

Building Literacy Confidence for ELL Learners:
Curriculum Map and Alignment Analysis

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Building Literacy Confidence for ELL Learners

(Module 2) Course Foundation Components

Learner Profile Summary	Course Description
By implementing strategies proven to be effective—direct teaching, frequent reading, and dialogues full of language—ELL middle school students can significantly raise their reading comprehension and vocabulary acquisition. Test scores, classroom observations, and the teacher's action study—which comprised a 23-page overview of the Achieve 3000 program—showcased evidence of the need. Particularly for those with dyslexia and English language learners (ELLs), ongoing literacy development is still insufficient even if the program has been embraced and is somewhat successful. The objective of the new educational project is to provide a tailored, regionally suitable reading curriculum compliant with Arizona state standards and fulfilling specific learning objectives.	Focusing on vocabulary growth, reading fluency, and comprehension, this one-week course is meant to inspire middle school English language learners (ELLs) literacy confidence. By means of culturally sensitive approaches, scaffolded learning, and integration of digital resources like Achieve3000 and Google Docs, students will interact with relevant books and group projects. This course builds confidence as independent readers and gets ELL students ready for success on state tests.
Course Objectives	
CO1 Students will define and apply at least five new academic vocabulary words per day using context clues, graphic organizers, and peer discussion.	
CO2 Students will demonstrate improved reading fluency by reading a grade-level passage aloud with 90% accuracy and appropriate pacing by the end of the course.	
CO3 Students will identify the main idea and supporting details in an informational text with 80% accuracy using a comprehension checklist.	
CO4 Students will use Achieve3000 to complete at least three digital reading lessons and score at least 75% on the comprehension questions.	

Learner Profile Summary	Course Description
CO5 Students will create a digital reading portfolio in Google Docs that includes vocabulary maps, fluency recordings, and comprehension reflections, with all components completed by the end of the week.	
Summative Assessment Idea	
Digital Reading Portfolio: Students will compile a digital portfolio in Google Docs that includes: • Vocabulary maps for each day • Audio recordings of fluency practice • Comprehension reflections for each Achieve3000 lesson This portfolio will demonstrate student growth in vocabulary acquisition, reading fluency, and comprehension over the course of the week. It serves as a final measure of understanding and application of the core objectives and incorporates both self-reflection and digital literacy skills.	

(Module 3)

Building Literacy Confidence for ELL Learners

	M1	M2	M3
Module Title	Strategies for Improving Vocabulary	Fluency Practice with Digital Tools	Comprehension and Text Analysis
Course Objective Alignments	CO#: CO1 Using digital graphic organizers, students will investigate, Define, and apply new academic Define and apply new academic vocabulary.	CO#: CO2: Students will demonstrate improved reading fluency through repeated reading and audio practice.	CO#: CO3: Students will analyze informational text and complete digital comprehension tasks.

	M1	M2	M3
Module Title	Strategies for Improving Vocabulary	Fluency Practice with Digital Tools	Comprehension and Text Analysis
Module Objectives	- List and describe academic vocabulary words. - Using digital technologies, create vocabulary maps. - Work with colleagues to apply fresh vocabulary in coherent phrases.	- Record themselves reading grade-level texts - Use feedback to increase fluency. - Participate in peer fluency coaching.	- Answer comprehension questions using evidence. - Analyze key ideas in Achieve3000 articles. - Complete comprehension reflections.
Topics/Skills to Teach	Subjects/Skills to Teach: a) Synonym & Antonyms; B) vocabulary mapping c) Sentence building in English	a) Repeated reading b) Audio recording and playback c) Fluency rubrics	a) Finding main ideas b) Using text evidence c) Making inferences
Learning Resource	A helpful article for this module is from Reading Rockets and it focuses on strategies to boost vocabulary instruction, especially for English language learners. It offers simple, research-backed ways to use visuals, context clues, and graphic organizers to build word knowledge, which ties right into our vocabulary map activity. Reference: Sedita, J. (2005). Effective vocabulary instruction. Reading Rockets. https://www.readingrockets.org/article/effective-vocabulary-instruction	One helpful resource for this module is an article from the National Center on Improving Literacy titled Using Technology to Support Reading Fluency. It breaks down evidence-based strategies for using audio tools and repeated reading to build fluency — both of which are central to this lesson. It's practical and easy to apply in a classroom setting. Reference: National Center on Improving Literacy. (2022). Using technology to support reading fluency.	A great resource to support this module is an article from Achieve3000's educator toolkit that discusses how to scaffold informational text for ELLs. It includes practical strategies and examples to help students dig into main ideas, use text evidence, and reflect on what they've read. Reference: Achieve3000. (2020). Supporting ELLs with informational text. https://www.achieve3000.com/resources/educator-toolkit/supporting-ells/

	M1	M2	M3
Module Title	Strategies for Improving Vocabulary	Fluency Practice with Digital Tools	Comprehension and Text Analysis
		https://improvingliteracy.org/brief/using-technology-support-reading-fluency	
Assessment Ideas	Learners will create a digital vocabulary map using a graphic organizer template in Google Docs. They'll include definitions, synonyms, antonyms, and sentence examples for five academic vocabulary words introduced that day. Peer feedback will be provided using comment features. This activity builds real-time application and reinforces vocabulary comprehension.	Students will audio record themselves reading a short grade-level text on their devices. They will review their own recordings using a fluency rubric, then swap recordings with a peer for additional feedback. This process promotes self-reflection and growth in reading fluency.	Students will finish a Digital Reading Portfolio on Google Docs featuring: • Daily vocabulary graphs • Audio recordings taken from fluency exercises • Written responses on Achieve 3000 course comprehension questions This last portfolio acts as a significant wrap-up of the week's learning and catches development in vocabulary, fluency, and comprehension.

(Module 5)

Alignment Analysis & Reflection

Alignment – Key Terms

Key Terms (3–5)				
Vocabulary	Fluency	Comprehension	Technology	Collaboration
15	10	12	9	7

Alignment Analysis

The purpose of this activity was to take a closer look at how well the key themes in my course: vocabulary, fluency, comprehension, technology, and collaboration, were showing up in my objectives, lessons, and assessments. By highlighting these terms, I could see where the course was solid and where things might need more attention. It's a simple but powerful way to make sure everything we're doing in the course lines up with what we say we're trying to teach.

Analysis of Findings

The term “vocabulary” showed up the most, which made sense given how much of the course is built around helping ELL students build word knowledge. “Comprehension” and “fluency” were also used regularly, which supports the focus on reading skills. On the flip side, “technology” and “collaboration” appeared less often. Even though those ideas are in the course, especially through tools like Achieve3000 and group work, they're not as obvious in the objectives or assessments. That was a bit of a surprise and showed me where I could be more intentional.

Reflection on Curriculum Design

This whole process really opened my eyes to how important alignment is. When everything is connected, goals, lessons, assessments, it makes the learning experience smoother and more meaningful for students. I realized I naturally focused on vocabulary and comprehension because they're critical for my students, but I didn't always carry that same focus into how I worded objectives or designed assessments around collaboration and tech. Wiggins and McTighe (2005) talk about the importance of designing backward from clear goals, and I definitely see the value in that now.

Recommendations for Improvement

Moving forward, I plan to revise at least one course objective to more clearly include collaboration—especially since my students work in pairs and teams throughout the week. I also want to tweak my assessments to highlight how they're using technology to grow as readers. For instance, when students create their digital portfolios, I can ask them to reflect on how tools like Google Docs or Achieve3000 helped them. Small wording changes like this can help me better connect the dots and make sure the course truly reflects everything it's teaching.

References

Achieve3000. (n.d.). *Proven literacy solutions for student success*. <https://www.achieve3000.com/>

Google. (n.d.). *Google Docs*. <https://www.google.com/docs/about/>

Merriam, S. B., & Bierema, L. L. (2013). *Adult learning: Linking theory and practice*. Jossey-Bass.

Siemens, G. (2005). Connectivism: A learning theory for the digital age. *International Journal of Instructional Technology and Distance Learning*, 2(1). http://itdl.org/Journal/Jan_05/article01.htm

Wiggins, G., & McTighe, J. (2005). *Understanding by design* (Expanded 2nd ed.). ASCD.