Content-Based English Language Arts Instruction for Secondary English Learners

Note: This course is now archived and no longer actively moderated by an instructor. The syllabus (including assignment due dates) is provided here as a reference.

Course Description

Participants of this course will implement the Common Core State Standards (CCSS) using research-based practices in linguistically diverse English language arts (ELA) classrooms. Participants will synthesize knowledge of culturally responsive instruction, the stages of language acquisition, and California ELD Proficiency Descriptors or WIDA Can-Do Descriptors to plan and implement effective standards-based instruction (SBI) for English learners (ELs). Drawing upon collective and individual strengths and needs, participants will determine objectives, differentiate instruction, and modify assessments to make content comprehensible for ELs. Utilizing skills acquired throughout this course, participants will make sound pedagogical decisions that maintain rigor and high expectations for all students while facilitating access to complex material for language learners of varying proficiency levels and backgrounds.

Student Learning Outcomes

- Explicitly identify and cultivate the cultural competence, human capital, knowledge, experiences, and resources students bring to the classroom
- Develop, define, refine, communicate, and assess content objectives for every lesson
- Develop, define, refine, communicate, and assess language objectives for every lesson
- Ensure objectives derive from, and are aligned with, English language proficiency (ELP) as well as content standards
- Differentiate instruction through lesson adaptation and instructional modifications
- Scaffold instruction in response to students' individualized language and content learning needs
- Identify the language demands and domains embedded in lessons and explicitly address language use and needs for both teaching and learning
- Analyze academic language and implement appropriate teaching strategies in listening, speaking, reading, and writing using SBI
- Design an engaging, rigorous lesson for secondary ELs in ELA classrooms

Course Assignments
Week 1-2
1. Post an introduction. Include the following: teaching experience, experience with ELs, your hopes for this course.
2. Post to Discussion Board: Choose a student from the *EdWeek* profiles. Read and listen to the student's story and reflect on his/her experiences with school and challenges regarding language and content learning.
3. Familiarize yourself with the lesson plan rubric.

Week 3-4
1. Post on the discussion board**:** How does Anne Formato, in the Colorín Colorado video, apply the Seven Principles of Effective Instruction for ELs and/or the principles for scaffolding instruction? How would you integrate one of these principles into your instruction?
2. Identify a lesson you will teach. This might be a lesson that needs updating or a new lesson idea. The lesson should include the reading of a complex nonfiction text. You will build this lesson throughout this course. Complete the first part of the Education Connections Lesson Plan Template (up to the Define section)

Week 5-6
1. Post to discussion board: Reflect on how the shifts might impact English learners and the strategies Kerri Bohringer (Colorin Colorado video) employed to help her students meet the CCSS.
2. **Update your lesson plan based on feedback from the instructor.** Complete the Define section of the lesson plan template based on review of the PPT. Also complete the following parts of the Apply section: Identify the language demands in reading **and** writing, and key academic language. Review the lesson plan rubric.

Week 7-8
1. Post to Discussion Board: What are some technological or social media tools teachers can use to engage students and deepen academic conversations? How might these be structured for English ELs?
2. **Update your lesson plan based on feedback from the instructor.** Complete the Apply section of the lesson plan template. Refer to the Lesson Plan Rubric. Begin the Lesson Activities (p.3) section of the lesson plan.

Week 9-10
1. **Post to Discussion board:** Return to the student profiles. Read about and listen to Morry Bamba. Read the "California High School Exit Exam" practice test (p. 17–18) and keep Morry in mind. Think about the following questions: What is the assessment intending to assess? What does it actually assess? What cultural knowledge does Morry need to be successful on this assessment?

2. **Update your lesson plan based on feedback from the instructor.** Complete your Education Connections lesson plan and **submit to instructor.** The assessment can be formative or summative but must assess student progress.

Final Project
Participants will design a lesson involving interaction with a complex text in the ELA classroom. The standards-based lesson will meet the needs of all students by utilizing culturally responsive instruction, and by addressing the stages of language acquisition and academic language development. The lesson will incorporate research-based strategies in meaningful ways to challenge all students to meet the demands of SBI.

Coursework submission
Please note that **the final deadline for submitting all coursework is December 6, 2017**, at midnight in your local time zone.

Suggested Course Schedule and Due Dates
Each module is comprised of two weeks, with all modules beginning on a Wednesday and ending on a Tuesday at midnight. Please use the following schedule as a guide to completing the course.

Module 1:
Weeks 1 & 2 September 27–October 10

Module 2:
Weeks 3 & 4: October 11–24

Module 3:
Weeks 5 & 6: October 25–November 7

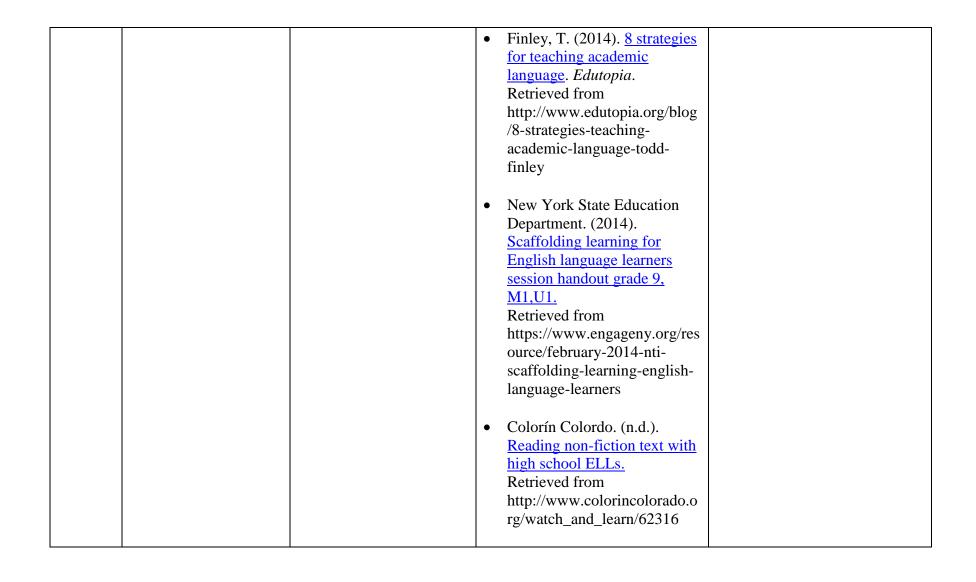**Module 4:**
Weeks 7 & 8: November 8–21

Module 5:
Weeks 9 & 10: November 22–December 6

Student Engagement Inventory

Educational Activity	Hours Student Engaged	Explanatory Comments (if any)
Assigned Readings	12	
Project	7	
Online Interaction	12. 5	
Field Work Experience	8.5	
Total Hours:	**40**	

Weeks	TOPIC	MODULE OUTCOMES	READINGS	ASSIGNMENTS AND DUE DATES
1-2	• Introduction • Culturally Responsive Teaching	Explicitly identify and acknowledge the cultural competence, human capital, knowledge, experiences, and resources students bring to the classroom	• Intro to ObaVerse • Education Connections Lesson Plan Template and Four Strands of Sheltered Instruction • Maxwell, L. (2008). Portrait of a population: How English language learners are putting schools to the test. *Education Week*. Retrieved from http://www. edweek. org/ew/articles/2009/01/08/17 immig. h28. html?intc=ml **Optional:** • Walqui, A., Koelsch, N., & Schmida, M. (2012). Persuasion across time and space: Analyzing and producing persuasive texts. Palo Alto, CA: Stanford University Understanding Language. Retrieved from http://ell.stanford.edu/teaching_resources/ela	**Recommended submit for grading by October 10:** Introduction to Education Connections, Introduction Activity Post to Discussion Board: Choose a student from the *EdWeek* profiles. Read and listen to the student's story and reflect on his/her experiences with school and challenges regarding language and content learning. Familiarize yourself with the lesson plan rubric. For your benefit, it is recommended that as you learn new strategies, you record the ones you would like to try to implement. The Save My Strategies spreadsheet is available for you to use, if you wish.

			The Teaching Channel. (n. d.) Student profile: Learning English through content. Retrieved from https://www.teachingchannel.org/videos/ell-student-profile-inps • The Education Alliance at Brown University. (n.d.). Culturally responsive teaching. Retrieved from http://www.brown.edu/academics/education-alliance/teaching-diverse-learners/strategies-0/culturally-responsive-teaching-0	
3-4	Language acquisition: academic and social language	• Develop, define, refine, communicate, and assess content objectives for every lesson • Develop, define, refine, communicate, and assess language objectives for every lesson • Ensure objectives derive from and are aligned with ELP as	• Center for Applied Linguistics. (2014). Seven principles of effective instruction for English learners. Washington, DC: Author. Retrieved from http://www.cal.org/solutions/pdfs/video/seven-principles-of-effective-instruction-for-english-learners-english-and-spanish-version.Pdf • Scaffolding Instruction	**Recommended submit for grading by October 24:** Post to Discussion Board: How does Anne Formato, in the Colorín Colorado video, apply the Seven Principles of Effective Instruction for ELs and/or the principles for scaffolding instruction? How would you integrate one of these principles into your instruction?

| | | well as content standards | for Secondary English Learners PowerPoint presentation

• Colorín Colorado (2014). Instruction of Key Academic Vocabulary with High School ELLs. Retrieved from: http://www.colorincolorado.org/watch_and_learn/62315/

Optional:
• Walqui, A., Koelsch, N., & Schmida, M. (2012). Persuasion across time and space: Analyzing and producing persuasive texts. Palo Alto, CA: Stanford University Understanding Language. Retrieved from http://ell.stanford.edu/teaching_resources/ela

• Robertson, K., & Ford, K. (2008). Language acquisition: An overview. Washington, DC: Colorín Colorado. Retrieved from http://www.colorincolorado.org/article/26751 | Module 2 Assignment: Identify a lesson you will teach. This might be a lesson that needs updating or a new lesson idea. *The lesson should include the reading of a complex nonfiction text.* You will build this lesson throughout this course. Complete the first part of the Education Connections Lesson Plan Template (up to the Define section)

If you are using the Save My Strategies Graphic Organizer, add the strategies you want to try. |

			• Finley, T. (2014). 8 strategies for teaching academic language. *Edutopia*. Retrieved from http://www.edutopia.org/blog/8-strategies-teaching-academic-language-todd-finley • New York State Education Department. (2014). Scaffolding learning for English language learners session handout grade 9, M1,U1. Retrieved from https://www.engageny.org/resource/february-2014-nti-scaffolding-learning-english-language-learners • Colorín Colordo. (n.d.). Reading non-fiction text with high school ELLs. Retrieved from http://www.colorincolorado.org/watch_and_learn/62316	

| 5-6 | • Standards-based instruction and ELs in the ELA classroom

• Academic language: Reading and writing | Differentiate instruction through lesson adaptation and instructional modifications

Scaffold instruction in response to students' individualized language and content learning needs

Identify the language demands and domains embedded in lessons and explicitly address language use and needs for both teaching and learning | • National Governor's Association Center for Best Practices & Officers. (2014). Key Shifts in English Language Arts. Retrieved from: http://www.corestandards.org/other-resources/key-shifts-in-english-language-arts/

• Colorín Colorado (2014). Reading Non-Fiction Text with High School ELLs. Retrieved from http://www.colorincolorado.org/watch_and_learn/62316/

• Reading and Writing Strategies: Scaffolding Complex Text PowerPoint Presentation.

Optional Readings
• National Governors Association Center for Best Practices & Council of Chief State School Officers. (2014). Common Core Standards for English language arts. Washington, DC: Authors. Retrieved from http://www.corestandards.org | **Recommended submit for grading by November 7:**

Post to Discussion Board: Reflect on how the shifts might impact English learners and the strategies Kerri Bohringer (Colorin Colorado video) employed to help her students meet the CCSS.

Module 3 Assignment: **Update your lesson plan based on feedback from the instructor.** Complete the Define section of the lesson plan template based on review of the PPT. Also complete the following parts of the Apply section: Identify the language demands in reading **and** writing, and key academic language. Review the lesson plan rubric. |

| | | | /wp-content/uploads/ELA_Standards.Pdf

• Oregon State University. (n.d.). Writing across borders part 2. [video]. Retrieved from https://www.youtube.com/watch?v=koViA1gqiUs

• Oregon State University. (n.d.). Writing Across Borders part 3. [video]. Retrieved from https://www.youtube.com/watch?v=g0wbDcfltIU

• Wolfe, H. (n.d.). Cutting to the Common Core: My students can't read so how will they write? *Language Magazine*. Retrieved from http://languagemagazine.com/?page_id=89156 | |
| 7-8 | Academic language: Speaking, listening, and grammar | Analyze academic language and implement appropriate teaching strategies in listening, speaking, and grammar using SBI. | • Staehr Fenner, D. (2014). Taking a Deeper Look at an Innovative High School CCSS Lesson for ELLs. Retrieved from: http://blog.colorincolorado.org/2014/08/26/a-deeper-look- | **Recommended submit for grading by November 21:**

Post to Discussion Board: What are some technological or social media tools teachers can use to engage students and |

				at-an-innovative-high-school-ccss-lesson-for-ells	deepen academic conversations? How might these be structured for English ELs?
				• Power point Presentation: Strategies for Speaking, Listening, and Grammar PowerPoint Presentation: Strategies for Speaking, Listening, and Grammar	<u>Module 4 Assignment</u> **Update your lesson plan based on feedback from the instructor.** Complete page 2 of the lesson plan template. Complete page 3 (up to the Assessment section) English learners?
				<u>Optional Readings</u> • Irwin, D. (2014). <u>Academic conversation develops deep comprehension</u>. *Multibriefs*. Retrieved from http://exclusive.multibriefs.com/content/academic-conversation-develops-deep-comprehension-getting-started **<u>Read Parts 1, 2, and 3</u>**	Complete the Apply section of the lesson plan template. Refer to the Lesson Plan Rubric. Begin the Lesson Activities section of the lesson plan. If you are using the Save **My Strategies** spreadsheet, add strategies you would like to try.
				• Colorín Colorado. (n.d.). <u>ELL parent and family outreach</u> Retrieved from: http://www.colorincolorado.org/educators/reachingout	
				• Colorín Colrado. (2007). <u>How to reach out to parents of ELLs</u>. Retrieved from http://www.colorincolorado.org/educators/reachingout/outreach	

			• Sullivan, E. (2014). Tips for focusing student presentations. *Multibriefs*. Retrieved from http://exclusive.multibriefs.com/content/tips-for-focusing-ell-student-presentations/education	
9-10	Instructional design and application	Design an engaging, rigorous lesson for the secondary EL in the ELA classroom.	• California Department of Education. (2008). California high school exit exam. Retrieved from http://www.cde.ca.gov/ta/tg/hs/documents/studyela08prac.pdf. **Read pp. 17–18** • Power point Presentation: Assessment of English Learners	**Recommended submit for grading by December 6:** Post to Discussion board: Return to the student profiles. Read about and listen to Morry Bamba. Read the "California High School Exit Exam" practice test (p. 17–18) and keep Morry in mind. Think about the following questions: What is the assessment intending to assess? What does it actually assess? What cultural knowledge does Morry need to be successful on this assessment? Module 5 Assignment **Update your lesson plan based on feedback from the instructor.** Complete your

				Education Connections lesson plan and submit to instructor. The assessment can be formative or summative but must assess student progress toward the CCSS targeted in this lesson. ***All course assignments must be submitted by December 6, midnight in your local time zone.**