



RHODE ISLAND COLLEGE

FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

[TESL/ELED 507: TEACHING READING AND WRITING TO ESL STUDENTS (3), SPRING 2011]

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1. COURSE INFORMATION

The focus is on second-language literacy in reading and writing for limited-English-proficient students. Students cannot receive credit for both ELED 507 and TESL 507.

Extended Description:

TESL/ELED 507 is a required course in both the M.Ed. in Teaching English as a Second Language and M.A.T. in Teaching English as a Second Language programs. It is also an elective offering in the M.Ed. in Reading program.

Throughout the course the Reflective Practitioner model is employed. Candidates are provided opportunities to reflect on theories, recent research findings and research-supported methods of teaching of reading and writing to ELLs through class discussions and course projects. Candidates explore appropriate strategies and techniques for the teaching of reading and writing to English Language Learners and implement these strategies and techniques through specially-designed course projects. The practical experience engendered through the projects is designed to enhance candidates' understanding and appreciation of the diverse needs and backgrounds of ELL students.

Good teachers follow a model of teaching that entails planning, action, and reflection. These are essential components of PAR. This course follows PAR as it examines current trends in developing the literacy skills of limited-English-proficient students. During the course, students are required to design activities that develop the reading and writing skills of English language learners students. Students will experience the components of PAR during their completion of this assignment.

Course Outcomes

The course outcomes are keyed to the TESOL/NCATE STANDARDS FOR P-12 TEACHER EDUCATION PROGRAMS (Revised 2010) and THE RHODE ISLAND PROFESSIONAL TEACHING STANDARDS. The course objectives / outcomes are also keyed to the Conceptual Framework of the Feinstein School of Education and Human Development.

By the end of the course, candidates will be able to:

1. describe the reflective practitioner model and explain how this model applies to the development of instructional activities for English language learners (ELLs). (*Practice: Reflective Problem Solving*; TESOL/NCATE Standards: 3a, 3b, 3c)

2. describe the nature of reading and writing as developmental processes. (*Knowledge: Domain-Specific Knowledge; Practice: Communication and Expression; Diversity: Systems View of Human Development; TESOL/NCATE Standards: 1a, 1b; RIPTS 2*)
3. describe the reading-writing connection in second language acquisition. (*Knowledge: Domain-Specific Knowledge; Practice: Communication and Expression; Diversity: Individual Differences and Cultural Diversity; TESOL/NCATE Standards: 1a, 1b; RIPTS 2*)
4. discuss developmental phases in second language writing. (*Knowledge: Domain-Specific Knowledge; Practice: Communication and Expression; Diversity: Individual Differences and Cultural Diversity; TESOL/NCATE Standards: 1a, 1b; RIPTS 2*)
5. describe the relationship between native and second language literacy acquisition. (*Knowledge: Domain-Specific Knowledge; Practice: Communication and Expression; Diversity: Individual Differences and Cultural Diversity; TESOL/NCATE Standards: 1a, 1b; RIPTS 2*)
6. understand literacy as a social phenomena influenced by cultural expectations and linguistic variation. (*Knowledge: Domain-Specific Knowledge; Diversity: Systems View of Human Development, Individual Differences and Cultural Diversity; TESOL/NCATE Standard 2; RIPTS 1, 2*)
7. articulate the category labels that can be used to classify the literacy levels of speakers of other languages, e.g., the preliterate young learner, the native language literate learner, the bi-illiterate learner. (*Knowledge: Domain-Specific Knowledge; Diversity: Individual Differences and Cultural Diversity; TESOL/NCATE Standard: 1b; RIPTS 2*)
8. describe procedures for assessing the suitability of reading and writing materials for ELLs. (*Knowledge: Domain-Specific Knowledge; Practice: Professional Practice; Diversity: Individual Differences and Cultural Diversity; TESOL/NCATE Standards: 3a, 3c; RIPTS 3*)
9. identify factors that can influence a second language learners understanding of written discourse, e.g., previous experiences, level of concept development, knowledge of English words. (*Knowledge: Domain-Specific Knowledge; Diversity: Individual Differences and Cultural Diversity; TESOL/NCATE Standards: 1b, 2; RIPTS 3*)
10. present examples of activities for developing the emergent literacy skills of younger and older ELLs. (*Practice: Professional Practice; Diversity: Individual Differences and Cultural Diversity; TESOL/NCATE Standards: 3a, 3b; RIPTS 3-6*)
11. understand the elements of a language-experience activity and describe how this approach can be adapted to meet the emergent literacy needs of language-different learners. (*Practice: Professional Practice; Diversity: Individual Differences and Cultural Diversity; TESOL/NCATE Standards: 3a, 3b; RIPTS 3-6*)
12. understand the skills associated with the area of word identification, e.g., phonic analysis, structural analysis, contextual analysis. (*Knowledge: Domain-Specific Knowledge; Practice: Professional Practice; TESOL/NCATE Standards: 3a, 3b; RIPTS 3-6*)
13. present examples of activities for developing the word identification skills of ELLs. (*Knowledge: Domain-Specific Knowledge; Practice: Professional Practice; TESOL/NCATE Standards: 3a, 3b; RIPTS 3-6*)
14. demonstrate how reading and writing activities can be used to develop and reinforce an understanding of English word meanings. (*Knowledge: Domain-Specific Knowledge; Practice: Professional Practice; TESOL/NCATE Standards: 3a, 3b; RIPTS 3-6*)

15. present examples of strategies and techniques that can be used to help ELLs comprehend units of increasing size and complexity, e.g., phrases, sentences, paragraphs, chapters, books. (*Knowledge: Domain-Specific Knowledge; Practice: Professional Practice; TESOL/NCATE Standards: 3a, 3b; RIPTS 3-6*)
16. understand how comprehension can be enhanced through reading and writing activities. (*Knowledge: Domain-Specific Knowledge; Practice: Professional Practice; TESOL/NCATE Standards: 3a, 3b; RIPTS 3-6*)
17. show how plans for organizing a literacy lesson can be modified to meet the needs of speakers of other languages. (*Knowledge: Domain-Specific Knowledge; Practice: Professional Practice; Diversity: Individual Differences and Cultural Diversity; TESOL/NCATE Standards: 3a, 3b; RIPTS 3-6*)
18. present examples of activities and procedures that can enhance students' comprehension of narrative and expository texts. (*Knowledge: Domain-Specific Knowledge; Practice: Professional Practice; TESOL/NCATE Standards: 3a, 3b; RIPTS 3-6*)
19. provide examples of instruments and procedures that can be used to assess the literacy needs of ELLs. (*Knowledge: Domain-Specific Knowledge; Practice: Professional Practice; TESOL/NCATE Standards: 4a, 4b, 4c; RIPTS 3*)
20. understand the role of technology in advancing the literacy of ELLs. (*Knowledge: Domain-Specific Knowledge; Technology Knowledge: Professional Practice; TESOL/NCATE Standard: 3c; RIPTS 3-6*)

2. COURSE TEXT AND MATERIALS

Required Text

Peregoy, S. F. & Boyle, O. (2008). *Reading, writing, & learning in ESL: A resource book for teaching K-12 English learners*. (Fifth Edition). New York: Longman.

Journal Articles

- Barnitz, J. G. (1982). Orthographies, bilingualism and learning to read English as a second language. *The Reading Teacher, 35*, 560-567.
- Bauer, E. B. (2009). Informed additive literacy instruction for ELLs. *The Reading Teacher, 62*, 446-448.
- Blum, I. H., Koskinen, P. S., Bhartiya, P. & Hluboky, S. (2010). Thinking and talking about books: Using prompts to stimulate discussion. *The Reading Teacher, 63*, 495-499.
- Carrier, K. A. & Tatum, A. W. (2006). Creating sentence walls to help English-language learners develop content literacy. *The Reading Teacher, 60*, 285-288.
- Cunningham, P. (2006). What if they can say the words but don't know what they mean? *The Reading Teacher, 59*, 708-711.
- de la Luz Reyes, M. (1992). Challenging venerable assumptions: Literacy instruction for linguistically different students. *Harvard Educational Review, 62*, 427-446.
- Dorr, R. E. (2006). Something old is new again: Revisiting language experience. *The Reading Teacher, 60*, 138-146.
- Dreher, M.J. & Gray, J. L. (2009), Compare, contrast, comprehend: Using compare-contrast text structures with ELLs in K-3 classrooms. *The Reading Teacher, 63*, 132-141.
- Gamez, G. I. (1979) Reading in a second language: "Native language approach" vs. "direct method." *The Reading Teacher, 32*, 665-670.

- Harper, C. & de Jong, E. (2004). Misconceptions about teaching English-language learners. *Journal of Adolescent & Adult Literacy*, 48, 616-621.
- Helman, L. A. & Burns, M. K. (2008). What does oral language have to do with it? Helping young English-language learners acquire a sight word vocabulary. *The Reading Teacher*, 62, 14-19.
- Krashen, S. (2004). False claims about literacy development. *Educational Leadership* 61, 18-21.
- Landis, D., Umolu, J., & Sunday, M. (2010). The Power of language experience for cross-cultural reading and writing. *The Reading Teacher*, 63, 580-589.
- Lenters, K. (2005). No half measures: Reading instruction for young second-language learners. *The Reading Teacher*, 58, 328-336.
- Manyak, P. C. (2007). A framework for robust literacy instruction for English learners. *The Reading Teacher*, 61, 197-199.
- Manyak, P. C. (2008). What's your news? Portraits of a rich language and literacy activity for English language learners, *The Reading Teacher*, 61, 450-458.
- Manyak, P. C. and Bauer, E. B. (2008). Explicit code and comprehension instruction for English learners. *The Reading Teacher*, 61, 432-444.
- Manyak, P. C. and Bauer, E. B. (2009). English vocabulary instruction for English learners. *The Reading Teacher*, 63, 174-176.
- Palmer, B. C. and Brooks, M. A. (2004). Reading until the cows come home: Figurative language and reading comprehension. *Journal of Adolescent & Adult Literacy*, 47, 370-379.
- Palmer, B. C., El-Ashry, F., Leclere, J. T., & Chang, Sara. (2007). Learning from Abdallah: A case study of an Arabic-speaking child in a U.S. school. *The Reading Teacher*, 61, 8-17.
- Ranker, J. (2007/2008). Using comic books as read-alouds: Insights on reading instruction from an English as a second language classroom. *The Reading Teacher*, 61, 296-305.
- Rasinski, T., Rupley, W. H., & Nichols, W. D. (2008). Two essential ingredients: Phonics and fluency getting to know each other. *The Reading Teacher* 62, 257-260.
- Rubin, R. & Carlan, V. G. (2005). Using writing to understand bilingual children's literacy development. *The Reading Teacher* 58, 728-739.
- Spiegel, D. L. (1999). The perspective of the balanced approach. in *The balanced reading program: Helping all students achieve success*. S. M. Blair Larsen & K. A. Williams (Eds.), Newark, DE: International Reading Association, 8-23.
- Townsend, D. (2009). Building academic vocabulary in after-school settings: Games for growth with middle-school English-language learners. *Journal of Adolescent & Adult Literacy*, 53, 242-251.
- Vardell, S. M., Hadaway, N. L., & Young, T A, (2006). Matching books and readers: Selecting literature for English learners. *The Reading Teacher*, 59, 734-741.

Internet Sites

Colorin Colorado www.colorincolorado.org

Writing http://www.colorincolorado.org/educators/teaching/writing_ells

R & W <http://www.colorincolorado.org/educators/teaching>

6 + 1 Traits <http://educationnorthwest.org/traits>

The 6+1 Trait® Writing Model of Instruction & Assessment provides a common language for teachers and students to communicate about the characteristics of writing and establishes a clear vision of what good writing looks like.

Adolescent Literacy <http://www.adlit.org/>

Adult Literacy (see research & resources) <http://www.cal.org/caela/>

Shelfari <http://www.shelfari.com/>

Based in Seattle, Shelfari introduces readers to our global community of book lovers and encourages them to share their literary inclinations and passions with peers, friends, and total strangers (for now). Shelfari is a gathering place for authors, aspiring authors, publishers, and readers, and has many tools and features to help these groups connect with each other in a fun and engaging way. Our mission is to enhance the experience of reading by connecting readers in meaningful conversations about the published word.

Florida Online Reading Professional Development

(strategies) <http://forpd.ucf.edu/strategies/archive.html>

Links to Multicultural Literature for ELLs

<http://www.multiculturalchildrenslit.com>

<http://www.colorincolorado.org/read/forkids>

<http://www.acceleratingminds.com/resources10.htm>

<http://www.adlit.org/books/c810>

<http://www.everythingsl.net/downloads/booklist.pdf>

Publishers of Hi-Lo Materials

<http://www.highnoonbooks.com/HNB/abouthnb.tpl?cart=12686798022966560>

<http://www.glencoe.com/gln/jamestown/>

<http://us.orcabook.com/index.cfm?countryID=USA>

<http://www.sdlback.com>

<http://www.educyberstor.com/store/novelunits/catalog/adaptedclassics.html>

3. COURSE CALENDAR / TOPICS

DATE	TOPIC	READINGS & PACKETS
1/26	Introduction to Course	PACKETS A

2/2	<p>Common Perspectives in Teaching Literacy to English Language Learners (ELLs): What Should Be Emphasized? (Part 1 of Activity)</p> <p>Introduction to Literacy Instruction for ELLs</p>	<p>Peregoy & Boyle (P&B), Ch. 1</p> <p>PACKETS B & C</p>	
2/9	<p>Common Perspectives in Teaching Literacy to ELLs: What Should Be Emphasized? (Part 2 of Activity)</p> <p>Native and Non-Native Language and Literacy Acquisition Activity)</p>	<p>P&B, 72-104; Cunningham; Krashen; Manyak (10/07); Manyak & Bauer; Spiegel; + Packet 1 (pages to be assigned in class)</p> <p>PACKETS B & C</p>	
	<p>Native and Non-Native Language and Literacy Acquisition Activity)</p>	<p>P&B, Ch.2, 336-337; Bauer; Palmer, <i>et. al</i> (2007); (Part 1 of Anticipation Guide</p> <p>PACKET D</p>	Rubin & Ca
2/16	<p>Native and Non-Native Language (Complete Part 2 of anticipation guide in Packet of Materials after you have read the article by de la Luz Reyes.)</p>	<p>Barnitz; and Literacy Acquisition Gamez; Harper & de Jong</p>	de la Luz Reyes (199
2/23	<p>Assessing the Readability and ELLs</p>	<p>P&B, 345-348; Vardell, <i>et. al</i> Suitability of Materials for</p>	

(**Note:** Bring sample materials to class to analyze. The material used should have running text with the total number of words exceeding 300.)

PACKETS D & E

3/2 Assessing the Readability & Suitability of Materials (Continued) P&B, 353-354

Picture Books for ELLs Blum, *et. al*

Note: Bring a picture book to class different from the one used for the readability exercise.

This picture book should have a story to tell and should be suitable for students ages 8 and above. Keep in mind that picture books can be used with older students.

3/9 Picture Books for ELLs (Continued)

Tutoring Project Assignment Information

Assessing the Literacy Needs of ELLs P&B, Ch. 11, 104-111, 315-325

(This topic will not be discussed in class. Refer to information in textbook)

Distribution of Take-Home for Exam 1

3/16 **SPRING BREAK – NO CLASS**

3/23 The Major Areas of Literacy P&B, 282-287

PACKET F

Developing the Emergent Literacy Behaviors of ELLs P&B, Ch. 4 & 5
Lenters

Take-Home Examination Due

3/30	<p>Developing the Emergent Literacy Behaviors of ELLs (continued)</p> <p>Note: Bring 2 alphabet books to class. One should be suitable for a younger learner and the other for an older learner. (Source: Categorized Alphabet Book List in Packet of Materials)</p> <p>Be prepared to share these books with your classmates</p>	PACKET F
4/6	<p>Adapting the Language Experience Approach to Meet the Needs of ELLs</p>	<p>P&B, 297-309; Dorr; Landis, <i>et. al</i>; Manyak (3/08)</p>
		PACKET G
	<p>Developing Independent Word Identification Skills</p>	<p>P&B, 183-193; Helman</p>
		PACKET H
4/13	<p>Developing Independent Word Identification Skills (Continued)</p> <p>Developing a Reading and Writing Vocabulary in English</p>	<p>Rasinski, <i>et al.</i></p> <p>P&B, Ch. 6; Cunningham (Previously assigned); Manyuk, P. C. & Bauer, E. B (2009); Palmer and Brooks</p>
		PACKET I
4/20	<p>Developing a Reading and Writing Vocabulary in English (Continued)</p> <p>Comprehending Written English Through Reading and Writing Activities</p>	<p>P&B, Ch. 7; 287-297, 309-315 325-331; Carrier & Tatum; Townsend</p>
		PACKET J
4/27	<p>Comprehending Written</p>	<p>Ranker</p>

English Through Reading
and Writing Activities
(Continued)

	Using Narrative and Expository Texts to Develop Reading and Writing Skills	P&B, Ch. 9 & 10; Dreher, <i>et al</i>
5/4	Using Narrative and Expository Texts to Develop Reading and Writing Skills (continued) Tutoring Project Due Distribution of Take-Home for Exam 2	PACKET J
5/11	Take-Home for Exam 2 Due Time for Sharing Results of Tutoring Project	

4. REQUIREMENTS

Examination 1	30 %
Take-Home Essay (Beginning of Semester through “Picture Books for ELLs”)	
Tutoring Project	40%
Examination 2	30 %
Take-Home Essay Focus is on strategies discussed in class that can be used with ELLs.	

Grading System

Letter Grade and Numerical Equivalents

A = 95	B-= 80
A-= 90	C+= 78
B+= 88	C = 75
B = 85	C-= 70

Final Score and Letter Grade Equivalents:

92+ = A	80-81 =	B-
90-91 = A-	78-79 =	C+
88-89 = B+	72-77 =	C
82-87 = B	70-71 =	C-
	etc.	

Students are expected to attend all classes and arrive to class on time. Excessive absences and/or latenesses may result in a decrease of the final grade, i.e., from B to B-.

Students are expected to submit class assignments on time. Professor has the option of not accepting work that is submitted late. If accepted, late submissions may result in a decrease in grade, i.e., from B to B-.

5. RIC POLICIES

Academic Dishonesty Policy (*Rhode Island College Handbook of Policies, Practices, and Regulations* (Spring 2010), Chapter 3: Academic policies and procedures. Pp. 32-34, section 3.9.1.):
http://www.ric.edu/administration/pdf/College_handbook_Chapter_3.pdf#28

Request for Reasonable Accommodations for Students with Disabilities:
<http://www.ric.edu/disabilityservices/faq.php>

The instructor reserves the right to change the syllabus at any point in the semester to accommodate learners' needs and pace of progress. Students will be notified in class of any changes.

Students' assignments may be duplicated and utilized anonymously for the Department's program folios, for purposes of accreditation. All information that identifies a document as belonging to a particular student will be removed before it is used.