

# Session 4: Strengthening Curriculum by Adjusting For ELs

## Corpus Studies

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and use of the Utah English Language Proficiency Standards in selection of programs, practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom, organization, teaching strategies for development and integrating language skills, and choosing and adapting classroom resources  <b>Assessment: 100 pts.</b>  <b>TA: Class Session</b>	Preservice teachers will be able to make decisions about which vocabulary is essential for learning the content: which to teach directly and which to support during learning.	Students have learned about MSDLAs and funds of knowledge, selected content standards, developed content and language objectives and begun to design curriculum to meet standards. They are ready to consider how they will select and support the vocabulary development in their MSDLA.

### In-class Activities

1. (10 minutes) Share something new or interesting from homework. (CA video ethnography)
2. (30-40 minutes) SEP Group Presentation: The Challenging Activities (CA) Group will present.
3. (10 minutes) Vocabulary Findings discussion: In break out rooms, you will discuss what you know about vocabulary and how it relates to building curriculum. Questions and Facts linked [here](#), to guide your discussion.
4. (40 minutes) Corpus Study Activity: In break out rooms, review the Directions found in the Social Science Corpus Study, linked [here](#).
5. (40 minutes) MSDLA Tasks: One of the important researchers says what teachers get paid for is their judgment. This is what you have to determine. In break out rooms, you will discuss how are you going to help the ELs develop literacy and academic vocabulary. Remember to take notes on your WIP to help guide your thought process. The focus today is on considering what vocabular you will focus on in your MSDLA and how you will attend to each. Remember a list of 20 vocabulary words to learn is not helpful. Students need to meaningfully use a word a minimum of 8 times to own it.

- Begin by reviewing what you have learned today including this sheet that describes Second Language Acquisition vocabulary, linked [here](#).
- Review the content of your MSDLA and the objectives (content and language) and make your vocabulary list, and think about which centers will attend to this vocabulary.
- As you think about how you will teach vocabulary, consider:
  - How are you going to get them to say the words?
  - Which words need to be explicitly taught?
  - Which words can you just provide definitions for?
  - How might you use visuals to support vocabulary development?
  - What texts will you use in each center and how do they relate to the vocabulary you will focus on in your MSDLA?
  - How will you modify the texts you present to make certain they are accessible?
  - As you think about directions, consider how you will simplify them and yet enable students in following them.

6. As you're wrapping up the breakout rooms, take a few minutes to make assignments for your colleagues about which vocabulary support they will attend to:

- Develop materials for a vocabulary center,
- Develop a glossary for words in a text that you are not going to directly teach,
- Develop a word list support worksheet,
- Construct task cards or modify readings with visuals or other vocabulary support, or etc.

**Closing:** Debrief about vocabulary teaching: What questions do you have about teaching vocabulary in your MSDLAs?

- Homework 4.1 *Making Content Comprehensible*–Read Chapters 7 Practice/Application & 8 Lesson Delivery and answer the questions
- Homework 4.2 Complete the VideoEthnography Assignment: Joint Productive Activity (JPA)
- Homework 4.3 Locate Resources for the MSDLA
- Homework 4.4 Attending to Vocabulary
- Homework 4.5 Strategies for Making Text Comprehensible

Homework 4.1: SIOP Characteristics: Practice/Application and Lesson Delivery
Homework 4.2: Observing Standards for Effective Pedagogy Teaching (Joint Productive Activity)
Homework 4.3 Learning to Differentiate Accommodations and Modifications
Homework 4.4 Attending to Vocabulary
Homework 4.5 Strategies for Making Text Comprehensible





This content is provided to you freely by EdTech Books.

Access it online or download it at [https://edtechbooks.org/content\\_based\\_instru/session\\_4](https://edtechbooks.org/content_based_instru/session_4).

