

Session 5: Learning to Develop Text Modifications

Modifying Texts

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	Preservice teachers who understand EL students' difficulty with academic vocabulary and comprehending texts can make text modifications and teach vocabulary in ways that assist student 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 can modify texts to support ELLs in learning content and language together.
Assessment: 100pts		
TA: class session		

In-class activities:

1. (10 minutes) Share something you learned from the homework.
2. (30-50 minutes) Group SEP Presentations. The Joint Productive Activity (JPA) group will present.
 - What JPA are you thinking of using? How are you planning by design to get kids talking?
 - How have you attended to one of the other five standards in one of your activity centers?
4. (20 minutes) Text Modification Mini Lecture: Cummins Coercive and Collaborative Relationships Model.docx [Download](#)
 - What is a text modification?
 - How does the chart in the Cummins article represent a text modification?
 - When will you use a text modification in your activity centers?
 - What counts as one?
 - What text modifications have we used?
5. (70 Minutes) BREAK OUT GROUPS: Focus on task cards, texts and any modifications of them. Instructors will circulate to help and answer questions.

Closing: Review Homework

1. Homework 5.1 SIOP Chapter 9: Review

2 Homework 5.2 Observation for Instructional Conversation (IC)

3. Homework 5.3 MSDLA Self-Assessment. Next week the teacher we are working with will meet with you during the time you are working you your breakout rooms. You will review your centers and get feedback and guidance so be prepared to share documents.

4. Homework 5.4 Since you need to have students produce something that the teacher can have evidence of the student's work and since at least one center needs to have a specified assessment. We are asking you to watch a short YouTube Video on creating rubrics.

Homework 5.1: SIOP Characteristics: Review and Assessment
Homework 5.2: Observing Standards for Effective Pedagogy Teaching (Instructional Conversation)
Homework 5.3 Engaging in Self-Assessment
Homework 5.4 Creating Rubrics



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