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EDDN 635 - Dr. Cowin

Curriculum Design Techtool Resource Project

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Google Sheets

What does it do?

Google Sheets is a digital spreadsheet tool. Google Sheets allows educators to organize as well as manage information in a clear, structured format. Google Sheets can be used by educators to create curriculum maps that outline standards, topics, language objectives, as well as assessments throughout the school year. Google Sheets allows for organization to be done through the use of rows and columns which helps to identify and separate different units and topics. It is also a beneficial way to identify the connections between different units. Google Sheets can also be used for collaboration between staff. By sharing the sheet with coteachers, multiple teachers can be added to the document in order to collaborate, edit, and make necessary changes to the curriculum plan. This can also be used when collaborating with ENL teachers to help support students and their multilingual needs.

How would you use it to map curriculum?

I used Google Sheets to create a curriculum map based on Modules 1, 2, and 3 of the HMH Intro Reading Grade 2 curriculum. I examined the Module at a Glance parts of each module in order to identify what each week of the module will be focusing on. On Google Sheets I created six columns in order to organize the information that I received from the curriculum. I organized the information into six columns including units/weeks, module title, NYS standards, content focus, language focus, and assessment. I was able to use each row and column to demonstrate the units sequentially to support how the language demands will develop throughout all three modules. Furthermore, I also color-coded each section of my curriculum map to make the information

visually organized and easier to understand.Throughout the three modules, students progress from describing and sequencing information to explaining their observations as well as supporting their opinions with reasons.

Proof of work

Grade 2 ELA Curriculum Map - HMH Into Reading

Unit/Weeks	Module Title	NYS Standards	Content Focus	Language Focus	Assessment
Unit 1, Weeks 1-3	Be a Super Citizen	2R1, 2R2, 2W3	Explore citizenship, identify central ideas, and deveop personal narratives	Describe and sequence: First, next, finally; because	Personal narrative about helping others
Unit 2, Weeks 4-6	Look Around and Explore!	2R1, 2R2, 2W2	Explore the natural world, identify central ideas, and make inference	Describe and explain: I observed that... I infer that... because... ; descriptive adjectives	Descriptive essay about the natural world
Unit 3, Weeks 7-9	Meet in the Middle	2R1, 2R2, 2W1	Explore conflict resolution, different viewpoints, and persuasive writing	Persuade and justify: I believe .... because... one reason is.. therefore....	Persuasive essay explaining how to resolve disagreements

What works, what does not work, and why I picked it

Throughout my exploration of the tool, I found that Google Sheets is easy to organize and use. It is a simple tool that can be used for fast and easy creation of curriculum maps as well other educational tools. I also found that it is simple to use yet there is room for growth within the tool if someone is interested in incorporating more details or features to their work. Furthermore, a strength of Google Sheets is that it allows for color coding which is a very useful feature that helps support organization in any way that the educator may find works best for them. Overall, there is a lot of flexibility within this tool. Specifically, this tool is beneficial for working with multilingual learners because it allows for clear organization of language objectives along with the academic standards. As well, there are opportunities for collaboration with eNL teachers and

other service providers for students to receive language support. However, Google Sheets is not the most convenient when it comes to writing large texts. I found that taking simple notes or listing shorter passages into the tool is useful but if there was a longer or wordier curriculum, it may not be the best option.

Microsoft Copilot

What does it do?

Microsoft Copilot is an artificial intelligence tool that provides assistance for educators with planning, organizing, and analyzing educational materials. Microsoft Copilot also allows for educators to enter questions along with prompts in order to receive feedback, recommendations, and suggestions. This can be a meaningful tool to help teachers create lessons, review plans, and identify areas that may need edits or additional support. When planning instruction for English language learners, Microsoft Copilot can also be helpful because it can provide ideas for additional support, tools, and scaffolds that educators can include in their lessons.

How would you use it to map curriculum?

I would use Microsoft Copilot as a tool to map curriculum by giving it prompts that can support my already created curriculum map but requesting for edits/changes to be made to it in order to provide additional scaffolds and differentiation for English language learners. I would also use Microsoft Copilot to help map curriculum by having it support my curriculum and finding areas in my work that I can edit or change my language into stronger terminology. Furthermore, it is a strong tool to use for cleaning up the organization of a curriculum map. If there are certain areas in the map that can be simplified, more detailed, or even combined/intertwined, Microsoft Copilot can support educators in making those changes. For this assignment, I entered my three-

unit Grade 2 HMH Into Reading Curriculum map into Microsoft Copilot and asked it to analyze the progression of language functions and sentence patterns. Based on the feedback that Microsoft Copilot provided me, I went back to my curriculum map and revised the language focus for Unit 2 by adding a sentence frame that supports English language learners with adding evidence onto their inferences.

Proof of work

I am a graduate TESOL candidate in New York State creating an ENL curriculum map for Grade 2 ELA using HMH Into Reading.

Here is my draft curriculum map:

Unit 1, Weeks 1–3: Be a Super Citizen.

Standards: 2R1, 2R2, 2W3.

Content focus: Explore citizenship, identify central ideas, and develop personal narratives.

Language focus: Describe and sequence using first, next, finally, because, and past-tense action verbs.

Assessment: Personal narrative about helping others.

Unit 2, Weeks 4–6: Look Around and Explore!

Standards: 2R1, 2R2, 2W2.

Content focus: Explore the natural world, identify central ideas, and make inferences.

Language focus: Describe and explain using "I observed that...", "I infer that... because...", and descriptive adjectives.

Assessment: Descriptive essay about the natural world.

Unit 3, Weeks 7–9: Meet in the Middle.

Standards: 2R1, 2R2, 2W1.

Content focus: Explore conflict resolution, different viewpoints, and persuasive writing.

Language focus: Persuade and justify using "I believe... because...", "One reason is...", and "Therefore...".

Assessment: Persuasive essay explaining how to resolve disagreements.

Check this curriculum map for language progression. Tell me:

1. Which language functions appear and in what order?

2. Do the sentence patterns become more complex from unit to unit?

3. Does any language focus not match the verbs and demands of the listed NYS standards

4. What is one specific change per unit that would make the progression clearer for English Language Learners?

Present your response as a concise table with one row per unit, followed by a two-sentence summary. Do not invent standard codes.

Summary: The language progression generally moves logically from **describing and sequencing (Unit 1)** to **explaining and inferring (Unit 2)** and finally to **arguing and justifying opinions (Unit 3)**. Sentence structures also increase in complexity across units, but the progression would be clearer for English Language Learners if each unit more explicitly builds toward evidence-based explanation and increasingly sophisticated use of academic connectors.

CHANGES AFTER COPILOT:					
Unit/Weeks	**Module Title**	**NYS Standards**	**Content Focus**	**Language Focus**	**Assessment**
Unit 1, Weeks 1-3	Be a Super Citizen	2R1, 2R2, 2W3	Explore citizenship, identify central ideas, and deveop personal narratives	Describe and sequence: First, next, finally; because	Personal narrative about helping others
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Unit 3, Weeks 7-9	Meet in the Middle	2R1, 2R2, 2W1	Explore conflict resolution, different viewpoints, and persuasive writing	Persuade and justify: I believe .... because... one reason is.. therefore....	Persuasive essay explaining how to resolve disagreements

I am a graduate TESOL candidate in New York State creating an ENL curriculum map for Grade 2 ELA using HMH Into Reading.

Here is my draft curriculum map:

Unit	Language Functions (Order of Progression)	Sentence Pattern Complexity	Alignment to Liste Standards
Unit 1: Be a Super Citizen	**Describe → Sequence → Explain cause** ("first, next, finally," "because")	**Foundational**. Students produce simple and compound sentences about personal experiences using past-tense action verbs.	Strong match to **2W** (narrative writing) because sequencin events and using p tense verbs suppor narrative developm The explanatory connector **because** supports identifyin ideas from texts in **2R1/2R2**.
Unit 2: Look Around and Explore!	**Describe → Observ Infer → Explain** because...")	**More complex** than Unit 1. Students move from based inferences and explaining reasoning.	Good match to **2R 2R2** because infere It also supports **2W** informational writi through descriptio explanation.
Unit 3: Meet in the Middle	**State opinion → Justify → Persuade → Conclude** ("I believe... because...", "One reason is...", "Therefore...")	**Most complex**. Students organize claims, reasons, and conclusions using logical connectors and persuasive language.	Strong match to **2W** (opinion writing). T language demands giving reasons and drawing conclusion align with persuasi writing and suppor comprehension wo **2R1/2R2**.

Summary: The language progression generally moves logically from **describing and sequencing (Unit 1)** to **explaining and inferring (Unit 2)** and finally to **arguing and justifying opinions (Unit 3)**. Sentence structures also increase in complexity across units, but the progression would be clearer for English Language Learners if each unit more explicitly builds toward evidence-based explanation and increasingly sophisticated use of academic connectors.

I used Microsoft Copilot (2026) through my Touro University account to analyze the language progression of my Grade 2 ELA curriculum map. I also reviewed the recommendations that it provided me with and revised the language focus for Unit 2 to provide additional support for English Language Learners.

What works, what does not work, and why I picked it

Through my exploration of Microsoft Copilot, I found that it is a useful tool for reviewing curriculum maps as well as identifying areas that may need further additional support. One example of a strength of this tool, is that it provides feedback along with suggestions to support educators in improving their work. For instance, during this assignment, Copilot helped me identify an area in my curriculum map that can better support English language learners by adding an additional sentence frame that encourages students to use evidence when making inferences. This is helpful for working with English language learners because sentence frames are a scaffold that are commonly used when supporting language learners, and this specific sentence frame also supports students comprehension and understanding of the content-area and lesson that revolves around inference making as well as using text support. A limitation of Microsoft Copilot would be that though it provides support for teachers, it is important to review and double check all of the support that the tool provides you with to ensure that it aligns with school expectations and standard expectations.

Microsoft Word

What does it do?

Microsoft Word is a word-processing tool that allows educators to create, edit, and organize educational documents. For instance, teachers use Microsoft Word to create lesson plans,

curriculum maps, worksheets, and materials. Microsoft Word also has features like tables, headings, different formats and layouts, as well as opportunities for document sharing. There are many options to choose from when using Microsoft Word which allows this tool to be a multi-purpose resource. Using the document sharing option on this tool allows for educators to collaborate with other teachers and service providers in the school to support students' needs when creating materials for them along with planning materials.

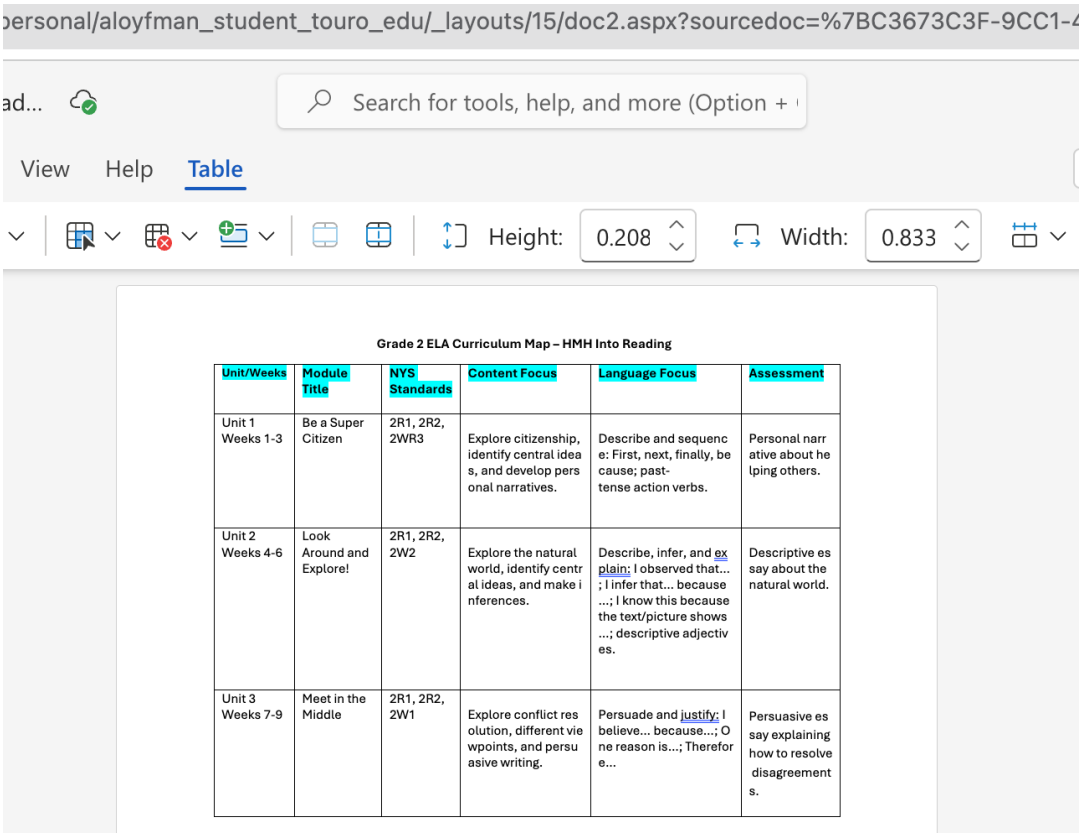
How would you use it to map curriculum?

I used Microsoft Word to map curriculum by applying the tables tool in order to create a 6x4 table that gave me the layout to incorporate different areas of my curriculum map along with organized categories throughout the map. The six columns included the unit and weeks, module titles, NYS standards, content focus, language focus, and assessment. I organized this information into three rows to show the progression of instruction across each of the units. Microsoft Word was simple to use and I was able to go back and edit my table to use tools like bolding and highlighting to ensure each section of the table is clear and organized.

Proof of work

For my proof of work, I demonstrated how I used the Microsoft Word tool to create a three-unit Grade 2 ELA curriculum map that supports the HMH Into Reading curriculum. The information was organized into a clear map to highlight each week, module, standard, content and language focus, along with assessments for students.

Microsoft Word Curriculum Map



What works, what does not work, and why I picked it

Microsoft Word is a strong tool because it allows for educators to use one tool with multiple purposes. It provides a lot of flexibility for typing, note-taking, editing your work, and using tools and inserts to create curriculum maps such as the one that I created. However, it is not the strongest tool for keeping track of student data and responses. I observed that it is mainly more beneficial for educators to use Microsoft Word to support their own resources that they provide for students, rather than using it to keep track of students' work. A limitation of Microsoft Word is that it is not the most convenient tool to use for data. However, there is enough flexibility in this tool for it to be used as an outlet for creating worksheets. Using tools like table creator, teachers can make graphic organizers and scaffolds for English language learners. Using the underlining tool,

Microsoft Word can also be used to create multiple versions of the same worksheet such as one providing outlines for English language learners to help guide them and creating that same worksheet with less of a structured form for the students who can further their language skills.

Canva

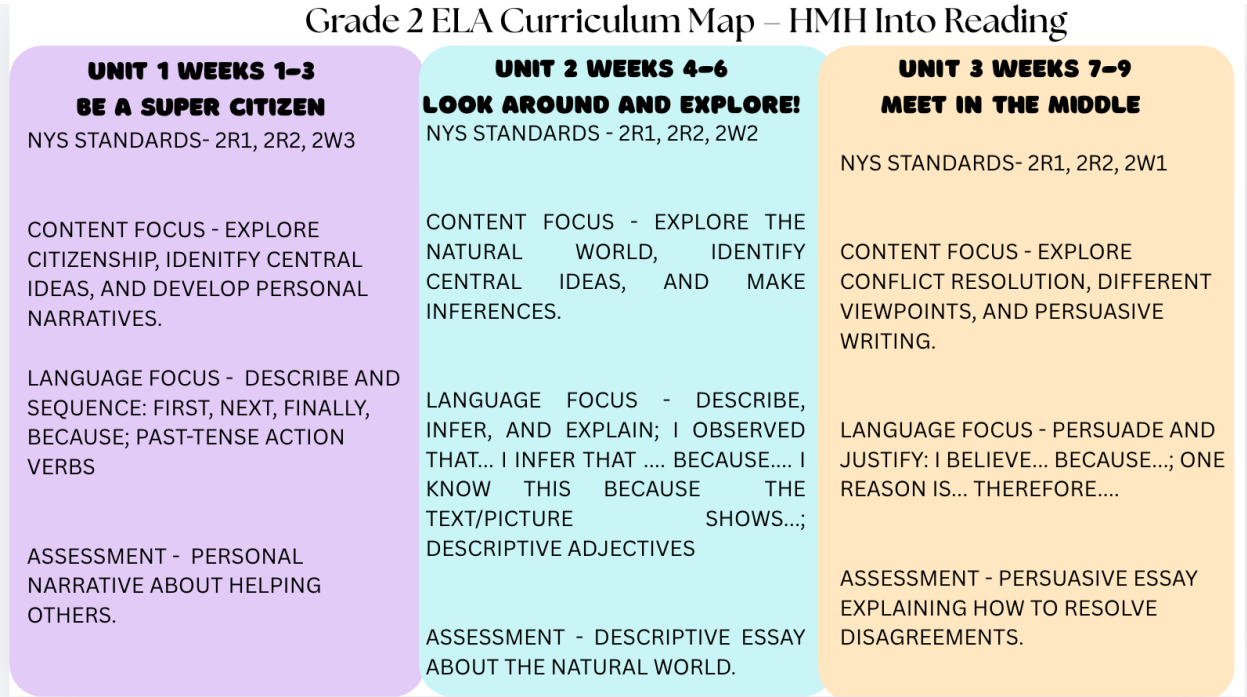
What does it do?

Canva is a digital design tool. It allows for educators to create visual materials such as worksheets, posters, graphic organizers, presentations, and curriculum maps. There are many templates, fonts, design elements, and colors to work with and all of these tools can be used in many ways depending on what your goal is. There are a lot of visual supports that can be created through Canva. There are stickers and visuals that can be attached to any creation. This is a strong resource for supporting English language learners during presentations. During the creation of any worksheet or graphic organizer you can also include a text box, definitions of vocabulary, and attach images or stickers as visual support.

How would you use it to map curriculum?

To create a curriculum map through Canva, I used the presentation option, chose a specific size, and used shape attachments to create three different sections to model the three units. I was also able to color code each of the three sections. There is also a lot of flexibility for fonts and letter sizing that can help with visual support. I would also use Canva to map curriculum because this tool has many different styles and options of creations which can give teachers more opportunity to play around with their personal style and method of creating plans and curriculum maps.

Proof of work



I created a three-unit Grade 2 ELA curriculum map using Canva to include the unit titles, weeks, NYS standards, content focus, language objectives, and assessments. I used three different colors for each of the three units to demonstrate visual separation between each one.

What works, what does not work, and why I picked it

Something that I believe works well within Canva is the amount of options that there are to choose from when creating. It is a great tool to explore with layouts, colors, designs, and visuals. There is plenty of flexibility and there is something for everyone regardless of your preferences or styles of tools. The benefit stems back to that flexibility and the simplicity when using this tool. Everything is labeled and made in a way that is simple to navigate. One limitation is that the page/sheet is not very spacious so working on something like a spreadsheet would not work well on this website. In terms of organization and visual support for English language learners in

order to support curriculum materials as well as the sharing option to support collaboration, I believe that Canva is a useful and strong tool for educators to use for a variety of reasons and purposes.

Curriculum-Map Artifact

For my final curriculum-map artifact, I have selected the Grade 2 ELA curriculum map that I have created using Google Sheets. This map includes three modules from the HMH Into Reading curriculum which goes through weeks 1-9. This curriculum map covers the content standards, language objectives, and assessments across the three units. Furthermore, in this artifact I implemented the feedback that was provided to me by another tool, the Microsoft Copilot tool, which strengthened the language focus for Unit 2 to support English language learners. I also feel as though my Google Sheets curriculum map includes details such as color coding that support the organizational aspect of the map further allowing for easier to use.

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