

**Course Title: ED/D 9093 Reading Success for English Language Learners, Grades K-3 (S)**  
**Instructor: Instructors of Record – Dr. Vicente M. Ontiveros, Dr. Tim Ham**

**Course Description:**

Reading Success for English Language Learners, K–3, is an interactive, online and in-person professional development course designed for all teachers of grades K–3. The seven online sessions focus on the key knowledge and skills that English language learners need to learn in early literacy programs.

- **Session 1** focuses on the context for teaching English language learners to read, including the role of oral language proficiency, students’ background and socio-cultural factors.
- **Sessions 2–5** cover the foundational knowledge and skills for reading — phonemic awareness, phonics, fluency, vocabulary and comprehension. These sessions review what works for native English speakers, then identify the issues that may merit special attention for English language learners.
- **Session 6** focuses on writing for English language learners, an important component of strong literacy programs.
- **Session 7** explores content-area instruction for English language learners.

All online sessions include lesson plans and classroom resources for integrating the course content seamlessly into classroom literacy programs or subject-specific curriculum.

**Course Objective/Goals:**

On completing this course, you will be able to:

- Understand that the same five building blocks of early reading instruction identified in the National Reading Panel Report are also important determinants of literacy achievement for English language learners.
- Understand the importance of helping English language learners acquire content knowledge as well as literacy.
- Teach strategically, using methods derived from research and theory, to help promote language proficiency, literacy and content knowledge in English language learners.
- Integrate frequent, varied opportunities for oral language development into daily reading and content area instruction.
- Integrate frequent opportunities for students to write about their reading and about themselves and their experiences, which will teach them about writing and build and extend their vocabulary.

- Differentiate instruction based on students' levels of English proficiency, first language literacy skills and background knowledge.
- Monitor students' progress through formal and informal assessments and observation and use assessment results to target and differentiate instruction.

**Course Outline:****1. The Context for Teaching English Language Learners to Read**

- 1.1. Examining the Knowledge Base that Supports Instruction
- 1.2 A Variety of Instructional Models
- 1.3 Issues that Impact English Literacy
- 1.4 Your Classroom Environment
- 1.5 Capitalizing on Family and Community Resources

**2. Phonemic Awareness, Phonics and Spelling Instruction**

- 2.1 What Works for First Language Learners?
- 2.2 Issues for English Language Learners
- 2.3 Adapting Instruction to Meet Student's Needs
- 2.4 Assessments for Phonemic Awareness and Phonics
- 2.5 Activities that Reinforce Phonics and Phonemic Awareness

**3. Fluency Instruction and Practice**

- 3.1 What Works for First Language Learners?
- 3.2 Identifying Issues for English Language Learners
- 3.3 Adapting Fluency Instruction and Practice
- 3.4 Assessing Progress in Fluency
- 3.5 Activities that Reinforce and Build Fluency

**4. Vocabulary Instruction for English Language Learners**

- 4.1 What Works for First Language Learners?
- 4.2 Issues for English Language Learners
- 4.3 Adapting Instruction for English Language Learners
- 4.3 Assessing Progress in Vocabulary
- 4.4 Activities that Reinforce Vocabulary

**5. Teaching Students to Comprehend a Wide Variety of Texts**

- 5.1 What Works for First Language Learners?
- 5.2 Identifying Issues for English Language Learners
- 5.3 Adapting Instruction to Accommodate and Support English Language Learners
- 5.4 Assessing Progress in Comprehension
- 5.5 Activities that Reinforce Comprehension

**6. Writing Instruction for English Language Learners**

- 6.1 What Works for First Language Learners?
- 6.2 Identifying the Issues for English Language Learners
- 6.3 Adapting Instruction for English Language Learners
- 6.4 Assessing Progress in Writing
- 6.5 Activities that Reinforce Writing

**7. Content-Area Instruction for English Language Learners**

- 7.1 Aligning Instruction, Content and Expectations
- 7.2 Providing Effective Content-Area Instruction
- 7.3 Assessing Content Knowledge
- 7.4 Activities that Promote Content-Area Learning
- 7.5 Course Wrap-up

**Method of Evaluating Student's Performance:**

Each participant will be evaluated on the basis of successfully completing the following activities, work products and tests. The evaluation process will be conducted through analysis of the following assignments:

<b>Description</b>	<b>Estimated Time</b>	<b>Participation Hours</b>
<i>Self-paced instruction includes the relevant reading research base. Participation in interactive simulations for practice of research-based strategies. Video modeling by teachers.</i>	<i>1 hour per session plus additional time to revisit concepts and key activities for ongoing practice.</i>	<b>7</b>
<i>Reflection on learned and applied skills; sharing of ideas and student work; lesson planning; facilitator modeling, in-person instruction and in-class coaching.</i>	<i>2 hours x 4 workshops; 3 hours in-class coaching</i>	<b>11</b>
<i>Personal journal writing in response to session-specific topics and prompts.</i>	<i>10 minutes per session (Excluding Course Introduction – Session 1)</i>	<b>1</b>
<i>Collaborative discussions with colleagues and advice/feedback from reading specialist.</i>	<i>10 minutes per session (Excluding Course Introduction – Session 1)</i>	<b>1</b>
<i>Relevant articles to read study and connect to learning and classroom application.</i>	<i>1 hour per session</i>	<b>7</b>
<i>Print and review online resources (lesson plans, management tools, graphic organizers, etc.) – for planning and application in classroom.</i>	<i>1 hour per session</i>	<b>7</b>
<i>Preparation for application of learned skills and strategies utilizing tested lesson plans and student resources</i>	<i>1 hour per strategy; 1 strategy per week</i>	<b>7</b>
<i>Preparation and presentation of course learning.</i>	<i>1 hour</i>	<b>1</b>
<i>Setting goals and incorporating into Professional Improvement Plan.</i>	<i>1 hours</i>	<b>1</b>
<i>Review online correlations to standards and reading programs. Use online correlations in preparing lesson plans for classroom application.</i>	<i>2 hours</i>	<b>2</b>
<b>Total Hours</b>		<b>45</b>

**End-of-Course Assessment:** The final assessment for this course will assess your ability to demonstrate an in-depth understanding of the course material and your final grade will be based on this assessment as follows:

Grade    Score

**A**      18-20

**B**      16-17

**C**      14-15

**D**      12-13

**F**      11 and below

**Textbooks and/or Other Materials:**

***All instructional materials are provided by Scholastic Red, professional development for raising student achievement***

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**Instructor Background:**

*See attached Resumes' for Dr. Tim Ham and Dr. Vicente M. Ontiveros*

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