

George Mason University
College of Education and Human Development
Multilingual/Multicultural Education Program

EDRD 610
Content Literacy for English Language Learners, PK-12
Fairfax Campus

Meetings: MWF 7:00-10:05 Location: Innovation 129
Instructor: Dr. Karen Banks
Email: kbanks@gmu.edu
Telephone: 703 620-1297

Course Description

Prerequisites: *EDRD 525 Emergent Literacy for English Language Learners, PK-12*

Catalog Description: 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.

Detailed Description:

This course provides a specific focus on content area literacy for English language learners (ELL) and other language minority students (LMS) at all levels. Overall, literacy has been of concern for students of all ages who are learning English and children who speak varieties and dialects of English. Due to the critical role of literacy (especially reading and writing) in determining academic achievement, college admissions, and employment opportunities, debate over who is responsible for students' reading and writing in content areas has been intense and prolonged. Candidates in this course will examine literacy research and instruction related to teaching specific subject matter to English language learners. Particular attention is given to learning in social studies, science, mathematics, and the arts. The theoretical framework for this class is socio-cultural and critical. Participants critically analyze and demonstrate teaching approaches for English literacy and biliteracy in content areas. An important goal for this course is promoting collaboration between grade-level teachers, as well as literacy and language personnel in academic success of ESL and language minority learners. The cultural context of learning, especially in urban settings is also considered. Among the topics addressed are: sociocultural and sociopolitical dimensions of teaching academic content; principles for content area instruction; identity and self-concept formation; learning and collaboration across the curriculum; differentiated instruction for ELL/LMS; strategies for reading and writing for academic purposes; formative assessment in the content areas; analyzing resources and materials; dimensions of learning social studies, science, and math content; students with interrupted schooling; critical literacy; and advocacy in

support of academic equity for language learners. The principles introduced in this course *are also applicable to native speakers of English in general education classrooms, especially those who speak African American Language (AAL) and other varieties of English.*

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:

- *Online work on Blackboard (Bb)*
- *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.
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.

PROFESSIONAL STANDARDS

The objectives and activities for this course will help teachers meet or exceed standards established by the Teachers of English to Speakers of Other Languages (TESOL), the American Council of Teachers of Foreign Languages (ACTFL), as well as, accreditation requirements for the State of Virginia and National Council for Accreditation of Teacher Education (NCATE)*. *Accreditation determines that teacher education programs meet demanding standards for preparation of teachers and assures that universities produce qualified teachers who have acquired the knowledge, skills, and dispositions needed to help all students learn.

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 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.

Required Textbooks:

- Carrasquillo, A.L. & Rodriguez, V. (1996). *Language minority students in the mainstream classroom*. Clevedon, UK: Multilingual Matters.
- Ruddell, M.R. (2005) (4th ed.). *Teaching content reading and writing*. Hoboken, NJ: John Wiley & Sons.

*Purchase all of the following books after the course begins. You will be assigned to a literature discussion group for one of them.

- Ryan, P.M. (2000). *Esperanza rising*. NY: Scholastic.
- Asgedom, M. (2001). *Of beetles and angels: a boy's remarkable journey a refugee camp to Harvard*. NY: Little, Brown, & CO.
- Na, A. (2001). *Steps from heaven*. NY: Speak.

Recommended Texts (not required):

- Edge, J. (Ed.) (2006). *(re)locating TESOL in an age of empire*. London, UK: Palgrave.
- McDonald, N. L. & Fisher, D. (2006). *Teaching literacy through the arts*. NY: The Guilford Press.
- Franklin, E. (1999). *Reading and writing in more than one language: lessons for teachers*. Alexandria, VA: TESOL.
- Freeman, Y.S. & Freedman, D.E. (2002). *Closing the achievement gap: how to reach limited-formal-schooling and long-term English learners*. Portsmouth, NH: Heinemann.
- Harris, J.L., Kamhi, A.G., & Pollock, J.L. (Eds.) (2001). *Literacy in African American communities*. Mahwah, NJ: Lawrence Erlbaum
- Lessow-Hurley, J. (2005). *The foundations of dual language instruction*. Boston: Pearson.
- Olsen, L. (1997). *Made in America: immigrant students in our public schools*. New York: New Press: Distributed by WW Norton.
- Perez, B. & Torres-Guzman, M.E. (1992). *Learning in two worlds: an integrated Spanish/English biliteracy approach*. White Plains, NY: Longman Publishing.
- Stephens, E. C. & J. E. Brown. (2000). *A handbook of content literacy strategies: 75 practical reading and writing ideas*. Norwood, MA: Christopher-Gordon Publishers.
- Tierney, R.J. & Readance, J. E. (2005). *Reading strategies and practices: a compendium*, 6th Ed. Boston, MA: Allyn & Bacon.
- Cushman, E., Kintgen, E.R., Kroll, B.M., & Rose, E.R. (Eds.) (2001). *Literacy: a critical sourcebook*. Boston, MA: Bedford/St. Martin's.

Required Readings (available through library electronic reserve)

Password: literacy

- Baugh, J. (2007). Plantation English in America: nonstandard varieties and the quest for educational equity. *Research in the Teaching of English*, 41(4), 465-476.
- Fisher, D., Frey, N. & Lapp, D. (2008). Shared readings: modeling comprehension, vocabulary, text structures, and text features for older readers. *The Reading Teacher*, 61, 548-556.
- Freeman, Y.S. & Freedman, D.E. (2002). *Closing the achievement gap: how to reach limited-formal-schooling and long-term English learners*. Portsmouth, NH: Heinemann, 70-99.
- Freeman, Y. & Freeman, D. (1999). School success for secondary English learners, in E. Franklin (ed.), *Reading and writing in more than one language: lessons for teachers*. Alexandria, VA: TESOL, 1-28.
- Grant, R.A. & Wong, S.D. (2003). Barriers to literacy for language-minority learners: an argument for change in the literacy education profession. *Journal of Adolescent and Adult Literacy*, 46, 386-394.
- Harklau, L. (2007). The adolescent English language learner: identities lost and found, in J. Cummins & C. Davison (Eds.), *International handbook of English language teaching: part II*. NY: Springer, 639-653.
- Harper, C. & de Jong, E. (2004). Misconceptions about teaching English-language learners. *Journal of Adolescent and Adult Literacy*, 48, 152-162.
- Jacobson, J., Lapp, D. & Flood, J. (2007). A seven-step instructional plan for teaching English-language learners to comprehend and use homonyms, homophones, and homographs. *Journal of Adolescent and Adult Literacy*, 51, 98-111.
- Koda, K. (2007). Reading and language learning: crosslinguistic constraints on second language reading development, *Language Learning*, 1-44.
- LeMoine, N.R. (2001). Language variation and literacy acquisition in African American students, in J.L. Harris, A.G. Kamhi, & J.L. Pollock (Eds.), *Literacy in African American communities*. Mahwah, NJ: Lawrence Erlbaum, 169-194.
- Moje, E. (2007). Developing socially just subject-matter instruction: a review of literature on disciplinary literacy teaching. *Review of Research in Education*, 31, 1-44.
- Olson, C.B. & Land, R. (2007). A cognitive approach to reading and writing instruction for English language learners in secondary school. *Research in the Teaching of English*, 41(3), 269-303
- Pritchard, R. & O'Hara, S. (2008). Reading in Spanish and English: a comparative study of processing strategies. *Journal of Adolescent and Adult Literacy*, 51, 630-638.
- Pulido, D. (2007). The relationship between text comprehension and second language incidental vocabulary acquisition: a matter of topic familiarity? *Language Learning*, 57, 155-199.

- Martiniello, M. (2008). Language and the performance of English-language learners in math word problems. *Harvard Educational Review*, 78, 333-368.
- Nassaji, H. Schema theory and knowledge-based processes in second language reading comprehension: a need for alternative perspectives. *Language and Learning*, 57, 79-113.
- Petchauer, E. (2009). Framing and reviewing hip-hop educational research. *Review of Educational Research*, 79, 946-978.
- Rubinstein-Avila, E. (2003). Conversing with Miguel: an adolescent English language learner struggling with later literacy development. *Journal of Adolescent and Adult Literacy*, 47, 290-301.
- Schmitt, N. (2007). Current perspectives on vocabulary teaching and learning, in J. Cummins & C. Davison (Eds.), *International handbook of English language teaching: part II*. NY: Springer, 827-841.
- Washington, J.A. & Craig, H.K. (2001), Reading performance and dialectal variation, in J.L. Harris, A.G. Kamhi, & J.L. Pollock (Eds.), *Literacy in African American communities*. Mahwah, NJ: Lawrence Erlbaum, 147-168.
- Wolfe, P. (2004). "The owl cried": reading abstract literacy concepts with adolescent ESL students. *Journal of Adolescent and Adult Literacy*, 47, 402-413.

Independent readings in first and second language development, literacy, and content. It is expected that as a condition of professional development, you read professional literature beyond what is assigned to you in class. There will be opportunities for sharing your independent readings during general discussion and workshop segment of our class session. In addition, extended readings in language, literacy and content will greatly assist you in preparing assignments for the course.

COURSE REQUIREMENTS

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------|------------|
| I. Materials Review Project (group) | 15% |
| Evaluate instructional resources: traditional texts, trade books, other print resources, computer software, and websites | |
| II. Professional Readings Summary | 5% |
| Present a summary and raise two questions regarding an article in e-reserves for discussion by classmates (20 minutes maximum) | |
| III. Apply Readability Formulas to selected materials (in-class activity) | 5% |

IV. Developmental Inventory Project (individual) **30%**
Guides teacher observation and analysis of students' engagement in language and literacy in content area classrooms

V. Literature Discussion and Presentation- Adolescent literature (group participation) **10%**
a. Action plan
b. Book talk
c. Team co-leader

VI. Content Strategy Lessons (individual) **35%**
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)
b. Submit lesson for peer critique
c. Provide peer critique
d. Revise and submit lessons

EVALUATION CRITERIA

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.

Other Assessment Issues

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

APA: *Become familiar with this writing and reference style manual.*

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

Grade Incompletes (IN): Are not automatically assigned and are discouraged. You will need to show serious cause for this decision (see Graduate Catalog). I will review your status in this course to determine whether you meet conditions for an incomplete grade.

About your Current Teaching Status

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

1. **You are currently teaching in an ESL/FL/Immersion** on a part- or full-time basis. You can work with these students to meet course requirements.

2. You are currently teaching in a classroom where no **ESL/EFL students are represented**. You will need to talk with a teacher who has ESL/EFL students in the classroom and arrange to teach or observe those students.

3. **You are NOT currently teaching in a classroom** with 10 or more students. You will need access to curriculum and assessment materials and students. Some options include:

A. Volunteer to help a teacher in Category 1 above with assessment activities in exchange for information for your course projects. This has been a successful approach for many students. On average, plan on spending 2-3 hours per week with the teacher.

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

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

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

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

Assignments and Activities

Due: June 3

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.

Writing your Report- Materials Review Project

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: June 10

Literature Discussion Group (LDG)

The purpose of a literature discussion group is to have students read and respond to literature by talking with each other about what they have read. You will participate in one of the discussion groups. The members of your group will read and discuss a text that tells the story of one language learner. The goals for this assignment are for you to give serious attention and thought to what it means to teach all students and challenge your own beliefs about a number of issues that influence the type of teacher you are or will become. An assumption in teaching ELL is that you will work with children who may not look, sound, or act like you.

To prepare for this on-going activity, we will overview the technique of literature discussion. Attend carefully to the purpose(s), responsibilities of group members, as well as the suggestions for initiating and conducting literature circles. You will have time during class to conduct the discussion groups. Groups will develop an action plan for conducting your meetings. Each member of the group will be responsible for leading/co-leading one meeting. Groups will be given time during four class sessions to discuss the book. During the final discussion session you will conduct a 20 minute book talk for the class. Before the first session each team will prepare an **Action Plan** (a schedule indicating co-leaders for the group meetings, provide a copy to me). Before the final discussion session prepare for a **Book Talk** (make a 20-minute professional presentation of your book to the class).

Due: June 17

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 anecdotal notes. You should maintain anecdotal 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 anecdotal 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 anecdotal 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.

Part A- Introduction (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 Amira Hasan 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.

Part B- Analysis (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 anecdotal 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

Part C- Recommendations (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 anecdotal 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 anecdotal 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 anecdotal 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: June 22

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 anecdotal 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 than 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.

Part B- Lesson Plans

Follow the lesson plan template or SIOP model. You will submit three lesson plans, one for each content area.

Part C-Conclusions and Reflections

-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.

Part D- Analysis of instruction 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

Part E-References

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 note

Due:

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.

Due: Through the course

REQUIRED READINGS AND PRESENTATION

Purposes:

- To help you to understand, interpret, and respond to professional readings
- To facilitate group discussion and respond to professional readings in your own classroom
- Promote professional development

Tasks:

Identify two of the readings from the list of e-reserves and prepare a 10 minute oral summary for the class.

GSE Syllabus Statement of Expectations/Behaviors/Attitudes

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, before the third class session. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

Inclement Weather/Emergency Policy

In case of snow, hurricanes, other bad weather, or security emergencies, call 993-1000 or go to www.gmu.edu for information on class cancellations and university closings.

SPECIAL ATTENTION

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

Attendance: Missed Classes

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

Tardiness:

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

Late Assignments:

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

Collaboration:

Collaboration is a cornerstone for this course. **Many of the class sessions utilize a workshop format that requires, in advance, you to locate materials, independent readings, or instructional resources to then share in class.** Careful record is maintained by the instructor of your participation in collaborative activities. Students are expected to participate in a lively, professional, punctual, and equitable manner in all collaborative work.

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” and scores at 2.9 or below will receive a C.

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

GRADING

Policy

1. Students are expected to complete all readings assigned for each class and contribute to the discussion in a knowledgeable and professional manner for each assignment.
2. All assignments are due on the assigned date. Without pre-approval by the instructor, late assignments will receive a 20% penalty for **each** missed deadline. If an assignment is late, another deadline will immediately be given. All assignments are due by the last class. Without previous arrangements, **NO assignments will be accepted after the examination period.** No arrangements can be made to extend the course beyond the last class meeting except under extraordinary conditions.
3. Note that incomplete assignments will receive zero points.

4. Resubmission of an assignment is not a right. No resubmissions will be accepted without the pre-approval of the professor through conferencing. When a resubmission is granted the grade for the assignment will be the average of the two scores, not the higher score. Before requesting permission to resubmit an assignment, students must show evidence of having read and reflected upon the professor's evaluation feedback.

Interpreting Your Grades

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

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

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

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

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

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

TENTATIVE SCHEDULE

Date	Topic/Assignment
M May 23	Introductions-Name, what do you want to learn? Are you teaching now, or are you pre-service? Review syllabus and projects timelines Read Ch 1 Ruddell, Ch 1 Carrasquilla & Rodriquez (C &R) Students select articles to summarize and present
W May 25	ELL/LMS Define content literacy Explore literacy for the 21st Century Read Freeman & Freedman (2002)
F May 27	Online Bb Assignment Respond to questions on Bb about Grant and Wong (2003), e-reserve article. Responses should reflect knowledge of key points of the article. Read Ruddell Ch 9, C & R Ch 6
M May 30	Holiday NO CLASS
W June 1	Evaluating Instructional Resources Readability formulas BRING CONTENT AREA TEXTBOOK TO CLASS Discuss text sets that support ELLs Read Jacobson, Lapp & Flood (2007), Rubinstine-Avila (2003)
F June 3	Materials Review Project DUE Role of race, language variation and culture in literacy and content performance Discuss Developmental Inventory Project Read Ruddell Ch 9 Washington & Craig (2001), LeMoine (2001)
M June 6	Science and ELLs Read Ruddell Ch 11, C & R Ch 8 Schmitt (2007) Harper and deJong (2004)

W June 8	Assessment and evaluation in literacy and content knowledge Read C & R Ch 3 Pulido (2007) Literature Discussion Group-individual preparation
F June 10	Math across the curriculum for ELLs Read C & R Ch 9 Literature Discussion Group Presentations DUE
M June 13	Writing across the curriculum Read Ruddell Ch 8 Olson & Land (2007), Harklau (2007) Freeman and Freeman (1999)
W June 15	Social Studies and ELLS Read C & R Ch 7 Moje (2007), Wolfe (2004)
F June 17	Music and the arts in literacy activities Read C & R Ch 6 Petchauer (2009), Pritchard & O'Hara (2008) Developmental Inventory DUE
M June 20	Integrating core content areas in ELL instruction Martiniello (2008), Fisher, Frey & Lapp (2008) Class evaluations
W June 22	Content Literacy Project DUE Share with class (informal)
F June 24	Wrap-up Return Projects Review accomplishments

Style Sheet

This Style Sheet has been prepared to help you prepare written projects for this course.

If followed closely, these guidelines can help improve your writing for graduate level work.

Please use the following guidelines (most are based on the American Psychological Association's [APA] publication manual, available in the university bookstore).

The type of Project you are submitting, **your name**, and the course number should appear in the center of your **cover sheet only** as follows:

Materials Project

Alice Brooks
EDRD 610 Content literacy for ELL PreK-12
Instructor: Dr. Grant
Spring 2008
April 11, 2008

Consult APA for correct use of title page, headers, etc.

PLEASE DO NOT PUT YOUR NAME ON ANY OTHER PAGE OR FORM IN THE MATERIALS YOU HAND IN. THE NAME GOES ON THE COVER PAGE ONLY.

1. Use **APA style** but you may Single or Double-Space, all assignments are submitted electronically.
2. **Indent** the first line of paragraphs rather than use block style (flush to left margin).
3. **Use subheadings** to indicate major sections of your report. This helps your organization.
Refer to the description of tasks for each course requirement for suggestions on major sections. Leave space between your subheadings and the text which follows it.

Examples:

Student Population

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

Current Approaches to Teaching Reading

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

4. Avoid listing or enumerating what you want to describe (as in, "These are the main issues: 1....2....3...."). Instead, briefly summarize two or three main points you want to make.

5. Visit www.apa.org for frequently used references and don't forget to check the syllabus.

De Avila, E.A., & Duncan, S. E. (1987). *Language assessment scales (LAS)*. Monterey, CA: CTB Macmillan McGraw-Hill.
Harp, B. (1997). *Assessment and evaluation in whole language programs*. Norwood, MA: Christopher-Gordon Publishers.

6. To show that you are using the ideas from the assigned readings to support the points made in your report, use within-text citations to give authors credit for their ideas. All within-text citations should appear in your reference list.

7. Severely limit direct quotations and secondary references. Due to the brevity of your projects, we would rather read what **you** have to say than someone else's words. When should works be referenced? Use the following guidelines:

- < When using the author(s)'s thoughts or concepts explicitly but not quoting directly;
- < When using a thought or concept unique to the author(s).
- < Thoughts or concepts representing common knowledge or generally known facts should not be referenced.

8. For within-text citations, use the **author's last name only** and the year of the publication. If referring to an edited volume or a compilation of different writers' work, refer to the author, the editor or publisher, and the year (page numbers are only included for direct quotations). Always check the spelling of authors' names, and pay special attention to the order of their names (These are not typically listed alphabetically but by the importance of each author's contribution to the work; lead authors are listed first because they have taken more responsibility than their co-authors).

See the following examples:

Alternative assessments have several characteristics in common, these are... (Herman, Aschbacher, & Winters, 1992). According to Hill & Ruptic (1994), one must have a philosophy of instruction and assessment before beginning to plan for either.

9. Provide a list of references for all within-text citations only. This means **that if you do not refer to a publication in your report, you should not add it to your list of references.**

List references alphabetically by last name, followed by the year in parentheses, the title (underlined), the place of publication, and the publisher. Use the following examples for your list of references. Indent every line after the first in each reference. Put the period AFTER the citation or parentheses containing the reference.

Brown, J. D. Classroom-centered language testing. *TESOL Journal*, 1(4), 12-15.
Hughes, A. (1989). *Testing for language teachers*. Cambridge: Cambridge University Press.
Tierney, R. J., Carter, M. A., & Desai, L. E. (1991). *Portfolio assessment in the reading-writing classroom*. Norwood, MA: Christopher Gordon Publishers.

10. When to use *et al.* (no period after *et*): **Only for within-text citations of more than two authors.**

Use *et al.* after the first full reference listing all authors. Rather than use the following commonly used terms, use terms with more positive connotations or less relative terms such as the ones suggested below.

Commonly used term

LEP
mainstream teacher
normal, average
CALP, BICS

Suggested term

English language learner (ELL)
grade-level teacher
typical, usual
academic language/language of the

content areas, conversational skills

Informal assessment

CLAD

Alternative/authentic assessment

culturally and linguistically diverse

If you use **acronyms, spell out what each stands for** the first time it appears in your paper, e.g., native language (L1), English language learner (ELL). Acronyms stand alone, without periods, as in:

ELL ESL

Similarly, abbreviations such as *U.S.* should be avoided and the entire phrase spelled out.

11. Rather than use terms particular to specific school programs (such as Level A-1, HILT-EX, etc.),

use more descriptive terms, such as "beginning level" or "intermediate level."

12. Use *italics* or **boldface** when using special terms such as:

*The reading strategies I identified as being the students' greatest needs were **asking questions for clarification** and **summarizing**. Underline each word when referring to vocabulary items in your narrative (e.g., students will learn the following new words: scientist, experiment, hypothesis).*