



## MTI 661-ED 501: Literacy Development for CLD Students

### DISTANCE COURSE FOR COLORADO STATE UNIVERSITY-PUEBLO

| MTI Contact Information:      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>MTI Email:</b>             | <a href="mailto:info@midwestteachersinstitute.org">info@midwestteachersinstitute.org</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Instructor:</b>            | Mike Kavaliunas                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>MTI Grading:</b>           | <a href="mailto:ellgrades@midwestteachersinstitute.org">ellgrades@midwestteachersinstitute.org</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Instructor Background:</b> | <p>Michael Kavaliunas is the ELL Building Supervisor at a suburban Chicago school district where he has been an employee since 2009. As a faculty member in the district, he has served as a classroom teacher, districtwide ESL teacher, PLC lead facilitator, and a curriculum and assessment writer. Mr. Kavaliunas received a bachelors in Secondary Education and a masters in arts of teaching, with an ESL endorsement from the American College of Education. Mr. Kavaliunas has utilized the best EL instructional practices and provides guidance for teachers who lack experience in teaching ELL learners. Mr. Kavaliunas has utilized school conferences, learning sessions, and classroom support in implementing the proper instructional strategies for ELL students and models of instruction.</p> |

| Course Information                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <b>Course Format (distance learning, online, webinar, experiential onsite courses, asynchronous, synchronous, etc):</b> | <p><b>Asynchronous-Self-paced</b></p> <p>Once you have registered for this course, you can immediately begin working. This is the syllabus for the course, and all materials needed can be found at the bottom of this syllabus under "Course Materials" or via your own research on the topic. Approximately 112.5 hours of instructional time is devoted to this course.</p> <p>Please see rubrics below for assessment and grading criteria. MTI Instructor will evaluate, grade, and process your final work within 7-10</p> |

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|                                                                                                                                                                                                                                                                                                                                                                                            | <p>business days of receiving it. Grades will be posted within 14 days and a grade report via email will be sent to the student.</p> <p>ALL questions, customer service, grades and transcript questions are to be directed to MTI, <b>NOT COLORADO STATE- PUEBLO</b> for this course.</p> <p>All courses allow you to work at your own pace as your schedule permits. All coursework is due within <b>one year</b> of the registration date. If you need more time due to unforeseen circumstances, <b>YOU MUST</b> contact MTI at the address provided above to request an extension. <b>OTHERWISE</b>-your grade will rollover to an F.</p>                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Formatting Requirements</b>                                                                                                                                                                                                                                                                                                                                                             | <p>All assignments should be included in the same document. Please do not submit separate documents for each portion of the course. The first page of your submission should include the following information:</p> <ul style="list-style-type: none"> <li>• Name</li> <li>• Home address</li> <li>• Email address</li> <li>• School district name, address</li> <li>• Date of submission</li> </ul> <p>All following assignments must be submitted in the same order as they appear on the syllabus. Please name your document with your course number and full name (ex. 500JohnSmith). You may submit a Microsoft Word document or a Google document (if using Google, please make sure to allow the grader to comment on the assignments). Any missing assignment will be treated as a zero.</p> <p>Once you have completed all of your assignments, please submit them to <a href="mailto:ellgrades@midwestteachersinstitute.org">ellgrades@midwestteachersinstitute.org</a> to be graded by your instructor.</p> |
| <b>Prerequisites and Credit Limits</b>                                                                                                                                                                                                                                                                                                                                                     | <p>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. All courses are for 3 graduate semester hours (credits).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Course Materials</b>                                                                                                                                                                                                                                                                                                                                                                    | <p>Resources provided for this course can be found towards the bottom of this document in the section labeled <b>Course Materials</b>.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>Learning Outcomes/Competencies:</b><br/>At the completion of this course, the learner will be able to:</p> <ol style="list-style-type: none"> <li>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</li> </ol> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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. Examine research-based practices that support the integrated development of reading, writing, speaking, and listening for culturally and linguistically diverse students. InTASC 1,4,8
6. Apply instructional strategies that develop literacy for content learning, academic language, and students' ability to access and communicate understanding of grade-level content. InTASC 4,7,8
7. 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

**Course Description:** This course examines research-based approaches to literacy development for culturally and linguistically diverse (CLD) students, with emphasis on literacy for content learning and the integrated development of reading, writing, speaking, and listening. Students explore strategies for developing academic language and literacy across content areas while supporting students at varying levels of English language proficiency. Emphasis is placed on connecting oral language, reading, writing, vocabulary, comprehension, and disciplinary literacy to meaningful grade-level content learning.

**Learning Strategies:** Professional literature analysis, personal reflection, project-based learning.

**Experiential Learning Opportunities:** Students will be reflecting on the assessments and tools that they develop/learn about in class and measuring/estimating the intended impact on student learning in the classroom. Students will learn by doing while completing a variety of activities throughout the course.

| Assessments                                                                                                              |           | Approximate contact hours for each assessment |
|--------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------|
| Resources and reflection time.                                                                                           |           | 20 hour                                       |
| Resource questions-(Ten questions at 9 points each)                                                                      | 90 points | 10 hours                                      |
| Studying (time to reread and take notes)                                                                                 |           | 10.5 hours                                    |
| Applications- 2 @ 45 points each                                                                                         | 90 points | 12 hours                                      |
| Journaling of field experience in the classroom implementing concepts from the course with students and fellow teachers. | 60 points | 28 hours                                      |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                   |                    |
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| Action research project                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 100 points        | 14 hours           |
| Research on ELL students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                   | 8 hours            |
| Final evaluation essay                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 100 points        | 10 hours           |
| <b>Total points possible</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>440 points</b> | <b>112.5 hours</b> |
| <b>Grading Scale: A (90-100%); B (80-89%)</b><br><i><b>*Anything below a B will not receive graduate credit and receive a failing grade of F.</b></i><br>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. |                   |                    |

| <b>Resource Question Rubric- 10 questions @ 9 points each</b> |                                                                                                                  |                                                                                                           |                                                                                                                |
|---------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| Category                                                      | Superior (3 pts)                                                                                                 | Sufficient (2 pts)                                                                                        | Minimal (1 pt)                                                                                                 |
| <b>Supporting Evidence in Practice</b><br>____/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. |
| <b>Accuracy</b><br>____/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.                                        |
| <b>Grammar and Spelling</b><br>____/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.                                                       |

| <b>Application Rubric- 2 applications @ 45 points each</b> |                                                                                                                  |                                                                                                           |                                                                                                                |                                                                                                                                       |
|------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| Category                                                   | Superior (15-14 pts)                                                                                             | Sufficient (13-12 pts)                                                                                    | Minimal (11-10 pts)                                                                                            | Below Standard (9 to 0)                                                                                                               |
| <b>Supporting Evidence in Practice</b><br>____/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. | Response shows little evidence of ideas and insights from this course and there is little evidence they are applied to the classroom. |
| <b>Accuracy</b><br>____/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.                                        | Many of the supporting facts and statistics are inaccurately represented.                                                             |
| <b>Grammar and Spelling</b><br>____/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.                                                       | Response includes numerous grammar and spelling mistakes.                                                                             |

| Journal Rubric- 10 journal entries @ 6 points each |                                                                                                                  |                                                                                                           |                                                                                                                |
|----------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| Category                                           | Superior (3 pts)                                                                                                 | Sufficient (2 pts)                                                                                        | Minimal (1 pt)                                                                                                 |
| <b>Supporting Evidence in Practice</b><br>___/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. |
| <b>Grammar and Spelling</b><br>___/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.                                                       |

| Action Research Rubric- 100 points                                        |                                                                                                                    |                                                                                                |                                                                        |                                                           |
|---------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|-----------------------------------------------------------|
| Category                                                                  | Superior (20-18 pts)                                                                                               | Sufficient (17-16 pts)                                                                         | Minimal (15-14 pts)                                                    | Below Standard (13 to 0)                                  |
| <b>Review of Literature</b><br>___/20                                     | Outstanding inclusion of major theories and/or research studies.                                                   | Inclusion of major theories and/or research studies.                                           | Limited inclusion of major theories and/or research studies.           | No inclusion of major theories and/or research studies.   |
| <b>Appropriate and Accurate Results/ Findings are Described</b><br>___/20 | Results/Findings appropriately and accurately described in extensive detail in relation to the research questions. | Results/Findings appropriately and accurately described in relation to the research questions. | Results/Findings either not appropriately or not accurately described. | Results/Findings not described.                           |
| <b>Grammar and Spelling</b><br>___/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. |
| <b>Methods and Procedures</b><br>___/20                                   | Complete and thorough description of data analysis methods.                                                        | Complete description of data analysis methods.                                                 | Incomplete and/or unclear description of data analysis methods.        | No description of data analysis methods.                  |
| <b>Conclusions</b><br>___/20                                              | Insightful conclusions supported by the data and clearly linked to review of literature.                           | Accurate conclusions supported by the data and clearly linked to review of literature.         | Limited or unsupported conclusions.                                    | No conclusions.                                           |

| Evaluation Rubric- 100 points |                      |                        |                     |                          |
|-------------------------------|----------------------|------------------------|---------------------|--------------------------|
| Category                      | Superior (20-18 pts) | Sufficient (17-16 pts) | Minimal (15-14 pts) | Below Standard (13 to 0) |

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| <b>Supporting Evidence in Practice</b><br>____/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. |
| <b>Accuracy</b><br>____/20                        | 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.                                                                     | Many of the supporting facts and statistics are inaccurately represented.                                                             |
| <b>Grammar and Spelling</b><br>____/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.                                                                             |
| <b>Sequencing</b><br>____/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.                    |
| <b>Reflection</b><br>____/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 Assignments

### Resource Questions: Read, view, and Reflect (90 points)

Each question is designed to get you thinking about the concepts explored in the resources. As you engage with the resources, use the questions to help you reflect and determine how the information can be related to your current work. You may also include some of your own research for any of your answers. Each response is expected to be one paragraph or more. *(Note: some resources may provide information that impacts other resource groups as well. These are simply suggestions to help with resource questions).*

1. Using the resources in this section, explain how oral language, foundational reading skills, writing, and academic language work together to support literacy development for English learners. What should educators consider when providing literacy instruction to multilingual students? **Resource group 1.**
2. Explain how educators can help English learners access challenging academic content while simultaneously developing academic language and literacy skills. In your response, consider strategies such as language objectives, learning targets, translanguaging, the WIDA ELD Standards, or disciplinary literacy. **Resource group 1.**

3. Using the resources in this section, explain how teachers can select and explicitly teach academic vocabulary to support English learners. In your response, consider strategies such as morphology, context clues, word families, and meaningful opportunities to use new vocabulary. **Resource group 2.**
4. Explain how educators can help English learners successfully comprehend complex, grade-level texts without reducing academic expectations. Identify and explain at least three scaffolding or comprehension strategies that can provide students with greater access to challenging texts. **Resource group 2.**
5. Using the resources in this section, explain how educators can support English learners in developing effective academic writing within different content areas. In your response, consider strategies such as sentence frames, mentor texts, text structures, oral rehearsal, or collaborative writing. **Resource group 3.**
6. Explain how speaking, listening, reading, and writing work together to develop disciplinary literacy for English learners. How can educators provide appropriate support while also assessing students' writing in ways that account for their developing English proficiency? **Resource group 3.**
7. Explain how an MTSS approach can support the literacy and language development of English learners. In your response, consider the roles of classroom teachers, EL specialists, paraprofessionals, families, and other professionals in identifying student needs and providing appropriate support. **Resource group 4.**
8. Using the resources in this section, explain how educators can use assessment and student data to make informed literacy instructional decisions for English learners. What factors should teachers consider to ensure that a student's developing English proficiency is not mistaken for a learning disability? **Resource group 4.**
9. Explain how educators can make literacy instruction more culturally responsive and sustaining for English learners. In your response, consider students' cultures, languages, experiences, funds of knowledge, and the selection of culturally relevant texts. **Resource group 5.**
10. How can educators reflect on and strengthen their professional practice to better support English learners' literacy and language development. In your response, consider collaboration, professional learning, advocacy, and integrating language development throughout academic instruction. **Resource group 5.**

### **Application #1- (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.

### **Application #2- (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).

### **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.

### **Research Assignment- (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.

### **Final Evaluation Assignment (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.

## 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](#)  
[Connecting Reading, Writing, Speaking, and Listening to Content Learning](#)  
[TELPAS Resources](#)

## **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.

### CSU-Pueblo's Policies

**Accommodations:** Colorado State University-Pueblo abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the Disability Resource & Support Center as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to the Disability Resource & Support Center, which is located in the Library and Academic Resources Center, Suite 169.

**Academic Dishonesty:** Academic dishonesty is any form of cheating which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic dishonesty, the instructor will inform the chair of the department prior to implementation of punitive action. Academic dishonesty is grounds for disciplinary action by both the instructor and the Dean of Student Services and Enrollment Management. Any student judged to have engaged in academic dishonesty may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic dishonesty, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state his or her case to the department chair (or the dean if the department chair is the instructor of the course).

Academic dishonesty is a behavioral issue, not an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University disciplinary process as defined in the CSU-Pueblo Student Code of Conduct Policies and Procedures Manual. Whether or not punitive action has been implemented by the faculty, a report of the infraction should be submitted to the Dean of Student Services and Enrollment Management who may initiate additional disciplinary action. A student may appeal a grade through the Academic Appeals Board. The Dean of Student Services and Enrollment Management's decision may be appealed through the process outlined in the Student Code of Conduct Policies and Procedures Manual.

**Mandatory Reporting:** Colorado State University-Pueblo is committed to maintaining respectful, safe, and nonthreatening educational, working, and living environments. As part of this commitment, and in order to comply with federal law, the University has adopted a Policy on Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking, & Retaliation. You can find information regarding this policy, how to report violations of this policy, and resources available to you, on the Office of Institutional Equity's website ([www.csupueblo.edu/institutional-equity](http://www.csupueblo.edu/institutional-equity)).

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**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.

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### **STUDENT LEARNING OUTCOMES (SLOs):**

This course addresses the following student learning outcomes to the degree shown in the table. Degree Addressed is rated according to the following scale:

1=Basic, 2=Developing, 3=Proficient, 4=Advanced

| <b>Student Learning Outcomes</b>                                                                                                                                                                                                           | <b>Degree Addressed</b> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| 1. Demonstrate growth in content knowledge related to teaching assignment and the application of content knowledge to classroom instruction and assessment.                                                                                | 3                       |
| 2. Understand scientifically-based practices in teaching and learning, including strategies in literacy education, instructional technology, differentiation of instruction, and apply them to raise student achievement.                  | 2                       |
| 3. Demonstrate multiple means of assessing and evaluating student learning and use them to change teaching and learning.                                                                                                                   | 2                       |
| 4. Locate, interpret, synthesize, and apply educational research in best practices in teaching.                                                                                                                                            | 2                       |
| 5. Understand models for professional change, including teacher collaboration, professional learning communities, strategies for mentoring and coaching to facilitate change, and effective professional development.                      | 1                       |
| 6. Demonstrate understanding of reflective practice that results in improved classroom teaching and learning, including teacher reflection, use of technology in self-assessment, collaboration for change, and self-management of change. | 2                       |
| 7. Demonstrate understanding of system and organizational change in education, including models for school change and current research and trends in school change.                                                                        | 1                       |
| 8. Demonstrate responsibility for student learning at high levels.                                                                                                                                                                         | 3                       |
| 9. Demonstrate responsibility for school reform and leadership in school change.                                                                                                                                                           | 1                       |