Upon completion of the module, participants will be able to
  o Identify characteristics of the nature of reading as it relates to English Language Learners (ELLs);
  o Compare and contrast first and second language literacy development;
  o Develop culturally responsive literacy practices; and
  o Analyze text for possible challenges and roadblocks to comprehension for ELLs.
Participants will be asked to develop a unit plan that would include the following required elements:
  o identify challenges and roadblocks to comprehension for ELLs in a text;
  o develop content and language objectives; and
  o develop strategies to
    • activate/build background knowledge;
    • explicitly teach vocabulary and language form(s) and functions; and
    • increase comprehension by creating pre-reading, during and after-reading activities.

In developing a birth through grade 12 Comprehensive Literacy Plan, the following must be considered:
  o Use of formative, summative and benchmark data, demographics data, as well as family and teacher perceptions in literacy instruction for ELLs;
  o Use of English language proficiency (W-APT and ACCESS for ELLs) and first language data;
  o Use of selective tools that will provide disaggregated, reliable, and valid data for diverse populations;
  o Use of PA English Language Proficiency Standards, ELL Overlays, scaffolded units and lesson plans available on the SAS Portal.
  o Importance of making culturally responsive connections for ELLs; and
  o Use of technology to create a student-centered, authentic, and engaging classroom environment.

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When developing the Comprehensive Literacy Plan, the following elements should be considered:

- Linguistic, cultural and personal experiences must be incorporated in daily practices;
- English and dual language learners must be held to high expectations with appropriate research- and evidenced-based scaffolding practices;
- Daily educational and instructional practices for ELLs and dual language learners may differ from native speakers of English; and
- Educators who interface with students in any capacity must be supported with a sustained, organized approach that provides and enhances professional skills, knowledge and resources to address all student needs.

Foundational Skills of Literacy as They Apply to ELLs

- Alignment of standards (content and English Language Proficiency) along the literacy continuum.
- Alignment of WIDA assessments (*W-APT* and *ACCESS for ELLs®*) to the PA Common Core.