GEORGE MASON UNIVERSITY

GRADUATE SCHOOL OF EDUCATION
ONLINE COURSE

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This course takes place online at Blackboard.gmu.edu, using the Blackboard course software at **http://courses.gmu.edu**. *Participants will receive an email with directions for accessing the course material.*

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 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.

* Adapted from MME- EDRD 615, Fall 2008 syllabus

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 *Sept. 30*
3. Developmental Inventory Project	4 points	Guides teacher observation and analysis of students' engagement in language and literacy in content area classrooms	Week 9 *Oct. 28*
4. Content Literacy Project **(also turn in your Field Experience failure to do so will give you a failing grade for the <u>course</u>)**	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 *Dec. 2*

You can find detailed guidelines and scoring rubrics for each assignment in subsequent sections.

Required Textbooks:

Carrasquillo, A.L. & Rodriguez, V. (1996). *Language minority students in the
      mainstream classroom*. Clevedon, UK: Multilingual Matters.
Ruddell, M.R. (2007) (5th ed.). T*eaching* c*ontent reading and writing.* Hoboken, NJ:
      John Wiley & Sons.

*Other course readings will be provided by instructor, either through GMU Electronic reserves or
      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 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

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

GRADING
http://jiju.gmu.edu/catalog/apolicies/gradstandards.html

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	94-99	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	
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
          "F"does not meet requirements of the Graduate School of Education

> In this course, students must perform at a level beyond expectations in order to earn 4 points for an assignment. This includes reading articles that are listed as optional readings and discussing them both within the discussion board where space is provided and as relevant, within assignments.

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. 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 "_____." 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. Futur registrations will be affected if this requirement is not met by the due dates indicated in the guidelines. Please see the FAST TRAIN website: http://fasttrain.gmu.edu/assets/docs/fast_train/PortfolioGuidelines.pdf for more information.

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

<u>**Course Withdrawal with Dean Approval:**</u> For graduate and non-degree 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). Students must contact an academic advisor in FAST TRAIN to withdraw after the deadline. There is no guarantee that such withdraws will be permitted.

Assessment Issues

"Absences" from online sessions
If you know that you will miss a week online, please notify me prior to the beginning of the week.   Absence means that you miss interacting with and contributing to group discussions. While illness and official travel are reasonable impediments, missing more than three will result in an unsatisfactory grade.

Late projects
If you need to request an extension of time to turn in a project, 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). Refer to this hyperlinked <u>GMU Honor Code</u> for further details.

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 students who are in good standing, 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 will be kept on file in 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 http://www.gse.gmu.edu for listing of these dispositions.
- Students must follow the guidelines of the University 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). See http://catalog.gmu.edu/content.php?catoid=15&navoid=1039#Honor for more information.
- 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 see accommodations in a course must be registered with the GMU Office of Disability Resources (ODS) and inform the instructor, in writing, at the beginning of the semester. See http://ods.gmu.edu/ or call 703-993-2474 to access the ODS.

CLASS SCHEDULE

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

Week /Date	Topic/Activities	Readings		Assignments Due
		Due the day they are listed		
		Textbook	Articles (optional unless listed otherwise)	
1 9/2	Intro to the course: Objectives & Requirements	Explore: Syllabus Bb website Voice Thread Survey Monkey		Week 1 module
2 9/9	-defining our population -globalization and teaching English	Carrasquillo & Rodiguez (C&R) ch. 1 &2; Ruddell ch. 1;	Short & Fitzsimmons (mandatory) August& Shahanon (mandatory) Harper & de Jong Carder	Week 2 module
3 9/16	-challenges of content literacy for ELL/LMS - evaluating instructional materials	Ruddell ch. 2 - 3	Grant & Wong Harklau	Week 3 module
4 9/23	-reading theory and L2 acquisition	Ruddell ch. 6 + pp.476-478	Cummins Koda Lundquist & Hill	Week 4 module

5 9/30	-initial strategies for content literacy development -comprehension in the content classroom	C & R ch. 5, 6 Ruddell ch. 4	Noel Pritchard & O'Hara Olson	Week 5 module ==Assignment due on Taskstream: Material Review Project== Week 6 module
6 10/7			Pulido Nassij	**(optional) Post MR project on Voice Thread.com**
7 10/14	-Vocabulary in the content classroom	Ruddell ch. 5	Spada & Lightbown Schmitt Jacobson, Lapp &Flood	Week 7 module
8 10/21	-assessing literacy and content knowledge	Ruddell ch. 9;		Week 8 module **MIDTERM FEEDBACK survey**
9 10/28	-reading across the curriculum for ELLs	Ruddell ch. 7;	Fisher, Frey & Lapp Rubinstein-Avila Wolfe	Week 9 module ==Assignment due: Developmental Inventory Project==
10 11/4	-writing across the curriculum for ELLs	Ruddell ch. 8	Williams Warschauer	Week 10 module
11 11/11	-integrating language through social studies & through science content for ELLs	C & R ch. 7; 8		Week 11 module Week 12 module
12 11/18	-integrating language through mathematics content for ELLs	C & R ch. 9	Martiniello (mandatory)	Week 12 module
==**Thanksgiving Break**==				
13 12/2	**-identifying language minority students in the content classroom Wrapping it up**	**Ruddell ch. 10; C & R 3, 10;**	**Baugh Huerta Macias**	==**Assignment Due: Content Literacy Project**==

2.   Materials Review

Purpose: To become familiar with information that will help you develop content knowledge and literacy for middle and high school 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 prepare you to become 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,   such as traditional text, trade books, computer software and websites.

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 older students or what elements of those materials are especially helpful to them.

How to do it:

1. **Identify at least 3 resources**. You should aim to 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 can help you increase the content knowledge and literacy skills (reading and writing) of ELL; include both fiction (narrative) and nonfiction (expository) materials.

2. **Develop a list 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 of alphabetic scale, for example, a rating from 1-5 or 4-1 on each criterion. In your subsequent summary, be sure to indicate whether you recommend this resource for use with ELL and under what conditions?

Example:

Criteria	Rating	Explanation	Recommendation
Builds on prior knowledge	**B**	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.	Facilitators need to be guided through the text and audio to guide participants in exploring the topic and focusing on the objectives of each lesson before and after the session.
Comprehensible	A	Contextualized through high and clear visual support, and clearly enunciated audio. Uses phonetic symbols to provide access to meaning, sound and word retrieval.	
Builds upon stages of L2 development	A	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.	

3. **Conduct your review** of materials using the survey you developed.

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

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 ELL? Be specific.

Part B. Summary of Materials
For each resource prepare a one page summary (do not exceed page limit)
Containing the following headings:

NAME OR TITLE:

PURPOSE/FOCUS/OBJECTIVES: (What does the author(s) 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, interests, etc.

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

CONTENT OR FORMAT: Briefly talk about the contents. What is included? Be concise, but specific.

PRACTICALITY/ USEFULNESS: Based on the author's purpose, could it be used in this way? Based on you knowledge of ELL and classroom conditions, is this realistic?
If not, why?

COST: How does the cost limit or facilitate 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 ELL? Cite assigned readings to support your evaluation.

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

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 ELL?

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 you referred to in your report; include also, in correct APA form, the materials you reviewed.

Part E. Appendix
Include the surveys you completed for each resource Attach at least one sample page from each of the resources in your reviewed. Try not to exceed1 page per item reviewed. The appendix is not included in the page count.

Due date: Week 5

3.   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.

Timeframe
2-3 weeks
Tasks
This project allows you the opportunity to utilize observational assessment in the content area classroom.
   A. Early in the semester, 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 read the section on the Developmental Inventory (DI) in Ruddell, begin to make informal observation, assessments and maintain 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 (hyperlinked: press control + click on the link to enter the webpage) informal tools to assess this:
      a. *Student Oral Language Observation Matrix (SOLOM)* AND *the ACTFL guidelines*
         i. What you can **write** at different proficiency levels
         ii. What you can **say** at different proficiency levels
         iii. What you can **understand** people say at different proficiency levels
         iv. What you can **read** at different proficiency levels
      b. Assessment Rubric for ESL by grade level: Reading, Writing, Speaking, Listening; http://www.doe.mass.edu/ell/benchmark.pdf start on page 96 – 105
      c. Oral language and writing rubrics developed by CAL and Arlington County, VA

   3) You should maintain anecdotal notes on 1 -2 substantive occasions before conducting formal observation using the Developmental Inventory (DI).
   • Read with care all information about the Development Inventory contained in the Ruddell text. Make at least three copies of the DI. 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 LanguageTeachers (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 an interview with the classroom teacher and case study subject (observation student). 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 validity and reliability of the DI, be sure to observe during periods of substantive instructional activity and complete 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 Your Report

To write up 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.

- o Age
- o Gender
- o English proficiency level
- o Linguistic/Cultural background
- o Level of literacy development in first language (if possible to find out)
- o Interests
- o 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 to justify your work.

Due Date: Week 9

4.   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

Timeframe
5-6 weeks

Tasks
Early in the semester seek permission, where required, and establish rapport with a classroom teacher and students. You may use your own classroom for this project, but, you will be expected to confer with other colleagues to: plan, teach, and reflect upon the project (e.g., reading specialist/literacy, ESL specialist, content area teacher).

1. 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.**
2. Consider the language proficiency level, literacy skills, background and prior content knowledge students will need to understand the content you wish to teach. For example: using content clues to unlock the meanings of new 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 about the content students will need?
3. Select at least two instructional strategies listed on pages xi of the Ruddell text as a basis for developing a lesson plan/activity outline provided in this syllabus
4. Prepare a draft lesson plan.
5. Post the draft to your on-line group and receive feedback from your peers.
6. Review the feedback and make changes to your lesson plan.
7. Use the lesson in your classroom.
8. Keep anecdotal notes to help your recall important information about the experience.
9. Reflect on how the lesson worked.

Content Literacy Project-Writing Your 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, to improve student motivation through the innovative use of a certain literacy strategy.
- Briefly describe how you collaborated with your colleagues and what you learned from them to develop the lesson.
- Show why the strategies you chose are precisely relevant to your students' needs. *Justify your choices using the course readings.*

==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)
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, group differences?
4. Did you meet your goals for instruction? How do you know? Provide examples/support
5. Did students meet the 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 ESOL teachers work to improve teaching in the content areas to benefit Ell's language and literacy development and increase their academic achievement inside and outside of the ESOL 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 ESOL teacher need to effectively support the students' literacy development and acquisition of content?
6. How might literacy specialists/coaches work with ESOL 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 while reading the report.

Due Date: Week   13
* Turn in your field experience forms along with this project as part of your grade.

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.)

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

INSTRUCTIONAL GOALS:

STUDENT OBJECTIVES: (What will students be able to do 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 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.