

**Master of Science in Education Program
MSED 423: Elementary Literacy Methods and Content
MSED 410: Foundations of Learning in a New Language**

Fall Quarter 2021, Tuesdays, 1-5 PM
*additional work time some Fridays



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Course Description

MSED 423: Elementary Literacy Methods and Content

Elementary Literacy Methods and Content is organized to provide pre-service and in-service teachers with the professional background to provide literacy instruction in the school setting to diverse learners in grades 1-5. The course moves from knowledge and beliefs about literacy to the applications of organizing and managing creative and effective literacy classroom practices. There will be a focus on reading and writing how they manifest in classroom instruction and experiences. In the process, students shall examine, evaluate, and reflect upon their beliefs about literacy and the belief system of others. We will focus upon balanced literacy instruction and multiple methods to meet the literacy needs of students in a variety of learning settings. We utilize metacognitive strategies related to readings, projects, and all interactions. We believe literacy and learning are lifelong processes.

Course Description: MSED 410: Foundations of Learning in a New Language

The Foundations of Learning in a New Language course explores the historical, political, sociocultural and educational practices that impact linguistically and culturally diverse learners in American schools. Topics include historical and current federal and state laws regarding learning English as a new language, aspects of language learning of first and second language acquisition, and historical movements in immigration and education. Research-based instructional models are discussed, including methods for effective pedagogy in second language acquisition. A major goal of this course is to develop a deepened understanding and appreciation of factors that contribute to sustained achievement for linguistically and culturally diverse students learning English as a new language.

Course Objectives

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- All teachers must know a broad range of literacy techniques and strategies for every aspect of communication and must be able to assess and develop each student's ability to read, write, speak and listen to their potential within the demands of the discipline.
- All teachers should model effective reading, writing, speaking, and listening skills during their direct and indirect instructional activities.
- All teachers should give constructive instruction and feedback to students in both written and oral contexts while being aware of diverse learner needs. Teachers should effectively provide a variety of instructional strategies, constructive feedback, and adjust their instruction in accordance with student need.

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- Demonstrate knowledge of theories and models of second language acquisition.
- Demonstrate knowledge of the various models of SLA in national policy and in schools and their influence on the academic success of emergent bilinguals.
- Demonstrate understanding of the effect of political, social, cultural, and historical policies and laws on the education of emergent bilinguals.
- Reflect on the ways that acquiring/learning a new language and acculturating to a new way of life impacts immigrants and their families within and beyond the school setting
- Demonstrate awareness of terminology, law, and resources for educators involved with linguistically and culturally diverse students.
- Demonstrate understanding of the demographic trends in the U.S. and their impact upon the educational options and outcomes of children who speak a language other than English in their home.
- Demonstrate understanding of strategies to be able to serve as advocates for the needs of emergent bilinguals in schools and community settings.
- Demonstrate knowledge and understanding of best practices for teaching English as a new language to linguistically, socio-economically, and culturally diverse learners.

ILLINOIS PROFESSIONAL TEACHING STANDARDS (2013)

1. Teaching Diverse Students - The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.

2. Content Area and Pedagogical Knowledge - The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.

3. Planning for Differentiated Instruction - The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and Achievement.

4. Learning Environment - The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.

5. Instructional Delivery - The competent teacher differentiates instruction by using a variety of

strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

6. Reading, Writing, and Oral Communication - The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.

7. Assessment - The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data and curricular and instructional effectiveness and adjusts practices to meet the needs of each Student.

8. Collaborative Relationships - The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.

9. Professionalism, Leadership, and Advocacy - The competent teacher is an ethical and reflective practitioner who exhibits professionalism, provides leadership in the learning community, and advocates for students, parents, or guardians, and the profession.

Course Expectations, Policies, and Grading

Please note: I realize there are several required texts. This is due to the fact that it is a combined course. These are not traditional textbooks- they are meant to be professional resources for your teaching moving forward, so I strongly suggest you purchase and not rent them. Many are relatively inexpensive. Though I recommend physical texts, a kindle/digital version is available for most if cost is a concern.

1) Required Texts: MSED 423

Baines, J., Tisdale, C., & Long S. (2018) "We've Been Doing it Your Way Long Enough": Choosing the Culturally Relevant Classroom".

Burkins, J. & Yaris, K. (2016). Who's Doing the Work: How to Say Less So Readers Can Do More.

Harvey, S. & Goudvis, A. (2017). Strategies that Work: Teaching Comprehension for Understanding, Engagement, and Building Knowledge Grades K-8.

2) Required Texts: MSED 410

Garcia, O., & Kleifgen, J.A. (2018). Educating Emergent Bilinguals: Policies, Programs, and Practices for English Learners. New York: Teachers College Press.

Espana, C. & Herrera, L.Y. (2020). En Comunidad: Lessons for Centering the Voices and Experiences of Latinx Bilingual Students.

Honigsfeld, A. (2019). Growing Language & Literacy: Strategies for English Learners

2) Excerpts of the following texts will be provided*

Bear, D., Invernizzi, M., Templeton, S. & Johnson, F. [2008 (*edition 4 or later*)]. Words their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction.

Burkins, J. & Yates, K. (2021). Shifting the Balance: 6 ways to bring the Science of Reading into the Balanced Literacy Classroom.

***Additional research articles will be provided on Canvas.**

3) Additional Recommended Texts

Beck, I., McKeown, M. & Kucan, L. (2013). Bringing Words to Life: Robust Vocabulary Instruction

Beers & Probst (2013). Notice & Note: Strategies for Close Reading

Beers & Probst (2015). Reading Nonfiction: Notice and Note Signposts, Stances, and Strategies.

Escamilla, K. (2013). Biliteracy from the Start: Literacy Squared in Action.

Frey, N. & Fisher, D. (2013). Rigorous Reading: Five Access Points for Comprehending Complex Texts.

Lapp, D, Moss, M., Grant, M., Johnson, K. (2015). A Close Look at Close Reading: Teaching Students to Analyze Complex Texts, Grades K–5.

Minor, C. (2018). We Got This: Equity, Access and the Quest to Be Who our Students Need Us to Be.

Morrow, M.W., Wilson, K, & Shanahan, T. (2013) Teaching with the Common Core Standards for English Language Arts Grades 3-5.

Muhammad, G. (2020). Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy.

Richardson, J. (2016). The Next Step Forward in Guided Reading.

Serravallo, J. (2017). The Writing Strategies Book.

Serravallo, J. (2015). The Reading Strategies Book.

Land Acknowledgement:

Northwestern is a community of learners situated within a network of historical and contemporary relationships with Native American tribes, communities, parents, students, and alumni. It is also in close proximity to an urban Native American community in Chicago and near several tribes in the Midwest. The Northwestern campus sits on the traditional homelands of the people of the Council of Three Fires, the Ojibwe, Potawatomi, and Odawa as well as the Menominee, Miami and Ho-Chunk nations. It was also a site of trade, travel, gathering and healing for more than a dozen other Native tribes and is still home to over 100,000 tribal members in the state of Illinois. Learn more about the Northwestern University Land Acknowledgement [here](#).

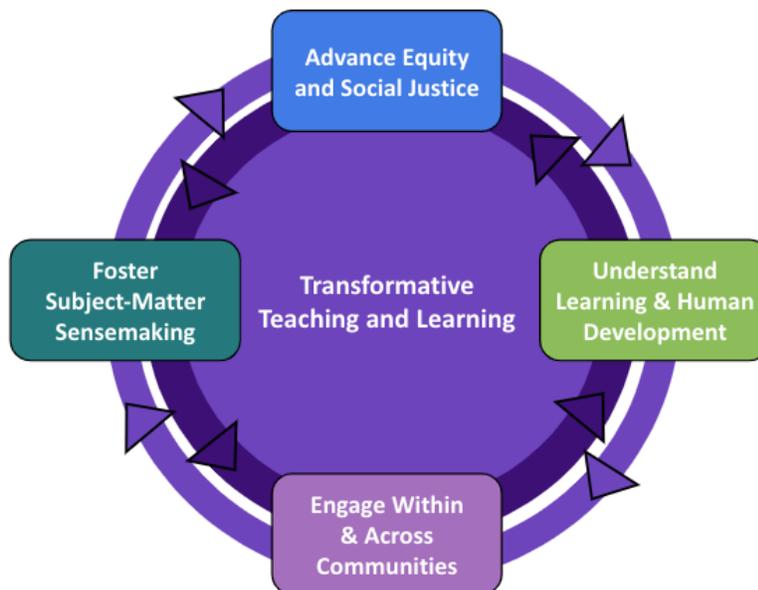
Instructor note about COVID-19

I understand that COVID-19 may be presenting complications both to our studies and to our personal lives. I also understand that completing a teacher residency program can feel both exhilarating and overwhelming. My goal is for everyone to complete these courses successfully. If circumstances arise and you have questions or need additional support, please reach out and I will do whatever I can to help. Let's all be compassionate and do our best to support each other during what may be a challenging time. Thank you in advance for your flexibility.

Inclusivity: Every student in this class is valued. Your experiences are important, and you should feel free to share them as they become relevant to our class. No student in this class is ever expected or believed to speak for all members of a group. In this class, you have the right to determine your own identity. You have the right to be called by whatever name you wish and for that name to be pronounced correctly. You have the right to be referred to by your pronouns, and to adjust these things at any point in your education. It is important to me that every class member feels included and valued. If issues arise that result in barriers to your inclusion, please contact me privately without fear of reprisal.

Deficit Language: In this class, we will make every effort to avoid using deficit language when we speak about students and their families and communities. Students' identities are complex and multi-faceted. When we refer to students as "struggling readers" or "low SES students" or "limited English proficient", we are using a deficit to define them. The same is true for our students' families. It is tempting to blame or implicate families for the challenges we face with our students, but it is important to realize that families genuinely want what is best for their children and believe in the promise of education. Lets hold ourselves accountable when we use deficit language and help each other reframe our thinking.

Northwestern Teacher Education Guiding Commitments



The Northwestern Teacher Education Program's Guiding Commitments are:

- A statement of values about education for dignity, theories of learning as a social, cognitive, ethical and cultural process, and belief in the power of practices that create culturally sustaining & anti-racist learning environments
- Tools for strengthening our cultural life living through Course, "Discipline", Program, and Community
- Opportunities to build knowledge, enact practices/ performances, cultivate dispositions

Student Attendance Policy

Student attendance at every class meeting is expected. Your presence as part of a collaborative learning community is key to your development and the development of your colleagues. If for some reason you must be absent from a class session, you must inform the instructor before your absence. Because of the short number

of overall class sessions in the quarter system, missing two class sessions puts your ability to pass the class in jeopardy. Missing three class sessions will result in an automatic grade of "Incomplete" and you will have to retake the class at another time. Because of the pace of the quarter, there will be a penalty of at least a letter grade for late submission of work. Late assignments will not be accepted beyond two weeks following the due date. If there are extenuating circumstances, please be proactive and discuss them with the instructor outside of class time. Again, my goal is for you to be successful and I understand that many of us may be dealing with challenging circumstances and events beyond our control due to the COVID-19 pandemic.

Academic Integrity Policy

Students in this course are required to comply with the policies found in the booklet, "Academic Integrity at Northwestern University: A Basic Guide". All papers submitted for credit in this course must be submitted electronically unless otherwise instructed by the professor. Your written work may be tested for plagiarized content. For details regarding academic integrity at Northwestern or to download the guide, visit: <https://www.northwestern.edu/provost/policies/academic-integrity/index.html>

Accommodations for Students with Disabilities

Northwestern University is committed to providing the most accessible learning environment as possible for students with disabilities. Should you anticipate or experience disability-related barriers in the academic setting, please contact AccessibleNU to move forward with the university's established accommodation process (e: accessiblenu@northwestern.edu; p: 847-467-5530). If you already have established accommodations with AccessibleNU, please let me know as soon as possible, preferably within the first two weeks of the term, so we can work together to implement your disability accommodations. Disability information, including academic accommodations, is confidential under the Family Educational Rights and Privacy Act.

COVID-19 Testing Compliance

To protect the health of our community, Northwestern University requires unvaccinated students who are in on-campus programs to be tested for COVID-19 twice per week.

Students who fail to comply with current or future COVID-19 testing protocols will be referred to the Office of Community standards to face disciplinary action, including escalation up to restriction from campus and suspension.

Prohibition of Recording of Class Sections by Students

Unauthorized student recording of classroom or other academic activities (including advising sessions or office hours) is prohibited. Unauthorized recording is unethical and may also be a violation of University policy and state law. Students requesting the use of assistive technology as an accommodation should contact [AccessibleNU](#). Unauthorized use of classroom recordings – including distributing or posting them – is also prohibited. Under the [University's Copyright Policy](#), faculty own the copyright to instructional materials – including those resources created specifically for the purposes of instruction, such as syllabi, lectures and lecture notes, and presentations. Students cannot copy, reproduce, display, or distribute these materials. Students who engage in unauthorized recording, unauthorized use of a recording, or unauthorized distribution of instructional materials will be referred to the appropriate University office for follow-up.

Support for Wellness and Mental Health

Northwestern University is committed to supporting the wellness of our students. Student Affairs has multiple resources to support student wellness and mental health. If you are feeling distressed or overwhelmed, please

reach out for help. Students can access confidential resources through the Counseling and Psychological Services (CAPS), Religious and Spiritual Life (RSL) and the Center for Awareness, Response and Education (CARE). Additional information on all of the resources mentioned above can be found here:

<https://www.northwestern.edu/counseling/>

<https://www.northwestern.edu/religious-life/>

<https://www.northwestern.edu/care/>

COVID-19 Classroom Expectations

Students, faculty, and staff must comply with University expectations regarding appropriate classroom behavior, including those outlined below and in the [COVID-19 Code of Conduct](#). With respect to classroom procedures, this includes:

Policies regarding masking and social distancing evolve as the public health situation changes. Students are responsible for understanding and complying with current masking, testing, Symptom Tracking, and social distancing requirements.

- In some classes, masking and/or social distancing may be required as a result of an Americans with Disabilities Act (ADA) accommodation for the instructor or a student in the class even when not generally required on campus. In such cases, the instructor will notify the class.
- No food is allowed inside classrooms. Drinks are permitted, but please keep your face covering on and use a straw.
- Faculty may assign seats in some classes to help facilitate contact tracing in the event that a student tests positive for COVID-19. Students must sit in their assigned seats.

If a student fails to comply with the [COVID-19 Code of Conduct](#) or other University expectations related to COVID-19, the instructor may ask the student to leave the class. The instructor is asked to report the incident to the Office of Community Standards for additional follow-up.

Exceptions to Class Modality (for hybrid or in-person sections)

Class sessions for this course will occur in person. Individual students will typically not be granted permission to attend remotely except as the result of an Americans with Disabilities Act (ADA) accommodation as determined by AccessibleNU. However, maintaining the health of the community remains our priority. If you are experiencing any symptoms of COVID do not attend class and update your Symptom Tracker application right away to connect with Northwestern's Case Management Team for guidance on next steps. Also contact the instructor as soon as possible to arrange to complete coursework. Students who experience a personal emergency should contact the instructor as soon as possible to arrange to complete coursework. Should public health recommendations prevent in person class from being held on a given day, the instructor or the university will notify students.

Class Recordings

This class or portions of this class may be recorded by the instructor for educational purposes and available to the class during the quarter. Your instructor will communicate how you can access the recordings. Portions of the course that contain images, questions or commentary/discussion by students will be edited out of any recordings that are saved beyond the current term.

Northwestern Teacher Education Working Professional Dispositions

At Northwestern University, we affirm that teaching is a scholarly, complex endeavor that requires an understanding of the intertwined nature of theory and practice. Teachers need to develop knowledge, skills, practices, and critical reflection, while they also actively and consistently demonstrate professional dispositions. We define dispositions as professional attitudes, stances, values and beliefs; we have collaboratively developed our program dispositions for transformative teaching and learning. Through integrated coursework, developmental advising, and field experiences, we commit to supporting educators as they develop both their pedagogy and professional dispositions.

Below each **bolded disposition** we have included descriptors that elaborate how each disposition might be enacted. This is not an exhaustive list and there are other ways that educators may demonstrate these dispositions. By design, some indicators do appear under multiple dispositions given the intersecting nature of these categories.

Commitment to Advancing Equity and Justice

- Engage in self-reflection to understand your own identity, internalized biases, positional privileges, and your impact in any space.
- Demonstrate a recognition that teaching grounded in equity and social justice is essential in any setting and in the teaching of all subject matter.
- Work to understand how inequity shows up in different settings and take steps to disrupt those patterns.
- Identify and strive to address inequities and power relations of systemic racism, sexism, socioeconomic classism, heteronormativity, ableism, and other forms of human oppression.
- Cultivate interactions that demonstrably value all students and stakeholders and their ideas.

Sense of Professional Responsibility and Commitment to Ongoing Growth

- Demonstrate self-awareness and self-management.
- Engage in self-reflection to understand your own identity, internalized biases, positional privileges, and your impact in any space.
- Demonstrate an openness to feedback and integrate feedback into action.
- Seek out resources, feedback, and support based on interests and/or needs.
- Engage in critical self-reflection and reflection on practice; explain rationale for decisions grounded in research, theory, and lived experience.
- Apply feedback and demonstrate a willingness to make changes.
- Take action to learn and meet the professional expectations for each context (this includes everything from professional records to attendance to attire).
- Meet all legal and ethical requirements (including related to how to appropriately engage with students, colleagues, and stakeholders).
- Engage in a way that is reliable and trustworthy (this includes being punctual, prepared, present, etc.).

Reverence for Learners and Learning

- Demonstrate a commitment to all students as individuals with unique strengths and experiences; seek to understand and build relationships with all students.
- Maintain high expectations for all students; value and prioritize opportunities to advance learning.
- Recognize the complexity of teaching and learning.
- Demonstrate a strengths-based perspective and actively question and push back on deficit thinking.

- Value students' contributions and their diverse ways of knowing and being; commit to understanding students' thinking.

Focus on Collaboration

- Seek to build meaningful relationships by understanding, working with, and learning from others.
- Value the contributions of families and community members and actively work to meaningfully connect with them.
- Seek to understand and build relationships with schools, families, and communities as particular types of intersecting systems within a larger ecosystem that shape our students' lives.
- Maintain a focus on recognizing students' strengths, advancing learning (own and others), and finding positive solutions during all interactions.

Tentative Key Course Readings and Assignments

(This information can and will change based upon student need)

NOTE: readings are due on the date listed. Assignments must be typed and uploaded to Canvas by the start of class on the due date unless otherwise indicated.

Week 1: Tuesday, Sept. 21st

Guiding Questions:

- What do the different terms used to refer to emergent bilinguals mean? What do they connote about our beliefs as educators?
- Why do we use the term emergent bilinguals?
- What is your own language story? What shaped your own beliefs about language and how do these beliefs shape your teaching in conscious and unconscious ways?
- What does it mean to be culturally responsive?
- What can comparing two literacy frameworks tell us about literacy education?

MSED 423 Readings

- We've Been Doing it Your Way Long Enough (WBDIYW: (Preface, Chapters 1-2)
- Who's Doing the Work (WDTW): Intro & Chptr. 1
- Strategies that Work (STW): Chapter 1

MSED 410 Readings

- Educating Emergent Bilinguals (EEB): Preface, Chptrs. 1&2)
- En Comunidad (EC): Chptr. 1, emphasizing pages 19-22 (Oppressive vs. Transformative approaches; Translanguaging).
- Ofelia Garcia on [Translanguaging](#)

Assignments:

- Due today: Readings (if course texts have arrived)
- Due next week: Complete Week 1 & 2 Readings, Complete Language Story and Identity Texts
- Bring a challenging text you want to teach from your current placement

Week 2: Tuesday, Sept. 28th

Guiding Questions:

- How can we start the school year in culturally responsive ways that affirm students' identities? Why is inquiry learning an essential part of culturally responsive teaching?
 - Preview PBL/Inquiry Unit and connect to Masters Project
- How can we select appropriate and affirming texts for instruction? How do we determine text complexity?
- What does it mean to read strategically?
- What is the history of bilingual education, including events such as Title VII, Lau v. Nichols, English-only laws, and NCLB, CCSS, and ESSA?
- What are the different policies and programs for bilingual learners?
 - (Tentative) Guest Speaker Joao Goebel, NLU: Linguistic Bias

MSED 423 Readings

- STW Chapter 2 (Reading is Strategic) & 4 (Technology & Texts)
- Words their Way Chapter 1 (provided)

- **WBDIYW Chapter 3**

MSED 410 Readings

- **EEB Chapter 3 (Programs & Policies)**
- **EC Chapter 2 (Language Practices & Identities)**
- **Growing Language and Literacy (GLL) Intro & 1 (Supporting Starting ELLs)**

Assignments:

- **Due today: Readings, Language Story & Identity Texts**
- **Due Next Week: Readings, Text Complexity and Text-Dependent Questions & Initial PBL Unit Ideas**

Week 3: Tuesday, Oct. 5th

Guiding Questions

- **Why is Read Aloud and Shared Reading such an essential pedagogy, including in STEM classrooms?**
- **How can we design effective Read-Aloud lessons for emergent bilinguals?**
- **What is the role of listening comprehension within reading comprehension?**
- **How can we design effective read-aloud lessons?**
- **What are the benefits of bilingualism?**
 - **Foundational concepts and terms- BICS and CALP**
 - **Linguistic Interdependence and Common Underlying Proficiency**
 - **Subtractive, additive and dynamic bilingualism**

MSED 423 Readings

- **WDTW Chapter 2 (Read aloud) AND 3 (Shared reading)**
- **STB Shift 1 (Rethinking how reading begins) (Canvas)**

MSED 410 Readings

- **EEB Chapter 4 (Bilingualism & Achievement)**
- **EC Chapter 3 (focus on p. 47-62, "Reading in Communities")**
- **GLL Chapter 2 (focus on Read Aloud section)**

Assignments:

- **Due today: Readings, Text Complexity and Text-Dependent Questions & Initial PBL Ideas.**
- **Due next week: Read Aloud Lesson Plan and teaching artifact/video**

Week 4: Tuesday, Oct. 12th

Guiding Questions:

- **How does literacy develop in young readers?**
- **What is the relationship between phonics and phonemic awareness?**
- **What is the controversy around dyslexia and the Science of Reading**
- **How can we assess early literacy in our classrooms?**
 - **Spelling Inventories**
 - **Running Records**
- **How can we determine levels of language acquisition for bilingual readers?**
- **How is the WIDA Framework useful in our planning? How can the framework help us when**

viewing examples of instruction?

- Tentative: Guest Speaker: Dr. Jennifer Arias, Stevenson HS, asset-based assessment.

MSED 423 Readings

- WTW Chapter 2 (Assessment) & Chapter 3 (Organizing for Word Study) (Canvas)
- STB Chapter 2 (Phonemic Awareness) & 3 (Reimagining Phonics) (Canvas)
- Wilder & Herro article (Canvas)

MSED 410 Readings

- WIDA standards (link)
- GLL (overall structure for Levels of Language Acquisition)
- EEB Chapter 9 (Assessment)

Assignments

- Due today: Readings, Read-Aloud Lesson Plan and teaching artifact/video
- Due next week: Readings, asses student, bring data to class
 - Guest Speaker: Jen Arias, Stevenson HS (talking about asset-based assessment practices with bilingual students)
 - Dr. Elizabeth Cardenas-Lopez will be joining us from 3:45-5:00

Week 5: Tuesday. Oct. 19th

Guiding Questions

- How can we use assessment data to target word knowledge instruction
- What is academic language and why is it a problematic concept?
- How do we choose what words to teach? (Isabel Beck and 3-Tier Vocabulary)
- What makes academic language in STEM unique?
- What are effective and ineffective language practices for vocabulary instruction?
 - Word sorts, frayer model, semantic feature analysis, using cognates
- What are the and disadvantages of translanguaging as a pedagogical tool? How does it differ from concepts like code-switching for both multilingual and multidialectal students?
- How can we support oral language use for emergent bilinguals?
 - Mid-Course feedback

MSED 423 Readings

- STB Chapter 5 (Reinventing 3-Cueing Systems)
- Fang (2008) Beyond the Fab Five (Canvas)
- Dudley-Marling & Lucas (2009). *Pathologizing the Language and Culture of Poor Children.* (Canvas)

MSED 410 Readings

- GLL Chapter 3 (emphasis on vocabulary sections)
- EEB Chapter 5
- Flores (2020) *From Academic Language to Language Architecture:Challenging Raciolinguistic Ideologies*; Optional: Flores & Rosa (2015) *Undoing Appropriateness* (focus on section on Lisa Delpit)
- Video of Ofelia Garcia on [Translanguaging](#)
- Baker-Bell article (read during summer quarter)

Assignments

- Due today: Readings, assess student, bring data to class
- Due Next Week: Plan and teach word study lesson and bring video/artifact
 - Dr. Elizabeth Cardenas-Lopez will be joining us from 3:45-5:00

Week 6: Tuesday, October 26th

Guiding questions:

- How does the gradual release of responsibility apply to comprehension instruction?
- How can we effectively use modeling and think alouds to support multilingual learners?
- What are effective strategies for comprehension instruction? Why is recognizing and building background knowledge important for emergent bilinguals?
- What is reading workshop, and how can we use it to structure our teaching?
- What is guided reading and how can we use it to plan effective small-group instruction?
- What is the role of discussion and accountable talk in comprehension instruction

MSED 423 Readings

- STW 5&6 (Effective Comprehension Instruction & Instructional Practices)
- WDTW Chapter 4 (Guided Reading)

MSED 410 Readings

- EBB Chapter 7 (Curriculum)
- GLL Chapter 4 (focus on sections on think aloud and scaffolded notetaking)

Assignments

- Due today: Plan and teach word study lesson and bring video/artifact
- Due Next Week: Make draft small group comprehension lesson and bring text and materials to rehearse in class.
 - Dr. Cardenas-Lopez will be joining us from 3:45-5:00

Week 7: Tuesday, November 2nd

- How can we use digital tools effectively within comprehension instruction? How can the SAMR model (Dr. Ruben Puentedura) help us reflect on our own teaching?
- What are the affordances of technology and multimodal texts for emergent bilinguals?
- How can we teach writing effectively using mentor texts (and digital mentor texts)?
- How can text structures be a tool for both reading and writing?
- How can rehearsing our teaching and refining our plan enhance our instruction?

MSED 423 Readings

- STW Chapter 7 (monitoring comprehension) and 9, 10 or 11 (choose one)

MSED 410 Readings

- EEB Chapter 6 (Technology)
- GLL Chapter 4 (Supporting Expanding Level English Learners)

Choose one (additional options will be added)

- Precious Knowledge [documentary](#)
- I Learn America [documentary](#)
- Nice White Parents [podcast](#)
- Episodes of Have you Heard [podcast](#)
- The View from Room 205 [interactive article](#)

Assignments:

- **Due Today:** Bring in materials and rehearse (teach) small group comprehension lesson in class. Revise lesson plan after rehearsal
- **Due Next Week:** Readings; Teach small group comprehension/guided reading lesson and bring artifacts/video of instruction to class for peer coaching.

Week 8: Tuesday, November 9th**Guiding Questions:**

- How can we use problem-based learning design instruction around issues that matter to our students and their community?
- How can examining sample PBL units experiencing inquiry as learners help us support our students (Toyota Recall example)
- How can we support summary and synthesis within inquiry? (I-Chart, GIST, Synthesis Journal, RAFT)
- How can we develop culminating projects that build upon students' assets and demonstrate what they have learned through language use (writing, speaking etc.)
- How can we build in time for independent reading to our unit planning?
- How can we connect our work this quarter to our Masters project?

MSED 423 Readings

- STW Chapter 13 (Content Area Reading) and 14 (Researchers Workshop) [sections related to your placement]
- WBDIYW Chapter 7 (Developing a Critical Consciousness)
- WDTW Chapter 5 (Independent Reading)
- Hoch, McCarty, Gurvitz & Sikowski (2018). *Five Key Principles: Guided Inquiry with Multimodal Texts*

MSED 410 Readings

- GLL Chapter 5 (focus on sections on I-Chart and Inquiry-Based Learning)
- EC Chapter 4 (Sections on Counter-Narratives, Colonization)
- EC Chapter 5 (Taking Informed Stance Against Injustice)

Assignments**Due Today:**

- Readings; Teach small group comprehension/guided reading lesson and bring artifacts/video of instruction to class for peer coaching.

Due Next Week:

- Inquiry Unit Plan Rough Draft and I-Chart
- Community and Literacy Blog (share in class)
 - Dr. Cardenas-Lopez will be joining us from 3:45-5:00

Week 9: Tuesday, November 16th**Guiding Questions**

- How can we engage families and communities as partners in our work?
- How can we take an asset-based view of families and communities and be responsive to their needs?
- How can we strengthen student content learning through effective literacy instruction, with an emphasis on discussion and writing?
 - Tentative: Guest Speaker- Dr. Claudia Rueda-Alvarez, Maine West High School (Family

and Community Engagement)

MSED 423 Readings

- WBDIYW Chapter 5 (oral histories)
- McDaniel-Hall, McCarty, & Brown. *Increasing Equity through Family Engagement*

MSED 410 Readings

- EC p. 67-75: Learning more about our own stories from families and friends
- McCarty, Pappageorge, & Rueda-Alvarez. *Resisting the Mas o Menos Mindset* (Canvas)
- EEB Chapter 8 (Family and Community Engagement)

Assignments

Due Today

- Inquiry Unit Plan Rough Draft and I-Chart
- Community Literacy Blog (share in class)

Due Next Week:

- Readings, Inquiry Unit Plan Final Draft and Course Reflection

Week 10: Tuesday, November 23rd

Guiding Questions:

- What do standardized assessments like IAR and WIDA actually ask students to do?
- What is the opt-out movement and how does it affect communities of color?
- How can we support a balanced view of assessment?
- How can we prepare students for summative and high-stakes assessments?
- How can we use standardized test data in responsible ways?
- How can we use what we have learned to influence literacy policy?

MSED 423 Readings

- WBDIYW Chapter 9: Culturally relevant teaching as the pedagogical norm
- Shanahan, T. (2014). *How and How Not to Prepare Students for the New Tests*. (Canvas)
- Shanahan, T. (2015). *Let's Get Higher Scores on These New Assessments*. (Canvas)

MSED 410 Readings

- EBB Chapter 10: Signposts: Conclusions and recommendations

Assignments

Due Today:

- Final Unit Plan and Final Course Reflection
- End of Course Survey/Instructor feedback

Assignment Descriptions and Grading

Assignment Descriptions

Text Complexity Analysis and Text-Dependent Questions

The CCSS enumerates three areas of text complexity: Quantitative, Qualitative, and Reader and Task. In the Standards, qualitative dimensions of text complexity “refer to those aspects of text complexity best measured or only measurable by an attentive human reader, such as levels of meaning or purpose;

structure; language conventionality and clarity; and knowledge demands”. One way to measure qualitative text complexity is to use a rubric to determine what areas of a text are more or less complex, based on the qualitative text features described in the standards. For this assignment, you will be using a rubric to determine qualitative text complexity, in order to target which areas to emphasize in your instruction. You will use a rubric for Informational Text included in the module to determine the qualitative text complexity of a section of a text that you would like to teach from your content area. Then you will design a series of questions to help scaffold the area of the text that you determine to be most challenging for your students and explain the thinking behind your design.

Class Participation and Bilingual Literacy Lesson Share

Every week you will be doing discussion posts or in-class activities to help you engage with course content and your peers. In addition, one time during the semester you will sign up with a partner to demonstrate a strategy for emergent bilinguals that is useful for English language development. A sign up sheet will be provided, and sign up is on a first-come-first-served basis. The strategy can come from one of your course texts (Growing Language and Literacy is a popular option), from one of the CUNY [translanguaging guides](#), or from another source with instructor approval. You should also ensure the strategy is used in a manner that is culturally relevant.

These should be brief (approx 10 minute) presentation where you do the following:

- briefly describe the strategy and the research or theory that supports it
- explain why the strategy is useful for language development
- Model the strategy for classmates as if they were emergent bilinguals. You can use your teaching placement to help you choose appropriate level text, accommodations for different levels of language proficiency

A list of possible topics will be generated with student input in week two and a rubric will be shared in class. Discrete skills such as phonics or grammar should be tied to larger reading and writing goals. In addition to your modeling, you should provide a brief write up that includes an overview of the strategy, step-by-step instructions for implementation, as well as citations of any sources used and links to any recommended resources.

translanguaging, use of realia, language experience approach, DRTA/DLTA, QAR, RAFT,

Read Aloud Lesson Plan and Teaching

You will design an interactive read aloud lesson plan with emergent bilinguals in mind and teach the lesson in your teaching placement. For this assignment you will just need to provide your reading lesson plan. Example planning formats will be provided in class.

Word Study Data-Based Lesson Plan, Explanation and Teaching

For this assignment, you will first learn about common early literacy assessments and assess a student using at least two literacy assessments. The assessments chosen will vary based on the age and profile of the learner you choose to assess. Examples include a spelling inventory, a fluency snapshot, a running record, a reading motivation survey, a writing sample, or an observation tool. You will submit your lesson plan along with an explanation of how you used the data to help you determine your instructional focus. The requirement is that your lesson must be word study (e.g. phonemic awareness, phonics, or vocabulary, and what you understand after teaching the lesson. After teaching your lesson you will bring an artifact/video to class and reflect on your instructional choices and whether or not they supported student learning.

Small-Group Guided Comprehension Lesson Plan, Rehearsal, Teaching and Reflection

You will teach a small group, guided comprehension lesson, centered around a text or texts in your text set and a reading strategy you have learned in class or another strategy you encountered in the readings. The main area of emphasis for this lesson is the guided reading format and the gradual release of responsibility. You will plan a full-length small group lesson (approx 20 min) using the materials your instructor provides, incorporating all aspects of the gradual release of responsibility. Be sure that you include the declarative (what the strategy is) the procedural (how to do it) and the conditional (when to use it and why) in your planning of the strategy to support student metacognition. Be sure you have an exit ticket at the end of your lesson that measures your lesson objectives. You will submit your plan to your instructor for feedback. Then you will choose a 5 minute segment of your lesson to rehearse with your classmates by teaching them the lesson and receiving feedback. Then you will reteach that lesson segment again, incorporating the feedback. You will make changes accordingly and teach your lesson in your own classroom. Within a week, you will complete a reflection on the experience of rehearsing the lesson and teaching that you will submit to Canvas, along with your lesson plan and video/artifacts of your teaching.

Community and Literacy Blog

Literacy researcher Luis Moll argued that “existing classroom practices underestimate and constrain what Latino and other children are able to display intellectually.” He believed the secret to literacy instruction is for schools to investigate and tap into the “hidden” home and community resources of their students. His research calls the “deficit model” of student assessment into serious question. For instance, Moll and teachers that worked with him noticed that the families of Hispanic students he was working with were using sophisticated geometry in the way that they were making patterns in the seamstress work they were doing. They also had knowledge of design and construction from the construction jobs that they were doing. This knowledge was shared in families and communities. Moll’s teachers used this knowledge to inspire their own teaching. For instance, math teachers designed units that talked about the geometry involved in sewing. Another teacher designed a literacy unit around designing a model community. These activities built upon the knowledge that students already had from their own lives, engaging them and helping them experience success in the classroom. Other researchers have studied the ways students use literacy outside of school, and found many rich ideas to incorporate in their instruction. For example, Christopher Emdin, used hip hop, a literacy practice that many of his students enjoyed and were knowledgeable about, as a way to engage students in learning about complex science content.

As much as you are comfortable and in accordance with social distancing guidelines, spend some time observing within the community you teach. It can be in an area like a library, a coffee shop, an outdoor park, at a synagogue, a community meeting, bus/el stop, etc; anywhere that families or young people gather. It could also be a common area within your school during an unstructured period where students gather if an outside space is not available. If neither of these are available, you can alternatively do this as a retrospective reflection on what you have seen in the past, but I would encourage you to do this “fresh” if possible, because you would be surprised how much you miss if you aren’t looking for it. Make a note of the way you see people engaging in literacy (reading, writing, speaking, listening, etc.). Reflect on ways you could bridge the ways people use literacy outside of your classroom into your classroom. You can also include ideas that you don’t directly observe but that you know of from your own conversations with parents or attendance at community events. You will then use an online blogging platform to write a blog about the experience of observing in the community and your plans for incorporating the literacy practices in your teaching.

Next-Generation Assessments Reflection

The purpose of this assignment is to analyze an example of a next-generation assessment such as IAR, that your students will take. The idea is to experience the assessment as a learner in order to anticipate the opportunities and challenges this assessment might provide culturally and linguistically diverse students.

You will read articles that describe some of the recent changes to standardized assessments in order to more fully align with the Common Core State Standards and the increasingly digital nature of literacy instruction. For example this includes asking students to read across several texts and synthesize them, analyze videos and graphics as well as text, and take the test online. There were also new item types that had students choose several right answers instead of just one (i.e. choosing several pieces of evidence from a list that support a main idea, or choosing several equivalent fractions from a list of options). Illinois uses a version of PARCC through 8th Grade (that they renamed as IAR, Illinois Assessment of Readiness- but it's PARCC items- many think it was a way to deflect some of the negative publicity/opt out movement around PARCC. Now parents are calling the IAR the "[zombie PARCC](#)", because it won't die despite attempts to kill it). Take a released version of the assessment and write a reflection on the following tests you examined, the types of texts that it included, the tasks themselves, how similar or different these were from the standardized assessments you remember taking in school, whether or not you feel these assessments are culturally responsive, and how you will change your teaching as a result of this experience.

Inquiry Unit Plan and End-of-Course Synthesis

For this assignment, you will be developing a text set and an inquiry unit plan that you hope to teach. As part of this process you will create an overarching inquiry/essential question and compile a set of 5 texts of different types focused on a key topic based on content from your discipline. Teachers who will be earning a science endorsement will receive an alternate inquiry format suitable for science teachers. You will also be using this unit plan as an opportunity to demonstrate your understanding of effective literacy instruction for emergent bilinguals by centering the unit around a real-world problem or issue that matters for students and their community incorporating suitable, culturally responsive strategies for the various texts and tasks included in your unit.

Inquiry Unit Requirements at a Glance

- 1) One or two paragraph overview of the unit plan as a whole (the purpose of the text set including what you want students to know and be able to do, and how the texts will complement each other and will be used to build knowledge in your discipline).
 - 2) Essential/Inquiry question about your content
 - 3) Relevant Common Core Standards for Reading/Writing in Science and Technical Subjects (specific to your grade level; Not anchor standards)
 - 4) Content Standards (e.g. NGSS/CCSS-M)
 - 5) Description of each text within your text set w
 - 6) 4-5 sentence description of why you chose that particular text and how you would use it in your instruction. Some texts will be used primarily to teach or reinforce content objectives or build knowledge related to your central idea. However, you should also indicate how you will use these texts to teach literacy strategies (e.g. finding the main idea, annotation, questioning, summarizing, inferring, visualizing, etc.)
- For your anchor text only: Analysis of the qualitative complexity (using the Text Complexity: Qualitative Measures Rubric) & reader/task features of anchor text.
 - Critical reflection on how your unit plan demonstrates your learning during this quarter.

Assignments	Points
Text Complexity Analysis and Text-Dependent Questions	5
Class Participation and Bilingual Literacy Strategy Share	10

Read Aloud Lesson Plan and Teaching	10
Word Study Data-Based Lesson Plan, Explanation, and Teach	20
Small-Group Guided Comprehension Lesson Plan, Rehearsal, Teaching, and Reflection	20
Community and Literacy Blog	10
Next-Generation Assessments Reflection	5
Inquiry Unit Plan and End-of-Course Synthesis	20

Grading Scale

A= 90-100 Points
 B = 80-89 Points
 C = 70-79 Points
 D = 60-69 Points
 F = Below 60 Points

Resources and Further Readings for Teaching Multilingual Learners

Lau v. Nichols, 414 U.S. 563 (1974)
<https://www.oyez.org/cases/1973/72-6520>

English Language Development (WIDA) Standards. (2020)
 Overview of standards <https://wida.wisc.edu/teach/standards/eld>
 Standards PDF
<https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf>

Heritage voices language collection. Center for Applied Linguistics
<https://www.cal.org/resource-center/resource-archive/heritage-voices-languages-collection>

Demographics of ELLs. Migration Policy Institute
<https://www.migrationpolicy.org/programs/data-hub/charts/number-and-share-englishlanguage-learners-state?width=1000&height=850&iframe=true>

Office of English Language Acquisition (OELA)
<https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html>

Federal English Learner Tool Kit

<https://ncela.ed.gov/english-learner-tool-kit>

Title 23 IL Administrative Code Part 228: Transitional Bilingual Education

<https://www.isbe.net/Documents/228ARK.pdf>

Illinois School Code Article 14C: Transitional Bilingual Education

<https://law.justia.com/codes/illinois/2012/chapter-105/act-105-ilcs-5/article-14c/>

ISBE Equitable Access to Educational Excellence

<https://www.isbe.net/Documents/el-framing-services-toolkit.pdf>

ISBE English Language Proficiency Assessments

<https://www.isbe.net/Pages/ACCESS-for-ELLs.aspx>

Resources about SIOP

<http://www.cal.org/siop/resources/>

EngageNY: Scaffolding ELA Instruction for English Language Learners/Multilingual Learners

<https://nysed-prod.engageny.org/resource/scaffolding-ela-engageny-instruction-english-language-learners-multilingual-language>

NYU Steinhardt: Bilingual Glossaries and Cognates

<https://steinhardt.nyu.edu/metrocenter/language-rbern/education/bilingual-glossaries-and-cognates>

CUNY-NYUSIEB Translanguaging Guides (Ofelia Garcia's work through her university)

<https://www.cuny-nysieb.org/translanguaging-resources/translanguaging-guides/>

En Comunidad Collective Resources (from the authors of our En Comunidad textbook)

<https://encomunidadcollective.com/resources>

WIDA Standards in Action (videos with guiding questions)

<https://wida.wisc.edu/teach/standards/in-action>

Vancouver Public Library's The Reading Tree: Supporting Early Literacy- A Guide for Parents and Caregivers (available in multiple languages)

<https://www.vpl.ca/kids/the-reading-tree>

Colorin Colorado - A bilingual website for educators and families

<https://www.colorincolorado.org/>

The Common Core and English Language Learners

<https://www.colorincolorado.org/common-core-and-english-language-learners>

Background Knowledge and Close Reading with ELLs (blog)

<https://www.colorincolorado.org/blog/background-knowledge-key-close-reading-ells>

Resources for STEM teaching

National Council of Teachers of Mathematics, Principles and Standards for School Mathematics (<https://www.nctm.org/Standards-and-Positions/Principles-and-Standards/>)

Tools for Ambitious Science Teaching (<https://ambitioussciencelearning.org/>)

The BSCS 5E Instructional Model (https://media.bsccs.org/bccsmw/5es/bccs_5e_full_report.pdf)

- [5E Instructional Model](#)

Julie Coiro's Literacy-focused approach to [Personal Digital Inquiry](#)

National Science Teaching Association (<https://ngss.nsta.org/designing-units-and-lessons.aspx>)

The Algebra Project (<https://algebra.org/wp/>)

Achieve/[NGSS Classroom Sample Tasks](#) integrating NCSS and CCSS-Math Standards

TeachingWorks [High Leverage Practices](#) for science teaching

PhET simulations <https://phet.colorado.edu/>

Gizmos simulations <https://www.explorelarning.com/>

The website [AdLit.org](#) for general comprehension strategies and examples that can be adapted for your science classrooms

The Wisconsin Department of Literacy collection of ideas for disciplinary literacy in [science](#) and [math](#)