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Fall 2021

EDEL 455: Approaches to Content Literacy for Diverse Learners (Fall 2021)

Deborah Agar

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EDEL 455-003

Approaches to Content Literacy for Diverse Learners
School of Teacher Education, University of Northern Colorado
3 credits

Term: Fall 2021

Instructor: Deborah Agar

Course Schedule: Wednesdays
5:30pm-8:00pm

Course Location: McKee 219

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Office Hours: Tuesdays 12-1pm via Canvas
Zoom or in person by appointment

Course Description: This course builds upon previous literacy coursework to explore how to develop students' content literacy, with special attention to culturally and linguistically diverse (CLD) learners. It provides theoretical foundations for conceptualizing language and literacy learning that are rooted in Scientifically Based Reading Research (SBRR), sociocultural theory, and systemic functional linguistics. Central course learning activities include: (1) practicing effective strategies for supporting students' literacy development across content areas; (2) deconstructing school-based texts to analyze how text structure and language features relate to purpose, audience, and voice; and (3) designing content/language integrated lessons. Throughout this course, students will also become familiar with the Sheltered Instruction Observation Protocol (SIOP) and the WIDA English Language Development (ELD) Standards.

Prerequisites: EDEC 250, EDEL 310, & EDEL 360

Guiding Principles: The design and content of this course are guided by the following principles:

- Language is about use and meaning—the discrete parts and skills can only be understood within situated contexts of use.
- Literacy is a sociocultural phenomenon. Literacy is more than the skills of reading and writing, although skills play a part in how it is experienced and learned.
- Learning is best accomplished by applying new concepts in practice.
- Teaching and learning are social acts, always including and based on (implicit and explicit) values, beliefs, and worldviews.

Relationship of this Course to the Program Knowledge Base: This course is a required component of UNC's elementary education program and designed as a continuation course for Elementary Literacy to provide a solid base for elementary literacy education. The course provides experiences in analyzing the language of academic disciplines with a strong focus in the core contents of social studies, math, science, and English language arts for diverse learners.

Professional Standards Met: The professional standards met within this class include the following: International Literacy Association Standards for Elementary/Intermediate Teachers, Colorado English Language Learner Standards, Association for Childhood Education International, Colorado Teacher Quality Standards, Colorado Reading Elementary Standards, and the Colorado CLD Standards. See Standards in the Course objective chart below.

Course Goals and Objectives:

Goals: Participants of the course will understand the complexity of language as it relates to the academic context and the backgrounds of the students that our schools serve. Successful completion of this course will result in the confidence necessary to teach disciplinary content

across the four domains of language—reading, writing, listening, speaking—to meet required national and state standards in the regular classroom.

Objectives: The goals are connected to the following course objectives. The chart that follows lists objectives, professional standards, and the evidence for performance.

Objectives	Colorado Standards	Evidence for Outcomes
<p>1.) Foundational Knowledge: a) Demonstrates knowledge of academic literacy and language development for English L1 and L2 learners, drawing upon pertinent SBRR. b) Demonstrates knowledge of English language structure at the discourse, sentence and word/phrase (vocabulary) levels for English language development of L1 and L2 learners in academic literacy building upon pertinent SBRR.</p>	<ul style="list-style-type: none"> • Teacher Quality: I, III • CLD (4.22): 1b; 2a-d; 3a-f; 4b,c,d; 5a,d • ELL: 5.13, 5.14 • El. Ed. (K-6) 4.02 & IDA/KPS: 4.02 11(a) and (d-e); 4.02 6(f) (i-iii); 4E.1 & 4E.2 	<ul style="list-style-type: none"> • Readings & Discussion • Genre Deconstructions • Integrated Unit Project
<p>2.) Curriculum and Instruction: Building upon pertinent SBRR, applies foundational knowledge of academic language/literacy development to select resources, to develop reading comprehension, vocabulary, and thinking; to improve writing; and, to improve the four domains of human language (speaking, listening, reading, and writing) and para-linguistic semiotics with particular emphasis on English in a multilingual world.</p>	<ul style="list-style-type: none"> • Teacher Quality: I, III • CLD (4.22): 1c; 3a,d • ELL: 5.14, 5.15 • El. Ed. (K-6) 4.02 & IDA/KPS: 4.02 11(b-c), 12(b) and (d); 4.02(6)(f) (i-iii); 4E.3 	<ul style="list-style-type: none"> • Genre Deconstructions • Readings & Discussion • Integrated Unit Project
<p>3.) Assessment and Evaluation: Interprets basics of psycho-metric testing such as reliability and validity; evaluates assessments for instructional purposes including strengths/weaknesses, and for potential learner growth based on SBRR definitions.</p>	<ul style="list-style-type: none"> • Teacher Quality: I, III • CLD (4.22): 1b; 2a-d; 3a-f; 4b,c,d; 5a,d • ELL: 5.14, 5.15 • El. Ed. (K-6) 4.02 & IDA/KPS: 4.02 11(e) and 12(d); 4E.2 	<ul style="list-style-type: none"> • Readings & Discussion • Integrated Unit Project
<p>4.) Diversity and Equity: Examines their own culture and beliefs and appreciates the cultures and languages of other people to draw on the assets of diversity.</p>	<ul style="list-style-type: none"> • Teacher Quality: I, II, IV • CLD (4.22): 1b; 2a-d; 3a-f; 4b,c,d; 5a,d • ELL: 5.14 • El. Ed. (K-6) 4.02 & IDA/KPS: 4.02 11(d-e); 4E.2 	<ul style="list-style-type: none"> • Readings & Discussion • Integrated Unit Project
<p>5.) Learners and Literacy Environment: Applies knowledge of learner development and learning differences to create a literacy-rich environment that employs routines and a variety of groupings.</p>	<ul style="list-style-type: none"> • Teacher Quality: I, II • CLD (4.22): 2a,b,d; 3a,b,d,e; 4b; 5d • ELL: 5.12, 5.14 • El. Ed. (K-6) 4.02 & IDA/KPS: 4.02 11(c-e); 4E.2 	<ul style="list-style-type: none"> • Readings & Discussion • Integrated Unit Project
<p>6.) Professional Learning and Leadership: Reflects upon learning to improve professional knowledge and enhance literacy learning; Keeps up to date with the latest legislation including SBRR; Demonstrates lifelong learning disposition though positive attitude for reading and writing; Advocates for formal</p>	<ul style="list-style-type: none"> • Teacher Quality: I, IV, V, VI • ELL: 5.14 • El. Ed. (K-6) 4.02 & IDA/KPS: 4.02 12 (b) and (d); 4.02(6)(f) (i-iii) 	<ul style="list-style-type: none"> • Readings & Discussion • Review of CDE website for updates on legislation (e.g., READ Act) and guidance on Standards/Assessment

education and the communities that schools are situated within.		
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Course Content and Major Assignments

Week	Topic	Dates	Assignments
1	Introductions and Course Overview	8/25/21	
2	Understanding Culturally and Linguistically Diverse (CLD) Students	9/1/21	Discussion 1
3	Teaching Reading across the Curriculum: Foundations & Scientifically-Based Reading Research (SBRR)	9/8/21	Discussion 2
4	Teaching Reading to CLD Students	9/15/21	Discussion 3 / Reading Strategies
5	Teaching Reading to CLD Students	9/22/21	Discussion 4 / Reading Strategies
6	Teaching Writing across the Curriculum: Foundations & Approaches	9/29/21	Discussion 5
7	Teaching Writing to CLD Students: The Teaching and Learning Cycle and WIDA ELD Standards	10/6/21	Discussion 6
8	Academic Genres: Reports, Narratives, & Recounts	10/13/21	Discussion 7 / Genre Deconstructions
9	Academic Genres: Procedures, Explanations, Arguments, and Responses	10/20/21	Genre Deconstructions
10	Integrating Content and Language: Unit Design	10/27/21	Discussion 8
11	Integrating Content and Language: Lesson Design	11/3/21	Discussion 9
12	Integrating Content and Language: Lesson Design	11/10/21	
13	Differentiating for CLD Students	11/15/21	Discussion 10
14	Thanksgiving Holiday (no classes)	11/24/21	
15	Integrated Thematic Unit Presentations	12/1/21	Integrated Thematic Unit Presentations (final unit plans due 12/7)

Course Readings: All reading/viewing materials for this course are available on Canvas and specified in the “Weekly Schedule” below. If possible, course materials are also linked in the syllabus. See the “Course Bibliography” for the detailed list of course readings and other content.

Learning Activities:

1. **Participation (10 points):** We approach this class as a community of learners. For this reason, active participation and attendance are vital components of the course. How you engage with the learning may vary depending upon your learning style. The expectation is that you come to class having completed the necessary readings and assignments to be able to engage fully with the content and with one another. Students are expected to attend all class sessions. University guidelines allow 3 excused absences over the course

of the semester. An attendance contract will be available to ensure you can make up missed time in class due to circumstances beyond your control. Unexcused absences and late work will incur deductions in points and negatively affect your final grade.

2. **Reflections and Responses (20 points):** To support your engagement with course readings, you will have an online reflection and responses due before most classes. After you have read, viewed, or listened to the assigned materials, write and post a response (250-500 words) to the reflection question(s) on Canvas. Alternatively, you may choose to record and post a video reflection (3-4 minutes). *Reflections should reference specific concepts from the assigned materials* and are due by midnight on the Sunday before class. After you have posted your reflection, respond to two of your classmates' reflections in writing or with a short video. There is no requisite length for responses, but they should demonstrate engagement with the ideas presented by your peers. These are due by midnight the Tuesday before class. Reflections should use an academic/formal register, but do not have to follow APA format.
3. **Strategy Presentation (10 points):** This assignment, completed in small groups, will allow you to develop and share a reading or SIOP strategy or activity that would support elementary CLD students to engage with content-based texts. The strategy may be drawn from an existing resource or may be one that you have previously learned about or used. However, in choosing a strategy, remember that *you must clearly explain how/why this strategy would support CLD students*. In your presentation to the class, you will first provide a brief overview of the strategy and describe its relevance for CLD students. Then, you will lead the class through a demonstration of the strategy. Each group is also required to create a handout that contains relevant information about the strategy and the rationale for its use. More information about this assignment will be provided in class.
4. **Genre Deconstruction (20 points):** This assignment aims to familiarize all students with the genres that have been shown to be valued in the schools of English-speaking nations through research conducted by Systemic Functional Linguistics (SFL) scholars. For this assignment, you will work with a small group to deconstruct one of the following academic genres: narratives, recounts, procedures, explanations, arguments, or responses. For the deconstruction, you will select a model text that is representative of the genre and then will analyze the text, with a consideration of its social purpose, organization, and linguistic features. These deconstructed texts should be uploaded to Canvas prior to class on the assigned day for that genre. Then, you will prepare a presentation for your peers in which you (1) introduce the genre; (2) present your analysis of the mentor text; and (3) consider how the genre could be used for other topics/contexts and across different content areas. Genre resources and mentor text suggestions will be provided in class, along with additional information about the assignment.
5. **Integrated Thematic Unit Plan and Presentation (40 points):** As a culminating project in this class, you will prepare an integrated unit that synthesizes the information from readings and in-class activities. The thematic unit framework must demonstrate the integration of the four domains of language (reading, writing, listening, speaking) and core content areas (e.g., mathematics, social studies, science, language arts) and must be explicitly designed to support CLD students. The unit will include WIDA amplification that demonstrates how you would differentiate the assessment for CLD students at different stages of English language proficiency. Some time in class will be provided to

workshop different components of the unit framework. The integrated thematic unit plans will be presented during the final week of class and the final unit/lesson plans are due by midnight on 12/7.

Grading:

<i>Assignment Categories</i>	<i>pts</i>	<i>Grading Scale</i>			
Participation	10		+		-
Discussions	20	A		≥ 93	92-90
Strategy Presentation	10	B	89-87	86-83	82-80
Genre Deconstruction	20	C	79-87	76-73	82-70
Integrated Thematic Unit Plan and Presentation	40	D	69-67	66-63	62-60
		F		≤ 59	
TOTAL	100	(University scale in Canvas)			

Policies:

APA Conventions for Writing: American Psychological Association (APA) tends to be the standard style for professional education journals; therefore, students are expected to use their page layout when typing up text. The page layout is as follows: *Times New Roman 12 pt. font, double-spaced, one-inch margins on all sides with title/name in the header upper left-hand corner and a page number in the upper right-hand corner of the page.* For all assignments, it is expected that students use the writing conventions outlined in the 6th edition of the APA style manual with attention paid to Chapters 3 (*Writing Clearly and Concisely*) and 4 (*The Mechanics of Style*). If applicable, citations should be in APA or American Anthropological Style. Free tutoring for writing is available through the UNC Writing Center at telephone number (970) 351-2056.

Electronic and other etiquette: When writing emails and other documents in Canvas, please remain civil and err toward a formal register in writing: A university course and affiliated electronic communication channels are not an informal social network like Facebook or Twitter.

Federal Policies for Financial Aid to University Students: According to federal guidance policies, one credit hour is equivalent to 750 minutes of actual time, or 12.5 hours (so 3 credits = 2250m or 37.5 hours). In addition, for each hour of in-class time, students are expected to dedicate two additional hours outside of class for completion of assigned work and preparation for class. Thus, a student should enter the habit of timing exactly how much clock minutes actually go into completing work for a class to provide appropriate feedback to the instructor. In a mixed face-to-face, or hybrid class, the number of hours online should be equivalent to those that would be spent in a traditional face-to-face lecture style class.

University Syllabi Statements:

Please read the University Syllabi Statements: https://www.unco.edu/center-enhancement-teaching-learning/syllabus_statements.aspx. All the statements—Disability Resources, Title IX, Academic Integrity, Attendance, COVID-19, Equity and Inclusion, Food Insecurity and Basic Needs, and Land Acknowledgement—apply to this course.

Weekly Schedule

Week	Topic	Readings, Assignments, and Activities
<p>Week 1 (8/25/21)</p> <p>Introductions and Course Overview</p>	<p>Syllabus Review and Introductions</p> <p>What is Content Literacy?</p>	<p>Assessing Background knowledge: What do you know about SIOP, WIDA, SFL, SBRR and CLDE?</p> <p>Watch:</p> <ul style="list-style-type: none"> • Willingham, D. (2009). Teaching content is teaching reading
<p>Week 2 (9/1/21)</p> <p>Understanding Culturally and Linguistically Diverse (CLD) Students</p>	<p>Who are CLD students? What factors impact their success in the classroom?</p> <p>What do we know about bilingualism and second language acquisition?</p>	<p>Before Class:</p> <p>Read:</p> <ul style="list-style-type: none"> • Steps to Success Ch. 8: Helping English language learners develop literacy skills and succeed academically • Herrera, Perez, & Escamilla (2010). Ch. 2: Contextualizing literacy development for the CLD student in the grade-level classroom <p>Do:</p> <ul style="list-style-type: none"> • Discussion 1 (reflections due by midnight on 8/29; responses due by midnight 8/31) <p><i>Additional Resources:</i></p> <ul style="list-style-type: none"> • English Learner Toolkit (U.S. Department of Education) • NYSIEB Translanguaging Resources • CDE Identification and Placement of ELs
<p>Week 3 (9/8/21)</p>	<p>The Simple View of Reading & SBRR</p>	<p>Before Class:</p> <p>Read:</p> <ul style="list-style-type: none"> • Steps to Success Ch. 3: Word recognition skills: One of two essential components of reading comprehension

<p>Teaching Reading across the Curriculum: Foundations & Scientifically-Based Reading Research (SBRR)</p>	<p>What's so difficult about content-based language?</p>	<ul style="list-style-type: none"> • Steps to Success Ch. 4: Language comprehension ability: One of two essential components of reading comprehension <p>Listen to:</p> <ul style="list-style-type: none"> • Evidence-based literacy practice in the classroom: Tim Shanahan. Science of Reading: The Podcast <p>Do:</p> <ul style="list-style-type: none"> • Discussion 2 (reflections due by midnight on 9/5; responses due by Midnight on 9/7)
<p>Week 4 (9/15/21)</p> <p>Teaching Reading to CLD Students</p>	<p>What does the research say about reading and English learners?</p> <p>How can we support students learning to read in a new language across content areas?</p>	<p>Bring to Class:</p> <ul style="list-style-type: none"> • Find a content-based text (e.g., math, science, social studies, language arts) to bring to class for analysis. <p>Before Class:</p> <p>Read:</p> <ul style="list-style-type: none"> • Goldenberg (2020). Reading wars, reading science, and English learners. <i>Reading Research Quarterly</i> • Levine & McCloskey (2013). Ch. 8: Developing literacy with English learners: Focus on reading <p>Do:</p> <ul style="list-style-type: none"> • Discussion 3 (reflections due by midnight on 9/12; responses due by midnight on 9/14)
<p>Week 5 (9/22/21)</p> <p>Teaching Reading to CLD Students</p>	<p>State Laws, Guidelines, and Resources for Teaching Reading to CLD Students</p>	<p>During Class:</p> <ul style="list-style-type: none"> • Choose a reading or SIOP strategy for your presentation next week <p>Before Class:</p> <p>Read/Review:</p> <ul style="list-style-type: none"> • Colorado Literacy Framework • Information about the Colorado READ Act • Colorado legislation and resources for teaching English learners from the Office of Culturally and Linguistically Diverse Education

	Strategies for Supporting Reading Development for CLD Students	<p>Do:</p> <ul style="list-style-type: none"> • Discussion 4 (reflections due by midnight on 9/19; responses due by midnight on 9/21) <p>During Class:</p> <ul style="list-style-type: none"> • Strategy Presentations
<p>Week 6 (9/29/21)</p> <p>Teaching Writing across the Curriculum: Foundations & Approaches</p>	<p>What is the language of schooling?</p> <p>A Functional/Genre Approach to Writing Instruction</p>	<p>Before Class</p> <p>Read:</p> <ul style="list-style-type: none"> • Schleppegrell (2004) Ch. 4. Characterizing the language of schooling. • Steps to Success Ch. 6: Approaches to writing instruction in elementary classrooms <p>Do:</p> <ul style="list-style-type: none"> • Discussion 5 (reflections due by midnight on 9/26; responses due by midnight on 9/28) <p>During Class</p> <ul style="list-style-type: none"> • Choose your academic genre for deconstruction
<p>Week 7 (10/6/21)</p> <p>Teaching Writing to CLD Students: The Teaching and Learning Cycle and WIDA ELD Standards</p>	<p>What is the Teaching and Learning Cycle?</p>	<p>Before Class</p> <p>Read:</p> <ul style="list-style-type: none"> • Gibbons (2015) Ch. 5: Learning to write in a second language and culture • WIDA English Language Development Standards Framework, 2020 Edition (Read: p. 9-35 and <u>one</u> grade-level section of your choosing) <p>Do:</p> <ul style="list-style-type: none"> • Discussion 6 (reflections due by midnight on 10/3; responses due by midnight on 10/5)
<p>Week 8 (10/13/21)</p>	<p>Case Studies of SFL-Informed Writing Units; Reports</p>	<p>Before Class</p> <p>Read:</p> <ul style="list-style-type: none"> • Gebhard, M., Harman, R., & Seger, W. (2007). Reclaiming recess: Learning the language of persuasion. <i>Language Arts</i>, 84(5), 419-430

<p>Academic Genres: Reports, Narratives, & Recounts</p>	<p>Recounts & Narratives</p>	<ul style="list-style-type: none"> Hodgson-Drysdale & Rosa (2015). Go with the flow: Fifth-grade students write about the flow of energy and matter through an ecosystem. <i>Science and Children</i>. <p>Do:</p> <ul style="list-style-type: none"> Discussion 7 (reflections due by midnight on 10/10; responses due by midnight on 10/12) <p>During Class</p> <ul style="list-style-type: none"> Modeled Academic Genre Deconstruction (Report) <p><i>Additional Resources:</i></p> <p>Reports</p> <ul style="list-style-type: none"> Brisk (2015) Ch. 6: Reports Derewianka & Jones (2016) Ch. 6: Language for Observing and Describing the World
		<p>During Class</p> <ul style="list-style-type: none"> Academic Genre Deconstructions (Recounts, Narratives) <p><i>Additional Resources:</i></p> <p>Recounts</p> <ul style="list-style-type: none"> Brisk (2015) Ch. 5: Recounts and Historical Genres Derewianka & Jones (2016) Ch. 5: Language for Recounting What Happened <p>Narratives</p> <ul style="list-style-type: none"> Brisk (2015) Ch. 9: Fictional Narratives Derewianka & Jones (2016) Ch. 4: Language for Appreciating and Creating Story Worlds
<p>Week 9 (10/20/21)</p> <p>Academic Genres: Procedures, Explanations,</p>	<p>Part 1: Procedures & Explanations</p>	<p>During Class</p> <ul style="list-style-type: none"> Academic Genre Deconstructions <p><i>Additional Resources:</i></p> <p>Procedures</p> <ul style="list-style-type: none"> Brisk (2015) Ch. 4: Procedures

<p>Arguments, and Responses</p>		<p>Explanations</p> <ul style="list-style-type: none"> • Brisk (2015) Ch. 7: Explanations • Derewianka & Jones (2016) Ch. 7: Language for Explaining How and Why
	<p>Part 2: Arguments & Responses</p>	<p>During Class</p> <ul style="list-style-type: none"> • Academic Genre Deconstructions <p><i>Additional Resources:</i></p> <p>Arguments</p> <ul style="list-style-type: none"> • Brisk (2015) Ch. 8: Arguments • Derewianka & Jones (2016) Ch. 8: Language for Persuading Others <p>Responses</p> <ul style="list-style-type: none"> • Derewianka & Jones (2016) Ch. 9: Language for Responding
<p>Week 10 (10/22/21)</p> <p>Integrating Content and Language: Unit Design</p>	<p>Session 1: Integrated Thematic Unit Design Workshop</p>	<p>Before Class</p> <p>Read:</p> <ul style="list-style-type: none"> • Muhammad, G. (2020) Ch. 2: What is historically responsive literacy? and Ch. 5: Toward the pursuit of intellect. <p>Do:</p> <ul style="list-style-type: none"> • Discussion 8 (reflections due by midnight on 10/24; responses due by midnight on 10/26) • Gather resources for unit design (e.g., curriculum materials, mentor texts, content standards, etc.)

<p>Week 11 (11/3/21)</p> <p>Integrating Content and Language: Lesson Design</p>	<p>What is the SIOP Model? Writing Language Objectives</p>	<p>Before Class Read:</p> <ul style="list-style-type: none"> Echevarría, J., Vogt, M., & Short, D.J. (2016). Ch. 1: Introducing the SIOP model and Ch. 2: Lesson preparation. <p>Do:</p> <ul style="list-style-type: none"> Discussion 9 (reflections due by midnight on 10/31; responses due by midnight on 11/2)
<p>Week 12 (11/10/21)</p> <p>Integrating Content and Language: Lesson Design</p>	<p>SIOP Lessons SIOP Fishbowl</p> <p>Lesson Planning Workshop</p>	<p>Before Class</p> <ul style="list-style-type: none"> Watch and take notes using the provided “notecatcher” for the 8 SIOP Components: <ul style="list-style-type: none"> Component 1: Lesson Preparation Component 2: Building Background Component 3: Comprehensible Input Component 4: Strategies Component 5: Interaction Component 6: Practice and Application Component 7: Lesson Delivery Component 8: Review and Assessment Review the SIOP lesson plan template <p>Bring to class</p> <ul style="list-style-type: none"> Gather any necessary resources for lesson planning workshop
<p>Week 13 (11/17/21)</p> <p>Differentiating for CLD Students</p>	<p>: Differentiating with the WIDA Model Performance Indicators (MPIs)</p> <p>Creating MPIs for Thematic Unit Lesson</p>	<p>Before Class Read:</p> <ul style="list-style-type: none"> WIDA ELD Framework, 2012 Amplification (p. 1-42) <p>Do:</p> <ul style="list-style-type: none"> Discussion 10 (reflections due by midnight on 11/14; responses due by midnight on 11/16)
<p>Week 14 (11/24/21)</p>	<p><i>Thanksgiving Break (no classes)</i></p>	

<p>Week 15 (12/1/21)</p> <p>Integrated Thematic Unit Presentations</p>	<p>Integrated Thematic Unit Presentations; Closing Reflections</p>	<p><i>During Class:</i></p> <ul style="list-style-type: none"> • Integrated Thematic Unit Presentations
<p>Final Exam Week</p>		<p><i>Integrated Thematic Unit Plans due by midnight on Tuesday, December 7th</i></p>

Course Bibliography

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