

COURSE SYLLABUS

Course: Teaching Reading and Comprehension to English Language Learners, K-5

Presenters: Margarita Calderón

Hours: 45

Required eBook: *Teaching Reading & Comprehension to English Learners, K-5*, Margarita Calderón, Solution Tree Press, 2011

Course Overview

In this course, Dr. Margarita Calderón outlines techniques for elementary teachers seeking to improve the reading and comprehension skills of English learners in their classrooms. With straightforwardness, patience, and humor, Dr. Calderón leads workshop participants through the steps needed to select vocabulary for reading, pre-teach this vocabulary, and model comprehension strategies like think-alouds and partner reading. Writing and editing strategies complete the picture.

Dr. Calderón connects instructional practice with the Common Core State Standards, and backs up her recommendations with research:

- Command of a large vocabulary frequently sets high-achieving students apart from less successful students (Graves, 2006).
- English learners benefit from discussions about cognates, affixes, pronunciation, decoding, multiple meanings, phrasal clusters, and idioms using the word in question (Calderón et al., 2009).
- Strategies for learning vocabulary and strategies for reading comprehension should not be taught separately but in the context of the text students are about to read (Calderón, 2009).
- For English learners, vocabulary knowledge, reading, and writing are connected and must be practiced in all the disciplines (National Research Council, 2010).

How easily can Dr. Calderón's suggestions be implemented in the classroom? Participants will get an immediate answer to that question, as workshop participants demonstrate the principles they've learned. Educators will also observe first-hand that the techniques that strengthen the skills of English learners provide sound instruction for all students.

Presenters' Bios

Margarita Calderón, Ph.D., is professor emerita and senior research scientist at the Johns Hopkins University School of Education. She has conducted research, training, and curriculum development for teaching language, reading comprehension, and content knowledge to K-12 English learners. Her work has focused on effective instructional processes, two-way and dual-language programs, teacher learning communities, and professional development for schools with language minority populations and striving adolescent readers. Dr. Calderón's research has been supported by the Carnegie Corporation of New



York, U.S. Department of Education, U.S. Department of Labor, National Institutes of Health, and the Texas Educational Agency.

A native of Juárez, Mexico, Dr. Calderón is a recognized expert in education with more than one hundred publications to her credit. She is a respected member of several panels and national committees, and she has been welcomed internationally as a visiting lecturer. Dr. Calderón has created and directed her own national institutes for administrators, teachers, and parents. She has experience as a classroom teacher, bilingual program director, professional development coordinator, professor or educational leadership graduate programs, and teacher supervisor.

Dr. Calderón earned a doctorate in educational management, applied linguistics, and organizational development through a joint Ph.D. program at Claremont Graduate University and San Diego State University.

Course Objectives

After completing this course, educators will know:

- How to recognize the diversity of English learners (ELs) in their classrooms
- The importance of building vocabulary among ELs in the early grades
- The recommendations of the Common Core State Standards regarding the teaching of reading and writing

Student Learning Outcomes

After completing this course, educators will be able to:

- Select vocabulary for pre-teaching
- Use a seven-step process to pre-teach vocabulary
- Use strategies to teach reading comprehension, including think-alouds and partner reading
- Use strategies to teach writing and editing
- Reflect on their own practices with the goal of improving the reading, writing, and editing skills of English learners

Unit 1: Introduction

In a lively workshop format, Dr. Calderón provides an overview of the classroom realities for English learners (ELs), including the breadth of experience they bring. Educators complete this unit with a better understanding of their students' needs, the importance of vocabulary acquisition to school success, and ways to enlist family support.

Unit Objectives

After completing this unit, educators will know:

- How to recognize the diversity of English learners (ELs) in their classrooms



- The importance of building vocabulary among ELs in the early grades
- The recommendations of the Common Core State Standards regarding the teaching of reading
- Strategies for engaging families of English learners

Student Learning Outcomes

After completing this unit, educators will be able to:

- Reflect on the needs of English learners in their classrooms

eBook: The Diversity of Students and Programs

Participants read “Chapter 1: The Diversity of Students and Programs” in the eBook of *Teaching Reading & Comprehension to English Learners, K–8*, and respond to the questions that follow.

eBook: The Educational Needs of Young ELs

Participants read “Chapter 3: The Educational Needs of Young ELs” in the eBook of *Teaching Reading & Comprehension to English Learners, K–8*, and respond to the questions that follow.

eBook: The Most Critical Year: First Grade

Participants read “Chapter 4: The Most Critical Year: First Grade” in the eBook of *Teaching Reading & Comprehension to English Learners, K–8*, and respond to the questions that follow.

Unit 2: Selecting Words to Teach

In this unit, teachers learn how to select vocabulary worthy of instruction. Dr. Calderón goes beyond content-related vocabulary, identifying polysemous words, idioms, information-processing words, connectors, and cognates as words that ELs need to make meaning from text. Educators complete this unit with a solid understanding of these terms, and it won't be long before students know them, too.

Unit Objectives

After completing this unit, educators will know:

- How to identify three tiers of words for pre-teaching
 - Tier 3: subject-specific
 - Tier 2: phrasal clusters, idioms, polysemous words, information-processing words, connectors, words that provide specificity
 - Tier 1: words known by general education students, but not necessarily by ELs



Student Learning Outcomes

After completing this unit, educators will be able to:

- Select vocabulary for pre-teaching

eBook: Selecting Words to Teach

Participants read “Chapter 5: Selecting Words to Teach” in the eBook of *Teaching Reading & Comprehension to English Learners, K– 8*, and respond to the questions that follow.

Unit 3: Teaching Vocabulary

In this unit, Dr. Calderón describes a seven-step process to teach vocabulary that maximizes students’ opportunities to speak and interact with each other. We see this process as it’s implemented in a 5th-grade math class for the very first time, and students describe what they learned.

Unit Objectives

After completing this unit, educators will know:

- Strategies for pre-teaching vocabulary that maximize student interaction and opportunities for practice

Student Learning Outcomes

After completing this unit, educators will be able to:

- Use a seven-step process for pre-teaching vocabulary

eBook: Teaching Vocabulary

Participants read “Chapter 6: Teaching Vocabulary” in the eBook of *Teaching Reading & Comprehension to English Learners, K– 8*, and respond to the questions that follow.

Unit 4: Teaching Reading

In this segment, Dr. Calderón models the use of think-alouds and partner reading to improve comprehension. We visit a 3rd-grade classroom to see these strategies in action, as students read about laws and civic responsibilities.



Unit Objectives

After completing this unit, educators will know:

- The recommendations of the Common Core State Standards regarding the teaching of reading
- How to use think-alouds and partner reading to teach strategies for reading

Student Learning Outcomes

After completing this unit, educators will be able to:

- Use think-alouds and partner reading to improve reading comprehension
- Use Bloom's Taxonomy to help students formulate questions about material they've read

eBook: Teaching Reading

Participants read "Chapter 7: Teaching Reading" in the eBook of *Teaching Reading & Comprehension to English Learners, K – 8*, and respond to the questions that follow.

Unit 5: Teaching Writing

In this unit, Dr. Calderón makes clear the connection between reading and writing in the content areas. She provides practical strategies for reviewing vocabulary, writing, and editing, all of which encourage students' delight in the process and pride in the finished work. We visit a 2nd-grade classroom to see the launch of a science writing activity, and students describe what they learned.

Unit Objectives

After completing this unit, educators will know:

- The recommendations of the Common Core State Standards regarding the teaching of writing
- Strategies for teaching writing and editing

Student Learning Outcomes

After completing this unit, educators will be able to:

- Use a roundtable strategy to improve student recall of content vocabulary
- Use exit passes as a tool to review content learning and informally assess student writing
- Assist students in analyzing text features
- Use a write-around strategy for collaborative writing and editing
- Use ratiocination and cut-and-grow strategies for improving writing



eBook: Teaching Writing

Participants read “Chapter 8: Teaching Writing” in the eBook of *Teaching Reading & Comprehension to English Learners, K–8*, and respond to the questions that follow.

eBook: Ensuring and Reinforcing Comprehension

Participants read “Chapter 9: Ensuring and Reinforcing Comprehension” in the eBook of *Teaching Reading & Comprehension to English Learners, K–8*, and respond to the questions that follow.

eBook: Cooperative Learning

Participants read “Chapter 10: Cooperative Learning” in the eBook of *Teaching Reading & Comprehension to English Learners, K–8*, and respond to the questions that follow.

Unit 6: Conclusion

Dr. Calderon reviews research regarding writing. Educators offer advice for launching reading and comprehension strategies for the English learners in your school.

Unit Objectives

After completing this unit, educators will know:

- How educational research on the teaching of writing applies to classroom practice

Student Learning Outcomes

After completing this unit, educators will be able to:

- Reflect on their own practices with the goal of improving the reading, writing, and editing skills of English learners

Methods of Instruction

- Videos (presentations consisting of lecture, interviews, and classroom footage)
- eBook (chapters from *Teaching Reading & Comprehension to English Learners, K-5*, and follow-up reflection questions)
- Reflection questions (open-ended questions at intervals throughout the video presentations where participants are asked to reflect on the course content, their own practice, and their intentions for their practice)



- Quizzes (selected-response quizzes to assess understanding of the video presentations and eBook content)

Plagiarism Policy

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the passing off of someone else's work as one's own and includes failing to cite sources for others' ideas, copying material from books or the Internet (including lesson plans and rubrics), and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult plagiarism.org.

Passing Requirements:

In order to complete the requirements of the course, the participant must complete all course work (e.g., reflections, quizzes, and any midterm and/or final), including watching all videos and participating in all discussion forums. We do not award partial credit.

- Quizzes 40% of total grade
- Reflection Questions 60% of total grade

KDS Self-Assessment Rubric:

	Distinguished	Proficient	Basic	Unsatisfactory
Quizzes	100% Correct	80% Correct	60% Correct	0-40% Correct
Reflection Questions	Participant provides rich detail from the content of the course in his or her responses Participant makes his or her responses to the questions personally meaningful	Participant includes appropriate content from the course in his or her responses Participant makes thoughtful comments in direct response to the questions	Participant includes some content from the course, usually appropriate, in his or her responses Participant answers the questions directly, not always fully	Participant includes no content from the course in his or her responses Participant does not address the questions posed