

**George Mason University
Office of Education Services (OES) and
Arlington Public Schools**

<p>ESL15622: Teaching Reading to English Language Learners <i>What's Different About Teaching Reading to Students Learning English?</i></p>
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**3 Graduate Credits
Fall/Spring
2011-2012**

Location: Syphax Academic Center, Rm. 121AB (*some classes will be at the Ed Center*)
Dates: Tuesdays beginning October 4, 2011 through January 24, 2012
Time: 4:30-7:30 PM
Office Hours: After class and by appointment

Instructor: Nancy Belcher, NBCT

Elementary ESOL/HILT Specialist

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Course Purpose and Intended Audience

This course is designed for reading, classroom, and ESOL/HILT teachers in Grades 3-8. The purpose of this course is to provide teachers with an understanding of how learning to read in English differs for native English speakers and English language learners. Participants will review the five components of reading and how they relate to the instruction of English language learners both in reading and English language development. Emphasis will be placed on effective strategies and techniques to improve reading instruction for English language learners in elementary and middle school classrooms. Class work will include time for participants to adapt their reading curriculum and materials to incorporate the reading strategies presented.

Course Description:

This is a three-credit, graduate seminar. The Center for Applied Linguistics (CAL) program for professional development for teaching reading to English language learners, "*What's Different About Teaching Reading to Students Learning English?*" will be the foundation of this course. This program is compatible with the requirements put in place by the Reading First Initiative and includes the instruction of the research based five components of reading. "The materials of this program are organized around four principles of second language acquisition that are used to adapt instruction for English language learners. The four principles state that when planning lessons to include English language learners, teachers should take steps to do the following: 1) Increase comprehension through visuals, demonstrations, and other means; 2) Increase student-to-student interaction; 3) Increase higher order thinking and the use of learning strategies; and 4) Make connections to students' background knowledge." (2007 Center for Applied Linguistics) Teachers will learn effective strategies and techniques for the instruction of English language learners and will adapt their reading curriculum and materials to incorporate the reading strategies presented.

Course Goals:

Participants will:

- Develop an understanding of how learning to read in English differs for native English speakers and English language learners.
- Understand five components of reading that are the foundation of successful reading programs: phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension.
- Identify effective strategies and techniques to improve reading instruction for native English speakers and English language learners in elementary and middle school classrooms.

Course Objectives:

Participants will be able to do the following:

- Define comprehension and identify effective techniques and reading strategies to develop reading comprehension with native English speakers and English language learners.
- Identify ways to help English language learners make connections between their background knowledge and experiences and new knowledge.
- Describe the reading behaviors of proficient native English speakers and English language learners.
- Define and describe the roles of sight vocabulary, cognates, and idioms in teaching reading to native English speakers and English language learners.
- Identify the characteristics of effective instructional techniques to teach vocabulary to both native English speakers and English language learners.
- Describe the role that oral English language proficiency plays in beginning reading instruction.
- Describe activities to teach phonemic awareness, concepts of print, and phonics.
- Define fluency and identify effective techniques to develop reading fluency for native English speakers and English language learners.
- Select effective strategies to teach content area reading and study skills to native English speakers and English language learners.
- Plan a reading lesson that integrates language and content instruction; increases comprehensibility, interaction, and thinking and study skills; and makes connections with students' lives and cultures.
- Describe what is the same and what is different about teaching reading to native English speakers and English language learners.

Required Text:

Kauffman, Dorothy. (2007). *What's Different About Teaching Reading To Students Learning English? Study Guide*. Center for Applied Linguistics, Washington, DC: Delta Systems Co., Inc.

Recommended Resources and Materials:

Adler, C. R. (Ed.). (2001). *Put reading first: the research building blocks for teaching children to read*. Washington, DC: Partnership for Reading, National Institute for Literacy, National Institute of Child Health and Human Development, and U.S. Department of Education

Yopp, Hallie Kay & Yopp, Ruth Helen. (2006). *Literature-Based Reading Activities*. Pearson Education, Inc.

Course Format:

Class sessions will be divided between whole group discussions, small group work and individual activities. Part of each class session will be devoted to a building background activity followed by a reflection on how this relates to past classroom experiences of participants and situations experienced while applying new strategies learned during the previous class. The majority of the class will be devoted to the understanding and practice of new materials and strategies. Using inquiry learning and group collaboration, participants will engage in critical analysis of their current reading instruction practices and how these can be adapted for English language learners through the incorporation of strategies and techniques designed to improve reading instruction for native English speakers and English language learners. This is a 45-hour course during which a significant amount of the class time will be used by participants to adapt their reading curriculum and materials to incorporate the reading strategies presented.

Course Requirements:

The primary requirement for this course will be to plan, teach, and present a reading lesson that integrates language and content instruction; increases comprehensibility, interaction, and thinking and study skills; and makes connections with students' lives and cultures.

Participants will also be required to complete outside reading and participate in on-line discussions concerning 1) thoughts on the views presented in the outside reading, and 2) experiences encountered while implementing new strategies and techniques during reading instruction.

In addition to these requirements, participants are also required to attend and participate in all class sessions and come prepared with materials appropriate to the session topic.

Grading

The grading criterion is defined on the rubric. Participants will be given a grade of A, A-, B+, B, C or F based the degree to which they fulfill the course expectations related to the following components:

- Attendance and Class Participation
- Practice of strategies in the classroom
- Completion of reflections on strategies
- Presentation of final reading lesson plan

Projected Class Sessions and Topics

DATE	TOPIC
October 4, 2011 4:30-7:30 Ed. Center	<ul style="list-style-type: none"> What is the Nature of Reading?
October 11, 2011 4:30-7:30 Syphax	<ul style="list-style-type: none"> Contextual Factors in Second Language Acquisition <i>Jigsaw</i>
October 18, 2011 4:30-7:30 Syphax	<ul style="list-style-type: none"> The Essential Components of Reading Instruction
October 25, 2011 4:30-7:30 Syphax	<ul style="list-style-type: none"> Why Reading Is Hard: Reading Texts
November 1, 2011 4:30-7:30 Ed. Center	<ul style="list-style-type: none"> Teaching Comprehension Graphic Organizers and Language Needed
November 8, 2011 <u>4:30-6:30</u> Syphax	<ul style="list-style-type: none"> The Role of Word Roots, Affixes, and Vocabulary Development in Learning to Read Idioms and Other Stumbling Blocks
November 15, 2011 4:30-7:30 Syphax	<ul style="list-style-type: none"> Effective Strategies for Vocabulary Development Phonemic Awareness Alphabet Recognition
November 29, 2011 4:30-7:30 Syphax	<ul style="list-style-type: none"> Concepts of Print Phonics The Requirements of Skilled Reading
December 6, 2011 4:30-7:30 Syphax	<ul style="list-style-type: none"> Automaticity and Fluency Oral Reading Problems How to Develop Fluent Reading
December 13, 2011 4:30-7:30 Syphax	<ul style="list-style-type: none"> Assessing Students' Oral Reading Fluency The Benefits of Repeated Oral Reading Reader's Theater
December 20, 2011 4:30-7:30 Syphax	<ul style="list-style-type: none"> Characteristics of Social and Academic Language Building on and Expanding Students' Knowledge of How English Works Reading to Learn
January 3, 2012 4:30-7:30 Syphax	<ul style="list-style-type: none"> Why Reading is Hard: The Language of Texts Content Area Reading Ways to Adapt Text
January 10, 2012 4:30-7:30 Syphax	<ul style="list-style-type: none"> Ways to Adapt Text Teaching Reading Strategies Strategies and Implementation Chart
January 17, 2012 <u>4:30-6:30</u> Ed. Center	<ul style="list-style-type: none"> Assessing Students' Literacy A Call to Action: What We Know About Adolescent Literacy and Ways to Support Teachers in Meeting Students' Needs
January 24, 2012 4:30-7:30 Ed. Center	<ul style="list-style-type: none"> Class Presentations