

EED 626 LITERACY INSTRUCTION FOR ENGLISH LEARNERS (K-12)



INSTRUCTOR:
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OFFICE HOURS:
By appointment via ZOOM

CLASS TIME:

ZOOM LINK:

CSUN RECOGNIZES AND ACKNOWLEDGES THE SESEVITAM, THE FIRST PEOPLE OF THIS ANCESTRAL AND UNCEDED TERRITORY OF SESEVENGA THAT IS NOW OCCUPIED BY OUR INSTITUTION; AND IT HONORS THEIR ELDERS, PAST AND PRESENT, AND THE SESEVITAM DESCENDANTS WHO ARE CITIZENS OF THE FERNANDEÑO TATAVIAM BAND OF MISSION INDIANS. WE RECOGNIZE THAT THE SESEVITAM ARE STILL HERE AND WE ARE COMMITTED TO LIFTING UP THEIR STORIES, CULTURE, AND COMMUNITY.



CONCEPTUAL FRAMEWORK

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to Excellence through Innovation. We believe excellence includes the acquisition of professional knowledge, skills, and dispositions and is demonstrated by the growth and renewal of ethical and caring professionals - faculty, staff, candidates - and those they serve. Innovation occurs through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. To this end we continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework:

We value academic excellence in the acquisition of research-based professional knowledge and skills. We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.

We value ethical practice and what it means to become ethical and caring professionals.

We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.

We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.

We value creative, critical, and reflective thinking and practice.

ESSENTIAL QUESTIONS

- Who are LAUSD's multilingual/emerging bilingual (ML/EB) students?
- How are language and literacy connected to culture, identity, community, justice, power, and oppression?
- How can we leverage a student's home language for success in acquiring English?
- How does the Science of Reading promote success in acquiring English for ML/EB students? How does it hinder ML/EB progress in acquiring English?
- How might we conceptualize academic success, success in English language acquisition, and student learning according to critical, anti-oppressive, and culturally sustaining pedagogies?
- How do children develop literacies and languages, particularly in English?
- Historically, how have schools approached English language development? What are the results for our ML/EB students in LAUSD?
- In order to best support the socio-emotional and academic development of ML/EB students, how should literacy teachers design curricula, choose instructional strategies, select texts, and assess students?
- What are the hallmarks of effective and emancipatory education for our ML/EB students?
- What are the research-based best practices and strategies for English Language Development?
- How do we effectively assess ELD students in English while maintaining equity and access?

PLACE OF COURSE IN CURRICULUM

EED/SED 626 is a required course for the Reading and Literacy Added Authorization (RLAA) and Reading and Literacy Leadership Specialist Credential (RLLSC) and for two options in the Master of Arts Degree in Elementary Education, Language and Literacy and Multilingual/Multicultural Education.

PRE-REQUISITE(S)

E ED/SED 520 or equivalent

THE MICHAEL D. EISNER COLLEGE OF EDUCATION - DEFINITION OF SOCIAL JUSTICE

As faculty, staff, and students, we are committed to social justice. In the MDECOE, we believe that social justice is a form of activism rooted in the principles of equity and inclusion. As a part of this process, we analyze how power, privilege, and oppression impact our social, political, and cultural identities. We seek to ensure that resources are distributed equitably, and all members of our community feel welcome.

Social justice involves all of us and invites us to develop our own agency and sense of responsibility toward others as we challenge inequities through study, struggle, and solidarity. Social justice is a collective, ongoing journey toward liberation.

WE KNOW SOCIAL JUSTICE IS HAPPENING WHEN:

- We are informed by community members, prioritize collaboration, and create safe opportunities for staff, faculty, and students to share their experiences and ideas.
- We learn from the histories, scholarship, activism, and lifeways of those on the margins and make space for minoritized communities to speak for themselves.
- We take active roles to dismantle racial, linguistic, religious, economic, environmental, gender, sexual, and ability-based oppressions and challenge initiatives that may cause harm to students, staff, faculty, and community partners.
- We commit ourselves to creating justice-oriented solutions to complex problems and anticipating how oppressions intersect to create new forms of harm.
- We carefully consider and revise our curricula, instruction, recruitment strategies, research priorities, fiscal policies, and other initiatives to align with justice-oriented efforts in our departments, the MDECOE, and CSUN.
- We promote life, safety, autonomy, and sustainable relationships (with others and the earth) through shared struggle and solidarity.
- We distribute resources and labor expectations equitably and sustainably.
- We welcome compassion, conflict, and collaboration as necessary components for personal and collective growth.
- We dedicate ourselves to learning and growing as terms and vocabulary change, new organizing strategies are developed, and possible futures are envisioned and enacted.
- We remember that it is not perfection but the striving, together, that makes our work meaningful.

STUDENT LEARNING OUTCOMES FOR ELEMENTARY MA PROGRAM ADDRESSED IN THIS COURSE:

1. Students will reflect on their pedagogy, examining their practice and pedagogical content knowledge to support diverse students' learning needs.
2. Students will extend their theoretical understanding by reading, synthesizing, and evaluating educational theory and research and application of research findings to their practice in diverse classroom settings.
3. Students will develop research skills by designing and conducting research and presenting their findings at a professional level in oral and written forms.
4. Students will expand their educational awareness by knowing current educational issues and how those impact schools.
5. Students will demonstrate qualities of leadership by advocating for children and teachers and demonstrating the abilities and dispositions of teacher leaders.

Professional Competencies toward Reading, Literacy, and Leadership Specialist Credential (RLLSC) Portfolio Addressed in This Course:

- **Assessment and Instruction:** The candidate demonstrates the ability to assess the academic needs, interests, attitudes, and achievement of students including English speakers and English Language Learners. These assessments are effectively used to make decisions related to appropriate instruction and materials in reading, writing, speaking, and listening for a class and/or for an individual student.
- **Instructional Materials:** The candidate demonstrates the ability to design effective instructional materials, provide leadership in the selection, adaptation, and use of instructional materials, including the textbook adoption process.
- **Teacher Support:** The candidate demonstrates the ability to assist and support classroom teachers K-12 in creating an effective literacy-rich learning environment that meets the California Content Standards of any subject area.
- **Program Design and Evaluation:** The candidate demonstrates the ability to work with the school or district to design effective reading and language arts programs that meet State standards and guidelines. The candidate demonstrates the ability to conduct a comprehensive program review and to suggest needed modifications.
- **Professional Development:** The candidate demonstrates the ability to design and implement professional development activities, including in-service education programs.
- **Professional Leadership:** The candidate demonstrates the ability to assume a leadership role in the school and community, including working collaboratively with allied professionals, district/county personnel, and members of the community.

Course Objectives - Students will be able to:

- Examine current research on the role of culture affecting the English language and literacy development of English learners, as it relates to diverse knowledge, skills, abilities, and backgrounds ELLs bring to classroom, school, district, and community(2.2; 2.3),
- Conduct a critical analyses of PK-12 ELD and reading/literacy curriculum and programs in which student demonstrates his/her ability to:
 - examine and analyze state adopted, standards-based reading and literacy and ELD curriculum and programs for its effectiveness in facilitating student success in English reading and literacy, specifically focusing on instructional scope and sequences, grouping strategies, routines, including RtI2, that not only develop and accelerate but also maximize students' literacy development (3.2g; 3.4; 8.A5; 9.7)
 - provide an evidence-based rationale for decisions affecting the selection of assessment tools, curriculum materials, instructional strategies, and literacy programs to support linguistically and culturally diverse learners' English reading and literacy skills, as well as online and offline reading and writing skills development (2.1; 7.8)
 - identify effective instructional approaches and strategies to promote and foster PK12 English learners' meta-cognition, independence, engagement, motivation, and positive attitude towards reading, and development of a lifelong habit of reading and writing for pleasure and information (2.4; 8.A5)
 - demonstrate knowledge of wide genres of diverse literature, including knowledge of multicultural and multilingual literature selections as well as those recommended State of California core literature list (2.2)

- demonstrate knowledge and skills needed to modify curriculum and/or create intervention curriculum to address the specific needs of diverse groups of at-risk students, including but not limited to struggling students, English learners, gifted and talented students, and students with special needs (3.2g; 9.3; 9.5; 9.7)
- demonstrate ability to identify, plan and conduct English language proficiency assessments, such as California English Language Development Test (CELDT), Language Assessment Specimen (LAS), Student Oral Language Observation Matrix (SOLOM), as well as formal and informal reading and literacy assessments to determine appropriate differentiation and intervention needed in reading and literacy instruction (including ELD, intensive intervention, RtI2 Tiers 1, 2, and 3, and bilingual) and timeline for program placement, exit, and re-entry into grade level standards-based program. (3.7; 5.A4; 8.A4; 8.A6; 9.3)
- demonstrate the ability to use oral and reading assessment to promote the reading and literacy development of English learners to determine reclassification procedures and timeline (3.7; 5.A4)
- demonstrate ability to use assessment results to distinguish differences and relationship between reading and literacy problems originating from English language acquisition and reading problems (3.7)
- identify critical aspects of 21st century literacy knowledge skills (including multiple digital literacies) and tools needed for reading and literacy successes of diverse learners in today's global economy (5.B4)
- demonstrate an understanding of the alignment between the ELA/ELD Framework and lessons that support ELD students with special needs, including but not limited to dyslexia. (SB 488)
- plan, develop, implement, and monitor formal ELD and Reading/literacy instructions (short- and long-term range units/lessons that are sequential, linguistically logical, systematic, explicit, differentiated, and based on formal and informal assessments of individual students' progress) to help expedite learning successes of all students from socio-culturally, linguistically, and economically diverse backgrounds (5.B1; 5.B2; 10.A3)
- select and use effective instructional materials, technology, routines, and incorporate research proven effective instructional strategies, such modeling, massed and distributed practices, and opportunities for application in curriculum planning and development, (5.B3; 9.5; 10.A3)
- demonstrate an understanding of the writing process: prewriting, drafting, revising, editing, and the significance of conferring process for English learners,
- illustrate how to use Specially Designed Academic Instruction in English (SDAIE) and other differentiated instructional and intervention strategies to scaffold and support instruction in all curricular areas including history-social science, science, mathematics, art, and music (3.2g; 3.4; 3.7)
- Design & develop teacher professional development programs and coaching/mentoring procedures to:
 - better support adoption of new language assessment procedures and instructional or intervention strategies to ensure learning successes of those most at-risk, including ELs, struggling readers, and learners with special needs (9.6)
 - develop critical teacher resource guide that directly aligns with a strong, coherent, and shared vision of a cultural literacy that embraces and values diverse cultural literacies students bring to class and ensures high academic expectations for student achievement in reading and literacy (2.3)
 - examine research literature and rich multilingual/multicultural resources to engage diverse learners, their families, and the community in the acquisition of English literacy skills (2.2)

- Conduct an EL case study using second language acquisition theoretical framework and Home Literacy Index, and write a summary report clearly delineating:
 - an understanding of research literature pertaining to historical, social, cultural, political and economic and their influence on PK-12 English language development and reading/language arts curriculum and instruction (2.1; 2.2)
 - an understanding of seminal, developing, and cutting-edge research on attributing factors to language acquisition (first and second language) and reading and literacy development to strengthen classroom culture of literacy to ensure optimum reading and literacy learning conditions (5.A1; 7.7)
 - knowledge of differences and similarities in socio-cultural, gender, linguistic, socio-economic backgrounds that hinder or facilitate diverse learners' English reading and literacy development (10.A1)
 - an understanding of language transference and inference from the primary language to English, (10.A1; 10.A2)
 - knowledge of differences and similarities in literacy developments at specific stages of development—emergent, developing, and fluent levels--in grades PK through 12 (10.A.1; 10.A2)

Course expectations for students:

Although each of us comes to the classroom with our own worldviews, we must engage in classroom discussions and activities in good faith as we practice the values we hope to teach our own students. Among these values are respect, integrity, reciprocal support that is both critical and constructive, a willingness to listen as well as share our own knowledge and experiences, and openness to taking intellectual and emotional risks. Students are also expected to provide equitable contributions to any and all partner/group assignments in terms of effort, and commitment to quality products.

Course Texts & Assignments:

Below are the texts we will be using over the next few weeks. You **DO NOT** need to purchase any of these texts if you do not wish to. I will provide PDF versions of the readings each week.

- *Richard-Amato, P. (2007). Making it happen: From interactive to participatory language teaching - Theory and practice. 4th Edition. Longman Publisher.*

Additional required readings will be made available via links or PDFs via Weekly Resource Docs, and on Canvas.

ASSIGNMENTS & TASKS	POINTS
Weekly Class Participation & Discussions	6 sessions x 20 points = 120
Case Study	35
Literature Review	50
Curriculum Review	25
ELD Professional Development	Submission: 50 Presentation: 40

Course Assignments:

Relevant details, including assignment parameters and rubrics, will be shared in class and uploaded to Canvas well in advance of the due date.

Class Participation & Discussions: Since this class relies heavily on theory and your interpretation of the readings, as well as your life experience, it is expected that all students are actively engaged in each class. All students are expected to contribute to discussions, and to participate in partner/group activities. As such, you are expected to be present for every class, whether it be in person or remote. Participation also requires that you are keeping up with the readings. Participation also includes weekly online discussion forums.

ML/EB Case Study: For this assignment, you will identify a problem of practice or an inquiry question related to the field of ELD instruction and/or the English Language Learner experience. You will select someone who is or was a student for at least five years in an ELD program (past or present) to interview. This subject must be 18 or older. You will use your readings and research to select a theoretical framework, i.e. Krashen's Hypotheses, Translanguaging, SIOP Model, the Science of Reading, etc., that will help you decide on the method by which you plan to collect and interpret your findings from the interview. You will analyze the interview and interpret the data collected as it relates to your identified problem of practice or inquiry question. (2.4,)

ELD Literature Review: You will develop an inquiry question related to ELD instruction. You will select, critically analyze, and synthesize not less than four research articles to determine best practices in developing English language proficiency for students learning English. You will synthesize the research articles in terms of the theory examined and the findings. You will ultimately identify which of the articles, if any, provide the best response to your inquiry question. (3.1, 7.1)

ELD Teacher Professional Development & Presentation: You will design and develop a half-day (9 a.m. – 12:00 noon) professional development/workshop for the teachers at your selected school site focused on ELD, that includes a hands-on, make-and-take component, to help classroom teachers to enhance language acquisition and academic success for ML/EB students. The program/workshop agenda should clearly reflect the literacy data for the ML/EB students at your selected school site, and the learning needs of teachers around ELD, including, but not limited to, a brief overview of the SLA theories, research-based best practices for ML/EB students in listening/speaking, reading, writing, and content area development. You will present ONE component/10-15 minute segment of this PD/workshop to your classmates. (3.6, 3.7, 7.9, 8.5, 8.12, 8.13)

Curriculum Review: This assignment will give you the opportunity to review and critique a standardized literacy curriculum in the U.S. in terms of how it supports ML/EB students as they work to acquire the English language. You will use your learnings about second language acquisition and the bilingual brain to analyze the curriculum and provide recommendations for improvement to support and assess linguistically diverse learners. You will be given one class session to work on the review portion of assignment. (7.2, 8.3, 8.4, 8.6)

Note: Similar to how we should approach the U.S. Constitution, this syllabus is flexible enough to meet the needs and changing circumstances of those to whom it applies. Readings may be modified & the tentative schedule is subject to change as needed. I will give you sufficient notice prior to any changes.

*All assignments should adhere to APA 7th edition and be turned in on Canvas by the specified due date and time. While minor technical difficulties are to be expected, consistent failure to attach the document(s), save

in the proper format, or any other issues with turning in the assignment will result in a lowered final grade. Late assignments are not accepted unless prior arrangements have been made.

Course Grading Scale

Be aware that issues with attendance and professionalism can result in further points being subtracted after all the assignments have been calculated together.

A	B	C	D	F
100 – 94 = A	89 – 87 = B+	79 – 77 = C+	69 – 67 = D+	59 or < = F
93 – 90 = A-	86 – 83 = B	76 – 73 = C	66 – 63 = D	
	82 – 80 = B-	72 – 70 = C-	62 – 60 = D-	

Student Resources & University Policies

As a school stakeholder responsible for the well-being and education of children, professionalism is of the utmost importance. This includes expectations that all students will:

- prepare in advance by completing readings and assignments prior to class
- participate fully in class discussions and activities
- reference readings, and raise questions about the material and subject
- actively listen to everyone who inhabits our scholarly community

Below, you will find other issues related to professionalism that are part of class and program expectations.

Upholding Professional Standards Relating to Knowledge, Performance, and Professional Dispositions: The Student Delay/Withdrawal Process

In accordance with state and national standards, students in the Department of Elementary Education at California State University, Northridge are assessed on knowledge, performance, and dispositions. Faculty in the Department of Elementary Education fully expect students to be successful and meet all program standards, but poor academic preparation, poor academic work, poor performance, or observed dispositional deficiencies will constitute grounds for a decision regarding separation from the teacher preparation program (or any other Elementary Education program) at California State University, Northridge. The Department of Elementary Education has adopted a process for ensuring that all CSUN students uphold standards of knowledge, performance, and dispositions recognized by the education profession. Obtain detailed information about the delay/withdrawal process, the Statement of Concern form, student appeals, and the list of Qualities Important to Future Teachers and Educational Professionals at www.csun.edu/education/eed/delay_withdrawal/index.html

Attendance:

Students are expected to attend all scheduled classes on scheduled days for the entire designated class time. Because learning takes place as a result of active participation in discussion and class activities, and because this is an accelerated program, attendance in this course is not only critical, but mandatory. If you find yourself in a tough spot regarding attendance, make sure to communicate with me so that we can problem solve together. You must attend ALL eight classes in order to receive credit for the course. ONE absence will result in your exit from the R&LC program. If you have any questions or concerns pertaining to this attendance policy, please contact the department chair, Dr. Greg Knotts, at greg.knotts@csun.edu.

Accommodations for Students with Disabilities

CSUN is committed to providing equitable access to learning opportunities for all students. The Disability Resources and Educational Services (DRES) or the National Center on Deafness (NCOD) are campus offices that collaborate with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please visit DRES at <https://www.csun.edu/dres> or call (818) 677-2684 to arrange a confidential discussion regarding equitable access and reasonable accommodations. If you need to contact NCOD, please call (818) 677-2054. If you are already registered with DRES or NCOD and have a current letter requesting accommodations, please contact me as soon as possible to provide me with written documentation and to review how your accommodations will be applied in our course. **Remember, accommodations are your legal right!** I am dedicated to cultivating a classroom environment that is as accessible as possible to all students. I invite you to discuss your learning needs with me, regardless of your documentation status with DRES/NCOD.

Counseling and Psychological Services

Maintaining one's mental and emotional health is always important -- being a human is hard! However, given the added stressors of COVID-19, antiblack racisms, and xenophobia, among other issues, it is more important than ever to get the support you deserve. I can attest to the many benefits of therapy and am willing to talk with any student about my experiences. For information about counseling and psychological services offered to students, please visit <https://www.csun.edu/counseling> and let me know how I can help.

Bias-Based Incident Reporting

As your instructor, one of my responsibilities is to create a positive learning environment for all students. Bias incidents (events or comments that target an individual or group based on age, color, religion, disability, race, ethnicity, national origin, sex, gender, gender identity, sexual orientation, marital status or veteran status) are unjust and inappropriate in our classroom or on campus. What should you do if you witness or experience a bias incident? See it? Hear it? Submit a report online at <https://www.csun.edu/stophate/report-incident> or by calling 818.677.2077. If someone is in immediate danger or experiencing an emergency, call 911.

Ethics/Academic Integrity:

The CSUN Code of Ethics, which includes plagiarism, cheating, fabrication, and the facilitation of such acts, applies to this course. Please review the university policy at <https://catalog.csun.edu/policies/student-conduct-code/>

If You Need Financial Aid or Other Assistance

The Financial Aid and Scholarship Department can help you work through financial difficulties and concerns in order to help you progress towards earning a degree. In addition to advising students on financial aid and/or tuition, they also have emergency funds for CSUN students experiencing emergency financial crisis related to COVID-19 or other issues. Find out more at <https://www.csun.edu/financialaid>.

Sexual Misconduct and Title IX

Title IX and CSUN's Sexual Misconduct Policy prohibit sexual misconduct in any form, including sexual harassment, sexual assault, stalking, and dating and domestic violence. If you have experienced sexual misconduct, or know someone who has, I can help you locate the appropriate resources. You can visit <https://www.csun.edu/eqd/title-ix> to learn more about what constitutes sexual misconduct and violates Title IX.

It is also important that you know that Title IX and University policy require me to share any information brought to my attention about potential sexual misconduct with the campus Deputy Title IX Coordinator or

IU's Title IX Coordinator. In that event, those individuals will work to ensure that appropriate measures are taken and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those that need to know to ensure the University can respond and assist. CSUN's Title IX Coordinator is:

Susan Hua

University Hall, Room 285

Phone: (818) 677-2077

E-Mail: susan.hua@csun.edu

If you do not want the Title IX Coordinator notified, instead of disclosing the experience to me, you can speak confidentially with CSUN's Care Advocate. CSUN's Care Advocate is:

Paria Zandi

Klotz Student Health Center, Room 140G

Phone: (818) 677-7492

E-Mail: paria.zandi@csun.edu

Equal Treatment

The instructor and students in this course will act with integrity and strive to engage in equitable verbal and non-verbal behavior with respect to differences arising from age, gender, race, physical ability, and religious preferences.

STUDENT RESOURCES & UNIVERSITY POLICIES CONT'D

COVID 19 and Other Health Services

If a student or employee reports that they have tested positive or been exposed to COVID, please request that they immediately isolate and that they complete the Student Self-Reporting Form or you may also report the information to the SHC at shcinfo@csun.edu. More information is available on the Matadors Forward webpage.

More CSUN Resources:

Institute of Health and Wellbeing <https://www.csun.edu/wellbeing>

University Counseling Services <https://www.csun.edu/counseling>

Self-Care for You at Northridge <https://www.csun.edu/eisner-education/self-care>

CSUN with a Heart for food and housing needs <https://www.csun.edu/heart>

CSUN academic resources to all students, and especially to support students who are struggling.

<https://www.csun.edu/current-students/resources-services>

General Policies & Expectations

- Check your CSUN e-mail daily. Set up alerts from Canvas so that announcements and messages sent through Canvas go directly to your email. You are responsible for all information sent via email and Canvas. You are also responsible for all course content, announcements and syllabus changes announced in class.
 - Use our course time productively; refrain from texting, sending emails, or checking messages, etc.
 - Refrain from chatting with others when class members, including the professor, are speaking. Talking while others are talking communicates disregard for the message and messenger. Please be aware that as the host of our Zoom meetings, I can see the content of any private messages you send through that platform.
- I am here to help you! If there are any potential issues that may hinder your academic engagement or progress this semester, please share them with me as soon as you know about them so that we can work together to devise a plan to address those needs and concerns. Similarly, if you have other questions, comments or concerns about our class, please speak to me directly. If you are uncomfortable speaking with me for any reason, please contact the program lead, Dr. Dominic Grasso at dominic.grasso@csun.edu

EED 626 LITERACY INSTRUCTION FOR ENGLISH LEARNERS (K-12): CLASS SCHEDULE

CLASS SESSION	WEEKLY READINGS/VIEWINGS	CLASS TOPICS & ACTIVITIES	ASSIGNMENTS & DUE DATES
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WEEK ONE	PRIOR TO CLASS: 1 .READ: <u>A Chronology of Federal Law and Policy Impacting Language Minority Students</u> 2. <u>Making it Happen Chapter 1</u> 3. SKIM: <u>Reading First Initiative Executive Summary (3.1)</u> 4. REVIEW: <u>The CA ELA/ELD Framework (3.4)</u> 5. READ: <u>APA Guide</u> 6. WATCH: <u>How to Submit an Assignment in Canvas VIDEO</u>	1. Introductions 2. Syllabus Overview 3. How to interpret a study: Overview of research and evaluation methods (7.1) 4. ELD in America: - Examining local, state, and national policies that affect reading and literacy instruction, and the criteria used for developing ELD instructional programs (8.8) - Researching the role of a culture of literacy for EB/ML students historically to honor and capitalize on students' diverse knowledge, skills, abilities, and backgrounds to engage students, their families, and the community in the acquisition of English literacy skills (2.1, 2.4) 5. Where are we now? - Reviewing state and federal reading initiatives (7.6) as well as understanding the continuum of state PreK-12th grade foundations/ standards and frameworks and state- and district-approved instructional programs (8.2, 8.3) - Analyzing current quantitative and qualitative research pertaining to ELD literacy instruction and how that research is reflected in the contents of the CA ELA/ELD Standards, frameworks and latest standardized testing data. (3.1) In class assignment: ELD History Infographic: Application to Practice: Create an Infographic to share individual, classroom, school, district and state assessment results to a variety of audiences to engage students, their families, and the community in the acquisition of English literacy skills (2.4, 7.9) and how to incorporate information literacy skills into classroom activities (3.6) Introduce <u>Case Study Assignment</u> <u>SAMPLE CASE STUDIES</u>	Begin ML/EB Case Study - DUE:
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CLASS SESSION	WEEKLY READINGS/VIEWINGS	CLASS TOPICS & ACTIVITIES	ASSIGNMENTS & DUE DATES
WEEK TWO	PRIOR TO CLASS: 1.READ: Second Language Acquisition Theories - An Overview 2.Watch: Chomsky (7.1) 3.READ: Making it Happen Ch. 2 & 3 4.Watch: Krashen Video	1. Second Language Acquisition: Examining the research and program recommendations of experts in the field of (7.8) SLA theory and demonstrating online and offline reading and writing skills to meet the diverse needs of students as it connects to SLA theory (2.2) 2. Understanding how to interpret Krashen's theoretical and research-based intervention strategies to assist EB/ML students to become proficient readers, to self-regulate and to learn independently (8.6) 3. Examining the differences and relationships between the skills needed for assessing and supporting students' literacy development and those necessary for promoting language acquisition (3.7) 4. Introducing literacy programs that generate reliable information about program strengths and weaknesses, in order to implement changes in literacy instruction practices at the classroom, school, or district levels (7.2) Introduce the Literature Review Introduce ELD PD Assignment	Continue Working on Case Study DUE: Begin Lit Review DUE:

EED 626 LITERACY INSTRUCTION FOR ENGLISH LEARNERS (K-12): CLASS SCHEDULE

CLASS SESSION	WEEKLY READINGS/VIEWINGS	CLASS TOPICS & ACTIVITIES	ASSIGNMENTS & DUE DATES
WEEK THREE	PRIOR TO CLASS: 1. READ: <u>Biliteracy from the Start, Ch.2</u> 2.READ: <u>Cummins Ch. 3</u> 3. LISTEN: <u>Dr. Jim Cummins - Rethinking the Education of Multilingual Learners Podcast</u>	1. Oracy: Critically analyzing the seminal research that supports the need for increased and targeted oracy to support EB/ML students. (7.7) 2. BICS and CALP: Knowing the differences between a student who may be struggling with a language acquisition problem rather than a reading problem (3.7) 3. Investigating methods for using authentic assessment data to diagnose literacy acquisition issues, and to design, adapt and differentiate instruction for the full range of learners. Using BICS and CALP to assess EB/ML student English proficiency and determine interventions (8.5) 4. Working with data from literacy programs that generate reliable information about program strengths and weaknesses, in order to implement changes in literacy instruction practices at the classroom, school, or district levels (7.2) Introduce ELD PD Assignment: Examining the characteristics of effective professional development, including relevant research, adult learning theory, and best practices (8.13)	Continue Working on Literature Review DUE: AND Teacher PD Assignment DUE:

EED 626 LITERACY INSTRUCTION FOR ENGLISH LEARNERS (K-12): CLASS SCHEDULE

CLASS SESSION	WEEKLY READINGS/VIEWINGS	CLASS TOPICS & ACTIVITIES	ASSIGNMENTS & DUE DATES
WEEK FOUR	PRIOR TO CLASS: 1. READ <u>Biliteracy from the Start: Metalanguage Ch. 5</u> 2. LISTEN: <u>Ep 99. Biliteracy from the Start w/ Dr. Kathy Escamilla</u> 3. Watch: <u>Going Beyond Translation: Boosting Metalinguistic Awareness for Multilingual Students (fast-forward to 12:00 min)</u>	1. Analyzing seminal, developing and cutting-edge research findings (7.7) surrounding Metalinguistics and how to leverage it to expand the curriculum and support an effective culture of literacy (2.1) for linguistically diverse students across disciplines throughout the day in both online and offline reading and literacy experiences that incorporate multiple genres, multiple perspectives, and the use of media and communication technologies (8.7) 2. Connecting to and examining Krashen's Self Monitor Hypothesis to capitalize on students' diverse knowledge, skills, abilities, and backgrounds for increased engagement (2.4) 3. 21st Century literacy learning: online and offline reading and literacy experiences that incorporate multiple genres, multiple perspectives, and the use of media (8.7) and ed tech that supports instruction (8.10) Introduce the Curriculum Review	Continue Working on Literature Review DUE: July 28 Continue working on Teacher PD Assignment DUE August 8

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CLASS SESSION	WEEKLY READINGS/VIEWINGS	CLASS TOPICS & ACTIVITIES	ASSIGNMENTS & DUE DATES
WEEK FIVE	PRIOR TO CLASS: 1. WATCH: <u>The History of Education Video</u> 2. READ: <u>Curriculum</u> 3. SKIM: <u>A Framework for Raising Expectations and Instructional Rigor for English Language Learners</u>	1. What curriculum? Examining research on factors that support/develop a culture of literacy at the classroom, school, district, and community levels (2.3) as well as the effective implementation of state- and/or district-approved instructional programs and other supplemental materials (8.4) 2. Curriculum Review: - Examining, reviewing and providing suggestions to modify for effective implementation of the adopted curriculum for English Learners (2.2, 3.3). - Identifying relationships among the components of a research-based literacy program (3.5). - Suggesting how to incorporate information literacy skills into classroom activities (3.6) - Suggestions for expanding the curriculum to include online and offline reading and literacy experiences that incorporate multiple genres, multiple perspectives, and the use of media and communication technologies to prepare learners for literacy tasks of the 21st century (8.8) 3. Collaborative work with students and their families (8.11)	Continue Working on Case Study DUE: Begin Lit Review DUE:

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CLASS SESSION	WEEKLY READINGS/VIEWINGS	CLASS TOPICS & ACTIVITIES	ASSIGNMENTS & DUE DATES
WEEK SIX	PRIOR TO CLASS: 1. LISTEN: <u>Dr. Ofelia Garcia – PODCAST INTERVIEW</u> 2. READ: <u>Translanguaging Classroom: Ch. 1</u> 3. READ: <u>Translanguaging Classroom: Ch. 2</u> 4. READ: <u>Rooted in Strength, Ch. 1</u>	1. Examining the research and program recommendations of experts in the field (7.8) of Translanguaging to engage linguistically diverse students and to develop methods for using assessment data to diagnose, design, adapt and differentiate instruction for students who are experiencing extreme difficulty in literacy acquisition (8.5) 2. Making connections to past theories: Using the theoretical and research-based strategies of Translanguaging that assist EB/ML students with language acquisition (8.6) 3. SEL and ML/EB Students: Impact and next steps – effective PD and ELD instruction(8.12)	PD Assignment DUE:

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STANDARD	ADDRESSED IN SYLLABUS	LEVEL (INTRODUCED, PRACTICED, ASSESSED)
2.1 Candidates demonstrate ability to research on elements of an effective culture of literacy at the classroom, school, district, and community levels, including the clear and strategic use of reading, writing, listening, and speaking throughout the day, across a variety of contexts using narrative, expository and other texts.	Week 1: ELD Instruction in America (p.12)	I
2.1 Candidates demonstrate ability to research on elements of an effective culture of literacy at the classroom, school, district, and community levels, including the clear and strategic use of reading, writing, listening, and speaking throughout the day, across a variety of contexts using narrative, expository and other texts.	Week 4: Metalinguistics (p.15)	P
2.1 Candidates demonstrate ability to research on elements of an effective culture of literacy at the classroom, school, district, and community levels, including the clear and strategic use of reading, writing, listening, and speaking throughout the day, across a variety of contexts using narrative, expository and other texts.	ELD Teacher PD Assignment (p.7)	A
2.2 Candidates demonstrate online and offline reading and writing skills to meet the diverse needs of students, and the effective implementation of the adopted curriculum including the use of peer coaching and professional development.	Week 2: Second Language Acquisition (p. 13)	I
2.2 Candidates demonstrate online and offline reading and writing skills to meet the diverse needs of students, and the effective implementation of the adopted curriculum including the use of peer coaching and professional development.	Week 5: ELD Curriculum (p.16)	P

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STANDARD	ADDRESSED IN SYLLABUS	LEVEL (INTRODUCED, PRACTICED, ASSESSED)
2.2 Candidates demonstrate online and offline reading and writing skills to meet the diverse needs of students, and the effective implementation of the adopted curriculum including the use of peer coaching and professional development.	Curriculum Review (p.7)	A
2.3 Candidates demonstrate the ability to research on factors that support/develop a culture of literacy at the classroom, school, district, and community levels.	Week 5: ELD Curriculum (p.16)	P
2.4 Candidates demonstrate the ability to research on the role of a culture of literacy for: acknowledging the language and literacy experiences of the individual child, classroom, school, district, and community, honoring and capitalizing on students' diverse knowledge, skills, abilities, and backgrounds to engage students, their families, and the community in the acquisition of English literacy skills.	Week 1: ELD Instruction in America (p.11)	I
2.4 Candidates demonstrate the ability to research on the role of a culture of literacy for: acknowledging the language and literacy experiences of the individual child, classroom, school, district, and community, honoring and capitalizing on students' diverse knowledge, skills, abilities, and backgrounds to engage students, their families, and the community in the acquisition of English literacy skills.	Week 4: Metalinguistics (p.15)	P
2.4 Candidates demonstrate the ability to research on the role of a culture of literacy for: acknowledging the language and literacy experiences of the individual child, classroom, school, district, and community, honoring and capitalizing on students' diverse knowledge, skills, abilities, and backgrounds to engage students, their families, and the community in the acquisition of English literacy skills.	Case Study Assignment (p.7)	A

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STANDARD	ADDRESSED IN SYLLABUS	LEVEL (INTRODUCED, PRACTICED, ASSESSED)
3.1 Candidates demonstrate the ability to review and analyze current, confirmed, reliable and replicable quantitative and qualitative research pertaining to language and literacy instruction and how that research is reflected in the contents of the Foundations/ Standards and Frameworks.	Week 1: ELD Instruction in America (p.12)	I
3.1 Candidates demonstrate the ability to review and analyze current, confirmed, reliable and replicable quantitative and qualitative research pertaining to language and literacy instruction and how that research is reflected in the contents of the Foundations/ Standards and Frameworks.	Week 1: ELD Instruction in America (p.12)	P
3.1 Candidates demonstrate the ability to review and analyze current, confirmed, reliable and replicable quantitative and qualitative research pertaining to language and literacy instruction and how that research is reflected in the contents of the Foundations/ Standards and Frameworks.	Literature Review (p.7)	A
3.3 Candidates are able to modify curriculum to address the specific needs of diverse groups of students, including but not limited to struggling students, English learners, gifted and talented students, and students with special needs.	Week 5: ELD Curriculum (p.16)	I
3.4 Candidates know the normal progression of complexity for each component of literacy, as explicated in the Foundations/Standards and Frameworks, the expected stages and patterns in students' development including early and adolescent literacy, the implications of delays or differences in students' literacy development relative to grade level standards, and when such delays/differences warrant further assessment, differentiated instruction and intervention.	Week 1: ELD Instruction in America (p.12)	I

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STANDARD	ADDRESSED IN SYLLABUS	LEVEL (INTRODUCED, PRACTICED, ASSESSED)
3.5 Candidates know the instructional sequences and routines that develop and accelerate students' language and literacy learning, including RtI2, and how to maximize students' literacy development by using the reciprocal relationships among the components of a research-based literacy program.	Week 5: ELD Curriculum (p.16)	I
3.6 Candidates incorporate information literacy skills into classroom activities in which students learn to access, evaluate, use and integrate information and ideas found in print, media, and digital resources enabling them to function in a knowledge-based economy and technologically-oriented society.	Week 1: ELD Instruction in America (p.12)	I
3.6 Candidates incorporate information literacy skills into classroom activities in which students learn to access, evaluate, use and integrate information and ideas found in print, media, and digital resources enabling them to function in a knowledge-based economy and technologically-oriented society.	Week 5: ELD Curriculum (p.16)	P
3.6 Candidates incorporate information literacy skills into classroom activities in which students learn to access, evaluate, use and integrate information and ideas found in print, media, and digital resources enabling them to function in a knowledge-based economy and technologically-oriented society.	ELD Teacher PD Assignment (p.7)	A
3.8 Candidates know the differences and relationships between the skills needed for assessing and supporting students' literacy development and those necessary for promoting language acquisition and development in order to know when a student may be struggling with a language acquisition problem rather than a reading problem.	Week 2: Second Language Acquisition (p. 13)	I

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STANDARD	ADDRESSED IN SYLLABUS	LEVEL (INTRODUCE D, PRACTICED, ASSESSED)
3.8 Candidates know the differences and relationships between the skills needed for assessing and supporting students' literacy development and those necessary for promoting language acquisition and development in order to know when a student may be struggling with a language acquisition problem rather than a reading problem.	Week 3: Oracy (p.14)	P
3.8 Candidates know the differences and relationships between the skills needed for assessing and supporting students' literacy development and those necessary for promoting language acquisition and development in order to know when a student may be struggling with a language acquisition problem rather than a reading problem.	ELD Teacher Professional Development Assignment (p.7)	A
7.1 Candidates know basic research and evaluation methods including research design, sampling, selection of measures or instruments, and statistical procedures.	Week 1: ELD Instruction in America (p.12)	I
7.1 Candidates know basic research and evaluation methods including research design, sampling, selection of measures or instruments, and statistical procedures.	Week 2: Second Language Acquisition (p. 13)	P
7.1 Candidates know basic research and evaluation methods including research design, sampling, selection of measures or instruments, and statistical procedures.	Literature Review (p.7)	A
7.2 Candidates demonstrate the ability to evaluate literacy programs that generate reliable information about program strengths, weaknesses, and effects on target student populations and that can be used to recommend and implement changes in literacy instruction practices at the classroom, school, or district levels.	Week 2: Second Language Acquisition (p. 13)	I

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STANDARD	ADDRESSED IN SYLLABUS	LEVEL (INTRODUCED, PRACTICED, ASSESSED)
7.2 Candidates demonstrate the ability to evaluate literacy programs that generate reliable information about program strengths, weaknesses, and effects on target student populations and that can be used to recommend and implement changes in literacy instruction practices at the classroom, school, or district levels.	Week 3: Oracy (p. 14)	P
7.2 Candidates demonstrate the ability to evaluate literacy programs that generate reliable information about program strengths, weaknesses, and effects on target student populations and that can be used to recommend and implement changes in literacy instruction practices at the classroom, school, or district levels.	Curriculum Review (p. 7)	A
7.6 Candidates understand state and federal reading initiatives and to learn how to develop, procure and implement programs around those initiatives.	Week 1: ELD Instruction in America (p.12)	I
7.7 Candidates demonstrate the ability to critically analyze seminal, developing and cutting edge research findings in the literature related to literacy education.	Week 3: Oracy (p.14)	I
7.7 Candidates demonstrate the ability to critically analyze seminal, developing and cutting edge research findings in the literature related to literacy education.	Week 4: Metalinguistics (p.15)	P
7.8 Candidates demonstrate the ability to critically examine the research and program recommendations of experts in the field of literacy acquisition and instruction as an invaluable aid in the decision-making and leadership process, keeping in mind the limitations of applicability of research based on inclusion of specific target populations.	Week 2: Second Language Acquisition (p. 13)	I
7.8 Candidates demonstrate the ability to critically examine the research and program recommendations of experts in the field of literacy acquisition and instruction as an invaluable aid in the decision-making and leadership process, keeping in mind the limitations of applicability of research based on inclusion of specific target populations.	Week 6: Translanguaging & SEL (p.17)	P

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STANDARD	ADDRESSED IN SYLLABUS	LEVEL (INTRODUCED, PRACTICED, ASSESSED)
7.9 Candidates implement clear communication strategies for sharing individual, classroom, school, district and state assessment results to a variety of audiences and to identify relevant implications for instructional programs and accountability, and for target student populations, that might assist their communities in obtaining support for literacy development.	Week 1: ELD Instruction in America (p.12)	P
7.9 Candidates implement clear communication strategies for sharing individual, classroom, school, district and state assessment results to a variety of audiences and to identify relevant implications for instructional programs and accountability, and for target student populations, that might assist their communities in obtaining support for literacy development.	ELD Teacher PD Assignment (p.7)	A
8.2 Candidates demonstrate advanced understanding of the continuum of state PreK-12th grade foundations/standards and frameworks in reading and literacy, and relevant research (including terminology) upon which they are based.	Week 1: ELD Instruction in America (p.12)	P
8.3 Candidates demonstrate advanced understanding of the continuum of state PreK-12th grade foundations/standards and frameworks in reading and literacy, and relevant research (including terminology) upon which they are based.	Week 1: ELD Instruction in America (p.12)	P
8.3 Candidates demonstrate advanced understanding about the effective implementation of state- and/or district-approved instructional programs and other supplemental materials, recognizing the importance of thoughtfully following a well-designed sequence of instruction.	Curriculum Review (p. 7)	A
8.4 Candidates demonstrate advanced understanding about the effective implementation of state- and/or district-approved instructional programs and other supplemental materials, recognizing the importance of	Week 5: ELD Curriculum (p.16)	P

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STANDARD	ADDRESSED IN SYLLABUS	LEVEL (INTROUCED, PRACTICED, ASSESSED)
thoughtfully following a well-designed sequence of instruction.		
8.4 Candidates demonstrate advanced understanding about the effective implementation of state- and/or district-approved instructional programs and other supplemental materials, recognizing the importance of thoughtfully following a well-designed sequence of instruction.	Curriculum Review (p.7)	A
8.5 Candidates demonstrate advanced professional knowledge of methods for using assessment data to diagnose, design, adapt and differentiate instruction for the full range of learners, including students who are experiencing extreme difficulty in literacy acquisition.	Week 3: Oracy (p.14)	I
8.5 Candidates demonstrate advanced professional knowledge of methods for using assessment data to diagnose, design, adapt and differentiate instruction for the full range of learners, including students who are experiencing extreme difficulty in literacy acquisition.	Week 6: Translanguaging & SEL (p.17)	P
8.5 Candidates demonstrate advanced professional knowledge of methods for using assessment data to diagnose, design, adapt and differentiate instruction for the full range of learners, including students who are experiencing extreme difficulty in literacy acquisition.	ELD Teacher Professional Development Assignment (p.7)	A

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STANDARD	ADDRESSED IN SYLLABUS	LEVEL (INTRODUCED, PRACTICED, ASSESSED)
8.6 Candidates demonstrate a deep understanding of and ability to use theoretical and research-based strategies that assist students to become proficient readers, including direct instruction, flexible grouping, strategies to cognitively engage and sustain students' interest and focus, and developing students' strategies to self-regulate and learn independently, in order to meet the needs of English learners, students with reading difficulties, students who are proficient and advanced readers and writers, and students at every age, including preschool and adolescent learners.	Week 2: Second Language Acquisition (p. 13)	I
8.6 Candidates demonstrate a deep understanding of and ability to use theoretical and research-based strategies that assist students to become proficient readers, including direct instruction, flexible grouping, strategies to cognitively engage and sustain students' interest and focus, and developing students' strategies to self-regulate and learn independently, in order to meet the needs of English learners, students with reading difficulties, students who are proficient and advanced readers and writers, and students at every age, including preschool and adolescent learners.	Week 6: Translanguaging & SEL (p.17)	P
8.6 Candidates demonstrate a deep understanding of and ability to use theoretical and research-based strategies that assist students to become proficient readers, including direct instruction, flexible grouping, strategies to cognitively engage and sustain students' interest and focus, and developing students' strategies to self-regulate and learn independently, in order to meet the needs of English learners, students with reading difficulties, students who are proficient and advanced readers and writers, and students at every age, including preschool and adolescent learners.	Curriculum Review (p.7)	A

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STANDARD	ADDRESSED IN SYLLABUS	LEVEL (INTRODUCED, PRACTICED, ASSESSED)
8.7 Candidates demonstrate the ability to expand the curriculum to include online and offline reading and literacy experiences that incorporate multiple genres, multiple perspectives, and the use of media and communication technologies to prepare learners for literacy tasks of the 21st century.	Week 5: ELD Curriculum (p.16)	P
8.8 Candidates know about local, state, and national policies that affect reading and literacy instruction and the criteria used for developing instructional programs and supplemental strategic intervention materials identified in the Foundations/Standards and Frameworks.	Week 1: ELD Instruction in America (p.12)	P
8.10 Candidates demonstrate advanced professional knowledge about how to examine, evaluate and select educational technologies to assess or complement individualized or group instruction and to plan, maintain records, and communicate with stakeholders	Week 4: Metalinguistics (p.15)	P
8.11 Candidates demonstrate advanced professional communication and facilitation skills for advocating for a comprehensive literacy program through scholarly writing and/or collaborative work with students and their families, teachers, administrators, specialists, and other interested stakeholders to develop and sustain a comprehensive literacy program.	Week 5: ELD Curriculum (p.16)	P
8.11 Candidates demonstrate advanced professional communication and facilitation skills for advocating for a comprehensive literacy program through scholarly writing and/or collaborative work with students and their families, teachers, administrators, specialists, and other interested stakeholders to develop and sustain a comprehensive literacy program.	ELD Teacher Professional Development Assignment (p.7)	A
8.12 Candidates demonstrate professional knowledge about the characteristics of effective professional	Week 3: Power of the Home Language (p.14)	I

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STANDARD	ADDRESSED IN SYLLABUS	LEVEL (INTRODUCE D, PRACTICED, ASSESSED)
development, including relevant research, adult learning theory, and best practices, in order to plan, implement and evaluate professional development that will enhance teachers' content knowledge, assessment, and instruction in all aspects of a comprehensive literacy program at the county, district, school and classroom levels		
8.12 Candidates demonstrate professional knowledge about the characteristics of effective professional development, including relevant research, adult learning theory, and best practices, in order to plan, implement and evaluate professional development that will enhance teachers' content knowledge, assessment, and instruction in all aspects of a comprehensive literacy program at the county, district, school and classroom levels.	Week 6: Translanguaging and SEL (p. 17)	P
8.12 Candidates demonstrate professional knowledge about the characteristics of effective professional development, including relevant research, adult learning theory, and best practices, in order to plan, implement and evaluate professional development that will enhance teachers' content knowledge, assessment, and instruction in all aspects of a comprehensive literacy program at the county, district, school and classroom levels.	ELD Teacher Professional Development Assignment (p.7)	A