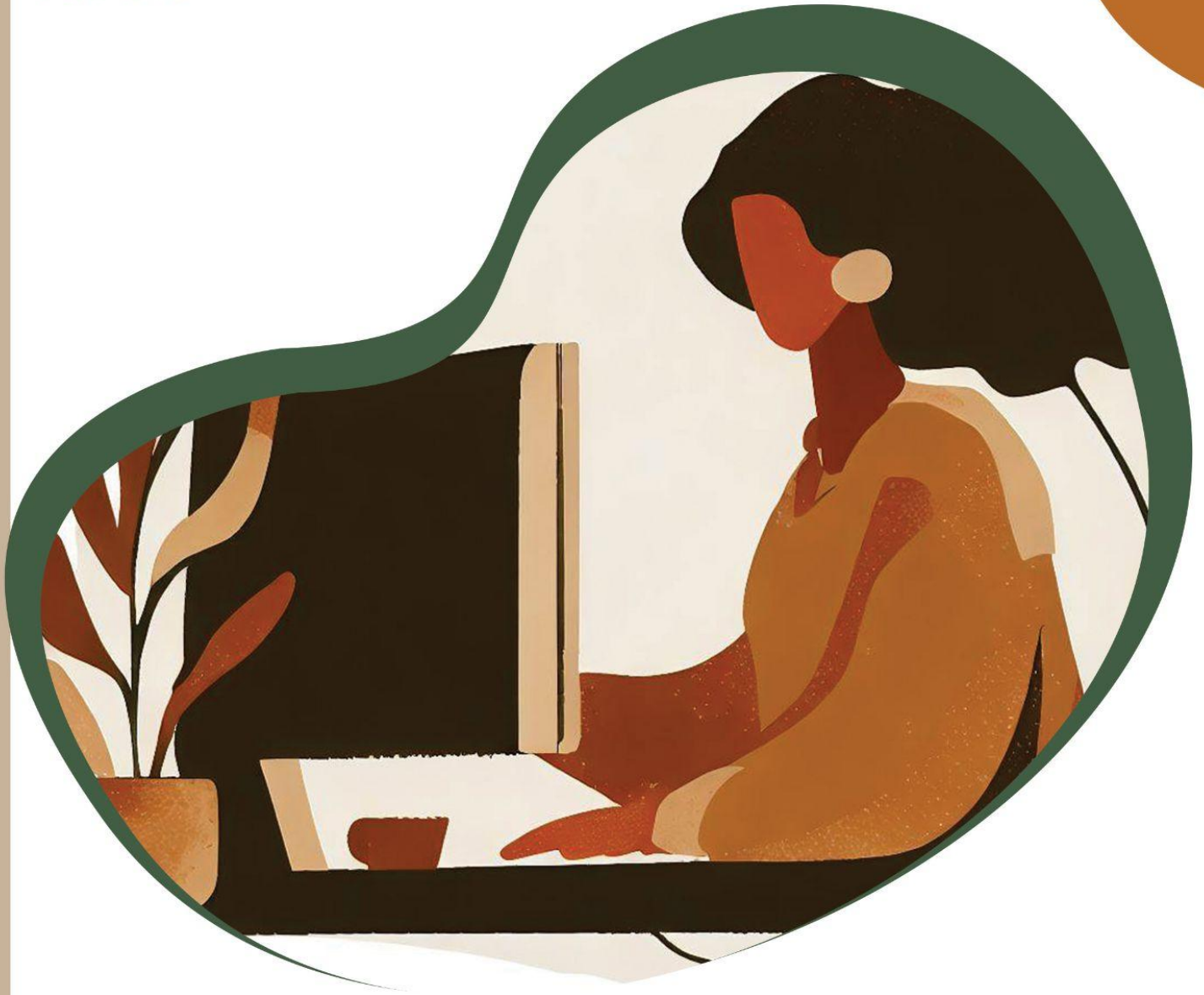




# Course Syllabus

ELL READING: TEACHING STRATEGIES  
FOR K-12



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**ELL Reading: Teaching Strategies for K-12**  
**45 Hours or 3 Graduate Credit**

**Course Access:** Upon enrollment, you have 180 days to complete your online course in our [eClassroom](#). If you have any questions about course access, please email [support@cecreditsonline.org](mailto:support@cecreditsonline.org), or call 425-788-7275 extension 104.

**Course Description:**

This course focuses on effective strategies for English language reading instruction. Learn practical techniques and methods for teaching reading in any ELL environment. Explore key issues related to the successful teaching of reading, such as the role of reading within an ELL curriculum and detailed classroom teaching techniques. Topics include, engagement, motivation, modeling, intensive and extensive reading, vocabulary challenges, comprehension skills, reading rate, reading strategies, lesson planning, selecting materials and assessment. This course provides many practical approaches and strategies to improve teaching and learning in the ELL reading environment.

**Course Objectives: By the end of the course, participants will:**

- Assess students' level of motivation, and use strategies for motivating, engaging, and inspiring students in the reading classroom, and discover how students' first-language (L1) reading skills impact their second language (L2) proficiency, especially in regard to reading.
- Integrate intensive and extensive reading in their curriculum, working with students to develop their reading rate and become more confident, fluent, and engaged readers.
- Integrate vocabulary teaching into reading curriculum using very valuable high-frequency word lists.
- Design a strong curriculum using the components of effective lesson planning, including how to integrate other language skills along with reading, come up with teaching objectives, sequence your activities, and measure your effectiveness.
- Assess students' learning through formative and summative testing, and support the students as they prepare for standardized tests like the TOEFL and IELTS.

**Student Expectations:**

This online course is experiential and interactive. Participants will engage in a variety of activities to learn, practice, and apply the skills outlined in the course. This will include workbook exercises, short answers that are reviewed by a moderator, quizzes, observation and analysis of lessons, coaching interactions with a coaching partner that include feedback and analysis of both the lesson and the coaching episode. A final exam is also a part of the course.

[Learning Management System Sign In](#)  
[support@cecreditsonline.org](mailto:support@cecreditsonline.org)  
[www.cecreditsonline.org](http://www.cecreditsonline.org)

Participation in all of these areas is necessary for students to successfully complete the course with a passing grade.

### Grading Policy

**100%-90% = A**

**89%-80% = B**

**79% and below is Not Passing**

Course Component	Percentage of Final Grade
Forum Post Exercises/ Reflective Journals	70%
Quizzes	10%
Final Exam	20%

You must have an 80% average in order to pass and obtain University credit for this course unless your district has specified otherwise.

### Credit:

- For those taking this course for credit, upon completion, the necessary paperwork will be submitted to the university that was selected at the time of purchase. Please see [University Partners](#) on our homepage for more information.
- For those taking this course for a Certificate of Completion, one will be emailed upon successful completion that may kept for your records.

### Class Outline:

- Lesson 1
  - Introduction
  - 1.a Introduction
  - 1b. How to Help Your Students Value Reading
  - 1.c Helping Administrators See That Reading Is Important
  - 1d. What Makes a Good Reading Teacher?
  - 1e. Summary
  - 1.f Supplementary Material
- Lesson 2
  - 2.a Introduction

- 2.b How Motivated Are Your Students?
- 2.c The Keys to Motivation
- 2.d 10 Strategies for Motivating Your Students
- 2.e Summary
- 2.f Supplementary Material
- Lesson 3
  - 3.a Introduction
  - 3.b Children and Literacy
  - 3.c Adults and Literacy
  - 3.d What About a Bilingual Teaching Approach?
  - 3.e Summary
  - 3.f Supplementary Material
- Lesson 4
  - 4.a Introduction
  - 4.b Why Is Intensive Reading So Important?
  - 4.c What Skills Should You Teach?
  - 4.d How Do You Teach Intensive Reading?
  - 4.e Summary
  - 4.f Supplementary Material
- Lesson 5
  - 5.a Introduction
  - 5.b The Importance of an Extensive Reading Approach
  - 5.c How to Tell If Your Students Are Learning
  - 5.d How to Integrate Extensive Reading Into Your Reading
  - 5.e Summary
  - 5.f Supplementary Material
- Lesson 6
  - 6.a Introduction
  - 6.b The Challenges of Teaching Vocabulary
  - 6.c High-Frequency Word Lists
  - 6.d How Do You Teach Vocabulary?
  - 6.e Summary
  - 6.f Supplementary Material
- Lesson 7
  - 7.a Introduction
  - 7.b Think-Aloud Protocols
  - 7.c Questioning the Author
  - 7.d Using Graphic Organizers
  - 7.e Justify Your Comprehension

- 7.f Supplementary Materials
- Lesson 8
  - 8.b Targeting and Teaching Reading Rate
  - 8.c Reading Activities: Part 1
  - 8.d Reading Activities: Part 2
  - 8.e Summary
  - 8.f Supplementary Material
- Lesson 9
  - 9.a Introduction
  - 9.b What Are Reading Strategies?
  - 9.c How-to's of Teaching Strategies: Part 1
  - 9.d How-to's of Teaching Strategies: Part 2
  - 9.e Summary
  - 9.f Supplementary Material
- Lesson 10
  - 10.a Introduction
  - 10.b How Can I Integrate Other Language Skills?
  - 10.c How Do I Write Teaching Objectives?
  - 10.d How Can I Develop My Lesson and Evaluate Progress?
  - 10.e Summary
  - 10.f Supplementary Material
- Lesson 11
  - 11.a Introduction
  - 11.b Designing a Reading Curriculum
  - 11.c Working With Your Textbook
  - 11.d Supplementing the Textbook
  - 11.e Supplementary Material
- Lesson 12
  - 12.a Introduction
  - 12.b What Is Formative Testing?
  - 12.c What Is Summative Testing?
  - 12.d How Can I Help Students With Standardized Tests?
  - 12.e Summary
  - 12.f Supplementary Material
- Evaluation
- Final Exam

**Compliance with and Commitment to the American Disabilities Act:**

In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to complete this course, are encouraged to reach out to [support@cecreditsonline.org](mailto:support@cecreditsonline.org) at the beginning of the course. We will make reasonable academic and accessibility accommodations to the course.

**Academic Integrity Policy:**

Honesty is an essential aspect of academic integrity. Individual students are responsible for doing their own work and submitting original assignments as per the course directions. Individual students are responsible for doing their own work. Plagiarism and cheating of any kind will not be tolerated. This includes using information from the Internet without citing the website. Avoid plagiarism by appropriately acknowledging the source of the author's words and ideas.