



TOURO COLLEGE

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

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EDU 634: Basic Reading and Writing Instruction: Teaching Reading and Writing for Second Language Learners

Instructor:

Phone:

Email:

Course Dates:

No Classes:

Time:

Location:

Course Description

This course will examine effective instructional strategies for teaching comprehension and critical reasoning in the content areas to diverse language learners. The emphasis will be on understanding theories of reading comprehension, strategies for teaching comprehension such as Anticipation guides, approaches to teaching various text structures in both reading and writing contexts, and research-based vocabulary strategies, such as Beck's Tiered Word Theory.

Course Objectives

By the end of this course participants will:

- Develop effective instructional strategies for teaching comprehension and critical reasoning to diverse language learners, such as Anticipation Guides
- Develop writing with scaffolded writing frames and analyze different texts according to text structures
- Develop strategies for building comprehension of narrative and expository texts, such as Reading Guides and Learning Logs
- Develop writing frames that support writing for ELA exams
- Analyze various vocabulary strategies that enhance comprehension of texts
- Understand the different text structures needed for different content area subjects

Required Texts

- 1) *Calderon, M. (2007). *Teaching reading to English language learners, Grades 6-12*. Thousand Oaks, CA: Corwin Press.
- 2) *Faltis, C.J. & Coulter, C.A. (2008). *Teaching English learners and immigrant students in secondary schools*. Upper Saddle River, NJ: Pearson.

Recommended Books

- 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.

*Books available in the Barnes & Noble bookstore on Fifth Ave. and 18th St.

- 3) Short, D. & Fitzminnons, S. (2007). *Double the work: Challenges and solutions to acquiring language and academic literacy for adolescent English language learners—A report to Carnegie Foundation of New York*. Washington, D.C. Alliance for Excellent Education.

Available on-line at [http://www.all4ed.org/publications/Double Work/index.html](http://www.all4ed.org/publications/Double%20Work/index.html).

Download the PDF file.

Recommended Texts for reading and writing in ESL classrooms

- 1) Freeman, D. & Freeman, Y. (2000). *Teaching reading in multilingual classrooms*. Portsmouth, NH: Heinemann.
- 2) Peregoy, S.F. & Boyle, O.F. (2002) Fourth Edition. *Reading, Writing. & Learning in ESL: A resource book for K-12 teachers*. New York: Longman Publishing Group.

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%
3. Final Project: Portfolio Project. This project is a developed unit of study which incorporates the reading, vocabulary, and writing strategies for each lesson plan. 30%.
4. All papers must be typed using APA format.

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

- Introductory getting to know you activity
- Reading Slide Show: major reading studies
- Read article, “Misconceptions about teaching English-language learners,” *Journal of Adolescent & Adult Literacy*, 48:2, October, 2004, pp.152-162.
- Video: Student Voices from Brown University, Northeast Labs: Discussion Questions
- Read article: Lessons from students on creating a chance to dream, by Sonia Nieto. *Harvard Educational Review*(64) 4, pp.392-423
- Overview of Syllabus, course requirements

Assignment for Session 2

- Read Chapter 2, “Commitments in Practice,” in Faltis and Coulter. Make an Outline Summary of Chapter. Reflect on how you can employ commitments in practice to your teaching.
- Read *Inside Words*, pp.119-122, Word Walls.
- Make a Word Wall for your present unit of study.

Session 2: Why Is Reading Hard?

- DVD from ASCD
- Reading Comprehension: What does the research say? Read and discuss article, “After Third Grade,” by Gina Biancarosa, *Educational Leadership*, October 2005, 63(2), pp. 16-22.
- Media Literacy: How can we use the news to teach reading in the content areas? Read and discuss article: “What’s News,” by Renee Hobbs, *Educational Leadership*, October 2005, 63(2), pp.58-61.
- Choosing Words to Teach, from Isabel Beck, Tier 2 Words
- A High Incidence Academic Word List

Assignment for Session 3

- Read article, “Learning from what doesn’t work,” by Gay Ivey and Douglas Fisher. *Educational Leadership*, October 2005, 65(2), pp.8-14. Write a reaction paper reacting to each Ineffective Strategy. Comment on what the authors say is effective plus your own comments based on your classroom.
- Read Chapter 4, “Learning English in an English Class,” in Faltis and Coulter. Reflect on the new ideas about teaching English in an ELA class. How can these ideas be applied to your content area?

Session 3: What are some common vocabulary strategies that are used with second language learners?

- Discuss homework activity: discuss in groups the Word Wall you created for your classroom unit. How did you use it in your classroom? How can you add to it during the unit?
- Read and discuss Chapter 3, “Vocabulary Development,” in Teaching Reading (Calderon). Apply this chapter’s strategies to your classroom.
- Read about Concept Ladders in *Inside Words*, pp.19-23.
- Graphic representation of Words. Ideas from *Building Academic Vocabulary* by Robert J. Marzano & Debra Pickering. ASCD. 2005.
- Power Point of Tiered Word Practice from Calderon.

Assignment for Session 4

- Apply Concept Ladders in your classroom. Bring in example for next week
- Apply Vocabulary strategies such as using “cognates” in your class. Apply “Tiered- Word strategy as discussed by Calderon.
- Have students draw graphic representation of words. Bring in samples for next week’s class.

Session 4: What are some common vocabulary strategies that are used with second language learners?

How do Activators and Summarizers work to establish and extend background knowledge?

- T Charts and Arrays: categorizing information
- What are Activators? An example is a Word Splash
- What are Summarizers? An example is the ABC strategy.
- Working with Prefixes, Suffixes, and Root Words
- Discuss strategies such as K-W-L and SQ3R as aids to comprehension and building background knowledge.
- Read Chapter 4, “Teaching Reading Comprehension and Content” in Teaching Reading (Calderon). Apply one new strategy to your classroom.

Assignment for Session 5

- Create an SQ3R activity for one of your units. Apply in your classroom.
- Write a reflection on activity using the 4 reflection questions.

Session 5: What is Sheltered Instruction?

- Discuss an example from Social Studies: Chapters from National Geographic Books(Buenos Aires & Messenger of God); a strategy for note taking, sheltered reading strategy
- Creating Anticipation Guides
- Work in content pairs to create an anticipation guide for your content area.
- Read Chapter 6 in Faltis, “Communities of Practice in the Social Studies.” Discuss the new ideas suggested by this chapter.

Assignment for Session 6

- Find a Social Studies’ reading, or download from www.emints.org.
- Apply the new skills learned in Chapter 6 of Faltis in light of Communities of Practice.

Session 6: What are some common characteristics of writing in English Language Arts?

- Analyze some examples from the Regents exams. What is expected? What are the text structures needed in order to write?
- 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 to understand how to create writing frames for ELL learners
- How does one respond to poetry? What terms are essential to know?
- What kinds of non-fiction might be read?

Assignment for Session 7

- Read Chapter 7, “Teaching the art in language arts” in Calderon.
- Reflect on how these practices bring language arts alive to students. How can you bring the Art of teaching into your content area?

Session 7: What are common characteristics of reading in social studies?

- Social studies textbooks contain compact and precise language. The texts require a more careful, slower reading than fiction. Most social studies texts can be read more quickly than a science or math text.
- Social studies specific reading skills
 1. Recalling of facts and details
 2. Interpreting visuals, such as pictures, maps, and graphs
 3. Recognizing comparison and contrast
 4. Recognizing cause and effect relationships
 5. Recognizing main ideas
 6. Recognizing bias and emotionally charged words
 7. Understanding the sequence of events
 8. Distinguishing fact from opinion
 9. Identifying propaganda techniques
 10. Identifying the author’s purpose
 11. Analyzing graphics and visuals
- 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)
- Read Chapter 8 in Calderon, “A vignette of social studies teachers developing and implementing a lesson.” Reflect on how students are engaged in learning in this chapter. What is the role of the teacher?

Assignment for Session 8

- Apply one of the new graphic organizers learned to your classroom context.
- Bring a reflection and student work to next class.

Session 8: What are some ways to read in Science? What are some ways to write in Science?

- Qualities of Science Textbooks: Science textbooks contain compact and precise language. The texts require slow and careful reading because material is often technical and written in a terse, expository style.
- Science specific reading skills:
 1. Understanding classification
 2. Understanding an explanation of a technical process
 3. Understanding detailed statements of fact
 4. Understanding abbreviations, symbols, and equations
 5. Recognizing descriptive problem solving situations
 6. Recognizing cause and effect relationships
 7. Following directions
 8. Drawing conclusions
 9. Problem solving (identifying the problem, examining it closely, and organizing a plan for solving it)
- What Science Teachers Can Do to Help Students Read
 1. Utilize learning logs
 2. Utilize journals
 3. Use small group discussions about text
 4. Use words, pictures, or numbers to explain thinking about the text
 5. Model reading comprehension strategies by thinking out loud
 6. Encourage silent sustained reading
 7. Raise student awareness of science as an approach for investigating everyday problems
 8. Introduce articles about scientific current events or people who have chosen careers in science
- Read Chapter 6 in Calderon, “Reading, writing, and speaking in Science.” Discuss the new strategies introduced in this chapter. Why are they effective for ELLs?

Assignment for session 9

- Read Chapter 7 in Faltis & Coulter, “Physics for English learners: You want us to push what?”
- Write a reflection on the teaching practice as discussed in this chapter.

Session 9: What is the new research regarding the teaching of science?

- Read articles from Educational Leadership, “Science in the Spotlight,” Dec. 2006 (64) 4.
- Analyze samples of Science reading from Regents exam.

Assignment for Session 10

- Research: Search one of the Data bases available in the Touro Library for an educational article about reading in science. Analyze the article according to the Rubric provided.

Session 10: What are some ways to read and write in Mathematics?

- Qualities of Math textbooks: Math textbooks require slow and deliberate reading for several reasons: they include a large amount of nonverbal material; they include common words that have special technical definitions; the relative position of each number or symbol on the page is especially important; and it is often necessary to have a good understanding of preposition usage in order to solve word problems.
- Math specific reading skills:
 1. Interpreting word problems
 2. Understanding math terms, symbols, and equations
 3. Analyzing graphics and visuals
 4. Explaining processes and principles
- What Math teachers can do to help students read
 1. Encourage students to record definitions of key terms in word problems
 2. Model by thinking out loud to demonstrate how one might interpret a problem and solve it
 3. Require students to rephrase complicated word problems in their own words, perhaps breaking the problem down into a series of simple sentences
 4. Look for prepositions and clausal structures that may cause confusion for second language learners
- Articles from *Educational Leadership*, November 2007, 65(3) entitled Making Math Count
- Read Chapter 5, “Reading, writing and speaking in mathematics,” in Calderon. Discuss how these strategies help and engage math ELL learners.

Assignment for Session 11

- Work on Final Project paper and portfolio of student work. Explore Math Websites such as www.math.com, www.mathforum.org, www.learner.org/interactivities/dailymath, and www.mathacademy.com
- Read Chapter 5, in Faltis & Coulter, “Teaching and learning math for English learners.” Write a reflection paper on how the ideas of communities of practice are applied to the teaching of math.

Session 11: What are the foundations of teaching English learners and immigrant students in secondary schools?

- Read Chapter 1 in Faltis & Coulter. How do the ideas discussed in this chapter apply to your NYC setting?
- Read articles from Educational Leadership Issue: Reshaping High Schools (May, 2008. Vol 65, No. 8) Read the following articles in Jigsaw with each group presenting content of article on chart paper:
 - “Creating Excellent and Equitable Schools,” by Linda Darling-Hammond and Diane Friedlaender.
 - “High Schools at the Tipping Point,” by Bob Wise.
 - “Put Understanding First,” by Grant Wiggins and Jay McTighe.
 - “Small Alone is not Enough,” by Jacqueline Ancess.

Session 12: Celebration of Success

- Share Final Projects and Student portfolios of work.