



TOURO COLLEGE

School of Education & Psychology, Graduate Division
Lander Center for Educational Research

43 West 23rd Street
New York, NY 10010
Tel (212) 463-0400, x504
Fax (212)627-3693

LDCD Course 2 (EDU 634):

Basic Reading and Writing Instruction: Teaching Reading and Writing for Second Language Learners Course Syllabus

Instructor:

Phone:

Email:

Course Dates:

Time:

Location:

Course Overview:

Session:	Date:	Assignments Due:
1: Introductions – What do secondary content teachers need to know about ESL reading and writing?		
2: What is the meaning of scaffolding?		<p>Read Faltis & Coulter Chapter 2: Commitments in Practice. Reflect on how you can employ commitments in practice in your teaching. Write a 3-page reflection connecting this reading to your thinking and practice.</p> <p>Read Walqui & van Lier, pp.1-12, Pedagogy of Promise. Be prepared to discuss a socio-cultural theory of learning.</p>
3: What are some effective strategies for accelerating vocabulary development of ELLs?		<p>Read article to be distributed in class: Ivey, G. & Fisher, D. (2005). Learning from what doesn't work. <i>Educational Leadership</i>, 65(2), pp.8-14. Compare and contrast effective and ineffective strategies as applied to ELLs. Bring in a Venn diagram or T-chart of analysis.</p> <p>Apply "Get the Gist" strategy in your classroom. Write a reflection on its use and be prepared to share.</p>
4: What are some effective strategies for establishing and extending background knowledge and for building comprehension?		<p>Implement Concept Ladders, Beck's/Calderon's Tiered-Word Strategy, or graphic word representations in your classroom. Write a reflection paper and bring in examples to share.</p> <p>Read Walqui & van Lier, Chapter 3. Apply Talking to the Text strategy. Be ready to discuss in content area groups.</p>
5: What is Sheltered Instruction?		Implement a Vocabulary activity, Word Splash, or other Activator strategies in your classroom. Write a reflection paper and bring in student examples to share.
6: How can we ensure student success with difficult texts in all content areas?		<p>Create an Anticipation Guide for a unit of study; implement it in your classroom and write a reflection of the strategy use in your classroom.</p> <p>Choose a chapter in Faltis & Coulter that relates to your content-area domain. Apply a double-entry journal strategy to your reading of the text.</p>

Session:	Date:	Assignments Due:
7: What helps ELL students to read and write in English Language Arts classes?		Implement one or more strategies discussed in class with your students. Write an analysis of the task and bring student samples to class. Work on Final Project Unit Plan. Bring in a semantic map or outline of the unit being considered.
8: What Summarizer strategies engage student thinking and recall?		Try out Reciprocal Teaching. Be prepared to discuss its use; bring in student work to class. Go to public library to find books for unit plan. Create a text-set bibliography. Bring in books to present in class.
9: How are rubrics designed for ELLs?		Implement a Summarizer or Mind-Mirror strategy in class. Write a reflection and bring in student examples to share. Continue to work on your Final Project Unit Plan.
10: What are effective assessment strategies for ELLs?		Continue to work on your Final Project Unit Plan. Draft of Final Project Due!
11: What Works? Current Reforms in Secondary ELL Instruction/Authentic Assessment		Design a rubric for your unit plan. Work on Final Project Unit Plan.
12: Putting it All Together – Sharing our LDCD Practitioner’s Portfolios		Complete Final Project: Unit Plan and Portfolio of Student Work Samples, due Today! Prepare a 5-minute presentation of your Portfolio.

Course Objectives:

In this course you will develop effective instructional strategies for scaffolding your ELL students' reading comprehension, vocabulary, critical reasoning, and academic writing in your content area.

By the end of this course you will:

- Analyze, implement, and evaluate a variety of reading comprehension strategies
- Analyze, implement, and evaluate a variety of strategies for analyzing a range of text structures
- Analyze, implement, and evaluate a variety of vocabulary-building strategies
- Analyze, implement, and evaluate a variety of strategies and frames for scaffolding student writing
- Develop writing frames that support writing for New York State ELA exams

Required Texts:

- 1) Faltis, C.J., & Coulter, C.A. (2008). *Teaching English learners and immigrant students in secondary schools*. Upper Saddle River, NJ: Pearson.
- 2) Walqui, A. & van Lier, L. (2010). *Scaffolding the academic success of adolescent English language learners*. San Francisco, CA: WestEd.

Books are available in the Barnes & Noble Bookstore at 105 Fifth Avenue (at 18th Street).

Recommended Texts:

- 1) Allen, J. (2007). *Inside words: Tools for teaching academic vocabulary, Grades 4-12*. Portland, ME: Stenhouse Publishers. (comes with a CD).
- 2) Beck, I., McKeown, M.G., Kucan, L. (2008). *Creating robust vocabulary: Frequently asked question and extended examples*. New York: The Guilford Press.
- 3) Calderon, M. (2007). *Teaching reading to English language learners, Grades 6-12*. Thousand Oaks, CA: Corwin Press.
- 4) Short, D., & Fitzsimmons S. (2007). *Double the work: Challenges and solutions to acquiring language and academic literacy for adolescent English language learners*. Washington, D.C.: Alliance for Excellent Education. Available online at <http://www.all4ed.org/publications/DoubleWork/index.html>
- 5) Freeman, D., & Freeman, Y. (2000). *Teaching reading in multilingual classrooms*. Portsmouth, NH: Heinemann.
- 6) Peregoy, S.F., & Boyle, O.F. (2008). *Reading, writing, and learning in ESL: A resource book for K-12 teachers*. New York: Pearson Publishing Group.

Course Requirements:

- 1) **Attendance** is required. Most work will be done in class. Class participation is mandatory since this will be an interactive class. 30%

- 2) **Homework:** Applied strategies in classroom. We will discuss reading and writing strategies that work for ELL students. Therefore, application in the classroom is crucial to understanding. 40% Evaluation rubrics will be provided.
- 3) **Final Project:** LDCD Practitioner’s Portfolio, Part II: 30%
 - a. Unit of study that incorporates reading, vocabulary, and writing strategies in each lesson plan. Evaluation rubric will be provided.
 - b. Portfolio of student examples from strategies implemented throughout this course.

Course Outline:

Session 1: Introductions – What do secondary content teachers need to know about ESL reading and writing?

- Community-builder activity
- Introduction to major reading studies
- Text-based discussion of article distributed in class: Harper, C., & de Jong, E. (2004). Misconceptions about teaching English language learners. *Journal of Adolescent & Adult Literacy*, 48(2), pp.152-162.
- Text-based discussion of student voices: ELL Interview from Course 1/Edu639, video from Brown University, and article to be distributed in class: Nieto, S. (1994). Lessons from students on creating a chance to dream. *Harvard Educational Review*, 64(4), pp.392-423.
- Overview of syllabus, course requirements

Assignments for Session 2:

- Read Faltis & Coulter Chapter 2: Commitments in Practice. Reflect on how you can employ commitments in practice to your teaching. Write a 3-page reflection connecting this reading to your thinking and practice.
- Read Walqui & van Lier, Chapter 1, “Pedagogy of Promise.” Be prepared to discuss a socio-cultural theory of learning.

Session 2: What is the meaning of scaffolding?

- Small-group sharing of assignments
- Text-based discussion: Catherine Snow video (T-Chart strategy)
- Scaffolding Reframed: Discussion of second chapter in Walqui & van Lier. Text-Representation strategy.
- Reading comprehension research: Text-based discussion: Bearse & Miller power point.
- Adolescent literacy: Text-based discussion: Joseph Torgeson power point
- Reading comprehension strategy: Get the Gist

Assignments for Session 3:

- Read article to be distributed in class: Ivey, G. & Fisher, D. (2005). Learning from what doesn’t work. *Educational Leadership*, 65(2), pp.8-14. Compare and contrast effective and ineffective strategies as applied to ELLs. Bring in a Venn diagram or a T-Chart of analysis.
- Apply “Get the Gist” strategy in your classroom. Write a reflection on its use and be prepared to share.

Session 3: What are some effective strategies for accelerating vocabulary development of ELLs?

- Small-group sharing of assignments
- Concept Ladders (Allen, pp. 19-23)
- Graphic representation of words: Ideas from *Building Academic Vocabulary* by Robert J. Marzano & Debra Pickering. ASCD. 2005.
- Exploring word families with games such as Hink-Pinks, Categories, etc.
- Graphic organizers for vocabulary
- Power point: Bearse, Review of Vocabulary Research

- Power Point: Lynn Hoover, Having Fun with Words
- Beck’s Tiered-Word Theory: Chapter hand-out “Selecting Vocabulary”

Assignments for Session 4:

- Implement one of the following: Concept Ladders, Beck’s Tiered-Word Strategy, or graphic word representations in your classroom. Write a reflection paper and bring student samples to share.
- Read Faltis & Coulter, Chapter 4 (Learning English in an English Class). Reflect on how to apply to your class and content area

Session 4: What are some effective strategies for establishing and extending background knowledge and for building comprehension?

- Small-group sharing of assignments
- T Charts and Arrays: categorizing information
- Calderon’s work with Spanish cognates
- Activator strategies: Word Splash
- Did You Know? Hand-out
- Working with Prefixes, Suffixes, and Root Words
- Other comprehension and background knowledge strategies. (such as semantic maps)

Assignments for Session 5:

- Implement a vocabulary activity, Word Splash, or other activator strategies in your classroom. Write a reflection paper and bring in student examples to share.
- Work on your Final Project Unit Plan. Bring to class a one page OUTLINE or Concept map

Session 5: What is Sheltered Instruction?

- Small-group sharing of assignments
- Text-based discussion: ASCD video: Strategies for ELL’s
- Key Words for Thinking: categories of graphic organizers
- Sheltered Instruction: discuss a variety of scaffolding strategies
- SQ3R strategy
- Anticipation Guides: A Pre-reading strategy
- The power of double-entry journals
- Accountable Talk: Ed. Leadership Article, “How to Start Academic Conversations,” April, 2009. Using accountable talk stems with ELLs.

Assignments for Session 6:

- Create an Anticipation Guide for a unit of study; implement it in your classroom and write a reflection of the strategy use in your classroom. Bring in student examples.
- Choose a chapter related to your content area domain in Faltis & Coulter. Apply a double-entry journal strategy while reading.

Session 6: How can we ensure student success with difficult texts in all content areas?

- Small-group sharing of assignments
- Text-based discussion: Video: Ensuring Success in All Classrooms (ASCD)
- Text-based discussion: Walqui & van Lier, Chapter 5, “Pedagogy in Action.” Group work on analyzing tasks described in chapter.
- QTEL Strategies for reading difficult texts: Novel Ideas Only, Clarifying bookmarks, graphic representations of text

Assignments for Session 7:

- Implement one or more strategies discussed in class with your students. Write a reflection (or an analysis of the task) and bring student examples to share.
- Work on final project unit of study. Bring in an outline or semantic map of unit plan.

Session 7: What helps ELL students to read and write in English Language Arts classes?

- Small-group sharing of assignments
- What strategies are needed to read and write an Open Response Question? Mark Up strategy
- What are strategies for writing five paragraph essays? Analyze various writing prompts from the NY State exams to understand how to create writing frames for ELLs
- Text-based discussion: Sample QTEL lesson on the Immigrant Experience: Quick-Write, round robin, jigsaw, jigsaw matrix.
- Reciprocal Teaching and Literature Circles: differentiation strategies
- Social Studies strategies: Differentiation of projects
- Creating Text Sets from Cris Tovani: “Do I Really have to Teach Reading?”

Assignments for Session 8:

- Continue to work on your Final Project Unit Plan.
- Try out Reciprocal Teaching in your content area. Be prepared to discuss its use. Bring in student work or video to share.
- Go to public library to find books for unit plan. Create a text set bibliography. Bring in books to discuss in class.

Session 8: What Summarizer strategies engage student thinking and recall?

- Small-group sharing of assignments
- Discuss summarizing strategies such as the ABC and The Last Word strategy.
- Text-based discussion: Comprehension Strategies video: Comprehending Content with Cris Tovani.
- What are some graphic organizers that represent cause and effect, sequence of events, fact from opinion?
- What are some common non-fiction strategies?
 1. Asking questions (Biographical sketch)
 2. Visualizing(Description)
 3. Determining importance (graphs)
 4. Making connections (informational article)
 5. Making inferences (letters and journals)
 6. Synthesizing ideas (problem-solution essay)
- Discuss Chapter 6, Walqui & van Lier, “Designing Instruction.” Apply mind mirror strategy to the reading of the text.

Assignments for Session 9:

- Implement a summarizer or mind mirror strategy in your class. Write a reflection and bring examples to share.
- Continue to work on your Final Project Unit Plan.

Session 9: How are rubrics designed for ELLs? What is authentic assessment?

- Small-group sharing of assignments
- Discussion and analysis of rubrics designed for ELLs
- Continuation of discussion of Walqui & van Lier, Chapter 6. Apply jig-saw strategy to the reading of the text.

- Work on creating a rubric for your unit in content area groups.

Assignments for Session 10:

- Bring in Typed Draft of your Final Project Unit Plan. (for feedback)

Session 10: What are effective assessment strategies for ELLs?

- Small-group sharing of assignments
- Discuss Faltis & Coulter, Chapter 8, “Assessment with Adolescent ELLs.”
- Jig-saw discussion of article from ASCD, Ed Leadership, “Formative Assessment,” November 2008.
- Compare Formal & Informal assessment. Work in groups to create a chart describing the differences in assessment, instruction, and accountability between the two approaches.
- Pair Work: Design multiple assessments for your particular unit or content area.

Assignments for Session 11:

- Design a rubric or rubrics for your Final Project Unit Plan.

Session 11: What Works? Current Reforms in Secondary ELL Instruction

- Small-group sharing of assignments
- Text-based discussion: Jigsaw with four articles from the May 2008 issue of *Educational Leadership*: Reshaping High Schools
- Summarizing the strategies and practices we have learned.

Assignments for Session 12:

- Complete Final Project: Unit Plan and Portfolio of Student Work Samples.
- Prepare a 5-minute presentation of your Portfolio.

Session 12: Putting it All Together – Sharing our LDCD Practitioner’s Portfolios

- Presentations of Unit Plan and Student Work Samples