked in teams to complete projects, you need to discuss carefully each team member's role in the project. **Each of you should take a lead role**, but you should not proceed without getting feedback from your team and informing them of your progress, consulting them for ideas, and so on. Taking a lead role means that you will be the person primarily responsible for a particular task; it does not mean that you will be working alone. In some cases, team members may decide to take two lead roles each. Draft an agreement specifying each team member's lead role and how and when each person will contribute to the team, and, if needed, submit your proposal to me.

Lead roles may include:

- < presenting instructional activities to the team for feedback;
- < identifying outside readings that can inform your project and sharing them with the team;
- < presenting ideas on how to provide scaffolding;
- < identifying a school site and arranging for a pilot test (field project only);
- < drafting an outline of the team project; and
- < preparing the initial draft of the written report.

2. *If possible make sure at least one teacher on your team is currently in a classroom setting and has three or more years of full-time teaching experience.*

Team Process Assessment (optional)

To provide your team and this instructor with feedback on your perceptions of how the team functioned as a unit, you **may** complete a Team Process Assessment form. With this form, you will indicate how each team member fulfilled his/her lead role as well as how you feel your participation contributed to the success of the group. The Team Process Assessment form assures individual accountability of each team member and provides the instructor with insights as to how you perceive teammates' contributions. This information will be confidential. Your assessment of the team process will be consult when individual ratings are assigned to team members.

Rating Options

Members of each team will inform the instructor as to whether they prefer to receive a team rating or individual ratings for assignments designated as

Individual/group. For all group assignments, each team member must submit individually a team process assessment form. See below.

Optional Team Process Assessment Form

(Attach additional comments to this form)

Names: _____

Lead roles _____

Your teammates' names _____

Date _____

Circle one response or write a response for each item.

1. Assessment of Team Process

A. How did your team work together as a single unit?

Very well Satisfactory Not so well

B. How well did your team identify and use strengths of team members?

Very well Satisfactory Not so well

C. How could your team have improved its performance?

2. Assessment of Peers

A. What was the overall level of productivity and collaboration of your peers?

Very high Acceptable Not enough

B. On future projects, how might you support your peers to improve productivity and collaboration?

3. Assessment of Self

A. How would you rate your own level of productivity and collaboration?

High Acceptable Minimum

B. How would you rate the leadership role you assumed on the team?

Strong Acceptable Weak

C. How could you have improved your contribution to your team?

4. Other comments?

1. Phonics Self Study Pretest

Phonemic awareness, phonics, spelling, and vocabulary instruction for English language learners of all ages and literacy levels should be guided by a developmental perspective, always valuing the knowledge that students bring with them from their first languages and experiences. Research on early literacy development informs us that phonemic awareness and knowledge of phonics have position effects on children's ability to read and comprehend text. As such, phonics instruction is only one of many components in a balanced classroom literacy program. Effective phonics instruction should not only lead to independence in reading, but should also be linked to children's reading and writing. In order for you, the teacher, to instruct and support children, especially ELL, as they learn and apply phonics to reading and spelling, you need to understand how written English uses the 26 letters of the alphabet to represent as many as 44 different speech sounds. In this course you will engage in self-study, supported by courses readings and class discussion to improve your knowledge of phonemic awareness, phonics and spelling development. The goal is providing you with instructional tools to improve your skill in guiding ELL in developing phonemic awareness, phonics, spelling, vocabulary, reading, and writing knowledge.

At the beginning of the semester you will take the phonics pre-test and we will review your responses. Because students' backgrounds and needs will vary greatly, following the pre-test, you will identify your own areas of need and engage in self-study for improving your own level of knowledge. We will discuss your action plan and your progress during the semester.

2. Text Analysis

In your teaching role you will be asked by students, parents, other teachers and administrators, to select texts for ELLs. It is important that you use objective criteria to select developmentally appropriate texts for your students. Using the guidance provided on pps 109-111 in H & F, complete a text analysis. Adapt the charts on p 111 to guide your analysis. Please bring the texts to class so we can discuss your analysis.

3. Language Experience Approach (LEA) Field Project

The experiences and language children bring into the classroom should be used in supporting literacy development. The Language Experience Approach (LEA) has been used in helping to develop students' emerging literacy through connecting oral language and print, signaling relations between graphemes and morphemes, supporting initial reading and writing. For this assignment you will guide students (**at least three children** in a group) in using the LEA framework to develop phonemic awareness, phonics, or vocabulary. See Herrera pp.198-202 for more details about the LEA process. Note: You **MUST INCLUDE AT LEAST ONE ELL** student in the group when implementing this assignment. Also, be sure to focus on the language and literacy strategies to support ELLs.

Written Report for LEA Field Project

Follow this format in preparing your written report. Use the headings and sub-headings as indicate below to organize your report.

Cover Page

Table of Contents

Part I- Introduction and Background (briefly describe, one page)

- A. School community, classroom setting (grade level, demographics, special needs, students' interests and background, and overall language and literacy needs of population)
- B. Strengths and Needs
 - a. LI- Language and literacy strengths and needs
 - b. L2- Language and literacy strengths and needs
 - c. Students' funds of knowledge
 - d. Formal or informal assessment information, if available (inform me in advance if you don't have access to any assessment information and note this in your report)

Part II- Objectives

- A. Stimulus Experience (What experience will you provide to develop students' emerging literacy?)
- B. Rationale for Stimulus (Why did you choose this stimulus? What is the connection to students' interests, strengths, or needs?). You should cite courses readings and research articles for support.
- C. Literacy Objectives (at least one language and one reading objective)

Part III- LEA Lesson Framework

- A. Introduction of Stimulus- Be brief but specific in explaining how you introduced students to the stimulus?
- B. Recording students' language- (How did you elicit students' comments about the experience? How did you encourage language from all students? Did you use any special coding to identify students' individual language contributors? Did you record students' language verbatim?)
- C. Teacher Readings (first and second)- Briefly describe how you read ELLs' language. How did you prepare students for your reading? Did you provide special instructions about how to listen? How to look at print? What did you do to help them follow print or track in order to make speech to print connections? Did you conduct an exact reading of their language? Did you connect phonemic awareness or vocabulary strategy lesson during the reading process?
- D. Students' Readings (first and second)- Briefly describe how you engaged students in reading their own language. How did you conduct the readings? Indicate what type of reading engagement (echo, choral, partner, shared, individual, etc.). How did you reconnect students to print? How did you connect to phonemic awareness or vocabulary?
- E. Transition to Strategy Lesson- What did you do in order to prepare students for the strategy lesson in phonemic awareness or vocabulary? Did you give them a purpose for reading, writing, etc.? How did you connect this to the experience?
- F. Strategy mini-lesson-Briefly describe how you conducted the strategy lesson (What did you do, say? What did students do or say? How did you reconnect students to print?)

Part IV- Assessment and Follow-up

- A. Assessments- Briefly indicate two ways (one for language, and one for reading or writing, etc.) you would use to assess the effects of your LEA on students' phonemic awareness or vocabulary development. Be brief, but specific.
- B. Follow-up- State, in the future, how you can build on this LEA to continue development of emergent literacy in LI and L2. Be sure you indicate LI and L2.

Part V- References (all references must conform to APA specifications) Be sure to also include appropriate references for any student resources (materials, texts, etc.).

Part VI- Self-Reflection

SELF-REFLECTION GUIDING QUESTIONS FOR LEA Project

Written report: Your responses should be written as complete sentences.

1. Were the objectives met? How do you know?
2. Did you alter the instructional plan during the lesson? Why?
3. What effect did your lesson have on the students? Were the students productively engaged?
4. What part(s) of the lesson did students appear to enjoy most? Did they least enjoy?
5. What were the strengths of the lesson?
6. After teaching the lesson, do you feel your objectives were appropriate for the students? Should you alter your objectives for some students? If, yes why?
7. If you had the opportunity to teach this lesson again to this same students, what would you differently? Why?
8. Do you believe that any additional assessments are needed? Additional follow-up activities needed?
9. Do you believe your instruction has had an impact on the student(s) literacy development in L1 or L2? How?
10. How has this experience influenced your thinking about emergent literacy instruction for ELLs?
11. What did you learn that will be of help to your in planning future literacy lessons for emergent ELLs?

4. Emergent Writing Project: Analysis and Instruction

You will examine various writing samples to explore the students' strengths and needs in writing. You need to analyze at least **three writing samples**, including at least one from an ELL student. You will also consider the following questions:

- What is already developed and going well? (i.e. What does each child appear to know?)
- What is developing? (i.e. What does each child appear to be ready to learn?)
- What would you plan to teach these children next and how will you implement these ideas, especially if they are all in the same class?

The overall purpose of the assignment is to demonstrate your knowledge of the writing process, to train your eye to recognize the development of writers, and to learn to plan instruction for meeting the varied levels of ELL needs.

Written Report for Writing Project

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Part I- Introduction and Background

-Provide an introduction to the project. Indicate number of samples, any general characteristics of the sample (grade level, language and literacy levels, L1, special needs (GT or LD) other pertinent information.

Part II- Analysis (three or more student samples)

- Prepare your responses to the following questions for each sample, where appropriate you may address common strengths or needs:

- What has already developed and going well? (i.e. What does the child appear to know?)
- What is developing? (i.e. What does the child/children appear to be ready to learn?)
- What would you plan to teach the child/children next and how will you implement these ideas?

Part III- Writing Activities (at least two activity ideas)

Activity Framework

- A. Rationale- Justify why you believe the activities are appropriate for students. In this section you **MUST** incorporate appropriate references (3-5 from different sources) to the research on emergent writing for ELL. Be brief but specific in explaining why the activities are needed. Also, be sure you refer to the data.
- B. Objectives (at least one for writing, at least one for language)
- C. Procedures (Explain the step-by-step process for implementing the activities. Be brief, but specific).
- D. Assessment- For each activity, briefly describe 1 way to evaluate growth in writing as a result of the activity. Be brief, but specific.
- E. Follow-up- State, in future, how you can build on students' emergent writing development in **LI and L2**. Be sure you address LI and L2.

Part IV-References (all references must conform to APA specifications) Be sure to also include appropriate references for any student resources (materials, texts, etc.).

Optional Team Process Evaluation Form (attach form with your responses)

5. Developmental Spelling Assessment Project

During class, we will discuss the stages of spelling development represented in children's spelling of words in isolation and their writing. You will become familiar with how to administer the initial screening inventory and feature inventories of the Developmental Spelling Assessment (DSA). The spelling project is due at the end of the semester and contains components that may be submitted in draft form for feedback. In class, we will discuss and examine various examples of the developmental stages of spelling. You will also share examples of students' spelling and writing. **You must analyze the spelling skills of at least three students, and at least one must be ELL.**

You will begin this project by administering the DSA to a group of students **at least three**. Below are the preliminary steps you will take in preparing for this activity.

Preliminary Steps for Developmental Spelling Project

1. familiarize yourself with guidelines for administering the DSA (we will cover this in class, but you still need to spend time on your own becoming comfortable administering the assessment)
2. identify a student sample
3. if necessary, seek permission to administer the DSA; be sure to delete any information that might be used to identify individual students.
4. if you are not using your own students, be sure to fully inform the host teacher about the DSA and the philosophy of developmental spelling.
5. prepare student response forms for the screening inventory and feature inventories
6. establish rapport with the students and be sure they know the DSA will not count as a grade; make them comfortable with taking risks by ensuring them you are interested in discovering how they think a word is spelled even if they don't know the correct spelling.
7. administer and score the screening inventory, analyze the results; administer and score the appropriate feature inventories; share results with the host teacher
8. organize the data in preparation for develop the spelling activities and write a brief summary of the findings
9. using *Words their way*, *Words journeys*, or other resources, develop spelling activities for each stage of development preliterate (pre-phonetic or phonetic), letter-name, within-word, syllable juncture, and derivational constancy
10. first, develop activities appropriate for meeting the needs of students in your sample
11. develop the remaining spelling activities to meet requirements for this project

Written Report- Developmental Spelling Project

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Part I- Introduction and Background- Describe the students' samples to whom you administered the DSA; include all relevant demographic information (age, grade level (s), L1 backgrounds, school community demographics, special needs, and overall language and literacy needs of the school population)

Part II- Analysis and Findings for DSA-

- A. Data- present the results separately for the screening inventory and feature inventories
- B. Summary of Strengths and Needs- based on the results of the DSA, write 3-4 sentences indicating the strengths and needs of the students.

Part III-Rationale and Developmental Spelling Activities

- A. Rationale- provide rationale for each spelling activity (be sure your rationale is specific to ELL); in this section be sure to cite relevant research and course readings on ELL spelling development to support your decision to include the activity (don't forget to refer to your data where appropriate); cite at least five references from class readings or other sources.

- B. Spelling Activities (four activities required, must include activities for preliterate, letter-name, and within-word stages, and either syllable juncture or derivational)- for each activity indicate: the stage of spelling development, feature(s) targeted; teacher preparation; detailed instructions to students; and one assessment strategy to determine the effectiveness of your activity (in other words how will you know if students achieved or are developing knowledge for the feature(s) you target in the activity). If your students' needs do not reflect each stage of spelling, anticipate what you would plan once the students achieve that level of spelling development.
- Preliterate- (name of activity/game/task); teacher preparation, instructions to students, assessment; remember there are two levels at the preliterate stage (pre-phonetic and phonetic)
 - Letter-name- (name of activity/game/task); teacher preparation, instructions to students, assessment
 - Within-Word- (name of activity/game/task); teacher preparation, instructions to students, assessment
 - Syllable Juncture- (name of activity/game/task); teacher preparation, instructions to students, assessment
 - Derivational Constancy- (name of activity/game/task); teacher preparation, instructions to students, assessment

Part IV- Conclusion- What are your closing thoughts on the philosophy of developmental spelling and using it to guide ELL spelling development in English? Can a similar philosophy of a graphophonic (letter-sound connection) inform L1 literacy development? Why, why not?

Part V- References and Resources (use correct APA format to list all student and professional resources used for this project.

6. Children/Youth Literature

Teachers use shared reading to read aloud books (or other genre) appropriate for children's interest level but might be too difficult for them to read for themselves. After the text is read several times teachers use it to teach phonics concepts and high-frequency words. Through the reading process, teachers model what fluent readers do as they involve students in enjoyable reading activities. Students can also read small versions of the book with partners or independently, and the pattern or structure found in the text can be used for writing activities. ELL students learn English syntactic patterns as they read and reread predictable books. Students also use the patterns they learn in the books they write.

The goal of this ongoing activity is for you to share books with peers as a way to introduce them to a wide range of high quality literature appropriate for ELL.

Preparation

Select a piece of children's literature. Note: Due to time constraints, you may only be able to share a segment/chapter with the class.

Practice reading it so you will be able to read fluently to the class.

Engage class members in a sample of activities you would implement with students using the literature. Post the strategies and the reference on Bb before you present to the class.

Possible Steps in a Shared Reading Lesson

1. Prereading
 - a. Activate or build background knowledge on a topic related to the book.
 - b. Show the cover of the book and tell the title.
 - c. Talk about the author and illustrator.
 - d. Talk about the book and have students make predictions.
2. Reading
 - a. Use a big book or text printed on a chart.
 - b. Use a pointer to track during reading.
 - c. Read expressively with very few stops during the first reading.
 - d. Highlight repetitive patterns.
 - e. Reread the book once or twice and encourage students to join in the reading.
3. Responding
 - a. Discuss the book using a grand conversation.
 - b. Ask inferential and critical level questions, such as “What would happen if ...?” and “What did this book make you think of?”
 - c. Share the pen to write a sentence interactively about the book.
 - d. Have students draw and write in reading logs.
4. Exploring
 - a. Reread the book using small books.
 - b. Add important words to the word wall.
 - c. Teach mini lessons on skills and strategies.
 - d. Present more information about the author or illustrator.
 - e. Provide a text set with other books by the same author or illustrator.
5. Applying
 - a. Have students write an innovation using the pattern used in the book.
 - b. Have students create an art project related to the book.

Resource: Shared Reading Lesson to use with students (Tompkins, 2003)

7. Class Discussion

In addition to the required texts, I have provided an extensive list of recommended textbooks and other resources for you. If you need more, I would be happy to provide them. Please read the text chapters and e-reserves as assigned. Also, I will expect that you share additional professional journal articles, news articles (local, national, and international) or internet articles on issues relevant to parents and culturally and linguistically diverse students in our local communities. This includes any developments on the local, state, national, international levels that may impact instruction and academic achievement for emergent English Language Learners or other language learners (EFL). An expectation of graduate work is that you read and synthesize for discussion information on theory, research, and practice in teaching and learning.

