

**Working With Diverse Learners Who Find Reading and Writing Challenging**  
**EDU 455/C&I 555**  
**Summer 2019, 2 credits**

**Instructor:** Ann Ellsworth, PhD  
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**Dates:** June 1-August 2, 2019



**Two required texts--**

**Everyone reads this text:**

*The Classroom Teacher's Guide to Struggling Writers: How to Provide Differentiated Instruction.* Authors: Curt Dudley-Marling, Patricia Paugh.

**Additionally, order one of the following:**

**If you are an elementary teacher, order the Hoyt text.** *Solutions for Reading Comprehension: K-6 Strategic Interventions for Striving Learners.* Linda Hoyt, Kelly Davis, Jane Olson & Kelly Boswell.

**If you are a middle school or high school teacher, order the Reis text.**

*120 Content Strategies for English Language Learners: Teaching for Academic Success in Secondary School* (2<sup>nd</sup> edition), Jodi Reis.

To Clarify: We will all be reading the Dudley-Marling & Paugh text, but our reading strategies book will be different, depending on what level we teach.

**Course description:**

This 2-credit graduate course is designed to extend teachers' knowledge of literacy instruction so they can be more effective in helping students who find reading and writing challenging. Since word knowledge is tied to comprehension, there will be an emphasis on learning about those instructional approaches that support vocabulary growth and concept development.

**Learning Objectives:**

Upon completion of this course, students will be able to:

- (1) identify basic principles of literacy instruction and describe how these are influenced by academic language and content knowledge.
- (2) describe Tier 1, 2, and 3 vocabulary levels.
- (3) create a motivational "hook" that previews key concepts of a text.
- (4) evaluate a professional resource, noting how ideas can be incorporated into a pre-existing lesson.
- (5) create several vocabulary development activities that support the B-D-A learning model.
- (6) analyze specific strategies that support language learning and reading comprehension



**Major Topics:**Overview and foundational language principles

Triadic model for reading instruction

Factors that interfere with reading comprehension

Why students struggle with writing

Text features

Readability: quantitative and qualitative considerations

Nonfiction vs. prose fiction

Tier 1, 2 and 3 vocabulary

Instructional best practices

Graphic organizers

Active learning: Building and activating background knowledge

Instructor decision making: The B-D-A model

- previewing new material: concepts, homework, modeled examples
- pacing decisions
- using explicit instruction
- being mindful of teacher talk: use consistent pronouns, simplify sentence structure, use familiar words, be consistent with vocabulary, animate and demonstrate words, use visuals and graphics

**Grading summary:**

A 90-100      C 70-79

B 80-89      D 60-69

Note: “Plus” and “minus” are the two high and low end percentages for each grade range.

**Summary of Requirements, Points, Due Dates, Learning Outcomes, and Evaluation:**

Requirement	Points	Due date	Learning Outcome	How evaluated
Introduction assignment	15	Week 2	3	4-6 items/artifacts are tied to themes or major concepts that are clearly identified. Description explains how this assignment serves as a motivational activity.
Discussions	20	Weeks 2-5	1, 2	See Appendix A, attached to syllabus for discussion requirements and protocol.
Teacher resource critique	25	Week 6	4	Analytic scoring that evaluates ideas, organization, sentence clarity, and accuracy with English conventions; length requirements met.
Vocabulary portfolio	40	Week 7	5	8 vocabulary activities are presented in ready-to-use format for students. Teacher example

				included for each. Explanation provided as to how the vocabulary activity will be used: before reading, during reading, and/or after reading. Learning goals provided for each activity.
Final reflection paper	20	Week 8	1, 6	Analytic scoring that evaluates ideas (the completeness of the response to the assignment questions), organization, sentence clarity, correct use of APA in body of paper and on the reference page; length requirements met.

→**Attendance policy:** In a traditional classroom, perfect attendance would be the ideal; however, we are working in a nontraditional learning environment. Thus, discussions are the salient method used to monitor students “attendance” or consistent engagement with class. Timely initial posts (4 required) and thoughtful, substantive replies to peers demonstrate your involvement or “attendance.”



→**Evaluation of Assignments and APA format:** As a graduate student you are expected to submit high quality written products that adhere to the requirements outlined by the 6<sup>th</sup> edition of the American Psychological Association (APA) publication manual. A helpful resource follows: <https://owl.english.purdue.edu/owl/resource/560/01/>



For the purposes of our class, only the final paper needs to be in APA formatting.

→**Submit an Assignment on Moodle**

1. Links to assignments can always be found in the sections down the center of the Moodle course page.
2. Click the link to the assignment.
3. Click Add submission.
4. To enter online text, type directly into the Online text box.
5. To submit a file using drag-and-drop.
6. Browse for a file.
7. Click Upload.

## DESCRIPTION OF ASSIGNMENTS

### Introduction Assignment (15 points)



This assignment has two components. First, prepare a “What’s in the Bag” assignment, following the instructor’s example. Write a description of how each of your 4-6 items serves to address major concepts or themes in the text to be read. Finally, address how you will make this a motivational activity by using suspense, riddles, costuming, music, etc.

### Discussions (20 points)

There are four required discussion assignments. See the Appendix, at the end of this syllabus, for requirements and evaluation criteria.

### Teacher Resource Critique (25 points)

Read one of the following texts (or email the instructor with a suggestion for another book.) Critique the author’s ideas, discussing how they support struggling readers and writers. In your paper, discuss what changes you’ll make based on the ideas you learned.



- *Literature-Based Reading Activities* (4<sup>th</sup> edition). Hallie Yopp and Ruth Yopp.
- *Write This Way from the Start: The First 15 Days of Writers’ Workshop*. Kelly Boswell (Heinemann)
- *Teaching Reading to English Language Learners, Grades 6-12: A framework for Improving Achievement in the Content Areas*. Margarita Espino Calderon (Editor)
- *Supporting Struggling Readers and Writers: Strategies for Classroom Intervention 3-6*. Dorothy Strickland, Kathy Ganske, & Joanne Monroe (Stenhouse)
- *Building Literacy in Secondary Content Area Classrooms*. Thomas Gunning (Pearson)
- *Teach Like a Champion 2.0: 62 Techniques that Put Students on the Path to College*. Doug Lemov (Jossey-Bass)

### Vocabulary Development Portfolio (40 points)



To help students become comfortable with academic language, develop a vocabulary portfolio that includes 8 ideas from the Reiss or Hoyt text. Some examples are anticipation guides, concept/definition maps, word-a-day exercises, semantic feature analysis, structured overview, selective reading guide, comprehension inventory, and vocabulary bingo. Because vocabulary knowledge contributes to concept development, for each of the 8 activities, write a short paragraph describing how you would use the activity to scaffold student understanding of concepts. Also identify during what part of the lesson you would use the activity: before reading, during reading, and/or after reading. All 8 vocabulary activities should be presented in ready-to-use format for students. Include a teacher example or answer key for each.

### Reflection paper (20 points)

Drawing from our readings and course material, prepare a 3-4 page reflection that discusses what you’ve learned about foundational language concepts—reading and writing. Reflect on what

changes you plan to make in your instruction that will help your struggling readers and writers experience academic success. Use APA formatting.

### Calendar

Week	Topics/Assignments
1	<ul style="list-style-type: none"> <li>✓ Introduction to class</li> <li>✓ Read chapter 1 in Reiss text</li> <li>✓ Rationale for literacy across the curriculum</li> <li>✓ Language fundamentals: an overview</li>   <li>✓ READ: Chapter 1 in Reiss text <b>OR</b> “Introduction” in Hoyt text</li> <li>✓ DUE: Introductions—in a paragraph or two, share your professional experience and career goal(s)</li> </ul>
2	<ul style="list-style-type: none"> <li>✓ Factors which interfere with comprehension</li> <li>✓ Why students struggle with written expression</li> <li>✓ Triadic reading model</li>   <li>✓ READ: Chapters 2 and 3 in Reiss text <b>OR</b> Part I of Hoyt text</li> <li>✓ DUE: Discussion #1 of 4</li> <li>✓ DUE: It’s in the Bag”</li> </ul>
3	<ul style="list-style-type: none"> <li>✓ Readability</li> <li>✓ Text features: Nonfiction vs. Prose fiction</li>   <li>✓ READ: Chapters 3-5 in Reiss text <b>OR</b> Part II in Hoyt text</li> <li>✓ DUE: Discussion #2 of 4</li> </ul>
4	<ul style="list-style-type: none"> <li>✓ Tier 1, 2 and 3 vocabulary</li> <li>✓ Before-During-After instructional model</li>   <li>✓ READ: chapters 1-3 in Dudley-Marling &amp; Paugh text</li> <li>✓ DUE: Discussion #3 of 4</li> </ul>
5	<ul style="list-style-type: none"> <li>✓ Graphic organizers</li> <li>✓ Active vs. passive learning activities</li> <li>✓ Read chapters 4-5 in Dudley-Marling &amp; Paugh selectively; determine which are most useful</li>   <li>✓ DUE: Discussion # 4 of 4</li> </ul>

Week	Topics/Assignments
6	<ul style="list-style-type: none"> <li>✓ Instructional decisions: Planning and lesson execution</li>   <li>✓ READ: Chapters 6-9 in Reiss text selectively <b>OR</b> Part III in Hoyt text</li> <li>✓ DUE: Teacher resource critique</li> </ul>

7	<ul style="list-style-type: none"> <li>✓ Instructional best practice with vocabulary development</li> <li>✓ View Anita Archer Vocabulary Lesson <a href="https://www.youtube.com/watch?v=DC0HNtvxuRg">https://www.youtube.com/watch?v=DC0HNtvxuRg</a></li> <li>✓ READ: Chapters 6-7 in Dudley-Marling &amp; Paugh</li> <li>✓ DUE: Vocabulary Portfolio</li> </ul>
8	<ul style="list-style-type: none"> <li>✓ Instructor decision making: the learner, context, content to be learned</li> <li>✓ DUE: Reflection paper</li> </ul>

## **APPENDIX A: Discussion Requirements**

### **Original/initial posting requirements**

1. There is a sense in the posting that ideas lead to each other and connections are being made. The original posting is not just a summary, but an attempt by the writer to push toward a particular personal meaning AND is based on required readings.
2. The initial post integrates readings with the world of practice.
3. The initial post meets the length specification (at least 300 words.)
4. The initial post is submitted by Wednesday at 11:59 p.m.
5. There are no distracting English language conventions that would interfere with the meaning the writer wants to convey and the meaning the reader is seeking.

### **Reply requirements**

1. The reply posting is not merely commentary or “I agree with you” type of (passive thinking) response; these are not casual entries as if in a blog. Instead, there is evidence of higher-level thinking. The replies to classmates ought to integrate multiple viewpoints and weave both class readings and other participants’ postings into the discussion of the subject.
2. Each reply meets the length specification (at least 200 words.)
3. There are no distracting English language conventions that would interfere with the meaning the writer wants to convey and the meaning the reader is seeking.

Adapted from: Worcester Polytechnic Institute. (2010). Academic Technology Center: Teaching with technology collaborator. Retrieved June 28, 2010 from <http://www.wpi.edu/Academics/ATC/Collaboratory/Idea/gradingdiscussions.html>

### **Evaluation**

Full credit/5 points = All requirements met. Furthermore, contributions were particularly insightful.

Partial credit/3-4 points = Missing 1 requirement; submission meets minimum expectations for a professional post.

Partial credit/1-2 points = Missing 2-3 requirements; submission lacks in substance.

No credit/0 points = Missing discussion assignment.