



FREE **6** WEEK **ONLINE** CLASS

PROFESSIONAL **LEARNING** FOR TEACHERS

DEVELOPED BY:

eCALLMS

**SUPPORTING LINGUISTICALLY
RESPONSIVE TEACHING**

Scaffold Multilingual Learners.
Improve Your Practice.
Earn Continuing Education Units.

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School of Education and Human Development
University of Colorado Denver
and University of Wyoming

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SUPPORTING LINGUISTICALLY RESPONSIVE TEACHING

Learn with colleagues at your school
or teachers who teach your grade level.

Enroll with your own study group in a free
online learning experience that requires
about two hours a week for six weeks.

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eWORKSHOPS AVAILABLE

Second Language Acquisition **K-12**

Learning Through Two Languages **K-12**

Language Grouping Strategies **K-12**

Language and Concept Development **K-12**

Language in the Multilingual Science Classroom **Grades 3 to 5**

Science Inquiry: Engaging Bilinguals in Scientific

Questioning **Grades 4 to 8**

The 5E Science Model for Multilingual Students **Grades 3 to 5**

Math: Fractions **Grades 3 to 5**

Math: Numbers and Operations **Grades K to 2**

Math: Ratios and Proportions **Grades 5 to 8**



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eWORKSHOPS IN DEVELOPMENT

Language and Equity

Home Languages in the Classroom **K-12**

What is Language? **K-12**

Writing in a Linguistically & Culturally Responsive
Classroom **Grades 3 to 6**

Race in Education **K-12**

Introduction to the Standards of Effective Pedagogy **K-12**

The Standards of Effective Pedagogy: Standards 1 and 2 **K-12**

The Standards of Effective Pedagogy: Standards 3 and 4 **K-12**

Getting Kids to Talk About Writing **Grades 3 to 6**

Translanguaging: What, Why and How?

Language & Literacy Development: Spanish & English

Reading Supports for Multilingual Learners

Science

Writing in Science

Science: Apollo CREDE

Secondary Science

21st Century STEM Learning, Language and Culture

Mathematics

Math: Geometric Measurement **Grade 3**

Math: Functions **Grade 8**

Complex (Computational) Thinking

Mathematics Discourse



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TEACHERS ARE SAYING:

“Next year I actually feel better about teaching ratios, rates and proportions... and I’ve been teaching ratios for ten plus years. This module was a constant reminder about looking not at what students can’t do, but at what they can do.”

- Mark, Classroom Teacher for 19 years

“The modules are simple. I like the way they are laid out. I like the way there are options for the activities, rather than ‘do this’ !”

- Cayla, Classroom Teacher

“We can’t tell you how to teach your class from our desks at CU Denver or the University of Wyoming, but...we can give you ideas and tools!”

- Dr. Kara Viesca
Principal Investigator, eCALLMS Grant



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The 5E Science Model for Multilingual Students **Grades 3 to 5**

Essential Question: How can I use the 5E Instructional Model to improve my science instruction to engage multilingual students more meaningfully in the development of science knowledge and academic language?

Unit 1: How can I plan dynamic science instruction that supports multilingual students' growth in science knowledge and language development?

Unit 2: How can I use Engage and Explore activities to make science concepts accessible for multilingual students?

Unit 3: How can I provide comprehensible input for multilingual students in the Explain phase of a 5E Model lesson?

Unit 4: How can I support multilingual students in the ELABORATE phase of a 5E Model lesson so that their content and language learning go deeper?

Unit 5: How can I appropriately and effectively measure multilingual students' learning in a science unit?

Language in the Multilingual Science Classroom **Grades 3 to 5**

Essential Question: How can I create a culturally and linguistically rich classroom environment in a science unit?

Unit 1: How can I help my bilingual learners connect to the world and their community through the study of science?

Unit 2: How can I include activities that bring out science talk for bilingual learners?

Unit 3: What do I need to know to effectively teach the academic language of a science unit to bilingual learners?

Unit 4: How can I support bilingual learners in reading grade level science texts?

Unit 5: How can I reinforce science learning with fun, engaging writing activities?

Science Inquiry: Engaging Bilinguals in Scientific Questioning **Grades 4 to 8**

Essential Question: Why does inquiry science especially benefit bilingual learners?

Unit 1: How can open-ended pre-assessments inform me of my learners' assets in language and science?

Unit 2: How can we use student observations to launch the inquiry cycle?

Unit 3: How can teachers help bilingual students generate testable questions?

Unit 4: How can we support bilingual learners as they make plans to test a scientific hypothesis?

Unit 5: What strategies facilitate great discourse?



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Math Ratios & Proportions Grades 5 to 8

Essential Question: How can I support multilingual students in learning the mathematical language and concepts of ratios and proportions?

Unit 1: What do I need to know about ratios and proportional relationships as described in the Common Core State Standards to be an effective teacher of multilingual students?

Unit 2: What do multilingual students already know about the everyday use of ratios and the mathematical relationships expressed by ratios?

Unit 3: What is the language of ratios and proportions that multilingual students need to know??

Unit 4: What strategies can I use to assess what my multilingual students know about ratios and proportions?

Unit 5: What do I need to do to improve my practice of teaching ratios and proportions to multilingual learners?

Math Fractions Grades 3 to 5

Essential Question: What is the language of fractions and how can all students have access to it?

Unit 1: What does mathematics teaching look like in a linguistically and culturally responsive classroom?

Unit 2: What should teachers know to effectively teach fractions to multilingual learners?

Unit 3: How can I make the teaching of comparing and contrasting fractions linguistically responsive?

Unit 4: How can I help multilingual students understand the concepts of adding and subtracting fractions?

Unit 5: How can I teach multiplication and division of fractions effectively in a linguistically diverse classroom?

Math Numbers & Operations Grades K to 2

Essential Question: How can mainstream elementary teachers purposefully plan and deliver mathematics instruction that combines rigorous mathematics content with attention to language development and learning strategies?

Unit 1: What do I need to know about numbers and operations as described in the Common Core State Standards to be an effective teacher of multilingual students?

Unit 2: How do I support multilingual learners at different language proficiency levels in learning about numbers, operations and algebraic thinking?

Unit 3: What is the language of numbers, operations, and algebraic thinking that multilingual students need to know?

Unit 4: What strategies can I use to assess what my multilingual students know about numbers, operations, and algebraic thinking?

Unit 5: How can I help my multilingual learners make connections outside of the classroom on numbers, operations, and algebraic thinking?



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LANGUAGE & EQUITY



Second Language Acquisition K-12

Essential Question: How can my knowledge about second language acquisition improve my instruction with bilingual students?

Unit 1: What are the similarities and differences between learning a first language and second language? Why does this matter in your classroom?

Unit 2: What are the similarities and differences between social and academic language? How does your school attend to the social and academic repertoires of your students?

Unit 3: How am I providing cognitively challenging tasks for learners at all language levels? What types of scaffolds am I providing for my bilingual learners?

Unit 4: How can I incorporate native languages in instruction to support bilingualism and academic achievement?

Unit 5: How can the knowledge of language proficiency levels help me differentiate instruction for my bilingual students?

Language Grouping Strategies K-12

Essential Question: How can I maximize opportunities for all learners in a multilingual setting?

Unit 1: What are the dynamics of grouping and regrouping in a multilingual classroom?

Unit 2: What is the unique nature of teaching and learning in groups where some students are fluent in the language of instruction and others are not?

Unit 3: What is the nature of grouping where all students are second language learners of the language of instruction?

Unit 4: How can I support students learning in their home language and connect it to their learning in English?

Unit 5: How can I build on the opportunities of a multilingual classroom in my planning?

Learning through Two Languages K-12

Essential Question: How can we build on students' linguistic and cultural assets to foster additive bilingualism?

Unit 1: How does speaking a language other than English benefit students in U.S. schools?

Unit 2: How do bilingual learners access information and express what they know when they are learning through two languages?

Unit 3: How is teaching on the "Second Language Pathway" different from teaching on the first?

Unit 4: How do bilingual learners transfer the knowledge they have gained through one language to express themselves in another language?

Unit 5: How can I help bilingual students increase their communicative competence in a second language?



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LANGUAGE & EQUITY



Language and Concept Development K-12

Essential Question: How can I provide bilingual learners the greatest opportunities to acquire both the knowledge and the language needed to be successful in my classroom?

Unit 1: How do I distinguish the key concepts of instruction from the language used to communicate about them?

Unit 2: How do I identify and make understandable the essential concepts of the curriculum?

Unit 3: How can I uncover the language demands of my instruction?

Unit 4: How can I support students in taking on the language demands of content instruction?

Unit 5: How can teachers engage families in order to help students (and themselves) access and deepen what students know about the topics of instruction?



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