

CALIFORNIA STATE UNIVERSITY, EAST BAY
College of Education and Allied Studies
Department of Teacher Education
TED 505

Language, Literacy, and the Arts

4 Units

Summer, 2022 (8 week summer schedule for a 16 week semester course)

Instructor:

Email:

Telephone:

Office Hours:

Location:

Class Schedule:

Course Description:

Theory, content and methods of a balanced, comprehensive program in reading, writing, and related language, visual and performing arts instruction. Emphasis on strategies for the development of English skills, word recognition and decoding, meaning making, first and second/third language development, content knowledge, and foundational skills for supporting Emergent Bilinguals and students with disabilities, developing English proficiency and content knowledge. Prerequisites: Admission to the Education Specialist Credential Program. Grading: A-F grading only.

School of Education and Allied Studies Theme:

To prepare teachers who are committed to social justice, democracy, improving school practices for California's diverse student populations and who can model such practices in their own classrooms.

Institutional Outcomes:

Thinking and reasoning

Communication

Diversity

Collaboration

Content understanding

Relationship of This Course to the Theme:

Teaching children to read and write is the most important academic goal of schooling. Proficiency with language, reading and the language arts will enable students to be successful in school and in our democracy. Given Californian's linguistic diversity, this course will assist credential candidates to identify appropriate instructional strategies and materials for developing English skills, delivering core content to

all students, integration of the visual and performing arts and with a focus on the needs of Emergent Bilinguals.

Program Learning Outcomes with an emphasis on the specific Universal TPEs identified below:

TPE 1: Engaging and Supporting All Students in Learning - Universal TPEs 1.1, 1.4, 1.6, 1.7

TPE 2: Creating and Maintaining Effective Environments for Student Learning

TPE 3: Understanding and Organizing Subject Matter for Student Learning - Universal TPEs 3.1, TPE 3.3, 3.5

TPE 4: Planning Instruction and Designing Learning Experiences for All Students – Universal TPE 4.2

TPE 5: Assessing Student Learning Universal TPEs 5.1

Candidates will demonstrate an introductory level of knowledge regarding:

1. Methodologically-sound research on how children learn to read, including the full range of learners: struggling readers, students with special needs, Emergent Bilinguals, speakers of non-standard English, and advanced learners. UTPE 1.1 (I)
2. Approaches and methods consistent with the *Common Core State Standards English Language Arts, English Language Arts/English Language Development Framework and CA guide for Educating English Learners with Disabilities, California Arts Standards (VAPA)* including instructional planning/objectives design and instructional delivery. UTPE 3.1 (I)
3. Introduction to the link between assessment and instruction and knowledge of each of the following: entry-level assessment for instructional planning, monitoring– progress, and post-test or summative assessment for students including Emergent Bilinguals and students with disabilities. UTPE 5.1 (I)
5. Developing students' early literacy skills, phonics skills, recognition of sight words to promote accurate word analysis that leads to automaticity in word recognition and contributes to spelling development. UTPE 3.5 (I)
6. Fluency in reading development, factors that affect students' development of fluency, and strategies to develop fluency including those including incorporation of the visual and performing arts. UTPE 3.3 (I)
7. Strategies to differentiate instruction to meet the needs of the full range of learners, including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners. UTPE 1.6 (I)
8. Instructional practices that promote English language development, including management of first- and second-languages UTPE 1.4 (I)
9. Strategies for teaching Emergent Bilingual students with disabilities. UTPE 3.3 (I), UTPE 4.2 (I)
10. Systematic instructional strategies designed to make grade-appropriate or advanced curriculum content comprehensible to all students including Emergent Bilinguals. UTPE 3.5 (I)
11. Integration of the Visual and Performing Arts as identified in the California Arts Standards into the curriculum. UTPE 1.7 (I)

Required Reading:

1. Freeman, D., Freeman, Y. Soto, M. (2021). *Between Worlds: Access to Second Language Acquisition* (4th edition ed.). Portsmouth, NH: Heinemann.
2. California Practitioners' Guide for Educating English Learners with Disabilities
<https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf> (free)
3. Diamond, L., Gutjohn, L., Honig, B. (2018) Teaching Reading Sourcebook, 3rd ed. Oakland, CA. Consortium on Reaching Excellence in Education.

There is a **free** download of the study guide

<http://www.corelearn.com/wp-content/uploads/2019/05/teaching-reading-sourcebook-study-guided-3rd-edition.pdf>)

4. Diamond, L, Thorsnes, B.J. (2018). Assessing Reading: Multiple Measures 2nd ed. Oakland, CA. Consortium on Reaching Excellence in Education
5. Additional reading resources that may be accessed/assigned during the course.
 - a. [English Language Learners with Special Needs: Effective Instructional Strategies](#)
 - b. [Serving English Learners with Disabilities: How ESL/Bilingual Specialists Can Collaborate for Student Success](#)
 - c. [Ways to Better Serve Often-Misunderstood English-Learners with Disabilities](#)
 - d. [Responding to and Supporting the Needs of English Learner Students](#)
 - e. [Educating English Language Learners](#)
 - f. [Supporting Students Who Struggle](#)
 - g. [Key Comprehension Strategies to Teach](#)
 - h. [Seven Strategies to Teach Students Text Comprehension](#)
 - i. [18 Effective Practices for Teaching Reading](#)
 - j. [10 Strategies to Increase Reading Comprehension](#)
 - k. [6 Strategies to Improve Reading Comprehension](#)
 - l. [Common Sense Literacy](#)
6. [Common Core State Standards](#)
7. [California Common Core State Standards for English Language Arts](#)
8. [California ELA/ELD Framework K-12 \(2017\)](#)
9. [Visual and Performing Arts, California Arts Standards](#)
10. [Choosing Children's Books: Cultural Relevance Rubric](#)
11. [Literacy Teaching Performance Expectations \(CA Commission on Teacher Credentialing\)](#)

Grading Standards:

1. Regular attendance and appropriate preparation for each class session: All students are required to attend each class session regardless of the format for course delivery and stay for the entire period. For each absence or tardy unless it is a documented emergency, participation points will be deducted and could have a negative impact on the student's final grade.

2. Required assignments turned in on time: No late assignments will be accepted without prior permission from the instructor. If permission is given by the instructor, late assignments may be submitted for half credit.
3. All assignments should be in final form and reflect your best efforts. Written assignments should be typed, with attention to grammar, usage, spelling, syntax and punctuation.
4. Points of all activities and assessments will be totaled, and a percentage figured based on the grading scale for the course. We will be using the plus (+) and minus (-) grading scale 94 to 100% = A, 90 to 93% = A-, 87 to 89% = B+, 84 to 86% = B, 80 to 83% = B-, 77 to 79% = C+, 74 to 76% = C, 70 to 73% = C-, 67 to 69% = D+, 64 to 68% = D, 60 to 63% = D-, Any score below 60%= F

Class Norms

Reading Assignments: It is the candidate's responsibility to complete all reading assignments by the class date on the course calendar as they will be needed to participate in the class meetings.

Expectations for Written Work: This is a graduate level class. As prospective teachers, candidate's level of literacy-based competence directly correlates to their students' learning outcomes. Thus, the expectation is that written work submitted will be of professional quality; reflecting carefully conceptualized content, clarity of organization, and error-free mechanics. Work that does not meet this expectation will be subject to grade reduction or no credit.

Statement on professionalism: The dispositions that effective teachers need are present in teacher candidates. They are: 1) actively engaging in small/ large class settings, 2) thoughtful and responsive listening, 3) cooperating/ collaborating, 4) respecting self and others, 5) actively engaging in reflection, 6) being prepared, 7) continuously learning, 8) responding flexibly to situations, 9) responsiveness to feedback, and 10) attending class. Regular attendance and appropriate preparation for each class session: All students are required to attend each class session and stay for the entire period. Absences, tardies and/or early departures, and inappropriate classroom behavior may result in the loss of participation points.

Academic Honesty: Students are expected to engage in all aspects of the course with integrity and honesty. Academic dishonesty, whether intentional or unintentional, will not be tolerated. All students are encouraged to carefully read the University policy on Academic Dishonesty. In the event academic dishonesty occurs, the instructor will, at her discretion, take action in accordance with the stated policy, up to and including assigning a grade of "F" for the course and filing an "Academic Dishonesty Report" with the University's Academic Affairs Office.

Class attendance: Attendance is expected at all class sessions. Five points will be deducted for each class absence. Make arrangements for personal activities outside of the class session.

Assignments:

Note: All assignments must be completed to complete the course with a B, the passing grade.

Participation and Class Activities	60 points
Literature Bibliography	90 points
Literacy Lesson Plans (small group assignment, 6 lessons)	126 points
Strategy Toolkit	450 points
Quizzes/exit tickets	30 points
Iris Modules	81 points

Total 837 points

Participation and Class Activities (60 points)

Professionalism is the hallmark of the teaching profession. Each candidate will receive points for participation in class activities and following the classroom norms stated above.

Informal Assessments (30 points)

Quizzes: Online responses to questions covering assigned readings will be open note/closed book.

Exit Tickets: Complete the exit ticket at the end of each class by responding to the prompt and including any additional thoughts or information.

Candidates should be working on the assignments throughout the course. Each week's reading, viewing and activities will include content that can be incorporated into the three major assignments.

Course Assignments

1. Literature Annotated Bibliography Assignment (90 points total, 9 points each)

UTPEs 1.4, 1.6, 1.7 (Introduce) MMSN TPEs; ESN TPEs

This assignment is designed to familiarize you with children's and young adult fiction and non-fiction literature to support academic content and language learning.

- Choose two (2) grade groupings (k-2, 3-5, 6-8, 9-12) and select five (5) high-quality fiction, informational, non-fiction books for each group for shared reading and read aloud or VAPA activities that reflect diversity of student populations and/or that add to content learning.
- Review the information for [Choosing Culturally Relevant Children's Books](#) or [Choosing Non-fiction Texts](#) or both to guide your selection.
- Your selection must include 2 books that would explicitly enhance the language and/or academic content learning of Emergent Bilinguals.

For each book:

- Annotate with a one-two paragraph synopsis of each book (no web synopses),
- Identify how you might use the book in your work with students. Identify a specific strategy for use as a part of the lesson. Two of the strategies must include the integration of the visual and/or performing arts as strategies during/after reading.
- Identify the source of the strategy from course materials or a professional website, (ie. ILA, NCTE, Read-Write-Think).
- Post a copy of your bibliography under the assignment on the course Blackboard or Google Classroom.

Rubric

	3	2	1
Completeness	Entries are comprehensive and detailed. Each of the required elements is easy to identify. Grade levels, genre and content areas are complete.	Most of the entries are complete yet some details are missing. Grade levels, genre or content areas are not clearly identified or are incomplete.	Few entries may not be complete. Details are missing. Grade levels, genre or content areas are missing.

Organization	Organization is clear and is easy to follow.	Organization is apparent. Specifics to locate specific books are not apparent.	Organization is vague and lacks required elements.
Mechanics	Presentation is free of spelling, mechanical or grammatical errors	Presentation has 2 or fewer spelling, mechanical or grammatical errors	Presentation has more than 2 spelling, mechanical or grammatical errors

2. Group Lesson Plans for Literacy Skills (126 points, 21 points each)

UTPE 3.1, 3.3, 3.5 (Introduce)

In groups of 3 or 4, create a total of six lesson plans for two different grade levels of general education learners k-2, 3-5, 6-8, 9-12 and 18-22. Two of the lessons must focus on building the skills of Emergent Bilinguals and must be identified as such.

- One lesson focusing on phonics or word analysis strategies
- One lesson focusing on fluency
- One lesson focusing on vocabulary/comprehension
- One lesson explicitly incorporating the Visual and Performance Arts as strategies for development of academic content, language and literacy skills
- One lesson incorporating the use of non-fiction texts
- One lesson incorporating at least two strategies for assessing student skills

Include the following sections

- *Every member's name typed at the top of the lesson plan.*
- Time allotted for the lesson
- What information do you need/know about your students?
- Grade level ELA/ELD/VAPA standard(s) being addressed
- Lesson objective-What should students know or be able to do at the conclusion of the lesson?
- Purpose — Why are you doing the lesson? How will the lesson benefit students?
- Materials and resources needed to teach the lesson. Include citations for the resources.
- Description of the strategy - Describe each strategy/activity and explain how it will benefit the students. Include citations for the activities/strategies.
- Identify Strategies/Activities for Emergent Bilinguals- Incorporate at least two strategies/activities that will help make the content more accessible to Emergent Bilingual students.
- Assessment — Specific assessment to use to determine student success of the lesson objective. This needs to correlate directly to the objective.
- Instructional sequence — (Introduction, Body of lesson, Check for Understanding) — include time allotted for each section
- Closure — Restate what was learned
- Next Steps — How will students practice skills or incorporate knowledge? What will be included in the next lesson?

Rubric

3

2

1

Description of the Strategy	Description of the strategy is comprehensive and includes key words, phrases, content and organization characteristic of the strategy. Description includes how the strategy will benefit students. Citations are included.	Description of the strategy includes words, phrases, content and organization characteristic of the strategy. Description includes how the strategy might benefit students. Citations may be included.	Description of the strategy includes words, or phrases that or content or organization of the strategy. Description is limited and may not state how use will benefit students. Citations may be missing.
Learning Objectives	Lists measurable learning targets/ objectives that reflect key concepts of the discipline and are aligned with state and national standards. Objectives of the lesson are stated in a manner that is comprehensible to students.	Lists learning targets/ objectives that reflect key concepts of the discipline but are not aligned with relevant state or national standards. Objectives of the lesson are stated in a manner that may be comprehensible to students.	Lists learning targets/ objectives that do not reflect key concepts of the discipline or alignment with state or national standards. Objectives of the lesson are not stated in a manner that is apparent to students.
Builds on Prior Knowledge	Describes student prior knowledge and baseline data from a variety of appropriate pre-assessment(s) that are aligned with stated learning targets/ objectives, and uses that data to plan instruction.	Describes student prior knowledge and baseline information from pre assessment(s). Specific data is missing or pre assessments do not align with stated learning targets/ objectives.	Description of student prior knowledge and baseline data from pre assessments is missing or incomplete. Pre assessments do not align with stated learning targets/ objectives.
Opening Activity	Opening activity (e.g., hook, multimedia presentation, anticipatory set, focusing event, or advance organizer piques student interest, activates prior learning and has relevance to students' real-life experience.	Opening activity (e.g., hook, multimedia presentation, anticipatory set, focusing event, or advance organizer may pique students interest, or activate prior learning or have relevance to students' real-life experience.	Opening activity (e.g., hook, multimedia presentation, anticipatory set, focusing event, or advance organizer is incomplete or not present. Opening activity does not pique student interest, activate prior learning or has relevance to students' real-life experience.
Instructional Strategies/ Learning Activities	Lesson includes many content-specific instructional strategies or learning activities to	Lesson includes some content-specific instructional strategies or learning activities to	Lesson includes few or no content-specific instructional strategies or learning activities to

	present and impart content to build student understanding. Lesson incorporates differentiation into the instructional design in grouping, strategies for presentation of content and student response. Lesson incorporates a variety of learning approaches that meet students' needs.	present and impart content to build student understanding. Lesson may incorporate some differentiation into the instructional design in grouping, strategies for presentation of content and student response. Lesson incorporates limited learning approaches that meet students' needs.	present and impart content to build student understanding. Lesson is missing differentiation into the instructional design in grouping, strategies for presentation of content and student response. Lesson does not incorporate learning approaches that meet students' needs.
Closure	Lesson includes an identifiable closure language or activity that summarizes, clarifies, and reinforces what has been learned. Closure leads to long term understanding.	Lesson includes closure language or activity that may summarize, clarify, or reinforce what has been learned. Closure may lead to long term understanding.	Lesson includes closure language or activity that is limited in scope or content. Closure is incomplete and may not lead to long term understanding.
Assessments	Assessment is congruent with learning objectives and takes many forms. Assessments take place during and after instruction and enables the teacher to monitor student progress and determine whether lesson objectives were met. Process for communicating assessment to students is apparent. Process for using data in the next lesson is apparent.	Assessment may be congruent with learning objectives and is limited in forms. Assessments may take place during and/or after instruction and may enable the teacher to monitor student progress and determine whether lesson objectives were met. Process for communicating assessment findings is apparent. Process for using data in the next lesson not apparent.	Assessment is not congruent with learning objectives and is limited in forms. Assessments are may or may not take place during and/or after instruction and may or may not enable the teacher to monitor student progress and determine whether lesson objectives were met. Process for communicating assessment findings is not apparent. Process for using data in the next lesson not apparent.

3. Strategies Toolkit (450 points, 18 points each) 25

UTPE 3.3, 4.2. 5.1 (Introduce)

Create a toolkit of 30 strategies for use with students. From the resources presented in the course and within the professional literature, select 30 strategies for the development of language and literacy skills and the implementation of the visual and performing arts. The strategies chosen encompass the development of academic language, early literacy skills, complex word analysis, vocabulary, and comprehension, assessment and written language.

The toolkit may be in the form of a google or weebly website, slides, deck, video, written compilation or other method of presentation. The intent is for candidates to have a readily available set of resources for the development of student's language and literacy development as well as experiences with the visual and performing arts.

Arrange the strategies into groups as follows:

Five of the strategies must be strategies for assessment of literacy skills

Five strategies must include the use of the visual and performing arts

Five strategies must focus on Emergent Bilinguals

Five strategies must focus on the development of academic language

Five strategies must incorporate writing and development of written language

For each entry identify:

Strategy:

Target population:

Source:

Anticipated use:

Assessment of Effectiveness:

Rubric

Category	3	2	1
Description			
Source	Source is credible and includes citations	Source may be credible but citations are inconsistent	Source may not be credible as citations are not evident
Description	Description is complete, detailed and enables one to carry out the strategy	Description is complete but lacks details and may not enable one to carry out the strategy	Description is missing information
Anticipated use	Use is clear and detailed and descriptive	Use is apparent, details and descriptions are inconsistent	Use may be apparent, yet details and descriptions are incomplete
Presentation	Presentation is multidimensional, appealing and is easy to follow	Presentation is multidimensional, or appealing and is usually easy to follow	Presentation lacks dimension, and may not be appealing or easy to follow
Organization	Presentation is complete and organized according to the assignment specifications. Organization is clear and detailed.	Most of the presentation is complete and organized according to assignment specifications	Presentation is incomplete and lacks organization according to assignment specifications.

Mechanics	Presentation is free of spelling, mechanical or grammatical errors	Presentation has 2 or fewer spelling, mechanical or grammatical errors	Presentation has more than 2 spelling, mechanical or grammatical errors
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4. Completion of IRIS Modules. (81 points total, 27 points each)

UTPE 1.1, 1.6, 3.3, 3.5

Complete the following IRIS modules:

- Teaching English Learners Effective Instructional Strategies

[Iris.peabody.vanderbilt.edu/module/ell](https://iris.peabody.vanderbilt.edu/module/ell)

- Cultural and Linguistic Differences What Teachers Should Know

<https://iris.peabody.vanderbilt.edu/module/clde/>

- Progress Monitoring (Reading)

<https://iris.peabody.vanderbilt.edu/module/pmr/>

Read the contents of the module.

For each module, complete a response to the questions in the assessment section. Responses should be comprehensive and refer to/reference content from the module.

Responses to each module are evaluated as a separate unit.

Rubric

	9	6	3
Completeness	Responses to questions are complete and detailed. References to the content of the module are evident.	Responses to questions are apparent, yet may lack details. References to the content of the module are not complete.	Responses to questions may not be complete. References to the content of the module are missing.
Organization	Organization clear and is easy to follow and identifies required elements	Organization is apparent with some identification of required elements	Organization is vague and lacks required elements
Mechanics	Presentation is free of spelling, mechanical or grammatical errors	Presentation has 2 or fewer spelling, mechanical or grammatical errors	Presentation has more than 2 spelling, mechanical or grammatical errors

After reviewing the content of the module, complete the questions in the assessment section.

Post responses to questions in the assessment section of each module on the course Blackboard.

This course contains significant content. Candidates are expected to complete readings and course assignments in advance of the course meeting.

Prior to Week 1

- Review the Standards and Frameworks for Reading and Language Arts and the Visual and Performing Arts.

- Review the ELD Framework
- Familiarize yourself with the format of the Iris Module

Organization of the course:

Three themes are threaded throughout the course:

- Emergent Bilinguals (Language development, culture, effective instruction)
- Literacy Development (Five areas identified by National Reading Panel (Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension; Five themes as presented in the ELA Framework 1) meaning making, (2) language development, (3) effective expression, (4) content knowledge, and (5) foundational skills that assures that all students develop English proficiency and meet or exceed the California standards and an introduction to written language.
- Integration of the Arts to support instruction and student learning (anchored with Kennedy Center for the Arts website investigations)

Each class session will have an overall focus and specific topics related to the session focus. Class activities will include investigations of the websites for each of the topics as well as discussions and small group activities related to the specific topic.

Candidates are expected to complete readings in the course texts and the Kennedy Center for the Arts website prior to the class session. Iris modules are to be completed throughout the course.

Session	Topic and Readings	Assignments and Activities
Session 1	Foundations of Language, Literacy and the Arts	
	Topic: Emergent Bilinguals (English Learners) in Classrooms • Read: Between Worlds Chapter 2 Who Are Our English Learners and What Factors Affect Them? https://www.colorincolorado.org/teaching-english-language-learners https://www.colorincolorado.org/literacy-instruction-ells	• Iris Modules: https://iris.peabody.vanderbilt.edu/module/ell/ Complete Iris Module prior to session 2
	Topic: Building a Literacy Program Read: Teaching Reading Sourcebook: The Big Picture pages 1-18; Comprehensive Reading Model pages 743-754 • Stages of Reading and Writing Development in Typical Learners https://www.readingrockets.org/teaching/reading101-course/introduction-how-children-learn-read • Structured and Balanced literacy: https://iowareadingresearch.org/blog/structured-and-balanced-literacy	

	• Why Literature is so important: https://www.theodysseyonline.com/7-reasons-why-literature-is-so-important • Importance of Non-Fiction Reading – posted on Blackboard • Five components of reading instruction https://www.readingrockets.org/article/english-language-learners-and-five-essential-components-reading-instruction • Overview of a balanced literacy program https://www.readingrockets.org/article/teaching-literacy-english-k-5-english-learners • Read Write Think Lesson Plans https://www.readwritethink.org/classroom-resources/lesson-plans (lesson plan resources to refer to throughout the course)	
	Topic: Importance of the arts to support language and literacy development https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/articles-and-how-tos/articles/educators/using-the-arts-to-support-english-language-learners/ • Bridging Literacy and Arts https://www.edutopia.org/video/art-text-bridging-literacy-and-arts • Exploring Language and Literacy Through the Arts https://www.youtube.com/watch?v=x1s8hgXsXZ8	
Session 2	<u>Beginning Reading: Early Literacy/Phonics (all levels)</u>	
	Topic Early Literacy/Phonics • Read: Between Worlds Chapter 1 What Factors Influence the School Performance of Emergent Bilinguals? • Skim: Core Reading Sourcebook Early Literacy Section II Chapters 3, 4, 5; Phonics Section III chapter 6 (Chapters focus on instruction for native English Speakers)	
	Topic Literacy Development of Young Learners Skim: Core Reading Sourcebook Early Literacy Section II Chapters 3, 4, 5; Phonics Section III chapter 6 (Chapters focus on instruction for native English Speakers) https://www.edutopia.org/article/supporting-multilingual-students-early-grades https://www.weareteachers.com/support-early-literacy/ (explore and identify strategies to incorporate into lessons) Topic: Early Literacy Development for English Learners and Native English Speakers • Supporting English Learners https://www.readingrockets.org/article/concepts-print-ideas-teachers	

<https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/readingviewing/Pages/default.aspx> (explore in class)

<https://www.colorincolorado.org/article/8-strategies-preschool-ells-language-and-literacy-development>

- Supporting young readers, concepts of print, phonics

- Reading Rockets

- <https://www.readingrockets.org/article/concepts-print-assessment>

<https://www.readingrockets.org/article/teaching-alphabetic-code-phonics-and-decoding>

<https://www.readingrockets.org/article/tuning-sounds-words>

https://www.readingrockets.org/strategies/shared_reading

- Literacy handbooks

<https://my.vanderbilt.edu/specialeducationinduction/files/2011/09/1-Literacy-teaching-guide-phonics.pdf>

<http://www.ascd.org/publications/books/108002/chapters/Phonics-and-Word-Study.aspx>

<http://www.ascd.org/publications/books/103316/chapters/Phonics-and-Decoding.aspx>

<https://leader.pubs.asha.org/doi/full/10.1044/leader.FTR1.13132008.10>

Topic: **Phonics Instruction for English Learners**

- Reading Rockets

<https://www.readingrockets.org/blogs/shanahan-literacy/phonics-english-learners>

- Colorin Colorado

<https://www.colorincolorado.org/article/what-does-research-tell-us-about-teaching-reading-english-language-learners>

- Additional Resources

<https://fpblog.fountasandpinnell.com/7-ways-to-effectively-teach-phonics-to-ells>

<https://shanahanonliteracy.com/blog/phonics-for-second-language-learners>

https://ngl.cengage.com/assets/downloads/alf_pro0000000258/am_kratky_early_lit_instr.pdf

	Topic: Phonics for Older Readers When Older Readers Can't Read http://www.idonline.org/article/8025/ https://www.readingrockets.org/article/phonological-instruction-older-students https://www.colorincolorado.org/article/phonics-instruction-middle-and-high-school-ells https://files.eric.ed.gov/fulltext/EJ1243065.pdf (phonics for older students) http://www.ascd.org/publications/educational-leadership/mar04/vol61/num06/Phonics-Instruction-for-Older-Students%C2%A2-Just-Say-No.aspx Topic: Arts Integration https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/articles-and-how-tos/articles/educators/using-the-arts-to-support-english-language-learners/ https://shaneschools.com/en/teaching-phonics-acting-out-sounds/ Phonics videos https://www.youtube.com/watch?v=dLReNTmMkKA	
Session 3	Word Analysis-Structure/Sight Words	
	Topic Word analysis-structure/sight words Read: Core Reading Sourcebook Chapters 7, 8 Read: Between Worlds Chapter 3 How Do People Learn and How Do They Acquire Language? PBS video https://www.colorincolorado.org/becoming-bilingual Complete the Iris Module: Cultural and Linguistic Differences; What Teachers Should Know https://iris.peabody.vanderbilt.edu/module/clde/ (complete between sessions 3 and 5) Topic: Strategies to Promote Language Learning Watch PBS video https://www.colorincolorado.org/becoming-bilingual https://www.youtube.com/watch?v=XfWUJ5LQpbw	Complete the Iris Module: Cultural and Linguistic Differences; What Teachers Should Know https://iris.peabody.vanderbilt.edu/module/clde/ (complete by session 5)

Watch:

<https://www.youtube.com/playlist?list=PLWnDxOCiXGiqTS7k7t1EgAwaoPIGZf8kO>

<https://www.edutopia.org/article/6-essential-strategies-teaching-english-language-learners>

Topic: Spelling and Word Structure

Resource: Structural Analysis (morphemic analysis)

http://www.lethbridgecollege.net/elearningcafe/images/stories/pdf/structural_analysis.pdf

Qualitative Spelling Inventory:

<https://wordstheirway842.weebly.com/assessments.html>

<http://www.qactube.org/media/document/2579.pdf>

Word Sorts (based on QSI scores and levels)

<http://educationextras.com/LetterNameAlphabeticSorts.html>

<http://educationextras.com/WithinWordPatternSorts.html>

<http://educationextras.com/SyllablesandAffixesSorts.html>

<http://educationextras.com/DerivataionalSorts.html>

Decoding multisyllabic words

<https://iheartteachingelementary.com/a-reading-intervention-strategy-for-multisyllabic-words/>

<http://cehs01.unl.edu/csi/Pdfs/dissect.pdf>

<http://www.broward.k12.fl.us/it/accelerate/pdf/ESE/Multisyllabic%20Word%20Reading%206-08.pdf> (modeling multisyllabic decoding lesson)

explicit instruction

<https://explicitinstruction.org/video-secondary-main/secondary-video-2/>

<https://www.youtube.com/watch?v=i-qNpFtcynI>

Decoding for fluency

[https://mimtsstac.org/sites/default/files/Documents/Presentations/A nitaArcherWorkshops/January2013/Decoding%20and%20Fluency%20\(handout\).pdf](https://mimtsstac.org/sites/default/files/Documents/Presentations/A nitaArcherWorkshops/January2013/Decoding%20and%20Fluency%20(handout).pdf)

<https://www.scholastic.com/teachers/lesson-plans/teaching-content/decoding-multisyllabic-words/>

https://www.readingrockets.org/strategies/syllable_games

	<u>Secondary Reading</u> http://www.adlit.org/article/19844/ https://ngl.cengage.com/assets/downloads/edge_pro0000000030/ams_edge.pdf	
Session 4	Writing	
	Topic: Understanding Reading and Writing Read: Between Worlds Chapter 4 What Influences How Teachers Teach? Read: Core Reading Sourcebook Chapters – none assigned Read: https://www.k12reader.com/the-relationship-between-reading-and-writing/	https://iris.peabody.vanderbilt.edu/module/cide/ Complete Iris Module prior to session 5
	Topic: Writing for All Learners • Reading Rockets https://www.readingrockets.org/teaching/reading101-course/modules/writing-introduction https://www.readingrockets.org/teaching/reading-basics/writing https://www.readingrockets.org/article/learning-read-and-write https://www.readingrockets.org/article/teaching-elementary-school-students-be-effective-writers https://www.readingrockets.org/article/learning-read-and-write-what-research-reveals • Resources https://archive.nwp.org/cs/public/print/resource/922 (national writing project) https://www.cambridge.org/elt/blog/2020/06/24/developing-writing-skills-learners-all-ages/ https://educationnorthwest.org/northwest-matters/putting-reading-and-writing-together-struggling-students https://ies.ed.gov/ncee/wwc/PracticeGuide/17 (explore) Watch: https://www.hmhco.com/blog/teaching-writing-to-students-in-grades-3-12	
	Topic: Supporting English Learners with Writing https://www.colorincolorado.org/article/improving-writing-skills-ells-and-joy-writing	

	https://www.brown.edu/academics/education-alliance/teaching-dive-rse-learners/ https://www.readingrockets.org/article/childrens-writing-esl https://www.readwritethink.org Secondary Writing https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_secondary_writing_110116.pdf	
	Topic: Writing and Arts Integration http://www.ascd.org/publications/educational-leadership/summer06/vol63/num09/Teaching-the-Art-of-Writing.aspx https://www.edutopia.org/stw-arts-integration-reform-overview https://www.edutopia.org/arts-integration-resources https://scholarworks.uni.edu/cgi/viewcontent.cgi?article=1032&context=hpt https://files.eric.ed.gov/fulltext/EJ1018311.pdf https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/articles-and-how-tos/articles/collections/arts-integration-resources/why-arts-integration-relevant-literature/	
Session 5	Vocabulary/Comprehension	
	Topic Vocabulary/Comprehension Read: Between Worlds Chapter 5 How Have Views of Bilinguals Changed and what Models have been used to Teach Them? (includes translanguaging) Watch: https://www.youtube.com/watch?v=pupzCmcTo0M translanguaging https://www.youtube.com/watch?v=7zTfoajAxKE bringing translanguaging into the classroom https://www.languagemagazine.com/2018/09/10/a-pedagogy-of-translanguaging/ translanguaging Resources • https://www.cuny-nysieb.org/translanguaging-resources/ • https://www.cde.state.co.us/cde_english/translangpacket • https://www.little-sponges.com/index.php/2018/05/10/5-ways-teachers-can-create-translanguaging-classroom/ • https://assets-global.website-files.com/5b43fc97fcf4773f14ee92f3/5cca8e1dbfa8f118e41c578a_Translanguaging%20Strategies%20ELA.pdf	Submit Literature Annotated Bibliography

	Read: Core Reading Sourcebook: Chapters 11, 13,14 and 15 Topic: Promoting Vocabulary Development/Comprehension for English Learners https://www.lexialearning.com/resources/white-papers/understanding-unique-instructional-needs-english-learners https://www.readwritethink.org/classroom-resources/lesson-plans/literature-circles-getting-started	
	Topic: Promoting Vocabulary Development/Comprehension for English Learners https://www.lexialearning.com/resources/white-papers/understanding-unique-instructional-needs-english-learners https://www.readwritethink.org/classroom-resources/lesson-plans/literature-circles-getting-started • Reading Comprehension Development Strategies to Teach English Learners • https://www.readingandwritinghaven.com/engaging-post-reading-activities/ • https://medium.com/@heinemann/7-comprehension-strategies-every-teacher-can-share-16b4e49354aa • https://www.colorincolorado.org/article/reading-comprehension-skills-english-language-learners • Vocabulary Development Strategies to Teach English Learners • https://www.readingrockets.org/article/vocabulary-development-ells • https://www.colorincolorado.org/article/components-effective-vocabulary-instruction • https://www.readingrockets.org/article/best-practice-ells-vocabulary-instruction • https://www.readingrockets.org/article/using-multimedia-promote-vocabulary-learning-supporting-english-language-learners-inclusive • https://www.edutopia.org/blog/8-strategies-teaching-academic-language-todd-finley • https://files.eric.ed.gov/fulltext/EJ989796.pdf	
	• Vocabulary	

	• https://www.readingandwritinghaven.com/5-brain-based-vocabulary-activities-for-the-secondary-classroom/ • https://www.readingrockets.org/article/content-area-vocabulary-learning • Morphology http://www.idonline.org/article/27876/ • https://www.scholastic.com/teachers/articles/teaching-content/vocabulary-activities/ • https://archive.nwp.org/cs/public/print/resource/403 Visualizing vocabulary	
	Topic Comprehension including metacognition • https://www.readingrockets.org/article/instruction-metacognitive-strategies-enhances-reading-comprehension-and-vocabulary • https://stephanieharvey.com/sites/default/files/Comp%20at%20the%20Core%20article_0.pdf • https://www.edutopia.org/article/5-ways-support-students-who-struggle-reading-comprehension • https://www.readingrockets.org/article/seven-strategies-teach-students-text-comprehension • https://www.litinfocus.com/9-highly-effective-reading-comprehension-strategies-levels-readers/ • https://www.edutopia.org/article/teaching-students-read-metacognitively Watch: https://www.youtube.com/watch?v=4gV2jdXNJNg • https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1741-4369.2011.00584.x • https://www.tandfonline.com/doi/full/10.1080/2331186X.2019.1565067 • https://core.ac.uk/download/pdf/291614027.pdf • https://www.readingrockets.org/article/using-collaborative-strategic-reading • https://digitalcommons.hamline.edu/cgi/viewcontent.cgi?article=1547&context=hse_cp • https://www.scholastic.com/parents/books-and-reading/reading-resources/developing-reading-skills/improve-reading-comprehension.html	

	• https://www.understood.org/en/learning-thinking-differences/child-learning-disabilities/reading-issues/6-essential-skills-needed-for-reading-comprehension	
	Topic: Vocabulary, Comprehension, and the Arts • https://resilienteducator.com/classroom-resources/6-fun-ways-to-teach-vocabulary-words-in-your-classroom/ • https://www.fluentu.com/blog/educator-english/art-vocabulary-esl/ • https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/articles-and-how-tos/articles/collections/arts-integration-resources/ (choose one of the articles) • https://observatory.tec.mx/edu-bits-2/using-the-arts-to-improve-reading-comprehension • https://scholarcommons.sc.edu/cgi/viewcontent.cgi?article=5215&context=etd	
Session 6	Fluency	
	Developing Students Fluency Read: Core Reading Sourcebook Chapters 9 and 10 • https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/articles-and-how-tos/articles/educators/using-the-arts-to-support-english-language-learners/ <u>Building Fluency for All Learners</u> https://www.edutopia.org/blog/alternatives-to-round-robin-reading-todd-finnley https://www.edutopia.org/article/6-elementary-reading-strategies-really-work https://www.readingrockets.org/article/developing-fluent-readers https://www.unbounded.org/content_guides/15/building-fluency-unbound-a-guide-to-6-12-elaliteracy-practices	Submit 6 Lesson Plans

	https://www.weareteachers.com/reading-fluency-activities/ https://www.scholastic.com/teachers/articles/teaching-content/5-surfire-strategies-developing-reading-fluency/ Fluency and the Arts https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/articles-and-how-tos/articles/educators/5-easy-drama-games-for-the-early-elementary-classroom/ • https://artsintegration.com/2014/10/03/promoting-fluency-through-the-arts/ • https://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=3073&context=reading_horizons • https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/articles-and-how-tos/articles/educators/reading-through-the-arts/ • https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/articles-and-how-tos/articles/educators/using-the-arts-to-support-english-language-learners/ • https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/	
Session 7	Assessment, Support and Intervention Practices Skim: Assessing Reading Multiple Measures Topic Assessment • https://www.colorincolorado.org/article/using-informal-assessments-english-language-learners • Watch: https://www.readingrockets.org/webcasts/1003 https://www.edweek.org/teaching-learning/opinion-assessment-strategies-for-english-language-learners/2021/04 • https://sedl.org/reading/framework/assessment.html • https://www.edutopia.org/article/assessing-literacy-skills-one-one-conferencing • https://www.readinga-z.com/teacher-corner/ • https://www.readingrockets.org/article/types-informal-classroom-based-assessment	

	• https://shanahanonliteracy.com/blog/how-to-analyze-or-assess-reading-comprehension • https://www.literacyworldwide.org/docs/default-source/where-we-stand/literacy-assessment-brief.pdf?sfvrsn=efd4a68e_4	
	<u>Topic: Additional Support for English Learners</u> Differentiating Instruction: A Guide for Teaching English-Language Learners • • https://www.edutopia.org/blog/esl-ell-tips-ferlazzo-sypnieski • https://www.edutopia.org/video/making-classrooms-more-inclusive-multilingual-learners • https://ccsso.org/resource-library/ccsso-english-learners-disabilities-guide • https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf • https://www.edutopia.org/topic/english-language-learners Watch: • https://www.youtube.com/watch?v=9hekJsCOHLU • https://www.edutopia.org/blog/esl-ell-tips-ferlazzo-sypnieski • https://www.edutopia.org/video/making-classrooms-more-inclusive-multilingual-learners Differentiating Instruction: A Guide for Teaching English-Language Learners • https://www.youtube.com/watch?v=9hekJsCOHLU Watch:	

	• http://www.rtinetwork.org/professional/videos/podcasts/janette-klingner-realizing-the-potential-of-rti-considerations-when-implementing-rti-with-english-language-learners// • https://www.youtube.com/watch?v=fxHIKeE143o (An Introduction to the CDE CA Practitioners Guide for Educating English Learners with Disabilities)	
Session 8	Planning a Literacy Program: Considerations	
	Read: Between Worlds Chapter 6 How Can Schools Provide Equitable Education for Emergent Bilinguals? Topic: English Learners https://www.colorincolorado.org/teaching-english-language-learners https://www.colorincolorado.org/literacy-instruction-ells https://www.lexialearning.com/resources/white-papers/understanding-unique-instructional-needs-english-learners https://www.lexialearning.com/blog/what-emerging-bilingual-and-why-does-new-label-matter https://inservice.ascd.org/empowering-emergent-bilinguals-this-school-year/ Explore: http://mpben.unsyiah.ac.id/wp-content/uploads/2019/04/Teaching-English-through-Technology.pdf https://www.nationalartsstandards.org/sites/default/files/Guiding%20Principles%20for%20Inclusion.pdf https://www.greatminds.org/visual-art-literacy Watch https://www.youtube.com/watch?v=HQmg-3SBnu0 UDL and the Arts Read Teaching Exceptional Children volume 52 issue 3 https://www.cal.org/what-we-do/projects/project-excell/the-go-to-strategies Educational Leadership December 2012/January 2013 Volume 70 Number 4. Common Core: Now What? Pages 80-82 Integrating the Arts • https://www.kennedy-center.org/education/resources-for-educators/	Submit Strategies Toolkit

	classroom-resources/articles-and-how-tos/articles/educators/using-the-arts-to-support-english-language-learners/	
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Topic: **Strategies to Promote Performance of English Learners**

- **READ:** Between Worlds Chapter 1 What Factors Influence the School Performance of Emergent Bilinguals? (Contextual Interaction Model)
- Organizing Instruction (see session 1)
<https://www.colorincolorado.org/teaching-english-language-learners>
- Instruction across k-12 (see session 1)
<https://www.colorincolorado.org/literacy-instruction-ells>
- Instructional Handbook
<https://www.colorincolorado.org/article/essential-actions-15-research-based-practices-increase-ell-student-achievement>

Topic **Literacy Development of Young Learners**

Skim: Core Reading Sourcebook Early Literacy Section II Chapters 3, 4, 5; Phonics Section III chapter 6 (Chapters focus on instruction for native English Speakers)

<https://www.edutopia.org/article/supporting-multilingual-students-early-grades>
<https://www.weareteachers.com/support-early-literacy/> (explore and identify strategies to incorporate into lessons)

Topic: **Early Literacy Development for English Learners and Native English Speakers**

- Supporting English Learners
<https://www.readingrockets.org/article/concepts-print-ideas-teachers>
<https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/readingviewing/Pages/default.aspx> (explore in class)
<https://www.colorincolorado.org/article/8-strategies-preschool-ells-language-and-literacy-development>
- Supporting young readers, concepts of print, phonics
 - Reading Rockets
<https://www.readingrockets.org/article/concepts-print-assessment>
<https://www.readingrockets.org/article/teaching-alphabetic-code-phonics-and-decoding>
<https://www.readingrockets.org/article/tuning-sounds-words>
https://www.readingrockets.org/strategies/shared_reading
 - Literacy handbooks
<https://my.vanderbilt.edu/specialeducationinduction/files/2011/09/1-Literacy-teaching-guide-phonics.pdf>
<http://www.ascd.org/publications/books/108002/chapters/Phonics-and-Word-Study.aspx>
<http://www.ascd.org/publications/books/103316/chapters/Phonics-and-Decoding.aspx>
<https://leader.pubs.asha.org/doi/full/10.1044/leader.FTR1.13132008.10>

Topic: Phonics Instruction for English Learners

- Reading Rockets

<https://www.readingrockets.org/blogs/shanahan-literacy/phonics-english-learners>

- Colorin Colorado

<https://www.colorincolorado.org/article/what-does-research-tell-us-about-teaching-reading-english-language-learners>

- Additional Resources

<https://fpblog.fountasandpinnell.com/7-ways-to-effectively-teach-phonics-to-ells>

<https://shanahanonliteracy.com/blog/phonics-for-second-language-learners>

https://ngl.cengage.com/assets/downloads/alf_pro0000000258/am_kratky_early_lit_instr.pdf

Topic: Phonics for Older Readers

When Older Readers Can't Read <http://www.idonline.org/article/8025/>

<https://www.readingrockets.org/article/phonological-instruction-older-students>

<https://www.colorincolorado.org/article/phonics-instruction-middle-and-high-school-ells>

<https://files.eric.ed.gov/fulltext/EJ1243065.pdf> (phonics for older students)

<http://www.ascd.org/publications/educational-leadership/mar04/vol61/num06/Phonics-Instruction-for-Older-Students%C2%A2-Just-Say-No.aspx>

Topic: Arts Integration

<https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/articles-and-how-tos/articles/educators/using-the-arts-to-support-english-language-learners/>

<https://shaneschools.com/en/teaching-phonics-acting-out-sounds/>

Phonics videos <https://www.youtube.com/watch?v=dLReNTmMkKA>

Session 3 Word Analysis-Structure/Sight Words

Read: Core Reading Sourcebook Chapters 7, 8

Read: Between Worlds Chapter 3 How Do People Learn and How Do They Acquire Language?

PBS video <https://www.colorincolorado.org/becoming-bilingual>

Complete the Iris Module: Cultural and Linguistic Differences; What Teachers Should Know

<https://iris.peabody.vanderbilt.edu/module/clde/> (complete between sessions 3 and 5)

Topic: Strategies to Promote Language Learning

Watch <https://www.youtube.com/watch?v=XfWUJ5LQpbw>

Watch: <https://www.youtube.com/playlist?list=PLWnDxOCiXGiqTS7k7t1EgAwaoPIGZf8kO>

<https://www.edutopia.org/article/6-essential-strategies-teaching-english-language-learners>

Topic: Spelling and Word Structure

Resource: Structural Analysis (morphemic analysis)

http://www.lethbridgecollege.net/elearningcafe/images/stories/pdf/structural_analysis.pdf

Qualitative Spelling Inventory: <https://wordstheirway842.weebly.com/assessments.html>
<http://www.qactube.org/media/document/2579.pdf>

Word Sorts (based on QSI scores and levels)

<http://educationextras.com/LetterNameAlphabeticSorts.html>
<http://educationextras.com/WithinWordPatternSorts.html>
<http://educationextras.com/SyllablesandAffixesSorts.html>
<http://educationextras.com/DerivataionalSorts.html>

Decoding multisyllabic words

<https://iheartteachingelementary.com/a-reading-intervention-strategy-for-multisyllabic-words/>
<http://cehs01.unl.edu/csi/Pdfs/dissect.pdf>
<http://www.broward.k12.fl.us/it/accelerate/pdf/ESE/Multisyllabic%20Word%20Reading%206-08.pdf> (modeling multisyllabic decoding lesson)

explicit instruction <https://explicitinstruction.org/video-secondary-main/secondary-video-2/>
<https://www.youtube.com/watch?v=i-qNpFtcynI>

Decoding for fluency

[https://mimtsstac.org/sites/default/files/Documents/Presentations/AnitaArcherWorkshops/January2013/Decoding%20and%20Fluency%20\(handout\).pdf](https://mimtsstac.org/sites/default/files/Documents/Presentations/AnitaArcherWorkshops/January2013/Decoding%20and%20Fluency%20(handout).pdf)
<https://www.scholastic.com/teachers/lesson-plans/teaching-content/decoding-multisyllabic-words/>
https://www.readingrockets.org/strategies/syllable_games

Secondary Reading

<http://www.adlit.org/article/19844/>
https://ngl.cengage.com/assets/downloads/edge_pro0000000030/ams_edge.pdf

Topic: **Arts and Language Development**

<https://www.aps.edu/fine-arts/advocacy/ArtsLanguage%20Dev.pdf>
<https://www.psychologytoday.com/us/blog/arts-all-children/201709/how-and-why-the-arts-support-language-learning-and-cognition>
<https://www.education.vic.gov.au/childhood/professionals/learning/ecliteracy/interactingwithothers/Pages/performingarts.aspx>
<https://www.artsedsearch.org/study/focus-in-creative-learning-drawing-on-art-for-language-development/>

Topic: **Vocabulary, Comprehension, and the Arts**

<https://resilienteducator.com/classroom-resources/6-fun-ways-to-teach-vocabulary-words-in-your-classroom/>

- <https://www.franklinschools.org/cms/lib2/IN01001624/Centricity/Domain/101/NewsletterSeptember2007.pdf>

- <https://www.fluentu.com/blog/educator-english/art-vocabulary-esl/>

• <https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/articles-and-how-tos/articles/collections/arts-integration-resources/> (choose one of the article)

• <https://observatory.tec.mx/edu-bits-2/using-the-arts-to-improve-reading-comprehension>

- <https://scholarcommons.sc.edu/cgi/viewcontent.cgi?article=5215&context=etd>

Session 7 Assessment, Support and Intervention Practices for Students

No Readings in Between Worlds

No readings in Core Reading Source Book

Skim: Assessing Reading Multiple Measures

Topic Assessment

<https://www.colorincolorado.org/article/using-informal-assessments-english-language-learners>

Watch: <https://www.readingrockets.org/webcasts/1003>

<https://www.edweek.org/teaching-learning/opinion-assessment-strategies-for-english-language-learners/2021/04>

<https://sedl.org/reading/framework/assessment.html>

<https://www.edutopia.org/article/assessing-literacy-skills-one-one-conferencing>

<https://www.readinga-z.com/teacher-corner/>

<https://www.readingrockets.org/article/types-informal-classroom-based-assessment>

<https://shanahanonliteracy.com/blog/how-to-analyze-or-assess-reading-comprehension>

https://www.literacyworldwide.org/docs/default-source/where-we-stand/literacy-assessment-brief.pdf?sfvrsn=efd4a68e_4

Support for English Learners

<http://www.rtinetnetwork.org/learn/diversity/englishlanguagelearners>

<https://www.ldatschool.ca/language-acquisition-difficulty-or-learning-disability/>

<https://www.readingrockets.org/article/learning-disabilities-english-language-learners>

<https://www.colorincolorado.org/article/whats-normal-whats-not-acquiring-english-second-language>

https://ies.ed.gov/ncee/edlabs/regions/west/pdf/REL_2015086.pdf

<https://www.colorincolorado.org/school-support/special-education-and-english-language-learners>

<https://www.colorincolorado.org/ell-basics/special-populations>

Topic: Additional Support for English Learners

Differentiating Instruction: A Guide for Teaching English-Language Learners

<https://www.youtube.com/watch?v=9hekJsCOHLU>

<https://ccsso.org/resource-library/ccsso-english-learners-disabilities-guide>
<https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf>

Session 8

Planning a Literacy Program

Considerations

English Learners:

<https://www.colorincolorado.org/teaching-english-language-learners>
<https://www.colorincolorado.org/literacy-instruction-ells>

<https://www.lexialearning.com/resources/white-papers/understanding-unique-instructional-needs-english-learners>
<https://www.lexialearning.com/blog/what-emerging-bilingual-and-why-does-new-label-matter>
<https://inservice.ascd.org/empowering-emergent-bilinguals-this-school-year/>

Explore:

<http://mpben.unsyiah.ac.id/wp-content/uploads/2019/04/Teaching-English-through-Technology.pdf>
<https://www.edutopia.org/topic/english-language-learners>

<https://www.nationalartsstandards.org/sites/default/files/Guiding%20Principles%20for%20Inclusion.pdf>

<https://www.youtube.com/watch?v=HQmg-3SBnu0> UDL and the Arts

<https://www.greatminds.org/visual-art-literacy>

Teaching Exceptional Children volume 52 issue 3 (see folder on course Blackboard)

<https://www.cal.org/what-we-do/projects/project-excell/the-go-to-strategies>

Educational Leadership December 2012/January 2013 | Volume **70** | Number **4**
Common Core: Now What? Pages 80-82 pdf (See folder on course Blackboard)

Course Syllabus Appendix

The following are Resources for Course Assignments and are for the use of course participants. The course instructor may choose to incorporate these resources into class sessions or assign them for participant review. This is not an exhaustive list of resources available online or through school districts.

- Strategy Instruction

<https://www.cal.org/what-we-do/projects/project-excell/the-go-to-strategies>

<https://www.colorincolorado.org/ell-basics/resources-state/california-ell-resources>

<https://www.colorincolorado.org/article/reading-101-english-language-learners>

<https://www.readingrockets.org/article/high-leverage-and-evidence-based-practices-promising-pair-all-l-earners>

- Classroom videos

<https://www.colorincolorado.org/videos/classroom-video>

- Tools and Resources for Addressing English Learners with Disabilities

<https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap6.pdf>

- Differentiating Instruction: A Guide for Teaching English-Language Learners

<https://www.youtube.com/watch?v=9hekJsCOHLU>

- Effective Instructional Practices <https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/20074011.pdf>;
<https://www.aft.org/ae/fall2018/august>

- <https://shanahanonliteracy.com/ppt-resources>

- <https://shannahanonliteracy.com>

- CUNY Initiative on Emergent Bilinguals <https://www.cuny-nysieb.org/>

- Translanguaging https://www.cde.state.co.us/cde_english/translangpacket;

- Learning For Justice <https://www.learningforjustice.org/> (Teaching Tolerance)

- Explore Colorin Colorado <https://www.colorincolorado.org/> (articles on strategies for English Learners)
<https://www.colorincolorado.org/teaching-english-language-learners> (literacy)
<https://www.colorincolorado.org/school-support/special-education-and-english-language-learners> (ELs and SPED)

- Kennedy Center for the Arts and Integration with Universal Design for Learning
<https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/articles-and-how-tos/articles/collections/arts-integration-resources/arts-integration-and-universal-design-for-learning/>

- Kennedy Center for the Arts Using the Arts to Support English Language Learners
<https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/articles-and-how-tos/articles/educators/using-the-arts-to-support-english-language-learners/>

- Kennedy Center for the Arts Resources for Educators
<https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/articles-and-how-tos/articles/collections/arts-integration-resources/>

Explore Reading Rockets <https://www.readingrockets.org/> (early literacy -grade 3)

