

# Specialized Reading Knowledge Bundle: English Learners

## Intro to English Learners: Language & Literacy Development

### Module Syllabus

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#### AIM PATHWAYS

AIM Pathways is an interactive, digital, professional development platform designed to strengthen educators' knowledge and skills in the science of literacy instruction. Online coursework is accessible at your convenience—24 hours a day, 7 days a week, anywhere there is an internet connection. In order to translate theoretical models into classroom practice, AIM Pathways courses are designed to follow a Learn, Practice, and Apply cycle. In this module participants will:

- **Learn** – Participants acquire knowledge by interacting with video lectures, articles, animated videos, and more.
- **Practice** – Participants practice newly acquired knowledge through card-sorting exercises, interactive hotspots, quizzes, surveys, and more.
- **Apply** – Participants apply their understanding of the content to real-life simulations and case studies. These in-depth, multi-step scenarios give educators a chance to hone their diagnostic and prescriptive decision-making skills for instructional programming. In this module, participants receive the *Language Sample* assessment protocol to provide key insight into instructional needs.

#### MODULE DESCRIPTION

Did you know that 10.4% of U.S. public school students are English Language learners and just 3% of teachers have the specialized qualifications to provide culturally-responsive instruction? This fact led to the development of the *Specialized Reading Knowledge: English Learners*. This first module within the series, featuring expert Dr. Elsa Cárdenas-Hagan, develops foundational knowledge for teachers working with English learners (ELs) as they acquire language and literacy. The module dives into the developmental progression of language acquisition for native and second languages, program models, and cultural competencies that contribute to an inclusive learning experience. It also introduces effective instruction and intervention for English learners within a structured literacy framework, priming the pump for exploring 'how to teach' within the additional modules that are available as add-ons to this series.

#### PRE- AND POST-MODULE KNOWLEDGE INVENTORY

Before starting the module, participants take a pre-knowledge inventory in order to establish a baseline of their current mastery of the content.

Upon completion of the module, participants take a post-knowledge inventory in order to assess their mastery of the content and their knowledge gains from the baseline assessment. Please note that the quizzes at the end of each section are practice opportunities, and do not contribute to a 'final grade.'

## **CERTIFICATE OF COMPLETION AND CONTINUING EDUCATION UNITS**

Participants who complete the online *Introduction to English Learners: Language & Literacy Development* module will receive a certificate of completion and are eligible for 2 hours for continuing education units (CEUs).

### **INTRODUCTION TO ENGLISH LEARNERS: LANGUAGE & LITERACY DEVELOPMENT MODULE OUTLINE**

- Pre-Module Knowledge Inventory
  
- Section 1 - Introduction to English Learners
  
- Section 2 - Second Language Development
  
- Section 3 - Factors Affecting Literacy Development Among English Learners
  
- Post-Module Knowledge Inventory

*A full citation and reference list is available with the course resources.*

# Specialized Reading Knowledge Bundle: English Learners

## Word Recognition Among English Learners

### Module Syllabus

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- **Learn** – Participants acquire knowledge by interacting with video lectures, articles, animated videos, and more.
- **Practice** – Participants practice newly acquired knowledge through card-sorting exercises, interactive hotspots, quizzes, surveys, and detailed process activities.
- **Apply** – Participants apply their understanding of the content to real-life simulations and case studies. These in-depth, multi-step scenarios give educators a chance to hone their diagnostic and prescriptive decision-making skills for instructional programming. In this module, participants complete phoneme transfer charts and receive a lesson planning tool to adapt and adjust structured literacy instruction.

#### MODULE DESCRIPTION

Did you know that 10.4% of U.S. public school students are English Language learners and just 3% of teachers have the specialized qualifications to provide culturally-responsive instruction? This fact led to the development of the *Specialized Reading Knowledge Bundle: English Learners*. This AIM Pathways module, featuring Dr. Elsa Cárdenas-Hagan, explores the processes, knowledge, and skills that comprise the lower word recognition strands of Scarborough's Reading Rope, with specific considerations for the adjustments that educators make so that English learners thrive. Through an understanding of the phonology and orthography of students' home language(s), cross-language transfers are introduced and practiced as part of a research-based instructional framework that supports culturally and linguistically responsive instruction throughout the MTSS models. This module includes resources to support next-day instructional decisions that ensure all English learners receive high-quality, evidence-based word recognition instruction throughout the tiers.

#### PRE- AND POST-MODULE KNOWLEDGE INVENTORY

Before starting the module, participants take a pre-knowledge inventory in order to establish a baseline of their current mastery of the content.

Upon completion of the module, participants take a post-knowledge inventory in order to assess their mastery of the content and their knowledge gains from the baseline assessment.

Please note that the quizzes at the end of each section are practice opportunities, and do not contribute to a 'final grade.'

## **CERTIFICATE OF COMPLETION AND CONTINUING EDUCATION UNITS**

Participants who complete the online *Word Recognition Among English Learners* module will receive a certificate of completion and are eligible for 4 hours for continuing education units (CEUs).

### **WORD RECOGNITION AMONG ENGLISH LEARNERS MODULE OUTLINE**

- Pre-Module Knowledge Inventory
  
- Section 1 - Introduction to Word Recognition for ELs
  
- Section 2 - Phonological Awareness Among ELs
  
- Section 3 - Phonics: Decoding & Spelling Among ELs
  
- Section 4 - Fluency Among ELs
  
- Post-Module Knowledge Inventory

*A full citation and reference list is available with the course resources.*



## Specialized Reading Knowledge Bundle: English Learners Language Comprehension Among English Learners Module Syllabus

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### AIM PATHWAYS

AIM Pathways is an interactive, digital, professional development platform designed to strengthen educators' knowledge and skills in the science of literacy instruction. Online coursework is accessible at your convenience—24 hours a day, 7 days a week, anywhere there is an internet connection. In order to translate theoretical models into classroom practice, AIM Pathways courses are designed to follow a Learn, Practice, and Apply cycle:

- **Learn** – Participants acquire knowledge by interacting with video lectures, articles, animated videos, and more.
- **Practice** – Participants practice newly acquired knowledge through interactive hotspots, quizzes, and surveys.
- **Apply** – Participants apply their understanding of the content to real-life simulations and case studies. These in-depth, multi-step scenarios give educational leaders a chance to hone their diagnostic and prescriptive decision-making skills for instructional programming. In this module, participants receive vocabulary routines and grammar reference charts in addition to a research-based lesson planning tool to adapt and adjust structured literacy instruction.

### MODULE DESCRIPTION

Did you know that 10.4% of U.S. public school students are English Language learners and just 3% of teachers have the specialized qualifications to provide culturally-responsive instruction? This fact led to the development of the *Specialized Reading Knowledge Bundle: English Learners*. This AIM Pathways module, featuring Dr. Elsa Cárdenas-Hagan, explores the processes, knowledge, and skills that comprise the upper language comprehension strands of Scarborough's Reading Rope with specific considerations for the instructional adjustments that allow English learners to thrive. Beginning at the word level, cross-language transfers and cognates are introduced and practiced as part of a research-based instructional framework that supports culturally and linguistically responsive instruction throughout the MTSS models. The module then progresses to sentence and text-level comprehension skills. Packed with lesson routines, reference charts, and exemplar lessons, this module will support next-day instructional decisions that ensure all English learners receive high-quality, evidence-based language comprehension instruction throughout the tiers.

### PRE- AND POST-MODULE KNOWLEDGE INVENTORY

Before starting the module, participants take a pre-knowledge inventory in order to establish a baseline of their current mastery of the content.

Upon completion of the module, participants take a post-knowledge inventory in order to assess their mastery of the content and their knowledge gains from the baseline assessment.

Please note that the quizzes at the end of each section are practice opportunities, and do not contribute to a 'final grade.'

## **CERTIFICATE OF COMPLETION AND CONTINUING EDUCATION UNITS**

Participants who complete the online *Language Comprehension Among English Learners* module will receive a certificate of completion and are eligible for 4 hours for continuing education units (CEUs).

### **LANGUAGE COMPREHENSION AMONG ENGLISH LEARNERS MODULE OUTLINE**

- Pre-Module Knowledge Inventory
  
- Section 1 - Introduction to Language Comprehension for ELs
  
- Section 2 - Word Level Instruction & Adjustments
  
- Section 3 - Sentence Level Instruction & Adjustments
  
- Section 4 - Text Level Instruction & Adjustments
  
- Post-Module Knowledge Inventory

*A full citation and reference list is available with the course resources.*