

**George Mason University  
Graduate School of Education  
Workshop in Education  
Reading and Writing Strategies for English Language Learners  
EDUC 600**

**Syllabus**

**Instructors:** Joanne Chen Email: [joanne.chen@fcps.edu](mailto:joanne.chen@fcps.edu)  
Patti Kobryn Email: [kobrynpm@pwcs.edu](mailto:kobrynpm@pwcs.edu)  
Michelle Skelton Email: [skeltomx@pwcs.edu](mailto:skeltomx@pwcs.edu)

**Class Days & Times:** July 13-17  
M (12 PM-4PM);  
T-F (9 AM-4 PM)  
Plus pre-course assignments

**Class Location:** Manassas Park Elementary School  
9298 Cougar Court  
Manassas VA 20111

**Office Hours:** After class and by appointment

**Registration URL:** <http://gse.gmu.edu/fasttrain/vadoc>

**Course Description:**

This course provides an introduction to the literacy development, the reading and writing processes in first and second languages, research on reading comprehension, effective teaching and assessment approaches for students from diverse cultural and linguistic backgrounds. The topics addressed are as follows: recent research on reading comprehension; bi-literacy acquisition; interaction between reading and writing; current practice in literacy instruction; evaluating reading and writing growth in the classroom; authentic, performance-based assessments of reading and writing and socio-cultural factors that contribute to student achievement.

**Course Outcomes:**

Students completing this course will be able to:

- Analyze recent research on the reading and writing processes for implications for teachers of students from culturally diverse and second language backgrounds.
- Apply first and second language acquisition research to teaching reading and writing to second language learners.
- Describe developmental stages of reading and writing and suggest appropriate instructional techniques for each.
- Use scaffolding approaches to teach pre-reading, during-reading, and post-reading strategies.
- Model for students reading and writing strategies appropriate to various learning tasks.

- Develop assessment activities for use with students from culturally and linguistically diverse backgrounds.
- Incorporate process writing, including peer and self-assessment in classroom instruction.
- Identify and address socio-cultural issues relevant to student achievement.

## **Relationship to Program Goals and Professional Standards**

EDUC 600 addresses the following goals and professional standards:

### **1. Graduate School of Education Goals**

#### **Diversity**

Infuse diversity into the experience, training, and practice of students, faculty, and staff

Ensure that diverse issues are reflected in curriculum and syllabi

Ensure that diverse issues are reflected in GSE partnerships with schools, communities, and families

#### **Reflective, Research-based Practice**

Encourage reflective and research-based practice for GSE faculty and for our students in their own practice

#### **Research and Scholarship**

Conduct exemplary research that shapes our academic disciplines, educational practice, and public policy

Promote the intellectual stimulation of a GSE learning community

### **2. Interstate New Teacher Assessment and Support Consortium (INTASC) Principles**

Principle #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle #7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

### **3. Teachers of English to Speakers of Other Languages (TESOL) Standards**

#### **Domain 1: Language**

Candidates know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support ESOL students' language and literacy development and content area achievement.

**Standard 1.a. Describing language:** Candidates demonstrate understanding of language as a system and demonstrate a high level of competence in helping ESOL students acquire and use English in listening, speaking, reading, and writing for social and academic purposes.

**Standard 1.b. Language acquisition and development:** Candidates understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings.

#### **Domain 2: Culture**

Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ESOL students' cultural identities, language and literacy development, and content area achievement.

**Standard 2.a. Nature and Role of Culture:** Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual students' learning.

**Standard 2.b. Cultural Groups and Identity:** Candidates know, understand, and use; knowledge of how cultural groups and students' cultural identities affect language learning and school achievement.

#### **Domain 3: Planning, Implementing, and Managing Instruction**

Candidates know, understand, and use standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources.

**Standard 3.a. Planning for Standards-Based ESL and Content Instruction:** Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ESOL students. Candidates serve as effective English language models, as they plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

#### **Standard 3.b. Managing and Implementing Standards-Based ESL and Content**

**Instruction:** Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum. Candidates support ESOL students in accessing the core curriculum as they learn language and academic content together.

**Standard 3.c. Using Resources Effectively in ESL and Content Instruction:** Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.

#### **Domain 4: Assessment**

Candidates understand issues of assessment and use standards-based assessment measures with ESOL students.

**Standard 4.a. Issues of Assessment for ESL:** Candidates understand various issues of assessment (e.g., cultural and linguistic bias; political, social, and psychological factors) in assessment, IQ, and special education testing (including gifted and talented); the importance of standards; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests of overall mastery), as they affect ESOL student learning.

**Standard 4.b. Language Proficiency Assessment:** Candidates know and use a variety of standards-based language proficiency instruments to inform their instruction and understand their uses for identification, placement, and demonstration of language growth of ESOL students.

**Standard 4.c. Classroom-Based Assessment for ESL:** Candidates know and use a variety of performance-based assessment tools and techniques to inform instruction.

#### **Domain 5: Professionalism**

Candidates demonstrate knowledge of the history of ESL teaching. Candidates keep current with new instructional techniques, research results, advances in the ESL field, and public policy issues. Candidates use such information to reflect upon and improve their instructional practices. Candidates provide support and advocate for ESOL students and their families and work collaboratively to improve the learning environment.

**Standard 5.a. ESL Research and History:** Candidates demonstrate knowledge of history, research, and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning.

**Standard 5.b. Partnerships and Advocacy:** Candidates serve as professional resources, advocate for ESOL students, and build partnerships with students' families.

**Standard 5.c. Professional Development and Collaboration:** Candidates collaborate with and are prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ESOL students.

#### **Graduate School of Education (GSE) Syllabus Statements of Expectations:**

- Students are expected to exhibit professional behavior and dispositions. See [gse.gmu.edu](http://gse.gmu.edu) for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See [gmueu.edu/catalog/apolicies/#TOC\\_H12](http://gmueu.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 [mail.gmu.edu](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 at the beginning of the course. See [gmueu.edu/students/drc](http://gmueu.edu/students/drc) or call (703) 993-2474 to access the DRC.

#### **Nature of Course Delivery:**

Students are expected to be active participants in the class and to help create a unique classroom experience for everyone involved. Brief lectures or PowerPoint presentations help to structure the course. Students will be actively involved through in-class and online Moodle discussions, collaborative learning,

large and small group activities and student presentations. Students are also expected to communicate with the instructors and each other through reflective writing and Moodle entries. Directions for accessing and participating through Moodle will be described in a separate communication.

**Texts:**

Peregoy, Suzanne F. and Boyle, Owen F. (2008). *Reading, Writing, & Learning in ESL*, 5th ed. New York: Longman.

Additional reading materials will be provided by the instructors and/or provided on Moodle. Reading list with additional sources is found on Moodle.

**Course Schedule:**

**Assignments due PRIOR to first class:**

**By 5pm 7/3:**

- Needs assessment
- Case study background
- Online responses

**7/13**

Chapters 1, 2, and 3 of Peregoy & Boyle (P&B) text found on Moodle

Monday 7/13 (12-4:00)	-Introduction <ul style="list-style-type: none"> <li>• Housekeeping</li> <li>• Getting to know you.</li> <li>• Syllabus</li> </ul> -Culture/Second language Acquisition  -Components of a Literacy Program—“The Big Picture”	<u><b>Homework Readings</b></u>  <b>P&amp;B</b> <b>1) 5 and 6</b> <b>2) Skim Ch. 4</b> <b>(for Tuesday)</b>	<u><b>Bring to Class</b></u> <ul style="list-style-type: none"> <li>• Resource Guide and Narrative</li> <li>• Pre-course reading for first class on Moodle site:</li> <li>• P&amp;B Ch. 1-3</li> </ul>
Tuesday 7/14 (9-4:00)	-Oral Language Development <ul style="list-style-type: none"> <li>• Chapter 4 in class activity</li> </ul> -Emergent Literacy  -Vocabulary Development	<b>P&amp;B</b> <b>Ch.7 and 8</b> <b>(for Wednesday)</b>	
Wed. 7/15 (9-4:00)	-Learning to Read (Part 2) –chapter 8  -Learning to Write—chapter 7 <ul style="list-style-type: none"> <li>• Small group/mini presentations meetings</li> </ul>	<b>P&amp;B</b> <b>Ch. 9 and 10</b> <b>(for Thursday)</b>	

Thurs. 7/16 (9-4:00)	-Reading and Writing to Learn (Content area instruction for ELLs) – chapter 9  • Small group/mini presentations meetings	<b>P&amp;B Ch. 11 (for Friday)</b>	
Friday 7/17 (9-4:00)	-Assessment/Synthesis  • Small group/mini-lesson presentations  • Course evaluation		Mini-lesson Presentations in class
<b><u>Assignments due after last class meeting:</u></b>			
Journals/Strategies Log <b>due 7/24 5pm</b>			
Lesson Design and Narrative <b>due 7/24 5pm</b>			

**Course Requirements, Assignments and Evaluation Criteria:**

All students are expected to turn in the completed assignments on or before the date noted in the Course Schedule. Specific assignment instructions and assessment rubrics will be found below.

Needs Assessment Survey (pre-course assignment)	5 points
Internet Site Guide Assignment (pre-course assignment)	15 points
Case Study Background Assignment (pre-course assignment)	15 points
On-Line Discussion (pre-course assignment)	5 points
Journal/Strategies Log	15 points
Mini-lesson Presentation	15 points
Lesson Design and Narrative	20 points
Class Participation	10 points

**Grade Scale and Rationale:**

Grading Scale		Points/Percent
A+	=	98-100
A	=	94-97
A-	=	90-93
B+	=	85-89
B	=	80-84
C	=	75-79
F	=	74- or below

A grade in the “A” range indicates that all criteria were met at an outstanding level; a grade in the “B” range shows that some but not all of the criteria were met and the content is at an above average level; grades in the “C” range or lower indicate fair to average performance with few of the criteria met.

**Class Participation and Attendance:**

The class participation grade will be based on the frequency, objectivity, and relevance of contributions to class discussions, as well as attendance, and general classroom participation. Since this is an intensive, one week course, attendance is required. Unexcused absences will result in a reduction of the grade.

**Class Participation Rubric**  
 (10 points of total grade)

<b>Meets or Exceeds Standards (A) 9-10 points</b>	<b>Partially Meets Standards (B) 7-8 points</b>	<b>Attempts Standards (C) 0-6 points</b>
Consistently demonstrates strong determination in the pursuit of solutions; monitors his/her level of involvement; develops and uses a number of strategies to keep self on track.	Consistently shows determination in the pursuit of solutions and uses strategies to keep self on track.	Sporadically shows determination in the pursuit of solutions and rarely uses strategies to keep self on track.
Often cites from readings; uses readings to support contributions/ often associates readings with the topics being discussed.	Occasionally cites from readings; sometimes uses readings to support contributions; occasionally associates readings with topics being discussed.	Rarely able to cite from readings; rarely uses readings to support contributions; rarely associates readings with topics being discussed.
Always willingly participates; responds frequently to questions; contributes insightful point of view.	Often willingly participates; occasionally responds to questions; occasionally shares point of view	Rarely willingly participates; rarely able to respond to questions; rarely shares point of view.
Always acts appropriately during class; always present.	Often acts appropriately during class; present most of the time.	Distracted or distracting behavior in class; present some of the time.
Always demonstrates commitment through preparation; always on time.	Generally prepared; rarely arrives late.	Generally unprepared; rarely arrives on time.

**Pre-Course Assignments:**

For this course you will need to complete **three (3) assignments** prior to the first class. These assignments must be emailed to the course instructors as follows: students whose last names begin with **A through H** should email their assignments to *Joanne Chen*; students whose last names begin with **I through P** should email their assignments to *Patti Kobryn*; students whose last names begin with **Q**

**through Z** should mail their assignments to *Michelle Skelton*. Instructors' email addresses appear on the first page of this syllabus.

### **Pre-course Assignment I**

#### **Needs Assessment Survey (Posted on Moodle)**

This assignment is 5 points of final grade and is **due by 5pm July 3, 2009**.

This pre-assignment has the following goals:

1. To give participants the opportunity to identify their areas of strength and their areas of weakness in the subject of teaching reading and writing to English Language Learners.
2. To give the instructors the opportunity to identify the degree of background knowledge and skills the participants have in the area of teaching reading and writing to English Language Learners.

This assignment was designed to assist the instructors in ensuring that the participants' goals for teaching reading and writing to English Language Learners are met during the course.

To complete this assignment, follow the steps below:

1. Save the Needs Assessment Survey as a Word Document.
2. Complete the survey using a color font to designate your selected number.
3. Submit the survey **no later than July 3<sup>rd</sup>** to designated instructor.

This assignment is worth 5 points of your grade. It will be graded based on the following rubric:

#### **Scoring Rubric for Needs Assessment Survey**

(5 points of your grade)

<b>Meets/Exceeds Standard ( A ) 5pts.</b>	<b>Partially Meets Standard ( B ) 4pts.</b>	<b>Attempts Standard ( C ) 0-3pts.</b>
Thoroughly completes the survey. Answers each question and gives a detailed response for 10 and 11.	Answers all of the questions, but little detail is provided for 10 and 11.	Doesn't answer all of the questions.

#### **Pre-Course Needs Assessment Survey**

The primary purpose of this self-assessment is to help you reflect on your preparation for working with English Language Learners especially in the areas of reading and writing.

1. **How would you rate your understanding of language acquisition and development?**

1	2	3	4	5	6
Very Comfortable			Fairly Comfortable		Not Comfortable At All

2. **How would you rate your comfort level in designing lesson plans that develop the Academic Language Proficiency of English Language Learners?**

1	2	3	4	5	6
Very Comfortable			Fairly Comfortable		Not Comfortable At All

3. **How would you rate your understanding of strategies that support content area understanding and make it comprehensible for English Language Learners?**

1	2	3	4	5	6
Very Comfortable			Fairly Comfortable		Not Comfortable At All

4. **How would you rate your understanding of ways to scaffold instruction to meet the needs of English Language Learners?**

1	2	3	4	5	6
Very Comfortable			Fairly Comfortable		Not Comfortable At All

5. **How would you rate your comfort level in creating learning environments that are optimal for English Language Learners?**

1	2	3	4	5	6
Very Comfortable			Fairly Comfortable		Not Comfortable At All

6. **How would you rate your comfort level in teaching reading to English Language Learners?**

1	2	3	4	5	6
Very Comfortable			Fairly Comfortable		Not Comfortable At All

7. **How would you rate your comfort level in teaching writing to English Language Learners?**

1	2	3	4	5	6
Very Comfortable			Fairly Comfortable		Not Comfortable At All

8. **How would you rate your comfort level in modifying materials to increase the comprehensibility for English Language Learners?**

1                      2                      3                      4                      5                      6

---

Very                      Fairly                      Not  
Comfortable                      Comfortable                      Comfortable  
At All

9. **How would you rate your comfort level in selecting or developing supplementary material to make lessons clear and meaningful to English Language Learners?**

1                      2                      3                      4                      5                      6

---

Very                      Fairly                      Not  
Comfortable                      Comfortable                      Comfortable  
At All

10. **As you assess your understanding and effectiveness of teaching ELLs, identify areas in which you would like to improve and why.**

---

11. **What are your expectations for this course?**

---

**Source: Teach First Teacher Self-Assessment**

**Pre-course Assignment II**  
**Case Study Background**

**This assignment is worth 15 points of your grade and is due by 5pm, July 3, 2009.**

This pre-assignment has the following goals:

1. To give participants the opportunity to reflect and formulate questions they want addressed in this course.
2. To give participants the opportunity to reflect on a specific English language learner or group of learners whose reading and writing needs they want to address.
3. To give the instructors information on the kinds of problems and situations the participants encounter in their teaching situations so that the instructors can match theory and practice to the participants' needs.

One of the challenges in this course is to address needs, concerns and questions which have arisen from **your** teaching situations. Some of you are general education teachers who have English Language Learners (ELLs) in your class or anticipate having them as students. Others are English as a Second Language (ESL) teachers who are looking for new strategies or have been asked for reading and writing strategies for ELLs by classroom teachers. This assignment is designed for you to reflect on what you want to get out of this course. This information will be used and referred to by the instructors throughout the course. For you, this information will serve as the scenario for the mini-lesson you present on Friday.

To complete this writing assignment, follow the steps below:

1. Provide contextual data by beginning your narrative with a **description of your teaching setting**. Describe the school site, including information on demographics, socioeconomic factors, school size and any other important information about the school.
2. **Describe the child or group of children you are referencing** by telling the age, home language, length of time learning English and any other information that will help to understand the learning situation of the child.
3. **Describe the teacher** (it could be you) who needs assistance or strategies for ELLs. Tell about years of teaching, languages spoken, attitude towards language learners and any other important information that will help us understand the situation. For example: Does your school offer a pull-out ESOL model, a push-in ESOL model, an inclusion model or sheltered ESL model?
4. **Conclude with a reflection** on the challenges the teacher or you have encountered in teaching reading and writing to ELLs. What has the teacher done already to address the situation and how does the teacher feel about whether the strategies or guidance has helped? Write a description of what has already been done to address the concerns, tell if it worked or if it did not and why. **Include specific reading or writing concerns you are describing.** (For example: Juan has difficulty decoding words within a story and this impacts his comprehension.)

The format for this assignment is as follows:

- Should be no longer than 2-3 pages in length.
- Font is no smaller than 12 point.
- Each section (1-4) is clearly labeled.
- Your name is included on a header on every page.

Email this pre-course assignment to your designated instructor. This assignment is **due by 5 pm July 3, 2009** and is worth 15 points of your grade.

### Scoring Rubric for Pre-Course Case Study Assignment

(15 points of your grade)

<b>Meets/Exceeds Standards (A) 14-15pts</b>	<b>Partially Meets Standard (B) 12-13pts</b>	<b>Attempts Standard (C) 0-11 pts</b>
Chooses a real situation that can be addressed in class and provides sufficient background data for all participants to understand the context and the problem. No or little additional information is needed in order to understand the concern.	Selects a concern or situation that is very general. More information is needed to understand how to address the concern. Important details about the student and teaching concern are missing.	Does not present a concern or states very general concerns with few details. Does not provide a working situation.

**Pre-course Assignment III**

**On-Line Discussion of Readings**

(This assignment is worth 5 points of your grade and is **due by 5pm July 3, 2009.**)

This pre-assignment has the following goals:

1. To give students the opportunity to reflect and respond to three (3) readings prior to class.
2. To give participants the opportunity to dialogue with instructors and other classmates on readings.
3. To provide students with valuable background information prior to commencing the class.

To complete this assignment, follow the steps below:

1. Log onto [http://www.ascd.org/publications/educational\\_leadership/current\\_issue.aspx](http://www.ascd.org/publications/educational_leadership/current_issue.aspx) to retrieve the articles you chose
2. Choose 3 readings
3. You will need to log into Moodle and enter your answers to discussion questions. **\*\*Please be looking for these directions on a separate handout\*\***
4. **Choose and read one additional article to bring to the first day of class.** Be prepared to discuss the salient points of the article.

**Scoring Rubric for On-Line Discussions**

(5 points of your grade)

<b>Meets/Exceeds Standard (A) 5 points</b>	<b>Partially Meets Standard (B) 4 points</b>	<b>Attempts Standard (C) 0-3 points</b>
Posted at least one response to 3 readings. Responses show clarity of thought and reflection to the readings.	Posted at least one response to 3 readings. Responses show some thought and reflection.	Posted less than what was required. Responses appear to lack thought and reflection.

**Pre-course Assignment IV**

**Internet Site Guide**

**(This assignment, worth 15 points of your final grade, is due July 13, 2009.  
BRING TO CLASS)**

This assignment has the following goals:

1. To evaluate internet sites designed for teaching ELLs which can be used in the participant's teaching situation.

2. To gain an appreciation for the breadth and depth of available research on English language learning and practical application of strategies.
3. To make recommendations on internet sources to participants who are in similar teaching situations.

This course aims to assist teachers of a wide range of learners (pre-K-12) in developing reading and writing strategies as well as to understand the research and theory behind English language learning. To meet this challenge, you will review various internet websites designed for teaching ELLs. **You will write a short narrative on what you learned during the evaluation of internet sites and what you recommend to your colleagues in this class.**

To complete this assignment, follow the steps below:

1. Evaluate **at least** six of the following internet site from the following list:
  - [www.esl-lab.com](http://www.esl-lab.com)
  - [www.region10.org/](http://www.region10.org/)
  - <http://members.tripod.com/~ESL4kids/links.html>
  - [www.cal.org/caela/esl\\_resources/](http://www.cal.org/caela/esl_resources/)
  - [www.ohiou.edu/esl/English/vocabulary.html](http://www.ohiou.edu/esl/English/vocabulary.html)
  - [www.writingproject.org/](http://www.writingproject.org/)
  - <http://owl.English.purdue.edu/handouts/esl/>
  - [www.literacyconnections.com/Secondlanguage.html](http://www.literacyconnections.com/Secondlanguage.html)
  - [www.acs.ucalgary.ca/~dkbrown/](http://www.acs.ucalgary.ca/~dkbrown/)
  - [www.sdcoe.k12.ca.us/score/cyberguide.html](http://www.sdcoe.k12.ca.us/score/cyberguide.html)
  - [www.everythingsl.net](http://www.everythingsl.net)
  - [www.eslcafe.com/search/index.html](http://www.eslcafe.com/search/index.html)
  - <http://iteachilearn.com/index.html>
  - [www.ohiou.edu/esl/teacher/testing.html#Testing](http://www.ohiou.edu/esl/teacher/testing.html#Testing)
  - <http://ericae.net/intbod.stm>
  - [www1.harenet.ne.jp/~waring/vocab/index.html](http://www1.harenet.ne.jp/~waring/vocab/index.html)
2. Be specific and fill out the information on the **Internet Site Grid**.
3. Locate **two additional** internet resources and add them to the grid. You may choose to use some recommended links from the above list.
4. Be ready to discuss/share the reasons you evaluated the website.
5. Write a short narrative synthesizing what you learned from doing this assignment and include a recommendation for at least one of the internet sites you included in your list.
6. **Turn in a print copy of the Internet Site Guide along with your narrative on the first day of class.**

**Internet Site Guide Scoring Rubric**  
 (15 points of your grade.)

Meets/Exceeds Standard (A) 14-15 points	Partially Meets Standard (B)12-13 points	Attempts Standard (C) 0-11 points
Evaluates 8 websites and shows	Reviews less than 8 websites	Reviews less than 4 websites

<p>how they apply to meeting the needs of ELLs. Evaluation provides a detailed and in depth review of given internet sites. Narrative with recommendation directly addresses participant's needs.</p>	<p>and/or shows limited understanding of how they apply to meeting the needs of ELLs. Evaluation provides a limited review of given internet sites. Narrative with recommendation is too general to address participant's needs.</p>	<p>and/or shows limited understanding of how they apply to meeting the needs of ELLs. Evaluation provides a limited or does not include a review of the internet sites. Narrative does not include a recommendation.</p>
---	--	--

**Internet Site Grid**

Website and address	Instructional Applications	Who is it for? Teacher/student (grade and/or proficiency level)	Additional comments and accessibility/adaptability	Recommended (If yes, for whom and why)

### Journal/Strategies Log Assignment

(This assignment is worth 15 points of final grade and is **due by 5pm on July 24, 2009.**)

You will need a composition notebook to participate in this assignment. The main goal of this assignment is to provide you with practical strategies that you can use to help you effectively teach reading and writing to your English language learners (ELLs). Each day you will have the opportunity to journal your experiences reflecting on the new strategies learned in class.

This assignment has the following goals:

1. To experience new teaching techniques that will enhance your instruction of ELLs.
2. To reflect on class discussions, readings, classroom practices and presentations of strategies during the course of this class.
3. To develop and maintain a readily accessible log of “usable” interactive instructional strategies.

To complete this assignment, follow the steps below:

1. Complete informal entries daily on the strategies learned (done in class.)
2. When the course is completed, you will compile your reflections into a **narrative**. Chose five strategies and complete the following for each entry:
  - Name of strategy
  - Describe the strategy
  - How strategy was used in class
  - How would you modify and implement it for your grade and for lower proficiency levels.
  - How would share this strategy with your colleagues.
3. This narrative which includes five strategies and addresses the above discussion points **must be emailed to your instructor by 5pm on Friday, July 24, 2009. All narratives must be double spaced, font 12, and 3-5 pages long.**

### Journal Assignment Rubric

(15 points of final grade)

<b>Meets or Exceeds Standards (A) 14-15 points</b>	<b>Partially Meets Standards (B) 12-13 points</b>	<b>Attempts Standards (C) 0-11 points</b>
Narrative contains 5 strategies addressing all 5 points clearly and detail. Contains no typos/mechanical or grammatical errors.	Narrative contains 4 strategies and addresses most points clearly and in detail. Contains some typos/mechanical or grammatical errors.	Narrative contains less than 4 strategies and addresses few points and/or vague in detail. Contains several typos/mechanical or grammatical errors.

### Mini-Lesson Presentation

(This assignment is worth 15 points of final grade and is **due on July 17, 2009.**)

Your small group will conduct a 20-minute mini-lesson. The main goal of this assignment is to design an activity that incorporates reading and writing strategies for English language learners that you can present to your fellow classmates as if they were your students. **This mini-lesson can be used as the basis of your Lesson Design Project.**

This assignment has the following goals:

1. To practice a new teaching technique that will accommodate your ELLs
2. To incorporate at least one reading and one writing strategy into a 20 minute lesson.

To complete this mini-lesson assignment, follow the steps below:

1. Form a group of no more than 4 people.
2. Choose a scenario from one of the case studies that the members of your group prepared (Pre-Course Assignment II.) Design a lesson to meet the needs of that student or group of students.
3. Present your 20-minute lesson to the class as if they were your students. You will need to provide a brief explanation of their hypothetical age, proficiency level, etc. before beginning your presentation.
4. Each group member will need to evaluate the presentation and the participation of the group members and his/her own participation. Complete the attached form.

The mini-lesson will be graded using the following criteria:

- The activity contains a reading and writing strategy
- The content presented builds on a scenario from one of the case studies in your group.
- The content presented is accurate, interesting and appropriate for the intended age, proficiency level, etc.
- The learning objective is clear to the observers/participants.
- The sequencing is logical and the presentation is clear.
- Time is well managed (within 15-20min).
- Participation of all group members

### Rubric for the Mini-presentation

(15 points of your grade)

<b>Meets or Exceeds Standards (A) 14-15 points</b>	<b>Partially Meets Standards (B) 12-13 points</b>	<b>Attempts Standards (C) 0-11 points</b>
Lesson contains a reading <b>and</b> a writing strategy.	Lesson contains only a reading <b>or</b> a writing strategy.	Lessons contain no reading or writing strategy.
All of the content is accurate, interesting and appropriate for the intended age, level, etc. All requirements have been met (i.e., typed lesson description, prepared presentation, and	Most of the content is accurate, interesting and appropriate for the intended age, level, etc. Most requirements have been met (i.e. typed lesson description, prepared	Some of the content is accurate, interesting and appropriate for the intended age, level, etc. Some requirements were missing (i.e., typed lesson description, prepared

complete evaluation form).	presentation, and complete evaluation form).	presentation and incomplete evaluation form).
Learning objective is clear to the observers/participants.	Learning objective is somewhat clear to the observers/participants.	Learning objective is unclear to the observers/participants.
Sequencing is logical and the presentation is clear.	Sequencing is mostly logical and the presentation is mostly clear.	Sequencing is somewhat illogical and the presentation is unclear.
Presentation conformed to the time limit.	Presentation almost conformed to the time limit.	Presentation did not conform to the 20-minute time limit.

## Mini-lesson Presentation Evaluation Sheet

Name: \_\_\_\_\_

Name of Group Members \_\_\_\_\_

---

Read the first question in each group and circle the best description. Read the second statement in each group and provide a narrative answer.

### Assessment of Team Process

1. How did your group work together to achieve the goals of the assignment?

Very well	Well	OK	Fairly well	Not well
-----------	------	----	-------------	----------

2. Briefly state how your group could improve their performance.

### Assessment of Peers

3. What was the level of productivity and collaboration of your peers?

Very high	Fairly high	High	Acceptable	Fairly low	Low
-----------	-------------	------	------------	------------	-----

4. Briefly state how you arrived at your evaluation of the productivity and collaboration of your peers.

### Assessment of Self

5. How would you rate your own level of productivity and collaboration to achieve the project goals?

Very high	Fairly high	High	Acceptable	Fairly low	Low
-----------	-------------	------	------------	------------	-----

6. State how you could have improved your contribution to your group.

### Summary of Experience

7. Use the back of this sheet to summarize your experience. Be sure to include how you applied the strategies learned in this course.

**Lesson Design Project**  
**(Post-Course Assignment)**

(This assignment is worth 20 points of your final grade and is **due by 5pm July 24, 2009.**)

This activity has the following goals:

1. To apply your knowledge of teaching ELL reading and writing strategies.
2. To apply your knowledge of research based literacy instruction in a classroom setting.

After participating in class reading and writing activities and learning about specific strategies for planning content lessons for ELLs, you will design a content and language (reading/writing, science, social studies, math, etc.) lesson for English Language Learners based on the mini-lesson presented by your group or a topic you are planning to teach next year. The lesson should be for a class that is approximately 45 minutes. The Lesson Design Project will be in two parts: a lesson plan and a narrative.

The lesson plan must include the following:

- The grade level, subject and students for whom the lesson is designed
- A content and a language goal for the lesson
- SOL and ELP objectives
- Building Background Knowledge prior to teaching the lesson
- Strategies and Activities for Presenting the New Content
- Practice and Application Strategies and Activities ( help students use the new content)
- Informal assessment ( How you know that the students learned this content other than a test/quiz)
- Suggested pre and post lesson activities.

The narrative must also include:

- An explanation as to why the strategies selected for this lesson will effectively meet the literacy needs of English Language Learners.
- 3-5 research sources
- A bibliography in APA style (see [www.dianahacker.com](http://www.dianahacker.com) )

**This assignment must be e-mailed to your instructor by 5pm, July 24, 2009.**

**Lesson Design Project Rubric**  
(20 points of final grade)

<b>Meets or Exceeds Standards (A) 17-20 points</b>	<b>Partially Meets Standards (B) 14-16 points</b>	<b>Attempts Standards (C) 0-15 points</b>
Designed a lesson with a language and content goal.	Designed a lesson with a language and content goal.	Designed a lesson with either a language or content goal missing.
Incorporated reading and writing strategies appropriate for ELLs.	Incorporated reading and writing strategies somewhat appropriate for ELLs..	Incorporated reading and writing strategies that are not very appropriate for ELLs.
Narrative includes a clear explanation for how selected strategies meet the literacy needs of ELLs.	Narrative includes a limited explanation for how selected strategies meet the literacy needs of ELLs.	Narratives does not include an explanation for how selected strategies meet the literacy needs of ELLs.