Course Code/Title:	EDU 581:Spanish Language Methods
Link to Master Shell:	https://classroom.usuniversity.edu/d2l/home/71887
Program Director:	Dr. Joanna Simpson
SME:	
Instructional Designer:	Norma Lopez
Relevant Dates:	

Quick Links to Weeks:
Week 1 | Week 2 | Week 3 | Week 4
Week 5 | Week 6 | Week 7 | Week 8

Course Content Outline

EDU 581 Course Outline

Week 1 Title: What is the Framework for Equitable and Excellent English Learner Education? [CLO: 1, 2, 4, 6, 7]

Week 1 Discussion:

- Introduction: Introduce yourself, tell us about your work experience, and what content area you want to teach.
- Define and discuss the researched based guiding principles that are used to identify and address what English Learners need to be meaningfully engaged in challenging content classes and to develop their language skills. Discuss what the authors of "Unlocking English Learners' Potential," mean when they state, "All content teachers are language teachers". Provide examples from the text to support and justify the three shifts in education that have transitioned content teachers into language teachers, as well as indicate how educators can address those shifts. (25 Points)

Week 1 Key Assignment:
Read the English Language Arts/ English Language Development Framework for California Public Schools Chapter 1: Overview of the Standards. Read and respond to the following questions. Overview of the Standards Section:

- Read and provide the gist for each section of the ELD Framework.
- What are the implications of this section of the ELD Framework for you as an educator?

- After becoming familiar with this document, discuss three takeaways that resonated with you the most. (25 Points)

Week 2 Title: What is the Culturally Responsive Framework to Create a Learning Environment that is both Culturally and Linguistically Affirming? [CLO: 1,7,8]

Week 2 Discussion:

- Respond to the following questions:
    - Define what culture means and discuss the characteristics of culture. Discuss the importance of cultural understanding for your work with English Learners and what strategies can you implement to support culturally responsive teaching. How does your own culture shape your instruction, classroom expectations, and your interactions with your English Learners? Why does culture matter for English learners' Teaching and Learning? (25 Points)

Week 2 Key Assignment:

Reflect on your cultural beliefs and expectations to make cultural considerations through a different cultural lens. Respond to the following question, use examples from your cultural beliefs and expectations exercise and from the text to support and justify your response. What is the impact in the classroom when educators and English Learners have different cultural expectations? (25 Points)

Week 3 Title: What strategies can I use to scaffold instruction for English Learners? [CLO: 1,2,3]

Week 3 Discussion:

Respond to the following questions.

- What is a scaffold? What types of materials and resources can be used to scaffold instruction? What instructional practices can be implemented to scaffold instruction? How can student grouping be used to scaffold instruction? (75 Points)

Week 3 Key Assignment:

Create a lesson plan that incorporates the different types of scaffolds that you have learned this week. In the development of your lesson plan, your assignment must include the following guidelines and considerations. In the development of your lesson plan, read and respond to each part of the Five Steps for Scaffolding a Lesson. (100 Points)

Week 4 Title: Academic Conversations: A Tool for Fostering English Learners' Oral Language Development [CLO: 1,2,3]

Week 4 Discussion:

Respond to the following questions.

- Why is it important to focus on English Learners' oral language development and how do I develop effective oral language activities for ELs?

Read the case study, Ms. Michael Scenario Reflection and answer the following questions.

- What advice would you provide Ms. Michael to have better prepared her ELs to participate in the pair discussion? What recommendations would you make to Ms. Michael to improve the oral task she provided for her students? (50 Points)

Week 4 Key Assignment:

Respond to the following questions and provide examples from the text and from the case studies to support and justify your responses. What practices can ELs engage in to support their participation and engagement in oral language activities? (75 Points)

Week 5 Discussion Title: Teaching Academic Language to English Learners [CLO: 1,2,3]

Week 5 Discussion:

Respond to the following questions.

- What is academic language and how is it different from social language? How is academic language structured through discussing the importance of the three key levels? Why is academic language important and why doesn't vocabulary support provide enough assistance? Discuss the instructional implications of knowing that academic language takes place within a sociocultural context. Discuss the process for figuring out what academic language might be challenging for English learners, as well as what you need to do to increase academic language support to provide them with access to challenging content.
- (50 Points)

Week 5 Key Assignment:

Respond to the following questions.

- What is the "Word Level" and how would you teach academic vocabulary within the different tiers?
- Discuss and provide examples of how you would teach Sentence-Level Academic Language to English Learners.

- Discuss and provide examples of how you would teach Discourse-Level Level Academic Language to English Learners.
- How do you simultaneously integrate academic language instruction with content instruction? (50 Points)

Week 6 Title: Vocabulary Instruction and English Learners [CLO: 1,2,3]

Week 6 Discussion:

Respond to the following questions.

- What is academic vocabulary and why is it important to teach academic vocabulary to English Learners? How do you select vocabulary for in-depth instruction? Identify and discuss two strategies that can be used to support ELs in developing and strengthening their academic vocabulary. Identify and discuss activities that can be used to support ELs in developing and strengthening their academic vocabulary in the different language modalities, listening, speaking, reading, and writing. (50 Points)

Week 6 Key Assignment:

Applying what you have learned to support vocabulary development with your English Learners. You will use a content-related text to practice the skills that you have learned to support vocabulary instruction that is designed to support your English Learners. (50 Points)

Week 7 Title: Teaching English Learners Background Knowledge [CLO: 1, 2, 3, 4 **]**

Week 7 Discussion:

Analyze what the research says about teaching background knowledge and discuss why it is important to teach. You will discuss what close reading a text is, and how building background knowledge supports English Learners with the close reading of a text. (75 Points)

Week 7 Key Assignment:

Applying what you have learned to support the building of background knowledge for your English Learners. You will use a content-related text to practice the skills that you have learned to support the development of background knowledge to support your English Learners. (75 Points)

Week 8 Title: Supporting Your English Learners in Understanding Grade Level Text [CLO: 1, 2, 3, 4, 5, 6,]

Week 8 Discussion:

For the first part of the discussion, you will demonstrate awareness of organizations that are committed to the advancement of bilingual education. For each organization; provide the name

of the organization, when the organization was founded, and its mission statement, as well as provide specific examples of what the organization does to promote and carry out its mission statement.
For the second part of the discussion, you will analyze the role that equity, advocacy, and leadership play in developing and implementing five strategies that you have learned about throughout the course. Then discuss how you can take a leadership role to advocate and promote this strategy to affect change for ELs by discussing the benefits and advantages of implementing this strategy, and discussing how it makes content accessible for English Learners. (100 Points)

Week 8 Key Assignment:
You will develop your capacity to support your English learners in the process of reading complex text for multiple purposes by implementing scaffolded text-dependent questions. You will demonstrate the skills that you have developed in creating text-dependent questions for a complex text, then use those questions to support your English Learners in developing an in-depth understanding of the text. (150 Points)

Overview Tab

Course Code/Title: EDU 581: Spanish Language Methods

Course Description:

The focus of the course will be strategies and methodologies in Spanish language development, reading readiness, and beginning reading in the primary language. Special emphasis will be on the current trends and social issues affecting bilingual programs including program models, instructional approaches, bilingualism and illiteracy and selection and use of primary language materials.

Course Learning Outcomes:

1. Design learning experiences that demonstrate knowledge of the linguistic repertoires and registers across contexts and content areas of the applicable content standards in both English and the target language as appropriate to the developmental language levels of the K-12 students.
2. Plan content instruction that acknowledges the relationship and transferability between primary and target language vocabulary to help students access the content of the curriculum.
3. Provide students with practice in integrating the four domains of language (listening, speaking, reading, and writing) through multimodal communication, language forms,

and language functions to support students' literacy and content knowledge development.
4. Demonstrate awareness of historical bias and practices of institutional racism and identify and mitigate these biases and practices in their thinking, instructional planning, and interactions with students, colleagues, family, and community members to support and increase student biliteracy levels.
5. Demonstrate awareness of organizations committed to the advancement of bilingual education.
6. Engage, promote, and empower families' leadership development for civic engagement.
7. Demonstrate intercultural communication, understanding, and interaction with families and communities that is linguistically and culturally responsive, respectful, affirming, and empowering.
8. Recognize the negative effects on students of stereotyping and lack of valuing language, diversity, and the dimensionality of language used by students, families, and communities.

Course Textbook:
Diane Staehr Fenner, Sydney Snyder, (2017). Unlocking English Learners' Potential, Strategies For Making Content Accessible. SAGE Publications.

Module 1

Week 1: Framework for Equitable and Excellent English Learner Education

[Overview Tab]

Welcome to Week 1: Framework for Equitable and Excellent English Learner Education

This week you will learn how to use the framework for equitable and excellent English learner education to identify and recognize your EL's strengths, as well as to identify strategies for making content accessible, and you will become familiar with the English Language Arts/English Language Development Framework for California Public Schools.

Weekly Learning Outcomes:
After completing this week, students will be able to do the following:
1. Analyze five researched based guiding principles to identify what teachers of English learners need to do to support their ELs to be meaningfully engaged in challenging content classes.
2. Determine the benefits of utilizing particular practices, such as providing a welcoming and supportive classroom climate and the impact of teachers collaborating to share their expertise.

3. Examine the English Language Arts/English Language Development Framework for California Public Schools.
4. Identify strategies that are designed to provide access to content area instruction, while simultaneously supporting the development of their language skills.
5. Promote families' leadership development for civic engagement.
6. Utilize intercultural communication, understanding, and interaction with families and communities that are linguistically and culturally responsive, respectful, affirming, and empowering.

Textbook Readings:
Unlocking English Learners' Potential, Strategies for Making Content Accessible

- Chapter 1: Why You Need This Book to Support ELs

Additional Resources:
California Department of Education. (n.d.). SBE-Adopted ELA/ELD framework. https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp

For this assignment, go to the section titled: Chapter 1: Overview of the Standards

Discussions:
Discussion 1: Introduction

- Due date: Tuesday, 11:59 pm PT

Assignments:
Assignments:

- Due date: Monday , 11:59 pm PT

[Lecture Tab]

Week 1 Lecture:
Hook: "Times have changed. In the past, English for Speakers of Other Languages (ESOL) teachers tended to physically remove ELs from the content or grade-level teachers' classrooms, providing them with ESOL instruction in a separate location. New state regulations aimed at more inclusive instruction of ELs."

- **Diane Staehr Fenner, Sydney Snyder, (2017).**

Lecture:

Chapter one analyzes the theoretical framework for equitable and excellent EL education, which will support you in addressing the increased rigor of the standards. First, the framework is designed to identify and recognize English learners' strengths. Second, it is designed to address the challenge that teachers face in learning how to scaffold their content instruction to ensure they are providing their English learners with the necessary support for access and mastery of the content curriculum. The framework is designed to support the challenging task of giving ELs access to content instruction, while simultaneously supporting their language development. You will analyze the five researched based guiding principles that are used to identify and address what teachers need to be able to do to ensure that their English learners are meaningfully engaged in challenging content classes while developing their language skills.

[Discussion Tab]

Discussion 1: Introduction
Points: 25 | Due Date: Week 1, Day 1 | CLO: 1, 2, 4, 6, 7 | Grade Category: Discussions

Welcome to EDU581! Let's kick off this course by getting to know each other. In addition to getting acquainted, you will discuss the guiding principles that are used to identify and address what teachers of English Learners need to be able to do to ensure their ELs are meaningfully engaged in challenging content while simultaneously developing their language skills.

In your initial response, respond to the following prompts:

- Introduce yourself: Share what area you currently live in and the grade level/content area you would like to teach or are teaching. You can share any experience that you have had with learning or teaching a second language.
- Define and discuss the five researched based guiding principles that are used to identify and address what teachers of English Learners need to be able to do to ensure that their English learners are meaningfully engaged in challenging content classes while simultaneously developing their language skills. Provide examples from the text to support and justify your response.
- Discuss what the authors of "Unlocking English Learners' Potential," mean when they state, "All content teachers are language teachers". Provide examples from the text to support and justify the three shifts in education that have transitioned content teachers into language teachers, as well as indicate how educators can address those shifts.

Guiding Principles	**Provide the gist of the guiding principle.**	**Discuss the research the guiding principle is based on.**	**What are the implications of this guiding principle for you as an educator?**

Guided Response:

- Respond to at least 2 of your peers.
- In your response, welcome two of your peers and comment on any of the learning or teaching experiences they shared.
- Additionally, comment on their response to, "Discuss what the authors of "Unlocking English Learners' Potential," mean when they state, "All content teachers are language teachers". Share a thought or expand on their discussion about how any of the three shifts in education have transitioned content teachers into language teachers."

Expectations

Initial Post:

- Due: Tuesday, 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:

Points: 25 | Due Date: Week 1, Day 7 | CLO: 1, 2 | Grade Category: Assignments

Week 1 Key Assignment:

- Read the English Language Arts/ English Language Development Framework for California Public Schools Chapter 1: Overview of the Standards. Read and respond to the following table, make sure to provide examples from the text to support and justify your responses.

- After becoming familiar with this document, discuss three takeaways that resonated with you the most.

Overview of the Standards Section:	**Read and provide the gist for each section of the ELD Framework.**	**What are the implications of this section of the ELD Framework for you as an educator?**
Goal and Critical Principles for ELD (Page 21)		
English Language Proficiency Levels (Page 23)		
Organization and Structure of the CA ELD Standards (Page 25)		

Your completed assignment must include:

- After reading each assigned section of the English Language Arts/ English Language Development Framework for California Public Schools Chapter 1, complete the graphic organizer with the required information.
- Provide the gist for each section of the ELD Framework.
- For each section of the ELD Framework discuss what are the implications for you as an educator.
- After completing the graphic organizer, discuss the three takeaways that resonated with you most after becoming familiar with the ELD framework.

See the Assignment Rubric for additional details and point weighting.

Expectations

- **Due:** Monday, 11:59 PT
- **Length:** Complete Graphic Organizer

Week 2

Week 2 Culturally Responsive Framework

[Overview Tab]

Welcome to Week 2: Culturally Responsive Framework This week, you will learn how to create a learning environment that is both culturally and linguistically affirming by analyzing the culturally responsive framework.

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

1. Design learning experiences that are culturally responsive to create a learning environment that is both culturally and linguistically affirming.
2. Recognize that culturally responsive teaching values students' languages, cultures, and backgrounds.
3. Determine the benefits of utilizing particular instructional strategies to simultaneously challenge and support students.

Textbook Readings:
Unlocking English Learners' Potential, Strategies for Making Content Accessible

- Chapter 2: Using a Culturally Responsive Framework to Meet the Needs of English Learners

Discussions:
Discussion 1:

-

- Due date: Thursday, 11:59 pm PT

Assignments:
Assignments:

- Due date: Monday, 11:59 pm PT

[Lecture Tab]

Hook: "Culture impacts students' and teachers' beliefs about education and learning. It can impact Els' ways of communicating, their classroom participation and behavior, and their expectations for the role of the teacher." Zion & Kozleski, (2005).

Week 2 Lecture:

Chapter 2 analyzes the culturally responsive framework, which illustrates how promoting culturally responsive teaching practices speak to the needs of multilingual learners. As an

educator of multilingual learners, you need to consider the cultural implications for your instruction and for how you interact with your ELL students and their families. This chapter will strengthen your understanding of culturally responsive teaching practices that will build your capacity as an EL advocate. It's important to know how your own cultural experiences inform and shape your instruction and classroom expectations, as well as shape your interactions with your English learners. This week you will analyze why culture matters for ELs' teaching and learning. This will provide you with an understanding of how students from diverse backgrounds and cultures navigate in cross-cultural zones.

[Discussion Tab]

Discussion 1: Cultural Understanding

Points: 25 | Due Date: Week 2, Day 3 & 7 | CLO: 1, 7, 8 | Grade Category: Discussions

In your initial post, respond to the following:

- Define culture and characteristics of a culture.
- Discuss the importance of cultural understanding for your work with English Learners.
- What strategies can you implement to support culturally responsive teaching?
- How does your own culture shape your instruction, classroom expectations, and how your interactions with your English Learners?
- Why does culture matter for English Learners' Teaching and Learning?

Guided Response:

- Respond to at least 2 of your peers.
- In your response, comment on their responses and expand on their thinking to the following questions:
    - How does your own culture shape your instruction, classroom expectations, and how your interactions with your English Learners?
    - Why does culture matter for English Learners' Teaching and Learning?

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 2 Assignment: Culturally Responsive Teaching

Points: 25 | Due Date: Week 1, Day 7 | CLO: 1, 7, 8 | Grade Category: Assignments

Prior to beginning this assignment, read Chapter 2 of your textbook and reflect on your cultural beliefs and expectations by completing the graphic organizer in Figure 2.2. Additionally, use Figure 2.3 to make cultural considerations for how the same topic may be viewed through a different cultural lens. You don't have to share your reflection, as this exercise prepares you for this assignment.

This assignment has two parts. In Part A, you will reflect on your own cultural beliefs and expectations. In Part B, you will complete a Culturally Responsive Teaching Goal-Setting template. Both parts should be included on one document and labeled Part A and Part B.

Part A: Reflection

In Part A of this assignment, use examples from your own cultural beliefs and expectations, along with the textbook, to support your response. Address the following question:

- What is the impact in the classroom when educators and English Learners have different cultural expectations?

Part B: Culturally Responsive Teaching Goal-Setting Template

Read "What are the Guidelines of Culturally Responsive Teaching?" found on Page 40 of your textbook. Complete the following template to discuss how you will incorporate each guideline into your own teaching.

Guidelines	**To Incorporate This Guideline, I Will…**
1. Culturally responsive teaching is assets based.	
2. Culturally responsive teaching places students at the center of the learning.	

3. **Culturally responsive teaching values students' languages, cultures, and backgrounds.**	
4. **Culturally responsive teaching simultaneously challenges and supports students.**	

Your completed assignment must include:

- **Part A completed**
- Part B completed

See the Assignment Rubric for additional details and point weighting.

Expectations

- **Due:** Monday, 11:59 PT
- **Length:** 1-3 pages
- References: No references required
- Format: Word Document
-

Week 3

Week 3: Strategies to Scaffold Instruction for English Learners

[Overview Tab]

Welcome to Week 3: Strategies to Scaffold Instructions for English Learners

This week, you will determine the benefits of scaffolding instruction to simultaneously support content-based instruction and language development.

Weekly Learning Outcomes:

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

1. Design learning experiences that demonstrate knowledge of different types of scaffolds.
2. Determine the benefits of implementing scaffolds and analyze the impact of utilizing particular instructional practices to address the four domains of language, which include listening, speaking, reading, and writing.
3. Create a lesson plan that incorporates instructional scaffolds that will support English learners in meeting the challenging demands of content-based instruction, while simultaneously supporting the development of the academic language that is necessary to articulate their understanding.

Textbook Readings:
Unlocking English Learners' Potential, Strategies for Making Content Accessible

- Chapter 3: Scaffolding Instruction for English Learners

Discussions:
Discussion 1:

- Introduction
- Discussion 1:
- Due date: Tuesday (Day 1)

Assignments:
Assignments:

- Due date: Monday (Day 7)

[Lecture Tab]

Week 3 Lecture:
Chapter three analyzes the instructional considerations that you need to make to scaffold instruction for your English learners. For English learners to experience academic achievement within content-based learning experiences, they must be provided with scaffolds that support accessing content, while simultaneously supporting their language development. As an educator, you need to develop the capacity to understand the different types of scaffolds and how they can be used to contextualize instruction to make it comprehensible input for your English learners. You will analyze a plethora of instructional practices that will support you with a very structured protocol for how to develop lesson plans which include multifaceted scaffolds. These instructional scaffolds will support your English learners in their mastery of the content standards while developing the academic language that they will need to articulate their learning.

Hook:
"Scaffolding, however, is not simply another word for help. The ultimate goal of scaffolding is for the student to be able to perform the task independently and no longer require the scaffold." Diane Staehr Fenner, Sydney Snyder, (2017).

[Discussion Tab]

Discussion 1: Scaffolding Instruction
Points: 75 | Due Date: Week 1, Day 1 | CLO: 1, 2 | Grade Category: Discussions

<u>Week 3 Discussion:</u>

Respond to the following questions and provide examples from the text and from the case studies to support and justify your responses.

- What is a scaffold?
- What types of materials and resources can be used to scaffold instruction?
- What instructional practices can be implemented to scaffold instruction?
- How can student grouping be used to scaffold instruction? (50 Points)

Guided Response:

- In your response, comment on their responses and expand on their thinking on what they learned about scaffolding.
    - What did you learn about scaffolding from reading their responses to the discussion questions regarding how to scaffold instruction to meet the needs of their English learners?

Expectations

Initial Post:

- Due: Tuesday, 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 3 Assignment: Lesson Planning for Content Instruction

Points: 100 | Due Date: Week 1, Day 7 | CLO: 1,2,3 | Grade Category: Assignments

Week 3 Key Assignment:

Application Activity 3.1 Planning a Scaffolded Lesson (75 Points)

- Create a lesson plan that incorporates the different types of scaffolds that you have learned this week.
- In the development of your lesson plan, your assignment must include the following guidelines and considerations.
    - Select a content standard from any of the content areas, such as History-Social Science, Mathematics, or Science.

Planning a Scaffolded Lesson Figure 3.7 Page 69

Lesson Content Objective:		
<u>Background of ELs:</u> Possible scaffolds for each English Proficiency Level (ELP) Figure 3.9 Page 72	Beginning Level	
	Intermediate Level	
	Advanced Level	
<u>Categories of Scaffolds</u>		
Materials and Resources:		
Instruction:		
Student Grouping:		

In the development of your lesson plan, read each part of the Five Steps for Scaffolding a Lesson. Your assignment should include the following considerations. Figure 3.8

1. Know your ELs Background of ELs (Page 70)	
2. Analyze the language demands of the lesson. (Page 71)	
3. Plan your lesson. (Page 73)	
4. Select and develop appropriate materials. (Page 73)	
5. Teach the lesson by adapting scaffolding and materials as needed. (Page 74)	For purposes of this assignment, you don't have to teach this lesson.

In the development of your lesson plan, your assignment should include the following considerations for each modality of language. Figure 3.11

Language Modalities	**Planning Scaffolds for Each Modality of Language Select Scaffolds from Figure 3.11**

Listening	
Speaking	
Reading	
Writing	

Your completed assignment must include:

- In the development of your lesson plan, your assignment must include the following guidelines and considerations.
    - Your lesson plan needs to incorporate the different types of scaffolds that you learned this week.
    - Select a content standard from any of the content areas, such as History-Social Science, Mathematics, or Science.
    - Read each part of the Five Steps for Scaffolding a Lesson Plan and include considerations from Figure 3.8.
    - Your assignment should include considerations from Figure 3.11, for each modality of language.

See the Assignment Rubric for additional details and point weighting.

Expectations

- **Due:** Monday, 11:59 PT
- **Length:** Complete Graphic Organizer.

Week 4

<u>Week 4 :</u> Academic Conversations: A Tool for Fostering English Learners' Oral Language Development

[Overview Tab]

Welcome to Week 4: Academic Conversations: A Tool for Fostering English Learners' Oral Language Development

This week you will learn why oral language practice is important for English learners, as well as learn student practices that foster EL's engagement in academic discussions.

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

1. Recognize the importance of focusing on ELs' oral language development.
2. Analyze the practices that will engage and support your ELs in their participation and engagement in oral language activities.
3. Determine the benefits of utilizing particular instructional practices to develop effective oral language activities.

Textbook Readings:
Unlocking English Learners' Potential, Strategies for Making Content Accessible

- Chapter 4 Academic Conversations: A Tool for Fostering English Learners' Oral Language Development

Discussions:
Discussion 1:

- Introduction
- Discussion 1:

- Due date: Tuesday (Day 1)

Assignments:
Assignments:

- Due date: Monday (Day 7)

[Lecture Tab]

Week 4 Lecture:
Chapter four supports your understanding of the importance of focusing on and supporting your English learners' oral language development. As an educator, you need to develop the capacity to make instructional considerations to incorporate academic conversations in systematic and intentional ways. You will analyze four student practices and learn to incorporate academic conversations that support content-based learning experiences. English learners must be provided with instructional opportunities that explicitly support their language development. You will analyze instructional practices that will support you in developing a protocol for how to implement student practices that will support your English learners in developing the academic language that they need to articulate their content knowledge.

Hook:

“College and career readiness standards require that English learners be able to effectively participate in different types of conversations. However, to have ELs effectively participate in academic conversations, they need explicit preparation, scaffolded support, and instruction in what it means to participate, as well as an understanding of their teacher’s expectations for participation.” Diane Staehr Fenner, Sydney Snyder, (2017).

[Discussion Tab]

Discussion 1: Oral Language Development
Points: 50 | Due Date: Week 1, Day 1 | CLO: 1, 2, 3 | Grade Category: Discussions

Week 4 Discussion:

Respond to the following questions and provide examples from the text and from the case studies to support and justify your responses.

- Why is it important to focus on English Learners’ oral language development and how do I develop effective oral language activities for ELs?

Application Activity 4.1

- Read the case study, Ms. Michael Scenario Reflection and answer the following questions.
    - What advice would you provide Ms. Michael to have better prepared her ELs to participate in the pair discussion?
    - What recommendations would you make to Ms. Michael to improve the oral task she provided for her students? (50 Points)

Guided Response:
- Respond to at least 2 of your peers.
- In your response, comment on their responses and expand on their thinking to the following questions.
    - What did you learn from your peer’s response about oral language development and how you can use it to meet the needs of your English learners?
    - How does your own culture shape your instruction, classroom expectations, and how your interactions with your English Learners?
    - Why does culture matter for English Learners' Teaching and Learning?

Expectations
Initial Post:
- Due: Tuesday, 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: Case Studies

Points: 75 | Due Date: Week 1, Day 7 | CLO: 1, 2, 3 | Grade Category: Assignments

Week 4 Key Assignment:

Respond to the following questions and provide examples from the text and from the case studies to support and justify your responses.

What practices can ELs engage in to support their participation and engagement in oral language activities?

Instructional practices:	**Provide examples to illustrate the practices and tools that can support the practices.**
Practice 1: Come to the discussion prepared	
Practice 2: Use appropriate body language.	
Practice 3: Participate by taking turns.	
Practice 4: Make connections.	

Identify and discuss activities that can be used to support English learners' Oral Language Development by completing the Oral Language Activity-Planning Template, Figure 4.13.

Lesson Topic:
Content Objective(s):
Language Objective(s):

Oral language task:	
<u>Practice 1: Come to the discussion prepared.</u> How will you help ELs prepare for the academic conversation?	<u>Practice 2: Use appropriate body language.</u> How will you support ELs in using appropriate body language during the discussion?

Your completed assignment must include:

- Complete the organizer, and provide examples from the text and from the case studies to support and justify your responses when completing the graphic organizer.
- Analyze and discuss what practices can ELs engage in to support their participation and engagement in oral language activities, as you fill out the graphic organizer.
- Identify and discuss activities that can be used to support English learners' Oral Language Development by completing the Oral Language Activity-Planning Template, Figure 4.13, as you fill out the graphic organizer.

See the Assignment Rubric for additional details and point weighting.

Expectations

- **Due:** Monday, 11:59 PT
- **Length:** Complete Graphic Organizer

Week 5

<u>Week 5:</u> Teaching Academic Language to English Learners

[Overview Tab]

Welcome to Week 5: Teaching Academic Language to English Learners

This week you will learn how to support the acquisition of academic language by implementing strategies that will support ELs to simultaneously master content and academic language.

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

1. Define academic language and analyze the impact of providing academic language development to support ELs in accessing content.
2. Recognize the differences between academic and social language.
3. Determine the benefits of utilizing particular instructional practices to simultaneously support English learners' content and academic language development.

Textbook Readings:
Unlocking English Learners' Potential, Strategies for Making Content Accessible

- Chapter 5 Teaching Academic Language to English Learners

Discussions:
Discussion 1:

- Introduction
- Discussion 1:

- Due date: Tuesday (Day 1)

Assignments:
Assignments:

- Due date: Monday (Day 7)

[Lecture Tab]

Week 5 Lecture:
Chapter five analyzes the instructional considerations that you need to make to provide support with the acquisition of academic language for your English learners. For English learners to experience academic achievement within content-based learning experiences, they must be provided with more than vocabulary development instruction, they need to be provided with structured academic language support. You will analyze different instructional practices that will support you in developing lesson plans which include opportunities for structured academic language support. Providing explicit academic language instruction supports your English learners' simultaneous acquisition and mastery of both content and language. You will learn how to teach academic language at the word, sentence, and discourse level.

Hook:
"When ELs are given a grade-level complex text without instructional support, they will not comprehend it. Teachers must take extra steps, as necessary, to adapt instruction, such as

providing students with adapted materials that preview and reinforce content, and academic language, and provide a reduced linguistic load. ” Diane Staehr Fenner, Sydney Snyder, (2017).

[Discussion Tab]

Discussion 1: Academic Language
Points: 50 | Due Date: Week 1, Day 1 | CLO: 1,2,3 | Grade Category: Discussions

Week 5 Discussion:

Respond to the following questions and provide examples from the text and from the case studies to support and justify your responses.

- What is academic language and why is it critical for ELs to acquire academic language to access challenging content standards?
- How is academic language different from social language?
- How is academic language structured? Discuss the importance of the three key levels.
- Why is academic language important and why doesn’t vocabulary support provide enough assistance?
- Discuss the instructional implications of knowing that academic language takes place within a sociocultural context.
- Discuss the process for figuring out what academic language might be challenging for English learners, as well as what you need to do to increase academic language support to provide them with access to challenging content.
- Discuss how you would collaborate with your team members to ensure that they are also aware and inclusive of teaching academic language (50 Points)

Guided Response:

- Respond to at least 2 of your peers.
    - Discuss three important points that you “took away” about academic language development from your peer’s response.
    - What squared away in your mind about academic language development, which was made clear through your peer’s response?
    - What is one question you still have circling in your head that is based on your peer’s understanding of academic language development?

Expectations

Initial Post:

- Due: Tuesday, 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 5 Assignment: Academic Language Instruction

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

Week 5 Key Assignment:

- Respond to the following questions and provide examples from the text and from the case studies to support and justify your responses.
- What is the "Word Level" and how would you teach academic vocabulary within the different tiers?
- Discuss and provide examples of how you would teach Sentence-Level Academic Language to English Learners?
- Discuss and provide examples of how you would teach Discourse-Level Level Academic Language to English Learners?
- How do you simultaneously integrate academic language instruction with content instruction?
- How will you work with your teammates to ensure that they too are integrating academic language instruction?

Levels of Academic Language	What is word-level, sentence-level, and discourse-level academic language?	How would you teach word-level, sentence-level, and discourse-level academic language to English learners?
Word Level		
Sentence Level		
Discourse Level		

Your completed assignment must include:

- Respond to the following questions and provide examples from the text and from the case studies to support and justify your responses when completing the graphic organizer.
- Discuss what is the “Word Level” and how would you teach academic vocabulary within the different tiers, when completing the graphic organizer.
- Discuss and provide examples of how you would teach Sentence-Level Academic Language to English learners when completing the graphic organizer.
- Discuss and provide examples of how you would teach Discourse-Level Level Academic Language to English learners when completing the graphic organizer.
- After completing the graphic organizer, discuss how you would simultaneously integrate academic language instruction with content instruction.
- Discuss how you would work with your peers to support them with integrating academic instruction and content instruction.

See the Assignment Rubric for additional details and point weighting.

Expectations

- **Due:** Monday, 11:59 PT
- **Length:** Complete Graphic Organizer and Reflection Question.

Week 6

<u>Week 6 :</u> Vocabulary Instruction and English Learners

[Overview Tab]

Welcome to Week 6: Vocabulary Instruction and English Learners

This week you will learn how to support the acquisition of academic vocabulary through implementing strategies that will support ELs to simultaneously master content and academic vocabulary.

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

1. Define academic vocabulary and analyze the impact of providing academic vocabulary development to support ELs in accessing content.
2. Discuss the importance of providing in-depth academic vocabulary instruction, as well as the different activities that support the development of academic vocabulary.

3. Determine the benefits of utilizing particular instructional practices and activities to simultaneously support ELs content and academic vocabulary development.

Textbook Readings:
Unlocking English Learners' Potential, Strategies for Making Content Accessible

- Chapter 6 Vocabulary Instruction and English Learners

Discussions:
Discussion 1:

- Introduction
- Discussion 1:

- Due date: Tuesday (Day 1)

Assignments:
Assignments:

- Due date: Monday (Day 7)

[Lecture Tab]

Week 6 Lecture:
Chapter six analyzes the challenges that ELs face in accessing content if they are not provided with opportunities for academic vocabulary acquisition instruction. There are many effective instructional practices to support academic vocabulary development, providing your English learners with a long list of words and asking them to look up the definitions in a dictionary and memorize them is not an effective practice. It's extremely important to make instructional considerations in which researched-based practices are implemented to support academic vocabulary acquisition, such as providing student-friendly definitions and concrete representations. Many different instructional practices will support you in developing lesson plans which include opportunities for structured academic vocabulary support, which when implemented will positively impact their reading and writing. Providing explicit instruction supports your English learners' simultaneous acquisition of academic vocabulary and mastery of content.

Hook:
"Knowledge of academic vocabulary in English is linked to proficiency in reading and writing. If English learners are not able to effectively engage with complex, grade-level texts and complete standards-based content tasks, they need to develop an understanding of the academic and frequently abstract vocabulary necessary for these tasks." Diane Staehr Fenner, Sydney Snyder, (2017).

[Discussion Tab]

Discussion 1: Academic Vocabulary
Points: 50 | Due Date: Week 1, Day 1 | CLO: 1, 2,3 | Grade Category: Discussions

Week 6 Discussion:

Respond to the following questions and provide examples from the text and from the case studies to support and justify your responses.

- What is academic vocabulary?
- Why is it important to teach academic vocabulary to English Learners?
- How do you select vocabulary for in-depth instruction?
- Identify and discuss two strategies that can be used to support ELs in developing and strengthening their academic vocabulary.
- Identify and discuss activities that can be used to support ELs in developing and strengthening their academic vocabulary in the different language modalities, listening, speaking, reading, and writing.

Language Modalities	**Describe an activity that you can use for English Learners to practice new vocabulary for each modality of language.**
Listening	
Speaking	
Reading	
Writing	

Guided Response:

- Respond to at least 2 of your peers.
    - Discuss three important points that you "took away" about academic vocabulary development from your peer's response.
    - What squared away in your mind about academic vocabulary development, which was made clear through your peer's response?
    - What is one question you still have circling in your head that is based on your peer's understanding of academic vocabulary development?

Expectations

Initial Post:

- Due: Tuesday, 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: Content Vocabulary Instruction

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

Week 6 Key Assignment:

Applying what you have learned to support vocabulary development with your English Learners. You will use a content-related text to practice the skills that you have learned to support vocabulary instruction that is designed to support your English Learners.

- Your assignment must include the following guidelines and considerations:
- Select a short and engaging content-related text that supports the implementation of a content standard from any of the content areas, such as History-Social Science, Mathematics, or Science. Readworks is a great source of content-based articles, but you can use any text.
- Select eight to ten words that are central to understanding the text, appear frequently in the text, may appear in other content areas, have multiple meanings, and/or have affixes.
  You will state why you selected each word; you can use the previously mentioned list to ascertain why you chose the vocabulary word.
- You will provide a student-friendly definition for each vocabulary word.
- Discuss how you would work with your peers to incorporate strategies for teaching vocabulary to all students.

Your completed assignment must include:

- Your assignment must include the following guidelines and considerations:
  - Select a short and engaging content-related text that supports the implementation of a content standard from any of the content areas, such as History-Social Science, Mathematics, or Science. Readworks is a great source of

content-based articles, but you can use any text. Upload a copy of the text you selected.
    - Apply what you have learned to support vocabulary development with your English Learners. You will use a content-related text to practice the skills that you have learned to support vocabulary instruction that is designed to support your English Learners.
    - Select eight to ten words that are central to understanding the text, appear frequently in the text, may appear in other content areas, have multiple meanings, and/or have affixes.
    - You will state why you selected each word; you can use the previously mentioned list to ascertain why you chose the vocabulary word,
    - You will provide a student-friendly definition for each vocabulary word.
    - Discuss how you will work with your peers to integrate this vocabulary for all students.

See the Assignment Rubric for additional details and point weighting.

Expectations

- **Due:** Monday, 11:59 PT
- **Length:** 2-3 page Essay

Week 7

<u>Week 7 :</u> Teaching English Learners Background Knowledge

[Overview Tab]

Welcome to Week 7: Teaching English Learners Background Knowledge

This week you will learn how to activate and/or build background knowledge within the close reading protocol to support contextualization of complex text.

Weekly Learning Outcomes:

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

1. Discuss what the research says about activating and/or building background knowledge and its impact, especially when your English learners have absolutely no background knowledge within a given topic

2. Determine the role of activating and/or building of background knowledge within the close reading protocol to support the contextualization of complex text.
3. Analyze the four-step framework to support the building of background knowledge for English Learners.
4. Analyze a content-related text to determine what topics and/or concepts you need to provide opportunities for activating and/or building background knowledge.

Textbook Readings:
Unlocking English Learners' Potential, Strategies for Making Content Accessible

- Chapter 7 Teaching English Learners Background Knowledge

Discussions:
Discussion 1:

- Introduction
- Discussion 1:

- Due date: Tuesday (Day 1)

Assignments:
Assignments:

- Due date: Monday (Day 7)

[Lecture Tab]

Week 7 Lecture:
Chapter seven analyzes the instructional considerations that you need to make in order to activate and/or build background knowledge for your English learners. You will analyze how the activation of background knowledge positively impacts and influences their understanding of the complex text, especially within the protocol of close reading of texts. You will come to the understanding that providing your English learners with background knowledge is an issue of equity, especially when they have absolutely no background knowledge of a given topic. In order for English learners to overcome the challenge that they face of simultaneously having to learn content while learning a new language, they must be provided with opportunities to activate and/or build background knowledge that will support access to content. You will learn many evidenced-based instructional practices that will support you in creating a structured protocol for how to develop lesson plans which include contextualizing instruction through providing opportunities for activating and/or building their background knowledge

Hook:

“Engaging ELs in the close reading of texts and challenging topics often presents challenges that go beyond balancing the building of background knowledge with working with the actual text. In addition to learning about ELs’ level of background knowledge, teachers themselves will benefit from building their own background knowledge of their students”. Diane Staehr Fenner, Sydney Snyder, (2017).

[Discussion Tab]

Discussion 1: Background Knowledge
Points: 75 | Due Date: Week 1, Day 1 | CLO: 1, 2, 3, 4 | Grade Category: Discussions

Week 7 Discussion:
Respond to the following questions and provide examples from the text and from the case studies to support and justify your responses.

- Why is it important to teach background knowledge and what does the research say about background knowledge?
- What is the close reading of text?
- How does supporting the building of background knowledge support English Learners with the close reading of text?

Using the framework to support the building of background knowledge for English Learners.

Framework for building background knowledge:	**Instructional implications for teachers for this step of the framework.**
Step 1:	
Step 2:	
Step 3:	
Step 4:	

Guided Response:

- Respond to at least 2 of your peers.
    - Discuss three important points that you “took away” about supporting your English learners with background knowledge from your peer’s response.
    - What squared away in your mind about background knowledge, which was made clear through your peer’s response?
    - What is one question you still have circling in your head that is based on your peer’s understanding of background knowledge?

Expectations

Initial Post:

- Due: Tuesday, 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 7 Assignment: Analyzing Content

Points: 75 | Due Date: Week 1, Day 7 |CLO: 1, 2, 3, 4 | Grade Category: Assignments

Week 7 Key Assignment:

Applying what you have learned to support the building of background knowledge for your English Learners. You will use a content-related text to practice the skills that you have learned to support the development of background knowledge to support your English Learners.

- Your assignment must include the following guidelines and considerations:
- **Select a short and engaging content-related text** that supports the implementation of a content standard from any of the content areas, such as History-Social Science or Science. Readworks is a great source of content-based articles, but you can use any text.
- Using the content-related text that you selected, go through each step of the framework for building English Learners' background knowledge and make the following considerations. Look at the different examples in the book to use as a guide for your assignment, such as the example on page 190.
- Analyze step one and discuss how you will assess your English learners' background knowledge to gauge your students' level of familiarity with the topic of your content-related text.
- Analyze step two and discuss how you will decide how much background knowledge to provide to your English Learners.
- Analyze step three and discuss how you will activate your English Learners' background knowledge that they already possess.
- Analyze step four and discuss what are some strategies that you will use to concisely teach your English Learners the background knowledge that they will need to access and make meaning of the text.

Your completed assignment must include:

- Your assignment must include the following guidelines and considerations:
    - Select a short and engaging content-related text that supports the implementation of a content standard from any of the content areas, such as History-Social Science or Science. Readworks is a great source of content-based articles, but you can use any text.
    - Using the content-related text that you selected, go through each step of the framework for building English Learners' background knowledge and make the following considerations.
    - Look at the different examples in the book starting on page 190 to use as a guide. Write 2-3 page reflection explaining how you would implement the Four-Step Framework, using your content related text to illustrate your understanding of how to teach background knowledge to your English learners. Make sure to address the four steps within the Four-Step Framework.
        - Analyze step one and discuss how you will assess your English learners' background knowledge to gauge your students' level of familiarity with the topic of your content-related text.
        - Analyze step two and discuss how you will decide how much background knowledge to provide to your English Learners.
        - Analyze step three and discuss how you will activate your English Learners' background knowledge that they already possess.
        - Analyze step four and discuss what are some strategies that you will use to concisely teach your English Learners the background knowledge that they will need to access and make meaning of the text.
        - Discuss how you will assess your learners for the necessary background knowledge.

See the Assignment Rubric for additional details and point weighting.

Expectations

- **Due:** Monday, 11:59 PT
- **Length:** 2-3 pages

Week 8

<u>Week 8:</u> Supporting Your English Learners in Understanding Grade Level Text

[Overview Tab]

Welcome to Week 8: Supporting Your English Learners in Understanding Grade Level Text

This week you will research organizations that are committed to the advancement of bilingual education. You will analyze the role that equity, advocacy, and leadership play by discussing strategies that make content accessible for English Learners. You will also learn how to support English learners in reading for multiple purposes through the use of scaffolded text-dependent questions.

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

1. Discuss how you can scaffold your instruction to support your English learners in their reading for multiple purposes.
2. Analyze the framework to determine what scaffolds you need to implement for your English learners to gain the full meaning of text and to know what text dependent questions will support understanding of the text, as well as making connections with the text.
3. Demonstrate awareness of organizations committed to the advancement of bilingual education.
4. Demonstrate an understanding and commitment to implementing strategies that make content accessible for English learners.
5. Engage, promote, and empower families' leadership development for civic engagement.
6. Demonstrate intercultural communication, understanding, and interaction with families and communities that is linguistically and culturally responsive, respectful, affirming, and empowering.

Textbook Readings:
Unlocking English Learners' Potential, Strategies for Making Content Accessible

- Chapter 8 Supporting English Learners Reading for Multiple Purposes Through Use of Scaffolded Text-Dependent Questions

Additional Resources:

- Top Organizations for Bilingual Education
  https://teach-nology.com/teachers/bilingual_ed/pro_organizations/
- Organizations that Support Bilingual Education
  https://teachnow501.wordpress.com/2017/02/04/unesco-and-bilingual-education/
- Parent Institute for Quality Education
  https://www.piqe.org/about/
- CABE's Family and Community Engagement (FACE)
  https://www.gocabe.org/index.php/face/

Discussions:
Discussion 1:

- Introduction
- Discussion 1:

- Due date: Tuesday (Day 1)

Assignments:
Assignments:

- Due date: Monday (Day 7)

[Lecture Tab]

Week 8 Lecture:
As an educator, it is important to be able to recognize and understand key issues in education that affect English learners. This week you will be exposed to different organizations that are committed to the advancement of bilingual education, as well as engage, promote, and empower families' leadership development for civic engagement. There are many organizations, both at the state and national level, that are committed to supporting educators in their role to ensure equity in education for their multilingual learners, which includes access to equitable practices that support the closing of the achievement gap. These organizations provide advocacy and leadership support that promote opportunities to affect change for ELs, they provide support for both educators and parents of multilingual learners.
It is also important for educators to be able to identify and implement evidence-based instructional practices and strategies which make content accessible for English learners, as ELs face the simultaneous challenge of mastering content while learning a new language. Therefore, it's important to know what strategies will provide instructional support to make content accessible and comprehensible input.
This week you will analyze strategies that will assist you in developing the skills to support your English Learners through the use of scaffolded text-dependent questions that will support your English Learners in developing an in-depth understanding of a complex text. Knowing how to write scaffolded text-dependent questions for a text will provide your English learners with a tool to support them in reading a complex text for multiple purposes, which is instrumental in simultaneously supporting their content and language development.

Hook:

“We provide an overlay framework of the approach to teaching ELs to read for multiple purposes that allow ELs access to unlocking the meaning of complex text. In order to do so, we also explain what text-dependent questions are in-depth and how they are a tool to support reading for multiple purposes. Then, we describe how to develop and scaffold TDQs to support ELs of varying proficiency levels.” Diane Staehr Fenner, Sydney Snyder, (2017).

[Discussion Tab]

Discussion 1: Bilingual Organizations
Points: 100 | Due Date: Week 1, Day 1 | CLO: 2, 3, 4, 5, 7, 8 | Grade Category: Discussions

Week 8 Discussion, Part 1:
For the first part of the discussion, you will demonstrate awareness of organizations that are committed to the advancement of bilingual education.

- Research the National Association of Bilingual Educators and provide specific examples of what NABE does to promote and carry out its mission statement.
- For the first organization, I provided the name of the organization, when it was founded, and its mission statement.
    - You will research the National Association of Bilingual Educators and provide specific examples and instances of what the NABE organization does to promote and carry out its mission statement.
- For the additional three organizations that you will research, you can select them from the list that is provided below. You will research the organization to establish how they are committed to the advancement of bilingual education. One of the organizations that you research has to be focused on family engagement and providing advocacy support to empower families’ leadership development for civic engagement
    - For each organization; provide the name of the organization, when the organization was founded, its mission statement, as well as provide specific examples of what the organization does to promote and carry out its mission statement.

You can choose organizations of your choice, or you can choose from the following list;

1. National Association for Bilingual Education (NABI)
2. Hispanic Professional Association
3. American Council on the Teaching of Foreign Languages
4. California Association for Bilingual Education (CABE)
5. California Teachers of English to Speakers of Other Languages (CATESOL)
6. Parent Institute for Quality Education
7. CABE’s Family and Community Engagement (FACE)

Name of Organization	**When was the organization founded?**	**Mission Statement of the Organization**	**Provide specific examples and instances of what the organization does to promote and carry out its mission statement.**
National Association of Bilingual Educators (NABE)	1975	According to the National Association of Bilingual Educators (NABE) website, they are a non-profit membership organization that works to advocate for educational equity and excellence for bilingual/multilingual students in a global society.	

<u>Week 8 Discussion, Part 2:</u>

For the second part of the discussion, you will analyze the role that equity, advocacy, and leadership play in developing and implementing five strategies that you have learned about throughout the course. Then discuss how you can take a leadership role to advocate and promote this strategy to affect change for ELs by discussing the benefits and advantages of implementing this strategy, and discussing how it makes content accessible for English Learners.

- **You will discuss a total of five strategies.**
    - You must address developing a culturally responsive classroom strategy.
    - For the additional four strategies, you can select them from the list that is provided below in the graphic organizer.
    - Make sure that you demonstrate that you are a committed advocate for the implementation of the strategies.
    - Make sure to provide specific examples and evidence from the text to support and justify the benefits and advantages of implementing each strategy, as well as why the strategy makes content accessible for English learners.
    - The chapter and page number has been provided for each strategy, as that particular section within the chapter analyzes the role that equity, advocacy, and leadership play in developing and implementing each specific strategy.
    - However, within your response you will take that information and what you learned throughout the course about that strategy to **<u>respond to the following prompt:</u>**
        - **Discuss how you can take a leadership role to advocate and promote this strategy to affect change for ELs by discussing the benefits and advantages of implementing this strategy, as well as discussing how it makes content accessible for English Learners.**

Strategies for making content accessible:	**Read the section located in chapter/on page number.**	Read the section indicated and analyze the role that equity, advocacy, and leadership play in developing and implementing each specific strategy. **Then discuss how you can take a leadership role to advocate and promote this strategy to affect change for ELs by discussing the benefits and advantages of implementing this strategy, and discussing how it makes content accessible for English Learners.**
***Developing a Culturally Responsive Classroom**	**Chapter 2 Page 52**	
Developing Scaffolded Materials	**Chapter 3 Page 78**	
Oral Language Development	**Chapter 4 Page 108**	
Promoting Academic Language	**Chapter 5 Page 140**	
Teaching Academic Vocabulary	**Chapter 6 Page 167**	
Teaching Background Knowledge	**Chapter 7 Page 198**	
Creating Text Dependent Questions (TDQs) for ELs	**Chapter 8 Page 225**	

Guided Response:

- Respond to at least 2 of your peers.

- Discuss three important points that you "took away" about making content accessible for English learners from your peer's response.
- What squared away in your mind about making content accessible, which was made clear through your peer's response?
- What is one question you still have circling in your head that is based on your peer's understanding of making content accessible for English learners?

Expectations

Initial Post:

- Due: Tuesday, 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: Supporting English Learners Reading

Points: 150 | Due Date: Week 1, Day 7 | CLO: 1, 2, 3, | Grade Category: Assignments

Week 8 Key Assignment:

- For this assignment, **you can use the same content-related text that you used last week,** this time for the purpose of illustrating how you create scaffolded text-dependent questions.
- Read Chapter 8 Supporting English Learners Reading for Multiple Purposes Through the Use of Scaffolded Text-Dependent Questions. You will complete the graphic organizer below to demonstrate the skills that you have developed in being able to create text dependent questions that will support your English Learners in developing an in-depth understanding of a text.
- Refer to pages 214 through 220 for an explanation of each step of the process, which will guide you in your responses. For support with Step 4, you will find examples of text dependent questions on pages 212-213. (Answers can be found on page 226)

Achieve the Core Text Dependent Questions (TDQS) Guidelines:	**Read and analyze the text that you selected, use the text to complete each section.**

Step 1: Analyze the text for the most important learning to be drawn from the text.	
Step 2: What background knowledge, if any, will you teach? What vocabulary will you focus on, and how will you teach it?	
Step 3: Provide a guiding question or questions to frame instruction.	
Step 4: Outline one to two text-dependent questions and provide sentence frames or sentence starters to support their responses to the TDQs.	**First Read (Key Ideas and Details)** **TDQ #1:** Sentence Frame/Starter: **TDQ #2:** Sentence Frame/Starter: **Second Read (Craft and Structure)** **TDQ #1:** Sentence Frame/Starter: **TDQ #2:** Sentence Frame/Starter: **Third Read (Integration of Knowledge and Ideas)** **TDQ #1:** Sentence Frame/Starter: **TDQ #2:** Sentence Frame/Starter:
Step 5. Develop a culminating activity. Create a writing prompt that will have them engage in a more in-depth writing task. Discuss what language-based support you will provide your ELs to support them in completing the writing task.	

Your completed assignment must include:

- For this assignment, **<u>you can use the same content-related text that you used last week,</u>** this time for the purpose of illustrating how you create scaffolded text-dependent questions.
    - Complete the entire graphic organizer, for the purpose of demonstrating how you support comprehension and access by creating scaffolded Text Dependent Questions and Sentence Frame/Starters for each of your Three Reads of the selected text.
    - Analyze and discuss what you learned from reading Chapter 8 to complete the remainder of the graphic organizer and showcase the skills that you have developed in being able to create text dependent questions that will support your English Learners in developing an in-depth understanding of the selected content-related text.
    - Refer to pages 214 through 220 for support and guidance with your responses for each step of the process. Please note, for support with Step 4, you will find examples of text dependent questions on pages 212-213. (Answers can be found on page 226)

See the Assignment Rubric for additional details and point weighting.

Expectations

- **Due:** Monday, 11:59 PT
- **Length:** Complete Graphic Organizer