EDCI 636: Teaching ESOL Reading and Writing in the Elementary Classroom Areas
UNIVERSITY OF MARYLAND, Fall 2012
DEPARTMENT OF TEACHING, LEARNING, POLICY, AND LEADERSHIP
Tuesdays, 5:00-7:45 p.m., Laurel College Center Room 310

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Electronic location for course materials on Blackboard: elms.umd.edu

Course description
Prerequisite: EDCI 634. Analysis of elementary school classroom culture, social contexts, and instructional strategies that foster language development in elementary school content areas.

Required texts
   (The publisher states that new material in the sixth edition includes an in-depth discussion of academic language; an exploration of the demands of Internet reading compared to traditional text reading; a presentation of Response to Intervention (RTI) as applied to ELs; and a wealth of Internet resources throughout the book. If you use the 5th ed., you are responsible for the new content in the 6th ed.)
2. Additional readings, available on Blackboard (listed below). Please bring a copy of electronic readings to class with you. It will enable you to participate more effectively. (Blackboard can be accessed through elms.umd.edu).

CHOOSE EITHER #3 OR 4 BELOW. PLEASE LET ME KNOW WHICH ONE YOU CHOOSE:


OR


Assignments and evaluation
*All assignments should be submitted using the Submit Assignments link in Blackboard.* (Blackboard can be accessed at elms.umd.edu).

✓ Class participation and professionalism (10%): Class meetings will rely heavily upon discussion of the assigned readings. This class is not intended to be a lecture class, and student input and ideas are vital to our learning. Your participation grade will be based on your active contribution to each class discussion. This includes actively engaging the class with interesting questions and ideas. Regular attendance is also very
important in this course, and your final grade will be affected if you are absent more than once, and by late arrivals/early departures.

ONGOING

✓ Reflection responses (10%): Post reflection response each week (with the exception of any 2 weeks that you choose to take a pass; thus you should have a total of 12 postings by the end of the semester) on the Discussion Board in Blackboard. These should be posted by 5 p.m. on the class night for which you are posting. These do not need to be lengthy, I am more interested in your deep thinking. You should address the question prompt posted on Blackboard (in the Discussion Board section) in approximately 1-2 pages.

ONGOING, you choose 12 dates

✓ Demonstration of reading strategies (10%): Find a multicultural (diversity of language, country, ethnicity, region of the county, disability, different family structure, etc.) children’s book that you will read aloud to the class, and use one or some of the reading strategies discussed in our texts to lead our class through your reading of the story. Your reading and strategy use should be brief (10 minutes), and after you read our class will spend a few minutes discussing the book and the strategies you used. You may need to read sections of our course texts ahead of time to learn about what strategies you might want to use. Some possibilities include: Big Books (Peregoy & Boyle, Chap. 7); book walk (P&B, Chap. 8, 10; Freemans, pgs. 14 and 47); text features (P&B, Chap. 10, 8), previewing (P&B, Chap. 8); text to self/text/world connections (P&B, Chap. 10), and many others. You should write an annotated bibliography of the book you choose, and post your bibliography (by 5 pm on the day you present to the class) to the class thread on Blackboard for the assignment. By the end of the semester, there will be list of resources compiled by you and your classmates for you to use in the future. Your bibliography should use APA format (e.g., Miller, J. (1982). Darwin for beginners. Van Loon, B. (Illustr.). New York: Pantheon.), and should give a brief summary, recommendations for proficiency and grade levels of students, and share teaching ideas and information about special qualities of the book (illustrations, idioms, rhyming, similes, punctuation, etc.). See Peregoy & Boyle’s section at the end of each chapter entitled “Suggestions for further reading” for an example of annotated bibliographies. There are also many citations on the web about preparing annotated bibliographies.

DATE I WILL PRESENT MY READING STRATEGIES DEMO AND POST MY ANNOTATED BIBLIOGRAPHY TO BLACKBOARD: _________________________

✓ Classroom observation and analysis (10%): You are required to perform 1 observation (at least 45 minutes long) in an ESL classroom or a classroom with large numbers of ELLs (English language learners) present. Observations must be conducted in elementary settings. Please keep in mind that you are a representative of the university while you are engaging in this work, and act professionally and courteously.

During your observation you should take notes to record your observations. You should use what you have learned from our class readings and discussions to analyze and discuss the instruction in these settings. Analysis papers should be approximately 3-5 double-spaced pages.

In your observation paper you should:
   a) describe the setting (classroom, students, teacher, and possibly the school),
   b) describe the instructional activities you observed,
   c) analyze how the activities did/didn’t benefit ELLs (how do they affect ELLs’ learning?),
d) and use class (or other outside) readings to support your claims. If you feel that some activities were not as beneficial as they could be to ELLs, explain why, again supporting your claims by citing class readings (and outside readings, if you’d like).


✔ **Unit plan proposal** (15%): The final project for this course is a detailed unit plan to be used with elementary ELLs. The unit plan proposal is your proposal for the final project, and should outline the overall theme (see Peregoy and Boyle for a discussion of thematic instruction) of the unit, the 3 lessons that will comprise the unit, the objectives of these lessons, and at least some of the activities you plan to include. The proposal should discuss the setting for the unit (including content area and grade level(s), length of lesson periods, learners’ proficiency level, their L1s, and their backgrounds). The proposal should also provide a tentative outline of what research literature you plan to support your unit plan with (i.e., what literature provides a research basis for your instruction).

UNIT PLAN PROPOSAL DUE OCTOBER 9, 2012.

✔ **Lesson plan with differentiation** (15%): Teachers of ELLs regularly need to differentiate lessons to meet the varying proficiency and grade levels of ELLs, so that ELLs can learn meaningful content. This assignment requires you to develop a differentiated lesson plan appropriate for a target population of elementary students that you specify. According to Tomlinson (2000),

*Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile: (1) content—what the student needs to learn or how the student will get access to the information; (2) process—activities in which the student engages in order to make sense of or master the content; (3) products—culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and (4) learning environment—the way the classroom works and feels.*

The lesson should follow the Into, Through, and Beyond format (Brinton & Holten, 1997) and must include objectives, activities, materials, assignments, environments that you have differentiated to be appropriate for a variety of students, your rationale for lesson activities and materials (based on how they meet lesson objectives), and a description of how student learning will be assessed. **This lesson plan will become part of your final unit plan project for the class.**

DIFFERENTIATED LESSON PLAN DUE NOVEMBER 6, 2012.

✔ **Unit plan** (30%): At the end of the semester, you will turn in a detailed unit plan to be used with ELLs in an elementary setting. The unit should include 3 lessons that are appropriate and engaging for ELLs in the setting that you designate, based on the topics and strategies that have surfaced in our readings and classroom discussions, as well as your own teaching, observations, intended future teaching setting, etc.

Lessons should be designed based on the “Into, Through, and Beyond” format we read about (Brinton & Holten, 1997), or a similar format from your county (please see me about the format before beginning this assignment if you’d like to use one other than into/through/beyond). **Lessons should be your original work.** At least one lesson should be a differentiated plan, and at least one lesson should include use of technology. The written unit plan should be part of a larger paper, which both lays out the lesson plans in the unit (objectives, activities, assessment), and uses our class readings and at least 3 readings from outside our class readings (this is the literature review) to provide rationale for your teaching choices. Each student will give a brief presentation of one of their lessons to the class at the end of the semester.
Assessment’s Alignment with the TESOL-NCATE Standards

This assessment is aligned with the following TESOL-NCATE standards:

3a: Planning for Standards-Based ESL and Content Instruction
3b: Implementing and Managing Standards-Based ESL and Content Instruction
3c: Using Resources and Technology Effectively in ESL and Content Instruction

This lesson plan assignment requires that students plan and implement a lesson for elementary ESOL students. It requires that students write standards-based content and language objectives, plan instruction and assessment aligned with the objectives, and take diverse student needs into account (TESOL-NCATE standard 3a). Students must plan activities that integrate listening, speaking, reading and writing as well as development of language and content (TESOL-NCATE standard 3b). Finally, students must provide appropriate materials that they have selected, modified, and used to address their specific students’ needs (TESOL-NCATE standard 3c). In short, this assignment, which asks teacher candidates to engage in all parts of the lesson cycle, is an authentic evaluation of the candidates’ capabilities in planning, preparing materials, delivering instruction, and assessing student outcomes.

UNIT PLAN DUE DECEMBER 11, 2012.
UNIT PLAN PRESENTATIONS ON DECEMBER 4 AND DECEMBER 11, 2012.

****LATE WORK IS NOT ACCEPTED EXCEPT IN THE CASE OF A SERIOUS EMERGENCY****

If you know in advance that you will not be able to turn something in on the due date due to religious observance or participation in university activities at the request of university authorities, you must make arrangements with me to turn in the work PRIOR TO the due date. In the case of an emergency or serious illness, late work will only be accepted if you contact me (by e-mail) as soon as possible.

Evaluation is according to the following scale:

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Honor Code: Students are required to comply with the University’s Honor Code, which prohibits cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures. Allegations of academic dishonesty should be reported directly to the Honor Council (314-8450) by any member of the campus community. For a copy of the full text of the Code, please go to www.jpo.umd.edu.

Course Evaluations: As a member of our academic community, you as a student have a number of important responsibilities. One of these responsibilities is to submit your course evaluations each term through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. The link at which you can access the submission system is www.courseevalum.umd.edu. By completing all of your evaluations each semester, you will have the privilege of accessing online, in Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.
**Disability Support Services:** Any student with a documented disability needing academic adjustments or accommodations is requested to speak with me during the first two weeks of class. All discussions will remain confidential. To coordinate accommodations, students must contact Disability Support Services and submit an accommodations request each semester. Information is available on the web at http://www.counseling.umd.edu/DSS/receiving_serv.html. Additionally, if you are experiencing difficulties in keeping up with the academic demands of this course, you may contact the Learning Assistance Service (www.counseling.umd.edu/LAS), 2202 Shoemaker Building, 301-314-7693. Their educational counselors can help with time management, reading, math learning skills, note-taking and exam preparation skills. All their services are free to UMD students.

**Religious Observances:** The University System of Maryland policy provides that students should not be penalized in any way because of observance of religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time, any academic assignment that is missed due to individual participation in religious observances. It is the students’ responsibility to inform the instructor of any intended absences for religious observances in advance. Notice should be provided as soon as possible but no later than the end of the schedule adjustment period.

**Inclement Weather:** If the university is closed due to inclement weather on a day this course is scheduled, I will do my best to contact you directly via email with this information. You can also check the status of university closure or delays at www.umd.edu, 301-405-SNOW, and local radio and TV stations.

**PLEASE NOTE THAT I RESERVE THE RIGHT TO ALTER THE COURSE SCHEDULE BELOW AS NECESSARY.**

**Schedule of readings and assignments**

**Week 1, September 4: Introduction to the course, lesson planning.**

**OBJECTIVES:**
- Introductions and course overview
- Discuss what enduring understanding means, and what your enduring understandings of this week’s readings are. Each week, be prepared to share 2 or 3 key ideas from the readings that you will apply to your teaching.

**Readings to discuss today:**
- Brief article about the Into, Through, and Beyond format: http://www.yesmagazine.org/for-teachers/curriculum/into-through-beyond-a-lesson-planning-framework-for-using-yes-in-the-classroom

Read pgs. 1-7 of the Introduction at:
- http://books.google.com/books?hl=en&lr=&id=N2EfklyUN4QC&oi=fnd&pg=PR6&dq=enduring+understanding&ots=gn8DlvOV00y&sig=puAGT61Cq17SeBD_DTzNr5L_VG8#v=onepage&q=enduring%20understanding&f=false

- Discuss the SIOP observation protocol and observation assignment due 9/25/12 at 5 pm on Blackboard.
- Discuss what content and language objectives are.

HOMEWORK:
- Do next week’s readings. Be prepared to share 2 or 3 key ideas from the readings that you will apply to your teaching.
- Set up an observation site (location, date, time) for 9/25 assignment. Talk with me so I can approve your site.
- Bring a hard copy (make 3 copies to bring to class next week) of the outline of a lesson plan. Include instructional setting, list of necessary materials, content and language objectives, into/through/beyond activities for the lesson, and assessment. See Blackboard for guidelines and rubric, as well as example. Be prepared to share and explain this next week.
- Post reflection response to Blackboard?
- Choose either Freeman & Freeman or Samway as your text for the end of the semester. Let me know which one you’d like to choose. Purchase it.

Week 2, September 11:

OBJECTIVES:

- What are your enduring understandings of this week’s readings? Wiggins & McTighe (2005) define enduring understanding as big ideas “that have lasting value beyond the classroom.” They answer the question “What do we want students to understand and be able to use several years from now, after they have forgotten the details?” (p. 342). Therefore, this question asks you to synthesize what information you found highly important in the readings, and why it is important to you.
  - Be prepared to share 2 or 3 key ideas from the readings that you will apply to your teaching. How will you/won’t you apply this in your teaching? What makes this reading useful or not useful to you as a teacher?

Readings to discuss today:

- Peregoy & Boyle Chapter 1: English language learners and school
- Peregoy & Boyle Chapter 2: Second language acquisition

- Share your lesson plan. Give and receive verbal and written feedback. Use brief lesson plan rubric and SIOP for written feedback.
- Look at and discuss requirements for unit plan proposal assignment. The standards-based lesson outline that you write for class on 9/25 can become part of your unit plan.
- Questions about classroom observation assignment?
HOMEWORK:
- Do next week’s readings. Be prepared to share 2 or 3 key ideas from the readings that you will apply to your teaching.
- Observation assignment due 9/25.
- Post reflection response to Blackboard?

Week 3, September 18:

OBJECTIVES:
- Sign up for a date for reading strategies presentations
- What are your enduring understandings of this week’s readings? Be prepared to share 2 or 3 key ideas from the readings that you will apply to your teaching.

Readings to discuss today:
- Peregoy & Boyle Chapter 3: Classroom practices for English learner instruction
- MSDE English Language Development Standards; see http://mdk12.org/instruction/curriculum/elp/index.html
- MSDE State Curriculum (content area standards); see http://mdk12.org/instruction/curriculum/
- TESOL PreK-12 English Language Proficiency Standards (2006); see http://www.tesol.org/docs/books/bk_prek-12elpstandards_framework_318.pdf?sfvrsn=2
- ACTFL Proficiency Guidelines; see http://www.sil.org/lingualinks/LANGUAGELEARNING/OtherResources/ACTFLProficiencyGuidelines/contents.htm

- In small groups, use MSDE content and ELD standards to create a standards-based lesson together. Be prepared to share ideas, questions, etc.

HOMEWORK:
- Do next week’s reading. Be prepared to share 2 or 3 key ideas from the readings that you will apply to your teaching.
- Observation assignment due next week, 5 pm, on Blackboard.
- Create a hard copy (make 3 copies to bring to class next week) of the outline of a standards-based lesson plan. Include instructional setting, list of necessary materials, content and language standards, content and language objectives, into/through/beyond activities for the lesson, and assessment. See Blackboard for guidelines and rubric, as well as example. Be prepared to teach 5 minutes of this lesson next week.
- Post reflection response to Blackboard?
Week 4, September 25:

OBJECTIVES:
• Turn in observation assignment on Blackboard by 5 pm using Submit Assignments link.
• Teach 5 minutes of your standards-based lesson, get feedback, discuss and debrief.
• Give feedback to others about their standards-based lesson.
• What are your enduring understandings of this week’s reading? Be prepared to share 2 or 3 key ideas from the readings that you will apply to your teaching.

Reading to discuss today:
➢ Peregoy & Boyle Chapter 4: Oral language development in second language acquisition

• Reading strategies presentations start next week! Model of a presentation.

CLASSROOM OBSERVATION ASSIGNMENT DUE ON BLACKBOARD BY 5 PM TODAY.

HOMEWORK:
☐ Do next week’s reading. Be prepared to share 2 or 3 key ideas from the readings that you will apply to your teaching.
☐ Bring 2 hard copies of your unit plan proposal assignment with you to class next week to brainstorm, get and give feedback. See guidelines, rubric, example on Blackboard.
☐ Post reflection response to Blackboard?

Week 5, October 2:

OBJECTIVES:
• What are your enduring understandings of this week’s readings? Be prepared to share 2 or 3 key ideas from the readings that you will apply to your teaching.

Reading to discuss today:
➢ Peregoy & Boyle Chapter 5: Emergent literacy: English learners beginning to write and read

• Bring two hard copies of your unit plan proposal assignment with you for brainstorming and feedback.
• Reading strategies presentations begin today:

HOMEWORK:
☐ Do next week’s reading. Be prepared to share 2 or 3 key ideas from the readings that you will apply to your teaching.
☐ Finish your unit plan proposal assignment and submit to Blackboard by 5 pm on 10/9.
☐ Post reflection response to Blackboard?
Week 6, October 9:

OBJECTIVES:
• What are your enduring understandings of this week’s readings? Be prepared to share 2 or 3 key ideas from the readings that you will apply to your teaching.

Reading to discuss today:

➢ Peregoy & Boyle Chapter 6: Words and meaning: English learners’ vocabulary development

• Reading strategy presentations:

UNIT PLAN PROPOSAL DUE ON BLACKBOARD BY 5 PM TODAY.

HOMEWORK:
☐ Do next week’s reading. Be prepared to share 2 or 3 key ideas from the readings that you will apply to your teaching.
☐ Post reflection response to Blackboard?
☐ Make sure you have ordered either Freeman & Freeman or Samway as your text for the end of the semester! You will need it in November.

Week 7, October 16:

OBJECTIVES:
• What are your enduring understandings of this week’s readings? Be prepared to share 2 or 3 key ideas from the readings that you will apply to your teaching.
• Make sure you are assigned an in-class reading for next week (either Yatvin et al. or Allington, listed below), and bring it with you to class.
• Writing workshop simulation
• Reading strategies presentations:

Reading to discuss today:

➢ Peregoy & Boyle Chapter 7: English learners and process writing

HOMEWORK:
☐ Do next week’s readings. Be prepared to share 2 or 3 key ideas from the readings that you will apply to your teaching.
☐ Post reflection response to Blackboard?

Week 8, October 23:

OBJECTIVES:
• What are your enduring understandings of this week’s readings? Be prepared to share 2 or 3 key ideas from the readings that you will apply to your teaching.

Readings to discuss today:

- Brief introduction to Reading First: http://www.readingrockets.org/article/309/
- National Reading Panel (NRP) report http://www.nichd.nih.gov/publications/nrp/smallbook.cfm
  - Read the “Findings and Determinations of the NRP by topic areas” and “Next steps” sections

• Introduce differentiation
• Reading strategies presentations:

You will be assigned to read, discuss, synthesize, and comment on strong/weak points from ONE of these readings DURING CLASS tonight. You do not need to read these prior to class. Be prepared to share your ideas.


Allington, R.L. (2002). Big Brother and the national reading curriculum: How ideology trumped evidence. Portsmouth, NH: Heinemann. Chapter 1 (pp. 3-46) and skim Chapter 13 (pp. 264-287). (Blackboard)

HOMEWORK:

- Do next week’s readings. Be prepared to share 2 or 3 key ideas from the readings that you will apply to your teaching.
- Bring 2 hard copies of your lesson plan with differentiation to share next week.
- Post reflection response to Blackboard?

Week 9, October 30:

OBJECTIVES:

• What are your enduring understandings of this week’s readings? Be prepared to share 2 or 3 key ideas from the readings that you will apply to your teaching.
• React to Wright’s (2001) publication in light of what we read in class last week from Yatvin et al. (2003) and Allington (2002), as well as the NRP findings.

Readings to discuss today:
Wright, J. (2001). *The Savvy Teacher’s Guide: Reading interventions that work*. Accessed July 12, 2012 from scholar.google.com. **(Blackboard)** Use last week’s readings to inform your reading of this, and post a 1-2 page analysis and reaction/critique on Blackboard prior to class tonight. Be prepared to remember and share your ideas!

Tomlinson (2000), Differentiation of Instruction in the Elementary Grades  

• Discuss what differentiation is and how it looks in a lesson.  
• **Bring** 2 hard copies of your lesson plan with differentiation. Give and receive feedback on these.  
• Reading strategy presentations:

**HOMEWORK:**

- Lesson plan with differentiation due on Blackboard by 5 pm next week, 11/6.  
- Do next week’s readings. Be prepared to share 2 or 3 key ideas from the readings that you will apply to your teaching.  
- Post reflection response to Blackboard?

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**Week 10, November 6:**

**OBJECTIVES:**

• Turn in differentiated lesson plan assignment on Blackboard by 5 pm today.  
• What are your enduring understandings of this week’s readings? Be prepared to share 2 or 3 key ideas from the readings that you will apply to your teaching.

**Readings to discuss today:**

- Peregoy & Boyle Chapter 8: Reading and literature instruction for English learners  

• Your final project includes a literature review. Learn about the components of a literature review and how to write one.  
• Reading strategies presentations:

**LESSON PLAN WITH DIFFERENTIATION DUE BY 5 PM ON BLACKBOARD TODAY**

**HOMEWORK:**

- Do next week’s readings. Be prepared to share 2 or 3 key ideas from the readings that you will apply to your teaching.  
- Post reflection response to Blackboard?  
- Start working on your literature review and the other parts of your final project.
Look at sample final projects on Blackboard. Come to class ready to discuss how the “Rationale” and “Literature Review” sections are different. What other characteristics do you note in these strong project examples?

**Week 11, November 13:**

**OBJECTIVES:**
- Sign up for a unit plan presentation date.
- What are your enduring understandings of this week’s readings? Be prepared to share 2 or 3 key ideas from the readings that you will apply to your teaching.

**Readings to discuss today:**
- Peregoy & Boyle Chapter 9: Content reading and writing: Prereading and during reading
- Peregoy & Boyle Chapter 10: Content reading and writing: Postreading strategies for organizing and remembering
- Peregoy & Boyle Chapter 11: Reading assessment and instruction

- Reading strategies presentations:
  (While you watch the reading strategies presentations, apply your knowledge of pre-, during, and postreading strategies to your observation. Which strategies were used? What other strategies would work well also, and how would you implement them?)

- How are the literature review and rationale sections different from one another in the final project? What is the purpose of each one? What other characteristics do you note in the strong project examples on Blackboard?

- Other questions about the content and organization of your final project?

**HOMEWORK:**
- Do next week’s readings. Be prepared to share 2 or 3 key ideas from the readings that you will apply to your teaching. You will be an expert on the book you chose (Freeman & Freeman or Samway), so read carefully with that in mind.
- Post reflection response to Blackboard?
- Work on your literature review and the other parts of your final project.
- **Bring 2 hard copies** of a draft of your literature review with you to our next class to share in class and receive feedback.
- Happy Thanksgiving!

**Week 12, November 20:**

THANKSGIVING

**Week 13, November 27:**
OBJECTIVES:
- What are your enduring understandings of this week’s readings? Be prepared to share 2 or 3 key ideas from the readings that you will apply to your teaching.
- Jigsaw with expert book groups, compare/contrast, other activities.

Readings to discuss today:
- OR

- Sharing and feedback on literature review drafts (bring 2 hard copies to class).
- Reading strategies presentations:
  - (While you watch the reading strategies presentations, apply your knowledge of pre-, during, and postreading strategies to your observation. Which strategies were used? What other strategies would work well also, and how would you implement them?)

HOMEWORK:
- Do next week’s readings. Be prepared to share 2 or 3 key ideas from the readings that you will apply to your teaching. You will be an expert on the book you chose (Freeman & Freeman or Samway), so read carefully with that in mind.
- Post reflection response to Blackboard?
- Work on your literature review and the other parts of your final project.
- Prepare your unit plan presentation.

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Week 14, December 4:

OBJECTIVES:
- What are your enduring understandings of this week’s readings? Be prepared to share 2 or 3 key ideas from the readings that you will apply to your teaching.
- Jigsaw with expert book groups, compare/contrast, other activities.

Readings to discuss today:
- OR
• Reading strategies presentations:
• Informal course feedback, individually and then in small groups:
  o What did you like best about the course? Least? Changes you’d recommend? How has the course helped you in your professional goals? What has not been helpful for your professional goals? How have you grown as a teacher or person through what you’ve learned here?
  o Have you learned about research findings regarding the of teaching language learners in this class that you think are important, and (will) help guide you in how you teach language learners? If yes, please list as many as you can think of, why you find them important, and comment on how they (will) impact your teaching.

UNIT PLAN PRESENTATIONS TODAY

HOMEWORK:
- Do next week’s readings. Be prepared to share 2 or 3 key ideas from the readings that you will apply to your teaching. You will be an expert on the book you chose (Freeman & Freeman or Samway), so read carefully with that in mind.
- Post reflection response to Blackboard?
- Complete your final project to turn in by 5 pm next week.
- Prepare your unit plan presentation.

Week 15, December 11:

OBJECTIVES:
• Turn in final projects today by 5 pm.
• What are your enduring understandings of this week’s readings? Be prepared to share 2 or 3 key ideas from the readings that you will apply to your teaching.
• Jigsaw with expert book groups, compare/contrast, other activities.

Readings to discuss today:
- OR

• Reading strategies presentations:
• Unit plan presentations
• Wrap-up

UNIT PLAN PRESENTATIONS TODAY

UNIT PLANS DUE TODAY