



FAST TRAIN Programs

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EDRD 610
Content Literacy for English Language Learners

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Course Description

Course Prerequisites: EDCI 516 or EDCI 519. Note that EDCI 510 or LING 520 are also helpful preparation for this course.

This course provides an in depth focus into the issues and practices affecting middle and secondary school literacy for English language learners (ELL) and other language minority students (LMS). Particular emphasis will be placed on content area reading/writing processes in first/second language, research on reading comprehension, effective teaching strategies and assessment approaches for students with diverse cultural/linguistic backgrounds. Topics include: role of prior knowledge; cognitive interaction between reading/writing; research on teaching reading/writing strategies; effective classroom practices for older English language learners; psychological and socio-cultural dimensions for teaching older ELLs; the role of collaboration with colleagues (ESL specialists, grade-level teachers, literacy coaches, etc.); formal and informal literacy assessments (including performance based assessments).

Course Objectives

Students completing this course will be able 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.
10. Identify major pedagogical approaches to teaching reading and writing and explain applicability to teaching older English language learners of various language backgrounds and ability.

Assignment Overview

Assignment	Value	Description	Due date
1. Class Participation	4 points	Complete readings, participate in online discussions, including responding to all questions and interacting with peers.	On-going
2. Materials Review	4 points	Evaluate resources: print, software/online	Week 5 Oct. 5
3. Developmental Inventory Project	4 points	Guides teacher observation and analysis of students' engagement in language and literacy in content area classrooms	Week 9 Nov 2
4. Content Literacy Project (also turn in your Field Experience forms as part of your grade)	4 points	Plan collaboratively with other colleagues improve language, literacy, and content instruction for ELL/LMS and reflect upon literacy practices across the curriculum for ELL/LMS	Week 13 Nov 30

Required Texts

Carrasquillo, A.L. & Rodriguez, V. (1996). *Language minority students in the mainstream classroom*. Clevedon, UK: Multilingual Matters.

Ruddell, M.R. (2007) (5th ed.). *Teaching content reading and writing*. Hoboken, NJ: John Wiley & Sons.

Recommended Textbook (not required):

Peregoy, S. F., & Boyle, O. F. (2008). (5th Ed.). *Reading, writing, and learning in ESL*. New York: Addison Wesley Longman.

Other course readings will be provided by instructor through blackboard.gmu.edu

Standards

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

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

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

GRADING

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The University-wide system for grading graduate courses is as follows:

Grade	GRADING	Grade Points	Interpretation
A+	>100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-100	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
B-	80-82	2.67	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F	<69	0.00	

Note: “C” is not satisfactory for a licensure course or Level I award recommendation
GSE students are advised that, although a B- is a satisfactory grade for a course,

they 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.

The Professional Development Portfolio

The Professional Development Portfolio is a collection of carefully selected materials and targeted reflections that provide a record of teaching experiences and growth. It documents a teacher candidate's knowledge, skills, and ability to teach. As a performance-based document, the portfolio synthesizes learning from the teacher candidate's coursework and school-based experiences and includes multiple sources of data that should be gathered and developed in the teaching-learning process.

All FAST TRAIN licensure courses have a required Performance Based Assessment (PBA). The required PBA for this course is "Materials Review" This assignment must be posted to Task Stream, where it will be reviewed and graded.

Additionally, students are required to submit both a mid-point portfolio reflective paper after completing three licensure courses and a final reflective after completing the final licensure courses. Both the mid-point and final portfolio will be posted to Task Stream for scoring. Future registrations will be affected if this requirement is not met by the due dates indicated in the guidelines. Please see the FAST TRAIN website for more guidelines about the anthology requirement. http://gse.gmu.edu/fasttrain/programs_of_study/portfolio

Attendance Policy

FAST TRAIN students are expected to attend *all* class periods of courses for which they register. In class participation is important not only to the individual student, but to the class as whole. Class participation is a factor in grading; instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation and as a result lower the grade as stated in the course syllabus (Mason Catalog).

Course Withdrawal with Dean Approval

For graduate and nondegree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for nonacademic reasons that prevent course completion. (Mason catalog).

Late projects

If you need to request an extension of time, please **EMAIL ME BEFORE THE DUE DATE** to talk about it. **No more than one late project will be accepted from any one student and any late projects will receive a 5 percent deduction for each day it is late.**

Plagiarism and Honor Code

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: **Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work. (Mason catalog).**

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)

This grade may be given to a student who is passing a course but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 10th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F. (Mason catalog); Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract should be provided to the FAST TRAIN office.

Work Samples

For purposes of NCATE Accreditation, student work samples from the designated NCATE assignment will be collected for program review. The instructor will also request voluntary permission to use student samples.

GSE Syllabus Statements of Expectations

The Graduate School of Education (GSE) expects that all students abide by the following:

- Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.
- Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

- Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc

Class Schedule

WEEK	TOPIC/ACTIVITIES	HOMEWORK	PROJECTS
1	Introduction to the course	Purchase books, access	Content Literacy

Sept 7	Objectives, Requirements	BB	Brainstorm/Planning
Sept 14	Defining our population, globalization of English and teaching English	Short & Fitzsimmons August & Shahanon Carder Ruddell pg. 348-356	Material Review Brainstorm/Planning
3 Sept 21	Reading theory and L2 acquisition	Ruddell Chapt 2 The Education Alliance	Developmental Inventory Brainstorm/Planning
4 Sept 28	Challenges of content literacy, evaluating instructional materials, SIOP Model	Ruddell Chapt 3 Noel	Material Review Project Draft
5 Oct 5	Academic vs. Social language, Content and Language Objectives	Cummins Bauer, Mayak, Cook	Material Review Project DUE
6 Oct 12	Initial strategies for content literacy development, differentiated instruction, scaffolding	Ruddell Chapt 6	Content Literacy Draft Lesson Plan
7 Oct 19	Comprehension in the content classroom	Ruddell Chapt 4 Perkins	
8 Oct 26	Vocabulary in the content classroom	Ruddell Chapt 5 Spada & Lightbown Schmitt Jacobson, Lapp & Flood	Developmental Inventory Draft
9 Nov 2	Cooperative and Project Based Learning Portfolio Assessment	Ruddell Chapt 9, 11 Christopher Guskey Andrade	Developmental Inventory Due
10 Nov 9	Reading across the curriculum for ELLs	Ruddell Chapt 7 Fisher, Frey & Lapp	Content Literacy Update
11 Nov 16	Writing across the curriculum for ELLs	Ruddell Chapt 8	
12 Nov 23	Integrating language through social studies and science content for ELLs	C & R Chapt 7, 8 Echevarria	Content Literacy Draft
13 Nov 30	Integrating language through mathematics content for ELLs	C & R Chapt 9 Martinello	Content Literacy Due
14 Dec 7	Wrapping It Up		

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

ASSIGNMENTS AND RUBRICS

1. Class Participation

Class Participation Guidelines

1. Regular contributions to online class modules, including responding to all questions thoroughly and completely, extending topical discussion through integration of topics, readings, and experience, and challenging and leading colleagues to new understandings.
2. Completion all of the assigned course readings and referencing them in weekly assignments, integrating them with experiences and fieldwork.
3. Participation in all group activities related to assignments, including taking responsibility for feedback to peers in group settings, meeting deadlines, and providing feedback.
4. Sharing insights, information, and relevant experiences with classmates.
5. Respecting the opinions, ideas, and contributions of others.

Materials Review Project

Purpose: To become familiar with information that will help you develop content knowledge and literacy for middle and high school ELL students, especially for developing vocabulary, using learning strategies, improving reading comprehension and writing proficiency. You will gain a greater appreciation for the breadth and depth of available resources and how they reflect current research. In addition, the project will also help prepare you towards becoming an expert on literacy resources for your student population.

Task: To identify and evaluate materials and resources—print, software, and online—for teaching reading and writing. If you are a pre-service teacher, look at some of the materials a current teacher is using as well as some new ones, especially in digital formats. If you are currently teaching, push yourself to look at new sources that aid what you are already doing or that inspire you to develop a new unit. You can use materials that are not specifically designed for ELLs but you should provide a discussion on how you would adapt them for your ELL students or define what elements of those materials are especially helpful to them.

Important Deadlines

Week 2, Sept 14 – brainstorm and plan the project

Week 4, Sept 28th: - your draft of the Materials review project ready for class editing

Week 5, Oct 5th – Materials Review Project Draft due by midnight (otherwise late)

How to do it:

1. **Go to the Voice Thread link.** Listen to the discussion about how to do the material review project. Also in Blackboard, there is a link to sample projects to help guide your work.
2. **Identify at least 3 resources.** You should include representation from traditional print materials, computer software, pod casts and Internet web sites, etc. You may review one traditional textbook, but the other materials should include resources such as graded readers,

trade books (non-traditional texts), and other authentic reading materials. Be sure to review web sites, not just in fields of education or ESL. Look for materials that increase the content knowledge and literacy skills of ELLs; include both fiction (narrative) and nonfiction (expository) materials.

3. Develop a set of criteria by which to evaluate the quality of the materials. Provide a brief explanation for why you chose the criteria. Include a rating system on a numeric or alphabetic scale, for example, a rating from 1-5 or 4-1 on each criterion.

4. Conduct your review of materials using the criteria you developed. Create a table that contains your criteria and evaluate your material resource using that table. You will need to include the table later in your written report. You must construct a table for each of your resources. Be sure to indicate whether you recommend this resource for use with ELLs and under what conditions. If you don't recommend the resource, also provide a summary explanation.

Material Review Table Example:

Criteria	Rating	Explanation
Builds on prior knowledge	B (or 3)	Starts with familiar contexts then gradually extends to the Americas and last to a world scale of English speaking countries. Gives a brief review at the beginning of each lesson.
Builds upon stages of L2 development	A (or 4)	Respects the silent period, moves to one word responses then gradually asks the students to respond in phrases, sentences and ends with paragraph length production.
Independent Reading	C (or 2)	Facilitators need to guide students through the text and audio to assist with exploring the topic and focusing on the objectives of each lesson before and after the session.
Recommendation: Yes This resource would be useful in an adolescent reading classroom, but it would not be so appropriate for independent reading as it would require significant teacher support.		

4. Written Report for the Materials Review Project

Part A. Introduction (1-2 pages)

Begin the report by describing the teaching situation in which the resources could be used. This might be your current teaching position. Include information about the target population (grade level and level of language proficiency), and students' content knowledge and literacy skills. Also describe the community characteristics (languages spoken, income levels, etc.) in which the school or student population is located. In this introductory section, be sure to describe the specific purpose of your materials search: What are your objectives/goals/purposes for the review? How might it assist instruction or academic development for ELLs? Be specific.

Part B. Summary of Materials

For each material resource, prepare a one page summary (do not exceed the one page limit) containing the following headings:

NAME OR TITLE of Resource: Also include how and where you found it.

PURPOSE/FOCUS/OBJECTIVES: What does the author or authors say? Remember that you are trying to determine if what the author/developer says is consistent with the ELL audience with respect to their language, literacy, content knowledge, and interests.

AUDIENCE: include target age, grade level, reading level, and language proficiency level, the author said should use this resource.

CONTENT OR FORMAT: Briefly describe the contents. Be concise, but specific.

PRACTICALITY/ USEFULNESS: Based on the author's purpose and the audience, how could the material resource be used? Do you think such usage would be effective or realistic? Why?

COST: How does the cost facilitate or limit implementing this source in your current or proposed school setting?

STRENGTHS: What are the positive elements? How might this resource meet content and/or literacy needs of ELLs? Cite assigned readings or your textbooks to support your evaluation.

LIMITATIONS: What are the negative elements? How might this resource not meet the needs of ELLs? Cite assigned readings or your textbook wherever possible to support your evaluation.

RECOMMENDATIONS: Who should really use this resource? Who should not? Under what conditions would ELL likely benefit? How might you improve upon the materials to benefit ELLs?

Part C. Conclusions (1-2 pages) (this should not be in a matrix form)

What overall conclusions can you draw regarding the state of instructional/educational resources and materials available for use with English language learners? ***Be sure to support your conclusions by referencing course readings (theory, research, practice).***

Part D. References (at least 5 different)

Attach a reference page for assigned readings or the textbooks you referred to in your report. Also include, in correct APA form, a list of the materials you reviewed.

Part E. Appendix

Include the review tables you completed for each resource Attach at least one sample page from each of the chosen resources. Try not to exceed 1 page per item reviewed. The appendix is not included in the page count.

Developmental Inventory Project (Student Assessment)

Purpose

To evaluate aspects of language, reading/listening, and writing/speaking of ELLs 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 schools, counties, 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.

Important Deadlines

Week 3, Sept 21st – Brainstorm and plan project

Week 8, Oct 26th: - your draft of the Developmental Inventory project ready for class editing

Week 9, Nov 2nd – Developmental Inventory Project Draft due by midnight (otherwise late)

Tasks

This project allows you the opportunity to utilize observational assessment in the content area classroom. **Go to the Voice Thread link.** Listen to the discussion about how to do the Developmental Inventory project. Also in Blackboard, there is a link to sample projects to help guide your work.

- A. By week 3, identify one student as a potential subject for this project. Your analysis will be more robust if you work with an intermediate English proficiency level student. After you have read the section on the Developmental Inventory (DI) in Ruddell (2007), begin to make informal observations, assessments and notes.
 - 1) I highly recommend that you run a DI in your student's first language (if you can) before running it in your student's second language.
 - 2) Also determine your student's level of second language proficiency. You may apply any of the following informal tools to assess the level of proficiency.
 - a. Student Oral Language Observation Matrix (SOLOM), (pg 138 in Peregoy & Boyle) and the ACTFL guidelines (Blackboard) checking on how the student writes, speaks, comprehends and reads at different proficiency levels.
 - b. Assessment Rubric for ESL by grade level: Reading, Writing, Speaking, Listening; check on Blackboard for Massachusetts English Language Proficiency Benchmarks and Outcomes (page 96-105)
 - c. Also explore the oral language and writing rubrics developed by CAL and Arlington County, VA (Blackboard). These are for grades 1-5 but can be adapted.
 - 3) You should have created anecdotal notes on 1 -2 substantive occasions before conducting the formal observation using the Developmental Inventory (DI).
- Read with care all information about the Development Inventory contained in the Ruddell text (pg. 348-356). Make at least three copies of the DI from the textbook. In some cases, you may wish to adjust the sub-topics of the DI to more fully reflect the second language acquisition process of your student's development. Developmental scales from the American Council of Foreign Language Teachers

(ACTFL) will be made available to you on the course website as a reference to other appropriate sub-topics to include in your inventory if you wish.

- Conduct separate interviews with the classroom teacher and the case study subject (student to be observed). In some situations, it may be best to conduct your interview with the student after you complete your formal observation. Keep in mind that if you select a student you currently teach, you will have rich background information. In an effort to improve the validity and reliability of the DI, be sure to observe during periods of substantive instructional activity and complete a copy the DI for each formal observation.
- After formal observation, organize your 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.
- Analyze your data.

Writing the Project Report

To write your report (maximum 10 pgs.) include the following headings to organize the report.

Part A- Introduction (1- 2 pgs.)

Give a general background of the student that is relevant to the literacy skills being analyzed. (Use an alias for the student's name)

- Age
- Gender
- English proficiency level
- Linguistic/Cultural background
- Level of literacy development in first language (if possible to find out)
- Interests
- Conditions for the observation period (time, date, duration of the observation, type of classroom).

Part B- Analysis (2 ½-3 pgs.)

Use the four categories (speaking, listening, reading, and writing) as subheadings to report your findings. Use your notes for examples to 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

Part C- Recommendations (1 ½ -2 pgs.)

In this section make specific recommendations for supporting the student's language, literacy, and content development. Use course readings to sustain your recommendations.

Part D- References

Provide references from assigned course readings used to justify your work.

Content Literacy Project

Purposes to:

1. Plan collaboratively with other colleagues improve language, literacy, and content instruction for ELL/LMS
2. Reflect upon literacy practices across the curriculum for ELL/LMS

Important Deadlines

Week 1, Sept 7th – Brainstorm and plan project

Week 7, Oct 19th: - your draft lesson plan ready for group discussion

Week 10, Nov 9th – Update on your progress

Week 12, Nov 23rd, your draft of the Content Literacy project ready for class editing

Week 13, Nov 30th – Content Literacy Project Draft due by midnight (otherwise late)

Tasks

By the third week of the course, seek permission where required, and establish rapport with a classroom teacher and students. You may wish to combine this process with the Developmental Literacy Project. You may use your own classroom for either project, but for the Content Literacy Project, you will be expected to confer with other colleagues (besides the classroom teacher) to: plan, teach, and reflect upon the project (e.g., reading specialist/literacy, ESL specialist, and content area teacher).

1. **Go to the Voice Thread link.** Listen to the discussion about how to do the Content Literacy project. Also in Blackboard, there is a link to sample projects to help guide your work.
2. Identify the specific content you wish to teach where English language learners are predominant in the class. **Only design activities that are tailored specifically for this semester and for this course.**
3. Consider the language proficiency level, literacy skills, background and prior content knowledge students will need to understand the content you wish to teach. Also, indicate what background knowledge students will need about the content.
4. Select at least two instructional strategies listed on pages xi of the Ruddell text as a basis for developing a lesson plan/activity outline (see last page of syllabus.) For example: using content clues to unlock the meanings of new vocabulary, making predictions or drawing inferences, determining main ideas and supporting details, extracting information from multiple text sources, conducting research, writing for a specific audience or purpose, summarizing information orally and in writing, drawing conclusions, respond to text, monitoring comprehension, engaging in self-assessment, understanding information in narrative and/or expository text, etc.
5. Prepare a draft lesson plan (be sure to coordinate with the classroom teacher)
6. Bring your draft lesson plan to the Week 7 class for group discussion.
7. Review the feedback and make changes to your lesson plan.
8. Use the lesson in your classroom.
9. Keep anecdotal notes to help you recall important information about the experience.
10. Reflect on how the lesson worked.

Writing the Project Report

Part A- Introduction (2 pgs)

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 you considered that led you to design the lesson, such as poor skill development in a certain area, low comprehension of a particular content area skill or concept, low student motivation
- Briefly describe how you collaborated with your colleagues and what you learned from them to develop the lesson.
- Show why the strategies you have chosen are precisely relevant to your students' needs. *Justify your choices using the course readings and articles.*

Part B- Analysis of Instruction (3 - 4 pgs)

1. State the instructional goals and student learning objectives. The objectives should show a separation between language and content objectives. (see lesson/activity plan outline in the last page of the syllabus)
2. Briefly summarize how you implemented the strategies
3. 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 or group differences?
4. Did you meet your goals for instruction? How do you know? Provide examples/support.
5. Did students meet your objectives? How do you know? Provide examples/support

Part C-Conclusions and Reflections (3-4 pgs)

1. What did you learn about the nature of language, literacy, and content area instruction for ELLs by using the strategies?
2. What is the role of collaboration in planning and implementing content area literacy for ELLs?
3. How can ESL 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 the ESL classroom?
4. What information do you believe is critical for content area teachers to know about language development to support literacy development and academic achievement for ELLs?
5. What additional knowledge, training, experiences do ESL teachers need to effectively support their students' literacy development and acquisition of content?
6. How might literacy specialists/coaches work with ESL teachers to improve the literacy skills of ELLs and prepare them to meet the demands of learning across the curriculum? Be sure to use course readings to support your comments in the section.

Part D-References

Cite the relevant course readings and other professional theory and research on literacy, language, and/or content area instruction for ELLs to justify and support your work for this project.

Part E – Appendix

Place your lesson plan here for reference when reading the report.

**Turn in your field experience forms along with this project
as part of your grade.**

LESSON PLAN FORMAT

Lesson Title: _____

Your Name: _____

Teacher : _____ Grade: _____

Content: _____ Time: _____

Days: _____

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

PURPOSE: Why this lesson should be taught.

ASSESSMENT SOURCE: What data support do you need for this lesson?

INSTRUCTIONAL GOALS:

STUDENT OBJECTIVES: What will students be able to do specifically as a result of this lesson/activity/strategy?

- Content objectives
- Language objectives
- Key vocabulary

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?

ACTIVATE PRIOR KNOWLEDGE: How you will set the stage for learning? Link to prior learning/experiences/ build a shared understanding/ pre-teach key vocabulary.

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 you, the teacher, do? What will the students do? Be specific.

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 students learning.

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