

Course Code/Title:	EDU525 English Language Development Strategies (for English Language Learners)
Link to Master Shell:	
Program Director:	Joanna Simpson
SME:	Norma Lopez
Instructional Designer:	Nicole Poff
Relevant Dates:	Loaded before 10/15

Quick Links to Weeks:

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Overview Tab

Course Code/Title: EDU525 English Language Development Strategies (for English Language Learners)

Course Description: In this course, instructional models, strategies, approaches, assessment, and placement of students in English as a second language and content-based second language teaching will be explored. Instructional planning for the development of aural and oral language proficiency will be utilized. Research-based strategies for teaching language will be applied.

Course Learning Outcomes:

1. Choose differentiation strategies to provide ELLS access to high level, subject matter content.
2. Identify formative and summative assessment strategies to inform instructional planning.
3. Apply oral and written language development strategies in support of ELLS.
4. Explain assessment of language development including stages of development and English Language Proficiency Assessment for California.
5. Assess placement of language learners' different learning settings.
6. Analyze the research for language acquisition.
7. Evaluate the importance of scaffolding content standards for English Learners.

Course Textbook:

- Peregoy, Suzanne F., and Owen Boyle, (2017). *Reading, Writing, and Learning in EMERGENT BILINGUAL: A Resource Book for Teaching K-12 English Learners*, (7th ed.). Boston, MA: Pearson. ISBN-13: 978-0134403397
- Herrell, A & Jordan M. (2020). *50 Strategies for Teaching English Language Learners*, (6th ed.). Pearson. ISBN 13: 978-0-13-498661-6.

Module 1

Week 1: English Language Development Standards

[\[Overview Tab\]](#)

Welcome to Week 1: California English Language Development Standards

Weekly Learning Outcomes:

After completing this week, students will be able to the following:

1. Discover a variety of engaging games to motivate students in learning English.
2. Understand the necessary preparation to create a comprehensive lesson to reach all ELD students.
3. Understand how to utilize the California English Language Development Standards to guide instructional practice.

Textbook Readings:

- There are no textbook readings this week. Please make sure to have the books purchased before next week

Videos:

- Linguish: Language School for Kids. (2018, March 6). *Top 20 EMERGENT BILINGUAL games to get your students talking!* [Video]. YouTube. <https://www.youtube.com/watch?v=pzX1j3h7X4k>

Additional Resources:

- National Science Teaching Association. (2014). *Case Study 4: English Language Learners and the Next Generation Science Standards*. <https://ngss.nsta.org/case-study-4.aspx>
- CDE.CA.gov.(2022, September 7). [California English Language Development Standards](https://www.cde.ca.gov/sp/el/er/eldstandards.asp). <https://www.cde.ca.gov/sp/el/er/eldstandards.asp>
- *The California English Language Development Standards: Getting Started*. [California English Language Development Standards](#)

Discussions:

Discussion 1: Introduction Discussion

- Due date: Tuesday & Monday, 11:59 pm PST

Discussion 2: National Science Case Study

- Due date: Thursday & Monday, 11:59 pm PST

Assignments:

Assignments:

- Due date: Monday, 11:59 pm PST

[\[Lecture Tab\]](#)

Week 1 Lecture:

Welcome to Week One of EDU 525

This week, you will introduce yourself to your peers and your instructor after watching a video of Emergent Bilingual teachers of various cultures and 1st languages themselves. Additionally, you will share your thoughts about teaching Emergent Bilingual students yourself. Have fun with the games you explore and be sure to bookmark the sites as a resource for this course and for your future classroom. You will read an extensive case study presented by the National *Science Teaching Association* which takes place in a diverse second-grade classroom in California. You will find that this phenomenal teacher in the case study has prepared an incredible lesson for the entire class with a number of supports for the emergent bilingual students. Again, bookmark this site for resources going forward.

[\[Discussion Tab\]](#)

Discussion 1: Introduction

Points: 20 | Due Date: Week 1, Day 1 | CLO: 4,7 | Grade Category: Discussions

Discussion Prompt

Welcome to EDU 525! Please watch the following video from Linguish: [Language School for Kids: Top 20 ESL games to get your students talking](#)! As you will see, the games are introduced by many emergent bilingual teachers and they represent many different cultures. As you write your introduction post, think about those whose first language is not English, and their experience teaching English. Now, think about their students. Compare this to your experience learning another language.

After you have watched the Top 20 ESL games video, respond to the following questions in your introduction:

- Introduce yourself: tell where you currently live and the grade level/content area you would like to teach
- What is your experience with learning or teaching a second language?
- What are your concerns about teaching emergent bilingual students?

- Working with emergent bilingual students is incredibly rewarding. What are you most looking forward to?
- Choose two games from the video that you would like to use in your classroom. Explain why the games you chose are appropriate for the grade level you would like to work with.
- What do you think is the one necessary quality for an ELL educator?

Guided Response:

- Respond to at least three of your peers.
- In your response, comment on their second language experience and explain whether or not you believe the games they chose will work for the grade level you would like to teach.
- Additionally, share one additional quality you believe an ELL educator should possess.

Expectations

Initial Post:

- Due: Tuesday, 11:59 pm PT

Peer Responses:

- Due: Monday, 11:59 pm PT
- Number: A Minimum of 3 Peer Posts

See TCPP Discussion Rubric for additional details and point weighting.

Discussion 2: National Science Case Study

Points: 40 | Due Date: Week 1, Day 3 & 7 | CLO: 4, 6, 7 | Grade Category: Discussions

Discussion Prompt

Before you begin writing your discussion response this week, visit the National Science Teaching Association website and read: [Case Study 4: English Language Learners and the Next Generation Science Standards](#). This case study focuses on a very real, diverse 2nd-grade classroom and demonstrates how our young English Language Learners can engage rigorous science content with appropriate strategies and support.

After reading the case study, read Chapter 1 in the [California English Language Development Standards, Kindergarten Through Grade 12](#). Pay close attention to Part I of the Standards (see below). **Please note, you will go into further depth in the Week One Assignment, so at this point, simply reviewing Part I is appropriate for this Discussion Question.

In your response, be sure to include the following:

1. Copy and paste the point from the standard (include the number).
2. Copy and paste evidence from the Case Study that demonstrates this point.

3. Explain how the teacher is supporting the ELD students with this point.
4. Name the grade level you would like to work with and share a strategy you could use from this case study.
5. In one word, what is your impression of this 2nd grade teacher?

Guided Response:

- Respond to at least two of your peers (preferably two peers who chose different questions than you).
 - Be sure to refer back to the case study to respond appropriately to your classmates.
 - In your replies, share one additional point from the case study that further proves how this teacher is supporting her ELD students, specific to the question chosen.
 - Additionally, include further thoughts about this educator.
-

Expectations

Initial Post:

- Due: Thursday, 11:59 pm PT

Peer Responses:

- Due: Monday, 11:59 pm PT
- Number: A Minimum of 2 Peer Posts

See TCPP Discussion Rubric for additional details and point weighting.

[\[Assignment Tab\]](#)

Week 1 Assignment: California English Language Development Standards: Getting Started**Assignment Prompt**

Use the California English Language Development Standards:

<https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf> and the California Department of Education Website, to complete your Week One Assignment.

In your short response (you MUST include the questions within your response) complete the following:

- What are the CA ELD Standards intended to do? (2-3 sentences)
- What do these standards say related to adapting subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with *disabilities, and students with other learning needs in the least restrictive environment.* (2-3 sentences)
- What do the CA ELD Standards convey about English learners? (2-3 sentences)

- Should the CA ELD Standards be used in just ELD instruction or in both designated ELD instruction and content instruction? (2-3 sentences)
 - What are the three parts of the grade-level ELD Standards? Which of the three do you feel most comfortable with? Which of the three would you like to learn more about? (2-3 sentences)
 - What are the three levels of English language proficiency in the CA ELD Standards? (Name each)
 - What knowledge and skills does Part II of the CA ELD Standards address? (1-2 sentences)
 - What does Part III of the CA ELD Standards do? (1-2 sentences)
-

Expectations

- **Due:** Monday, 11:59 pm PT
- **Length:** 1-2 pages
- **Structure:** Include a title page and reference page in APA style.
- **References:** Use the appropriate APA style in-text citations and references for all resources utilized to answer the questions. Include at least one 1 scholarly source.
- **Format:** Save your assignment as a Microsoft Word document (.doc or .docx).
- **File Name:** Name your saved file according to your first initial, last name, and the week number (for example: "RHallWeek1.docx")

See EDU 525 Assignment Rubric for additional details and point weighting.

Week 2

Week 2: English Learners & Language Acquisition

[\[Overview Tab\]](#)

Welcome to Week 2: English Learners & Language Acquisition

Weekly Learning Outcomes:

After completing this week, students will be able to the following:

1. Discover a variety of engaging games to engage students in learning English.
2. Understand the necessary preparation to create a comprehensive lesson to reach all ELD students.
3. Understand how to utilize the California English Language Development Standards to guide instructional practice.

Textbook Readings:

****** There are no textbook readings this week. Please make sure to have the books purchased before next week.

- Peregoy, Suzanne F., and Owen Boyle, (2017). *Reading, Writing, and Learning in EMERGENT BILINGUAL: A Resource Book for Teaching K-12 English Learners*, (7th ed.). Boston, MA: Pearson. ISBN-13: 978-0134403397
- Herrell, A & Jordan M. (2020). *50 Strategies for Teaching English Language Learners*, (6th ed.). Pearson. ISBN SBN 13: 978-0-13-498661-6.

Videos

- Linguish: Language School for Kids. (2018, March 6). *Top 20 EMERGENT BILINGUAL games to get your students talking!* [Video]. YouTube. <https://www.youtube.com/watch?v=pzX1j3h7X4k>

Additional Resources

National Science Teaching Association. (2014). *Case Study 4: English Language Learners and the Next Generation Science Standards*. <https://ngss.nsta.org/case-study-4.asp>

- *The California English Language Development Standards: Getting Started*. [California English Language Development Standards](#)

Discussions:

Discussion 1: English Learner Programs

- Due date: Thursday & Monday, 11:59 pm PST

Discussion 2: 50 Strategies Video Lesson #1

- Due date: Thursday & Monday, 11:59 pm PST

Assignments:

Assignments: Academic Language Lesson Plan

- Due date: Monday, 11:59 pm PST

[\[Lecture Tab\]](#)

Week 2 Lecture

This week, you will dive into your textbook and discover programs, strategies, and tips to work with your English Language Learners. Make sure to pay close attention to the program models to determine which program would work best for you and your style as an educator. This will be important as you interview for positions, as you will want to ask what program your future school utilizes to determine if the school/position is the best fit for you.

Your discussion responses this week will provide you with great tools and practice for your work in the real-world. Be sure to bookmark all of the resources you find for future work. Your first discussion question asks you to rank the programs and determine a strategy that you believe will work with the specific type of learners in this program. Don't forget to bookmark your resources used for your final portfolio. Additionally, bookmark the websites that your peers used as well! Your second discussion question this week is the first of the seven times you will complete this discussion in the course. You will choose a strategy from this week's required

reading from your text *50 Strategies for Teaching English Language Learners*. For your response, you will create a video lesson to share with your peers to teach them how to incorporate the strategy into their own classroom. You will use Screen-cast-o-matic (or a video tool of your choice) to create your video. This is a great way to get comfortable videoing yourself, as you will be doing this each week! This practice is also a good way to prepare you for the edTPA's.

Finally, in the written assignment, you will create a comprehensive lesson plan focusing on Academic Language. This lesson plan is in response to a colleague who is reluctant to offer their ELL students' the additional support they need. Not only is it important to create the perfect lesson plan to help your colleague understand the importance of additional support for their ELL, but it is important for you to understand the "why" behind the strategies you will incorporate. As you progress through the course you will discover that the strategies shared are not solely for ELL students but they are good strategies for all students.

[\[Discussion Tab\]](#)

Discussion 1: English Learner Programs

Points: 30 | Due Date: Week 2, Day 3 & 7 | CLO: 1, 7 | Grade Category: Discussions

Discussion Prompt

Each week you will choose a strategy for *50 Strategies for Teaching English Language Learners* and teach the lesson to your peers. You will create a 3-5 minute video sharing how to implement this strategy in the classroom.

This week you will choose a strategy from Chapters 2-7. You will create the video using [Screencast-O-Matic](#). If you need assistance, please visit [Screencast-O-Matic support](#). If you prefer, you can use a different video tool of your choice. After you have recorded your video, share the link in the discussion forum.

In your video, you must include the following:

- State the name of the strategy and page found in the text.
- Explain the step-by-step implementation.
- Summarize the example shared in the text. (Choose the example closest to the grade you would like to teach)
- Include an additional example of your own.
- State the examples of approximation behaviors related to the TESOL Standards that represent the grade you would like to teach.

Guided Response:

- Respond to at least one of your peers. If possible, respond to a peer who chose a different strategy than you did.
- In your response, you will utilize the 3-2-1 response method. We have included the formula below.

3-2-1 Response:

- 3 points you found interesting about the strategy.
 - 2 suggestions; either related to their teaching/delivery of the material or related to their additional strategy or how this strategy can be improved upon.
 - 1 point regarding the assessment or one question you still have about this strategy.
-

Expectations**Initial Post:**

- Due: Thursday, 11:59 pm PT

Peer Responses:

- Due: Monday, 11:59 pm PT
- Number: A Minimum of 1 Peer Posts

See TCPP Discussion Rubric for additional details and point weighting.

Discussion 2: 50 Strategies Video Lesson #1

Points: 30 | Due Date: Week 2, Day 3 & 7 | CLO: 1, 7 | Grade Category: Discussions

Discussion Prompt

Each week you will choose a strategy from *50 Strategies for Teaching English Language Learners* and teach the lesson to your peers. You will create a 3-5 minute video sharing how to implement this strategy in the classroom.

This week you will choose a strategy from Chapters 2-7. You will create the video using [Screencast-O-Matic](#). If you need assistance, please visit [Screencast-O-Matic support](#). If you prefer, you can use a different video tool of your choice. After you have recorded your video, share the link in the discussion forum.

In your video, you must include the following:

- State the name of the strategy and page found in the text.
- Explain the step-by-step implementation.
- Summarize the example shared in the text. (Choose the example closest to the grade you would like to teach)
- Include an additional example of your own.
- State the examples of approximation behaviors related to the TESOL Standards that represent the grade you would like to teach.

Guided Response:

- Respond to at least one of your peers. If possible, respond to a peer who chose a different strategy than you did.
- In your response, you will utilize the 3-2-1 response method. We have included the formula below.

3-2-1 Response:

- 3 points you found interesting about the strategy.
 - 2 suggestions; either related to their teaching/delivery of the material or related to their additional strategy or how this strategy can be improved upon.
 - 1 point regarding the assessment or one question you still have about this strategy.
-

Expectations

Initial Post:

- Due: Thursday, 11:59 pm PT

Peer Responses:

- Due: Monday, 11:59 pm PT
- Number: A Minimum of 1 Peer Posts

See TCPP Discussion Rubric for additional details and point weighting.

[\[Assignment Tab\]](#)

Week 2 Assignment: Academic Language Lesson Plan

oints: 50 | Due Date: Week 2, Day 7 | CLO: 1, 2 | Grade Category: Assignments

Assignment Prompt

Your partner teacher (at the grade level/content area of your choice) is complaining about a new emergent bilingual student in her class. She says that it is ridiculous that this student cannot complete an assignment in English, as she has required, even though she has heard the student talking with classmates in English. You explain to her that there is a difference between Academic Language and Social Language. Your partner teacher disagrees with you and says that language is language and that the student should be able to complete the assignment. Instead of disagreeing with your partner teacher, you offer to write the next lesson plan (for the content area of your choice) making Academic Language your focus.

For this assignment, you will create a lesson plan focusing on Academic Language for the content area of your choice. Use the USU Lesson Plan 1.docx. Therefore, you will have at least two objectives included in your plan.

One objective will be based on the vocabulary and academic language covered in the lesson and the other objective will be based on a California Common Core Standard. You must include 2 different strategies/activities to teach the academic language presented in the lesson.

Your completed assignment must include:

- The completed attached USU Lesson Plan #1
- A title and reference page to be formatted according to APA style

Your title page must include the following:

- Title of paper
 - Your name
 - Course name and number
 - Instructors name
 - Date submitted
-

Expectations

- **Due:** Monday, 11:59 pm PT
- **Length:** 3 pages
- **References:** Use the appropriate APA style in-text citations and references for all resources utilized to answer the questions. Include at least one scholarly source.
- **Format:** Save your assignment as a Microsoft Word document (.doc or .docx).
- **File Name:** Name your saved file according to your first initial, last name, and the week number (for example: "RHallWeek1.docx")

See EDU 525 Assignment Rubric for additional details and point weighting.

Week 3

Week 3: Effective Classroom Practices Learner Instruction

[\[Overview Tab\]](#)

Welcome to Week 3: Effective Classroom Practices Learner Instruction

Weekly Learning Outcomes:

After completing this week, students will be able to do the following:

1. Determine appropriate strategies to utilize when using sheltered instruction.
2. Demonstrate understanding of a chosen strategy (Manipulatives, Technology, Reading Strategies) to support English Language Learners in the classroom.
3. Summarize the importance of the necessity of the California English Language Development Standards to support the California Common Core Standards.

Textbook Readings:

- Peregoy, Suzanne F., and Owen Boyle, (2017). *Reading, Writing, and Learning in EMERGENT BILINGUAL: A Resource Book for Teaching K-12 English Learners*, (7th ed.). Boston, MA: Pearson. ISBN-13: 978-0134403397
 - Chapters 3 and 4
- Herrell, A & Jordan M. (2020). *50 Strategies for Teaching English Language Learners*, (6th ed.). Pearson. ISBN SBN 13: 978-0-13-498661-6.
 - Chapters 8-14

Videos

- IRIS Center. (2018, May 4). *English Language Learners: Sheltered Instruction* [Video]. YouTube. https://www.youtube.com/watch?v=jkw_wZtJ6hY

Additional Resources:

- *The California English Language Development Standards: Getting Started*. [California English Language Development Standards](#)
- CDE.CA.gov.(2022, September 7). [California Content Standards](#). <https://www.cde.ca.gov/be/st/ss/>
- Top Websites for Teachers to Find Lesson Plans [Top Websites for Teachers to Find Lesson Plans](#)
- Screen Recording and Video Editing: Screen Recorder & Video Editor: Screencast-O-Matic. (n.d.). from https://screencast-o-matic.com/lp/screen-recording-video-editing/?utm_source=google

Discussions:

Discussion 1: Sheltered Instruction/SDAIE Lesson Strategies

- Due date: Thursday & Monday, 11:59 pm PST

Discussion 2: 50 Strategies Video Lesson #2

- Due date: Thursday & Monday, 11:59 pm PST

Assignments:

Assignments: A Deeper Dive into the California Language Development Standards Quiz

- Due date: Monday, 11:59 pm PST

[\[Lecture Tab\]](#)**Week 3 Lecture:**

This week you will start with Sheltered Instruction or SDAIE (Specially Designed Academic Instruction in English). As you will soon learn, these two terms are interchangeable. Sheltered instruction/SDAIE is basically good teaching. While considering your students language levels, you will need to plan instruction to meet their needs. When planning your lessons, you will not

only need to differentiate your strategies to teach the curriculum, but you will also need to include language goals in addition to the curriculum objective. You will include strategies such as; visuals, “realia”, making connections to prior learning, and formative assessment to ensure your learners are comprehending. (See why this is just good teaching?)

Your discussions this week will help you build your bank of resources for the future. In the first Discussion Question, you will search the internet to find resources that compliment specific components of a lesson plan. You will then find a completed lesson plan (no need to reinvent the wheel) and assign strategies to each section of the lesson plan you chose. You will discover that there are many strategies at your fingertips, however you must choose strategies that are appropriate for the content and your students. In your second discussion question, you will create your teaching video for the strategy of your choice from the required chapters from 50 Strategies for Teaching English Language Learners. Think about what you saw last week in your own video and your peers’ videos and determine how you will improve your presentation this week. Remember, reflection is a necessity when teaching!

Finally, you will complete an additional module from *A Deeper Dive into the California English Language Development Standards*. As a hint, review and copy/paste the objectives into a Word.doc before you begin, so you can answer the required questions as you complete the module.

[\[Discussion Tab\]](#)

Week 3 Discussion 1: Sheltered Instruction/SDAIE Lesson Strategies

Points: 40 | Due Date: Week 3, Day 3 & 7 | CLO: 1, 2, 3, 7 | Grade Category: Discussions

Discussion Prompt

Sheltered Instruction/SDAIE means teaching the necessary content (Reading, Math, Science, etc.) while integrating multiple opportunities for English language development. Sheltered instructions/SDAIE is basically "good teaching" because multiple strategies are used to ensure that ELL students comprehend the content. However, these strategies are beneficial to all learners. Utilizing the SDAIE method supports your English Learners and enhances lessons for your English only learners.

This discussion consists of two parts. Please carefully read the two parts below before you begin writing.

Part One:

First, you will share 8 SDAIE Lesson specific strategies (using the included chart) with your peers. Please take advantage of this assignment and collect your peer's responses in a file for your future classroom-- you should always be building your professional toolkit!

SDAIE Chart

Lesson Focus	SDAIE Strategy	Short Description
Teacher Language/Presentation		
Hook/Introduction		
Content Support		
Oral Language Support		
Written Language Support		
Technology Integration		
Formative Assessment		
Summative Assessment		

Part Two:

Next, you will choose an already created lesson of your choice from the [California Academic Content Standards lesson](#) bank and revise it as if you are teaching this lesson to an entire class of English Language Learners. You will revise and modify all sections of the lesson to include a SDAIE strategy to support your ELL students. (Yes, you may use strategies you have listed in your first chart!) Use the following chart to show your changes. Also discuss how you will Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities. Be sure to include how you will interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.

REVISION CHART	
Lesson Component	SDAIE Strategy (Named and Described) *Include link if necessary

Language Objective	
Content Objective	
Vocabulary	
Getting and keeping students engaged	
Direct Instruction	
Independent Practice	
Formative Assessment	
Closure	

Demonstrate Proficiency	
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The completed Discussion Question response will include:

- Completed SDAIE Chart
- Link to Lesson Plan (to compare)
- Completed Lesson Revision Chart

Guided Response:

- Respond to at least two of your peers.
- In your response, describe what you learned from their posting.
- Additionally, make sure to tell which strategy you look forward to using in your classroom.

Expectations

Initial Post:

- Due: Thursday, 11:59 pm PT

Peer Responses:

- Due: Monday, 11:59 pm PT
- Number: A Minimum of 2 Peer Posts

See TCPP Discussion Rubric for additional details and point weighting.

Discussion 2: 50 Strategies Video Lesson # 2

Points: 30 | Due Date: Week 3, Day 4 & 7 | CLO: 1, 7 | Grade Category: Discussions

Discussion Prompt

Each week you will choose a strategy for *50 Strategies for Teaching English Language Learners* and teach the lesson to your peers. You will create a 3–5-minute video sharing how to implement this strategy in the classroom.

This week you will choose a strategy from Chapters 8-14. You will create the video using [Screencast-O-Matic](#). If you need assistance, please visit [Screencast-O-Matic support](#). If you prefer, you can use a different video tool of your choice. After you have recorded your video, share the link in the discussion forum.

In your video, you must include the following:

- State the name of the strategy and page found in the text.
- Explain the step-by-step implementation.

- Summarize the example shared in the text. (Choose the example closest to the grade you would like to teach)
- Include an additional example of your own.
- State the examples of approximation behaviors related to the TESOL Standards that represent the grade you would like to teach.

Guided Response:

- Respond to at least one of your peers. If possible, respond to peers who chose a different strategy than you did.
- In your response, you will utilize the 3-2-1 respond method. We have included the formula below.

3-2-1 Response:

- 3 points you found interesting about the strategy.
 - 2 suggestions; either related to their teaching/delivery of the material or related to their additional strategy or how this strategy can be improved upon.
 - 1 point regarding assessment or one question you still have about this strategy.
-

Expectations

Initial Post:

- Due: Thursday, 11:59 pm PT

Peer Responses:

- Due: Monday, 11:59 pm PT
- Number: A minimum of 1 peer posts, at least one on a different day than the main post

See TCPP Discussion Rubric for additional details and point weighting.

[\[Assignment Tab\]](#)

Week 3 Assignment: A Deeper Dive into California English Development Standards

Points: 50 | Due Date: Week 3, Day 7 | CLO: 4, 5, 6, 7 | Grade Category: Assignments

Assignment Prompt

This week, your assignment is a 10 question quiz worth 50 points. The quiz questions are multiple choice and true/false and based on the California English Language Standards. Use the Standards and the [California English Language Development Standards](#) to take the quiz.

Expectations

- **Due:** Monday, 11:59 pm PT

Week 4: First Steps to Literacy Including Oral English Development

[\[Overview Tab\]](#)

Welcome to Week 4: First Steps to Literacy Including Oral English Development

Weekly Learning Outcomes:

After completing this week, students will be able to the following:

1. Research oral language strategies and match the Language Acquisition Stage to the strategy along with an appropriate assessment.
2. Demonstrate understanding of a chosen strategy (Bilingual Support, Grammar, Questioning Strategies) to support English Language Learners in the classroom.
3. Describe components of early literacy to include language acquisition stages, differentiation, assessment and functions of print.

Textbook Readings:

- Peregoy, Suzanne F., and Owen Boyle, (2017). *Reading, Writing, and Learning in ESL: A Resource Book for Teaching K-12 English Learners*, (7th ed.). Boston, MA: Pearson. ISBN-13: 978-0134403397
 - Chapters 5 and 6
- Herrell, A & Jordan M. (2020). *50 Strategies for Teaching English Language Learners*, (6th ed.). Pearson. ISBN SBN 13: 978-0-13-498661-6.
 - Chapters 15-21

Additional Resources:

- *47 Best Vocabulary and Oral Language Activities images in 2020: Vocabulary instruction, Teaching, Oral language activities.* (2020, July 20). Retrieved from <https://www.pinterest.com/writinglessons/vocabulary-and-oral-language-activities/>
- Robertson, K., & Ford, K. (2020, February 18). *Language Acquisition: An Overview*. Retrieved from <https://www.colorincolorado.org/article/language-acquisition-overview>
- Screen Recording and Video Editing: Screen Recorder & Video Editor: Screencast-O-Matic. (n.d.). from https://screencast-o-matic.com/lp/screen-recording-video-editing/?utm_source=google

Discussions:

Discussion 1: Oral Language Development

- Due date: Thursday & Monday, 11:59 pm PST

Discussion 2: 50 Strategies Video Lesson #3

- Due date: Saturday & Monday, 11:59 pm PST

Assignments:

Assignments: Oral Language Development and Literacy

- Due date: Monday, 11:59 pm PT

[Lecture Tab]

Week 4 Lecture:

This week begins with Oral Language Development. For most teachers (and students) the strategies to help your English Language Learners are lots of fun! They are fun to plan, and fun to teach. Therefore, as you research strategies, have fun! As a reminder, this “fun” needs to be integrated throughout your day/content, so it is not used in isolation. Also keep in mind that it is crucial to integrate listening, speaking, reading, and writing or an integrated approach to increase your English Language Learners Oral Language Development.

Next, you will create your teaching video for the strategy of your choice from the required chapters from 50 Strategies for Teaching English Language Learners. Think about what you saw last week in your own video and your peers’ videos and determine how you will improve your presentation this week. Reflection is a necessity when teaching!

Finally, knowing that teaching requires your students to meet objectives and to comprehend the curriculum, you must do the same. Review the objectives from Chapters 5 and 6 in your text, *Reading, Writing, and Learning in ESL*. You will choose four of the objectives from our readings this week and complete a short answer response for each. You will demonstrate your mastery of the content with this assignment.

[Discussion Tab]

Discussion 1: Oral Language Development

Points: 40 | Due Date: Week 4, Day 3 & 7 CLO: 2, 3, 4 | Grade Category: Discussions

Discussion Prompt

It is crucial for your English Learners to practice oral language to become fluent. Therefore, it is up to you to offer your students as many opportunities as possible to increase their oral language development through practice.

For this discussion response, research and include 3 engaging oral language activities to entice your ELLs to practice speaking in the classroom. In your response, include a corresponding formative assessment method for each activity. Additionally, state the most Appropriate Stage of Language Acquisition your activity addresses utilizing the following article: [Language Acquisition Overview](#). Also discuss how you will Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities. Be sure to include how you will interpret English learners' assessment data to

identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.

For each activity, include the following details:

- Grade level
- Content area
- Stage of Language Acquisition you are addressing
- Title of activity (link if possible)
- Description of an Activity
- Method to assess this activity

Guided Response:

- Respond to at least two of your peers.
 - In your replies, choose one of the activities your peers discussed and share why you would use that activity in your future classroom.
-

Expectations

Initial Post:

- Due: Thursday, 11:59 pm PT

Peer Responses:

- Due: Monday, 11:59 pm PT
- Number: A Minimum of 2 Peer Posts

See TCPP Discussion Rubric for additional details and point weighting.

Discussion 2: 50 Strategies Video Lessons #3

Points: 30 | Due Date: Week 4, Day 5 & 7 | CLO: 1, 3 | Grade Category: Discussions

Discussion Prompt:

Each week you will choose a strategy for *50 Strategies for Teaching English Language Learners* and teach the lesson to your peers. You will create a 3-5 minute video sharing how to implement this strategy in the classroom.

This week you will choose a strategy from Chapters 15-21. You will create the video using [Screencast-O-Matic](#). If you need assistance, please visit [Screencast-O-Matic support](#). If you prefer, you can use a different video tool of your choice. After you have recorded your video, share the link in the discussion forum.

In your video, you must include the following:

- State the name of the strategy and page found in the text.
- Explain the step-by-step implementation.
- Summarize the example shared in the text. (Choose the example closest to the grade you would like to teach)

- Include an additional example of your own.
- State the examples of approximation behaviors related to the TESOL Standards that represents the grade you would like to teach.

Guided Response:

- Respond to at least two of your peers. If possible, respond to peers who chose a different strategy than you did.
- In your response, you will utilize the 3-2-1 respond method. We have included the formula below.

Expectations

Initial Post:

- Due: Saturday, 11:59 pm PT

Peer Responses:

- Due: Monday, 11:59 pm PT
- Number: A Minimum of 2 Peer Posts

See TCPP Discussion Rubric for additional details and point weighting.

[\[Assignment Tab\]](#)

Week 4 Assignment: Oral Language Development and Literacy

Points: 50 | Due Date: Week 4, Day 7 | CLO: 1, 2, 3, 4, 5, 6 | Grade Category: Assignments

Assignment Prompt:

This week, you will choose four of the following learning outcomes from Chapter 5 and 6 in your text, Reading, Writing, and Learning in ESL. For each chosen learning outcome, you will write a shore response (one paragraph), demonstrating your understanding of the chosen Learning Outcomes.

For your assignment, choose four from the options below:

- Define and discuss "integrated language arts instruction" for English learners.
- Describe traits of beginning and intermediate oral English proficiency.
- Discuss the importance of adapting subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.
- Explain how to assess and document English learners' oral language development.
- Discuss research on the early literacy development of English learners.
- Discuss the forms and functions of print acquired during literacy development.
- Discuss how to differentiate early literacy instruction for English learners.

Your final submission needs to include:

- The written assignment
- A title and reference page to be formatted according to APA style
- At least two scholarly references (in addition to the course textbook)
- Your title page must include the following:
- Title of paper
- Your name
- Course name and number
- Instructors name
- Date submitted

Carefully review the grading rubric that will be used to evaluate your assignment.

Expectations

- **Due:** Monday, 11:59 PT
- **Length:** 3 pages
- **References:** Use the appropriate APA style in-text citations and references for all resources utilized to answer the questions. Include at least two scholarly sources (in addition to the course textbook).
- **Format:** Save your assignment as a Microsoft Word document (.doc or .docx).
- **File Name:** Name your saved file according to your first initial, last name, and the week number (for example: "RHallWeek1.docx")

See TCPP Essay Rubric for additional details and point weighting.

Week 5

Week 5: Vocabulary Development

[\[Overview Tab\]](#)

Welcome to Week 5: Vocabulary Development

Weekly Learning Outcomes:

After completing this week, students will be able to the following:

1. Create vocabulary activities to support ELL's reading comprehension.
2. Demonstrate understanding of a chosen strategy (Hands-on Learning, RTI, Vocabulary Development) to support English Language Learners in the classroom.

Textbook Readings:

- Peregoy, Suzanne F., and Owen Boyle, (2017). *Reading, Writing, and Learning in ESL: A Resource Book for Teaching K-12 English Learners*, (7th ed.). Boston, MA: Pearson.
ISBN-13: 978-0134403397
 - Chapter 7

- Herrell, A & Jordan M. (2020). *50 Strategies for Teaching English Language Learners*, (6th ed.). Pearson. ISBN SBN 13: 978-0-13-498661-6.
 - Chapters 22-28

Additional Resources:

- Colorín Colorado. (n.d.) *Vocabulary Instruction: Reading Tips for Educators of ELLs in Grades 4-12*. from <https://www.colorincolorado.org/guide/vocabulary-instruction-reading-tips-educators-ells-grades-4-12>
- Screen Recording and Video Editing: Screen Recorder & Video Editor: Screencast-O-Matic. (n.d.). from https://screencast-o-matic.com/lp/screen-recording-video-editing/?utm_source=google

Discussions:

Discussion 1: Vocabulary Development Presentation

- Due date: Thursday & Monday, 11:59 pm, PST

Discussion 2: 50 Strategies Video Lesson #4

- Due date: Saturday & Monday, 11:59 pm, PST

Assignments:

Assignments: **No assignment this week.** Please work on your ePortfolio.

[\[Lecture Tab\]](#)

Week 5 Lecture:

Vocabulary development is crucial to your ELLs language acquisition and reading comprehension. There are many engaging methods for teaching vocabulary. (This is a component of your curriculum that you can have fun planning!) However, keep in mind, it is always best for the student to have a grasp of the word in their first language before comprehending it in English. Think of your own learning first. If you don't know what it means to "coddle" an egg in English, how would you know what to do if you were told to do that in another language? Therefore, think about how you can ensure that a student understands the term in their first language before moving forward.

Next, you will create your teaching video for the strategy of your choice from the required chapters from *50 Strategies for Teaching English Language Learners*. Think about what you saw last week in your own video and your peers' videos and determine how you will improve your presentation this week. Reflection is a necessity when teaching!

*No written assignment this week. Please take advantage of the time to begin creating your ePortfolio.

[Discussion Tab]

Discussion 1: Vocabulary Development Presentation

Points: 40 | Due Date: Week 5, Day 3 & 7 | CLO: 1, 3, 7 | Grade Category: Discussions

Discussion Prompt:

Your new principal believes that English learners need substantial vocabulary practice, in addition to reading, to increase their English vocabulary so the transfer is made, and they increase their reading comprehension as well. However, many teachers on staff believe that spending time on vocabulary development is unnecessary. Your principal has asked you to create a PowerPoint sharing innovative and engaging strategies to teach vocabulary to present at the next staff meeting.

For this discussion, you will create the PowerPoint presentation that you will share at the meeting. Since this will be presented at a staff meeting, please include a variety of grade levels and activities.

In your PowerPoint, be sure to include the following:

- Title Slide
- Introduction Slide- explaining why vocabulary development is necessary to enhance reading comprehension.
- 6 slides- each slide sharing one vocabulary strategy, a short description of the strategy, the appropriate grade level(s), and a statement to how you believe this strategy will increase your student's reading comprehension.
- Conclusion slide- explaining when you will teach these skills: In context? Language Arts? Transition times? Last ten minutes of the day? Include a statement explaining why you believe your ELL's need additional vocabulary development.

Guided Response:

- Respond to at least two of your peers and respond from the perspective of a faculty member who was against additional vocabulary development time.
- Explain how you feel now that you have seen your peer's presentation.
- Explain if this information changed your mind. Why/why not?

Expectations

Initial Post:

- Due: Thursday, 11:59 pm PT

Peer Responses:

- Due: Monday, 11:59 pm PT
- Number: A Minimum of 2 Peer Posts

See TCPP Discussion Rubric for additional details and point weighting.

Discussion 2: 50 Strategies Video Lesson #4

Points: 40 | Due Date: Week 5, Day 5 & 7 | CLO: 1, 3, 7 | Grade Category: Discussions

Discussion Prompt:

Each week you will choose a strategy for 50 Strategies for Teaching English Language Learners and teach the lesson to your peers. You will create a 3–5-minute video sharing how to implement this strategy in the classroom.

This week you will choose a strategy from Chapters 22-28. You will create the video using [Screencast-O-Matic](#). If you need assistance, please visit [Screencast-O-Matic support](#). If you prefer, you can use a different video tool of your choice. After you have recorded your video, share the link in the discussion forum.

In your video, you must include the following:

- State the name of the strategy and page found in the text.
- Explain the step-by-step implementation.
- Summarize the example shared in the text. (Choose the example closest to the grade you would like to teach)
- Include an additional example of your own.
- State the examples of approximation behaviors related to the TESOL Standards that represents the grade you would like to teach.

Guided Response:

- Respond to at least two of your peers. If possible, respond to peers who chose a different strategy than you did.
- In your response, you will utilize the 3-2-1 respond method. We have included the formula below.

3-2-1 Response:

- 3 points you found interesting about the strategy.
- 2 suggestions; either related to their teaching/delivery of the material or related to their additional strategy or how this strategy can be improved upon.
- 1 point regarding assessment or one question you still have about this strategy.

Expectations

Initial Post:

- Due: Saturday, 11:59 pm PT

Peer Responses:

- Due: Monday, 11:59 pm PT
- Number: A Minimum of 1 Peer Posts

See TCPP Discussion Rubric for additional details and point weighting.

Week 6

Week 6: English Learners and Process Writing

[\[Overview Tab\]](#)

Welcome to Week 6: English Learners and Process Writing

Weekly Learning Outcomes:

After completing this week, students will be able to the following:

1. Apply research to create writing lessons to support English Language Learners.
2. Demonstrate understanding of a chosen strategy (Graphic Organizers, Guided Reading, Voluntary Reading) to support English Language Learners in the classroom.

Textbook Readings:

- Peregoy, Suzanne F., and Owen Boyle, (2017). Reading, Writing, and Learning in ESL: A Resource Book for Teaching K-12 English Learners, (7th ed.). Boston, MA: Pearson. ISBN-13: 978-0134403397
 - Chapter 8
- Herrell, A & Jordan M. (2020). 50 Strategies for Teaching English Language Learners, (6th ed.). Pearson. ISBN SBN 13: 978-0-13-498661-6.
 - Chapters 29-35

Videos:

- Neale, D. (2015, December 7). How to Teach Vocabulary to ELL Students. YouTube. <https://www.youtube.com/watch?v=zYSHFo7bU0>

Additional Resources:

- Pesce, C. (2012, November 12). *8 Ways to Use Graphic Organizers in Your ESL Class*. Retrieved from <https://busyteacher.org/13540-how-to-use-graphic-organizers-esl-class-8-ways.html>
- Dave's ESL Café. (2020). Lesson Plans. Retrieved from <https://www.eslcafe.com/resources/lesson-plans/>
- Screen Recording and Video Editing: Screen Recorder & Video Editor: Screencast-O-Matic. (n.d.). from https://screencast-o-matic.com/lp/screen-recording-video-editing/?utm_source=google

Discussions:

Discussion 1: Research and Writing in a Second Language

- Due date: Thursday & Monday, 11:59 pm PST

Discussion 2: Strategies Video Lesson #5

- Due date: Saturday & Monday, 11:59 pm PST

Assignments:

Assignments: PLC "Six Traits" Presentation

- Due date: Monday, 11:59 pm PST

[\[Lecture Tab\]](#)

Week 6 Lecture:

This week, you will focus on Writing and your emergent bilingual students. You will begin with the "Process Approach", which you are probably very familiar with. This approach breaks the writing process up into manageable chunks; prewriting, drafting, revising, editing, and publishing. This is a common method to teach writing in most grades. This approach will also work for your English Language Learners if presented one section at a time. You will choose a lesson and rewrite it using the process approach, so that the material will be accessible for your emergent bilingual students.

Next, you will create your teaching video for the strategy of your choice from the required chapters from *50 Strategies for Teaching English Language Learners*. Think about what you saw last week in your own video and your peers' videos and determine how you will improve your presentation this week. Reflection is a necessity when teaching!

Lastly, you will create a Flipbook showing your understanding of *The Six Traits of Good Writing*. You will include each of the traits inherent in good writing; ideas/content, organization, voice, word choice, sentence fluency, and conventions. This method will work for all ages and varying abilities, so please tailor your flipbook to the grade level you would like to teach.

[\[Discussion Tab\]](#)

Discussion 1: Research and Writing in a Second Language

Points: 40 | Due Date: Week 6, Day 3 & 7 | CLO: 1, 2 | Grade Category: Discussions

Discussion Prompt:

To prepare for your discussion response this week, closely review the following sections in Chapter 8:

- What Does Research Tell Us About Writing in a Second Language?
- What is Process Writing and How Does it Benefit English Learners?
- How Can We Assess English Learners' Writing Progress and Differentiate Instruction?
- With this background information in mind, visit [Dave's ESL Cafe](#) and choose "Lesson Plans" under "Resources". Review the Writing Lesson Plans and choose one that is appropriate for the grade you would like to teach.

In your discussion response, include the following:

- Name of the lesson
- Grade level
- Based on research, what might you expect as you are teaching this lesson?
- Explain how you will teach this lesson using the Process Approach.
 - Prewriting:
 - Drafting:
 - Revising:
 - Editing:
 - Publishing:
 - How will you assess the objective of your chosen lesson?

Guided Response:

- Respond to at least two of your peers. If possible, choose peers who included a different lesson than you did.
 - In your replies, comment on their choice of lesson. Tell which component of the Process Approach you believe will be the most effective for ESL students and include an alternative assessment suggestion.
-

Expectations

Initial Post:

- Due: Thursday, 11:59 pm PT

Peer Responses:

- Due: Monday, 11:59 pm PT
- Number: A Minimum of 2 Peer Posts

See TCPP Discussion Rubric for additional details and point weighting.

Discussion 2: 50 Strategies Video Lesson #5

Points: 30 | Due Date: Week 6, Day 5 & 7 | CLO: 1, 7 | Grade Category: Discussions

Discussion Prompt:

Each week you will choose a strategy for 50 Strategies for Teaching English Language Learners and teach the lesson to your peers. You will create a 3–5-minute video sharing how to implement this strategy in the classroom.

This week you will choose a strategy from Chapters 29-35. You will create the video using [Screencast-O-Matic](#). If you need assistance, please visit [Screencast-O-Matic support](#). If you prefer, you can use a different video tool of your choice. After you have recorded your video, share the link in the discussion forum.

In your video, you must include the following:

- State the name of the strategy and page found in the text.
- Explain the step-by-step implementation.

- Summarize the example shared in the text. (Choose the example closest to the grade you would like to teach)
- Include an additional example of your own.
- State the examples of approximation behaviors related to the TESOL Standards that represents the grade you would like to teach.

Guided Response:

- Respond to at least two of your peers. If possible, respond to peers who chose a different strategy than you did.
- In your response, you will utilize the 3-2-1 respond method. We have included the formula below.

3-2-1 Response:

- 3 points you found interesting about the strategy.
- 2 suggestions; either related to their teaching/delivery of the material or related to their additional strategy or how this strategy can be improved upon.
- 1 point regarding assessment or one question you still have about this strategy.

Expectations

Initial Post:

- Due: Saturday, 11:59 pm PT

Peer Responses:

- Due: Monday, 11:59 pm PT
- Number: A Minimum of 2 Peer Posts

See TCPP Discussion Rubric for additional details and point weighting.

[\[Assignment Tab\]](#)

Week 6 Assignment: PLC "Six Traits" Presentation

Points: 50 | Due Date: Week 6, Day 7 | CLO: 1, 2, 3 | Grade Category: Assignments

Assignment Prompt:

Your Cooperating Teacher oversees the school's Writing Professional Learning Community (PLC). She has decided to focus on the "Six Traits of Good Writing". As her student teacher, she wants you to be involved with the PLC and the presentations. She has asked you to create a flipbook or a magazine to present the Six Traits to your team. In your presentation, she would like an explanation of each trait and two different strategies for each trait that are appropriate for your ELL students at your grade level. Since writing is generally a "dry" concept to teach to both professionals and students, she has asked you to make this flip book engaging and exciting so that excitement will spill over into the classroom.

For this assignment, you will create a Flipbook or other visual presentation software (PowerPoint, Prezi, Google Slides, etc) Please feel free to use any software you would like to create your flipbook.

Within your Flipbook, be sure to include:

- An image on each page to represent the content
- Magazine Cover Page (title page)
- Table of Contents (one page - optional)
- Explanation of each trait (one page for each of the Six Traits)
- Two strategies to teach each trait; including an explanation of the strategy, statement addressing whether or not this statement could be used as an assessment, and one example to how the strategy could be used across the curriculum (total number of pages is your choice)
- Reference page to include one resource in addition to your textbook

Carefully review the grading rubric that will be used to evaluate your assignment.

Expectations

- **Due:** Monday, 11:59 PT
- **Length:** 13 magazine pages
- **Structure:** Include a title page and reference page in APA style.
- **References:** Use the appropriate APA style in-text citations and references for all resources utilized to answer the questions. Include at least one scholarly sources (in addition to the course textbook).
- **Format:** Save your assignment as a Microsoft Word document (.doc or .docx) or submit your presentation.
- **File Name:** Name your saved file according to your first initial, last name, and the week number (for example: "RHallWeek1.docx")

See TCPP Essay Rubric for additional details and point weighting.

Week 7

Week 7: Reading and Literature Instruction

[\[Overview Tab\]](#)

Welcome to Week 7: Reading and Literature Instruction

Weekly Learning Outcomes:

After completing this week, students will be able to the following:

1. Compare three ways of promoting literacy development: guided reading, literature study, and independent reading to understand how to best support English Language Learners.

2. Demonstrate understanding of a chosen strategy (Culture Studies, Integrated Curriculum) to support English Language Learners in the classroom.

Textbook Readings:

- Peregoy, Suzanne F., and Owen Boyle, (2017). Reading, Writing, and Learning in ESL: A Resource Book for Teaching K-12 English Learners, (7th ed.). Boston, MA: Pearson. ISBN-13: 978-0134403397
 - Chapter 9
- Herrell, A & Jordan M. (2020). 50 Strategies for Teaching English Language Learners, (6th ed.). Pearson. ISBN SBN 13: 978-0-13-498661-6.
 - Chapters 36-42

Additional Resources:

- Favorite Books for Kids with Learning and Attention Issues. (2019, June 03). from <https://www.readingrockets.org/article/favorite-books-kids-learning-and-attention-issues>
- Screen Recording and Video Editing: Screen Recorder & Video Editor: Screencast-O-Matic. (n.d.). from https://screencast-o-matic.com/lp/screen-recording-video-editing/?utm_source=google

Discussions:

Discussion 1: Methods to Promote Literacy Development

- Due date: Thursday & Monday, 11:59 pm PST

Discussion 2: 50 Strategies Video Lesson #6

- Due date: Saturday & Monday, 11:59 pm PST

Assignments:

Assignments: **No assignment this week.** Please take advantage of this time and begin finalizing your ePortfolio.

[\[Lecture Tab\]](#)

Week 7 Lecture:

This week begins with your exploration of three methods to promote reading development. Each of these methods, guided reading, literature study, and independent reading has its place in all classrooms depending on the level of your Emergent Bilinguals and the content area. The ideal classroom incorporates all three. (Even in a high school science class!) You will learn about each, determine how each method will work for your emergent bilinguals (of varying abilities), and include a formative assessment option for each. Keep in mind that in many cases, your formative assessment could consist of the simple question, "Tell me about the page you just read."

Next, you will create your teaching video for the strategy of your choice from the required chapters from 50 Strategies for Teaching English Language Learners. Think about what you saw last week in your own video and your peers' videos and determine how you will improve your presentation this week. Reflection is a necessity when teaching!

No written assignment this week. Please take advantage of the time to continue building your ePortfolio.

[\[Discussion Tab\]](#)

Discussion 1: Methods to Promote Literacy Development

Points: 40 | Due Date: Week 7, Day 3 & 7 | CLO: 1, 2, 4, 5 | Grade Category: Discussions

Discussion Prompt:

Chapter 9 of our text, Reading, Writing and Learning in ESL describes three methods to promote literacy development for English Language Learners: guided reading, literature study, and independent reading. Use this chapter to support your discussion response this week.

In your discussion, complete the following chart directing your research towards the grade level you would like to teach. Also discuss how you will work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities. Be sure to include how you will interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.

	Guided Reading	Literature Study	Independent Reading
Short Description of the Method (1-2 Sentences)			
How will ELL students benefit from this method? (One example)			
How to use for beginning 2 nd language readers? (One example)			
How to use for intermediate 2 nd language readers? (One example)			
How will you prepare students for this method? (One example)			
What will you do to ensure students are on task and comprehending the material			

during reading? (One example)			
Share a possible formative assessment strategy that can be used after reading. (One example)			

Guided Response:

- Respond to at least two of your peers.
- In your replies, describe what you learned from their post.
- Additionally, tell which method will most likely be your first choice in the classroom and why.

Expectations

Initial Post:

- Due: Thursday, 11:59 pm PT

Peer Responses:

- Due: Monday, 11:59 pm PT
- Number: A Minimum of 2 Peer Posts

See TCPP Discussion Rubric for additional details and point weighting.

Discussion 2: 50 Strategies Video Lesson #6

Points: 30 | Due Date: Week 7, Day 5 & 7 | CLO: 1, 7 | Grade Category: Discussions

Discussion Prompt:

Each week you will choose a strategy for 50 Strategies for Teaching English Language Learners and teach the lesson to your peers. You will create a 3–5-minute video sharing how to implement this strategy in the classroom.

This week you will choose a strategy from Chapters 35-42. You will create the video using [Screencast-O-Matic](#). If you need assistance, please visit [Screencast-O-Matic support](#). If you prefer, you can use a different video tool of your choice. After you have recorded your video, share the link in the discussion forum.

In your video, you must include the following:

- State the name of the strategy and page found in the text.
- Explain the step-by-step implementation.
- Summarize the example shared in the text. (Choose the example closest to the grade you would like to teach)
- Include an additional example of your own.
- State the examples of approximation behaviors related to the TESOL Standards that represents the grade you would like to teach.

Guided Response:

- Respond to at least two of your peers. If possible, respond to peers who chose a different strategy than you did.
- In your response, you will utilize the 3-2-1 respond method. We have included the formula below.

3-2-1 Response:

- 3 points you found interesting about the strategy.
 - 2 suggestions; either related to their teaching/delivery of the material or related to their additional strategy or how this strategy can be improved upon.
 - 1 point regarding assessment or one question you still have about this strategy.
-

Expectations**Initial Post:**

- Due: Saturday, 11:59 pm PT

Peer Responses:

- Due: Monday, 11:59 pm PT
- Number: A Minimum of 2 Peer Posts

See TCPP Discussion Rubric for additional details and point weighting.

Week 8

Week 8: Content Reading and Writing

[\[Overview Tab\]](#)

Welcome to Week 8: Content Reading and Writing**Weekly Learning Outcomes:**

After completing this week, students will be able to the following:

1. Create a content sheltered lesson plan to support your English Language Learners.
2. Demonstrate understanding of a chosen strategy (Multiple Intelligences, Multimedia Presentations, GIST) to support English Language Learners in the classroom.
3. Create an ePortfolio complete with multiple resources to support English Language Learners.

Textbook Readings:

- esource Book for Teaching K-12 English Learners, (7th ed.). Boston, MA: Pearson.
ISBN-13: 978-0134403397
 - Chapters 10 and 11

- Herrell, A & Jordan M. (2020). *50 Strategies for Teaching English Language Learners*, (6th ed.). Pearson. ISBN SBN 13: 978-0-13-498661-6.
 - Chapters 43-50

Additional Resources:

- Screen Recording and Video Editing: Screen Recorder & Video Editor: Screencast-O-Matic. (n.d.). from https://screencast-o-matic.com/lp/screen-recording-video-editing/?utm_source=google

Discussions:

Discussion 1: Sheltered Lesson Plan

- Due date: Thursday & Monday, 11:59 pm PST

Discussion 2: 50 Strategies Video Lesson #7

- Due date: Saturday & Monday, 11:59 pm PST

Assignments:

Assignments: Final Assignment (Signature Assignment): ELL Portfolio

- Due date: Monday, 11:59 pm PST

[\[Lecture Tab\]](#)

Week 8 Lecture:

This week you will focus on content reading and writing, with your primary strategy being Sheltered Instruction or SDAIE Instruction. Since you have focused on this strategy previously, for this assignment you will delve a little deeper into specific strategies dealing with complex (content) texts. As you can imagine, the lessons that focus on content require further preparation by the teacher. You will create a lesson plan that demonstrates your understanding of how to support your emergent bilinguals when dealing with a challenging curriculum.

This is your last teaching video for the strategy of your choice from the required chapters from *50 Strategies for Teaching English Language Learners*. Think about what you saw last week in your own video and your peers' videos and determine how you will improve your presentation this week. Have fun this week! Your students love when you are a bit silly – it makes the content memorable – have fun!

Finally, you will complete your ePortfolio; including many of the assignments completed in the course along with additional activities and lessons to support your emergent bilinguals. Once you have completed the assignment, this will be an incredible artifact to share in an interview. This collection will show your future administrator your depth of understanding on how to support all students in your classroom.

[\[Discussion Tab\]](#)

Discussion 1: Sheltered Lesson Plan

Points: 40 | Due Date: Week 8, Day 3 & 7 | CLO: 1, 2, 3, 7 | Grade Category: Discussions

Discussion Prompt:

For your discussion response, you will develop a lesson plan using the USU Lesson Plan #1 for one of the following content areas: Math, Social Science, Science, or English. Direct your lesson to the grade level you would like to teach. Once you have completed the lesson plan, be sure to save your file and attach it to your discussion response.

In your lesson plan, include the following:

- What prereading strategies will you use? Must be labeled in "Teach New Concepts/Skills".
- What reading strategies will you use? Must be labeled in "Guided Practice".
- What post-reading strategies will you use? Must be labeled in "Check for Understanding".
- What scaffolding, SDAIE, or sheltering approach, would you use to enhance the students' learning? Must be labeled in "Section Seven | Supports, Differentiation, Accommodations, and/or Modifications for Specific Students or Groups"
- How would you teach students to become expert questioners of texts they are reading? Must be labeled in "Engage Students in Higher Order Thinking".

Guided Response:

- Take the opportunity to review your peers' lesson plans. After reviewing your classmates' choices;
- Respond to at least two of your peers who have shared points that were of interest to you.
- In your replies, explain what points from the lesson you believe would help develop your ELL confidence as learners.

Expectations

Initial Post:

- Due: Thursday, 11:59 pm PT

Peer Responses:

- Due: Monday, 11:59 pm PT
- Number: A Minimum of 2 Peer Posts

See TCPP Discussion Rubric for additional details and point weighting.

Discussion 2: 50 Strategies Video Lesson #7

Points: 30 | Due Date: Week 8, Day 5 & 7 | CLO: 1, 2, 7 | Grade Category: Discussions

Discussion Prompt:

Each week you will choose a strategy for *50 Strategies for Teaching English Language Learners* and teach the lesson to your peers. You will create a 3–5-minute video sharing how to implement this strategy in the classroom.

This week you will choose a strategy from Chapters 43-50. You will create the video using [Screencast-O-Matic](#). If you need assistance, please visit [Screencast-O-Matic support](#). If you prefer, you can use a different video tool of your choice. After you have recorded your video, share the link in the discussion forum.

In your video, you must include the following:

- State the name of the strategy and page found in the text.
- Explain the step-by-step implementation.
- Summarize the example shared in the text. (Choose the example closest to the grade you would like to teach)
- Include an additional example of your own.
- State the examples of approximation behaviors related to the TESOL Standards that represents the grade you would like to teach.

Guided Response:

- Respond to at least two of your peers. If possible, respond to peers who chose a different strategy than you did.
- In your response, you will utilize the 3-2-1 respond method. We have included the formula below.

3-2-1 Response:

- 3 points you found interesting about the strategy.
- 2 suggestions; either related to their teaching/delivery of the material or related to their additional strategy or how this strategy can be improved upon.
- 1 point regarding assessment or one question you still have about this strategy.

Expectations

Initial Post:

- Due: Saturday, 11:59 pm PT

Peer Responses:

- Due: Monday, 11:59 pm PT
- Number: A Minimum of 2 Peer Posts

See TCPP Discussion Rubric for additional details and point weighting.

[\[Assignment Tab\]](#)

Week 8 Assignment: Emergent Bilingual Portfolio

Points: 200 | Due Date: Week 8, Day 7 | CLO: 1, 2, 3, 4, 6 | Grade Category: Assignments

Assignment Prompt:

For your final assignment, you will prepare an electronic portfolio demonstrating your knowledge of emergent bilingual methods for the grade level of your choice. This portfolio will demonstrate your ability to plan appropriate instruction for your emergent bilinguals. Many of the requirements were completed as assignments in the course and you may use these revised items to complete your portfolio. When revising your assignments, please take into consideration the feedback you received for your instructor and your peers. As a reminder, you must earn a score of a "B" or above on the Signature Assignment.

To create your Portfolio, you will utilize Google Sites. [Here](https://sites.google.com/) is a quick tutorial. Simply sign-in via your USU email account. There, you will see a menu of templates. You will select, "Portfolio." <https://sites.google.com/>

In your Portfolio, be sure to include the following items with the appropriate tabs:

- Reflection Tab
 - Create a one-paragraph reflection sharing what you have learned in this course about working with emergent bilinguals. Use the following questions to guide your response:
 - Has your perspective changed? Do you feel more prepared? What are you looking forward to? Are you nervous about any aspect of working with these students? What do you believe will be your biggest challenge?
- Oral Development Strategies Tab
 - Using revised course assignments, provide descriptions of 3 oral development strategies, appropriate grade level, and the content area you could use this strategy.
- Writing Development Strategies Tab
 - Using revised course assignments, provide descriptions of 3 writing development strategies, appropriate grade level, and the content area you could use this strategy.
- Literacy Development Strategies Tab
 - Using revised course assignments, provide descriptions of 3 literacy development strategies, appropriate grade level, and the content area you could use this strategy.
- Vocabulary Activities Tab
 - Using revised course assignments, provide descriptions of 3 vocabulary activities strategies, appropriate grade level, and the content area you could use this strategy.
- Sheltered Content-Area Lesson Plans Tab
 - Include a total of three lesson plans in this tab. One lesson plan must be NEW and the other two can be revised lesson plans that were previously submitted.

- Highlight where you adapted subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.
 - Emergent Bilingual Internet Resource "Webliography" Tab
 - Provide a list of 10 resources. Be sure to include the title of the resource, a website or lesson link, and a one-sentence description.
 - Parent Involvement Tab
 - Provide 3 activities/suggestions to involve parents in their child's education. Provide descriptions of 3 activities/suggestions and how you would share these ideas with your parents.
 - Self-Assessment Tab
 - Using the TCPP Program Learning Outcomes below, score yourself on a scale of 1-5 (1 being the lowest and 5 being the highest) on how you feel you are prepared to work with emergent bilinguals. Include a one to two sentence explanation/rationale as to why you gave yourself the score.
 - TPE 1: Engaging and Supporting All Students in Learning
 - TPE 2: Creating and Maintaining Effective Environments for Students
 - TPE 3: Understanding and Organizing Subject Matter for Student Learning
 - TPE 4: Planning Instruction and Designing Learning Experiences for All Students
 - TPE 5: Assessing Student Learning
 - TPE 6: Developing as a Professional Educator
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Expectations

- **Due:** Monday, 11:59 PT
- **Format:** Save your assignment with a link to your portfolio as a Microsoft Word document (.doc or .docx).
- **File Name:** Name your saved file according to your first initial, last name, and the week number (for example: "RHallWeek1.docx")

See EDU525 Signature Assignment Rubric for additional details and point weighting.