

EDU 107/207: Introduction to Teaching English Learners

Mount Saint Mary's University – Los Angeles

Course Syllabus

Spring 2020, Tuesdays 5:30-8:30

Dates: Jan. 14, Jan. 28, Feb. 11, Feb. 25, March 17, March 31, April 14, and April 28

Instructor: Dr. Shelly Tochluk

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Phone: 213-477-2623 (email preferred)

Office hours: by appointment, email for immediate feedback or schedule by calling 213-477-2620. My office is located on the 2nd floor of Building 17 ½ - the Toddler's Center, situated behind the Child Development Center, across the playground, on the Doheny Campus.

Required Texts (NOT available at the Doheny Bookstore):

- Rothenberg, C. & Fisher, D. (2006). *Teaching English Language Learners: A Differentiated Approach*. Allyn & Bacon. [This book is out of print, but used copies can be purchased on Amazon.com - ISBN: 978-0131704398]
- Herrell, A. & Jordan, M. (2012). *Fifty Strategies for Teaching English Language Learners*, 4th Edition. Pearson. [An older version of this text is being used. **Please ensure that you purchase the 4th Edition.** Used copies are available via Amazon.com - ISBN: 978-0132487504]
- *English Language Development Standards for California Public Schools: Kindergarten Through Grade Twelve*. California State Board of Education. Available to download for free at: <http://www.cde.ca.gov/sp/el/er/documents/sbeoverviewpld.pdf>
(You can also google "CA new ELD standards" and it should give you to the link for the document)
- Additional articles and course materials will be available to download on the course website (Canvas)

Recommended Texts:

- *Talking Back, Talking Black: Truths about America's Lingua Franca*. J. McWhorter, Bellevue Literary Press, New York, 2017.
- *Teaching and Learning in Two Languages: Bilingualism and Schooling in the United States*. E. Garcia, Teachers College Press, 2005.
- *Tongue Tied: The Lives of Multilingual Children in Public Education*. O. Santa Ana, Ed. Rowman and Littlefield Publishers, Inc. New York: 2004.

Course Description:

In this introduction to the assessment and instruction of English Learners, candidates will become knowledgeable about strategies and resources designed to assist English learners in acquiring listening, speaking, reading, and writing skills in English, and in accessing the core academic curriculum. Candidates will gain knowledge about state and legal requirements for placement and instruction of English Learners, stages of first and second-language development, and additional factors that influence the educational experiences of English Learners. Candidates will learn to use assessments of English learners to diagnose students' language abilities relative to the core academic curriculum and plan appropriate instruction.

Course Objectives:

- Candidates will be introduced to and practice providing a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability. (TPE 1.6).

- Candidates will learn about maintaining high expectations for student learning with appropriate support for the full range of English learners in the classroom (TPE 2.5).
- Candidates will reflect on how to establish and communicate classroom routines that support English learners by maintaining clear expectations for positive classroom behavior (TPE 2.6).
- Candidates will practice using knowledge about students to organize curriculum to facilitate student learning and plan for modifications and/or accommodations to promote student access to the curriculum (TPE 3.2)
- Candidates will practice adapting subject matter curriculum, planning for instruction, and organizing supports to support the acquisition and use of academic language that promotes the subject matter knowledge for the full range of English learners (TPE 3.5).
- Candidates are introduced to standards-aligned instructional materials that include technological resources to facilitate students' equitable access to the curriculum (TPE 3.6).
- Candidates will investigate effective teaching strategies aligned with educational technology standards (TPE 3.8).
- Candidates will practice locating and applying information about students' current academic status, content and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes (TPE 4.1)
- Candidates will be introduced to instructional strategies utilizing technology that support English learners (TPE 4.4).
- Candidates will explore instructional strategies that promote a range of communication approaches and activity modes between teacher and student and among students that encourage student participation in learning (TPE 4.7).
- Candidates will practice implementing an oral diagnostic assessment and scoring rubric for English learners (TPE 5.1).
- Candidates will begin using assessment information to distinguish between students whose first language is English, English learners, Academic English learners, and students with language or other disabilities (TPE 5.6).
- Candidates will know about diagnostic assessments used with English learners (in English and in students' home language), and practice interpreting English learners' assessment data to identify their level of academic proficiency in English and use this information in planning instruction (TPE 5.7).
- Candidates will become familiar with research and theoretical concepts related to the teaching of speakers of non-dominant forms of English and second languages and to interacting and serving families of culturally and linguistically diverse students.
- Candidates will learn about non-dominant varieties of English and become familiar with theoretical approaches and pedagogical practices related to the teaching of speakers of these non-dominant varieties of English.

Inclusivity Statements:

- This class is intended to be an anti-discriminatory environment that is inclusive of differences of race, ethnicity and national origins, gender and gender identity, sexuality, class and religion. The success of this policy relies on the support and understanding of everyone in the class. We all have a responsibility to try to avoid offending each other and to speak against harassment or discrimination of any kind.
- All people have the right to be addressed and referred to in accordance with their personal identity. In this class, you may choose to indicate the name that you prefer to be called and, if you choose, to identify pronouns with which you would like to be addressed.
- It is the policy of MSMU to permit students to observe holidays set aside by their chosen religious faith. If you plan to be absent from class on your religious holiday, please make arrangements with me in advance.

- Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact me (if you feel comfortable doing so) or the Dean of Student Life on their respective campus for support.
- MSMU has a Minors on Campus policy statement published in the Student Handbook that allows for faculty discretion. If you are a parent and are concerned that childcare needs could disrupt your ability to attend class, please contact me so we can create a plan in advance for potential emergencies.
- If you have personal challenges such as health issues that might affect your ability to perform in this class, please let me know as soon as possible so that we can work together to make appropriate accommodations

Demonstration of Content Mastery:

Course Assignments	Due Date	Points	TPE's Addressed
Reflection on Strategies (5 submissions, 5 pts each)	Sessions 2-6	25	2.6, 3.8, 4.4, 4.7
Assignment #1: ELD in Local Context	Session 4	20	2.6
Assignment #2: Observation and Assessment	Session 5	20	3.2, 4.1, 5.1, 5.6, 5.7
Assignment #3: Integrated ELD/SDAID Lesson Design	Session 7	20	1.6, 3.5, 3.8
Assignment #4: Strategy Presentation	Session 8	15	1.6, 3.5, 4.4, 4.7
TOTAL Possible		100	

Extra Credit Available – Two Options	Event Dates	
<ul style="list-style-type: none"> • Attend and reflect on presentation, Beyond the "English Learner": Recognizing Complexities for Today's Latinx Youth, by Ramon Martinez (Stanford Professor) • Attend and reflect on Critical Teaching in Action Conference 	February 13, 6-7:30PM	2 points
	February 15, 8-4PM	2 points
<i>Notes:</i> <ul style="list-style-type: none"> • Students may earn points for both events • Reflection submission guidelines available on Canvas 		

Grading Scale

- 94-100 = A
- 90-93 = A-
- 87-89 = B+
- 84-86 = B
- 80-83 = B-
- 77-79 = C+
- 74-76 = C
- 70-73 = C-
- 65-69 = D
- <65 = F

Please note that this grading scale reflects both total points and total percentages. When grading, I do not round to the nearest whole number. For example, a score of 93.5 is an A- and a score of 89.5 is a B+.

Assignment Descriptions

- **Online Modules (25 points) – TPE’s 2.6, 3.8, 4.4, 4.7**
Throughout the semester, online modules include readings, videos, and written activities and reflections focused on various concepts. Topics include creating positive learning environments for English Learners, implementing strategies to enhance learning via the use of technology, and exploring a range of scaffolding and frontloading techniques that support English Learners to access curriculum and advance their oral, written, reading, and listening skills.
- **Assignment #1: ELD in Local Context (20 points) – TPE 2.6**
This assignment involves observing and assessing a school in terms of how they meet the needs of English Learners. Through interviews with a teacher and school staff, you will develop insight into the routines and practices that effectively deliver accessible instruction to students, create positive learning environments, and communicate with and serve families of English Learners.
- **Assignment #2: Observation and Assessment (20 points) – TPE’s 3.2, 4.1, 5.1, 5.6, 5.7**
This assignment involves interviews and the analysis of assessment data to investigate the developmental, linguistic, and academic background of an English Learner in order to develop insight into the student’s motivations, strengths, and areas of growth. Through repeated observations, you will create detailed descriptions and analyses of the student’s language skills, including comprehension, fluency, vocabulary, pronunciation, and grammar, and implement the SOLOM. The assignment also involves determining which ELD standards and modes of communication require focus, and proposing a detailed plan for how you would address those needs if you were the teacher.
- **Assignment #3: Integrated ELD/SDAIE Lesson Design (20 points) – TPE’s 1.6, 3.5, 3.8**
This assignment involves the creation of an integrated ELD/SDAIE lesson plan that identifies both ELD and content standards and lesson objectives. The plan will also include appropriate scaffolding and frontloading strategies to ensure comprehensible input for English Learners, make use of technology to enhance instruction, encourage student participation and interaction to promote language learning, and provide the rationale for all decision-making specific to the benefits for English Learners.
- **Assignment #4: Strategy Presentation (15 points) – TPE’s 1.6, 3.5, 4.4, 4.7**
This group assignment provides the opportunity to implement learning gained over the course of the semester related to the use of various instructional strategies that make use of technology to support English Learners in accessing academic content and language skills in a positive, interactive learning environment.

Assessment of Student Learning Outcomes:

Student learning is at the core of the MSMU mission. MSMU faculty have developed a plan to assess the student learning outcomes that represent the knowledge, skills, and attitudes expected of MSMU’s graduate students. In this class one or more student learning outcomes will be assessed. Some of our class assignments may be used to evaluate overall student learning and to improve teaching and learning in this class, this department, and throughout the University.

Course Format:

This course meets in person on the Doheny campus during the published course dates/times. All course documents, including assignment guidelines and rubrics, will be available on Canvas, and all assignments will be submitted through Canvas.

Classroom Policies:

- **Professional Quality Writing:** It is important that educators be excellent language and literacy models. Because I care so much about your ability to teach writing skills to young people, grammatical/spelling errors will be highlighted and receive point deductions in order to alert you to areas for continued growth.
- **Submitting work:** Submit assignments via Canvas. Please do NOT wait until the last minute, as technical issues can arise at any time. Submit a hard copy on the day of due date if necessary.
 - Strategy Reflections and Assignments #3 and #4 adhere to strict time deadlines, whereas I often accept Assignments #1 and #2 after the deadline (when you stay in communication with me). This results from placements into fieldwork settings taking longer than anticipated or scheduling difficulties. Suggestion: Submit Assignments #1 and #2 as soon as viable to avoid feeling overwhelmed at the end of the semester.
 - Emergencies occasionally happen that disrupt the ability to meet deadlines. If you find that an assignment with a strict deadline cannot be completed or submitted on time, contact me as soon as possible to arrange for a late submission. For equity purposes, late work does not receive the same credit as work submitted on time. However, a missed assignment has far worse consequences (zero points). If you know you will be absent, do your best to submit your work before the class' start time (and due date) on canvas.
- **Formatting:**
 - ✳ All assignments should be thoughtfully prepared, written in academic English, free of grammatical and spelling errors, and typed. Assignments should be double-spaced in 12-point font. Use fonts such as Times New Roman or Arial.
 - ✳ When appropriate, cite sources using APA format. Use the following websites as a guide:
 - Quick Reference: <http://www.apastyle.org/learn/quick-guide-on-references.aspx#In-Text>
 - Tutorial: <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>
- **Tardiness:** Because collective engagement in course topics is so important to the learning process, I track the number of minutes each person is tardy to each class session. Minutes tardy could accrue to be considered an absence. Please see me if there are extenuating circumstances that impact your ability to arrive to class on time so we can find a solution.
- **Classroom Participation:** Social interaction and discussion provides important learning opportunities. It is important to be present at each class session and to participate in class discussions. There will be multiple modes of expression and each is a valuable part of the class. Submit any work completed in class by the end of the class period.
- **Peer Support:** Please exchange phone numbers and/or email addresses with your classmates/colleagues for mutual help and support. Find a friend who will read and edit your assignments with you. If you're absent, check in with a classmate and meet to discuss what you've missed.
- **E-Learning System (Canvas):** All course documents are published on Canvas. **Assessment** - The course aims to model the importance of using multiple measures of assessment to gauge the progress of learners. Please review the assignment guidelines before, during, and after completing your work. These documents are offered to support you in crafting assignments that achieve and demonstrate desired learning outcomes.

MSMU and Education Department Policies:

- **Absences:** Your attendance helps us build a class community. Arriving on time allows everyone to benefit from planned activities and discussions, as the class functions as a lab and instructors strive to model a variety of pedagogical practices. Timeliness also is an indication of professionalism and generates an important and lasting positive impression. Also, please limit absences to no more than one session for this 1.5-unit course. Students will have an opportunity to do a make-up assignment if

there is an additional absence due to an emergency. If more than two absences occur, so much content will have been missed that an administrative withdrawal would be necessary and you would be invited to re-register for the course during a subsequent semester. If any concern arises that will prevent you from arriving to class regularly and/or in a timely way, please come talk with me so we can work together to ensure your successful course completion. For online sessions, submitting the assignments for that session counts as your attendance for that session.

- **Academic Integrity:** Students are expected to adhere to their MSMU statements on Academic Integrity in the MSMU catalog and Student Handbook. This includes avoiding plagiarism and constructing your best work on each assignment. Papers and other work including images, should not be copied from the Internet. Infractions may be addressed by the MSMU administration and possibly include an AI Board review. For clarification on what constitutes plagiarism, students are encouraged to review the Preventing Plagiarism page on TurnItIn.com (see <https://www.turnitin.com/solutions/plagiarism-prevention>).
- **Academic Freedom:** Students' and faculty's freedom of speech is constitutionally protected, so they are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion—and allow the same freedom for others. See MSMU's Student Handbook for further discussion.
- **Calendar Verification:** Please review the schedule in the tentative course calendar carefully. Education Department course calendars may not align with the generally published MSMU holidays and break schedule due to the nature of a teacher preparation program.
 - **Fall Mid-Semester Break:** Some Graduate-level Education courses meet on the Thursday of mid-semester break. Check your course calendar.
 - **Spring Break:** The MSMU Spring Break is observed for all education courses that meet on campus and the campus will also be closed. Courses involving other sites, such as for supervised teaching, will take their breaks consistent with the districts in which they take place. The result may be that those doing student teaching may not have any week that does not include Mount course meetings or obligations.
 - **Study Days:** The “Study Days” policy does not apply to Education courses (including those cross-listed with UG students). As our courses meet only one day per week throughout each semester, it is not possible to lose an additional day. All students are expected to participate in class meetings (in person or online) on the final Thursday before finals.
 - **Finals Week:** All Education evening courses meet as regularly scheduled during finals week.
- **Candidate Dispositions:** The Education Department has adopted a Dispositions Statement that outlines expectations of all credential and graduate students. (See the Education Department Student Handbook.) An assessment process exists so that candidates will receive formative feedback through a Notice of Concern, if necessary, in order to support candidates to meet expectations.
- **Certificate of Clearance:** In order to demonstrate eligibility to complete all elements of an Education course requiring public school fieldwork, students must submit a copy of a CCTC-issued Certificate of Clearance or valid California teaching credential to the course instructor as instructed and by the date due. According to the California Commission on Teacher Credentialing (CCTC), teacher credential candidates **MUST** have a Certificate of Clearance **PRIOR** to entering a school for

fieldwork. This is a non-negotiable state requirement. **(This requirement applies to EDU courses 1/207, 1/208A, 1/250, 1/256, 1/266, 1/267, and 1/268.)**

- **Incompletes:** Incompletes are meant to provide support for students who have experienced an emergency in their lives and need special consideration on a case-by-case basis. An application for an Incomplete may be granted only if the student:
 - files the application no later than 1 week prior to finals
 - has completed the majority of assignments
 - on the basis of the work completed, has a passing grade in the class (C or better). This is not necessarily the same as the default grade. In other words, although the student may have a B grade for the completed work, if they fail the missing assignment or do not complete it, their final grade might be a D
 - is prevented from completing the final assignment
- **Quality of Work:** The MSMU Education Department expects all credential and masters candidates to demonstrate their ability to act as literacy models for K-12 students by submitting high quality, written assignments and projects. Candidates with assignments turned in with serious writing errors, including high numbers of typos, will either be asked to resubmit the assignment or have significant point/percentage reductions.
- **Resource Binder Maintenance**

All preliminary credential candidates are required to organize and maintain a resource binder each semester that will serve as a post-credential resource file. Instructions are provided in EDU 1/208A, made available via Canvas. Course materials provided in each class as handouts or made available on Canvas should be downloaded and kept in a personal filing system, whether electronic or hardcopy. This material will be reviewed during the last semester in the Supervised Teaching Seminar: EDU 1/210.
- **Student Resources**
 - **Learning Resource Center:** The Doheny Learning Resource Center will arrange personal tutoring or assistance for undergraduate students. Call (213) 477-2690.
 - **Professional and Academic Resource Center (PARC)**
 - The Professional and Academic Resource Center (PARC) offers assistance to graduate students in person, over the phone, or by videoconferencing. To schedule an appointment, access the PARC page on myMSMU:
<https://mountsaintmarysuniversi.sharepoint.com/sites/MYMSMU/academics/PARC>
 - All appointments (in-person, phone, or online) are 45 minutes long. (213) 477-2898, PARC@msmu.edu, located on the second floor of Building 10.
- **Students with Disabilities:** Mount Saint Mary's University, Los Angeles is committed to ensuring the full participation of all students in its programs. If you have a documented disability (chronic, medical, physical, learning, psychological, or temporary), or think you may have a disability and need a reasonable accommodation to participate in class, complete course requirements, or access the University's programs or services; contact Disability Services (DS) as soon as possible. To receive an accommodation, you must register with DS. DS works with students confidentially and does not disclose any disability-related information without student consent. DS coordinates and promotes disability accommodations and awareness and works in partnership with faculty and all other student service offices. For further information about services for students with disabilities, contact DS at the Chalon Academic Support Center, H207, (310) 954-4142, or at the Doheny

Student Resource Center, Building 3, (213) 477-2690. You can also email for more information at disability@msmu.edu.

- **Accommodation Policy:** Students with disabilities should consult the MSMU policies regarding commitment to equal educational opportunities for disabled students in the MSMU catalog.

Please be advised that this class may be audio- or video-recorded as an accommodation under the American with Disabilities Act, but only with prior permission from Disability Services and the instructor. Students may only use such recordings for personal use; no posting or further distribution or use is permitted.

- **Technology Policy:** Candidates are expected to adhere to the MSMU technology policy as stated in the MSMU Student Handbook.

MSMU Office Information:

- Please call the Education Department Administrative Assistant with any questions and/or to make an advisement appointment: (213) 477-2620.

EDU 107/207 COURSE CALENDAR

Session 1 – Tuesday, January 14th – 5:30-8:30PM

Topic(s): Intro to Course Theoretical and Historical Foundations of Teaching ELs

Reading Due: None

Written Assignment(s) Due: None

Session 2 – Tuesday, January 28th – 5:30-8:30PM

Topic(s): First and Second Language Acquisition, BICS v. CALP

Reading Due: Krashen Article (pgs 52-73, on Canvas), Teaching English Language Learners (TELL), Ch.2, 50 Strategies Section VI (pgs. 275-290)

Written Assignment(s) Due: Strategy Reflection #1

Session 3 – Tuesday, February 11th – 5:30-8:30PM

Topic(s): Types of Bilingual/EL Programs, ELD v. SDAIE, ELD Standards, Diagnostic Assessments, ELPAC and SOLOM, Describing v. Analysis

Reading Due: Krashen Article (pgs. 47-51), CLAD Handbook (p. 163-172) on Canvas, TELL, Ch. 1 (p. 25-28), ELD Standards, Ch.2 (p. 18-24), 50 Strategies Section V (p. 221-270)

Written Assignment(s) Due: Strategy Reflection #2

Session 4 – **ONLINE Module Due by midnight** - Tuesday, February 25th

Topic(s): Differentiating for Diff. Types of EL's, Elements of Effective Lessons, Supporting Content and Oral Language Development, Non-Dominant Forms of English

Reading Due: TELL, Ch. 3, 5, and 8 (pgs. 240-249); Introduction to *Talking Back, Talking Black*, plus assigned chapter (1 of 3), 50 Strategies Section IV (p. 141-215)

Written Assignment(s) Due: Online Module, Strategy Reflection #3, Assign #1: ELD in Context

Session 5 – Tuesday, March 17th – 5:30-8:30PM

Topic(s): Providing Differentiated & Comprehensible Input for CALP, ELD v. SDAIE in practice

Reading Due: TELL, Ch. 6 & 7, 50 Strategies Section III (p. 83-136)

Written Assignments Due: Strategy Reflection #4, Assign #2: Observation and Assessment

Session 6 – Tuesday, March 31st – 5:30-8:30PM

Topic(s): Assessing EL Learning

Reading Due: TELL, Ch. 4; CLAD Handbook (p. 198-207); 50 Strategies Section II (p. 17-74)

Written Assignments Due: Strategy Reflection #5

Session 7 – Tuesday, April 14th – 5:30-8:30PM

Topic(s): Deficit Thinking, Building Home and Cultural Connections

Reading Due: Affective Issues (Canvas), Building Collaboration in Schools (Canvas),

Written Assignments Due: Assign #3: ELD Lesson Design

Session 8 – Tuesday, April 28th – 5:30-8:30PM

Topic(s): Strategy Presentations

Reading Due: None

Written Assignments Due: Assign #4: EL Strategy Presentation

EDU 1/207 Teaching English Learners
Field Assignment #3:
Integrated ELD/SDAIE Lesson Design

The purpose of this assignment is to familiarize you with the ELD Standards and how to use them to prepare a coherent lesson for EL students that address both English Language Development and content standards. To accomplish this, you will develop an Integrated ELD/SDAIE lesson that allows students to demonstrate content-area objectives while also including an ELD segment to ensure that English Learners make strides in the development of English Language skills. (One of the strategies used within the lesson may be the basis for your Assignment #4 Strategy Presentation.)

Step one: Select a grade level, class, and subject to which this lesson will be geared. This can be based on students in your classroom, the classroom where you are conducting observations, or a hypothetical classroom. As you plan your lesson, enter all information into the MSMU Lesson Plan Template below.

Step two: Using the ELD Standards (<http://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>), choose a Proficiency Level Descriptor (PLD) that you would like to focus your lesson toward (Emerging, Expanding, Bridging). Indicate that level in Line #3 of the Lesson Plan Template. This can be based on students in your classroom, a classroom in which you are observing, or on a hypothetical classroom.

Step three: Using the ELD Standards, choose two categories within Mode of Communication or Knowledge of Language: (Collaborative, Interpretive, Productive, Metalinguistic Awareness, or Accuracy of Production) and choose a standard within your chosen Proficiency Level Descriptor on which you would like to focus with your students. Write those standards on line #4. (See the example below as well as the ELD Standards segments passed in this document following the lesson plan template.)

Example:

Grade one. **Interpretive/Emerging:** Listening Actively: Demonstrate active listening to read-alouds and oral presentations by asking and answering yes-no and wh- questions with oral sentence frames and substantial prompting and support. (ELD Standards, p. 38)

Grade one. **Collaborative/Emerging:** Offering opinions: Offer opinions and ideas in conversations using a small set of learned phrases, as well as open responses in order to gain and/or hold the floor. (ELD Standards, p. 39)

Using the Content Area Standards for the subject area you plan to teach, select a standard to address in the lesson. Include this as part of line #4.

Ensure it is clear which is your ELD Standard and which is your Content Standard.

Step four: Choose the enduring understandings, knowledge/skills, and higher order thinking that would relate to the Content Area Standard you listed in line #4 and identify them in lines #5, #6, and #7. Given the standards stated in step three, what skills and content would you need to teach in order to help students meet the standard? List the skills and content that students will learn and demonstrate in the Objectives boxes. Then refer to the textbook, Herrell, A. & Jordan, M. *Fifty Strategies for Teaching English Language Learners*, to find a strategy that would best support students acquiring those skills.

Step five: Follow the prompts on the remainder of the document to create a fully integrated ELD/SDAIE lesson plan. This includes determining what vocabulary words the students would need to understand and how you would ensure that they know the words, a description of any supplementary materials you would need to have on hand, how you would plan to use technology in the lesson (and how the students might use technology), and

what sorts of difficulties you can anticipate the students would have (and how you intend to use your planning to address them).

For the lesson plan table: Describe the activities and actions you would take in the boxes on the left hand side. In the right side boxes, include your rationale or reasoning to justify why you chose each element of the lesson. In each rationale boxes on the right, you need to address how the activities in the corresponding left hand box will benefit the ELs in the class..

Note: Your lesson will be stronger if it includes activities that address more than one aspect of language. For example, you could use a writing activity that includes a collaborative, interpretive, and/or productive element. This will allow you to touch on more than one skill during the same lesson. In this case, list the multiple skills that your lesson may develop.

Remember: you are creating this lesson for English Learners and you should tailor your entire lesson to that group of students.

Questions to consider:

What preparations are needed to ensure students are ready for the lesson?

How will you engage the students (drawing on their prior knowledge, interests, or background)?

What types of activities will best meet the lesson objective?

How will you provide comprehensible input for the student?

What progress monitoring techniques will you use to monitor student learning during the lesson?

Step six: Complete the candidate self-assessment before submission. Take some time to review the rubric and highlight the Level at which you believe you accomplished each element of the task. You are also invited to add comments at the bottom of the rubric to explain your rationale for the scores you assign yourself.

MSMU Lesson Plan Format

Context and Goals

Grade/Class/Subject:

(For what class is this lesson designed?)

Teacher:

(Your name)

Time/Duration of the lesson: *(i.e. 9:15-10:00 or 45 minutes)*

English Language Proficiency of Students: *(Before classroom instruction, teachers will understand their students' English language proficiency, and the language demands of the lesson's instructional materials.)*

California Content Standards:

(Which standards do you plan to teach? Paste these from the Current CA Content Standards)

Enduring Understandings:

(What concepts/big ideas?)

Essential Knowledge/Skills:

(What knowledge/skills? How does this lesson build upon prior lessons? How will this knowledge/skill enable students to understand future lessons?)

Higher-Order Questions:

(What is/are the focusing question(s) for this lesson?)

Observable Outcomes

Assessment/Checking for Understanding

What do you want students to learn?

What evidence will you gather/look for?

<p>Content Objectives: <i>(What specific objectives from the content standards above does this lesson address?)</i></p>	<p><i>(How will you know if students learned both the content and language objectives? What informal and/or formal methods will you use to gather evidence? What criteria will you use to assess learning? How might pre-assessment be used in your analysis of this evidence?)</i></p>
<p>Academic Language Objectives: <i>(What specific objectives from the ELD standards does this lesson address?)</i></p>	

<p>Key Vocabulary:</p>	<p>Supplementary Materials: <i>(What resources, "realia", visuals, documents, or manipulatives will you use?)</i></p>
<p>Technology in Support of Learning: <i>(What type of technology will you use in your instruction?)</i></p>	<p>Technology in Support of Learning: <i>(What type of technology will the <u>students</u> use to achieve and/or demonstrate the objectives?)</i></p>

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Anticipated Misunderstandings/Difficulties:

(What areas of confusion or difficulty do you anticipate students might encounter with this material? How will you address them?)

Student Assets:

(What interests, prior knowledge do students bring to help them with this material? Include for all focus students.)

Lesson Pre-assessment and Sequence:

<p style="text-align: center;">Element</p> <p style="text-align: center;"><i>Describe what will happen-what will teacher and/or students do</i></p>	<p style="text-align: center;">Rationale</p> <p style="text-align: center;"><i>Describe why you chose to do it this way.</i></p>	<p style="text-align: center;">Differentiation: Modifications/Adaptations</p> <p style="text-align: center;"><i>For each segment of the lesson sequence, describe any needed modifications for EL, special needs, or socio-emotional needs.</i></p>
<p>Pre-Assessment of Students' Knowledge or Ability: (Before instruction begins, how will you assess what students know and/or are able to do related to the objective?)</p>		

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LESSON SEQUENCE

<p style="text-align: center;">Instruction to Support Learning:</p> <p style="text-align: center;"><i>(How will you design learning experiences to facilitate students' understandings, knowledge and skills? Things to comment on: teacher's role, student groupings, ways to ensure engagement (i.e., linking information to students' lives and previous learning), ways you are scaffolding.)</i></p>	<p style="text-align: center;"><i>(Describe what the teacher and/or students will do throughout the lesson. The detail should allow another teacher with your background enough information that they could reproduce your lesson.)</i></p>	<p style="text-align: center;"><i>(EL focus student: describe this student's EL goals. Describe the assets and challenges related to this lesson for this English learner. What will you do specifically support this student for this lesson?)</i></p>
<p style="text-align: center;">Structured Student Learning Activities:</p>		

(What activities will help students grasp and practice concepts/skills? How will students be grouped and manage their learning?)

Post-Assessment:

(How will you know if students learned both the content and the language objectives? What informal and/or formal methods will you use to gather evidence? What criteria will you use to assess learning? How might pre-assessment be used in your analysis of this evidence?)

<p>Extension:</p> <p><i>(How might this lesson be extended into future content areas or lessons?)</i></p>		

Theories that might be useful for rationales (Note: You may wish to refer to your “toolbox” for helpful resources further explaining below):

Universal Design for Learning: *Multiple means of representation; Multiple means of action & expression; Multiple means of engagement. (the what, how, and why of learning)*

Five E's: *Engage, Explore, Explain, Elaborate, Evaluate*

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context	ELD Proficiency Level Continuum			
	→ Emerging →	→ Expanding →	→ Bridging →	
<p>Part I, strands 1–4, corresponding to the CA CCSS for ELA/Literacy</p> <p>1. SL.1.1, 6; L.1.1, 6 2. W.1.6; L.1.1, 6 3. SL.1.1, 6; L.1.1, 6 4. Not applicable at grade 1</p> <p>Purposes for using language include but are not limited to: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.</p> <p>Informational text types include but are not limited to: Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on.</p> <p>Literary text types include but are not limited to: Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on.</p> <p>Audiences include but are not limited to: Peers (one to one) Small group (one to a group) Whole group (one to many)</p>	A. Collaborative	<p>1. Exchanging information and ideas Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using gestures, words, and simple phrases.</p> <p>2. Interacting via written English Collaborate with teacher and peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like.</p> <p>3. Offering opinions Offer opinions and ideas in conversations using a small set of learned phrases (e.g., <i>I think X</i>), as well as open responses in order to gain and/or hold the floor.</p> <p>4. Adapting language choices No standard for grade 1.</p>	<p>1. Exchanging information and ideas Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.</p> <p>2. Interacting via written English Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.</p> <p>3. Offering opinions Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., <i>I think/don't think X. I agree with X</i>), as well as open responses in order to gain and/or hold the floor, elaborate on an idea, and so on.</p> <p>4. Adapting language choices No standard for grade 1.</p>	<p>1. Exchanging information and ideas Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.</p> <p>2. Interacting via written English Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.</p> <p>3. Offering opinions Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., <i>I think/don't think X. I agree with X</i>), and open responses in order to gain and/or hold the floor, elaborate on an idea, provide different opinions, and so on.</p> <p>4. Adapting language choices No standard for grade 1.</p>

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context	ELD Proficiency Level Continuum			
	→ Emerging →	→ Expanding →	→ Bridging →	
<p>Part I, strands 5–8, corresponding to the CA CCSS for ELA/Literacy</p> <p>5. SL.1.1-3 6. RL.1.1-7, 9, 10; RI.1.1-7, 9-10; SL.1.2-3; L.1.4, 6 7. RL.1.3-4, 6; RI.1.2, 6, 8; L.1.4-6 8. RL.1.4-5; RI.1.4; L.1.4-6</p> <p>Purposes for using language include but are not limited to: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.</p> <p>Informational text types include but are not limited to: Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on.</p> <p>Literary text types include but are not limited to: Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on.</p> <p>Audiences include but are not limited to: Peers (one to one) Small group (one to a group) Whole group (one to many)</p>	B. Interpretive	<p>5. Listening actively Demonstrate active listening to read-alouds and oral presentations by asking and answering yes-no and wh- questions with oral sentence frames and substantial prompting and support.</p> <p>6. Reading/viewing closely Describe ideas, phenomena (e.g., plant life cycle), and text elements (e.g., characters) based on understanding of a select set of grade-level texts and viewing of multimedia, with substantial support.</p> <p>7. Evaluating language choices Describe the language writers or speakers use to present an idea (e.g., the words and phrases used to describe a character), with prompting and substantial support.</p> <p>8. Analyzing language choices Distinguish how two different frequently used words (e.g., <i>large</i> versus <i>small</i>) produce a different effect on the audience.</p>	<p>5. Listening actively Demonstrate active listening to read-alouds and oral presentations by asking and answering questions, with oral sentence frames and occasional prompting and support.</p> <p>6. Reading/viewing closely Describe ideas, phenomena (e.g., how earthworms eat), and text elements (e.g., setting, main idea) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.</p> <p>7. Evaluating language choices Describe the language writers or speakers use to present or support an idea (e.g., the adjectives used to describe people and places), with prompting and moderate support.</p> <p>8. Analyzing language choices Distinguish how two different words with similar meaning (e.g., <i>large</i> versus <i>enormous</i>) produce shades of meaning and a different effect on the audience.</p>	<p>5. Listening actively Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.</p> <p>6. Reading/viewing closely Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade-level texts and viewing of multimedia, with light support.</p> <p>7. Evaluating language choices Describe the language writers or speakers use to present or support an idea (e.g., the author's choice of vocabulary to portray characters, places, or real people) with prompting and light support.</p> <p>8. Analyzing language choices Distinguish how multiple different words with similar meaning (e.g., <i>big</i>, <i>large</i>, <i>huge</i>, <i>enormous</i>, <i>gigantic</i>) produce shades of meaning and a different effect on the audience.</p>

Step six: Candidate Self-Assessment: Did you accomplish the goals of the assignment? Review the rubric below and assess your work. Highlight the description that best describes your work. Consider what you believe you did extraordinarily well versus areas where a clearer or more thorough description or analysis was possible.

CANDIDATE SELF-ASSESSMENT

Assignment Focus	Level 5	Level 4	Level 3	Level 2	Level 1
Select proficiency levels and standards	Comprehensive selection of proficiency levels and standards	Appropriate, relevant selection of proficiency levels and standards	Adequate and generally appropriate selection of proficiency levels and standard	Limited, partially relevant, and/or incomplete selection of proficiency levels and standards	Little or no effective, relevant, or appropriate selection of proficiency levels and standards
Align selected ELD standards and objectives with content area topic	Comprehensive, thorough alignment of ELD standards and objectives with content area topic	Appropriate, relevant alignment of ELD standards and objectives with content area topic	Adequate and generally appropriate alignment of ELD standards and objectives with content area topic	Limited, partially relevant, and/or incomplete alignment of ELD standards and objectives with content area topic	Little or no effective, relevant, or appropriate alignment of ELD standards and objectives with content area topic
Plan activities to support EL student learning	Comprehensive, thorough description of lesson activities that are likely to lead to EL student learning	Appropriate, relevant description of lesson activities that are likely to lead to EL student learning	Adequate and generally appropriate description of lesson activities that are likely to lead to EL student learning	Limited, partially relevant, and/or incomplete description of lesson activities that are likely to lead to EL student learning	Little or no effective, relevant, or appropriate description of lesson activities that are likely to lead to EL student learning
Select teaching strategies to support EL student learning	Comprehensive, thorough description of strategies selected that are likely to lead to EL student learning	Appropriate, relevant description of strategies selected that are likely to lead to EL student learning	Adequate and generally appropriate strategies selected that are likely to lead to EL student learning	Limited, partially relevant, and/or incomplete description of strategies selected that are likely to lead to EL student learning	Little or no effective, relevant, or appropriate strategies selected that are likely to lead to EL student learning
Articulate a rationale for instructional and scaffolding choices	Comprehensive, thorough rationale for instructional and scaffolding choices	Appropriate, relevant rationale for instructional and scaffolding choices	Adequate and generally appropriate rationale for instructional and scaffolding choices	Limited, partially relevant, and/or incomplete rationale for instructional and scaffolding choices	Little or no effective, relevant, or appropriate rationale for instructional and scaffolding choices

Feel free to offer comments that explain your selections, areas of challenge, etc.:

---END OF ASSIGNMENT---

ASSESSMENT BY INSTRUCTOR

**EDU 1/207 Teaching English Learners - Field Assignment #3
Developing an ELD Lesson
Task Rubric**

Total Points Possible = 20

Assignment Focus	Level 5 4 pts	Level 4 3.5 pts	Level 3 3 pts	Level 2 2 pts	Level 1 1 pts
Select proficiency levels and standards	Comprehensive selection of proficiency levels and standards	Appropriate, relevant selection of proficiency levels and standards	Adequate and generally appropriate selection of proficiency levels and standard	Limited, partially relevant, and/or incomplete selection of proficiency levels and standards	Little or no effective, relevant, or appropriate selection of proficiency levels and standards
Align selected ELD standards and objectives with content area topic	Comprehensive, thorough alignment of ELD standards and objectives with content area topic	Appropriate, relevant alignment of ELD standards and objectives with content area topic	Adequate and generally appropriate alignment of ELD standards and objectives with content area topic	Limited, partially relevant, and/or incomplete alignment of ELD standards and objectives with content area topic	Little or no effective, relevant, or appropriate alignment of ELD standards and objectives with content area topic
Plan activities to support EL student learning	Comprehensive, thorough description of lesson activities that are likely to lead to EL student learning	Appropriate, relevant description of lesson activities that are likely to lead to EL student learning	Adequate and generally appropriate description of lesson activities that are likely to lead to EL student learning	Limited, partially relevant, and/or incomplete description of lesson activities that are likely to lead to EL student learning	Little or no effective, relevant, or appropriate description of lesson activities that are likely to lead to EL student learning
Select teaching strategies to support EL student learning	Comprehensive, thorough description of strategies selected that are likely to lead to EL student learning	Appropriate, relevant description of strategies selected that are likely to lead to EL student learning	Adequate and generally appropriate strategies selected that are likely to lead to EL student learning	Limited, partially relevant, and/or incomplete description of strategies selected that are likely to lead to EL student learning	Little or no effective, relevant, or appropriate strategies selected that are likely to lead to EL student learning
Articulate a rationale for instructional and scaffolding choices	Comprehensive, thorough rationale for instructional and scaffolding choices	Appropriate, relevant rationale for instructional and scaffolding choices	Adequate and generally appropriate rationale for instructional and scaffolding choices	Limited, partially relevant, and/or incomplete rationale for instructional and scaffolding choices	Little or no effective, relevant, or appropriate rationale for instructional and scaffolding choices

Deductions for Incomplete Work:

Total Points Earned: _____

1. _____ Professional work quality (0-5)