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School for Professional Studies
Florida Campuses
Universidad del Este, Universidad Metropolitana, Universidad del Turabo**

**EDUC 551
READING PROCESSES IN SECOND LANGUAGE SETTINGS**

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Study Guide

Course Title	Reading Processes in Second Language Settings
Code	EDUC 551
Time Length	Five Weeks
Pre-requisite	EDUC 550

Description

This course provides an overview of learning to read and reading comprehension as cognitive processes. Emphasis is given to the application of brain-based learning theory and the Whole Language Approach as a foundation for developing decoding skills. Likewise, metacognitive and schema theories are examined as the basis for developing reading comprehension skills. Implications for the teaching of ESL reading are also discussed.

General Objectives

At the end, the student will be able to:

1. Analyze cognitive and brain-based learning theories that apply to decoding and comprehension skills learning, inherent in the reading process.
2. Evaluate the implications of brain-based learning theory according to grade level and based on the teaching of reading.
3. Design ESL reading lessons incorporating one or more of the following aspects: phonics and whole language, schema instantiation and background/prior knowledge, application of brain-based learning tenets and other reading recent literature.
4. Design rubrics and scales that may be used to monitor the development of reading skills, according to grade level.
5. Identify, relate and evaluate research major findings on ESL reading development in second languages settings and its implications in the teaching and learning processes.

Texts and Resources:

Hudson, T. (2007). *Teaching Second Language Reading*. Oxford University Press, USA.

Anderson, N. (1999). *Exploring second language reading*. Boston, Mass: Heinle Publishers.

- Anderson, N. (1999). *Exploring second language teaching: Issues and strategies* 4(1). Boston, Mass: Heinle & Heinle.
- Carrell, P. (1988). *Interactive approaches to second language reading*. Boston Mass: Cambridge Press.
- Christison, M. A. (1999). *Applications of brain-based research for second language teaching and learning: Part 1*. TESOL Matters, 9(3).
- Franklin, E. (1999). *Reading and writing in more than one language*. Bloomington, Ill.: Pantograph Printing.
- González, V. (1998). *Language and cognitive development in second language learning: Educational implications to children and adults*. Boston, Mass: Allyn & Bacon.
- Lantolf, J.P. (1999). *Socio-cultural theory in second language learning*. Oxford: Oxford University Press.
- Mitchell, R. & Myles, F. (1998). *Second language learning theories*. London, NW: Edward Arnold Publishers.
- Nuttall, C. (1996). *Teaching reading in a foreign language*. (2nd. Ed.) Oxford: Heinemann English Language Teaching.
- Urquart, S. & Weir, C. (1999). *Reading in a second language*. Toronto, Canada: Pearson, ESL.
- Write, R. (1995). *New ways in teaching reading*. Bloomington, Ill.: Pantograph Printing.

References and Supplementary Materials:

- Allington, R. (2000). *What really matters for struggling readers: Designing research-based programs*. Massachusetts, U.S.: Pearson Allyn & Bacon.
- Armstrong, T. (1994). *Multiple Intelligences in the classroom*. Alexandria, Virginia: Association for Curriculum and Development.
- Christison, M. A. (1999). *Applications of brain-based research for second language teaching and learning: Part 1*. TESOL Matters, 9(2).
- Ely, C., & Pease-Alvarez, L. (1996). *Learning styles and strategies*. TESOL Journal, 6(1) [Autumn].

- Hall, C. (1999). *Children reading choices*. London: New York Rauledge.
- Harvery, S., & Goudvis, A. (2000). *Strategies that work: Teaching comprehension to enhance understanding*. Portland, Maine: Stenhouse Publishers.
- McCormick, L. (2000). *Art of teaching reading*. Massachusetts, U.S.: Pearson Allyn & Bacon.
- Ostendrop, H. (1999). *The construction of mental representation during reading*. Mahwoh, N.J.: Earlbaum Associates, Inc.
- Routman, R. (2002). *Reading essentials: The specifics you need to teach reading well*. Portland, Maine: Stenhouse Publishers.
- Simmon, D. (1998). *What reading research tells us about children with diverse learning needs*. Mahwoh, N.J.: Earlbaum Associates, Inc.
- Taberski, S. (2000). *On solid ground: Strategies for teaching reading K-3*. New Hampshire, U.S.: Heinemann Publishers.
- Tixier, H. (1999). *Fluent in fantasy: Guide to reading interests*. Englewod, Calo.: Libraries Unlimited.
- Tovani, C., & Oliver, E. (2000). *I read it but I don't get it: Comprehension strategies for adolescent readers*. Portland, Maine: Stenhouse Publishers.
- Weaver, C. (2002). *Reading process and practice*. New Hampshire, U.S.: Heinemann Publishers.

Evaluation

Students will be evaluated based on the following criteria:

• Daily class participation (20 points each)	100 pts.
• Writer's Journal	100 pts.
• Oral report	100 pts.
• Written report	140 pts.
• Movie Analysis	100 pts.
• Research: Interviews	70 pts.
• Portfolio	100 pts.
Total	710 pts.

Evaluation curve

100-90 A 89-80 B 79-70 C 69-60 D 59-00 F

Daily Class Participation (Appendix B) 100 points

- Attendance and participation to every workshop is mandatory. The student will receive ten (10) points per workshop. In addition, the following criteria will be evaluated:
 - Mastery of the material discussed in class.
 - Responsibility for the assignments and course work.
 - Participation in collaborative work.
 - Demonstration of adequate communication skills.
 - Turn in work strictly on time.
- Attendance is required to pass the class.
- Absences will affect your final grade (10 points for attendance and 10 points for daily class participation).

Writer's Journal (English) (Appendix C) 100 points

- At the end of each workshop, the student will write a Writer's Journal. The purpose is to present a written critical reaction about the concepts developed in relation to the reading process in second language settings. Analyze your work on pertinent issues. Give your opinion about what you have learned. Use supporting details to explain. Compare and contrast different issues. Write a synthesis of ideas and facts. The Writer's Journal should be handed in at the end of each workshop. An auto analysis/evaluation of his/her performance in the course should be included in the last one (**Workshop Five**) each entry is 20 points.

Oral Report (Appendix D) (English)

- Team work - **Workshops Two** through **Five**
- Each member of the group is responsible for one of the topics.
- It is required to use creativity and audiovisual aids. Example: simulations, dramatizations, debates, academic competencies, video recording, interviews, role playing, newspaper, others.

- Prepare and handle a written report (1 original for the facilitator and a copy for each student).
- Time for individual oral reports: 20 minutes.
- The rest of the group should read the related literature so they can actively participate in the class discussion.
- Oral report will be worth 100 points and the evaluation criteria will be the following: (Appendix E)
 - Poise and appearance (10 points)
 - Body language (10 points)
 - Eye contact (10 points)
 - Voice (10 points)
 - Poring (10 points)
 - Visual aids (10 points)
 - Audience's attention (10 points)
 - Topic mastery (10 points)
 - Language mastery (10 points)
 - Timeliness (10 points)

Written Report (Appendix F) (English)

- Written report has a value of 140 points and it must include:
 - Presentation page (5 points)
 - Table of Contents (5 points)
 - Introduction (5 points)
 - Content (10 points)
 - Critical reaction (10 points)
 - References (5 points)
 - The report will be no longer than three pages.
 - The report will be written in APA style (cover page, introduction, content, critical analysis and reference).

Movie Observation and Analysis (English) (Appendix G)

Students will identify, evaluate and select a movie with an underlying theme of the reading process in second language acquisition. They will prepare a written critical analysis after they have viewed the film. (Appendix H).

- The written report should include the following: (Appendix I) 100 points
 - Presentation Page (5 points)
 - Table of Contents (5 points)
 - Introduction (brief summary) (10 points)
 - Content (Theoretical aspects presented in the movie should be discussed and compared to the ones studied in class.) Similarities and differences should be included.) (30 points)
 - Creative activity (poem, drawings, acrostic, others) (20 points)
 - Conclusion (Application of the learned concepts to your actual role in the educational process and in the future, critical reaction and recommendations.) (20 points)
 - References APA style (10 points)
- This report is due **Workshop Three**

Research: Interviews (Appendix J)

- The purpose is to apply the studied theories, identify related research and compare findings with your interviews. The impact of reading in second languages settings in an individual's life should be present.
- The study will be conducted by interviews: two 9 and 10 years old children and two adults. The interviewed persons should be Spanish speakers as their first language and learners of English as a second language in school. The student should present a critical analysis based on the interview's data collected. Alternatives and recommendations are required.
- The questions to be used in the interviews should be written by the student in accordance to the specific situation of the selected participants.
- The questions used for the interviews should be included as an Appendix in the written report.
- This report should be submitted in **Workshop Five** and includes:
 - Presentation page (5 points)

- General information about the interviewed persons (adults and children) and their families (their names shouldn't be included to protect their identity) (10 points)
- Content (establish a comparison by age and other demographical data, relation with processes, implications for life, models and theoretical bases studied) (20 points)
- Critical analysis (15 points)
- Alternatives and recommendations (15 points)
- References (APA style is required) (5 points)

Description of Course Policies

1. The course is conducted in an accelerated format and requires that students prepare in advance for each workshop according to the course module. Each workshop requires an average ten hours of preparation but could require more.
2. Attendance at all class sessions is mandatory. A student that is absent to a workshop must present the facilitator a reasonable excuse. The facilitator will evaluate if the absence is justified and decide how the student will make up the missing work, if applicable. The facilitator will decide on the following: allow the student to make up the work, or allow the student to make up the work and assign extra work to compensate for the missing class time.
Assignments required prior to the workshop must be completed and turned in on the assigned date. The facilitator may decide to adjust the grade given for late assignments and make-up work.
3. If a student is absent to more than one workshop the facilitator will have the following options:
 - a. If a student misses two workshops, the facilitator may lower one grade based on the students existing grade.
 - b. If the student misses three workshops, the facilitator may lower two grades based on the students existing grade.
4. Student attendance and participation in oral presentations and special class activities are extremely important as it is not possible to assure that they can be made up. If the student provides a valid and verifiable excuse, the facilitator may determine a substitute evaluation activity if he/she understands that an equivalent activity is possible. This activity must include the same content and language components as the oral presentation or special activity that was missed.
5. In cooperative activities the group will be assessed for their final work. However, each member will have to collaborate to assure the success of the group and the assessment will be done collectively as well as individually.
6. It is expected that all written work will be solely that of the student and should not be plagiarized. That is, the student must be the author of all work submitted. All quoted or paraphrased material must be properly cited, with credit given to its author or

publisher. It should be noted that plagiarized writings are easily detectable and students should not risk losing credit for material that is clearly not their own (**see Academic Honesty Policy**).

7. If the Facilitator makes changes to the study guide, such changes should be discussed with and given to students in writing at the beginning of the first workshop.
8. The facilitator will establish a means of contacting students by providing an email address, phone number, hours to be contacted and days.
9. The use of cellular phones is prohibited during sessions; if there is a need to have one, it must be on vibrate or silent mode during class session.
10. Children or family members that are not registered in the course are not allowed to the classrooms.
11. All students are subject to the policies regarding behavior in the university community established by the institution and in this course.

Note: If for any reason you cannot access the URL's presented in the module, do not stop your investigation. There are many search engines and other links you can use to search for information. These are some examples:

- www.google.com
- www.altavista.com
- www.ask.com
- www.excite.com
- www.pregunta.com
- www.findarticles.com
- www.telemundo.yahoo.com
- www.bibliotecavirtualut.suagm.edu
- www.eric.ed.gov/
- www.flelibrary.org/

The facilitator may make changes or add additional web resources if deemed necessary.

Teaching Philosophy and Methodology

This course is grounded in the learning theory of Constructivism. Constructivism is a philosophy of learning founded on the premise that, by reflecting on our experiences, we construct our own understanding of the world in which we live.

Each of us generates our own “rules” and “mental models,” which we use to make sense of our experiences. Learning, therefore, is simply the process of adjusting our mental models to accommodate new experiences. As teachers, our focus is on making connections between facts and fostering new understanding in students. We will also attempt to tailor our teaching strategies to student responses and encourage students to analyze, interpret and predict information.

There are several guiding principles of constructivism:

1. Learning is a search for meaning. Therefore, learning must start with the issues around which students are actively trying to construct meaning.
2. Meaning requires understanding wholes as well as parts. And parts must be understood in the context of wholes. Therefore, the learning process focuses on primary concepts, not isolated facts.
3. In order to teach well, we must understand the mental models that students use to perceive the world and the assumptions they make to support those models.
4. The purpose of learning is for an individual to construct his or her own meaning, not just memorize the "right" answers and regurgitate someone else's meaning. Since education is inherently interdisciplinary, the only valuable way to measure learning is to make the assessment part of the learning process, ensuring it provides students with information on the quality of their learning.
5. Evaluation should serve as a self-analysis tool.
6. Provide tools and environments that help learners interpret the multiple perspectives of the world.
7. Learning should be internally controlled and mediated by the learner.

Workshop One

Specific Objectives

At the end of this workshop, the student will be able to:

1. Define and analyze the following concepts:
 - a. Reading process
 - b. Decoding
 - c. Reading comprehension
 - d. Schema
 - e. Metacognition
 - f. Monitoring
 - g. Text
 - h. Discourse
2. Describe the historical background in relation to the reading processes in second language settings and its educational implications.
3. Identify and review related theories that explain language acquisition (studied in EDUC 550):
 - a. Behaviorist
 - b. Psycholinguistic
 - c. Cognitive development
 - d. Information processing
4. Emphasize the teacher's role in the reading processes in second language settings.
5. Analyze the educational challenges.

Language Objectives

At the end of this workshop, the student will be able to:

1. Use an Exploration Concept Map.
2. Complete a Mnemonic Graphic Organizer for second-language reading according to Neil Anderson.
3. Use cooperative learning strategies to analyze and discuss a topic.
4. Select and use strategies to understand words and text.

Electronic Links (URLs)

APA style

<http://owl.english.purdue.edu/owl/resource/560/01>

<http://www.psychwww.com/resource/apacrib.htm>

Exploring second language reading: Issues and strategies

<http://www-writing.berkeley.edu/TESL-EJ/ej13/r7.html>

Language acquisition theories

<http://www.revision-notes.co.uk/revision/826.html>

<http://www.ed.uiuc.edu/courses/edpsy313/notes/hh02.htm>

Impact of second language acquisition

<http://www.ncrel.org/sdrs/areas/issues/content/cntareas/reading/li7lk12.htm>

Reading in the second language class

<http://www.btinternet.com/~ted.power/esl1104.html>

Teaching reading in a foreign language

<http://www.njxgjx.cn/cs/blog/gws/335post.aspx> Top ten principles for teaching

Teaching reading in a foreign language

www.ericdigests.org/pre-9211/reading.htm - 24k

Top ten principles for extensive reading

<http://www.nflrc.hawaii.edu/rfl/October2002/day/day.html>

Reading with a purpose: Communicative reading tasks for the foreign language classroom

http://www.cal.org/ericcll/digest/reading_digest.html

Painting a new picture of learning to read

<http://www.gseweb.harvard.edu/news/features/katzir05012003.html>

NABE's Bilingual Research Journal

<http://www.ncela.gwu.edumiscpubs/nabe/brj/index.htm>

Assignments before Workshop One

1. Look up (Internet, books, related readings and/or dictionary) information about the following concepts:
 - a. Reading process

- b. Decoding
 - c. Reading comprehension
 - d. Schema
 - e. Metacognition
 - f. Monitoring
 - g. Text
 - h. Discourse
2. Read about the following themes:
 - a. Reading processes in second language settings.
 - b. Theories that explain the processes of reading in a second language.
 - c. Educational challenges in the teaching and learning processes.
 - d. Teacher's role.
 3. The information given above can be located at:
 - a. Internet (through the URLs provided in the module)
 - b. Professional Journals
 - c. Reference and supplementary materials
 4. Start working with your portfolio (see Appendixes W to DD).

Activities

1. The facilitator will introduce his/herself.
2. Icebreaker activity will be carried out and shared in class.
3. See Appendix A for Icebreaker example "Candy Quiz"
4. Guidelines and expectations for the course will be discussed. (Appendixes B,C)
5. Assign tasks that will take place in **Workshops Two** (2) through **Five** (5) (Appendixes D, E, F).
6. The class will select a student representative.
7. Exploration activity: (Appendix K) definition, interpretation and analysis of the following concepts:
 - a. Reading process
 - b. Decoding
 - c. Reading comprehension
 - d. Schema

- e. Metacognition
 - f. Monitoring
 - g. Text
 - h. Discourse
8. Complete a Mnemonic Organizer on Neil Anderson's Instructional Approach on reading (Appendix L).
 9. Conceptualization activity:
 - a. The group will be divided into four (4) sub groups and a leader will be selected.
 - b. The leader will guide a socialized discussion with the students in relation to the theories that explains the reading processes in second language settings.
 - c. Historical aspects should be considered and discussed.
 - d. Groups will report the results to the rest of the class.
 - e. This activity allows students to summarize concepts, ideas, theories and related aspects concerned to the acquisition of a second language.
 10. Students will share their life experiences based on the acquisition of a second language (difficulties and benefits).
 11. Students will identify, evaluate and select a movie with an underlying theme of the reading process in second language acquisition. Due (Workshop Three) (Appendixes G, H, I)
 12. Students will conduct interviews. Their findings will help them write a critical analysis on the impact of reading in second language settings (Appendix J).
 13. Facilitator will discuss assignments for the next workshop.

Assessment

1. Writer's Journal. Students will write a critical reaction about the concepts learned in class.
2. Group assessment of the conceptualization activity. See (Appendix M)

Workshop Two

Specific Objectives

At the end of this workshop, the student will be able to:

1. Define and analyze the process of reading as a cognitive procedure.
2. Point out important aspects for the development of the process:
 - a. Relationship between reader, writer and text
 - b. Different types of texts and discourse
 - c. Profile of a good reader
3. Discuss brain-based learning and the reading process:
 1. The brain and learning to read
 2. Basic brain anatomy
 3. Learning at the cell level
 4. Charting the reading process on the brain
 5. Implications of brain-based learning on the teaching of reading
4. Analyze the impact of these aspects in the personal and professional life of an individual.

Language Objectives

At the end of this workshop, the student will be able to:

1. Use a concept map effectively on Brain-based learning.
2. Apply oral communication skills to group and formal presentations.
3. Use effective strategies for informal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker.
4. Organize information using appropriate systems.
5. Effectively integrate multimedia and technology to presentations.

Electronic Links (URLs)

APA style

<http://owl.english.purdue.edu/owl/resource/560/01>

<http://www.psychwww.com/resource/apacrib.htm>

Brain research: Implications for second language learning

<http://www.cal.org/ericcll/digest/0012brain.html>

Brain-based learning

http://www.funderstanding.com/brain_based_learning.cfm

Abstracts on brain-based learning

<http://www.ascd.org/educationnews/eric/brainabs.html>

Looking closely at second language learning

<http://www.gseweb.harvard.edu/news/features/snow10012002.html>

Brain research

<http://www.cal.org/ericcll/digest/0012brain.html>

Brain research

www.det.nsw.edu.au/inform/yr2003/feb/brain.htm - 28k

Brain development, teaching and learning styles

<http://atozteacherstuff.com/pages/1814.shtml>

Brain-Based Teaching and Learning

<http://www.educationallife.com/36-37.pdf>

Brain-Based Learning/a comprehensive approach to instruction

<http://eduscapes.com/tap/topic70.htm>

Brain Development: Can teaching make a difference

<http://www.ericdigests.org/2001-3/brain.htm>

NABE's Bilingual Research Journal

<http://www.ncela.gwu.edumiscpubs/nabe/brj/index.htm>

Assignments before Workshop Two

1. Look up for information related to the procedure of brain-based learning and reading (Internet, books, related readings, dictionary). This research should include the relationship between the reader, writer and text, the different types of text and discourse and profiles of a good reader.
2. Read about the following themes:
 - a. Brain-based learning and reading process
 - i. The brain and learning to read
 - ii. Basic brain anatomy
 - iii. Learning at the cell level

- iv. Charting the reading process on the brain
 - v. Implications of brain-based learning on the teaching of reading
3. The information given above can be located at:
 - a. Internet (through the URLs provided in the module)
 - b. Professional Journals
 - c. Reference and supplementary materials

Activities

1. A brief discussion will take place to review the topics discussed in **Workshop One**. Students will create a Conceptual Map (Appendix N).
2. The facilitator will have students count off to five. Topics from *Objective 2A* will be assigned to each group. Once the students are in their groups, they will cooperatively choose roles and research their topics. (Appendix O)
3. A brainstorming activity will help the students discuss and analyze the reading process in second language settings.
4. Students will fill out a Concept Map on Brain-Based Learning. (Appendix P).
5. Each group will present their findings to the class.
6. A group of students will make a presentation on the assigned material for **Workshop Two** (Students should use one of the suggested strategies and must be creative). Each student will have 20 minutes to present the information about one or more topics and will present examples about its application.
7. A question and answer session will follow the presentations.
8. Analysis on the material or concepts studied.
9. Students will share their life experiences based on learning to read in a second language. Benefits and difficulties for personal and professional life should be discussed.
10. Facilitator will discuss assignments for the next workshop.

Assessment

1. Presentation and discussion of the process using the role playing technique.
2. Writer's Journal. Students are to analyze their work in this workshop on any pertinent issue discussed in class.

Workshop Three

Specific Objectives

At the end of this workshop, the student will be able to:

1. Define, analyze and discuss the following topics:
 - a. Cognitive theory and Reading
 - i. Schemas, theory and reading comprehension
 - ii. The role of background/prior knowledge in reading comprehension
 - iii. Strategies to instantiate schema before reading
2. Metacognition and reading comprehension
 - i. Metacognitive theory and reading
 - ii. Monitoring Reading Comprehension Strategies
 - iii. Context cues
 - iv. SQ3R
 - v. Advanced organizers
 - vi. Vocabulary development
3. Identify the challenges for second language learners.
4. Analyze the role of teachers in the application of the cognitive theory, metacognition and the reading comprehension procedures in relation to the reading processes in second languages settings.

Language Objectives

At the end of this workshop, the student will be able to:

1. Organize information using a SQ3R concept map.
2. Use effective strategies for informal discussions on Metacognition and Reading Comprehension.
3. Apply a Five Star Concept Map on a model of Metacognition.
4. Apply oral communication skills to group and formal presentations.
5. Effectively integrate multimedia and technology to presentations.

Electronic Links (URLs)

APA style

<http://owl.english.purdue.edu/owl/resource/560/01>

<http://www.psychwww.com/resourse/apacrib.htm>

Cognitive development

<http://www.gse.buffalo.edu/fas/shuell/CEP564/Lectures/CogDev.htm>

The role of metacognition in second language teaching and learning

<http://www.cal.org/resources/digest/0110anderson.html>

Schemata in second language reading

<http://www.readingmatrix.com/articles/landry>

Vygotsky's cultural/cognitive theory of development

<http://facultyweb.cortland.edu/andersmd/VYG/VYG.HTML>

Social cognitive theory

<http://www.istheory.yorku.ca/socialcognitivetheory.htm>

Reading Comprehension Strategies

<http://www.readingrockets.org/article/3479>

Effective practices for developing reading comprehension

<http://www.magna.nationalgeographic.com/ngexplorer/0809/ax/effectivepractices.pdf>

The role of metacognition in second language teaching and learning

<http://www.cal.org/resources/digest/0110anderson.html>

Strategy training for second language learners

<http://www.cal.org/ericcll/digest/0302cohen.html>

NABE's Bilingual Research Journal

<http://www.ncela.gwu.edumiscpubs/nabe/brj/index.htm>

SQ3R Reading Method

<http://www.studygs.net/texred2.htm>

Assignments before Workshop Three

1. Look up information related to the Cognitive theory, Metacognition, and reading processes on second languages settings (Internet, books, related readings and/or dictionary).
2. Read about the following themes:
 - a. Cognitive theory and Reading
 - i. Schemas, theory and reading comprehension

- ii. The role of background/prior knowledge in reading comprehension
 - iii. Strategies to instantiate schema before reading
 - b. Metacognition and reading comprehension
 - i. Metacognitive theory and reading
 - ii. Monitoring Reading Comprehension Strategies
 - iii. Context cues
 - iv. SQ3R
 - v. Advances organizers
 - vi. Vocabulary development
 - c. Role of teachers in the application of the cognitive theory, metacognition and the reading processes in a second language setting.
3. The information given above can be located at:
 - a. Internet (through the URLs provided in the module)
 - b. Professional Journals
 - c. Reference and supplementary materials
 4. Continue working with your portfolio (Appendixes W to DD).

Activities

1. A brief discussion will take place to review the concepts learned in **Workshop Two** (Focalized List).
2. A group of students will make a presentation on the assigned material for **Workshop Three**. Students should use one of the suggested strategies and must be creative. Each student will have 20 minutes to present the information about one or more topics and will present examples about its application.
3. A question and answer session will follow the presentations.
4. Analysis on the material or concepts studied.
5. Students will create chart of goals of strategy training.
6. Ask students to explain strategies to instantiate schema before reading.
7. Analyze the Metacognitive theory and reading.
8. Students will fill out in groups a SQ3R Concept map. (Appendix Q)

9. Facilitator will have students count off to four's or five's. Assign the five point Star Concept Map Model of Metacognition according to Neil Anderson.
(Appendix R)
10. Point out the use of context clues. Students can share in group discussions how to formulate effective context clues.
11. Students will share their second language reading learning processes life experiences. They will also compare these processes between their first and second language.
12. Facilitator will discuss assignments for the next workshop.

Assessment

1. Students will submit the Movie Analysis.
2. Writer's Journal. Students will give their opinion on what they have learned in class today.

Workshop Four

Specific Objectives

At the end of this workshop, the student will be able to:

1. Discuss the reading debate aspects in a second language setting including:
 - a. Phonic vs. Whole Language
 - b. The balanced reading approach
 - c. Using phonics in learning to read
2. Analyze teaching methods and techniques used in the development of reading skills in a second language setting.
3. Determine the relation between the multiple intelligences, skills, methods and techniques.
4. Identify attractive strategies or teaching models that teachers may use to motivate students increase their achievement in reading in a second language.
5. Identify and review Whole language reading instruction.

Language Objectives

At the end of this workshop, the student will be able to:

1. Complete a Venn diagram on whole language vs. phonics.
2. Create comic strips representing concepts related to the development of reading skills in a second language acquisition and settings.
3. Use effectively a Quick Write Strategy.
4. Effectively integrate multimedia and technology to presentations.
5. Apply oral communication skills to group and formal presentations.

Electronic Links (URLs)

APA style

<http://owl.english.purdue.edu/owl/resource/560/01>

<http://www.psychwww.com/resource/apacrib.htm>

Whole language reading instruction

http://www.indiana.edu/~eric_rec/ieo/bibs/whole.html

What is whole language?

http://www.theriver.com/Public/tucson_parents_edu_forum/whole_language.html

Learning to read and whole language ideology

<http://my.execpc.com/~presswis/phonics.html>

Guided reading whole language style

http://www.nrrf.org/essay_guided_rdg.htm

Multiple Intelligences

www.thomasarmstrong.com/multiple_intelligences.htm - 21k

Whole language vs. phonics

<http://www.halcyon.org/wholelan.html>

Second language learning in a social context

<http://www.ericfacility.net/ericdigests/ed367143.html>

NABE's Bilingual Research Journal

<http://www.ncela.gwu.edumiscpubs/nabe/brj/index.htm>

Phonics-spelling-whole-language

<http://www.riggsinst.org/phonet.htm>

Second language learner structure

<http://www.csusm.edu/Quiocho/structuresecond.htm>

Lexical approach to second language teaching

<http://www.cal.org/ericcll/digest/0102lexica.html>

Assignments before Workshop Four

1. Read information related to:
 - a. The reading debate
 - i. Phonic vs. whole language
 - ii. The balanced reading approach
 - iii. Using phonics in learning to read
2. The information given above can be located at:
 - a. Internet (through the electronic addresses provided in the module)
 - b. Professional journals
 - c. Reference and supplementary material
3. Students should evaluate, select and cut-out some comic strips from newspapers, magazines, journals, others. These comic strips, in some way,

should be related to the development of reading skills in a second language acquisition and settings. Please bring to class the cut-outs, scissors, glue and other materials that may be necessary for comic strips preparation.

Activities

1. A socialized discussion will take place to review the concepts learned or developed in **Workshop Three** (brainstorming).
2. A group of students will make a presentation on the assigned material for **Workshop Four**. Students should use one of the suggested strategies and must be creative. Each student will have 20 minutes to present the information about one or more topics and will present examples about its application.
3. A question and answer session will follow the presentations.
4. Analysis on the material or concepts studied.
5. Facilitator will lead a guided discussion on second language learning in a social context.
6. Students will fill out a Venn diagram on phonics vs. Whole language reading instruction (Appendix S).
7. Facilitator will discuss assignments for the next workshop.
8. Invite the students to complete a Quick Write (Appendix T).

Assessment

1. Comic Strip (Appendix U).
Students will prepare some comic strips that will represent or define some of the concepts studied in class.
2. Writer's Journal. Students are to use supporting details to explain a concept learned in class.

Workshop Five

Specific Objectives

At the end of this workshop, the student will be able to:

1. Define and analyze the following topics:
 - a. Monitoring the development of reading skills
 - i. Reading and the writing connection
 - ii. Reading logs
 - iii. Designing rubrics and scales to assess reading.
2. Analyze issues in reading testing for research purposes.
3. Evaluate research on reading processes in second language settings.
4. Identify and discuss the implications of research findings on the reading processes in second language settings.
5. Analyze the impact of reading in a second language in an individual's personal and professional life.

Language Objectives

At the end of this workshop, the student will be able to:

1. Apply oral communication skills to a group discussion on alternative assessments for ESL students.
2. Complete a KWHL chart on the development of reading skills.
3. Write text, notes, comments, outlines, and observations that demonstrate comprehension of the reading and writing connection.

Electronic Links (URLs)

APA style

<http://owl.english.purdue.edu/owl/resource/560/01>

<http://www.psychwww.com/resource/apacrib.htm>

Practical ideas on alternative assessments for ESL students

<http://www.cal.org/ericcl/digest/tannen01.html>

www.ncrel.org/sdrs/areas/issues/methods/assment/as8lk30.htm - 5k

<http://www.teachervision.fen.com/special-education/resource/5350.html>

http://www.aurbach.com/alt_assess.html

Designing Rubrics

<http://academic.pgcc.edu/~wpeirce/MCCCTR/Designingrubricsassessingthinking.html>

http://www.stfrancis.edu/assessment/Rubric_Design.pdf

Second language learning

<http://www.ednet.edc.gov.ab.ca/secondlanguage>

<http://www.llas.ac.uk/resources/gpg/421>

NABE's Bilingual Research Journal

<http://www.ncela.gwu.edumiscpubs/nabe/brj/index.htm>

Bilingualism database

<http://www.ham.ac.uk/education/bilingualism/database/ctlsig.htm>

Assignments before Workshop Five

1. Read information related to:
 - a. Monitoring the development of reading skills.
 - i. Reading and the writing connection
 - ii. Reading logs
 - iii. Designing rubrics and scales to assess reading
2. The information given above can be located at:
 - a. Internet (through the electronic addresses provided in the module)
 - b. Professional journals
 - c. Reference and supplementary material
3. Give the final touches to your portfolio (see Appendixes W to DD).

Activities

1. A socialized discussion will take place to review the concepts learned or developed in **Workshop Four**.
2. A debate will take place to present and socially discuss the topics related to research on reading in second language settings.
3. Analysis on the material or concepts studied.
4. Students will hand in the Research Report.
5. Students will complete a KWL Chart on designing rubrics and scales to assess reading. (Appendix V)

6. Facilitator will lead a group discussion on the KWL activity.
7. Facilitator will assign the “W” part of the chart for students to research in the Resource Center.
8. Students will support their answers to the “W” questions.

Assessment

1. Writer’s Journal. Students will write a synthesis of ideas and facts related some concept learned in class. In addition include an auto analysis/evaluation of their performance in the course.
2. Final course evaluation.
3. Portfolio Evaluation (Appendixes W to DD)

APPENDIXES

Appendix A

ICE BREAKER ACTIVITY

Candy Bar Quiz

Have the group individually or in teams attempt to match up the candy name with the clue.

- | | |
|--|-------|
| 1. Bumpy street | _____ |
| 2. Famous baseball player | _____ |
| 3. Can't hold on to anything | _____ |
| 4. Dry cow | _____ |
| 5. Bite with crackling noise | _____ |
| 6. Feminine pronoun | _____ |
| 7. A sweet sign of affection | _____ |
| 8. Famous New York street | _____ |
| 9. A famous author | _____ |
| 10. Charlie's Girlfriend | _____ |
| 11. Happy Nut | _____ |
| 12. A famous swashbuckling trio of old | _____ |
| 13. Pleasingly plump | _____ |
| 14. A feline | _____ |
| 15. Our Galaxy | _____ |
| 16. Sun explosion | _____ |
| 17. Red planet | _____ |
| 18. King's Ransom | _____ |
| 19. Favorite day for working people | _____ |
| 20. Children of the cane | _____ |
| 21. What bees make | _____ |
| 22. Twin letters | _____ |
| 23. Round flotation devices | _____ |
| 24. Toe Attendance | _____ |
| 25. Indian burial grounds | _____ |
| 26. Funny Laugh | _____ |
| 27. Single women look for him | _____ |
| 28. Superman's other identity | _____ |

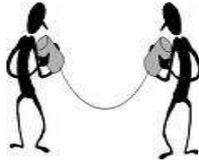
Candy Bar Matching (submitted by [Kim Peterson](#), Lincoln M.S)
Modified by [Lynette Caballero](#), (2009) Ana G. Mendez University System



Images taken from: <http://www.sweetfactory.com/> for educational purposes only.

Appendix B

EVALUATION SHEET: DAILY CLASS PARTICIPATION



Student's Name _____

Criteria	Workshop One	Workshop Two	Workshop Three	Workshop Four	Workshop Five
Attendance (10 points per class)					
Mastery of the material discussed in class. (2 points)					
Tasks assigned fulfillment (2 points)					
Team work participation (2 points)					
Adequate communication and verbal skills (2 points)					
Assigned tasks handed on time (2 points)					
Total points /Workshop					

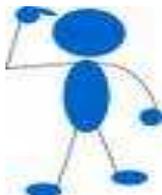
Each criterion will be evaluated with the following scale:

2 = excellent; 1 = regular; 0 = deficient or no attempt
 10 = excellent; 10-5 = regular; 4-0 = deficient or no attempt

Total _____

Appendix C

WRITER'S JOURNAL PROCESS RUBRIC



Criteria	Workshop One	Workshop Two	Workshop Three	Workshop Four	Workshop Five
Your entry shows you dedicated time and effort to writing. It develops the ideas thoroughly. (4 points)					
Student uses critical thinking to express ideas and projects a deep understanding of the topic. (4 points)					
Sentences are written Using appropriate syntax, punctuation, verb usage, and grammar. (4 points)					
Answers the questions without deviating from the topic. (4 points)					
Was the Writer's Journal available at the beginning of the class? (4 points)					
Total points Workshop					

Each criterion will be evaluated with the following scale:

4 = excellent; 3 = good; 2= regular 1= average 0 = deficient or no attempt

Total _____

Observations _____

Appendix D

ORAL PRESENTATION TOPICS – COURSE: EDUC 551

THEME	STUDENTS ASSIGNED	WORKSHOP #
Reading as a cognitive process - relationship between reader writer and text - different types of text and discourse - profile of a good reader		2
Brain-based learning and reading - the brain and learning the read - basic brain anatomy - learning at the cell level - charting the reading process on the brain - implications of brain-based learning on the teaching of reading		2
Cognitive theory and reading - schemas, theory and reading comprehension - role of background/prior knowledge in reading comprehension - strategies to instantiate schema before reading		3
Metacognition and Reading Comprehension - metacognitive theory - monitoring Reading Comprehension Strategies <ul style="list-style-type: none"> ▪ Context cues ▪ SQ3R ▪ Advanced organizers ▪ Vocabulary development 		3
Reading Debate - phonic vs. Whole language - balanced reading approach - phonics in learning to read		4
Monitoring the development of reading skills - reading and the writing connection - reading logs - designing rubrics and scales to assess reading		5

Appendix E

EVALUATION SHEET: ORAL PRESENTATIONS

Name/Group _____ Date _____

Performance elements	Level 3	Level 2	Level 1
Poise and appearance (10 points)	<input type="checkbox"/> Relaxed, self confident and appropriate dressed for purpose or audience.	<input type="checkbox"/> Some tension or indifference apparent may or may not be appropriately dressed for purpose or audience.	<input type="checkbox"/> Nervous tension is obvious, may or may not be appropriately dressed for purpose or audience.
Body language (10 points)	<input type="checkbox"/> Uses natural movements and descriptive gestures which help audience visualize.	<input type="checkbox"/> Uses insufficient movements and descriptive gestures which help audience visualize.	<input type="checkbox"/> Uses no movements and descriptive gestures.
Eye contact (10 points)	<input type="checkbox"/> Maintains direct eye contact with all parts of the audience.	<input type="checkbox"/> Occasional but unsustained eye contact with the audience.	<input type="checkbox"/> No effort to make eye contact with the audience.
Voice (10 points)	<input type="checkbox"/> Fluctuation in volume and inflection help to maintain audience interest and emphasize key points.	<input type="checkbox"/> Uneven volume with little or no inflection	<input type="checkbox"/> Low volume and/or monotonous tone cause audience to disengage.
Poring (10 points)	<input type="checkbox"/> Good use of pauses, giving sentence drama; length of speech matches allotted time.	<input type="checkbox"/> Uneven patterns of delivery; length of speech may or may not match allotted time.	<input type="checkbox"/> Delivery is either too rushed or too slow; length of speech may or may not match allotted time.
Visual aids (10 points)	<input type="checkbox"/> Aids are clear and add benefit to the speech.	<input type="checkbox"/> Aids are used and may or may not benefit the speech.	<input type="checkbox"/> No aids were used.
Audience's attention (10 points)	<input type="checkbox"/> Gains audience attention giving details, series of questions, visuals, brief demonstrations.	<input type="checkbox"/> Makes one or two sentences interesting and then starts the speech.	<input type="checkbox"/> Does not attempt to gain attention of audience, just starts speech.
Topic mastery (10 points)	<input type="checkbox"/> Evidences excellent mastery of the topic.	<input type="checkbox"/> Evidences regular mastery of the topic.	<input type="checkbox"/> Evidences poor mastery of the topic.
Timeliness(10 points)	<input type="checkbox"/> Handed in at the assigned date and time.		
Language(10 points)	<input type="checkbox"/> Utilizes appropriate language with grammatical and syntactical correction		

Appendix F**RUBRIC TO EVALUATE WRITTEN WORK****Student Name:** _____**Date:** _____

Criteria	Value Points	Student Score
Content		
The paper is clear, focused and interesting. Identifies purpose, objectives and principal ideas included in the paper	10	
Presentation of ideas is organized, coherent and can be easily followed	10	
The paper properly explains content.	10	
The presentation of ideas and arguments are based in sources presented, consulted or discussed in class.	10	
The paper demonstrates substance, logic and originality.	10	
The author presents his point of view in a clear, convincing and well based manner.	10	
Contains well-constructed sentences and paragraphs that facilitate lecture and comprehension.	10	
Language		
Demonstrate a command of standard English (vocabulary used, syntax and flow of ideas).	10	
Uses grammar appropriately and correctly.	10	
Manages and uses verbs appropriately and correctly.	10	
Total Points	100 (70% content and 30% language)	Student's total Score: _____

EVALUATE WRITTEN WORK

Legend: Total Points 40

- Presentation page (5 points)
- Table of Contents (5 points)
- Introduction (5 points)
- Content (10 points)
- Critical reaction (10 points)
- References (5 points)
- The report will be no longer than three pages.
- The report will be written in APA style (cover page, introduction, content, critical analysis and reference).
- This report will be evaluated using the rubric in Appendix F.

Appendix G

ASPECTS TO BE CONSIDERED IN A MOVIE ANALYSIS

This process will help students make a good critical analysis about a movie.

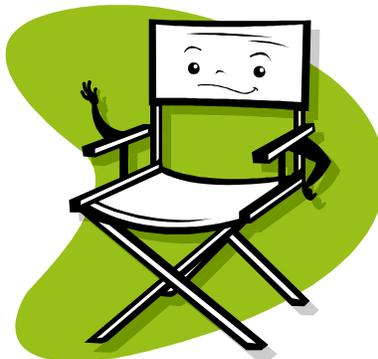
Steps to be followed:

- Look at the selected movie as many times as needed.
- Identify specific details.
- Analyze the impact after the observation is finished identifying:
 - feelings and the elements that induced them.
 - the most important scenes.
 - deep message scenes.
- Analyze the content
 - Identify curious details that will help interpret the movie.
 - Synthesize the meaning suggested in the analysis.
- Analyze the theoretical aspects, methods and techniques used in reading in second language settings
 - Reading as a cognitive process.
 - Brain-based learning and reading.
 - Cognitive theory and reading.
 - Metacognition and Reading Comprehension.
 - Reading Debates.
 - Monitoring the development of reading skills.
- Identify in the film significant issues related to reading processes in a second language acquisition.
- Synthesize the suggested message.
- Review the general critic of the movie.
- Make a general interpretation of the movie.
- Elaborate on a personal analysis.

The student will be prepared to write his final report after finishing this process.

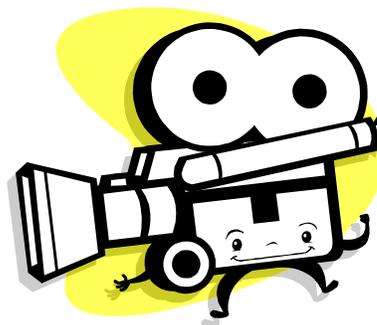
Appendix H

EVALUATION SCALE: WRITTEN REPORT ON A MOVIE ANALYSIS



Punctuation	Level 1	Level 2	Level 3	Level 4	Level 5
5 points	5	4	3	2	1
10 points	15 - 14	13 - 11	10 - 6	5 - 3	2 - 0
15 points	10 - 9	8 - 7	6 - 4	3 - 2	1 - 0
25 points	25 - 23	22 - 20	21 - 12	11 - 5	4 - 0

Scale: N1 – Highly effective, N2 – Effective, N3 – Moderately Effective, N4 – Minimum Effective, N5 - Ineffective



Appendix I

MOVIE OBSERVATION AND ANALYSIS (English)

Students will identify, evaluate and select a movie with an underlying theme of the reading process in second language acquisition. They will prepare a written critical analysis after they have viewed the film.

- The written report should include the following:
 - Presentation Page (5 points)
 - Table of Contents (5 points)
 - Introduction (brief summary) (10 points)
 - Content (Theoretical aspects presented in the movie should be discussed and compared to the ones studied in class.) Similarities and differences should be included.) (30 points)
 - Creative activity (poem, drawings, acrostic, others) (20 points)
 - Conclusion (Application of the learned concepts to your actual role in the educational process and in the future, critical reaction and recommendations.) (20 points)
 - References APA style (10 points)

Appendix J

RESEARCH: INTERVIEWS EVALUATION RUBRIC

Name/Group _____

Date: _____ Session: _____

Student's Name	1	2	3	4	5	6	Total
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							

Scale:

Punctuation	Level 1	Level 2	Level 3
5 points	Excellent 5-4	Satisfactory 3-2	Poor 1-0
10 points	Excellent 10-8	Satisfactory 7-5	Poor 4-0
15 points	Excellent 15-12	Satisfactory 11-6	Poor 5-0
20 points	Excellent 20-17	Satisfactory 16-18	Poor 7-0

Legend:

- Presentation page (5 points)
- General information about the interviewed persons (adults and children) and their families (their names shouldn't be included to protect their identity) (10 points)

- Content (establish a comparison by age and other demographical data, relation with processes, implications for life, models and theoretical bases studied) (20 points)
- Critical analysis (15 points)
- Alternatives and recommendations (15 points)
- References (APA style is required) (5 points)

Appendix K

EXPLORATION ACTIVITY

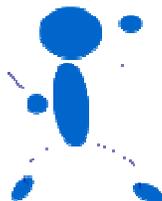


Reading Process	Decoding	Reading Comprehension	Schema

Metacognition	Monitoring	Text	Discourse

Appendix L

MNEMONIC GRAPHIC ORGANIZER



A

C

T

I

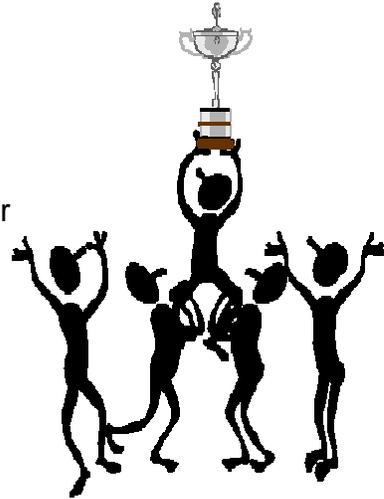
V

E

Appendix M

Group Assessment

An important part of Cooperative Learning is the **Group Self-Assessment**. A winning team constantly strives to improve. The process of self-assessment is an effective way to build a winning team. Ultimately this leads to a better functioning group. In doing a group assessment it is very important to focus on the **process** - that is what the group experienced, felt and thought about while working on the group activity. The Reflector will be responsible for collecting the group feedback and completing the assessment. While these evaluations will be collected, they will not be used in any way to assign grades. It is the Process of Self-Assessment that motivates the group to function better. The Evaluation has two parts:



To assess **participation and learning**, use the following grid to rate yourself on your participation and learning in this exercise. Also give the (whole) group a rating. Use the scale: 0 = Poor, 1 = Fair, 2 = Good, 3 = Excellent

	<i>Name / Role</i>	<i>Name / Role</i>	<i>Name / Role</i>	<i>Name / Role</i>	<i>Group</i>
Preparation for Activity					
Participation in Activity					
Quality of Participation					
Use of roles					
Focus on strategy					

To assess the **process as a group**, answer the questions:

1. What new factual information did we learn today?
2. What are three things we did well in functioning in a cooperative group?
3. What difficulties did we encounter that hindered the functioning of our group? How did we solve them?
4. What is one thing that our group could do next time so we can function better?

Appendix N

RUBRIC FOR CONCEPT MAP

Name: _____

Date : _____

	Criteria				Points
	1	2	3	4	
Organization	<ul style="list-style-type: none"> • Choppy and confusing • Contains a limited number of concepts 	<ul style="list-style-type: none"> • Somewhat organized • Somewhat incoherent • Contains only a few of the main concepts 	<ul style="list-style-type: none"> • Thoughtfully organized • Easy to follow most of the time • Contains most of the main concepts • Contains an adequate number of concepts • Follows the standard map conventions 	<ul style="list-style-type: none"> • Well organized • Logical format concepts • Contains main concepts • Contains an appropriate number of concepts • Map is "treelike" and not stringy • Follows standard map conventions 	_____
Content	<ul style="list-style-type: none"> • Difficult to follow • No links 	<ul style="list-style-type: none"> • Linking words are clear but present a flawed rationale • Links are not labeled 	<ul style="list-style-type: none"> • Linking words easy to follow but at times ideas unclear • Links are not precisely labeled 	<ul style="list-style-type: none"> • Linking words demonstrate superior conceptual understanding • Links are precisely labeled 	_____
Cooperation	<ul style="list-style-type: none"> • Little or no teamwork 	<ul style="list-style-type: none"> • Attempted to work well with others • At times "off task" and not everyone was actively involved 	<ul style="list-style-type: none"> • Worked very well with each other. • Worked to get everyone involved 	<ul style="list-style-type: none"> • Worked extremely well with each other. • Respected and complemented each others ideas. 	_____
Creativity and use of color	<ul style="list-style-type: none"> • No evidence of creativity in depicting concepts by using forms, icons, and color • Rushed work • Unprofessional 	<ul style="list-style-type: none"> • Attempted to be creative in depicting concepts by using forms, icons, and color • Little effort is evident • Not professional 	<ul style="list-style-type: none"> • Some creativity in depicting concepts by using forms, icons, and color • Some effort is evident • Neat 	<ul style="list-style-type: none"> • High creativity in depicting concepts by using forms, icons, and color • High effort is evident. • Very professional 	_____
				Total---->	_____

Appendix O

COOPERATIVE LEARNING ACTIVITY

- Leader/manager - manages the group and ensured that the members are fulfilling their roles and working cooperatively.
- Reader - If only one copy of the assignment is distributed, then one group member reads the instructions, out loud, to the rest of the group.
- Recorder - Records group's answers and explanations along with other pertinent information. Also writes down the group's discussion and edits the group's report.
- Technician - performs all technical operations for the group including use of calculator, computer, etc.
- Reporter or Spokesperson - restates (to the group or the whole class) the group's major conclusions effectively. The instructor accepts only the answer given by the Reporter (or sometimes the Recorder).
- Materials handler/Checker - collects materials for the group (from central position) necessary to accomplish the task. Checks for understanding - ensures that all group members can explicitly explain how to arrive at an answer or conclusion.



Appendix P

Concept Map

What is it? Explain
Brain-based learning



Three Instructional Techniques
Associated with
Brain-based learning

1.

2.

3.

How Brain-based
learning
impacts:

Education:

Personal Life:

Professional Life:

Appendix Q

SQ3R Chart

Title Of Work: _____

Survey: *Record important titles and subtitles from work.*

Question: *Write "Who, What, When, Where, and Why" questions from main topics.*

Read: *Write answers to questions from above.*

Recite: *Record key facts and phrases as needed for each question.*

Review:

Create a summary paragraph for each question.

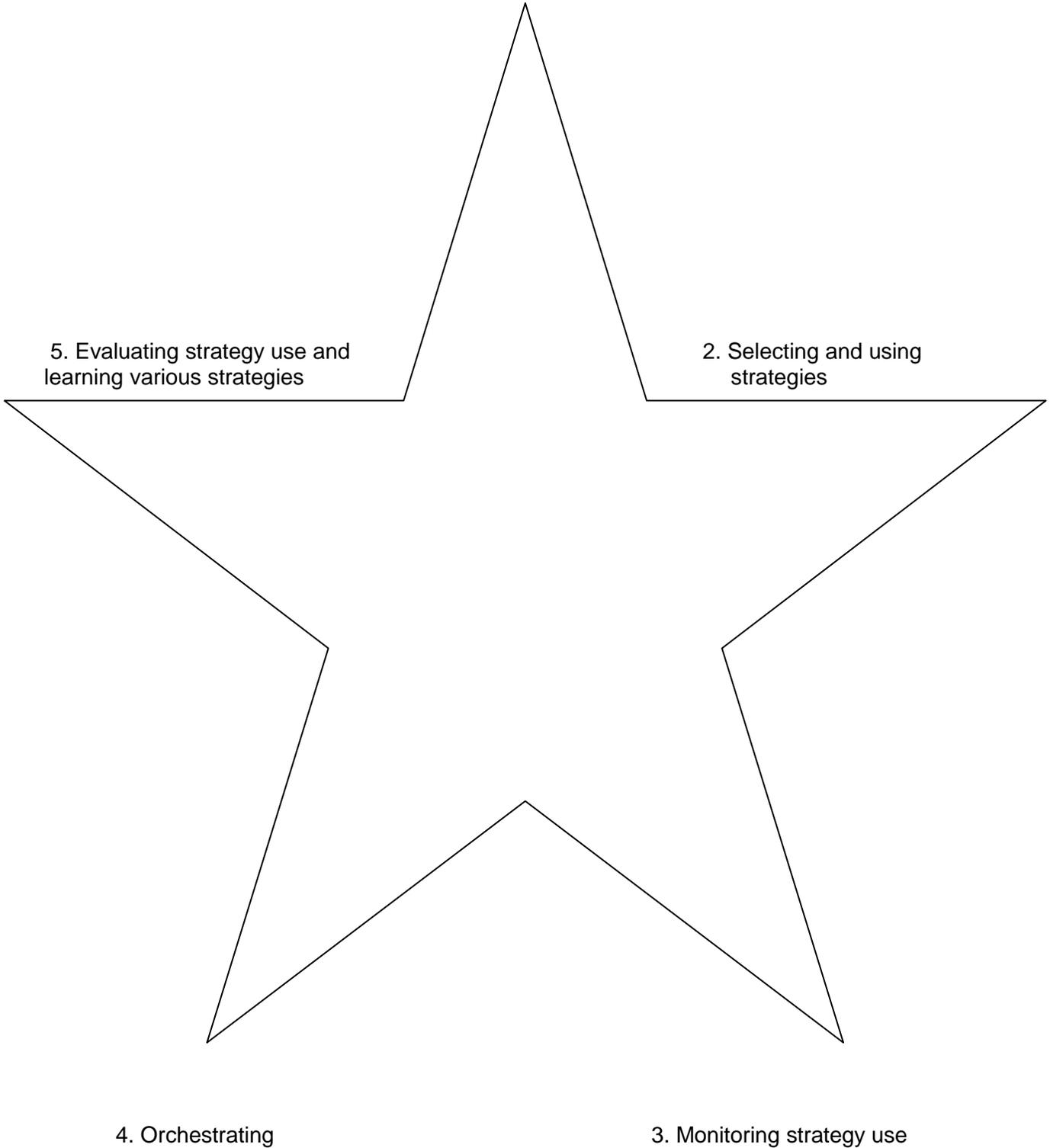
Appendix R

Model of Metacognition.

1. Preparing and planning for learning

2. Selecting and using strategies

5. Evaluating strategy use and learning various strategies



Appendix S

WHAT ARE SOME EXAMPLES?

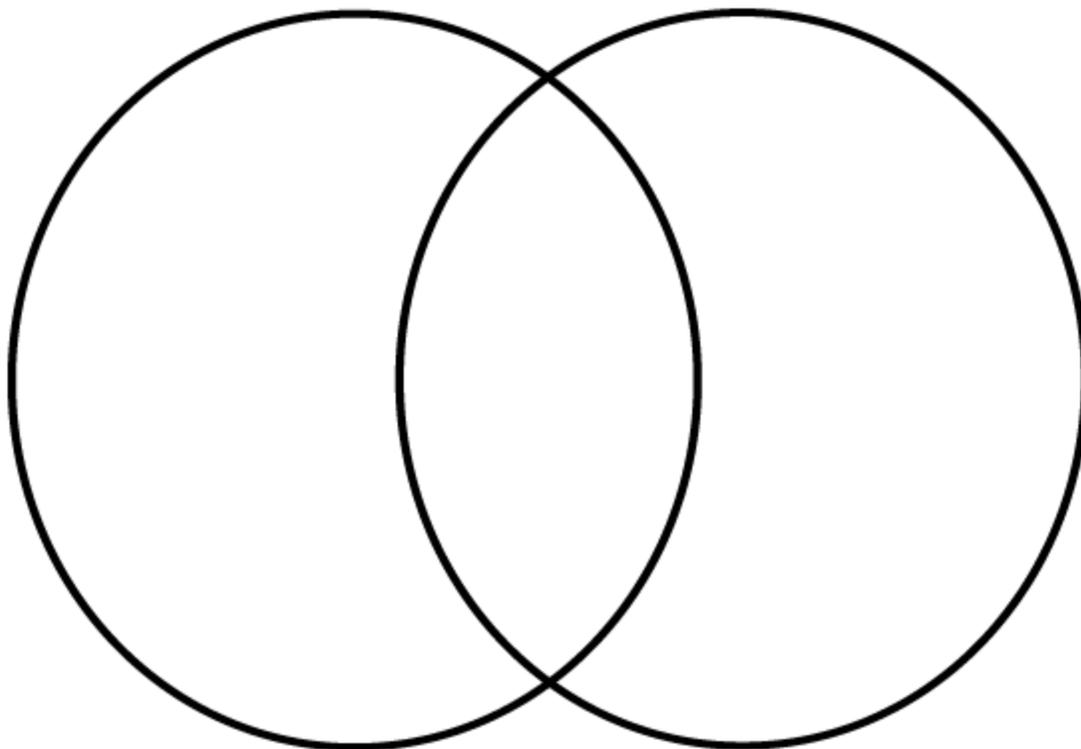
Name _____

Date _____

Venn Diagram

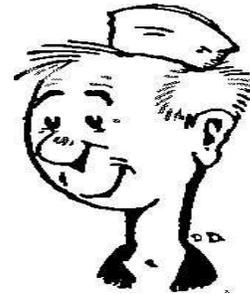
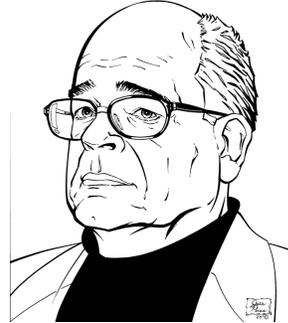
Phonic

Whole Language



Appendix U

COMIC STRIP



Appendix V

KWL CHART

<p>K What I KNOW</p>	<p>W What I WANT to Know</p>	<p>L What I LEARNED</p>

Appendix W

PORTFOLIO

Guidelines to prepare the portfolio

1. Determination of sources of content
2. The following, but not limited to, documentation will be included:
 - a. Projects, surveys, and reports.
 - b. Oral presentations
 - c. Essays: dated writing samples to show progress
 - d. Research papers: dated unedited and edited first drafts to show progress
 - e. Written pieces that illustrate critical thinking about readings: response or reaction papers.
 - f. Class notes, interesting thoughts to remember, etc.
 - g. Learning journals, reflexive diaries.
 - h. Self assessments, peer assessments, facilitator assessments.
 - i. Notes from student-facilitator conferences.

3. Organization of documentation

Documentation will be organized by workshop, and by type of assignment within workshops. Workshops will be separated from one another using construction paper or paper of different colors, with tabs indicating the workshop number.

4. Presentation of the portfolio

- Documentation will be posted in a binder or in a digital version (e-portfolio).
- The cover page will follow exactly APA guidelines applied to a cover page of research papers submitted at Metro Orlando Campus. This cover page will be placed at the beginning of the portfolio.
- The entire portfolio will follow APA style: Courier or Times New Roman font, size 12, double space, and 1-inch margins. See a "Publication Manual of the APA, Fifth Edition"
- A log of entries that can be expanded with each new entry properly numbered. The table, which should be located at the beginning, should include a brief description, date produced, date submitted, and date evaluated (**Appendix Y**).

- Introduction and conclusion of the income and outcome of the portfolio.
- A list of references and appendixes of all assignments included will be added to the end of the portfolio.
- The Portfolio Informational Sheet will be placed in the transparent front pocket of the binder for identification purposes (**Appendix X**).

5. **Student-Facilitator Feedback Template: Progression follow-up**

The final step in implementing portfolios, before returning them to the student or school life, is sharing feedback with each student to review the contents, student reflections, and your evaluations of individual items and all of the work together as related to learning targets (Banks, 2005).

Facilitators will e-mail a feedback template to all students. This template will contain information pertaining to weaknesses and strengths found in students' portfolios (**Appendix BB**). Facilitators will focus their attention on showing students what is possible and their progress rather than what is wrong; however, this does not mean that facilitators will not cover weaknesses and areas for improvement during the conference. Facilitators will send this feedback template upon completion of workshop one.

Students will also have the opportunity to respond to the facilitator's feedback and write their own comments and/or ideas of how to improve the quality of their portfolios, and how to become better metacognitive learners on the feedback template. Students will e-mail the template with their comments back to the facilitator after every workshop.

6. **Portfolio storage:**

- Portfolio samples will be safely stored for a six-month term on campus.
- Students will sign an official document empowering Ana G. Mendez University System with rights to use their portfolios with educational or accreditation purposes during this term (**Appendix CC**).
- After this term, and if their authors authorize Ana G. Mendez University System to discard their portfolios by signing an official document, portfolio samples will be destroyed; otherwise, they will be returned to their original authors (**Appendix DD**).

Appendix Y

Log of Entries

Entry Description	Date of Entry	Date Submitted	Date Evaluated	Page #
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Appendix Z**Checklist for Portfolio Assessment**

	Has the student set academic goals?
	Does the portfolio include enough entries in each area to make valid judgments?
	Does the portfolio include evidence of complex learning in realistic setting?
	Does the portfolio provide evidence of various types of student learning?
	Does the portfolio include students' self-evaluations and reflections on what was learned?
	Does the portfolio enable one to determine learning progress and current level of learning?
	Does the portfolio provide clear evidence of learning to users of the portfolio?
	Does the portfolio provide for student participation and responsibility?
	Does the portfolio present entries in a well-organized and useful manner?
	Does the portfolio include assessments based on clearly stated criteria of successful performance?
	Does the portfolio provide for greater interaction between instruction and assessment?

Adapted from:
 Gronlund, N. E. (2003). *Assessment of student achievement*. 7th ed. Boston: Pearson Education, Inc

Appendix AA

Portfolio Rubric

	4	3	2	1
PORTFOLIO APPEARANCE				
<ul style="list-style-type: none"> ▪ Readable: Are entries typed in an appropriate font and size? Are entries free of errors? Do ideas expressed in entries follow a logical sequence with appropriate transitions among paragraphs and topics? 				
<ul style="list-style-type: none"> ▪ Professionalism: Is the appearance of the portfolio professional? Are graphics, colors and portfolio language consistent with professional workplace expectations? Is the portfolio presented in a neat and orderly manner? 				
<ul style="list-style-type: none"> ▪ Organization: Is the portfolio organized in a manner that makes it easy to follow and easy to quickly locate information? 				
PORTFOLIO CONTENT AND FUNCTION				
<ul style="list-style-type: none"> ▪ Content: Are all required entries included in the portfolio? Are entries relevant to the content of the portfolio? Do all entries contain the student's reaction or reflection on the selected topics? Do entries provide thorough understanding of content? Resume, Activities List, Varied Samples of Written Work, Evidence of Problem Solving, and Evidence of Decision Making. 				
<ul style="list-style-type: none"> ▪ Authenticity: Are the samples and illustrations a true reflection of the student's efforts and abilities? 				
<ul style="list-style-type: none"> ▪ Growth/Development: Do samples provide thorough understanding of growth and development related to their field of concentration? Do items show what the student has learned? 				
<ul style="list-style-type: none"> ▪ Collaboration: Do items show examples of both individual and group work? Does the student provide clear understanding of collaboration, and use collaboration to support his/her learning? 				

<ul style="list-style-type: none"> ▪ Reflection and Personal growth: Do items show exceptional understanding of how to be a reflective thinker and how to seek opportunities for professional growth? Does the student include self-reflective comments? Does the student reflect enthusiasm for learning? 				
<ul style="list-style-type: none"> ▪ Professional Conduct: Do items show clear understanding of ethical behavior and professional conduct? Do items display the pride the student has in his or her work? 				
Overall Portfolio Impact				
<ul style="list-style-type: none"> ▪ Is this portfolio an asset in demonstrating the student's value (skills, abilities, knowledge) to a potential employer or college representative? 				

Rating Scale

4 = Outstanding 3 = Very good 2 = Good 1 = Needs improvement

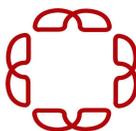
Source: Retrieved from www.lcusd.net/lchs/portfolio/rubric.htm on February 10th, 2007.
 Adapted 02/10/2007 by Fidel R. Távora, M.Ed. Coordinator of Assessment and Placement – Metro Orlando Campus

Appendix BB**Portfolio Assessment Feedback Template**

	Strengths	Weaknesses	Improvement Ideas
Facilitator's comments			
Student's response and comments			

Appendix CC

Use and Return of Portfolio



**Sistema Universitario Ana G. Méndez
Universidad del Este, Universidad Metropolitana, Universidad del Turabo**

I, _____, grant permission to the office of Assessment and Placement of the Ana G. Méndez University System, to keep in their records a copy of my portfolio. I understand that the portfolio is going to be used for accreditation or educational purposes only, and that is not going to be disclosed without my consent.

By signing this document I authorize the office of Assessment and Placement to keep a copy of my portfolio for six months and return it to me at the end of this period of time.

Student's Name (print)

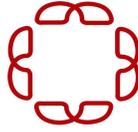
Date

Student's Signature

Date

Appendix DD

Use and Discard of Portfolio



**Sistema Universitario Ana G. Méndez
 Universidad del Este, Universidad Metropolitana, Universidad del Turabo**

I, _____, grant permission to the office of Assessment and Placement of the Ana G. Méndez University System to keep in their records a copy of my portfolio. I understand that the portfolio is going to be used for accreditation or educational purposes only, and that is not going to be disclosed without my consent.

By signing this document I authorize the Office of Placement and Assessment to keep a copy of my portfolio for six months and discard it at the end of this period of time.

 Student's Name (print)

 Date

 Student's Signature

 Date