



**MTI 601: Literacy & Academic Language
Development for English Learners**

ONLINE INSTRUCTOR-LED COURSE FOR ANDREWS UNIVERSITY

Instructor Information:	
Instructor Name:	Elissa Kruse
Instructor Email:	glutenfreeteacher@gmail.com
MTI Email:	info@midwestteachersinstitute.org
Instructor Background:	<p>Elissa Kruse is an upper elementary school teacher in a diverse district in the western suburbs of Chicago, IL. She teaches language arts, math, science, and social studies. She has a Bachelor’s Degree in Elementary Education from Western Illinois University. She also has a Master’s Degree in Teaching from Aurora University. Elissa has a middle school endorsement, and she holds endorsements in reading and language arts as well. She likes blogging about her teaching adventures and creating original resources, aligned with the Common Core State Standards, for students and teachers to enjoy.</p>

Course Information	
Course Format (distance learning, online, webinar, experiential onsite courses):	<p>Online Course The LMS for delivering the course will be Canvas. An invitation will be sent to you by your instructor during the week prior to the start of your course. If you have not received an invitation, please email us at the MTI email address listed above. Approximately 135 hours of instructional time is devoted to this course .</p> <p>All questions, customer service, grades and transcript questions are to be directed to MTI, NOT ANDREWS UNIVERSITY for this course.</p> <p>We recommend that you take an introduction to Canvas course as well to become more comfortable with our LMS. This can be done by clicking on</p>

	the <i>help</i> tab, then Canvas 101 . If you are having trouble with Canvas, technical support is available online 24/7 under the <i>help</i> tab, then <i>report a problem</i> .
Prerequisites	All MTI courses are designed for educators who have a minimum of a bachelor’s degree and professional educator license. Prior to beginning the course, check with your district office to ensure that credit will be accepted for salary increase and professional development.
<p>Learning Outcomes/Competencies: At the completion of this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Design literacy and academic language instruction that integrates content and language objectives to support English Learners’ reading, writing, speaking, and listening development across disciplines. InTASC 4, 7 2. Apply evidence-based literacy strategies to scaffold complex texts, develop academic vocabulary, and support disciplinary literacy for English Learners at varying levels of English proficiency. InTASC 1, 8 3. Analyze student language and literacy data to inform instruction, differentiate supports, and monitor progress within MTSS or tiered instructional frameworks for English Learners. InTASC 6, 7 4. Implement culturally responsive and linguistically sustaining literacy practices that honor students’ linguistic assets and promote equitable access to rigorous academic learning. InTASC 2, 3 5. Reflect on instructional practices and professional decision-making to improve literacy outcomes for English Learners through collaboration, ethical practice, and continuous professional growth. InTASC 9, 10 	
<p>Course Description: This course focuses on the development of literacy and academic language for English Learners (ELs) across grade levels and content areas. Candidates examine the relationship between oral language, reading, writing, and content learning, with emphasis on evidence-based instructional practices that support multilingual students’ access to rigorous academic content. Topics include academic vocabulary development, comprehension strategies, disciplinary literacy, writing instruction, and differentiation based on English language proficiency levels.</p> <p>Candidates apply course concepts through analysis of student work, design of literacy-integrated lessons, and reflection on instructional practices within authentic classroom contexts. The course also addresses assessment-informed literacy instruction, culturally sustaining literacy practices, and instructional support aligned with MTSS frameworks. Upon completion, candidates will demonstrate the ability to plan, implement, and evaluate literacy instruction that advances both language development and academic achievement for English Learners in K–12 settings.</p>	
<p>Learning Strategies: Professional literature analysis, whole group discussions, professional collaboration, personal reflection, individual assignments (discussions, application assignments, research project and evaluation essay).</p>	
<p>Experiential Learning Opportunities: Educators will reflect on their current practices and improve as an educator, disciplinarian and leader in the classroom.</p>	

Format of the Course and Submitting Work

This course has a total of 5 individual assessments/assignments. You are required to complete all of the pieces with a total grade of an A or B in order to receive the credit for the course. It is recommended that the coursework be completed in the sequence listed below in the assessments chart below. This is an ONLINE course that runs for a five (5) week duration. Each week as directed by your instructor you will have assignments due. Answer and Discuss and Reflect and Respond assignments will be completed online using our LMS(Learning Management Software) Canvas. Your application, research project and evaluation assignments will be submitted electronically to your instructor. Files can be saved in PDF's or WORD Documents. You can also share via Google Drive format. Please contact your instructor if you have any questions or need help with the Google Drive format.

Assessments		Approximate contact hours for each assessment
Introduction to using Canvas video and pre-survey		1 hour
Resources and reflection time.		30 hours
Answer and discuss weekly questions posted by instructor to online classroom at Canvas forum. (5 @ 9 points per question), including time for re-reading previous assignments and posts.	45 points	12 hours
Reflect on classroom experiences and the required reading, then respond to 2 posts weekly made by colleagues online at Canvas classroom forum. (10 total @ 9 points per response).	90 points	12 hours
Studying (time to reread and take notes)		7 hours
Application assignments (45 points each)	90 points	14 hours
Journaling of field experience in the classroom implementing concepts from the course with students and fellow teachers.	60 points	33 hours
Research project (planning, researching, and formulating)	100 points	14 hours
Final evaluation essay	100 points	12 hours
Total	485 points	135 hours

Grading Scale: A (90-100%); B (80-89%)

****Anything below a B will not receive graduate credit and result in a failing grade of F.***

If you do not receive a B or higher, your work will be returned to you for further correction and completion. You will be allowed one (1) re-submit to your instructor to achieve a grade of B or higher. If after your re-submit, you still do not achieve a B or higher you will receive a failing grade of F and therefore forfeit the 3 graduate credits.

Answer and Discuss Rubric -5 @ 9 points each

Category	Superior (3 pts)	Sufficient (2 pts)	Minimal(1pt)
Supporting Evidence in Practice ___/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
Accuracy ___/3	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
Grammar and Spelling ___/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Reflect and Response Rubric-10 @ 9 points each

Category	Superior (3 pts)	Sufficient (2 pts)	Minimal(1pt)
Supporting Evidence in Practice ___/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
Accuracy ___/3	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
Grammar and Spelling ___/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Application Rubric- 2@ 45 points each

Category	Superior (15-13 pts)	Sufficient (12-10 pts)	Minimal(9-7pts)
Supporting Evidence in Practice ___/15	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
Accuracy ___/15	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
Grammar and Spelling ___/15	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Journal Rubric- 10 journal entries @ 6 points each

Category	Superior (3 pts)	Sufficient (2 pts)	Minimal (1 pt)
Supporting Evidence in Practice ___/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
Grammar and Spelling ___/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Project Rubric- 100 points

Category	Superior (20-18 pts)	Sufficient (17-16 pts)	Minimal (15-14pts)
Understanding of web tool ___/20	Shows strong understanding of activity, concept, or tool and maximize learning	Shows adequate understanding of activity, concept, or tool and benefit learning.	Shows little understanding of activity, concept, or tool and may not benefit learning.
Practical evidence ___/20	Shows strong evidence of ideas and insights gained from this course and how they are applied to classroom.	Shows evidence of ideas and insights from this course and how they are applied to classroom.	Shows little evidence of ideas and insights from this course or how they are applied to the classroom.
Completion ___/20	Completed in a thoughtful and meaningful manner.	Completed, but with minimal quality.	Not all projects are completed and of those that are, some are minimal quality.
Grammar and Spelling ___/20	Includes no mistakes in grammar or spelling.	Includes few grammar and spelling mistakes.	Includes numerous grammar and spelling mistakes.
Sequencing ___/20	Sequenced, showing if-then thinking and the logical order required to complete skill, solve problem, or use tool.	Not always sequenced, showing incomplete if-then thinking and understanding of logical order required to complete skill.	Confusing making it difficult to replicate activities; little understanding of logic or if-then thinking evidenced.

Evaluation Rubric- 100 points

Category	Superior (20-17 pts)	Sufficient (16-13 pts)	Minimal(12-9pts)	Below Standard (8 pts)
Supporting Evidence in Practice ___/20	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows little evidence of ideas and insights from this course and there is little evidence they are applied to the classroom.
Accuracy ___/20	All supporting facts and statistics are	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.	Many of the supporting facts and statistics are

	accurately represented.			inaccurately represented.
Grammar and Spelling ___/20	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.	Response includes numerous grammar and spelling mistakes.
Logical Sequencing ___/20	Response is written in a clear, concise, and well organized manner. Thoughts are presented in a coherent and logical manner.	Response is mostly clear, concise, and well organized. Thoughts are presented in a coherent and logical manner.	Response is somewhat unclear and/or disorganized. Some thoughts are presented in a coherent and logical manner.	Response is mostly unclear and/or disorganized. Many thoughts are presented in an incoherent and illogical manner.
Reflection ___/20	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates some reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates no reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.

Course Schedule

**All assignments must be completed the week assigned. In emergencies, please contact instructor.*

Week 1

- Review resource group 1
- Answer and Discussion Activity- Answer Week #1 Instructor Posted Online Question by Tuesday.
- Reflect and Respond Activity- Post/Communicate 2 Responses Online To Your Colleagues Answers by Thursday.

Week 2

- Review resource group 2
- Answer and Discussion Activity- Answer Week #2 Instructor Posted Online Question by Tuesday.
- Reflect and Respond Activity- Post/Communicate 2 Responses Online To Your Colleagues Answers by Thursday.

Application #1- Due Sunday end of week #2 (45 points)

Select a complex, grade-level text from a content area (ELA, science, social studies, or math) appropriate to your teaching context or desired level.

- Identify 8–10 target academic vocabulary words/phrases (mix of Tier 2 and Tier 3) and briefly justify their selection in relation to content and language demands.
- Write clear content and language objectives for a single lesson using the text, differentiated for at least two English proficiency levels.
- Design a before–during–after reading sequence that:
 - Activates/builds background knowledge and previews vocabulary.

- Uses at least two explicit comprehension strategies (e.g., questioning, summarizing, using graphic organizers).
- Incorporates scaffolds (visuals, sentence frames, partner talk, chunking text, etc.) for ELs at different proficiency levels.

Week 3

- Review resource group 3
- Answer and Discussion Activity- Answer Week #3 Instructor Posted Online Question by Tuesday.
- Reflect and Respond Activity- Post/Communicate 2 Responses Online To Your Colleagues Answers by Thursday.

Application #2- Due Sunday end of week #3 (45 points)

Select a content area (ELA, math, science, or social studies) and a related writing genre (such as explanation, argument, lab report, historical narrative, or problem explanation). Using a short mentor text or exemplar, create a writing task that makes expectations transparent and supports ELs at different proficiency levels.

Your assignment should include:

- Classroom context (grade level, content area, brief EL profile).
- The content standard(s) and a language objective for the writing task.
- A brief analysis (about 1 page) of a mentor text or exemplar in the chosen genre, highlighting:
 - Purpose and audience.
 - Overall structure (for example, introduction–body–conclusion, claim–evidence–reasoning).
 - Key language features (for example, transition words, precise vocabulary, sentence patterns).
- Description of the writing task students will complete, including how you will model expectations (mini-lesson, think-aloud, shared writing, etc.).
- At least three language supports designed for two or more English proficiency levels (for example, sentence frames, word/phrase banks, paragraph outlines, collaborative oral rehearsal, checklists).
- A short rubric or checklist that assesses both content (accuracy, completeness) and language use (clarity, organization, academic vocabulary).

Week 4

- Review resource group 4
- Answer and Discussion Activity- Answer Week #4 Instructor Posted Online Question by Tuesday.
- Reflect and Respond Activity- Post/Communicate 2 Responses Online To Your Colleagues Answers by Thursday.

Research Assignment- Due Sunday end of week #4 (100 points)

Locate 2–3 recent, credible sources (peer-reviewed articles, professional association publications, or reputable practitioner texts) that address literacy assessment for ELs and/or the use of data to support ELs within MTSS.

Your assignment should include:

- Citation information for each source.
- For each source (1 short paragraph per source):
 - Purpose or research focus.
 - Key findings or recommended practices related to EL literacy assessment or MTSS.
 - One specific implication for classroom practice.
- A brief synthesis section (about 1 page) that:
 - Identifies 2–3 shared principles of effective assessment-informed literacy instruction for ELs.
 - Describes one concrete way you could apply each principle in a real or hypothetical classroom (at Tier 1, Tier 2, or Tier 3).
- A short reflection (1–2 paragraphs) on one current or common assessment practice that may not serve ELs well and how you would modify it.

Length/Format

- Approximately 2–3 pages, double spaced.
- Written as a practitioner-oriented brief you might share with colleagues.

Week 5

- Review resource group 5
- Answer and Discussion Activity- Answer Week #5 Instructor Posted Online Question by Tuesday.
- Reflect and Respond Activity- Post/Communicate 2 Responses Online To Your Colleagues Answers by Thursday.

Final Evaluation Assignment due by Sunday night end of week # 5 (100 points)

Write a 3–5 page essay that describes a coherent plan for supporting literacy and academic language for English Learners in a K–12 setting you know or hope to teach in.

Your essay should address the following areas:

1. Teaching Context and Learners
 - Briefly describe your classroom or a realistic teaching context (grade level, content area, student demographics).
 - Introduce one or two focal English Learners or a composite profile, noting strengths and needs in reading, writing, speaking, listening, and academic language.
2. Instructional Approach

- Explain how you will integrate content and language objectives into a short unit or sequence of lessons.
 - Describe how you will address academic vocabulary, comprehension of complex texts, and disciplinary literacy, including at least a few concrete examples (for instance, sample objectives or lesson snapshots).
3. Differentiation, Assessment, and MTSS
- Describe how you will differentiate instruction for students at different English proficiency levels.
 - Explain how you will use formative assessment and progress monitoring to adjust instruction and provide additional support (Tier 1, Tier 2, and, if relevant, Tier 3).
 - Briefly discuss how you will distinguish language acquisition needs from other learning concerns when looking at student data.
4. Culturally and Linguistically Sustaining Practices
- Explain how you will choose texts and design tasks that reflect and honor students' cultural and linguistic backgrounds.
 - Give specific examples of how you will leverage students' home languages, family/community literacies, and prior knowledge to strengthen literacy learning.
5. Professional Reflection
- Reflect on how this course has shaped your beliefs and decisions about literacy instruction for ELs.
 - Identify at least one anticipated challenge in implementing your plan and how you will address it through collaboration, professional growth, or advocacy.

Journal entries

Journals are designed to demonstrate that students are reflecting on and implementing concepts and strategies in their own education settings. Journal entries are to be roughly 2-3 paragraphs each. Students are expected to complete 10 entries over the course of the class. You may use the same type of journal entry more than once. Make sure to include some examples of what you have actually done to support your thoughts whenever appropriate. Some examples of acceptable journal topics include:

- How has what you learned about a strategy/topic changed the way you think?
- What were the results of trying something new that you learned in class, and how could you improve it next time?
- Reflections on conversations you had with students, colleagues or administrators about what you have learned.
- Research you've discovered on a topic and how it complements or contradicts what the author says.
- These are a few examples, but any journal entry along these lines is acceptable. Remember that you can use the same journal topic more than once to examine different concepts or strategies, or even to examine different impacts on multiple types of classes

Course Resources

The following is a list of resources that can help you complete this course. You may need to do some extra research on your own to complete all assignments for this course. Some content in the categories is general for the topic, some is specific for that category.

Resource Group 1: Foundations of Literacy and Academic Language for ELs

- [English Language Learners and the Five Essential Components of Reading Instruction](#)
- [Exploring the Components of Reading to Support English Language Learners Grades K-5](#)
- [What are BICS and CALP?](#)
- [The Connection Between Oral Language, Foundational Reading Skills, and Writing](#)
- [ELD Standards Framework](#)
- [English Learners' Proficiency Scores Continue to Decline Since Pandemic, Report Finds](#)
- [Language Objectives: The Key to Effective Content Area Instruction for English Learners](#)
- [Making Learning Targets Clear to Students](#)
- [What Is Translanguaging and How Is It Used in the Classroom?](#)
- [How to Work Literacy Instruction Into All Content Areas](#)
- [Developing Disciplinary Literacy Across Core Subjects](#)

Resource Group 2: Academic Vocabulary and Comprehension of Complex Texts

- [Choosing Words to Teach](#)
- [Selecting Vocabulary Words to Teach English Language Learners](#)
- [Using Morphology to Teach Vocabulary](#)
- [Using Context Clues to Understand Word Meanings](#)
- [Word Families: Small Strategies, Big Impact for Early Readers](#)
- [Teaching Vocabulary: Literacy Instruction for ELLs](#)
- [Using Instructional Scaffolding and Multimodal Texts to Enhance Reading Comprehension: Perceptions and Attitudes of EFL Students](#)
- [4 Strategies to Scaffold Complex But Essential Reading](#)
- [Teach Comprehension Strategies](#)
- [Using Graphic Organizers with ELLs](#)
- [Supporting ELLs in the Mainstream Classroom: Reading Instruction](#)

Resource Group 3: Disciplinary Literacy and Writing for ELs

- [Writing with the Common Core: Considerations for ELLs \(Part 1\)](#)
- [Sentence Frames and Sentence Starters](#)
- [Using Mentor Texts to Develop Vocabulary, Reading, Writing, and Language](#)

- [Teaching Text Structure to Support Writing & Comprehension](#)
- [Speaking and Listening in Content Area Learning](#)
- [The Power of Oral Rehearsal in Writing Workshop](#)
- [Collaborative Writing, Common Core, and ELLs](#)
- [3 Ways Assessments Differ for English Learners](#)
- [Rating Multilingual Learners' Written Language Consistently](#)

Resource Group 4: Assessment-Informed Literacy Instruction and MTSS

- [Screening and Assessment](#)
- [ELL Assessment Strategies](#)
- [Reasons for the Misidentification of Special Needs among ELLs](#)
- [From False-Positives to Advocacy: Shifting Deficit Perspectives in the Identification of English Learners](#)
- [Make Data-Based Instructional Decisions](#)
- [3 Tips for Using Data to Drive Instruction](#)
- [Helping English Language Learners Succeed with a Multi-Tiered System of Support](#)
- [Enhancing Collaboration Between Classroom Teachers and ELL Specialists](#)
- [10 Ways Teachers Can Partner with Paraprofessionals on Behalf of ELLs](#)
- [Communicating Important Information with ELL Families: Strategies for Success](#)
- [Distinguishing Language Acquisition from Learning Disabilities](#)

Resource Group 5: Culturally Sustaining Literacy Practices and Professional Reflection

- [Culturally Responsive Literacy Instruction](#)
- [Culturally Responsive-Sustaining Education Framework](#)
- [Finding and Utilizing Culturally Relevant Texts](#)
- [Funds of Knowledge Toolkit](#)
- [The Funds of Knowledge Approach](#)
- [Integrating Language Development Throughout Content Learning](#)
- [Common Core and ELLs: Planning Professional Development for Colleagues](#)
- [From the NEA: All In! How Educators Can Advocate for English Language Learners](#)

End of Course Survey

Now that you are finished with this class, please take the time to help us improve our product. In order to make sure that we are providing the best possible service, please take our [survey](#). We appreciate your help and your commitment to the profession.

The ten INTASC standards are listed below. Specific standards for knowledge, dispositions, and performances accompany each principle, but space does not permit listing them below. For a complete copy of the INTASC standards, contact Jean Miller, Director of INTASC, Suite 700, One Massachusetts Avenue NW, Washington DC 20001-1431.

The InTASC Model Core Teaching Standards (April 2011)

The Learner and Learning

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.