EDIS 5270 Reading and Writing for English Language Learners   3 Credit Hours
Department of Curriculum, Instruction, and Special Education

Students enrolled in this course must have completed an undergraduate degree.
Online

Instructor
Karen L. Ford, Ph.D.
Office: online
Email: kford@virginia.edu

Description
Reading and Writing for English Language Learners addresses research on multiple topics related to second-language literacy, including language development in the bilingual child, the relationship between oral proficiency and literacy, and culturally responsive teaching and assessment. The emphasis is on effective, research-based instructional practices that promote reading and writing success for ELL students in Grades K-12.

Learning Objectives
This course will explore the interaction between language development and literacy in ELL students and will prepare participants to help ELL students develop the reading and writing skills necessary for becoming successful learners. The primary focus will be on best practices in literacy instruction for ELL students at each stage of reading and writing development (i.e., emergent, beginning, and instructional).

Instructional Methods
We will use the University's platform for courses called Collab (https://collab.itc.virginia.edu/portal).
Students are expected to activate their UVa ID and use it for access to the class site. Assignments will be submitted there; the gradebook will allow individual students to keep track of their performance in the course. All course materials and readings will be available on the Collab site as downloadable documents.

Course Texts

Recommended Text

Lems, K., Miller, L. D., & Soro, T. M. (2010). *Teaching reading to English language learners: Insights from linguistics*. New York: Guilford.

Required Articles

The readings listed below are required for the course. These selections can be found on the class Collab site.

August, D., Carlo, M., Dressler, C., & Snow, C. E. (2005). The critical role of vocabulary development for English language learners. *Learning Disabilities Research & Practice, 20*, 50-57.

August, D. & Shanahan, T. (2006). Executive Summary. In D. August & T. Shanahan (Eds.), *Developing Literacy in Second Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth*. Mahwah, NJ: Erlbaum.

Barone, D., & Xu, S. H. (2008). *Literacy instruction for English language learners Pre-K-2*. New York: Guilford.
> Chapter 8: Engaging English Language Learners in the Comprehension Process

Bear, D. R., Helman, L., Templeton, S., Invernizzi, M., & Johnston, F. (2007). *Words their way with English learners: Word study for phonics, vocabulary, and spelling instruction*. Upper Saddle River, NJ: Pearson.
> Chapter 2: Assessment

Bear, D. R., Invernizzi, M., Templeton, S., Johnston, F. (2008). *Words their way: Word study for phonics, vocabulary, and spelling instruction* (4th ed.). Boston, MA: Pearson.
> Chapter 3: Organizing for Word Study: Principles and Practices

Bear, D. R., Templeton, S., Helman, L. A., & Baren, T. (2003). Orthographic development and learning to read in two different languages. In G. G. García (Ed.), *English learners: Reaching the highest level of English literacy* (pp. 71-95). Newark, DE: International Reading Association.

Biancarosa, G. (2012, March). Adolescent literacy: More than remediation. *Educational Leadership*, 22-27.

Christensen, L. (2003). *The politics of correction. Rethinking Schools, 18(1), 20-24.*

Cloud, N., Genesee, F., & Hamayan, E. (2009). *Literacy Instruction for English Language Learners: A Teacher's Guide to Research-Based Practice.* Portsmouth, NH: Heinemann.
> Chapter 2: Emergent Literacy in a Second Language
> Chapter 5: Connecting Reading and Writing

Crosson, A. C., & Lesaux, N. K. (2013). Connectives: Fitting another piece of the vocabulary instruction puzzle, *The Reading Teacher, 67*, 193-200.

Freeman, Y. S. & Freeman, D. E. (2009). *Academic language for English language learners: How students succeed across content areas*. Portsmouth, NH: Heineman.

Fu, D. & Matoush, M. (2006). Writing development and biliteracy. In P. K. Matsuda, C. Ortmeier-Hooper, & X. You (Eds.), *The politics of second language writing: In search of the promised land*. West Lafayette, IN: Parlor Press.

Goldenberg, C. N. (2010). Improving achievement for English Learners: Conclusions from recent reviews and emerging research. In G. Li & P. A. Edwards (Eds.), *Best practices in ELL instruction*. New York: Guilford.

Helman, L. (2009). Literacy development with English language learners. New York: Guilford.
> Chapter 6: Emergent Literacy: Planting the Seeds for Accomplished Reading and Writing
> Chapter 7: Opening Doors to Texts: Planning Effective Phonics Instruction with English Learners

Helman, L. & Burns, M. (2008). What does oral language have to do with it? Helping young English-language learners acquire a sight word vocabulary. *The Reading Teacher*. 62, 14-19.

Iddings, A., Risko, V., & Rampulla, M. (2009). When you don't speak their language: Guiding English-language learners through conversations about text. *The Reading Teacher*, 63, 52-61.

Invernizzi, M., Abouzeid, M., & Gill, J. T. (1994). Using students' invented spellings as a guide for spelling instruction that emphasizes word study. *The Elementary School Journal, 95,* 155-167.

Jiménez, R. T. (2001). "It's a difference that changes us:" An alternative view of the language and literacy learning needs of Latina/o students. *The Reading Teacher, 54*(8), 736-742.

Kelly, J. G., Lesaux, N. K., Keiffer, M. J., & Faller, S. E. (2010). Effective academic vocabulary instruction in the urban middle school. *The Reading Teacher, 64* (1), 4-13.

Lems, K., Miller, L. D., & Soro, T. M. (2010). *Teaching reading to English language learners: Insights from linguistics*. New York: Guilford.
> Chapter 3: ELL Oracy: Listening Comprehension and Oral Language Development
> Chapter 5: Using Morphemes to Learn Vocabulary

Lenski, S., Ehlers-Zavala, F., Daniel, M., & Sun-Irminger, X. (2006). Assessing English-language learners in mainstream classrooms. *The Reading Teacher*, 60, 24-34.

Ogle, D. & Correa-Kovtun, A. (2010). Supporting English-language learners and struggling readers in content literacy with the 'Partner Reading and Content, Too" routine. *The Reading Teacher*, 63, 532-542.

Rubin, R., & Galván Carlan, V. (2005). Using writing to understand bilingual children's literacy development. *The Reading Teacher, 58*, 728-739.

Willingham, D. T. (2006, Spring). How knowledge helps: It speeds and strengthens reading comprehension, learning—and thinking. *American Educator*, 30-37.

Yopp, H. K. & Stapleton, L. (2008). Conciencia fonémica en español: Phonemic awareness in Spanish. *The Reading Teacher, 61*, 374-382.

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Ford

Grading

Students in EDIS 5270 Reading and Writing for English Language Learners are expected to complete all assignments and will be graded according to the following scale:

A+	100	B+	87-89	C+	77-79	D	60-67
A	95-99	B	83-86	C	73-76	F	Below 60
A-	90-94	B-	80-82	C-	70-72		

Please note that simply fulfilling all of the requirements of the course does not automatically guarantee a final grade of A. The quality and scope of all course work are evaluated by the instructor. All assignments must be word-processed using Microsoft Word and submitted through the class website. All assignments must be submitted on the specified due date and using APA style (http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx). Assignments turned in late are subject to point reductions.