

## **ED 131: ESOL Curriculum and Materials – Category I, Competency 3, Grades K-12**

Dates & Times: Online: This 60-hour online, asynchronous course, divided into 20 modules.

### **COURSE DESCRIPTION:**

Learning environments conducive to ELL growth is best achieved when the right standards-based materials are selected, resourced, and designed. Participants in this e-course will become knowledgeable about accessing research-based resources, while selecting and adapting standards-based curriculum, materials, and digital resources. Effective reading comprehension combined with teacher modeling, guided practice, independent application, chunking and other approaches will be used across grade and content areas as they apply. Under this umbrella, participants will learn to teach reading, writing, listening, and speaking geared specifically for the needs of ELLs, through effective and differentiated strategy that builds student capacity. Visual representation, vocabulary, questioning, note-taking, close reading and summarizing are some of the approaches that participants will use to develop units and lessons with. Field-tested, research-based and as appropriate evidence-based strategies with accompanying print and digital tools for implementation will be taught to scaffold and differentiate with. Participants will be introduced to sound and scientific research as it promotes literacy across all content areas to help ELL students build foundational skills across reading, writing, speaking and listening. They'll learn and work with the scaffolds behind them that aid students in the important transition process across all content areas. Intentional, consistent, and rigorous teaching of reading and writing strategy that improves student achievement will engage the 90/90/90 principled approach. Participants completing this course will take away field-tested implementation tools that include: graphic organizers, semantic maps, thinking aids, checklists, rubrics and more.

### **STUDENT LEARNING OUTCOMES:**

Upon completion of this course, the student will be able to:

- Acquire the skills needed to effectively teach reading comprehension in primary grades for ELLs.
- Design new strategy that builds student capacity through teacher modeling, guided practice.
- Use balanced literacy components and leverage them for ELLs.
- Use reading, writing, listening and speaking strategies to effectively scaffold ELL language learning.
- Develop the skill and ability to leverage online and off-site resources to teach using balanced literacy strategies and techniques.
- Develop working knowledge of intervention strategies focused on effective reading interventions (and writing as they support reading comprehension) for struggling ELLs.
- Design, differentiate and scaffold materials and curriculum for ELL struggling readers.

- Move scientific theory into classroom literacy strategy across specific content areas for ELL students.
- Design, differentiate and scaffold ELL curriculum focused specifically on, and informed by, student progress along a rigorous strategy continuum.
- Import research-based literacy strategy into lessons for rigorous application and implementation for their ELL students.
- Demonstrate facility with new strategies for rigor in reading and writing across all subject areas for ELLs.
- Outline strategies that motivate successful reading and writing effort.
- Plan and resource multiple online and print resources that lead to reading and writing success.
- Plan and prepare rigorous units and lessons using newly acquired research-based strategies and methods.
- Design student-friendly classroom environments that are language and culturally sensitive, with language sensitive instruction.
- Embed formative assessment that scaffolds for individuals and small groups in response to focused learning targets

#### **TEXTS, READINGS, INSTRUCTIONAL RESOURCES:**

- Herrell, A. L., Jordan, M. (2015). *50 Strategies for Teaching English Language Learners*. Upper Saddle River, NJ: Pearson.
- Martiniello, M. (2008). Language and the performance of English language learners in math word problems. *Harvard Educational Review*, 78, 333-368.
- Rivera, C., & Collum, E. (Eds.). (2008). *State assessment policy and practice for English language learners: A national perspective*. Mahwah, NJ: Erlbaum.
- Tobin, R., & McInness, A. (2008). Accommodating differences: Variations in differentiated literacy instruction in grades 2/3 classrooms. *Literacy*, 2(1), 3-9.
- Paradis, J. (2005). Grammatical morphology in children learning English as a second language: Implications of similarities with specific language impairment. *Language, Speech, and Hearing Services in Schools*, 36, 172-187.
- Wright, W. (2015). *Foundations for Teaching English Language Learners: Research, Theory, Policy, and Practice*, 2<sup>nd</sup> ed. Philadelphia, PA: Caslon Publishing.
- Abedi, J. (2008). Classification system for English language learners: Issues and recommendations. *Educational Measurement, Issues and Practice*, 27(3), 17----31. Retrieved August 28, 2009, from ProQuest Education Journals. (Document ID: 1559992711)
- Ariza, E. N. (2010). *What every classroom teacher needs to know about the linguistically, culturally, and ethnically diverse student* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Pearson Education, Inc.

- American Speech-Language-Hearing Association. (2004). *Knowledge and skills needed by speech-language pathologists and audiologists to provide culturally and linguistically appropriate services* [Knowledge and Skills]. Retrieved from <http://www.asha.org/policy/KS2004-00215/>
- Carolan, J. (2007). Differentiation: Lessons from master teachers. *Educational Leadership*, 64(5), 44-47.
- Young, J. W., Cho, Y., Ling, G., Cline, F., Steinberg, J., & Stone, E. (2008). Validity and fairness of state standards-based assessments for English language learners. *Educational Assessment*, 13, 170-192.

## **COURSE REQUIREMENTS:**

**In order to receive a Passing grade, the participant must complete the following course requirements:**

- All discussion forums and/or scenario responses must include 1 original post to the question prompt and one to another student in the cohort.
- All video viewed. When there are several video divided by grade-band, select the appropriate and view.
- All books read in full, scrolling from beginning to end.
- All practice lessons and/or activities complete.
- All assignments complete (lessons or unit plans)
- Certificates will not be printable until all of the above conditions have been met.

### **Grade Scale:**

Grading will be Pass/Fail: A minimum score of 80% will be required to pass.

## **CLASS SCHEDULE:**

### **Module 1: Research and Evidence-Based Practices and Materials**

1. Participant introductions
2. Reading: Applied Linguistics, Language Acquisition, and Language Development: Theory and Practice
3. Videos: Developing Literacy PK-2, Scaffolding for ELLs Grades 9-12

### **Module 2: Curriculum Mapping with ELLs in Mind**

1. Reading: Curriculum Mapping

### **Module 3: Curriculum Alignment**

1. Reading: Migration to a Standards-Aligned Curriculum

### **Module 4: Planning With Data and Setting Learning Targets**

1. Reading: Planning and Setting Learning Targets

### **Module 5: Designing Content and Pedagogy**

1. Reading: Content and Pedagogy
2. Reading: Universal Design for Learning
3. Resource: Marzano 9

### **Module 6: Designing Assessments**

1. Reading: Valid, Reliable Assessments With ESOL Considerations
2. Discussion: ESOL Assessments

### **Module 7: Designing Best Assessments**

1. Reading: Best Assessment Practices, Reading, and Assessments

2. Resource Folder; Formative Assessment Materials

**Module 8:** Rubrics and Other Informal Assessments

1. Reading: Rubrics, Reading Inventories, and More

**Module 9:** Tiering and Scaffolding Curriculum

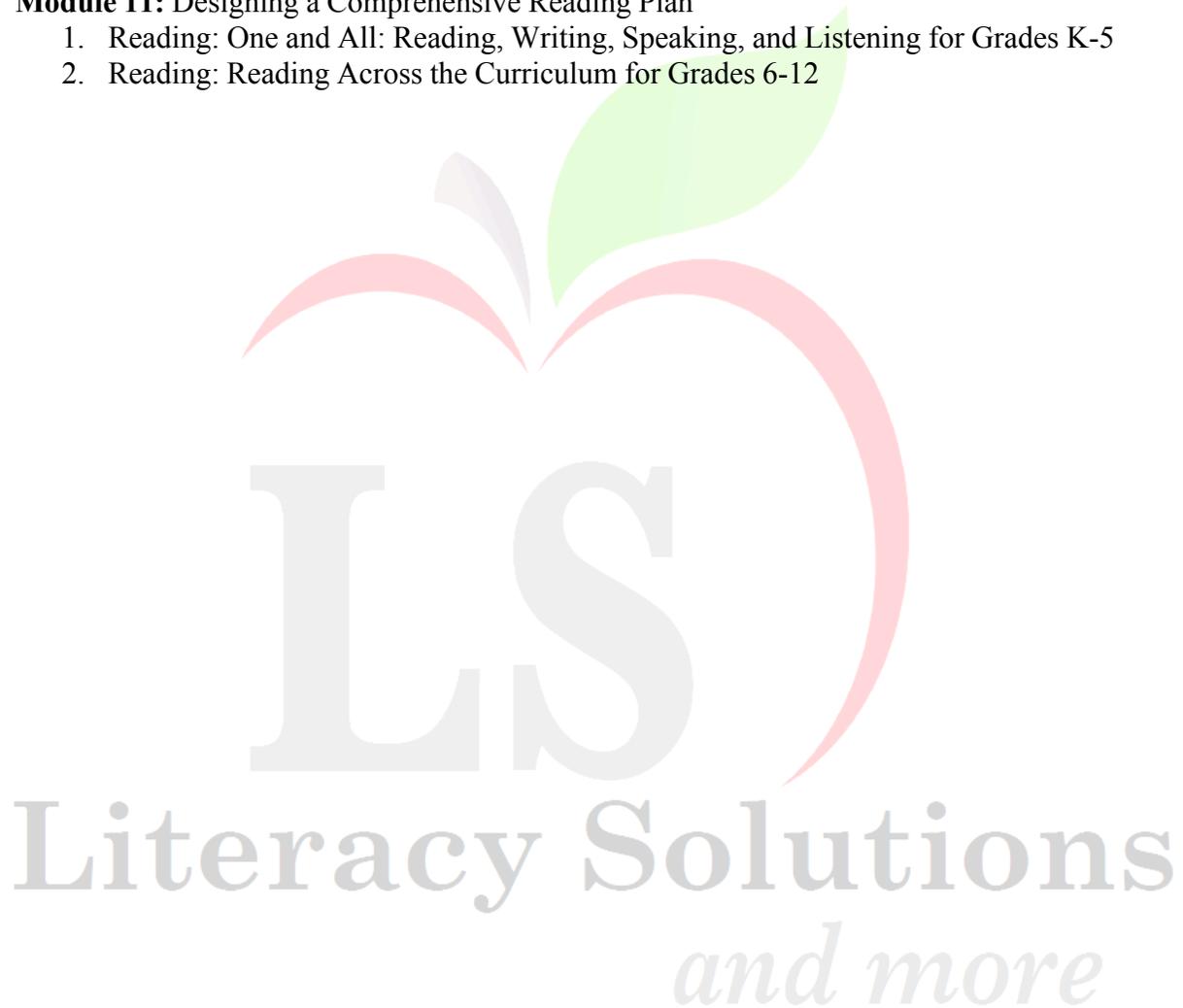
1. Reading: Tiering and Scaffolding
2. Wiki Resource: Scaffolding and Tiering Resources

**Module 10:** Selecting and Modifying Materials

1. Reading: Selecting and Modifying Materials to Differentiate
2. Scenario Response

**Module 11:** Designing a Comprehensive Reading Plan

1. Reading: One and All: Reading, Writing, Speaking, and Listening for Grades K-5
2. Reading: Reading Across the Curriculum for Grades 6-12



3. Discussion: Designing Comprehension
4. Resource: Self-Reflection Framework
5. Assignment: Reading Lesson Plan Submission

**Module 12:** Designing and Embedding Phonological Awareness

1. Reading: Phonological Awareness
2. Assignment: Phonological Awareness Plan Submission

**Module 13:** Designing and Embedding Phonics and Word Recognition Activities

1. Reading: Guidelines for Phonics and Word Recognition
2. Assignment: Phonics and Word Recognition Plan Submission

**Module 14:** Planning and Designing for Oral Language Proficiencies

1. Reading: Developing Oral Language Proficiencies Through Vocabulary
2. Reading: Oral Language, Written Language, and Reading
3. Assignment: Oral Language Plan Submission

**Module 15:** Designing Effective Writing Lessons: K-5

1. Reading: Developmental Writing – Grades K-5
2. Assignment: Writing Lesson Plan Submission

**Module 16:** Designing Effective Writing Lessons: 6-12

1. Reading: Content Area Writing – Grades 6-12
2. Assignment: Writing Plan Lesson Submission

**Module 17:** Designing for Fluency and ELL Endurance

1. Reading: Reading Fluency
2. Reading: Word Recognition and Fluency Activities
3. Assignment: Fluency Lesson Plan Submission

**Module 18:** Embedding Academic and Domain Specific Vocabulary Instruction

1. Reading: Research-Based Vocabulary Practices for All Content Areas
2. Assignment: Lesson Modification for Vocabulary

**Module 19:** Pooling and Sharing Resources

1. Database of Resources
2. Reading: Pooling and Sharing Resources
3. Blog: Blog About and Share a Literacy Resource for Struggling Learners
4. Final Project Wiki Share

**Module 20:** Reflection, and Final Quiz

1. Final Quiz: 10 questions m/c, t/f
2. Assignment 3: Final Project – complete planning.

Literacy Solutions  
and more