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Course Title: *Zip Zoom English: Reading Success for English Language Learners (K–3)*

Instructor: *Instructors of Record – Dr. Tim Ham*

Course Description:

Zip Zoom English: Reading Success for English Language Learners (K–3) is an interactive, online, and in-person professional development course designed for teachers of English language learners in Grades K through 3 and ESL specialists using Zip Zoom English in their classrooms and schools.

The seven online sessions focus on developing teachers’ knowledge of literacy instruction for young English language learners, modeling classroom strategies, and assessing progress to monitor and individualize instruction. The course begins with the research foundations and issues that impact English literacy development and then moves into the individual components of reading and language, including phonemic awareness and vocabulary.

Throughout this course, learners will increase their understanding of teaching English language learners and examine strategies to help students build skills in comprehension, oral language, phonemic awareness, vocabulary, fluency, and writing. Learners will also explore practical strategies for effectively implementing and managing Zip Zoom English to support literacy development.

Course Objective/Goals/Outline:

Session 1 The Context for Teaching English Language Learners to Read

Outcomes

Teachers will be able to:

- Explain the research and issues that impact second language learning.
- Define key terms and instructional models in ESL instruction.
- Identify ways to include families and diverse cultures in the instructional process.

Session 2 Getting Started With *Zip Zoom English*

Outcomes

Teachers will be able to:

- Create an implementation model and place students in the Zip Zoom English software.
- Model and teach classroom procedures.
- Identify key reports and assessments for monitoring progress in the program.

Session 3 Developing Comprehension With Read Alouds

Outcomes

Teachers will be able to:

- Use read alouds and multiple readings to build listening comprehension.
- Scaffold instruction to deepen students' comprehension.
- Assess reading progress using formal and informal assessments.

Session 4 Building an Oral Language Foundation

Outcomes

Teachers will be able to:

- Explain why vocabulary is critical to reading success.
- Use strategies to teach and reinforce new words.
- Support software learning and build vocabulary with Zip Zoom English lessons.
- Assess vocabulary learning using report data and other methods.

Session 5 Phonemic Awareness, Phonics, and Spelling

Outcomes

Teachers will be able to:

- Use strategies to teach phonemes, blending, and segmenting.
- Teach and reinforce sounds and letters with Zip Zoom lessons and songs.
- Use report data to monitor learning and target instruction for individual students.

Session 6 Reading Vocabulary and Fluency Practice

Outcomes

Teachers will be able to:

- Identify the challenges English language learners face with reading fluency.
- Use whole-class and partner strategies for reading fluency practice.
- Use Critical-Word Readers to reinforce reading vocabulary
- Assess fluency and provide targeted practice

Session 7 Writing With English Language Learners

Outcomes

Teachers will be able to:

- Provide support and scaffolding for student writing.
- Use writing models to focus on craft and convention.
- Evaluate student writing with formal and informal assessments.

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:

<i>Description</i>	<i>Estimated Time</i>	<i>Participation Hours</i>
<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>	<i>7</i>
<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 study groups; 3 hours in-class coaching</i>	<i>11</i>
<i>Personal journal writing in response to session-specific topics and prompts.</i>	<i>10 minutes per session (Excluding Course Introduction, Session 1)</i>	<i>1</i>
<i>Collaborative discussions with colleagues and advice/feedback from reading specialist.</i>	<i>10 minutes per session (Excluding Course Introduction, Session 1)</i>	<i>1</i>
<i>Relevant articles to read study and connect to learning and classroom application.</i>	<i>1 hour per session</i>	<i>7</i>
<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>	<i>7</i>
<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>	<i>7</i>
<i>Preparation and presentation of course learning.</i>	<i>1 hour</i>	<i>1</i>
<i>Setting goals and incorporating into Professional Improvement Plan.</i>	<i>1 hour</i>	<i>1</i>
<i>Review online correlations to standards and reading programs. Use online correlations in preparing lesson plans for classroom application.</i>	<i>2 hours</i>	<i>2</i>
Total Hours		45



Professional Development Center

End-of-Course Assessment: The final assessment for this course will assesses 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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