GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Multilingual/Multicultural Education

Course Prefix Course Number: EDRD 610
Course Title: Content Literacy for English Language Learners, PK-12
Semester Year: Fall 2010
Meeting Time/Days: Monday 7:10-10:00
Location: Science and Technology I, Room 120

PROFESSOR(S): Dr. Rachel Grant, Dr. Karen Banks
Name: Dr. Rachel Grant
Office phone: 703.993.4721
Office location: Robinson Hall A, Room 310

Office hours: Monday 4:30—6:00; and by appointment

Email address: rgrant4@gmu.edu

COURSE DESCRIPTION:
   A. **Prerequisites: EDRD 525- Emergent literacy for English language learners, PK-12**
   B. **Course description from the university catalog:**
      Develops instructional competencies in literacy, especially reading and writing approaches for culturally and linguistically diverse students. Examines content literacy and biliteracy development; content literacy skills and strategies for younger and older English language learners; addresses special issues in development and literacy assessment for diverse language learners.

NATURE OF COURSE DELIVERY:

   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-reflection and self-evaluation;*

- *Group discussion and group/individual presentation;*

- *Performance-based assessment;*

- *Peer feedback and critique*

- *Field activities; and*

- *Small group discussions and activities*

LEARNER OUTCOMES:
This course is designed to enable students to:

1. Identify language and literacy skills critical for ELL/LMS success in the content areas.
2. Select, critique, and adapt materials, as well as plan and execute literacy activities across a range of content areas for ELL/LMS.
3. Apply first and second language acquisition theory and praxis to developing literacy, especially reading /writing, for older ELL/LMS in the content areas.
4. Utilize current theory and praxis in literacy and biliteracy to analyze resources and materials for teaching middle school/secondary ELL/LMS in the content areas.
5. Analyze research from newer perspectives concerning implications for teachers of older children and youth from culturally diverse and second language backgrounds.
6. Use scaffolding approaches to teach pre-reading, during-reading, and post-reading and writing strategies.
7. Model for students reading and writing strategies appropriate to various learning tasks in content area subject matter.
8. Develop performance-based assessment activities in determining the content instruction for ELL/LMS.
9. Utilize multiple cueing systems in developing literacy and content-based knowledge for ELL/LMS.

Identify major pedagogical approaches to teaching reading and writing and explain applicability to teaching older English language learners of various language backgrounds and ability.

PROFESSIONAL STANDARDS: (e.g., INTASC, Professional Organization)
The following TESOL standards are met in ESOL Content Literacy:
Domain 3: Planning, Implementing, and Managing Instruction (Standard 3.a. Planning for standards-based ESL and content instruction, Standard 3.b. Managing and implementing standards-based ESL and content instruction, Standard 3.c. Using resources effectively in ESL and content instruction) and Domain 5: Professionalism (Standard 5.c. Professional development and collaboration).

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 are 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
3.3, 3.4, 3.5, and 3.6; 4.3, 4.4, 4.5, and 4.6; 5.4, 5.5, 5.6 and 5.7
6.3, 6.4 and 6.5; 7.4, 7.5, 7.6, and 7.7; 8.4, 8.5, and 8.6; 9.3, and 9.4
10.3, 11.3, 11.4, 12.4, and 12.6

State of Virginia English Language Proficiency Standards of Learning
LEP 3.1, 3.4, LEP 3.5, LEP 3.6, LEP 3.7, LEP 3.8, LEP 3.9, and LEP 3.10
LEP 4.3, LEP 4.4, LEP 4.5, LEP 4.6, LEP 4.8, and LEP 4.9

REQUIRED TEXTS:

Carrasquillo, A.L. & Rodriguez, V. (2002). *Language minority students in the mainstream classroom.* Clevedon, UK: Multilingual Matters.

Ruddell, M.R. (2005) (4th ed.). T*eaching content reading and writing.* Hoboken, NJ: John Wiley & Sons.

COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA:

A. Requirements

Materials Review Project (group)	15%
Evaluate instructional resources: traditional texts, trade books, other print resources, computer software, and websites	
Professional Readings Summary (individual) 15-minute summary presentation	5%
Readability Samples (workshop activity)	0%
Developmental Inventory Project (individual)	30%
Guides teacher observation and analysis of students' engagement in language and literacy in content area classrooms	
Literature Discussion and Presentation- Adolescent literature (group participation)	10%

   a. Action plan
   b. Book talk
   c. Team co-leader

Content Strategy Lessons (individual)   40%

    a. Formal lesson plans (three plans covering science, math, and social studies content; at least one lesson must include a significant writing activity; one should incorporate an area of the arts; lessons may cover a range of language and literacy proficiency levels or target learners at one specific literacy or proficiency level)
    b. Submit lesson for peer critique
    c. Provide peer critique
    d. Revise and submit lessons

B. Performance-based assessments: Performance-based assessment is used to evaluate the following course requirements-Materials Review, Developmental Inventory, and the Content Strategy Lessons
C. Criteria for evaluation:
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.* Feedback will 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.
D.
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), he/she 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", 2.9-2.0 will receive a C, scores ranging from 1.9 or below will receive "F"..

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Assignments and Activities
All electronic submissions must be in MS Word format
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Materials Review

Purpose: To locate information for developing instructional and assessment materials for increasing literacy, in the areas of word knowledge, reading comprehension and/or writing proficiency of an emerging or developmental student population specific to age, grade, and language proficiency level.

Task: To identify and evaluate student materials and/or teacher resources, including print, software, and websites, for teaching literacy.

This course aims to assist teachers working with a wide range of learners (K-12 and adult) in developing literacy activities and content materials for students at varying levels of language proficiency (emergent and beginning) from various language backgrounds in various instructional settings. As such, the challenge for this course is meeting the needs of every teacher.

To meet this challenge, I have decided to ask each of you to search for materials of particular interest to you for developing literacy in the content areas. This will compel you not only to become familiar with traditional text resources; it will also prepare you to become an expert on digital literacy resources. If you are currently teaching, look for new materials that you have not used before. If you are not currently teaching, you should review materials that a teacher in your field is using.

How to do it: Begin by carefully selecting your team members
1. **Identify at least 6 resources**; aim to include balance across traditional print materials, computer software, and Internet web sites, etc. You must select materials other than textbooks. This will include graded readers, trade books, literature, and other authentic reading materials. Materials packages as a series or set will count as one resource. Be sure to preview a variety of web sites, especially those targeting content areas. Look for materials to increase content knowledge and strengthen students' literacy skills; consider both fiction (narrative) and nonfiction (expository) print and electronic materials. *****

2. **Develop a Survey** (a comprehensive critique) for evaluating the materials. Your survey will contain the criteria you used to judge the quality of resources for meeting literacy and/or content area needs of language learners. Your survey must include a system for rating the material on a numeric scale. For example, a rating from 1-5 or 1-4 on each criterion include in the survey. Then, develop a system to interrupt the ratings. The survey for each resource must be included in the final paper.

3. **Get peer feedback** on your survey before using it to review materials.

4. **Conduct your review** of materials. Ideas: Each member could conduct an independent review of all the material to establish inter-rater reliability. Or a team member could be responsible for reviewing 2 or more different resources. This is something you will decide as a team.

5. **Write up a summary report** on the results of your survey.

<div align="center">Writing your Report- Materials Review Project</div>

Part A. Introduction (1-2 pages)
Page numbers are approximations and may vary.
Begin the report by discussing the overall purpose(s) for this review. For whom are you looking to find materials? Describe the population (age and/or grade levels, language and literacy proficiency levels, students' needs, etc.). Also describe the community characteristics (languages spoken, income levels, etc.) and school setting Elementary, middle, high, adult learners, etc.). Be sure to begin this section by stating the purpose and focus of your review: What was the specific purpose your review? What type of materials are you trying to identify, for whom? How are you trying to help your students learn? Be specific.

Part B. Summary of Materials

For each resource you will prepare a two-page summary (do not exceed page limit) containing the following headings:

NAME OR TITLE: (use APA citation style)

PURPOSE OR FOCUS:

AUDIENCE: (include target age, grade level, reading level, and language proficiency level, etc.)

CONTENT OR FORMAT:

PRACTICALITY:

USEFULNESS:

COST:

STRENGTHS (language, literacy, content): Cite assigned readings to support your evaluation of the materials.

LIMITATIONS (language, literacy, content): Cite assigned readings to support your evaluation of the materials.

RECOMMENDATIONS: Who should really use this? Who should not? Under what conditions would ELL likely benefit? How might you improve upon the materials to benefit ELLs' literacy or content learning? How might this resource be used to support L1 literacy?

OTHER: any additional information

Part C. Conclusions (1-2 pages)

What overall conclusions can you draw regarding the state of instructional/educational resources and materials for English language learners based upon your review? Be sure to support your conclusions by referencing course readings.

Part D. References (1page)

Attach a reference page that includes the materials in your review. Correct APA style is required.

Part E. Appendix

Attach a sample page from the materials (1 page per item reviewed) that most interested you (these are not included in the page count). Include the survey you used to evaluate each resource.

Due: Session 6

Developmental Inventory Project (Student Assessment)

Purpose

To evaluate aspects of language, reading/listening, and writing/speaking of ELL in the content area classroom and make recommendations for instruction

Note: Before beginning this project seek permission, where required, and establish rapport with the classroom teacher and student. Confidentiality will be protected as information gathered for this project will not be shared with other school, county, state officials, etc. As a requirement of the GMU MME graduate program the goal is to assist you in developing knowledge about the demands of content area learning for ELL and improve your ability to provide instruction. You **MAY** use a student you teach, but it

may be difficult to base the project on your own instruction or classroom. For this assignment, pre-service teachers may have a partner.

Timeframe

3-4 weeks

Caution: Conduct all projects for this course during the semester in which you take the course *(not from previous semesters or years)*. This will ensure your understanding of principles presented in this course.

Tasks

This project allows you opportunity to utilize observational assessment in the content area classroom.

- Early in the semester, identify one student as a potential subject for this project. After you read pages 335-337 in Ruddell (2005), begin to make informal observation and maintain antedotal notes. You should maintain antedotal notes on 2-3 substantive occasions before conducting formal observation using the Developmental Inventory (DI).
- Read with care all information about the Development Inventory on pages 337-345 of the Ruddell (2005) text. Make at least three copies of the DI.
- Throughout this project, keep in mind the real purpose for engaging in observational assessment. [See Ruddell (2005) page 337.]
- Conduct an interview with the classroom teacher and student you observe. In some situations, it may be best to conduct your interview with the student after you complete your observation. Keep in mind that if you select a student you current teach you will have rich background information. After a period of informal observation (2-3 occasions), schedule at least three occasions during which you will make formal observation of your case study student and complete the DI. In an effort to improve validity and reliability of the DI, be sure to observe during periods of substantive instruction (see. Ruddell page 337) and complete the DI for each formal observation. We will discuss and provide examples of substantive instruction.
- After formal observation, organize your antedotal notes into two broad categories: listening/reading and speaking/writing. If it helps you to organize, feel free to establish four separate categories: listening, reading, speaking, and writing. Your efforts to organize your notes will not be a part of the evaluation for this assignment; however, well organized notes will support the analysis process.
- During a workshop segment in class, be prepared to discuss your data. This will help your analysis.
- Using your antedotal notes and DI forms analyze your data. Ruddell pages 340-343 will be especially helpful during this process.

Writing Your Report

To write up your report (approximately 10 pgs.) for the Developmental Inventory Project include all the following headings to organize the report. You should also consider using subheadings, where appropriate, to refine your organization and

lend clarity to your work. **Page numbers are approximations and may vary. Remember this is a narrative, do not use bullets.**

<mark>Part A- Introduction</mark> (1-2 pgs.)

- Example of wording for introduction:
    - **The purpose of this project was to utilize the Development Inventory in observing the literacy behaviors of <u>Amira Hasan</u> during instructional activities in science and math class. Amira is a thirteen year old 7th grader who attends Belville Middle School in Prince William County Virginia. She immigrated to the US with her parents in 2005 from Iraq. Amira speaks Farsi and Arabic and is currently performing at the intermediate level for English proficiency. She lives with her parents and is the oldest of four children (one sister and two brothers). Amira enjoys spending time with her family and indicated she misses her extended family and her life in Iraq. She is outgoing and easily joins in discussions of popular culture with her peers. Amira expressed interest in fashion design and hopes to attend college and pursue a career as a fashion designer. In the future, she would like to design comfortable, culturally appropriate clothing for Muslim women.**
    - Provide a bit more information about the student. Extensive knowledge is helpful, but I realize your access may be limited. Remember, your background knowledge of the student along with data from the DI will support your ability to make appropriate recommendations.
- Describe the observation period. For example: Amira was observed during math class (10:00am-11:10am) from September 10 through September 21 each observation was 20-25 minutes in duration. In science class (1:30pm-2:15pm) she was observed for four days during the week of September 17th. Observation in science lasted 40-45 minutes each day.

<mark>Part B- Analysis</mark> (2 ½-3 pgs.)
In this section, use the four categories (speaking, listening, reading, and writing) as subheadings to report your findings from the DI and analyze literacy behaviors. Be sure to use your antedotal notes to provide examples supporting your analysis.

- Guides self or audience through text
- Knows how text works
- Understands social aspects of meaning construction
- Uses range of strategies while listening, reading, speaking, and writing

<mark>Part C- Recommendations</mark> (2-3 pgs.)
In this section make specific, not broad or vague, suggestions for supporting the language, literacy, and content development of the student. Be sure you use data from

the DI and your antedotal notes to provide rationale for your recommendations. In addition to suggestions that address the overall needs of the learner, your recommendations must include not less than five (5) research-based, literacy strategies/activities. Be sure to include a rationale for each strategy/activity and provide a citation for each research-based strategy. Also, use course readings to be sure all of your recommendations are based on research and best practices for ELLs' language, literacy, and content development. This will support your recommendations. Also, the course readings and research ELL will be helpful in making specific suggestions for activities and strategies to use with the student.

Part D- References (1 page)
Provide references from assigned readings and other relevant theory and research on ELL literacy, language, and/or content area instruction. In Part C you should have citations (at least 5) to support your recommendations.

Part E- Field Notes
Appendix A
-Place in chronological order your antedotal notes. Date each observation. As well, be sure the DI forms are dated. You do not need to type or rewrite the notes. Field notes for this project are maintained "on the fly" and are considered "raw data". If you use notes cards, spiral notebook, or single sheets of paper, be sure to secure them. You might wish to include notes in a clearly labeled envelope. Be sure your name is on the envelope, notebook, or index cards.
-Other Appendices- you may wish to include other appendices in your report

Production Guidelines
    1. Provide a cover sheet for every assignment. Place your name on the cover page along with the date, title of the assignment, course number and title, and instructor's name.
    2. Use pagination (page numbering) on every page of the assignment
    3. Approximate pages 6-8, excluding references
    4. You may attach appendices, including antedotal notes, to this assignment. For appendices: label each attachment (e.g., Attachment or Appendix A, B, C) in the order in which you mention it in your narrative. If you don't mention it in the narrative, don't include it in the appendices. For example, you might wish to include a student work sample, a typical student assignment, copy a page from the students' textbook, etc.

Submit your electronic copy before or before class on the day this assignment is due.

Due: Session 10

Content Strategy Lessons
Purposes to:
-Demonstrate planning of appropriate content lessons for ELLs
-Engage in collaborative planning that encourages use of literacy as a tool for learning content.

-Improve language, literacy, and content instruction for ELL/LMS
-Increase teachers' knowledge of effective literacy practices in support of learning across the curriculum for ELL/LMS
-Incorporate the arts into content area instruction

Timeframe
5-6 weeks development and implementation (if possible)
Caution: Conduct all projects for this course during the semester in which you take the course *(not from previous semesters or years)*. This will ensure your understanding of principles presented in this course.

Note: Before beginning this project seek permission, where required, and establish rapport with the classroom teacher and students. The information gathered for this project will not be shared with other school, county, or state officials. As a requirement of the GMU MME, the goal is to assist you in developing knowledge and improving your practice as an ESOL teacher. You **MAY** use your own classroom for this project. However, you will be required to collaborate (conference, co-plan, co-teach, etc.) with a colleague (e.g., reading specialist/literacy, content area teacher) to identify the strategies and develop activities.

Tasks
-It is expected that this project will be planned, and where possible, implemented with support from content area teachers. To make this possible, early in the semester, you should identify colleagues who will advise you. Ideally, you should consult social studies, math, and science teachers. If you have an arts specialist in your building also seek advice from this colleague.

-In consultation with colleagues, identify the specific content topics that are difficult for ELLs or areas you wish to teach. English language learners must be students in the class. However, instruction may be planned if native English speakers are also present in the class. The lessons/activities for this project ARE NOT those you taught in the past and you CAN NOT USE lesson plans or activities developed in other courses. The lessons/activities MUST BE adapted from those contained in required or recommended texts (Ruddell or Carrasquillo &Rodriguez) for this course. Note: With approval, you may use a strategy/activity from another source; however, this must be research-based and you must have a reference. This will ensure that you understand and can apply the information presented in EDRD 610.
-After you identify the content, carefully consider the language proficiency level, literacy skills, and content knowledge students will need to understand the content you wish to teach. For example, ability to: use content clues in determining the meanings of unknown vocabulary, make predictions or draw inferences, determine main ideas and supporting details, extract information from multiple text sources, conduct research, write for specific audience or purpose, summarize information orally and in writing, draw conclusions, respond to text, monitor comprehension, engage in self-assessment, understand information in narrative and/or expository text, etc. Also, indicate what background knowledge students will need. For example, you wouldn't

plan on teaching a math lesson on subtracting four-digit numbers if students didn't already have knowledge of performing this operation with one or two-digit numbers.

-Select three uniquely different instructional strategies designed for teaching social studies, math, and science. See pages xi-xii in the Ruddell text and appropriate chapters in Carrasquillo & Rodriguez. You will provide instruction that uses the strategies/activity to help students develop content knowledge and literacy skills. Don't forget, at least one of the lessons should incorporate the Arts (music, visual art, drama, or dance and movement). Using the lesson plan/activity outline provided. If you are familiar with the SIOP model you may use it.

-Prepare a draft lesson plan. Bring the draft to class for peer and instructor feedback. Review the feedback and make changes to your lesson plan before submitting it for my evaluation.

-If possible, try out the lessons in your classroom. Be sure to keep antedotal notes to help your recall important information about the experience.

-Be prepared to share your teaching experiences in class.

Writing Your Report

Page numbers are approximations and may vary.

Include the following headings to organize your report. Add subheadings where needed to refine your organization. Components of report: **Remember this is a narrative, do not use bullets.**

Part A- Introduction (2- 2 ½ pgs)
Example of opening statement:
      Lessons developed for this project were presented to a class of 20 10th grade students attending Fair Oaks High School located in Fairfax, Virginia. Fair Oaks HS has an enrollment of approximately 2,200 students. Due to its low dropout rates (less then 5%) and high percentage (88%) of students who attend college, Fair Oaks HS is well regarded in the community and considered one of the best high schools in Fairfax County. Although dropout rates for language minority students are higher (25%) and far fewer LMS (just 30%) attend college, Fair Oaks is considered a "good school" for immigrant students.
      Of the students attending Fair Oaks 7% are Hispanic, 9% African American, 17% Asian, Pacific Island, and 50% are of European ancestry. Only .01% of students are identified as Native American. The remaining students identify as biracial, mixed heritage. Nearly 30% of students speak English as a second language and over 20 languages and dialects are spoken in the surrounding community.

Feel free to add other information about the school and surrounding communities. Also, include this information in the introduction:

- Describe the students in the class (e.g., age range, grade level, language proficiency levels, language backgrounds, socioeconomic backgrounds, social class, etc.)
- Indicate and briefly describe the purpose and basic content covered in the class
- State the factors that influenced your choice of content. For example, poor student performance, students' interests, desire to provide interesting or challenging content, improve students' literacy skills, improve students writing in social studies, etc.
- Then, briefly describe the collaborative process you and your colleague utilized to develop the lessons.
- Identify the strategies you selected and provide rationale indicating why you chose those particular strategies to address the literacy and content needs of your students. How and why will the strategies address the needs of your students? Specifically, why are these strategies appropriate for ELL/LMS? What does research say? Be sure to support your choices.

<mark>Part B- Lesson Plans</mark>
Follow the lesson plan template or SIOP model. You will submit three lesson plans, one for each content area.

<mark>Part C-Conclusions and Reflections</mark>
-What did you learn about the nature of language, literacy, and content area instruction? Be sure to comment on each content area.
-How did you utilize the peer feedback process in learning about content area instruction and refining your own lessons?
-What is the role of collaboration in planning and implementing content area literacy for ELL?
-How can ESOL teachers work to improve teaching in the content areas to benefit ELL language and literacy development and increase their academic achievement inside and outside of ESOL classrooms?
-What information do you believe is critical for content area teachers and literacy specialist/coaches to know about language development to support literacy and academic achievement for ELL?
-What additional knowledge, training, experiences do ESOL teacher need to effectively support the students' literacy development and acquisition of content?
-Be sure to include relevant references to support your comments here.

<mark>Part D- Analysis of instruction</mark> **You will include this part only if you were able to teach any of the lessons.**
-State the instructional goals and student learning objectives (see lesson/activity plan outline)
-Briefly summarize how you implemented the strategies
-Describe students' reaction/behaviors in response to your instruction. Overall, did the reaction appear to be positive, neutral, or negative? Did some students appear to respond favorably, while others had a different response? Was the response to instruction based on individual student differences, group differences?

-Did you meet your goals for instruction? How do you know? Provide examples/support
-Did students meet the objectives? How do you know? Provide examples/support

Cite the assigned readings and other professional theory and research on literacy, language, and/or content area instruction for ELL to justify and support your work for this project. Take care to include citations in part C of this report. However, DO NOT:
- Overuse direct quotes, use your own words by paraphrasing
- Overuse class PPTs or notes

Due: Session 14

LESSON PLAN FORMAT

Lesson Title: _____

Teacher : _____   Grade: _____

Content: _____   Time: _____

Days: _____

Total Number of Students: _____   Number of ELL/LMS: _____

PURPOSE: (Why this lesson should be taught. What information leads you to believe lesson will be helpful?)

ASSESSMENT SOURCE: (What data (formal or informal) support the need for this lesson?)

LEARNER OUTCOMES: (What will students be able to do as a result of this lesson?)
Language goal(s)
Literacy goals(s)
Content goal(s)

STANDARDS: VA (**English Standards of Learning and English Language Proficiency Standards of Learning)** and/or Professional (NCTE, NCTM, NCSS, etc.) (What curriculum standards are addressed?)

STRATEGIES USED IN THIS LESSON: List all strategies used.

PRE-ASSESSMENT: What specific knowledge/skills do students currently possess that best prepares them for this lesson?

SET INDUCTION: (How you will set the stage for learning?)

PROCEDURE: (How you will teach the lesson? Describe how you will use the strategy. Don't just tell what the strategy is or merely indicate the steps in this strategy/activity, describe how you will execute the strategy to support content learning. What will the teacher do? What will the students do? Be specific. Be sure to label the procedure according to:
      a. Before reading/writing (into)
      b. During reading/writing (through)
      c. After reading/writing (beyond)

ADAPTATIONS/ACCOMMODATIONS FOR DIVERSE LEARNERS (What adjustments/modifications will you make to the strategy or within the lesson to meet students' needs or special circumstances?)

CLOSURE: (How will you end the lesson? You should link this back to the goals and objectives for the lesson.)

FOLLOW-UP ACTIVITY: (How will you reinforce, extend, enhance, or enrich the strategies, skills, concepts of the lesson.)

HOME/COMMUNITY LITERACY CONTEXTS: (How will you extend the lesson or the strategies and skills learned in the lesson to students' family or community? This is not merely home work.)

ASSESSMENT/EVALUATION: (How will you determine whether or to what extent the goals and/or objectives were met?) Suggest at least two ways for you to assess learning.

TEXTS/MATERIALS USED: (What texts and resources will you use?) Be sure you use APA style to cite all sources.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

All students must abide by the following:

Students are expected to exhibit professional behavior and dispositions. See http://gse.gmu.edu/facultystaffres/profdisp.htm for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://academicintegrity.gmu.edu/honorcode/ for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See http://www.gmu.edu/facstaff/policy/newpolicy/1301gen.html. Click on responsible Use of Computing Policy at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Office of Disability Services (ODS) and inform the instructor, in writing, at the beginning of the semester. See http://www2.gmu.edu/dpt/unilife/ods/ or call 703-993-2474 to access the ODS.

PROPOSED CLASS SCHEDULE

Prepare for the class by having readings, assignment, and workshop activity ready during the week in which it appears on the schedule.

Week/ Date	Topics, Activities & Assignments
1 8/30/10	**Course Introduction: Objectives & Requirements** **Topics:** -Defining our population: ELL/LMS -Content area instruction for ELLs Organizing Literature Discussion Groups (LDG) **Readings**: Ruddell chp. 1; Carrasquillo & Rodriguez (C&R) chp. 1 **Workshop**: Organizing Literature Discussion Groups (LDG) **Next Class: Submit LDG Action Plan**
2 9/6/10	**Topics**: -Reviewing conceptions of literacy -Defining content literacy -Content area instruction-issues for ELLs -Literacy and language processes -Review Materials Project **Readings:** C&R ch. 2; Ruddell ch. 2 **Discussion**: Freeman &Freeman (1999); Grant &Wong **Workshop**: Literature Discussion Groups-meeting one **Reminder:** bring a content area textbook for science, social studies, or math to class next week
3 9/13/10	**Topics:** -Challenges of content literacy for ELL/LMS -Developmental concerns (elementary, middle and high school) -Content knowledge and local knowledge: utilizing "funds of knowledge" and experience -Evaluating instructional resources

	Readings: Ruddell ch. 3 **Discussion**: Freeman& Freeman ((2002); Harper & de Jong; Harklau **Workshop:** Materials Review Project- organizing
4 **9/20/10**	**Topics:** -Linguistic diversity and content literacy -Crosslinguistic considerations -Literacy and biliteracy -Socially just subject-matter instruction **Readings:** C & R ch. 3; Ruddell ch. 6 **Discussion**: Moje; Koda **Workshop:** LDG- meeting two
5 **9/27/10**	**Topics:** -Reading and writing in a second language -Phonics, spelling and word knowledge **Reading:** C & R ch. 5; Ruddell ch. 6 Discussion: Pritchard & O'Hara; Nassaji; Jacobson et al **Workshop: Materials Project**
6 **10/4/10**	**Topics:** -Cognitive based approaches to reading & writing -Comprehension and vocabulary development in the content classroom (part I) -Role of Literature -Review Developmental Inventory Project **Readings:** Ruddell ch. 4 and 5; C & R 6 **Discussion**: Pulido; Olson **Workshop:** LDG- meeting three & planning Book Talk ==Assignment due: Material Review Project==
7 **10/18/10**	**Topics:** -Comprehension and vocabulary development in the content classroom (part II)

	-Strategies for comprehension and vocabulary growth **MIDTERM REVIEW** **Readings:** Ruddell ch. 11; ch. 4 & 5(review); C & R ch. 6 (review) **Discussion**: Schmitt; Wolfe; Fisher et al **Workshop: FINAL Preparation for book talk**
8 **10/25/10**	**Topics:** -Assessment and evaluation literacy and content knowledge -Framing English varieties- African American English -The role of race, language variation, and culture in literacy and content performance (part I) **Discussion**: Petchauer; LeMoine **Readings:** Ruddell ch. 9 ==Assignment due: Book Talks== **Workshop:** Developmental Inventory
9 **11/1/10**	**Topics:** -The role of race, language variation, and culture in improving literacy and content performance (part II) -Critical literacy and ELLs -Review Content strategy project **Discussion**: Baugh; Washington et al; Rubinstein-Avila **Readings: TBA**
10 **11/8/10**	**Topics:** -Challenges on writing across the curriculum for ELLs -Strategies for developing literacy in writing -Social studies and ELLs -Strategies for social studies **Readings:** C & R ch. 5 (review) and ch. 7; Ruddell ch. 8

	Workshop: -Social studies lessons ==Assignment due: Developmental Inventory Project==
11 **11/15/10**	**Topics:** -Science and ELLs -Strategies for science -Teaching literacy through the arts **Readings:** C & R ch. 8; Ruddell ch. 11, **TBA** **Workshop:** -Science lessons
12 **11/22/10**	Conferences for Content Literacy Project
13 **11/29/10**	**Topics:** -Mathematics and ELLs -Strategies for math **Discussion:** Martiniello **Readings:** C & R ch. 9; Ruddell ch. 11 **Course Evaluation** **Workshop:** -Math lessons
14 **12/6/10**	**Discussion and debriefing : Content Literacy Projects** **Assignment due:** ==Content Literacy Project==
15 **12/18/10**	**-TBA**

MATERIALS REVIEW PROJECT

Name: _____

Date: _____

DOMAIN / SCORE POINTS	TARGET POPULATION	ANALYSIS	RESEARCH BASE	CITATION
4 ____pts **Accomplished (Clear, convincing, substantial evidence)**	Thoroughly describes target population with specific details.	Analyzes clearly usefulness and limitations of 6 or more appropriate resources and provides examples and specific recommendations.	Makes research-based recommendations for using materials with a specific student population.	Refers to assigne readings & other relevant sources support analysis. errors in APA.
3 ____pts **Developing** (Clear evidence)	Describes target population generally or with some details.	Analyzes most aspects of usefulness and limitations of each resource, or may provide few examples with broad recommendations.	Makes some recommendations lacking research base and/or broadly describes student population for using materials	Refers to reading some do not sup observations. Fe errors in APA
2 ____pts **Beginning** (Limited evidence)	Vaguely OR incompletely describes target population.	Describes few aspects of usefulness and limitations of each resource, some materials may not be appropriate, or provides few examples w/ unclear recommendations.	Makes few and/or unclear research-based recommendations; vaguely describes student population for using materials.	Refers to few ass readings to supp observations AN some do not supp observations. Se APA errors.
1 ____pts **No Evidence**	Does not describe target population.	Describes few aspects of usefulness and limitations of each resource, some materials inappropriate, and provides no examples OR recommendations.	Makes no clear recommendations for using materials; does not specify student population for all material	Refers to no assi readings or other relevant sources support observat Several APA err

Comments:

DEVELOPMENTAL INVENTORY PROJECT

Name: _____

Date: _____

Domain/Score	Introduction/Background	Analysis	Recommendations	Citations	Writing
4 **Accomplished** (Clear, convincing, substantial evidence)	Describes clearly & specifically population and observation site	Presents thorough, accurate analysis; strongly justifies and supports all points	Explains clearly & justifies all recommendations with relevant research-base	Refers to assigned readings & other relevant sources to support analysis. No errors in APA.	Prepares a concise, coherent critique with no errors in writing or formatting.
3 **Developing** (Clear evidence)	Describes population and observation site	Presents clear analysis; justifies and supports points	Explains and justifies most recommendations with some relevant research-base	Refers to readings BUT some do not support observations. Few errors in APA	Prepares a critique that needs more elaboration, OR contains some errors in writing, or inconsistent coherence.
2 **Beginning** (Limited evidence)	Describes population and observation site broadly with some detail	Presents broad analysis; justifies some points	Explains incompletely and/or does not justify all recommendations; research-base unclear	Refers to few assigned readings to support observations AND some do not support observations. Several APA errors.	Prepares a critique with little elaboration, contains many errors in writing, and little coherence.
1- **No Evidence**	Describes population and observation site vaguely and with little detail	Presents unclear or vague analysis; weak or missing support for points made	Explains incompletely and does not justify recommendations; no research-base given	Refers to no assigned readings or other relevant sources that support observations. Several APA errors.	Prepares a critique that contains many errors in writing, no elaboration and lacks coherence.

Comments:

CONTENT LITERACY PROJECT

Name: _____

Date: _____

DOMAIN SCORE POINTS	PURPOSE/ OUTCOMES PTS._____	LESSON EXECUTION PTS._____	LITERACY AND CONTENT PTS._____	INTRODUCTION/C ONCLUSION PTS._____	WRI PT
4 **Accomplis hed** (Clear, convincing, substantial evidence)	Drafts specific, highly appropriate goals/objectives for population in all lessons	Presents very clear, richly detailed and sequenced lesson components, all components included	Demonstrates specific knowledge of research-based content and literacy strategies	Includes clear, detailed introduction; specific and reflective conclusion	Presents c highly org with no er APA.
3 **Developing** (Clear evidence)	Drafts appropriate goals/objectives for most lessons.	Presents clear, detailed lessons, and sequenced lesson components; all components included	Demonstrates knowledge of content and literacy strategies; most are research-based.	Includes introduction with basic detail; some conclusions lack specificity and reflection	Presents o with basic errors in v organizati
2 **Beginning** (Limited evidence)	Drafts goals/objectives some lacking clarity and specificity.	Presents some lessons that lack appropriate sequence; inconsistent detail and clarity; some components missing or incorrectly addressed	Demonstrates inconsistent knowledge of content and literacy strategies; some strategies lack research-basis	Includes introduction with broad detail; conclusion lacks inconsistent reflection	Presents p consistent **and** elabo several er and/or AP
1 **No Evidence**	Drafts goals/objectives consistently inappropriate and/or lacking specificity and clarity.	Presents lessons that lack detail, sequence and clarity; several components missing or incorrectly addressed	Demonstrates little and/or inaccurate knowledge of research-based content and literacy strategies	Includes vague introduction with little detail; conclusion lacks meaning and reflection	Presents a lacks clari elaboratio numerous and APA.

Comments