

Cover Sheet: Request 11660

TSL 3XXX ESOL and Reading for Teachers

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Suzanne Chapman schapman@coe.ufl.edu
Created	5/1/2017 8:47:37 AM
Updated	9/21/2018 4:06:04 PM
Description of request	This course is designed to develop understanding of literacy teaching and learning, with a dual focus on native speakers of English and English Language Learners. The course meets FL Department of Education requirements for teacher preparation programs.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	COE - School of Teaching and Learning 011805000	Ester De Jong		5/1/2017
No document changes					
College	Approved	COE - College of Education	Nancy Waldron		9/21/2018
Undergrad Reading ESOL Syllabus 2-21-18.docx					2/21/2018
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			9/21/2018
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 11660

Info

Request: TSL 3XXX ESOL and Reading for Teachers

Description of request: This course is designed to develop understanding of literacy teaching and learning, with a dual focus on native speakers of English and English Language Learners. The course meets FL Department of Education requirements for teacher preparation programs.

Submitter: Nancy Waldron waldron@coe.ufl.edu

Created: 2/23/2018 3:14:13 PM

Form version: 2

Responses

Recommended Prefix

Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

Response:

TSL

Course Level

Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Response:

3

Number

Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

Response:

XXX

Category of Instruction

Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.

Response:

Intermediate

- 1000 and 2000 level = Introductory undergraduate
- 3000 level = Intermediate undergraduate
- 4000 level = Advanced undergraduate
- 5000 level = Introductory graduate
- 6000 level = Intermediate graduate
- 7000 level = Advanced graduate

4000/5000 and 4000/6000 levels = Joint undergraduate/graduate (these must be approved by the UCC and the Graduate Council)

Lab Code

Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title

Enter the title of the course as it should appear in the Academic Catalog.

Response:
ESOL and Reading for Teachers

Transcript Title

Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 21 characters (including spaces and punctuation).

Response:
ESOL & RDG Teachers

Degree Type

Select the type of degree program for which this course is intended.

Response:
Baccalaureate

Delivery Method(s)

Indicate all platforms through which the course is currently planned to be delivered.

Response:
Online, On-Campus

Co-Listing

Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:
No

Effective Term

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:

Earliest Available

Effective Year

Select the requested year that the course will first be offered. See preceding item for further information.

Response:
2018

Rotating Topic?

Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit

Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:
No

Contact Type

Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:
Regularly Scheduled

- Regularly Scheduled [base hr]
- Thesis/Dissertation Supervision [1.0 headcount hr]
- Directed Individual Studies [0.5 headcount hr]
- Supervision of Student Interns [0.8 headcount hr]
- Supervision of Teaching/Research [0.5 headcount hr]
- Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Weekly Contact Hours

Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:

3

Course Description

Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 50 words or fewer. See course description guidelines.

Response:

This course is designed to develop students' understanding of literacy teaching and learning, with a dual focus on native speakers of English and English Language Learners. It focuses on methods and materials that can be used to support the development of proficient and critical adolescent readers in academic content areas.

Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

Response:

None

Completing Prerequisites on UCC forms:

- Use "&" and "or" to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and major/minor in PHHP should be written as follows:

HSC 3502(C) & (HSC 3057 or HSC 4558) & (HP college or (HS or CMS or DSC or HP or RS minor))

Co-requisites

Teaching Reading Sourcebook: Phonological Awareness (pages 116-127)

Improving Phonological Awareness and Decoding Skills of High School Students from Diverse Backgrounds-

http://www.redorbit.com/news/education/1254304/improving_phonological_awareness_and_decoding_skills_of_hi

Language Experience Approach

<https://sites.google.com/a/sau53.org/critical-task-edu-501/language-experience-approach>

<https://esl-methods.wikispaces.com/file/view/LANGUAGE+EXPERIENCE+APPROACH.pdf>

Teaching Reading Sourcebook: Introduction pp. 161-168, Irregular Words pp. 242-251, Multisyllabic Word Reading pp. 260-271

Phonics Instruction for Middle and High School ELLs

<http://www.colorincolorado.org/article/phonics-instruction-middle-and-high-school-ells>

<https://www5.esc13.net/thescoop/insight/2014/01/phonics-instruction-for-middle-and-high-school-ells/>

<http://www.ascd.org/publications/educational-leadership/mar04/vol61/num06/Phonics-Instruction-for-Older-Students%C2%A2-Just-Say-No.aspx>

Teaching Reading Sourcebook: Introduction to Reading Fluency, pp. 321-326; Fluency Instruction, pp. 36-373

Teaching Reading Sourcebook: Introduction to Vocabulary pp. 407-418; Chapter 11 Specific Word Instruction pp. 420-435; Chapter 12 Word-learning Strategies pp. 488-505

Classroom Vocabulary Assessment for Content Areas

<http://www.readingrockets.org/article/classroom-vocabulary-assessment-content-areas>

Teaching Reading Sourcebook: Introduction, pp. 609-632; Chapter 14 Literary Text; Chapter 15 Informational Text

Assessing Reading Comprehension

<http://www.learnnc.org/lp/pages/725>

From College to Classroom: Three Teachers' Accounts of Their Adaptations of Reciprocal Teaching

Reciprocal Teaching

http://www.readingrockets.org/strategies/reciprocal_teaching

Select one or more of the following texts based on your content area/major:

Gallagher, K. (2004). *Deeper Reading: Comprehending Challenging Texts, 4-12*. Stenhouse. [for English majors]

Calderon, M. (2007). Teaching the art in language arts. In M. Calderon, *Teaching Reading to English Language Learners Grades 6-12: A Framework for Improving Achievement in the Content Areas*. Thousand Oaks, CA: Corwin Press. [for English majors]

Grant, M. C., Fisher, D., & Lapp, D. (2015). *Reading and Writing in Science: Tools to Develop Disciplinary Literacy (2nd Ed.)*. Thousand Oaks, CA: Corwin Press. [for science majors]

Nokes, J. (2013). *Building students' historical literacies: Learning to read and reason with historical texts and evidence*. New York: Routledge. [for social studies majors]

Thompson, D. R., Kersaint, G., Richards, J. C., Hunsader, P. D., & Rubenstein, R. N. (2008).

Mathematical literacy: Helping students make meaning in the middle grades. Portsmouth, NH: Heinemann. [for mathematics majors]

Landay, E., & Wootton, K. (2012). A Reason to Read: Linking Literacy and the Arts. Cambridge, MA: Harvard Education Publishing Group. [for Performing Arts majors]

Moxley, K. (2012). Learning with text in the arts. In T. Jetton & C. Shanahan (Eds.), Adolescent literacy in the academic disciplines: General principles and practical strategies. pp. 227-266. New York: Guilford Press. [for Performing Arts majors]

Weekly Schedule of Topics

Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:

The course is organized into 16 modules. In the beginning 8 modules, students will be expected to read and complete an assignment or a quiz by the conclusion of the module. In the final 8 modules, students will read materials that are specific to their disciplines and areas of future instruction. Students will be grouped according to these disciplines and they will engage in weekly discussion forums that are intended to scaffold their work toward the final unit plan due in Module 16.

MODULE 1: INTRODUCTION TO READING and ESOL

TOPICS:

- The Reading Process
- Overview Components of the Reading Process: Comprehension, Oral Language, Phonological Awareness, Phonics, Fluency and Vocabulary
- Florida Consent Decree

READINGS:

Teaching Reading Sourcebook: The Big Picture pp.1-16

Teaching Reading to ELLS: Chapter 2

Summary of the Florida Consent Decree

https://www.scps.k12.fl.us/_resources/documents/ESOLMETAConsentSummary.pdf

Activities:

Quiz for Module 1-Introduction to Reading and ESOL

Florida Consent Decree Scavenger Hunt

MODULE 2: STAGES OF LANGUAGE PROFICIENCY

TOPICS:

- Stages of Language Proficiency
- Differences between Learning to Read in L1 and L2

READINGS:

Stages of Second Language Acquisition (pay particular attention to the amount of student language generated across the different stages and the teacher's behavior in response to the student's language output)

Teaching Reading to ELLS: Chapter 1

What Does Research Tell Us About Teaching Reading to English Language Learners

<http://www.usc.edu/dept/education/CMMR/543/543IrujoResearchReadingELLs.pdf>

Supporting ELLs' Achievement: Oral Language Unpacked (10 pages)

[http://schools.nyc.gov/NR/rdonlyres/E4AE4518-BA8A-42E1-89C6-](http://schools.nyc.gov/NR/rdonlyres/E4AE4518-BA8A-42E1-89C6-844A95C7B148/0/OralLanguageUnpackedLesauxandRussHarrisBrief_73015.pdf)

[844A95C7B148/0/OralLanguageUnpackedLesauxandRussHarrisBrief_73015.pdf](http://schools.nyc.gov/NR/rdonlyres/E4AE4518-BA8A-42E1-89C6-844A95C7B148/0/OralLanguageUnpackedLesauxandRussHarrisBrief_73015.pdf)

Activities:

Quiz for Module 2-Stages of Language Proficiency

MODULE 3: LEARNING TO READ VS READING TO LEARN

TOPICS:

- Phonological Awareness
- Oral Language Development
- Language Experience Approach
- Assessing Phonological Awareness

READINGS:

Teaching Reading Sourcebook: Phonological Awareness (pages 116-127)

Improving Phonological Awareness and Decoding Skills of High School Students from Diverse Backgrounds-

http://www.redorbit.com/news/education/1254304/improving_phonological_awareness_and_decoding_skills_of_hi

Language Experience Approach

<https://sites.google.com/a/sau53.org/critical-task-edu-501/language-experience-approach>

<https://esl-methods.wikispaces.com/file/view/LANGUAGE+EXPERIENCE+APPROACH.pdf>

Video (LEA)

https://www.youtube.com/watch?v=GSGqw2te_8A

ACTIVITY:

Quiz for Module 3: Phonological Awareness

MODULE 4: PHONICS

TOPICS:

- Phonics
- Assessing Phonics

READINGS:

Teaching Reading Sourcebook: Introduction pp. 161-168, Irregular Words pp. 242-251, Multisyllabic Word Reading pp. 260-271

Phonics Instruction for Middle and High School ELLs

<http://www.colorincolorado.org/article/phonics-instruction-middle-and-high-school-ells>

<https://www5.esc13.net/thescoop/insight/2014/01/phonics-instruction-for-middle-and-high-school-ells/>

<http://www.ascd.org/publications/educational-leadership/mar04/vol61/num06/Phonics-Instruction-for-Older-Students%C2%A2-Just-Say-No.aspx>

ACTIVITY:

Quiz for Module 4: Phonics

MODULE 5: FLUENCY

TOPICS:

- The Difference between Fluency and Comprehension
- Assessing Fluency
- Instructional Strategies for Cultivating Fluency

READINGS:

Teaching Reading Sourcebook: Introduction to Reading Fluency, pp. 321-326; Fluency

Instruction, pp. 36-373

Teaching Reading to ELLs, Chapter 3: Teaching Reading Fluency and Comprehension to ELLs

Creating Fluent Readers

<http://www.ascd.org/publications/educational-leadership/mar04/vol61/num06/Creating-Fluent-Readers.aspx>

ACTIVITIES:

Quiz for Module 5: Fluency

MODULE 6: VOCABULARY DEVELOPMENT

TOPICS:

- Vocabulary Strategies
- Vocabulary Instruction
- Assessing Vocabulary

READINGS:

Teaching Reading Sourcebook: Introduction to Vocabulary pp. 407-418; Chapter 11 Specific Word Instruction pp. 420-435; Chapter 12 Word-learning Strategies pp. 488-505

Teaching Reading to ELLs, Chapter 6: Teaching Vocabulary to ELLS

Classroom Vocabulary Assessment for Content Areas

<http://www.readingrockets.org/article/classroom-vocabulary-assessment-content-areas>

ACTIVITY:

Quiz for Module 6: Vocabulary

MODULE 7: READING COMPREHENSION

TOPICS:

- Before, During and After Reading Activities
- Assessing Reading Comprehension

READINGS:

Teaching Reading Sourcebook: Introduction, pp. 609-632; Chapter 14 Literary Text; Chapter 15 Informational Text

Chapter 4 of Teaching Reading to English Language Learners, Grades 6-12 by Margarita Calderon "Teaching Reading Comprehension and Content"

Assessing Reading Comprehension

<http://www.learnnc.org/lp/pages/725>

ACTIVITY:

Quiz for Module 7: Comprehension

MODULE 8: RECIPROCAL TEACHING

TOPICS:

- Reciprocal Teaching
- Assessment Comprehension

READINGS:

From College to Classroom: Three Teachers' Accounts of Their Adaptations of Reciprocal Teaching

Reciprocal Teaching

http://www.readingrockets.org/strategies/reciprocal_teaching

ACTIVITY:

Reciprocal Teaching Assignment with an Assessment Component

MODULES 9-15: READING IN THE CONTENT AREAS

TOPICS:

- Science
- Social Studies
- Math
- English/Language Arts
- The Arts

READINGS:

Over the course of the next seven modules, students will be reading a set of discipline specific texts. Students will select one set of texts from the readings below. The schedule of readings will be provided to the students. As they read, they will engage in a discussion forum that is related to the readings and the final lesson plan. The instructor will create discussion forum starters that are intended to scaffold the students' understandings of each section of the final lesson plan.

Select one set of content area texts (two readings per set)

Science (5 CHAPTERS-160 PAGES)

Grant, M. C., Fisher, D., & Lapp, D. (2015). *Reading and Writing in Science: Tools to Develop Disciplinary Literacy* (2nd Ed.). Thousand Oaks, CA: Corwin Press.

ELLs and Science

http://steinhardt.nyu.edu/scmsAdmin/uploads/004/739/NYU_PTE_Science_Module_For_ELLS_Oct_8_2009.pdf

Math (12 CHAPTERS-178 PAGES)

Thompson, D. R., Kersaint, G., Richards, J. C., Hunsader, P. D., & Rubenstein, R. N. (2008). *Mathematical literacy: Helping students make meaning in the middle grades*. Portsmouth, NH: Heinemann.

ELLs and Math

http://steinhardt.nyu.edu/scmsAdmin/uploads/004/738/NYU_PTE_Math_Module_For_ELLS_Oct_8_2009.pdf

Social Studies (13 CHAPTERS-204 PAGES)

Nokes, J. (2013). *Building students' historical literacies: Learning to read and reason with historical texts and evidence*. New York: Routledge

ELLs and Social Studies

http://steinhardt.nyu.edu/scmsAdmin/uploads/004/740/NYU_PTE_SocialStudies_for_ELLS_Oct2009.pdf

The Arts (8 CHAPTERS-187 PAGES)

Landay, E., & Wootton, K. (2012). *A Reason to Read: Linking Literacy and the Arts*. Cambridge, MA: Harvard Education Publishing Group.

Moxley, K. (2012). Learning with text in the arts. In T. Jetton & C. Shanahan (Eds.), *Adolescent literacy in the academic disciplines: General principles and practical strategies*. pp. 227-266. New York: Guilford Press.

English/Language Arts (10 CHAPTERS-216 PAGES)

Gallagher, K. (2004). *Deeper Reading: Comprehending Challenging Texts, 4-12*. Stenhouse.

Calderon, M. (2007). Teaching the art in language arts. In M. Calderon, *Teaching Reading to English Language Learners Grades 6-12: A Framework for Improving Achievement in the Content*

Areas. Thousand Oaks, CA: Corwin Press.

ACTIVITIES:

In each Module, the students will engage in a discussion forum where they are coached on using the content area text as a way to guide their development of the lesson plan in the following areas:

Module 9 Discussion Topic: Identifying a topic of study and examining the Florida Standards that can be addressed in a unit on that topic

Module 10 Discussion Topic: Students will begin identifying texts for their final lesson plan and identify features of the text that may make it challenging for adolescent readers

Module 11 Discussion Topic: Of the texts selected for use in the lesson plan, students will discuss any vocabulary terms they have identified for instruction and strategies they will use to teach these terms to diverse learners

Module 12 Discussion Topic: From the texts selected for use in the lesson plan, students will discuss any comprehension strategies they might use to help their diverse learners make sense of the texts

Module 13 Discussion Topic: Students will discuss ways they will differentiate their instruction in vocabulary and comprehension to effectively meet the needs of all students (e.g., ELLs, struggling readers, advanced readers)

Module 14 Discussion Topic: Students will discuss ways they will assess their students to determine that the objectives and standards they have selected for their lesson plan have been learned

Module 15 Discussion Topic: Students will engage in a reflection of their learning on how they will effectively teach the reading process to diverse learners, within their given discipline

Module 16: Final Lesson Plan is due

Links and Policies

Consult the syllabus policy page for a list of required and recommended links to add to the syllabus. Please list the links and any additional policies that will be added to the course syllabus.

Please see: syllabus.ufl.edu for more information

Response:

Links and Policies:

Course and University Policies

a. Attendance and Make-Up Assignments

Requirements for class attendance and make-up quizzes, assignments, and other work in this course is consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>. In order to receive full credit for work, students must turn in all required assignments on the specified due date. No late work will be accepted unless there are documented extenuating circumstances.

b. Accommodations for Students with Disabilities

Students requesting accommodation for disabilities must first register with the Disability Resource Center- www.dso.ufl.edu/drc/. The DRC will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodations. Students should contact the DRC and complete this process as early as possible in the term for which they are seeking accommodations.

c. UF Student Honor Code

UF students are bound by the Honor Pledge, which states, "We, them members of the UF

community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at UF, the following pledge is either required or implied, "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor of the class.

d. Online Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.

e. Student Assistance and Emergencies

University support services are available to students who are experiencing significant distress and/or personal emergencies. As appropriate please contact: UF Counseling & Wellness Center: www.counseling.ufl.edu or 352-392-1575

University Police Department: 352-392-1111 or 9-1-1 for emergencies

Grading Scheme

List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades.

Response:

Assignments (10% of total grade)

Florida Consent Decree Scavenger Hunt (30 points)

Read the summary of the Florida Consent Decree (FCD) looking for answers to the questions in the scavenger hunt. The FCD governs the education of ELLs in Florida from issues of identification, to the curriculum, to the number of hours teachers need with respect to ESOL professional development. Speaking of hours, secondary teachers need 60 hours (which this course fulfills), while elementary teachers and secondary English teachers need 300 hours. Read the summary to familiarize yourself with Florida's requirements regarding the education of English Language Learners

Reciprocal Teaching Assignment (70 points)

Part I. Create your own Reciprocal Teaching Model for your future classroom. While your model must include the comprehension strategies of questioning, summarizing, clarifying and predicting, the order in which the strategies are used is up to you. You may also include additional strategies in your model if you wish.

Numerically list and explain the steps involved in your RT model. Feel free to borrow ideas from the three teachers highlighted in the Coley article. Be sure to specify such things as whether students are working in small groups or working independently; whether the students are reading the text in class or at home and how much of the text will be read (section by section or whole text or something in between); whether or RT model is a During Reading Activity like the conventional model or an After Reading Activity like some modified models.

Create the support material for implementing RT in your classroom (i.e., bookmarks or cue cards for students when working in small groups or when working independently). Finally, identify three thematically related texts from your content area in which RT can be used; include at least one digital text.

Part II. Assessing Reading Comprehension in Reciprocal Teaching

Using ideas from the assigned readings, including "Assessing Reading Comprehension with ELLS," explain how you will informally assess students in the context of Reciprocal Teaching

regarding their comprehension of the text, particularly with respect to how well they are able to summarize the text, make predictions and ask questions. How might you need to modify your assessment for an ELL?

Online Quizzes (30% of total grade)

Discussions (30% of total grade)

Final Lesson Plan (30% of total grade)

Grade	Accumulative Points	Percentage
A	925-1,000	92.5-100%
A-	900-924	90-92.4%
B+	890-899	89-89.9%
B	825-889	82.5-88.9%
B-	800-824	80-82.4%
C+	790-799	79-79.9%
C	725-789	72.5-78.9%
C-	700-724	70-72.4%
D+	690-699	69-69.9%
D	625-689	62.5-68.9%
D-	600-624	60-62.4%
F	0-599	0-59.9%

Quizzes:

Quiz Module 1: 42 points

Quiz Module 2: 43 points

Quiz Module 3: 43 points

Quiz Module 4: 43 points

Quiz Module 5: 43 points

Quiz Module 6: 43 points

Quiz Module 7: 43 points

Assignments:

Module 1: Scavenger Hunt-30 points

Module 8: Reciprocal Teaching Assignment-70 points

Discussions:

Discussion 1 Module 9: 42 points

Discussion 2 Module 10: 43 points

Discussion 3 Module 11: 43 points

Discussion 4 Module 12: 43 points

Discussion 5 Module 13: 43 points

Discussion 6 Module 14: 43 points

Discussion 7 Module 15: 43 points

Final Lesson Plan (LiveText Assignment): 300 points

Submitted in Module 16

Instructor(s)

Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:

Suzanne Chapman, Ph.D.

EDG 4930
ESOL AND READING FOR K-12 TEACHERS
University of Florida
College of Education

Instructor: Dr. Suzanne C. Chapman

Contact: schapman@coe.ufl.edu

COURSE DESCRIPTION

This course is designed to develop students' understanding of literacy teaching and learning, with a dual focus on native speakers of English and English Language Learners (ELLs). It focuses on methods and materials that can be used to support the development of proficient and critical K-12 readers. Students will understand the foundations (i.e., phonological awareness, phonics, fluency, vocabulary, comprehension) of teaching reading and will develop strategies for teaching and assessing these areas of reading in their future classrooms. Successful completion of this course will result in a greater understanding of the reading process and an enhanced knowledge base for maximizing the reading development of native speakers and ELLs in the K-12 classroom.

COURSE OBJECTIVES

During this course, students are expected to:

1. Understand the difference between learning to read in L1 and L2
2. Identify key issues associated with teaching literacy to secondary students, including English Language Learners
3. Understand the need for literacy instruction in academic content areas for all students, including English Language Learners
4. Identify major barriers and possible solutions for promoting content area literacies among secondary students, including English Language Learners
5. Identify and describe major pedagogical approaches to teaching content area literacies to secondary students across the stages of reading proficiency
6. Know various text resources for developing students' content knowledge
7. Develop a repertoire of strategies for helping secondary learners, including English Language Learners, cope with the linguistic, motivational and other challenges associated with reading in academic content areas
8. Understand the difference between *reading to learn* versus *learning to read* and the implications it has for all learners, including secondary ELLs
9. Develop a repertoire of strategies for assessing reading in the content areas

Required Readings:

Farrell, T. (2009). *Teaching Reading to English Language Learners: A Reflective Guide*. Corwin Press. Thousand Oaks, CA.

Select one or more of the following texts based on your content area/major:

Gallagher, K. (2004). *Deeper Reading: Comprehending Challenging Texts, 4-12*. Stenhouse. [for English majors]

Calderon, M. (2007). Teaching the art in language arts. In M. Calderon, *Teaching Reading to English Language Learners Grades 6-12: A Framework for Improving Achievement in the Content Areas*. Thousand Oaks, CA: Corwin Press. [for English majors]

Grant, M. C., Fisher, D., & Lapp, D. (2015). *Reading and Writing in Science: Tools to Develop Disciplinary Literacy (2nd Ed.)*. Thousand Oaks, CA: Corwin Press. [for science majors]

Nokes, J. (2013). Building students' historical literacies: Learning to read and reason with historical texts and evidence. New York: Routledge. [for social studies majors]

Thompson, D. R., Kersaint, G., Richards, J. C., Hunsader, P. D., & Rubenstein, R. N. (2008). *Mathematical literacy: Helping students make meaning in the middle grades*. Portsmouth, NH: Heinemann. [for mathematics majors]

Landay, E., & Wootton, K. (2012). *A Reason to Read: Linking Literacy and the Arts*. Cambridge, MA: Harvard Education Publishing Group. [for Performing Arts majors]

Moxley, K. (2012). Learning with text in the arts. In T. Jetton & C. Shanahan (Eds.), *Adolescent literacy in the academic disciplines: General principles and practical strategies*. pp. 227-266. New York: Guilford Press. [for Performing Arts majors]

Links to other selected readings are distributed throughout the course & in the modules

Live Text Assessment: Reading

In this course, one assignment has been selected as a “key task” that will assess your mastery of knowledge, skills, and or dispositions that the State of Florida requires of all entry-level educators. This assignment was specifically selected as a key task because it aligns with the Florida Reading Competencies. Your mastery of each reading indicator will be measured by your performance on this key task. In order to pass this course, you must successfully complete the key task for this course and receive a rating of Developing or Accomplished. No exceptions will be made to this rule, even if you do not plan to teach after graduation. Students who receive an Unsatisfactory rating will be

offered a chance to redo the Key Task or, in some cases, to complete a comparable task assigned by the instructor.

Students who do not complete their Live Text makeup work satisfactorily will receive an incomplete. The rating guide framework below will be used to evaluate your performance on tasks assessing specific Florida Reading Competency Indicators covered in this course. The language of each Reading Indicator completes the statements.

The Reading Competencies addressed in this course are # 1 (Foundation of Reading Instruction) and # 2 (Application of Research-Based Instructional Practices). The rating guide framework below will be used to evaluate your performance on the key task (**Final Lesson Plan Assignment**) that assesses the specific Reading Competency indicators (I.A.1 through 1.G.6 and 2.A.1 through 2.G.6) covered in this course.

The language of each Reading Competency indicator completes the statements.

Accomplished	The candidate demonstrates understanding of (or the ability to) _____. The candidate is prepared to apply this knowledge/skill in a practical setting
Unsatisfactory	The candidate demonstrates little understanding of (or ability to) _____.

Live Text Assessment: ESOL

Key tasks assess your mastery of ELL-related knowledge, skills and dispositions that the State of Florida requires of all entry-level educators. The Live Text tasks for this course assesses Domains 1-5 through the *Final Lesson Plan Assignment*. To pass this course you must successfully complete the task for this course and receive a rating of Developing or Accomplished. No exceptions will be made to this rule, even if you do not plan to teach after graduation. Students who receive an Unsatisfactory rating will be offered a chance to redo the Key Task or, in some cases, to complete a comparable task assigned by the instructor. Students who do not complete their makeup work satisfactorily will receive an incomplete.

Accomplished	The candidate consistently demonstrates knowledge of and the ability to apply knowledge about domains and standards addressed in this course
Developing	The candidate demonstrates developing knowledge and ability to apply knowledge the domains and standards addressed in this course.
Unsatisfactory	The candidate demonstrates little or no knowledge of or ability to apply knowledge about the domains and standards addressed in this course.

ESOL Standards and Performance Indicators

EDG 6931	ESOL Standard 1	ESOL Standard 2	ESOL Standard 3
Domain 1	X		
Domain 2	X	X	X
Domain 3	X	X	X
Domain 4	X	X	
Domain 5	X	X	X

Domain 1: Culture (Cross-Cultural Communications)

Standard 1: Culture as a Factor in ELLs’ Learning

Teachers will know and apply understanding of theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds. Teachers will identify and understand the nature and role of culture, cultural groups, and individual cultural identities.

Performance Indicators

1.1.a. Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning of ELLs, from diverse backgrounds and at varying English proficiency levels

Domain 2: Language and Literacy

Standard 1: Language as a System

Teachers will demonstrate understanding of language as a system, including phonology, morphology, syntax, semantics and pragmatics; support ELLs’ acquisition of English in order to learn and to read, write, and communicate orally in English

2.1.e. Identify similarities and differences between English and other languages reflected in the ELL student population.

Standard 2: Language Acquisition and Development

Teachers will understand and apply theories and research on second language acquisition and development to support ELLs’ learning

2.2.b. Recognize the importance of ELLs’ home languages and language varieties, and build on these skills as a foundation for learning English.

Standard 3: Second Language Literacy Development

Teachers will demonstrate an understanding of the components of literacy, and will understand and apply theories of second language literacy development to support ELLs’ learning.

2.3.a. Understand and apply current theories of second language reading and writing development for ELLs from diverse backgrounds and at varying English proficiency levels.

2.3.b. Demonstrate understanding of similarities and differences between L1 (home language) and L2 (second language) literacy development.

2.3. c. Demonstrate understanding of how L1 literacy influences L2 literacy development and apply this to support ELLs' learning.

Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL)

Standard 1: ESL/ESOL Research and History

Teachers will demonstrate knowledge of history, public policy, research and current practices in the field of ESL/ESOL teaching and apply this knowledge to improve teaching and learning for ELLs

3.1.b. Demonstrate awareness of current research relevant to best practices in second language and literacy instruction

Standard 2: Standards-Based ESL and Content Instruction

Teachers will know, manage, and implement a variety of teaching strategies and techniques for developing and integrating ELLs' English listening, speaking, reading, and writing skills. The teacher will support ELLs' access to the core curriculum by teaching language through academic content.

3.2.d. Provide standards-based instruction that builds upon ELLs' oral English to support learning to read and write in English.

3.2.e. Provide standards-based reading instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels.

3.2.j. Incorporate activities, tasks, and assignments that develop authentic uses of the second language and literacy to assist ELLs in learning academic vocabulary and content-area material.

Standard 3: Effective Use of Resources and Technologies

Teachers will be familiar with and be able to select, adapt and use a wide range of standards-based materials, resources, and technologies.

3.3.b. Use a variety of materials and other resources, including L1 resources, for ELLs to develop language and content-area skills

Domain 4 ESOL Curriculum and Materials Development

Standard 1: Planning for Standards-Based Instruction of ELLs

Teachers will know, understand, and apply concepts, research, best practices, and evidenced-based strategies to plan classroom instruction in a supportive learning environment for ELLs. The teacher will plan for multilevel classrooms with learners from diverse backgrounds using a standards-based ESOL curriculum.

4.1.a. Plan for integrated standards-based ESOL and language sensitive content instruction.

4.1.c. Plan differentiated learning experiences based on assessment of students' English and L1 proficiency and integrating ELLs' cultural background knowledge, learning styles, and prior formal educational experiences.

4.1.d. Plan learning tasks for particular needs of students with limited formal schooling (LFS).

4.1.e. Plan for instruction that embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups to successfully meet English language and literacy learning objectives.

Standard 2: Instructional Resources and Technology

Teachers will know, select, and adapt a wide range of standards-based materials, resources, and technologies.

4.2.b. Select and adapt a variety of materials and other resources including L1 resources, appropriate to ELLs' developing English language and literacy.

Domain 5: Assessment (ESOL Testing and Evaluation)**Standard 1: Assessment Issues for ELLs**

Teachers will understand and apply knowledge of assessment issues as they affect the learning of ELLs from diverse backgrounds and at varying English proficiency levels. Examples include cultural and linguistic bias; testing in two languages; sociopolitical and psychological factors; special education testing and assessing giftedness; the importance of standards; the difference between formative and summative assessment; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests). Teachers will also understand issues around accountability. This includes the implications of standardized assessment as opposed to performance-based assessments, and issues of accommodations in formal testing situations.

5.1.a. Demonstrate an understanding of the purposes of assessment as they relate to ELLs of diverse backgrounds and at varying English proficiency levels.

5.1.b. Identify a variety of assessment procedures appropriate for ELLs of diverse backgrounds and at varying English proficiency levels.

5.1.c. Demonstrate an understanding of appropriate and valid language and literacy assessments for ELLs of diverse backgrounds and at varying English proficiency levels.

Standard 2: Language Proficiency Assessment

Teachers will appropriately use and interpret a variety of language proficiency assessment instruments to meet district, state, and federal guidelines, and to inform their instruction. Teachers will understand their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels. Teachers will articulate the appropriateness of ELL assessments to stakeholders.

5.2.b. Identify and use a variety of assessment procedures for ELLs of diverse backgrounds and varying English proficiency levels.

Standard 3: Classroom-Based Assessment for ELLs

Teachers will identify, develop, and use a variety of standards- and performance-based, formative and summative assessment tools and techniques to inform instruction and assess student learning. Teachers will understand their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels. Teachers will articulate the appropriateness of ELL assessments to stakeholders.

Performance Indicators

5.3.a. Use performance-based assessment tools and tasks that measure ELLs' progress in English language and literacy development.

5.3.c. Use various tools and techniques to assess content-area learning (e.g., math, science, social studies) for ELLs at varying levels of English language and literacy development.

5.3. f. Assess ELLs' language and literacy development in classroom settings using a variety of authentic assessments, e.g., portfolios, checklists, and rubrics.

Course and University Policies

a. Attendance and Make-Up Assignments

Requirements for class attendance and make-up quizzes, assignments, and other work in this course is consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>. In order to receive full credit for work, students must turn in all required assignments on the specified due date. No late work will be accepted unless there are documented extenuating circumstances.

b. Accommodations for Students with Disabilities

Students requesting accommodation for disabilities must first register with the Disability Resource Center- www.dso.ufl.edu/drc/. The DRC will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodations. Students should contact the DRC and complete this process as early as possible in the term for which they are seeking accommodations.

c. UF Student Honor Code

UF students are bound by the Honor Pledge, which states, “We, them members of the UF community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at UF, the following pledge is either required or implied, “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor of the class.

d. Online Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.

e. Student Assistance and Emergencies

University support services are available to students who are experiencing significant distress and/or personal emergencies. As appropriate please contact: UF Counseling & Wellness Center: www.counseling.ufl.edu or 352-392-1575
University Police Department: 352-392-1111 or 9-1-1 for emergencies

COURSE OVERVIEW

MODULE 1: INTRODUCTION TO READING and ESOL

TOPICS:

- The Reading Process
- Overview Components of the Reading Process: Comprehension, Oral Language, Phonological Awareness, Phonics, Fluency and Vocabulary
- Florida Consent Decree

READINGS:

Teaching Reading Sourcebook: The Big Picture pp.1-16

Teaching Reading to ELLS: Chapter 2

Summary of the Florida Consent Decree

https://www.scps.k12.fl.us/_resources/documents/ESOLMETAConsentSummary.pdf

ACTIVITY:

Quiz for Module 1-Introduction to Reading and ESOL

Florida Consent Decree Scavenger Hunt

Read the summary of the Florida Consent Decree (FCD) looking for answers to the questions in the scavenger hunt. The FCD governs the education of ELLs in Florida from issues of identification, to the curriculum, to the number of hours teachers need with respect to ESOL professional development. Speaking of hours, secondary teachers need 60 hours (which this course fulfills), while elementary teachers and secondary English teachers need 300 hours. Read the summary to familiarize yourself with Florida's requirements regarding the education of English Language Learners.

MODULE 2: STAGES OF LANGUAGE PROFICIENCY

TOPICS:

- Stages of Language Proficiency
- Differences between Learning to Read in L1 and L2

READINGS:

Stages of Second Language Acquisition (pay particular attention to the amount of student language generated across the different stages and the teacher's behavior in response to the student's language output)

Teaching Reading to ELLS: Chapter 1

What Does Research Tell Us About Teaching Reading to English Language Learners
<http://www.usc.edu/dept/education/CMMR/543/543IrujoResearchReadingELLs.pdf>

Supporting ELLs' Achievement: Oral Language Unpacked (10 pages)
http://schools.nyc.gov/NR/ronlyres/E4AE4518-BA8A-42E1-89C6-844A95C7B148/0/OralLanguageUnpackedLesauxandRussHarrisBrief_73015.pdf

ACTIVITY:

Quiz for Module 2-Stages of Language Proficiency

MODULE 3: LEARNING TO READ VS READING TO LEARN

TOPICS:

- Phonological Awareness
- Oral Language Development
- Language Experience Approach
- Assessing Phonological Awareness

READINGS:

Teaching Reading Sourcebook: Phonological Awareness (pages 116-127)

Improving Phonological Awareness and Decoding Skills of High School Students from Diverse Backgrounds-

http://www.redorbit.com/news/education/1254304/improving_phonological_awareness_and_decoding_skills_of_high_school_students/

Language Experience Approach

<https://sites.google.com/a/sau53.org/critical-task-edu-501/language-experience-approach>

<https://esl-methods.wikispaces.com/file/view/LANGUAGE+EXPERIENCE+APPROACH.pdf>

Video (LEA)

https://www.youtube.com/watch?v=GSGqw2te_8A

ACTIVITY:

Quiz for Module 3: Phonological Awareness

MODULE 4: PHONICS

TOPICS:

- Phonics
- Assessing Phonics

READINGS:

Teaching Reading Sourcebook: Introduction pp. 161-168, Irregular Words pp. 242-251, Multisyllabic Word Reading pp. 260-271

Phonics Instruction for Middle and High School ELLs

<http://www.colorincolorado.org/article/phonics-instruction-middle-and-high-school-ells>

<https://www5.esc13.net/thescoop/insight/2014/01/phonics-instruction-for-middle-and-high-school-ells/>

<http://www.ascd.org/publications/educational-leadership/mar04/vol61/num06/Phonics-Instruction-for-Older-Students%C2%A2-Just-Say-No.aspx>

ACTIVITY:

Quiz for Module 4: Phonics

MODULE 5: FLUENCY

TOPICS:

- The Difference between Fluency and Comprehension
- Assessing Fluency
- Instructional Strategies for Cultivating Fluency

READINGS:

Teaching Reading Sourcebook: Introduction to Reading Fluency, pp. 321-326; Fluency Instruction, pp. 36-373

Teaching Reading to ELLs, Chapter 3: Teaching Reading Fluency and Comprehension to ELLs

Creating Fluent Readers

<http://www.ascd.org/publications/educational-leadership/mar04/vol61/num06/Creating-Fluent-Readers.aspx>

ACTIVITIES:

Quiz for Module 5: Fluency

MODULE 6: VOCABULARY DEVELOPEMENT**TOPICS:**

- Vocabulary Strategies
- Vocabulary Instruction
- Assessing Vocabulary

READINGS:

Teaching Reading Sourcebook: Introduction to Vocabulary pp. 407-418; Chapter 11 Specific Word Instruction pp. 420-435; Chapter 12 Word-learning Strategies pp. 488-505

Teaching Reading to ELLs, Chapter 6: Teaching Vocabulary to ELLS

Classroom Vocabulary Assessment for Content Areas

<http://www.readingrockets.org/article/classroom-vocabulary-assessment-content-areas>

ACTIVITY:

Quiz for Module 6: Vocabulary

MODULE 7: READING COMPREHENSION**TOPICS:**

- Before, During and After Reading Activities
- Assessing Reading Comprehension

READINGS:

Teaching Reading Sourcebook: Introduction, pp. 609-632; Chapter 14 Literary Text; Chapter 15 Informational Text

Chapter 4 of *Teaching Reading to English Language Learners, Grades 6-12* by Margarita Calderon “Teaching Reading Comprehension and Content”

Assessing Reading Comprehension

<http://www.learnnc.org/lp/pages/725>

ACTIVITY:

Quiz for Module 7: Comprehension

MODULE 8: RECIPROCAL TEACHING

TOPICS:

- Reciprocal Teaching
- Assessment Comprehension

READINGS:

From College to Classroom: Three Teachers' Accounts of Their Adaptations of Reciprocal Teaching

Reciprocal Teaching

http://www.readingrockets.org/strategies/reciprocal_teaching

VIDEOS:

Reciprocal Teaching

<https://www.youtube.com/watch?v=IILNsq964II>

<https://www.youtube.com/watch?v=8oXskcnb4RA>

ACTIVITY:

1. Reciprocal Teaching Assignment with an Assessment Component

Part I. Create your own Reciprocal Teaching Model for your future classroom. While your model must include the comprehension strategies of *questioning*, *summarizing*, *clarifying and predicting*, the order in which the strategies are used is up to you. You may also include additional strategies in your model if you wish.

Numerically list and explain the steps involved in your RT model. Feel free to borrow ideas from the three teachers highlighted in the Coley article. Be sure to specify such things as whether students are working in small groups or working independently; whether the students are reading the text in class or at home and how much of the text will be read (section by section or whole text or something in between); whether or RT model is a During Reading Activity like the conventional model or an After Reading Activity like some modified models.

Create the support material for implementing RT in your classroom (i.e., bookmarks or cue cards for students when working in small groups or when working independently). Finally, identify three thematically-related texts from your content area in which RT can be used; include at least one digital text.

Part II. Assessing Reading Comprehension in Reciprocal Teaching

Using ideas from the assigned readings, including “Assessing Reading Comprehension with ELLS,” explain how you will informally assess students in

the context of Reciprocal Teaching regarding their comprehension of the text, particularly with respect to how well they are able to summarize the text, make predictions and ask questions. How might you need to modify your assessment for an ELL?

MODULES 9-15: READING IN THE CONTENT AREAS

TOPICS:

- Science
- Social Studies
- Math
- English/Language Arts
- The Arts

READINGS:

Over the course of the next seven modules, students will be reading a set of discipline specific texts. Students will select one set of texts from the readings below. The schedule of readings will be provided to the students. As they read, they will engage in a discussion forum that is related to the readings and the final lesson plan. The instructor will create discussion forum starters that are intended to scaffold the students' understandings of each section of the final lesson plan.

Select one set of content area texts (two readings per set)

***Science* (5 CHAPTERS-160 PAGES)**

Grant, M. C., Fisher, D., & Lapp, D. (2015). *Reading and Writing in Science: Tools to Develop Disciplinary Literacy* (2nd Ed.). Thousand Oaks, CA: Corwin Press.

ELLs and Science

http://steinhardt.nyu.edu/scmsAdmin/uploads/004/739/NYU_PTE_Science_Module_For_ELLS_Oct_8_2009.pdf

***Math* (12 CHAPTERS-178 PAGES)**

Thompson, D. R., Kersaint, G., Richards, J. C., Hunsader, P. D., & Rubenstein, R. N. (2008). *Mathematical literacy: Helping students make meaning in the middle grades*. Portsmouth, NH: Heinemann.

ELLs and Math

http://steinhardt.nyu.edu/scmsAdmin/uploads/004/738/NYU_PTE_Math_Module_For_ELLS_Oct_8_2009.pdf

Social Studies (13 CHAPTERS-204 PAGES)

Nokes, J. (2013). *Building students' historical literacies: Learning to read and reason with historical texts and evidence*. New York: Routledge

ELLs and Social Studies

http://steinhardt.nyu.edu/scmsAdmin/uploads/004/740/NYU_PTE_SocialStudies_for_EL_LS_Oct2009.pdf

The Arts (8 CHAPTERS-187 PAGES)

Landay, E., & Wootton, K. (2012). *A Reason to Read: Linking Literacy and the Arts*. Cambridge, MA: Harvard Education Publishing Group.

Moxley, K. (2012). Learning with text in the arts. In T. Jetton & C. Shanahan (Eds.), *Adolescent literacy in the academic disciplines: General principles and practical strategies*. pp. 227-266. New York: Guilford Press.

English/Language Arts (10 CHAPTERS-216 PAGES)

Gallagher, K. (2004). *Deeper Reading: Comprehending Challenging Texts, 4-12*. Stenhouse.

Calderon, M. (2007). Teaching the art in language arts. In M. Calderon, *Teaching Reading to English Language Learners Grades 6-12: A Framework for Improving Achievement in the Content Areas*. Thousand Oaks, CA: Corwin Press.

ACTIVITIES:

In each Module, the students will engage in a discussion forum where they are coached on using the content area text as a way to guide their development of the lesson plan in the following areas:

Module 9 Discussion Topic: Identifying a topic of study and examining the Florida Standards that can be addressed in a unit on that topic

Module 10 Discussion Topic: Students will begin identifying texts for their final lesson plan and identify features of the text that may make it challenging for adolescent readers

Module 11 Discussion Topic: Of the texts selected for use in the lesson plan, students will discuss any vocabulary terms they have identified for instruction and strategies they will use to teach these terms to diverse learners

Module 12 Discussion Topic: From the texts selected for use in the lesson plan, students will discuss any comprehension strategies they might use to help their diverse learners make sense of the texts

Module 13 Discussion Topic: Students will discuss ways they will differentiate their instruction in vocabulary and comprehension to effectively meet the needs of *all* students (e.g., ELLs, struggling readers, advanced readers)

Module 14 Discussion Topic: Students will discuss ways they will assess their students to determine that the objectives and standards they have selected for their lesson plan have been learned

Module 15 Discussion Topic: Students will engage in a reflection of their learning on how they will effectively teach the reading process to diverse learners, within their given discipline

Module 16: Final Lesson Plan is due

Final Lesson Plan (Live Text Task for Reading and ESOL)

Lesson Plan Description

Below you will find details about creating a two-day (120 minute) content-based reading lesson using the reading strategies we have reviewed in this course. The focus of this assignment is about making reading in the content areas comprehensible for all students, including ELLs. When teachers know how to make their texts comprehensible, they are not only helping students improve their reading ability, but they are also helping students learn content.

When teaching reading in the content areas, one of the best strategies to employ for all students is to construct a lesson with **Before Reading, During Reading and After Reading** tasks and activities.

Before Reading Activities often include the introduction of target vocabulary words. For example, think about the three tiers of vocabulary words we learned about in Module 5. How will you introduce these words to your students before reading the text? In addition to introducing key vocabulary words, *Before Reading* Activities also include any activity that primes and prepares students for reading. The more they understand about the text before they read, the more they will comprehend then text while reading. This is true for all students, particularly ELLs. One of the least effective practices in terms of reading instruction in the content classroom is to assign reading without providing students the background knowledge they need for comprehending the text.

During Reading Activities engage students with the text as they read. Think about the Reciprocal Teaching Model you created for your own classroom. For many of you, the predicting, questioning, clarifying and summarizing comprehension strategies were used as during reading activities.

After Reading Activities give students an opportunity to clarify their thoughts about the reading and an opportunity to use the target vocabulary words in a meaningful way. You have been exposed to numerous strategies, particularly with respect to vocabulary, for engaging students in meaningful activities after the reading of a text.

In a nutshell, this two-day lesson gives you an opportunity to demonstrate your knowledge about incorporating reading strategies into a content based lesson using a content text, or excerpts from a content text, of your choice in order to simultaneously teach content and reading. You are expected to use 5-6 literacy strategies that we have reviewed in this course. If you think about this lesson with a Before, During and After Reading framework in mind, you will create one-two Before Reading strategies, one-two During Reading strategies and one–two After Reading strategies. To facilitate the creation of the two-day lesson, a detailed template has been provided.

Lesson Plate Template

Subject: (e.g. English, Mathematics, Social Studies, Science)

Grade Level: (e.g., 9th grade, 6th grade, etc.)

Topic: Write the topic of your unit plan here (e.g., *The Great Gatsby*, *Linear Equations*, *World War I*, *GMOs*, etc.)

Overall Focus for the Two-Day Lesson Plan: Describe the main topic of focus for the two days. (e.g., Interpretation of symbols and metaphors in *The Great Gatsby*; *life cycle of a butterfly*)

Florida Standards (<http://www.cpalms.org/Public/>):

List the Florida Standards you intend for your lesson to address. If you do not have Florida Standards for your subject, you may list the approved standards for your content area. For example, although students majoring in Agricultural Education won't find specific standards within the Florida Standards, you have standards you follow and you may substitute them here. Additionally, if you are a student working in Curriculum & Instruction or in Counseling Education, you may select the subject area and topic of your choice. You need to list between 3-4 standards for your instructional plan. At the end of the plan, you will need to identify how you will assess that your students have or have not met the standards listed for your lesson.

For those of you who have never accessed the Florida Standards in the past, the easiest way for you to get to them is through the following website: <http://www.cpalms.org/Public/>. Once there, you will want to click on the tab at the top of the page labeled "Standards". This will take you to a page where there is a list of different disciplines. Click on your discipline and the appropriate grade level. From here, you may click on the different standards. Please let your instructor know if you are having any difficulty locating the standards for your content area.

(e.g., LAFS.910.RI.1.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.)

Literacy Strategies: Here you will identify and list at least 5-6 strategies you have selected to include in your lesson plan. As you are working with secondary students (including ELLs), it is likely that you will focus primarily on vocabulary and comprehension strategies (e.g., Reciprocal Teaching, Vocabulary Self-Awareness Chart, Paraphrasing). Do not include a worksheet as a strategy. The only strategies you may use and include in this lesson plan are the strategies you have learned about in this class. As mentioned earlier, these strategies will be used as *Before Reading*, *During Reading* and *After Reading* activities. Although you are only listing the strategies here, you will later develop a narrative on how they will be used in the body of the lesson plan. You will also include a narrative on accommodations you will provide ELL students regarding each literacy strategy used in your lesson plan.

Textual Materials: In order to create your lesson, you will need to identify an appropriate text for instruction on your selected topic. Given that you are creating a two-day lesson, you may select portions or excerpts from a lengthier text (e.g., a chapter from a novel or textbook). Provide all bibliographic information regarding your selected text, as well as a copy of the text or the portion of the text that you are using. You will need to include a brief description of the text and a quick explanation of how you intend to use it in the lesson plan. In the body of the lesson plan, you will identify which pages of the text are used for each strategy you include. For example, if you choose to include a strategy on reciprocal teaching, you will need to identify the chunk of text the students will use while working through this strategy. Recommendations for places to locate textual materials are provided in a separate document.

Example of List of Textual Materials:

Missouri University of Science and Technology. (n.d.) Signs, Symbols, Meaning, and Interpretation. Retrieved from <http://web.mst.edu/~gdoty/classes/concepts-practices/symbolism.html>

Summary and use: This article describes some of the literary techniques authors often use to embed hidden meaning in their work. It defines and gives examples of the concepts of signs, symbols, and cyphers in text. It also describes how understanding these concepts is important, and various techniques readers can use to help them understand the surface explanation of the sign, symbol, cypher. I will use this text at the beginning of the two days to provide background for students who have a limited understanding of symbolism and metaphor. We will use this article to develop definitions and examples of metaphor, prior to examining metaphor in samples of poetry and *The Great Gatsby*.

Additional Materials: In addition to your list and description of textual materials, you will need to include a list of any additional instructional materials you will need to complete your lesson (e.g., Smartboard, index cards, computers, paper, pencils). If you are using any teacher created materials, you will need to include a copy of these materials with your lesson plan. For example, if you choose to use a vocabulary self-awareness chart with your students, you will want to complete the template and include that with the lesson.

Body of the Lesson Plan-Day One-60 minutes

In this portion of the lesson plan, you will identify the literacy strategies that will serve as *Before Reading and During Reading* activities. Most likely you will not include *After Reading* activities until Day Two. You will then explicitly describe a step-by-step process for how you will implement each literacy strategy. Begin by including an estimated time for how long you expect each activity to last. By the time you are finished with the description of the lesson, a substitute teacher should be able to successfully implement it. In other words, you need to be explicit. Include “teacher talk” where appropriate. I have included examples of “teacher talk” in red in the following sections. I

have also included an example of how you will need to describe and present strategies to the students.

Teacher Talk: Introduce Lesson Plan- three minutes

*“Students, we have just finished reading *The Great Gatsby* by F. Scott Fitzgerald. Over the next couple of days, we are going to be doing a variety of reading exercises in order to become better acquainted with figurative language and how Fitzgerald uses it in his novel. This will all be done to enhance your understanding of the novel, and gain the ability to reflect more deeply on the ideas it presents. To begin the unit, we need to develop an understanding of the meanings of figurative language. We will explore this topic by reading an article that defines, describes, and provides examples of figurative language. Before we read the article, I want you to turn your attention to the board.*

Write Figurative Language in big letters on the board.

How many have said or have heard someone say, “I’m so hungry I could eat a horse! or “I have so much homework, it’s going to take a million years to get it done.” Can you really eat a horse or do you really need a million years to get your homework done? No! But when we say things like that we are using figurative language. Figurative language is not literal language. Write the word literal on the board. What does literal mean? Give the students a minute to share their thoughts about the meaning of literal. That’s right. When we use literal language we mean exactly what we say. When we use figurative language, we do not mean it literally or exactly as we have said it. We will learn more about figurative language in today’s reading.

First, I want us to learn about some different devices for creating figurative language. I want us to learn about metaphors, similes, personification and alliteration. Write each of these words on the board as you say them out loud being sure to pronounce each syllable clearly then begin Literacy Strategy #1.

Before Reading Activity

Literacy Strategy #1: Introduction of Key Vocabulary Words: metaphor, simile, personification and alliteration (20 minutes)

1. Break the class into small groups of 4 students each
2. Assign each group one of the key vocabulary terms
3. Provide each group with their respective handout (see below) that defines their term and provides an example. For example, the metaphor group receives the metaphor handout, the simile group the simile handout...
4. Explain to the class that in their small groups they are to review the definition of their term and look at the sentence that demonstrates the term. After they review the definition and sentence, the group needs to generate four additional sentences demonstrating the use of the term. Each student is responsible for generating one of the sentences. After the sentences are generated, each student is to share their sentence with the group to make sure the sentence achieves the objective.
5. After step four is completed, number the students off in each group, 1-4. Have all the number ones from each group form a new group. Do the same for the twos,


threes and fours. In the end, each new group should have a student who is a metaphor expert, a simile expert, a personification expert and an alliteration expert.

6. In the new groups, have the students take turns sharing the definition of their term, along with their sentence that demonstrate it. Each student is to write the definition and the sentence that demonstrates it on his/her own paper.


Metaphor

Compares two things by saying that one is something else; usually uses the words *is*, *are*, *was*, or *were*.

My life *is* a movie
Life is being compared to movie using the word is



They *are* clowns
They are being compared to clowns using the word are



FIGURATIVE LANGUAGE:

IT'S LIKE A SIMILE

– a comparison of two unlike things using the words *like* or *as*.

Examples of simile:


- "Life is like a box of chocolates."
- "The girl is as beautiful as a rose."
- "The willow is like an etching..."



Alliteration

A sentence or phrase with words that start with the same letter or sound.

Morgan Mouse munched marshmallows merrily.



PERSONIFICATION

Giving human qualities to animals or objects.

Example:

The stars winked at me.



During Reading Activity

Literacy Strategy #2: QAR Strategy (Question, Answer, Relationship) Teaching Reading Sourcebook, pp. 702-710 (30 minutes)

"You are receiving a copy of an article that discusses figurative language. The article is six pages long and focuses primarily on metaphors and simile. Tomorrow we will focus on personification and alliteration. On the first page of the article, the author discusses figurative language in general, showing us how often it is used in our everyday lives.

Hand each student a copy of the article.

I am also going to give each of you a QAR worksheet with a list of questions I want you to answer as you read the text. Remember we have used QAR several times before in class. What are the four types of questions used in QAR? Give the students a minute to respond. After they respond, repeat the four types of questions. That's right. The four types of questions include On my Own, Right There, Think and Search, and Author and Me.

I want you to take approximately 10-15 minutes to read pages 1-2 of the article and to answer questions 1-6 on your QAR worksheet. QAR questions below. After reading p. 1-2 and answering the questions, compare your responses with a partner... the lesson would continue from here. This is just a portion of the During Reading activity using the QAR strategy to give you a sense of the kind of detail you need to include in your own two-day lesson.

QAR

1. **In real life, where is figurative language found? *Right There***
2. **How can figurative language help us tell someone we really, really love them? *Think and Search***
3. **Why is “peppered” a good word to use when talking about pop music being peppered with figurative language? *Author and Me***
4. **Why do we laugh at “Nothing goes over my head! My reflexes are too fast; I would catch it.” *Author and Me***
5. **What is aposiopesis? Provide example *Right There***
6. **What do you prefer, aposiopesis or hyperbole? Why? *On My Own***

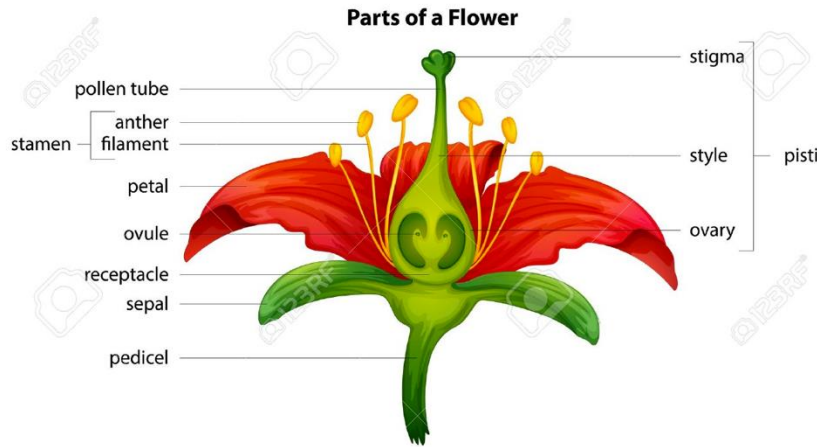
Addressing the needs of ELLs:

For each of the literacy strategies you create, explain the additional support you will provide ELLs. More specifically, read the attached profiles of two ELLs and select **one** of the students, either Emilia or Kervens, for designing accommodations tailored to their specific academic needs and backgrounds. If one of your *Before Reading* activities is to introduce Tier Two vocabulary words, you can provide (if appropriate) additional support to an ELL by pre-teaching these words before introducing them to the class. While you do not need to create the actual activity for pre-teaching these words, you need to explain what activity you would specifically use and identify the vocabulary words you are pre-teaching. For example, if teaching a science lesson on the parts of a flower, the vocabulary words could include pistil, stamen, stigma, ovary, petal, sepal, anther and filament. A sample explanation of how these words will be pre-taught is provided below. Be sure to provide an explanation of the additional support you will provide ELLs for each of the 5-6 literacy strategies you use. Provide the explanation immediately after the each of the literacy strategies. Be sure to refer to the ELL-specific readings assigned in this course for ideas for your accommodations and identify the specific text you use for each accommodation.

Accommodations for ELLs: Pre-teach Key Vocabulary Words Chapter 4 of *Teaching Reading to English Language Learners, Grades 6-12* by Margarita Calderon “Teaching Reading Comprehension and Content” pp. 50-53

To provide additional support for ELLs, I will pre-teach key words associated with the parts of a flower. To do so, I will provide ELLs with a picture of a flower labeled with the key vocabulary words. Please see the picture. I will highlight in yellow the key words we will focus on. I will pronounce each of the words and ask them to repeat after me. After we review the words a few times, I will provide an unlabeled picture of a flower

and a word bank with the key vocabulary words. I will ask the students to place the vocabulary words in the appropriate place on the picture of the flower to check for comprehension.



Day Two- 60 minutes

Provide the same type of layout for describing activities and teacher talk that will complete the additional 60 minutes of the lesson. Be sure to identify the activities that will serve as Before, During or After reading activities.

Assessment of Standards

In this final section, you will need to identify the Florida Standards from the beginning of your lesson plan and how you will assess whether or not the students have met the standard. This does not necessarily need to be formal assessment. For example, I have identified one of the standards for literature below. If the central idea my students are examining is metaphor in *The Great Gatsby*, I would need to identify how I will evaluate that my students can demonstrate this understanding. Different strategies included in your lesson plan may help you evaluate this standard. One of the pieces of data I would collect to determine students have an understanding of metaphor is the QAR activity. In the assessment tool section, you will provide a brief narrative of the data you will collect and how it will help you determine if the students have met the standard.

Florida Standards	Assessment Tool
1. LAFS.910.RI.1.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	
2.	

3.	
4.	
5.	

Final Reflection

Write a one page reflection in which you synthesize (not summarize) your learning on teaching reading in the secondary content classroom. Synthesize your understanding of what it means to teach reading to secondary students, including ELLs, focusing particularly on two components of the reading process-- comprehension and vocabulary and on a third component of your choice (phonological awareness, phonics or fluency). Your synthesis must include references to assigned course readings to substantiate your points, as well as the appropriate citation. While you may refer to and cite any of the course readings, you must specifically refer to the readings in Modules 9-15. End your reflection with an explanation of how you integrated what you learned from these texts into your lesson plan.

Grades

Grade	Accumulative Points	Percentage
A	925-1,000	92.5-100%
A-	900-924	90-92.4%
B+	890-899	89-89.9%
B	825-889	82.5-88.9%
B-	800-824	80-82.4%
C+	790-799	79-79.9%
C	725-789	72.5-78.9%
C-	700-724	70-72.4%
D+	690-699	69-69.9%
D	625-689	62.5-68.9%
D-	600-624	60-62.4%
F	0-599	0-59.9%

<p>Quizzes: Quiz Module 1: 42 points Quiz Module 2: 43 points Quiz Module 3: 43 points Quiz Module 4: 43 points Quiz Module 5: 43 points Quiz Module 6: 43 points Quiz Module 7: 43 points</p>	300 points= 30% of total grade
<p>Assignments: Module 1: Scavenger Hunt-30 points Module 8: Reciprocal Teaching Assignment-70 points</p>	100 points=10% of total grade
<p>Discussions: Discussion 1 Module 9: 42 points Discussion 2 Module 10: 43 points Discussion 3 Module 11: 43 points Discussion 4 Module 12: 43 points Discussion 5 Module 13: 43 points Discussion 6 Module 14: 43 points Discussion 7 Module 15: 43 points</p>	300 points= 30% of total grade
<p>Final Lesson Plan (LiveText Assignment): 300 points Submitted in Module 16</p>	300 points= 30% of total grade