Salisbury University

ENCORE Program 2014

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ENGL 532 – Literacy and ESOL Reading

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**Course Description:**

This course introduces students interested in questions of language acquisition to the theories and practices relating to learning to read in a second language. Topics include models for acquiring second language reading skills, teaching strategies for second language literacy development, evaluating literacy materials, evaluating literacy development, current research on second language literacy development, and the political and social implications of second language literacy. The primary focus of this course is on Standard 3.a. Planning for Standards-Based ESL and Content Instruction (NCATE/NCTE/TESOL). It emphasizes the role of the teacher as communicator. The overarching goal of this course is to develop ESOL teacher candidates’ instructional proficiency in second language reading.

**Objectives:**

Students completing ENGL 532 will have the opportunity to:

* Develop an understanding of the theoretical and empirical foundations of ESOL reading and how literacy practices are mediated by social interaction and culture.
* Develop sensitivity to the background, needs, and expectations of a culturally and

linguistically diverse population.

* Develop an understanding of the fundamental concepts of second language learning and reading.
* Become acquainted with, read, and critically review relevant research literature on ESOL reading.
* Become acquainted with various models and definitions of reading.
* Develop an understanding of the impact of the National Reading panel report on the Nation’s literacy curriculum and instructional practices.
* Acquire fundamental knowledge needed to make program and classroom decisions about proficiency, placement, instruction, and instructional assessment.
* Become acquainted with effective instructional practices and procedures in second language reading development.
* Evaluate educational materials and resources of various educational publishers. Determine

“quantitative dimensions of text complexity” (traditionally know as readability), and analyze

“qualitative dimensions” and “reader and task considerations.” Consider the concept of

“considerate” and “inconsiderate” text.

* Plan and teach reading lessons for narrative and expository print and non-print materials.
* Examine and evaluate the Maryland Language Arts Standards and Maryland Learning Outcomes for Reading and Language Arts in order to consider their implications for ESOL students.
* Examine the influence of the Common Core State Standards (CCSS) on ELLs.
* Become acquainted with various formal and informal literacy assessments and their role in diagnosis, instruction, and evaluation of reading development.
* Understand the role of cognitive, contextual, and affective factors that influence reading development.
* Identify strategies for involving parents/guardians in fostering reading development.
* Examine the role of professional development and professional collaboration in literacy development.
* Develop a compendium of professional practices and procedures, supported by national standards and the professional literature, that foster optimal reading development for ESOL learners.

**Books and Resources:**

**Texts:**

Bromley, Karen. (2012). *The next* step in *vocabulary instruction.* New York: Scholastic.

Bouchard, Margaret. (2005). *Comprehension strategies for English language learners.* New York: Scholastic.

Fox, Barbara J. (2008). *100 activities for developing fluent readers.*  (2nd Ed.). Upper saddle River, NJ: Pearson Merrill/Prentice Hall.

Hoyt, Linda, Davis, Kelly, Olson, Jane, and Boswell, Kelly. (2011). *Solutions for reading comprehension: Strategic interventions for striving learners.* Portsmouth, NH: Heinemann.

Frey, Nancy and Fisher, Douglas. (2013). *Rigorous reading: 5 access points for comprehending complex texts.* Thousand Oaks, CA: Sage/ Corwin Literacy.

Numerous other resources such as instructional materials for guided reading, phonics, fluency, comprehension, etc, professional text for elementary and content area reading, assessment materials such as Informal Reading Inventories, basic sight vocabulary, etc. will be provided as handouts and/or for examination, demonstration, and modeling of strategies.

**Course Requirements:**

1. **Reflective Reading Response/Learning log:** For each designated chapter, article, video, speaker, etc, you are to complete a “log” entry based on your personal response/reaction to the input/material. A logbook is provided for your entries. These logs will be the basis for class and small groupdiscussion/interaction, and will raise questions for further discussion/clarification**.** See “Reader Response” information provided later in the syllabus. The instructor will read the logs each evening. (Entries are worth 10 points each; total TBD)
2. **Vocabulary Development Activities: Based** on text, articles and/or class models, you are to develop three (3) vocabulary activities that you could model/use in your classroom or in some capacity with ELL students. At least one activity must be “graphically organized;” all three can be, if you so choose. These activities must go beyond rough drafts, but do not have to be in absolute final photocopy form. You must provide a rationale for your choice, i.e., why this activity, and how is it appropriate for ELL learners? Your rationale does not need to be lengthy, but it needs to be clear, focused and logical. Some of the “simpler” activities may require more than one model/example (explained in class). (Each vocabulary activity/rationale is worth 20 point; 60 overall.)
3. **Comprehension Activities:** Based on text, articles, and/or class models, you are to develop two (2) prereading/”before” activities for use in your classroom or in some capacity with ELL learners. At least one of these activities must be “graphically organized;” both may be if you choose. You must provide a rationale for your choice, i.e., why this activity, and how is it appropriate for ELL learners? Your rationale does not need to be lengthy, but it needs to be clear, focused and logical. (Each prereading activity/rationale is worth 20 point; 40 overall.)
4. **Scaffolded Guided Reading/B-D-A Activity**: Following guidelines and models provided, you are to develop a scaffolded guided reading/B-D-A plan for a story, article, chapter, etc. that you could use in your classroom with ELL learners. The guided reading activity will incorporate a before, during, and after component. See “format” provided later in the syllabus. Given our time limit, this activity again may not be copy-ready, but will be well beyond a rough draft. NOTE: A vocabulary activity (#2 above) and/or a prereading activity (#3 above) can easily be incorporated with your scaffolded guided reading/B-D-A plan. (60 points overall)
5. **Internet Activity**: You are to conduct a focused search of various web sites related to ELL

Instruction and report in your “reflective log” on any three (3). At least one site must be a “dedicated” ELL site. Provide a reflective-summary/overview of what the site provides, how you might use the site (or portions of it) in your classroom, and your overall impressions. No more than two pages per each review. You **must** print out something that you found useful or representative and attach it to your summary report. Please make reference to the printout in your discussion. A list of websites will be provided as a starter. If possible, computer lab time will be built into class to accommodate your surfing. (Each summary report is worth 15 points; 45 points overall.)

1. **Quantitative text assessment/Readability/Lexiles:** The CCSS define a three-part model for determining how easy or difficult a particular text is to read. One is a “quantitative” assessment, commonly referred to as readability. Determine the “quantitative dimension” (readability) of three selected materials using the Fry Readability Graph as demonstrated in class. One must be a narrative selection, one an informational selection, and the third is your choice. Analyze one of your three selections for “qualitative” variables (see *Rigorous Reading* text) and/or considerate/inconsiderate text factors affecting difficulty. Informally, share results in class. (15 points)

**Evaluation/Grading:**

Your final grade in ENGL 532 is based on the satisfactory completion of the above stated course requirements. The accumulation of points for the stated activities/projects will be converted to a letter grade.

Attendance, punctuality, participation, and overall contributions to course goals and objectives will be considered in final grade determinations.

Do your own work! **CHEATING**, **PLAGIARISM**, and/or **ANY FORM OF ACADEMIC DISHONESTY** **WILL RESULT IN AUTOMATIC FAILURE**. See the catalog section on “Scholastic Standards” for further information.

Final course grades are based on the following percentages: 90-100% = A; 86-89% = B+; 80-85% = B; 70-79% = C; 60-69% = D; 59% and below = F. Final course determinations are NOT rounded up.

**Writing Across the Curriculum:**

Among the skills of the effective educator is communication in written form. Such communication must be convincing, clear, correct, and appropriate to a variety of audiences. To demonstrate this skill, each student is required to meet high standards of clarity and correctness in all written work submitted in this course. The evaluation of all written assignments will take into account content, organization, style, grammar, usage, spelling and punctuation.

**Projected Schedule:** Note: Some adjustments may be made to accommodate unexpected situations, needs, concerns, etc.

**Institute 1 – Monday, July 14**

Morning session: (8:30-12:00)

* Overview of syllabus – course requirements, activities, schedule, etc.
* Cambourne’s “Conditions for Literacy Learning” – ELL applications
* “Classrooms that Work” (descriptive/observational research data) – ELL applications
* National reading Panel (NRP) Report overview (Experimental data)
* Common Core State Standards

Afternoon Session: (1:00-5:00)

* “Schema Matters” – theory and simulations
* Demonstration/practice of selected prereading strategies: Keyword Method, Anticipation

Guides, Book Boxes, Picture Walks, Probable Passages, Block Party (aka Tea Party or

Quotation Mingle), etc.

ELL applications

* Comprehension- preparational strategies adapted for ELL

Reading:

**Bouchard.** Introduction, pp. 4-16;Anticipation-Reaction Guide, pp. 66-68.

**Hoyt, et al.** pp. 4-20; pp. 23-31.

**Institute 2 – Tuesday, July 15**

Morning Session:

* “During Reading” – theory and simulations
* What the NRP reported about comprehension
* Comprehension – “organizational” strategies adapted for ELL
* “Graphic Organization” – a key element in assisting ELL
* Organizational patterns of expository/informational writing. **Bouchard.** pp. 79-91; **Hoyt, et al.** pp. 52-54.
* Questioning Models: Four Level; Questioning the Author (QtA); ReQuest, **Bouchard.** pp. 100-101, and **Fox.** 6.7; Reciprocal Teaching, **Bouchard.** pp.95-99; Question-Answer Relationships (QAR), **Bouchard.** pp.36-39, **Fox.** 6.16. **Hoyt, et al.** pp. 119-120.
* Summarizing: Story Pyramid, GIST, **Bouchard.** pp. 40-43; **Hoyt, et al.** pp. 68-70. Pass Around Paragraph
* Demonstration of selected organizers followed by class guided practice/simulation

Afternoon session:

* Analyzing the quantitative dimension of text difficulty, i.e., determining readability, Directed Reading Activities (DRA); Directed Reading-Thinking Activities (DR-TA); Content DR-TA; Guided Reading – application for ELL (log/reflect)
* Demonstration of above activities followed by class guided practice/simulation

Reading:

**Fox.** Chapter 6 – Comprehension

**Institute 3 – Wednesday, July 16**

Morning Session:

* Focus on vocabulary development – a key element in assisting ELL
* Principles of vocabulary development
* NRP Report data/guidelines on vocabulary development
* Varied techniques for developing vocabulary, e.g., Gipes, Read-Arounds, Word Maps, etc.
* Benefits of reading aloud and wide reading for vocabulary development
* High frequency “basic” sight vocabulary – importance in early reading
* Demonstration of selected vocabulary techniques followed by class guided practice/simulation

Afternoon Session

* Building Fluency
* Repeated reading
* Choral reading
* Multiple voice poetry – demonstrated in class followed by guided practice/simulation (log/reflect)
* Reader’s theater – demonstrated in class followed by guided practice/simulation (log/reflect)
* Recorded books
* NRP Report data/recommendations

Reading:

**Fox.** Chapter 4 – Meaning Vocabulary, pp. 88-93 and Chapter 5 – Oral Reading Fluency, pp. 113-115.

**Institute 4 – Thursday, July 17**

Morning Session

* Emergent and Early Literacy with ELL
* Reading Aloud – benefits and guidelines
* Shared Book Experience/Big Books
* Language Experience - applications for ELL
* Insights from Invented spelling (a.k.a. - temporary/developmental/transitional spelling)
* Value of predictable text for ELL

Afternoon Session

* Phonemic Awareness/Phonics for ELL
* NRP Report on phonics/phonemic awareness – data and recommendations
* Phonics terminology
* Approaches to teaching phonics – synthetic, analytic, and embedded
* Scope and sequence
* Teaching “generalizations”
* Decodable texts (as compared to predictable texts discussed earlier)
* Word making/building and word sorting techniques – class demonstration
* Blending and nonsense words
* Benefit of an onset and rimes approach to phonics

Reading:

**Fox.** Chapter 1: Phonemic Awareness, Chapter 2: Phonics, and Chapter 3: Structural Analysis

**Institute 5 – Friday, July 18**

Morning:

* Reading narrative and expository literature for ELL
* Literature circles, discussion groups, buddy buzz, etc.
* Transactional theory from the NRP Report
* The benefit of independent and extensive reading
* Promoting wide voluntary reading

Afternoon:

* Matters of assessment
* Standardized tests
* Informal reading inventories
* Running records
* Home school connections and partnerships – involving parents/caregivers

Reading:

**Hoyt, et al.** Part 3: Solutions for Assessment.

**Note:** The importance of comprehension as the goal of reading and the use of quality and diverse literature will be infused throughout each institute.

**“Reader Response” Guidelines for Chapter/Article/video/speaker Reflection/Reaction**

As you read/listen/view you will have a personal and individual reaction, based on **your** schema, i.e., no two people “read” anything in quite the same way; no two people “highlight” the exact same things. Along with many commonalities, you will have somewhat different text-to-self, text-to-world, and text-to-text connections.

In a few pages (for each assigned learning log reflection) discuss what you consider important/interesting/thought-provoking, etc. What reinforced your present knowledge/philosophy? What did you learn that was “new or novel?” What aroused your curiosity? Use specific quotes/items from the text as you write your reflection/reaction; think “text-support”. Take both an **efferent** (cognitive/information-based) stance and an **aesthetic** (affective/feeling/emotion-based) stance. Be aware that expository material will likely evoke a stronger **efferent** stance.

Be sure to note what, if any, information needs clarification, extension, and/or further explanation. If there is anything about which you are still “in the weeds,” please make note so it may be discussed and, hopefully, clarified in class.

If you wish, you may use other “note-taking” models with which you are comfortable, e.g., double-sided entries, as long as you incorporate “personal responses and/or reactions” into your discussion. Remember, regardless of the model that you use, reflection/reaction must be apparent in your commentary. Your responses should not merely be summaries.

SCAFFOLDED GUIDED READING/B-D-A FORMAT

Subject \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Story/Text \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Note*: Your plan must be detailed and specific, but not “scripted.” Someone else, e.g., a substitute teacher, should be able to take your plan and know just what to do and how to do it. For example, don’t just say, “Use the Keyword strategy;” provide a list of the words being used. Don’t just say, “I’ll ask questions;” provide the questions. Don’t just say, “I’ll lead a discussion,” or “We’ll review;” indicate how. Provide a sample copy of all handouts, document camera masters, organizers, etc. that are part of your plan.

At the outset of your plan provide the following:

Materials needed:

Standards being met:

**BEFORE**: How will you begin? How will you establish interest and motivation? How will you activate schema – **an absolute essential**? For example: Review of previous reading, Keyword activity, Selected Picture walk, Opening of K-W-L, Brainstorming, Anticipation Guide, Book Box, etc. (20 points)

**DURING:** *Note*: Your opening activity should lead naturally into focused and guided reading.

How will you establish and maintain “purposeful” reading? Where will you pause to make predictions? How will you ask selected “guiding” questions? How will you connect to your opening activity? Will you discuss selected vocabulary in context? Will students read silently, in partners, etc.? (20 points)

**AFTER**: How will you and/or the students respond, extend, and/or innovate on the story/text? Will you complete or revisit an organizer that you started at the outset, such as the “L” in K-W-L, or reconciling the responses to an Anticipation guide, or keyword Activity? Will you have an “overall” closing discussion/summary activity? Will you “revisit” the text for discussion, clarification, strategy/skill development, review, reinforcement, etc.? *Note:* If you plan to incorporate a “creative arts” tie-in of some sort, it must be done only after you have come to closure on the guided reading lesson. It can be included as an “extension” activity, but it cannot be the total AFTER activity. (20 points)

*Note:* The above items are only suggested possibilities. There are lots of other options.

Wolinski. Revised, July 2014.