

## ROADMAP for Supporting ELLs Six Weeks

Timeframe	Essential Question	Outcome/Goal	Learning Objective	Assignment	Seat Time	Assessment	New York State Learning Standards
<b>Week 1 : Course Documents</b>	Recent statistics show an estimated 7 million students in American schools speak a language other than English. The population of English Language Learners has grown by 60% in the last decade in American schools. How would you as a teacher in a monolingual classroom address the needs of these students?	Participants will extrapolate concepts and principles of teaching the English Language Learner in the monolingual English Classroom.	Participants will extrapolate concepts and principles of teaching the English Language Learner in the monolingual English Classroom.	1a: Read the course explanation and policies and enter "I have read it on Moodle"	20 minutes	Students did enter "I have read it" on Moodle.	MST Standard 1: Interdisciplinary Problem Solving: Students will apply knowledge and thinking skills of MST to address real-life problems.
<b>Week 2: Introduction</b>	In the last decade, the population of English Language Learners has grown by 60% in American schools. This poses many challenges for teachers in the monolingual English American classroom. How would you as a teacher in a monolingual classroom address the needs of these students?	Participants will extrapolate concepts and principles of teaching the English Language Learner in the monolingual English classroom.	Participants will examine development of literacies in English Language Learners through on-line lecture and discussion with other teachers.	2a. View the Introductory PowerPoint.  2b. Post your reaction to the PowerPoint lecture in the discussion forum.	60 minutes  30 minutes	Appropriate response to PowerPoint.	NYS VLS ELA Standard 1: Students will listen, speak, read and write for information and understanding.
<b>Week 3: Legislation Research</b>	Legislation and research drives the field of teaching to the English Language Learner. What is the recent legislation and current research studies that inform the methodologies and techniques used in teaching English Language Learners	Participants will extrapolate concepts and principles of teaching the English Language Learner in the monolingual English Classroom. Participants will examine the legislation and research studies that drive the teaching of English Language Learners.	Participants will identify legislation and research that informs the teaching of English Language Learners.	3a: View the PowerPoint Lecture on Legislation/Research 3b: Read the article from the Quarterly of the National Writing Project. 3c: Post one reaction to a law affecting English Language Learners. 3d: React to one students posting.	60 minutes 60 minutes 30 minutes 20 minutes	Effective posting of response to one law based on reading and understanding PowerPoint Lecture "Legislation."	NYS VLS ELA Standard 1: Students will listen, speak, read and write for information and understanding.
<b>Week 4: Assessments</b>	English Language Learners often have difficulty attaining passing grades on standardized assessment due to limited English proficiency. How would you supply alternative, authentic assessment to measure accurately the progress of your English Language Learners?	Participants will explore different forms of assessment and learn to evaluate authentically the progress of the English Language Learner.	Participants will examine compare and formulate forms of assessment and authentically assess English Language Learners.	4a: View the PowerPoint on assessment. 4b: Download the Assessments Checklist and use it on one of your ELLs. 4c: Read the article from the Journal of Early Childhood Education 4d: Post your assessment to the discussion forum. 4e: Respond to at least one of your colleagues' postings.	60 minutes 60 minutes 60 minutes 30 minutes 10 minutes	Posting appropriate authentic assessment methodologies to open forum.	NYS VLS ELA Standard 4: Students will listen, speak, read and write for social interaction.
<b>Week 5: Parent Outreach and Teaching ELLs in all Modalities</b>	The research shows that ELLs do better in school if their parents and caretakers are involved in their education. After surveying your students' parents, you will be better able to teach in all appropriate modalities. How would you provide supportive environments for your students to develop listening, speaking, reading writing, viewing and visual representation skills?	Participants will offer ways to give support to their English Language Learners in listening, speaking, reading, writing, viewing and visual representation	Participants will differentiate ways of developing literacy in all modalities for English Language Learners.	5a: View the PowerPoint lecture on parent community outreach. 5b: Download the Family Background Survey and administer it to one of your ELLs. 5c: View the PowerPoint on Teaching English Language Learners in all modalities. 5d: Try out one or more methodologies suggested in your readings or lecture or by your group. 5e: Post a Q and A about your success or failure. 6a: Read the Touchstone Article.	60 minutes 40 minutes 60 minutes 40 minutes 30 minutes 40 minutes	Write appropriate methodologies for reading, writing, listening or speaking for ELLs.	NYS VLS ELA Standard 4: Students will listen, speak, read and write for social interaction. NYS VLS ELA Standard 1: Students will read for information and understanding. NYS VLS CDOS Standard 31: Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace. VLS ELA Standard 3: Students will listen, speak, read and write for critical analysis and evaluation.
<b>Week 6: Strategies</b>	Teachers of English Language Learners need to utilize a variety of strategies, methodologies and techniques to provide supportive literacy environments for English Language Learners. What strategies would you use in your classroom to reach your English Language Learners?	Participants will explore a variety of strategies, methodologies and techniques to teach literacy to English Language Learners.	Participants will develop new strategies to teach literacy to English Language Learners.	6b: View the PowerPoint Lecture on Current Strategies. 6c: Use Response to Intervention, Differentiated Instruction, Flow of Instruction or ICB Strategies in your classroom this week. 6d: Post your reaction to the discussion forum and respond to at least one of your colleagues' reactions. 6e: Complete the course evaluation.	60 minutes 40 minutes 40 minutes 20 minutes	Appropriate summary of successes and failures of methodologies implemented in participants classrooms.	NYS VLS ELA Standard 2: Students will read and listen to oral, written and electronically produced texts. NYS VLS CDOS Standard 31: Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace. NYS VLS ELA Standard 4: Students will listen, speak, read and write for social interaction