

Developing Second Language Literacy

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Wasatch School District

Ellie Gallagher has been an educator for over 20 years as a classroom teacher in elementary and secondary schools, a SIOP coach, an instructional coach and now she is the Wasatch District Dual Language Immersion Specialist including providing professional development and coaching for teachers and supporting implementation of the program in the district. She has a master's degree in Curriculum and Instruction, and ESL, DLI and an administrative/supervisory endorsements. Her work has been published in, "Fulfilling the Promise of a Differentiated Classroom" authored by Carol Ann Tomlinson and her unit plans were published on the Differentiated Instruction website published by The University of Virginia and in the Understanding by Design exemplar unit database published by Jay McTighe. She coordinated the Spanish team—developing curriculum for the Utah Dual Language Immersion Programs and continues this collaboration supporting schools in the program. She provides workshops to support DLI nationwide and teaches ESL endorsement courses through BYU, SUU and UVU, and provides



[Teresa Wootton](#)

Wasatch School District

Teresa Wootton, a Clinical Faculty Associate (CFA) with Brigham Young University/Public School Partnership supervises, mentors and evaluates preservice teachers. She taught elementary school for 14 years across a range of grades. She has worked and is working as a Teacher on Special Assignment (TSA), She has worked as instructional coach supporting interns and new teachers. She has provided and participated in professional development and has taught college mathematics, ELL, and literacy courses. She is currently becoming certified as a LETRS instructor of teachers. She is proud that she received the Educator of the year Award in 2012—an honor in which colleagues, parents, and students are involved in the nomination process.



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University of New Mexico

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Stefinee E. Pinnegar

Brigham Young University

A St. George native, Dr. Pinnegar graduated from Dixie College (now DSU) and Southern Utah State (now SUU). She taught on the Navajo Reservation then completed an M.A. in English at BYU. She taught for 5 years in Crawfordsville, Indiana. She then completed a PhD in Educational Psychology at the University of Arizona (1989). She was faculty at Western Michigan University in Kalamazoo, before coming to BYU. She helped develop and now directs the TELL program. She is Acting Dean of Invisible College for Research on Teaching, a research organization that meets yearly in conjunction with AERA. She is a specialty editor of *Frontiers in Education's* Teacher Education strand with Ramona Cutri. She is editor of the series *Advancements in Research on Teaching* published by Emerald Insight. She has received the Benjamin Cluff Jr. award for research and the Sponsored Research Award from ORCA at BYU. She is a founder of the Self-Study of Teacher Education Practices research methodology. She has published in the *Journal of Teacher Education*, *Ed Researcher*, *Teachers and Teaching: Theory and Practice* and has contributed to the handbook of narrative inquiry, two international handbooks of teacher education and two Self-Study of Teaching and Teacher Education Practices handbooks. She reviews for numerous journals and presents regularly at the American Educational Research Association, ISATT, and the Castle Conference sponsored by S-STTEP.



Amy Raty

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Amy Raty is an adjunct professor in the TELL program at BYU. She teaches classes on campus, supervises TELL student teachers/practicum students in the secondary schools, and has collaborated to update the Second Language Acquisition and Developing Literacy TELL courses. She has participated regularly in preparing other facilitators to teach TELL courses. She received her MEd in Curriculum and Instruction with an ESL focus from George Mason University. She has taught ESL to elementary, middle, and high school students as well as adults in an adult school district program and in a community college. She also spent time as a freelance writer writing for textbook companies, focusing on mainstream and ESL instruction.



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Welcome to TELL

Welcome to TELL

Welcome to the Teaching English Language Learners (TELL) Program. In each course, participants learn key theories, principles and research-based best practices for teaching English Learners (ELs--sometimes called Emergent Bilinguals, EBs). Each week participants are asked to enact a practice they learn and then reflect on it in terms of their teacher knowledge. This application and reflection are a key component of teacher learning. The course readings and assignments support participants in achieving the program's overarching purpose which is to advance the education of language minority students through teacher development. The program meets this purpose by developing teachers who know how to differentiate instruction and transform their teaching in ways that enable their development as teachers and the learning of the ELs they teach. As a result of this program, participants, particularly content-area teachers, will be able to work with linguistically and culturally diverse learners in their regular classroom in ways that reflect pedagogic practices that are inclusive of all learners. The completion of the entire TELL Program results not only in teachers being able to adjust curriculum to develop the academic language and literacy of ESLs in their regular classroom, but also, in many cases it results in an ESL Endorsement. The courses in this 16-credit program includes coursework in Foundations of Bilingual Education, Understanding Language Acquisition, Assessment for Linguistically Diverse Students, Developing Second Language Literacy, Integrating Content and Language Instruction, and Family, School, and Community Partnerships. The course support teachers in developing a series of [conceptual tools](#) that can guide their thinking and practice.

Inclusive Pedagogy Conceptual Framework

The Foundations of Bilingual Education course is pivotal in establishing the [Inclusive Pedagogy Framework](#) as a way of learning about language minority students. Inclusive Pedagogy is a conceptual framework for professional growth that enables educators to respond in educationally appropriate ways to the linguistic, cultural, and learning diversity of students in their classrooms. Although introduced in the first course, Inclusive Pedagogy provides the conceptual framework for all courses in the TELL program. It serves as the lens through which we examine factors impacting the school experience of language minority students in the United States.

Inclusive Pedagogy consists of five characteristics: Collaboration, Guiding Principles, Essential Policy, Critical Learning Domains, and Classroom Strategies. Each of these characteristics is defined by a standard, goal questions that promote common understandings, and a reflection for change question that promotes united advocacy. While in the TELL Program our focus is on ESL students, the Inclusive Pedagogy Framework can be used to address the needs of all special population students: ESL, multicultural, learning disabled, and gifted/talented.

The [five characteristics of Inclusive Pedagogy and their defining standards](#) are as follows:

- **Collaboration:** Meeting the needs of today's language minority students demands collaboration across academic disciplines, institutions, and school-home cultures.
- **Guiding Principles:** Effective instruction for language minority students must be guided by theoretical and moral principles.
- **Essential Policy:** Essential policy, including standards, classification issues, and legalities, must be an integral part of advocacy for language minority students.
- **Critical Learning Domains:** Learning involves development in cognitive, social/affective, and linguistic domains.
- **Classroom Strategies:** Teachers must understand the what and the why of effective classroom strategies for language minority students.

At the end of each course, participants are asked to demonstrate their understanding of language minority students through completion and presentation of a major project that communicates their knowledge of course content and their deepened understanding of Inclusive Pedagogy.

ProfessorsPlus Delivery System

A distance-learning format was selected for the endorsement over traditional university-centered courses to deliver professional development at multiple school sites that could be adjusted to the needs of rural, suburban, and urban populations and the work schedules of in-service educators. In addition, video-anchoring and the use of a certified, on-site facilitator ensure consistent, high quality content delivery.

The TELL Program uses the ProfessorsPlus™ distance-education delivery system. The Professors part of the course includes the development and provision of a range of useful materials including video segments, CD-ROMs, readings, and engaging interactive learning experiences guided by the chapters in an edtech book. The video segments and CD-ROMs create, in essence, a multimedia textbook. The video segments and CD-ROMs capture the perspectives of educational experts including professors, researchers, teachers, family and principals highlighting content by juxtaposing it against real-world voices and examples of students, educators, parents, and other community members. This makes the relationship between theory and practice immediately visible.

The Professors part also includes the development of an edtech book that guides and supports active learning; encourages thoughtful, analytical reflection; and models appropriate strategies teachers can use with language minority students.

The Plus part of the delivery system is an on-site, masters-equivalent facilitator with extensive public school classroom experience. This facilitator is responsible for creating a sense of community among learners. Employing teacher immediacy to foster interaction, the facilitator shares objectives, uses active learning strategies to promote student engagement, provides opportunities for performance, assesses learning, and communicates with professors.

Sociocultural Theory

A sociocultural theory of learning undergirds all of our TELL coursework. From the first session of the first course, participants are engaged in a learning community designed using the principles of sociocultural theory. We believe that learning occurs best in social activity in which both teachers and learners participate. In these courses, each facilitator develops a community of learners who focus on learning about culturally and linguistically diverse students and altering, improving, adjusting their practice to better meet the needs of ELs and promote the development of language and literacy (particularly academic literacy) in a second language. The courses take an asset-based orientation supporting teachers in building on learners' strength as they promote their language and literacy development.

Although video segments and CD-ROMs provide interesting and provocative content, most of the learning occurs in course activities and discussions in which teachers try out and apply the things we teach. The activities teachers engage in are immediately transferable to their own teaching with ELs. The videos and readings provide scientific conceptions for the ideas, while the activities cause participants to confront how they might adjust their teaching in relationship to what they learn. The learning activities and assignment help participants' knowledge, images, and

conceptions of themselves as asset-based teachers emerge regularly as they apply them in their teaching and thinking. The facilitator's interactions and the design of the course materials support cognitive, social, and linguistic development, modeling what is needed in teaching culturally and linguistically diverse students. We ask participants to work together because we respect their quality and depth of knowledge about teaching and know they can scaffold each others' learning. Most importantly, we believe that the best opportunities to learn involve opportunities to integrate new learning with prior knowledge. The TELL courses consistently ask participants to take responsibility for learning in environments that provide access to new information and the tools to learn and apply it.

In this program, we emphasize the [Standards for Effective Pedagogy](#) for teaching culturally and linguistically diverse students. These five standards have emerged from research on teaching and learning based in sociocultural theory. These standards are:

- **Joint Productive Activity:** Teacher and students producing together
- **Language and Literacy Development:** Developing language and literacy across the curriculum
- **Contextualization:** Making meaning: Connecting school to students' lives
- **Challenging Activities:** Teaching complex thinking
- **Instructional Conversation:** Teaching through conversation

By [using these standards](#) to create a model for teaching, we engage teachers in environments that orchestrate their productive participation in a variety of activities that produce meaningful learning and enable them to provide more productive learning environments for their ELs.

University/Public School Partnership

The TELL Program has been developed within the Brigham Young University–Public School Partnership, which is a collaborative partnership between Brigham Young University and five local public school districts: Alpine, Jordan, Nebo, Provo, and Wasatch. This BYU-Public School Partnership, originally part of a consortium created by John I. Goodlad to encourage the simultaneous renewal of teacher education and schooling has existed for over 30 years. This partnership is guided by the following statement of belief:

WE BELIEVE THAT

- public education is the cornerstone of a civil and prosperous democratic community;
- education is a public imperative, a moral endeavor, and a shared responsibility for all members of society;
- public schools exist to provide access to education for all, which includes both academic mastery and personal development for the purpose of maximizing students' potential to participate fully and productively in society;
- the university supports schools by preparing educators who master their disciplines and who understand and implement curriculum and instruction that support their students' learning and development through ongoing research and inquiry leading to dialogue and action that directly benefit schools.

In addition the BYU-Public School Partnership adheres to the following five commitments.

- **Civic Preparation and Engagement:** the Partnership prepares educators who model and teach the knowledge, skills, and dispositions required for civic virtue and engagement in our society.

Engaged Learning Through Nurturing Pedagogy: the Partnership develops educators who are competent and caring and who promote engaged learning through appropriate instructional strategies and positive classroom environments and relationships.

Equitable Access to Academic Knowledge and Achievement: the Partnership develops educators who are committed to and actively provide equitable access to academic knowledge and achievement through rigor and mastery of curriculum content and instructional skills.

Stewardship in School and Community: the Partnership assists educators in becoming responsible stewards in their schools and communities by dedicating themselves to shared purpose, renewal, and high standards of educator competence and learner performance.

Commitment to Renewal: the Partnership fosters in educators a commitment to renewal through consistent inquiry, reflection, and action within their professional practice, resulting in continuous improvement.

In addition to McKay School of Education and University Faculty from other colleges, the administrators and teachers from the five partnership districts were central in the development of this initiative and contributed heavily to the construction and implementation of the TELL program. As you use these books to guide your learning, you will notice that teachers and administrators from the partnership schools played an essential role in authoring and developing these courses with BYU faculty.

Syllabus: Developing Second Language Literacy
Explanation of the Template
Total Points



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Syllabus: Developing Second Language Literacy

Course Description:

As a result of your engagement in the first three courses, this is the fourth course in the ESL endorsement program. The prior courses in this program have positioned you to strengthen your knowledge and skills for promoting the language and literacy development of language minority students. In this course, we explore the role of English language development for English learners. Specifically, the course focuses on expanding mainstream teachers' understanding of second language development, so that they can support second language learners' literacy and content learning. Building on previous learning, it relies on the [conceptual tools](#) you have learned in the earlier courses. In this course, your knowledge will grow through the use of a new conceptual tool: Literacy Guidelines for ELs.

Course Goals and Objectives:

This course is designed to meet the following ESL Standards:

- know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language and linguistic systems to support English language learners' development of literacy.
- knowledge and skills to construct learning environments that support development of English language proficiency: literacy, academic, and cognitive development.

In this course teachers will:

1. Acquire and employ knowledge of language as a system and the ways in which languages are different and similar.
2. Employ theories of acquisition of a primary and new language in instruction.
3. Employ theories of first and second language acquisition in teaching literacy
4. Employ theories of first and second language acquisition in teaching content area subjects.

Textbooks:

Developing Second Language Literacy. This is the main textbook for this course, an instructional guide found in an open access online platform developed by Royce Kimmons (EdTech Books). The book includes all the learning activities, homework activities, and major projects you will be using for the course.

Wright, W. E. (2019). *Foundations for teaching English language learners: Research, theory, policy, and practice, 3rd edition*. Caslon Pub.

Digital Resources:

Pinnegar, S. (2006). *Developing second language literacy*. (Online videos). Provo, UT. BYU.

The second language literacy case: A video ethnography of teaching second language students content through literacy development. Provo, UT: BYU.

The middle level literacy case: A videoethnography of teaching second language students content through literacy development. Provo, UT: BYU.

The adolescent literacy case: A videoethnography of teaching second language students content through literacy development. Provo, UT: BYU.

Learning Activities:

A variety of learning activities and assignments will be used to help students understand course concepts. Students become active participants through the use of self-assessment, reflective writing, jigsaw readings, concept application logs, portfolio work, student profiles, response papers, and technology. Assignments will focus on active learning and require individual, paired, or group work to enrich learning. These activities model the planning, teaching, and assessment strategies that can be used with language minority students. There are also homework activities that, when completed successfully contribute to the points accrued for grading.

Attendance Policy:

This course is grounded in the belief that learning is a socially constructed process. In fact, active learning is a central feature of the course. Furthermore, the concepts presented through the video segments promote a conversational approach to learning. Concepts are immediately explored and applied through learning activities. As a result, much of the learning will take place through discussion and group activities that ask you to apply the research and theories about the teaching of English learners to your daily practice. Class discussion allows you to learn from your colleagues and to contribute to their learning; the insights of class members will be invaluable in your learning.

The experiences within the classroom cannot be reconstructed outside of class time with the facilitator or independently. Therefore, while attendance in and of itself does not count as part of your course grade, it is an important factor since recovering and reconstructing learning that occurs during class time will be difficult, if not impossible. Further, you will often be given credit for products developed during class time, and your presence is highly valued. In addition, students will usually work with colleagues and will frequently present findings and analysis during class time. For these reasons, it will be very difficult to make up class periods missed.

Grading Policy:

For the above reasons, full credit is only available to those students who attend each session and are present for the entire session. We recommend that if a teacher has to miss more than one of the eight sessions, they should be advised to take the course at another time.

In this course, your grade is based on participation in a learning process (i.e., process points) and the creation of individual and group products (i.e., individual and group product points) that emerge from participation in learning activities and homework. In addition, you will be asked to complete independent major assignments that will be evaluated for evidence of how you are learning and growing as a professional. Finally, you will present your professional development in relation to educating students of cultural and linguistic diversity in the final session of the course.

Grading Summary:

Type of Points	Description	Points
Process	Points for participating in learning activities during class	
Homework Individual Product	Points for individual products produced for homework assignments	
Practicum	Points for individual or group products produced for practicum assignments	
Total		

In the next chapter in this book, you will find a Total Points sheet you can copy and use to track your points earned throughout the course.

Grading Scale:

You must earn at least a B- to pass this class.

Percentage	Grade
94-100%	A
90-93	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-

Explanation of the Template
Total Points





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Explanation of the Template

Learning Outcome, Pedagogical Intent, Student Position

Each book is divided into eight sessions. Each session contains the activities and homework that are the content for the session. Each learning activity (LA), Video Segment (AVG) and Homework (HW) represents an individual chapter in the book. The chapter label represents the content of the chapter. Each chapter begins with a LA or HW Template. The header contains the objective, the pedagogical intent, and student position that capture the essence and animate the intended learning and outcomes for the activity represented. In addition, the LA and AVG include the time allowance and the points represented by them. The HW includes the number of points. LA/AVG and are each worth 25 points and the HW are each worth 50 points. (The total point sheet document identifies the points possible across the course and is found just before Session 1 in every course). Following the template are the instructions for each LA, AVG, or HW. There are links in the homework that will take you to worksheets, readings, or videos or other items the learner will need to complete the task describe in the instruction. The AVG's represent video segments, or sometimes powerpoints. These usually are accompanied by Active Viewing Guides (AVGs) or worksheets to support learners in extracting meaning from the digital materials. These are provided to model the ways in which in your teaching as teachers you need to consider your use of digital materials as texts and enable students learning from these texts.

Each element in the template is important for making explicit participants learning. The **learning outcome** is anchored to the state standards for an ESL Endorsement and is based on the national standards for teaching ELs. The pedagogical intent informs the participant and the facilitator of the learning aim and goal of the specific activity. Attention to the **pedagogical intent** enabled us as designers and enables facilitators to target the activity and make sure that the activity, the interactions asked for, and the materials provided will work in concert to enable participants to not only learn but also take up in their practice the ideas embedded in the activity. When designers and teachers think through the instruction they are providing for students in this way it allows them to be strategic in creating powerful learning experiences. In designing LA and HW using pedagogical intent to guide their design and construction enabled the authors to make certain that the LA and HW would position students for the learning experiences in a session.

In addition to providing the learning outcome and the statement of pedagogical intent, the template includes a **student position** statement. While the pedagogical intent focuses on desired learning from the activity, this statement articulates the history of learning events that have prepared the student to engage in this learning experience. It provides an explanation of the knowledge and experiences that have prepared students to engage in this next learning experience.





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Total Points

In this course your grade is calculated based on the total accumulated points. In each session, you will receive credit for the learning activities and homework you complete. In addition you will accrue points for the major assignments.

You can use This [Total Point Sheet](#) to keep a personal record of work in the course.



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Session 1: Analyzing My Literacy Background

LA 1.1 Understanding My Literacy Background and Practices
LA 1.2 Expanding the Definition of Literacy
LA 1.3 Exploring Literacy through TELL Tools
LA 1.4 Assessing for Literacy Development
HW 1.1 Implementing and Reflecting on My Literacy Practices
HW 1.2 Investigating Knowledge about Literacy Development
HW 1.3 Revisiting WIDA Performance Definitions
HW 1.4 Using First Language Acquisition in Current Educational Practices
HW 1.5 Understanding My Final Project



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LA 1.1 Understanding My Literacy Background and Practices



Learning Outcome	Pedagogical Intent	Student Position
Use knowledge and skills to construct learning environments that support development of English language proficiency.	Articulate your beliefs about literacy and discuss ways they impact your ability to develop literacy in a second language learning.	Students come to a new learning with a history of learning and being literate that will frame new learning about literacy development. They begin to activate their own literacy histories by asking and responding to questions about their own experience. Students use this individual experience to create a collective profile of the class.
Assessment: 25 pts.		
TA: 45 Minutes		

Instructions

Part A: Complete [Literacy Inventory](#) and discuss findings with a partner.

Part B: Complete [Literacy Timeline](#) and discuss findings with a partner.

Part C: Discuss these questions in pairs:

1. What are the literacy principles that guide your pedagogy and instruction (in planning, in teaching, in assessing)?
2. How do you attend to teaching literacy in your educational practice?
3. How are your personal experiences reflected in your literacy teaching practices?

Part D: Based on the Inventory, Timeline and Discussions, create a Personal Literacy Statement and a Literacy Education Practices Statement (Bring these to Session 2). Write each of these statements and share them in groups. Be

prepared share them with the whole class when asked by the facilitator.



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LA 1.2 Expanding the Definition of Literacy



Learning Outcome	Pedagogical Intent	Student Position
Know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language and linguistic systems to support English language learners' development of literacy.	Teachers can consider the myths they base their work on and see how they can be more effective content AND literacy teachers, especially for their English language learners.	Students have looked at their own literacy backgrounds and practices, and will now consider some of the myths and realities surrounding literacy practices for teaching English learners as well as expand their definition of literacy.
Assessment: 25 pts.		
TA: 45 Minutes		

Instructions

1. Students will complete a Truth and Myth Questionnaire, regarding literacy beliefs and current pedagogy. Then, they will watch 3 videos and answer questions to help them expand their definition of literacy.
2. Complete the [Truth and Myth Questionnaire](#) regarding literacy beliefs and current pedagogy. Then, discuss your responses with the class as guided by the facilitator.
3. Watch the first part of [Views of Literacy](#) (You are viewing video segment 1. Click on the video and then move to the screen and start at the beginning and end at time stamp 8:54) and answer the questions on [AVG 1.1](#), using the right hand column for any addition notes. Discuss answers and any other questions that arise as a class.
4. Watch the rest of segment 1. [Views of Literacy](#) (Click on the video, scroll up to the screen and start at 8:54 and watch until the end) and answer the questions on [AVG 1.2](#) discussing other ways to look at literacy.
5. Watch the third video [Literacy in the 21st Century](#) and answer the questions on [AVG 1.3](#).
6. Revisit your Literacy Educational Practices Statement and revise it to reflect what you learned from this activity.



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LA 1.3 Exploring Literacy through TELL Tools



Learning Outcome	Pedagogical Intent	Student Position
Acquire and employ knowledge of language as a system and the ways in which languages are different and similar.	Teachers can use information from the TELL Tools as they apply literacy knowledge to their planning and instruction for English learners.	Students have begun the Literacy course and will now return to the TELL Tools to refresh their knowledge regarding their application to literacy learning.
Assessment: 25 pts.		
TA: 45 Minutes		

Instructions

1. Connect literacy to the TELL Tools studied in previous classes: Inclusive Pedagogy, Standards for Effective Pedagogy, Second Language Acquisition (CPV), and Assessmet (There is an ESL Curriculum Guidelines Tools, disregard for now, you'll study an updated version in depth in Session 3). (This is a link to the Master Posters: <https://equitypress.org/-MGSI>)
2. Look at the [Meta Goals/Strategies Chart](#) to consider the meta goals (language and literacy development and challenging activities) and meta strategies (joint productive activities, contextualization, and instructional conversations) you rely on from the Standards of Effective pedagogy to influence your professional educational practices. Even if you don't use these names, what are you already doing that looks similar?
3. Look at the [Linking TELL Tools and Literacy](#) worksheet and answer the questions in groups.





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LA 1.4 Assessing for Literacy Development



Learning Outcome	Pedagogical Intent	Student Position
Employ theories of first and second language acquisition in teaching literacy. Assessment: pts. TA: 45 Minutes	Categorize literacy assessments by the area of language that they measure semantics, phonology, morphology and syntax.	Students have learned about the theories of literacy and the views of literacy, using prior knowledge of literacy measures and past learning combined with current assessments examined in this assignment. Students will identify the most appropriate measure for each area of language to meet diverse student needs.

Instructions

1. Individually review some of the current reading assessments used by reading the summaries from the [List of Literacy Assessments](#). Use the links to go to the actual tests to find more information. Take notes on the [What Does Each Test Assess in the Area of Language](#) handout. Review the handout [Types of Assessments for English Language Learners](#) used in the Assessment Course to see the types of assessment used to help place and teach ELLs.
2. In groups, complete the [What Does Each Test Assess in the Area of Language](#) handout by deciding what each test is assessing and what area of language is tested. The areas of language are defined at the top of the handout. Discuss the differences between the 2 handouts: List of Literacy Assessments and Types of Assessments with English Language Learners. How do they impact your teaching practices?
3. When called upon, students will report on their findings. The facilitator will record responses on the board, and lead a discussion of the findings based on the following questions:
 - What do we learn by assessing reading? Are the assessments effective in helping ELLs progress?
 - How does it help you to know what areas of language are tested? How can this help you in choosing assessments that are most effective for testing ELLs?



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HW 1.1 Implementing and Reflecting on My Literacy Practices



Learning Outcome	Pedagogical Intent	Student Position
Demonstrate how culture affects language development and academic achievement. Assessment: 50 pts. Due: Session 2	Teachers can reflect on the learning activities in the session and explore ways to integrate the modeled strategies and content into their own pedagogy.	Teachers have participated in the first session of the ESL endorsement. They are now ready to reflect on the activities of the session and find ways to incorporate them into their own teaching.

Instructions

1. At the end of each session the facilitator will assign the participants to write in their journal addressing several questions. The journal will be turned in on the final session for the facilitator to review. The journal may also be used during group discussions on the following week. Bring your journal with you to class each week as you may be asked to refer to them during group discussions.
2. Each week, you are asked to incorporate something from your learning that week into your practice and then reflect on how it went. For this first week, consider something you incorporated into your practice from the assessment class you took prior to this course. Answer the following questions:
 - Think of the action you took. Describe it.
 - What event either before, during, or after your action sticks in your mind? Write the details.
 - What did you learn, unlearn, and relearn from this experience?
 - What are the next steps you will take in your practice?



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HW 1.2 Investigating Knowledge about Literacy Development



Learning Outcome	Pedagogical Intent	Student Position
Employ theories of first and second language acquisition in teaching literacy.	Teachers can apply what they learn from the readings as they prepare lessons for L2 learners that are appropriate for these students to acquire English as well as content.	Students have learned about literacy and academic development of second language readers and writers. They will now consider the writing of several scholars to further understand how to support literacy development of L2 learners.
Assessment: 50 pts.		
Due: Session 2		

Instructions

1. Read your assigned article: A, B, C, D

A: Wright book (third edition), pp. 196-199—section 'What We Know from Research about Reading Instruction for English Language Learners'.

[B: Learning to Read in a Second Language: Research, Implications, and Recommendation for Services](#)

[C: Using What We Know about Language and Literacy Development for ESL Students in the Main-stream Classroom](#)

[D: What We Know about Second Language Acquisition](#)

2. Respond to the following questions. Answers can be in paragraph or bullet form.

- What is the main purpose of the article you read? List the big ideas related to the purpose and the details that support it.
- How do the ideas in this article support your current teaching practices?
- How will you strengthen, adjust or change your ELL literacy practices based on your learning?

3. Come prepared to share your responses as an expert in a jigsaw activity in Session 2.



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HW 1.3 Revisiting WIDA Performance Definitions



Learning Outcome

Employ theories of acquisition of a primary and a new language in instruction. Employ theories of first and second language acquisition in teaching literacy.

Assessment: 25 pts.

Due: Session 2

Pedagogical Intent

Teachers can apply their knowledge of proficiency levels in the instruction they prepare for English language learners.

Student Position

Students have learned about communication, pattern, and variability in the acquisition of a second language. Now they will read about WIDA proficiency definitions to prepare for Session 2.

Instructions

1. Read the charts in [WIDA Performance Definitions of English Proficiency](#) and be prepared to explore proficiency scales further in Session 2.





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HW 1.4 Using First Language Acquisition in Current Educational Practices



Learning Outcome	Pedagogical Intent	Student Position
Acquire and employ knowledge of language as a system and the ways in which languages are different and similar. Assessment: 50 pts. Due: Session 2	Teachers can consider their learning from the readings as they plan instruction appropriate for English language learners.	Students have viewed issues of first language literacy development from a video. They have also considered six broad literacy profiles of second language learners. They now analyze readings and collaborate to build a greater understanding of connections between first language literacy development and second language literacy development based on the needs and characteristics of language learners.

Instructions

1. Review both articles on first language acquisition:
 - [A: Stages of Reading](#)
 - [B: Report of National Reading Panel](#)
2. Answer the following questions. Responses can be in paragraph form or bullet points.
 - What first language acquisition theories and practices mentioned in the article summaries do you already use in your professional education practices?
 - What ideas from these articles are you not using, but would find beneficial in your practice?
 - Based on the article you read from HW 1.2, what are the differences between first and second language acquisition? (This will be discussed more in Session 2.)



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HW 1.5 Understanding My Final Project



Learning Outcome

Employ theories of first and second language acquisition in teaching content area subjects.

Assessment: 25 pts.

Due: Session 2

Pedagogical Intent

Teachers can plan standards-based units incorporating second language literacy development with research-based and evidence-based practices as they teach English language learners.

Student Position

Students have begun the Literacy course and need to understand the final project required. They will read through assignment and check for understanding.

Instructions

1. Students will read the [Description of the Final Project and Checklist](#), the [Rubric for the Final Project Explanation](#), and the [Explanation of the Final Project Form](#) (to be completed in class during session 7).
2. If you want to review the specifics of the Explanatory Document now, look at the [Explanatory Document Description](#) and the optional [Explanatory Document Layout](#). You will review this in Session 7 before you start working on it.
3. Come to class with any questions you may have.





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Session 2: Increasing Awareness of Language, Literacy, and Power

LA 2.1 Discussing Literacy Development
LA 2.2 Connecting Cross-Linguistic Transfer and Literacy
LA 2.3 Literacy Profiles
LA 2.4 Makoto's Literacy Profile
HW 2.1 Implementing and Reflecting on My Literacy Practices
HW 2.2 Designing a Literacy-Focused Classroom
HW 2.3 Final Project Work for Unit Revision
HW 2.4 More and Less Proficient ELL Student's Literacy Profiles
HW 2.5 Integrating Ideas from Jim Cummins and Attention to Literacy



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LA 2.1 Discussing Literacy Development



Learning Outcome	Pedagogical Intent	Student Position
1.2 Employ theories of acquisition of a primary and new language in instruction. Assessment: 25pts. TA: 40 Minutes	Teachers can increase their use of L2 learning and literacy strategies as they teach English Language Learners both in literacy instruction and also in content area lessons.	Students have reviewed issues of first language literacy development from their homework. They now reflect on their own practice, second language literacy models and theories and the Second Language Acquisition Framework in a collaborative discussion to build greater understanding of second language literacy development.

Instructions

1. Students will have five minutes to think and write answers to the questions based on the learning activities and homework Session 1, using the [First and Second Language Acquisition Teaching Practices](#). This will help them prepare for a group discussion.
 - o Based on your Personal Literacy Statement and Literacy Education Practices Statement, which three ideas do you believe are most important to you in your practice?
 - o Review the article you studied from HW 1.2. What concepts would be helpful to review with your group? How do you plan on strengthening your ELL literacy teaching practices?
 - o Review the 2 article summaries you read on first language acquisition from HW 1.4. What similarities and differences do you need to be aware of in teaching first and second language acquisition?
 - o Consider the WIDA Performance Definitions from HW 1.3. What are challenges English Language Learners might face when learning to read in another language?
2. In small groups, discuss your responses to the questions above. Create a draft of a poster you could hang in your workspace to convey your understanding, beliefs, and practices in teaching literacy to first and second language acquisition students.
3. How does a think and write before a group discussion prepare learners to engage in meaningful learning?



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LA 2.2 Connecting Cross-Linguistic Transfer and Literacy



Learning Outcome	Pedagogical Intent	Student Position
<p>Employ theories of acquisition of a primary and new language in instruction.</p> <p>Assessment: 25 pts.</p> <p>TA: 30 Minutes</p>	<p>Teachers can use these understandings from the reading and discussion to improve their instruction for L2 learners they teach.</p>	<p>Students discussed issues of first and second language development. They now reflect on second language literacy models, theories and brain research including the concept of cross-linguistic transference.</p>

Instructions

1. Divide into heterogeneous groups of three, mixing elementary and secondary educational professionals. Each student in the group should read one of the articles and report back to the group on the content. Some of these concepts just need to be reviewed, some are new. **Pay special attention to the concept of cross-linguistic transference.**
 - A: [Bilingual Brains and the Educated Mind](#)
 - B: [The Cross-Linguistic Transfer of Early Literacy Skills](#)
 - C: [Bilingual Brains, Scientific Brains, and the Educated Mind](#)
2. As students discuss the issues they studied, they will create a Venn Diagram to show the way elementary and secondary educational professionals can better support each other in strengthening the literacy development of their first and second language learners.
 - What are ways do you support each other now?
 - How can this process be improved?
 - What should the role of principals, coaches, counselors, and teachers be in strengthen the literacy development of their students?



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LA 2.3 Literacy Profiles



Learning Outcome	Pedagogical Intent	Student Position
Know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language and linguistic systems to support English language learners' development of literacy.	Teachers can use the key ideas in the profiles to identify the strengths and needs of students in their own classrooms.	Having considered their own literacy history as well as different definitions of literacy, students will now move to second language issues. This activity presents six literacy profiles that will be used throughout the course in helping participants recognize and meet the needs of different types of second language students. This activity prepares students to use the key ideas in the profiles to identify the strengths and needs of students in their own classrooms.
Assessment: 25 pts.		
TA: 35 Minutes		

Instructions

1. Read the Introduction to the Profiles section of the [Literacy Profiles Document](#).
2. As a class, read the Critical Incident: Carlos and also the Long-term English Learner Profile. Discuss how aspects of this profile match the facts from the critical incident. Summarize information on the Literacy Profiles worksheet following the critical incident.
3. As a class, discuss the following question: What is the central dilemma that this student presents to a mainstream teacher?
4. In groups of five, each person reads a different critical incident and identifies the profile that best matches it, summarizing the information about that profile on the [Literacy Profiles worksheet](#).
5. In turn, each person teaches the others about his/her profile so all can record key ideas on the Literacy Profiles worksheet.
6. Try to identify students you know who fit each of the profiles. List them by name and profile on the worksheet.



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LA 2.4 Makoto's Literacy Profile



Learning Outcome	Pedagogical Intent	Student Position
<p>Employ theories of acquisition of a primary and new language in instruction.</p> <p>Assessment: 25 pts.</p> <p>TA: 45 Minutes</p>	<p>Teachers can better serve English learners when they know how to determine strengths and weaknesses of each student. This results in lessons prepared to support them as they develop literacy in a second language.</p>	<p>Students have begun to explore literacy from a second language perspective. After viewing Makoto's case study, they will make observations of her literacy development and her strengths and weaknesses.</p>

Instructions

Instructions:

1. Students will complete a Literacy Profile for Makoto in groups, focusing specifically on her literacy needs. Use the following to complete Section 1 of [Makoto's Literacy Profile](#) (Note as you analyze Makoto's case you will type over the text in the document):

- Watch Makoto's video case study as a class. (See directions below.)
- Divide into groups of three, analyze [Makoto's Case Study Notes](#).
- Include her WIDA scores (listening 4 or 5, speaking 4, reading 4, and writing 4)
- Her DIBELS score is at grade level.

Note: Some of Makoto's test scores may seem confusing—take what you can from it, but don't spend time figuring it out and analyzing it.

2. To complete Section 2 (Goals), make cognitive, linguistic, and social/affective goals that will improve her literacy skills.

Viewing Makoto's Video Case from Second Language Literacy Case: A Video Ethnography

Directions:

- Go to tellcases.byu.edu Username: tellcases Password: video
- Go to TELL 430, click on Second Language Literacy Case
- Once you get to the case, you will notice that Makoto is the first probe listed for the following studies: Who Am I?, Who Am I as a Reader? Families, and Classrooms.
- Be sure to watch the Makoto segments. You might review the perspectives about Makoto (these are the tabs listed at the top) or any of the expert quotes and commentary that is more general.



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HW 2.1 Implementing and Reflecting on My Literacy Practices



Learning Outcome	Pedagogical Intent	Student Position
Employ theories of first and second language acquisition in teaching literacy	Teachers can become self-aware as they reflect on and apply learnings from session activities and set goals for future change in their usual practice with English Language learners.	Students reflect on their work to change and improve their classroom instruction as part of this course. Reflection helps teachers understand how to work with English Language learners while providing effective literacy instruction.
Employ theories of first and second language acquisition in teaching content area subjects.		
Assessment: 50 pts.		
Due: Session 3		

Instructions

1. Think of what action you took last week. Describe it.
2. What event either before, during, or after your action sticks in your mind. Write the details.
3. Now write about—What did you learn, unlearn, and relearn this week?
4. What are the next steps you will take in your practice? What do you hope will result?



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HW 2.2 Designing a Literacy-Focused Classroom



Learning Outcome	Pedagogical Intent	Student Position
Employ theories of acquisition of a primary and new language in instruction. Assessment: 25 pts. Due: Session 3	Teachers understand the characteristics of a literacy-rich & literacy-focused classroom and can evaluate the ways they already promote literacy and adjustments they might take to make their classroom more literacy-rich and literacy-focused in terms of their pedagogy, their curriculum and their classroom organization.	Students have learned about first and second language literacy needs. Now they will see how to design a literacy-rich classroom, focusing on pedagogy, curriculum, and classroom organization.

Instructions

1. Read all of these article summaries: A, B, and C.

A: [Characteristics of a Literacy-Rich Content-Area Classroom](#)

B: [Literacy-Rich Environments](#)

C: [A Study on the Literacy-Rich Classroom Environment at Bilingual Kindergarten](#)

2. Use the ideas you learned in your readings to evaluate your own classroom and those of your colleagues in terms of their pedagogy, curriculum and classroom organization/structure. Given the ideas you just read about, how literacy-rich and literacy-focused is your classroom?

3. Using the [Designing a Literacy-Focused Classroom worksheet](#), consider each element (pedagogy, curriculum, and classroom organization/structure). In the first column identify the practices that are strong. In the second column, identify ways you could adjust or alter your practices to make your classroom more literacy-rich and literacy-focused.



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HW 2.3 Final Project Work for Unit Revision



Learning Outcome

Apply current research based practices to plan classroom instruction in supportive learning environments. This includes planning for learners from diverse backgrounds using standards-based ESL and content curriculum.

Pedagogical Intent

Teachers can plan standards-based units incorporating second language literacy development with research-based and evidence-based practices as they teach English language learners.

Student Position

Students have examined the literacy theories, explored multiple learner profiles, reviewed a unit plan example, and categorized literacy assessments. These activities are the first steps need in creating the unit plan revision for final project.

Assessment: 50 pts.

Due: Session 3

Instructions

1. Pick a unit you want to revise to better meet the literacy needs of your ELLs.
2. Read the [Unpacking Standards](#) and [Backward Design](#) article summaries.
3. Use the [Unit Instrucional Planning Guide](#) to start the revision process by thinking about the big picture of the unit plan.





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HW 2.4 More and Less Proficient ELL Student's Literacy Profiles



Learning Outcome	Pedagogical Intent	Student Position
Employ theories of acquisition of a primary and new language in instruction Assessment: 50pts. Due: Session 3	Teachers can better serve English learners when they know how to determine strengths and weaknesses of each student. This results in lessons prepared to support them as they develop literacy in a second language.	Students have begun to explore literacy from a second language perspective. After viewing Makoto's case study and analyzing it, they will analyze the language and literacy strengths and needs of a more and less proficient ELL.

Instructions

1. Students will analyze the literacy strengths and needs of 2 ELL students; one more proficient in English and one less proficient. They will complete Section 1 of [Literacy Profile of an English Learner](#) worksheet:

- Use [WIDA Performance Definitions for Speaking and Writing](#), and [WIDA Performance Definitions for Listening and Reading](#) to estimate their students' WIDA scores.

2. Leave Section 2 (Goals) blank. Students will complete for later.



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HW 2.5 Integrating Ideas from Jim Cummins and Attention to Literacy



Learning Outcome	Pedagogical Intent	Student Position
<p>Employ theories of first and second language acquisition in teaching literacy</p> <p>Assessment: 25 pts.</p> <p>Due: Session 3</p>	<p>Teachers can use three ideas from Jim Cummins in attending to literacy in their instruction and their classroom instruction.</p>	<p>Students have reviewed their final project and selected two ELs to study further. They have identified a unit they will redesign to better attend to the content learning and language and literacy development of students. They have explored developing a literacy-rich classroom. Now they will examine three ideas (or theories) from Jim Cummins that they can use in designing their unit plan.</p>

Instructions

1. In this homework, you will learn three complex ideas from Jim Cummins work. The purpose is to capture your understanding of each and then consider how you can integrate them to create classrooms and instruction that better supports students in learning content as they develop language and literacy skills.
2. Use [Capturing Three Ideas from Cummings](#) to record your knowledge and integrate these ideas in your planning instruction for students.
3. Begin by reviewing the concepts of BICS and CALP. (In recent years these ideas have been criticized as not complex enough but they continue to be helpful for teachers understanding the difference between ELs ability to rapidly gain social language but continue to languish in academic achievement). Gather information from this [website](#) to review what you know about BICS and CALP.
4. The next idea from Cummins concerns bringing together [two continuum into a matrix \(Cummin's Quadrants\)](#). Use this reading to support you in developing understanding about texts that are context embedded to context reduced paired in a matrix with the continuum of cognitively demanding and cognitively undemanding curriculum. Enter your learning on the Capturing Three Ideas from Cummins chart.
5. The third idea from Cummins explores the contrast between [Coercive and Collaborative Classrooms](#). (The reading that teaches you about this idea is an example of how you might modify texts in your classroom to support students in learning content and developing academic language). Enter your learning on the three ideas chart
6. Bring the Capturing Three ideas from Cummins (from #2 of this HW) to session 3.



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Session 3: Designing a Literacy-Focused Classroom

LA 3.1 Reviewing Final Project and Literacy Profile

LA 3.2 Evaluating Literacy Richness and Standards for Effective Pedagogy

LA 3.3 Examining Literacy Guidelines

LA 3.4 Planning Lessons that Build Learners' Literacy

HW 3.1 Implementing and Reflecting on My Literacy Practices

HW 3.2 Unit Goals for ELLs' Literacy Profiles

HW 3.3 Final Project Work for Unit Revision

HW 3.4 Using Video Segment 7.1 to Learn about Vocabulary

HW 3.5 Reading a Dense Text Using a Double Entry Journal

HW 3.6 Bring a Text for Your Unit Plan



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LA 3.1 Reviewing Final Project and Literacy Profile

Sharing and analyzing your assets



Learning Outcome	Pedagogical Intent	Student Position
Employ a variety of strategies, materials and resources in standards based ESL and content instruction Assessment: pts. TA: 25 Minutes	Teachers can begin to develop a unit plan that will develop the content learning and language and literacy development of all their students. The final plan will also specifically address the content learning and the language and literacy development of two ELs they are currently teaching.	Students have reviewed requirements for the final project and the literacy profile on a student. They will ask questions to clarify and make sure there are no misunderstandings.

Instructions

1. The teachers in this course will raise questions and/or misunderstandings they have regarding their final project: [Project Description](#), [Explanation Document](#) ([Description of Document](#), [Layout of Document](#)), [Rubric](#). The facilitator will answer these questions and support them in understanding the final project and how the course will support them in being able to provide stronger literacy instruction for their students, particularly ELs.
2. The teachers will raise questions regarding the completion of the [literacy profile](#) of a level 1 or 2 EL and a more advanced EL. The facilitator will help them understand the assignment and identify resources for completing the profiles.
3. Working with partners, teachers will review with a colleague the reasons they chose the specific unit for their final project. Using their readings and worksheet from [HW 2.2](#), they will begin by focusing on how their strengths in Pedagogy, Curriculum, and Classroom Organization and Structure work to develop their ELs language and literacy development

generally and in their current unit plan. They will then discuss the challenges and adjustments that they might make to improve the quality of the content learning and literacy development of their students.



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LA 3.2 Evaluating Literacy Richness and Standards for Effective Pedagogy

Sharing and analyzing your assets



Learning Outcome	Pedagogical Intent	Student Position
Demonstrate ability to plan standards-based ESL and content instruction. Demonstrate ability to manage and implement standards-based ESL and content instruction	Teachers can establish classrooms that incorporate literacy-rich practices and utilize the Standards for Effective Pedagogy in order to construct more literacy-focused learning environments that better meet the needs of English language learners making it possible for them to learn and achieve.	Students have learned about literacy-rich classrooms and the Standards for Effective Pedagogy. They will consider how to implement literacy-richness and the Standards for Effective Pedagogy in their classroom settings.
Assessment: 25pts.		
TA: 55 Minutes		

Instructions

Part A: 20 minutes

1. The teachers will use the form they filled in from HW 2.2 and review their understanding of what is required in their classroom or content areas to create a literacy-rich and literacy-focused classroom. Together they will discuss their learning and thinking and consider the challenges at their grade level or in their content area for creating a literacy-rich environment.
2. Next working together, create a list of practices that should be evident in a classroom at your grade level or within your content area if your classroom is literacy-focused. Use the categories of Pedagogy, Curriculum, and Classroom

Organization/Structure [for those who teach a specific content think about what counts as literacy in your content area and what kinds of literate practices and skills your classrooms to develop].

3. Continuing with the same partner, discuss the [Standards for Effective Pedagogy \(SPCT Document\)](#). Consider each standard and the enacting descriptors of it and reflect on how each standard will support the literacy and language development of students.

4. Return to the list you just made and with your partner, create a list of how using the Standards for Effective Pedagogy could help you increase the literacy-focus of your classroom and support the content learning and language and literacy development of your students.

Part B: 10 minutes

1. Working on your own, use the [Evaluation of My Enacting SEP](#) chart to consider how you use each standard of SEP in your classroom. After filling out column 1, discuss with others in your group some goals you can set to increase your usage of these standards regularly in your work with English learners particularly in relation to the unit you are planning.

Part C: 15 minutes

1. In your group, answer the following questions on paper to turn to post for a gallery walk: (be sure everyone gets a chance to speak and one person will take notes on the paper to post.

a. How can I increase the literacy richness of my classroom by attending to the literacy and language development of my students?

b. How can embracing the Standards for Effective Pedagogy in my classroom create an environment where English learners can thrive?

c. How can combining what I have learned about literacy-rich environments and the Standards for Effective Pedagogy create a classroom that is more literacy-focused (How do they work together to create a learning environment that will support the content learning and the language and literacy development of students in my content area or grade level teaching?)

Part D: 10 minutes Post your group's poster with those from other groups and move from chart to take notes on ideas you may want to try (Add these ideas to your Evaluation of My Enacting SEP chart under goals).



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LA 3.3 Examining Literacy Guidelines

Sharing and analyzing your assets



Learning Outcome	Pedagogical Intent	Student Position
Employ a variety of strategies, materials and resources in standards based ESL and content instruction Assessment: 25 pts. TA: 30 Minutes	Teachers, when armed with the knowledge included in the Literacy Guidelines for ELLs, can support their students at a much higher level as they incorporate the guidelines in their content and literacy lessons.	Students are learning about literacy for ELs and will attend to developing literacy skills in these students as they study the Literacy Guidelines for ELLs.

Instructions

1. Review your copy of the [Literacy Guidelines](#) in your group of four (Link to [TELL TOOLS](#) book, scroll down to Literacy Guidelines Tool and Explanation Document).
2. Click on the [Constructing Meaning of the Literacy Guidelines](#) document. Working together complete the 3 charts.
3. As you work, discuss each of the overarching concepts and the two principles attached to each.
4. Look at the strategies on the back of the chart. These strategies are for teacher and students to use. Use the bottom of the document to write down any strategies that you don't understand.
5. Your knowledge of how to develop a literacy-rich and literacy-focused classroom and activities will enable you to support the content learning and the language and literacy development of the ELs you teach.



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LA 3.4 Planning Lessons that Build Learners' Literacy



Learning Outcome	Pedagogical Intent	Student Position
<p>Employ theories of first and second language acquisition in teaching literacy</p> <p>Assessment: 50 pts.</p> <p>TA: 40 Minutes</p>	<p>Teachers can analyze a lesson plan and identify adjustments they can make to increase the literacy focus of the lesson.</p>	<p>Students are learning about literacy rich and literacy focused classrooms and three ideas about creating literacy focused classrooms from Cummins. They are prepared to apply them in their teaching.</p>

Instructions

Directions:

1. For this lesson you can work in pairs but you will be applying what you have learned in the course so far to develop one or more of the lessons in your Unit for your final project.
2. For this activity, you will need three documents you created in this session:
 - o Your list of literacy practices that should be evident in those teaching at your grade level or in your content area.
 - o Evaluation of My Enacting SEP form,
 - o Your notes documenting your understanding of the Literacy Guidelines.
3. You will also need two documents you brought with you:
 - o Capturing Three Ideas from Cummins and
 - o Your beginning work on your Unit Plan.
4. Use the [Planning to Improve the Literacy Focus of a Lesson](#) worksheet.
5. Follow the the directions on the worksheet.
6. You could switch your worksheet with someone else and ask for their ideas.
7. When you finish the planning worksheet, turn to another lesson and repeat the process.



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HW 3.1 Implementing and Reflecting on My Literacy Practices



Learning Outcome	Pedagogical Intent	Student Position
Demonstrate how culture affects language development and academic achievement. Assessment: 50pts. Due: Session 4	Teachers can become self-aware as they reflect on and apply learnings from session activities and set goals for future change in their usual practice with English Language learners.	Students reflect on their work to change and improve their classroom instruction as part of this course. Reflection helps teachers understand how to work with English Language learners and their families.

Instructions

1. Think of what action you took last week. Describe it.
2. What event either before, during, or after your action sticks in your mind. Write the details.
3. Now write about—What did you learn, unlearn, and relearn this week?
4. What are the next steps you will take in your practice? What do you hope will result?



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HW 3.2 Unit Goals for ELLs' Literacy Profiles



Learning Outcome	Pedagogical Intent	Student Position
<p>Assess the literacy of second language learners in ways that assist literacy development.</p> <p>Assessment: 25pts.</p> <p>Due: Session 4</p>	<p>Teachers can identify an individual student's strengths and needs in literacy to better meet their needs and apply this to all the students they teach.</p>	<p>Students have analyzed the needs and strengths of the ELLs. They have also completed their Unit Instructional Planning Guide. They are now ready to make goals for their ELLs as they learn the unit material.</p>

Instructions

1. Now that you have completed the Unit Instructional Planning Guide, you can go back to the Literacy Profiles you created for your more and less proficient ELLs and make cognitive, social/affective, and linguistic goals for them to complete while learning the unit material.
2. Use the Literacy Profile of an English Learner worksheet you already worked on during HW 2.4. Complete Section 2: Goals, for both your more and less proficient ELL.





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HW 3.3 Final Project Work for Unit Revision



Learning Outcome	Pedagogical Intent	Student Position
Employ theories of first and second language acquisition in teaching literacy. Assessment: 50 pts. Due: Session 4	Teachers can analyze a lesson plan and identify adjustments they can make to increase the literacy focus of the lesson.	Students have learned about literacy-rich and literacy-focused classrooms and three ideas about creating literacy focused classrooms from Cummins. They will now apply them to their unit plans.

Instructions

1. This section of the Unit Revision will focus on planning the literacy-focus of your unit plan. Using your notes from LA 3.4, design a literacy-focused classroom environment specific for the unit you are revising. You can look at enhancing a literacy-rich classroom through the unit's readings, charts, materials, activities, student products to demonstrate knowledge, classroom organization, resources, artifacts, posters, etc.
2. There are 2 components to this homework:
 - Copy of Unit Plan with 5-7 revisions focusing on designing a literacy-focused classroom in terms of pedagogy, curriculum, and classroom organization (highlighted for the facilitator). Draw on ideas from readings, class assignments, and Literacy Guidelines for ELLs Poster.
 - Literacy Environment Checklist: a bullet point list of ways you will design a literacy-focused classroom for this unit)



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HW 3.4 Using Video Segment 7.1 to Learn about Vocabulary



Learning Outcome	Pedagogical Intent	Student Position
Develop knowledge and skills to construct learning environments that support development of English language proficiency: literacy, academic, and cognitive development.	Teachers can identify and develop strategies for teaching vocabulary.	Students have learned about creating a literacy-focused classroom and the importance of developing vocabulary
Assessment: pts.		
Due: Session #		

Instructions

1. For this homework you will watch a video on teaching and learning vocabulary.
2. To access the video click on this [video link](#).
 - a. This takes you to the screen where you have watched videos for the assessment course.
 - b. Scroll down to where it says 7.1 Second Language Vocabulary Development. To the right, there are a list of videos to watch for this assignment. Click on the first one that is labeled "Vocabulary". \
 - c. Scroll to the top of the page to press play on the video and watch it.
 - d. Using [Active Viewing Guide HW 3.4](#), take notes on the video.



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HW 3.5 Reading a Dense Text Using a Double Entry Journal



Learning Outcome	Pedagogical Intent	Student Position
Develop knowledge and skills to construct learning environments that support development of English language proficiency: literacy, academic, and cognitive development.	Teachers can make decisions about how to attend to developing academic vocabulary in their teaching.	Students have learned about developing literacy-rich and literacy-focused classrooms and have begun planning for how they will apply the knowledge to their classroom.
Assessment: 25 pts.		
Due: Session 4		

Instructions

1. Using the [Double Entry Journal](#), read the article *Words as Tools: Learning Academic Vocabulary as Language Acquisition* by Nagy & Townsend. As you read the text...

- Underline or highlight the key ideas that stand out to you in the left column.
- Use the right column to record or summarize your understanding of the section or paragraph as you read.



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HW 3.6 Bring a Text for Your Unit Plan



1. knowledge and skills to construct learning environments that support development of English language proficiency: literacy, academic, and cognitive development. (footnote language and definition)

Display knowledge and skills to construct learning environments that support development of English language proficiency: literacy, academic, and cognitive development.

Assessment: 25pts.

Due: Session 4

Teachers can identify an individual student's strengths and needs in vocabulary development to better meet their needs and apply this to all the students they teach.

Students have analyzed literacy-focused classroom needs in terms of pedagogy, curriculum, and classroom organization. Now, students can understand how to use academic language as a tool to build literacy for the ELLs.

Instructions

1. Bring a reading/text from the Unit Plan you are revising. You will use it in class to determine what vocabulary needs to be taught for your ELLs to better comprehend the reading.



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Session 4: Building Knowledge of Academic Language

LA 4.1 Characteristics of Academic Language
LA 4.2 Effectively Teaching Academic Vocabulary and Language
LA 4.3 Selecting Academic Vocabulary and Language to Teach
LA 4.4 Planning to Teach Vocabulary
HW 4.1 Implementing and Reflecting on My Literacy Practices
HW 4.2 Planning for Teaching Vocabulary in my Unit
HW 4.3 Gathering Resources for Revising a Unit Plan
HW 4.4 Learning about Comprehension and the Role of Text Structure
HW 4.5 Identifying Readings in My Unit Plan
HW 4.6 Deepening Understanding of Literacy Guidelines for ELs



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LA 4.1 Characteristics of Academic Language

Sharing and analyzing your assets



Learning Outcome

Utilize knowledge and skills to construct learning environments that support development of English language proficiency: literacy, academic, and cognitive development. (footnote language and definition)

Assessment: 25 pts.

TA: 50 Minutes

Pedagogical Intent

Teachers can use their understanding of the characteristics and importance of students' development of academic language to guide their planning and teaching.

Student Position

Students have inventoried their literacy practices, developed principles for creating literacy rich and literacy focused classroom. Now they explore the characteristics of academic language.

Instructions

Instructions:

1. Discuss in heterogeneous groups of 4-5 (elementary/secondary) the characteristics of academic language presented in the article Words as Tools from HW 3.5. Discuss the following questions:
 - What did you learn from reading the article that you want to implement in your language and literacy teaching practices?
 - What are your favorite quotes from the article that you could use to inspire your students to foster word consciousness? (Fostering word awareness means having an awareness and interest in words and their meanings.)
 - What are the definitions of these characteristics of academic language?
 - Why are they important for elementary and secondary teachers to understand?
 - How can they be attended to in the literacy teaching practices of elementary and secondary education professionals?
2. Create a document that lists each of the following **Characteristics of Academic Language** and they provides a definition or description of each:
 - Latin and Greek vocabulary
 - Morphologically complex words
 - Nouns, adjectives, prepositions
 - Grammatical metaphor, including nominalizations
 - Informational density
 - Abstractness



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LA 4.2 Effectively Teaching Academic Vocabulary and Language



Learning Outcome	Pedagogical Intent	Student Position
<p>Employ theories of vocabulary for first and second language acquisition in teaching literacy</p> <p>Assessment: 25 pts.</p> <p>TA: 40 Minutes</p>	<p>Teachers can utilize various methods of teaching vocabulary to ELs in elementary and secondary classrooms. This enables students to have greater access to the terms they need to know and understand so they can participate fully in learning content.</p>	<p>Teachers have learned the characteristics of academic vocabulary and the role teaching academic language can have in their classrooms. They will now learn effective strategies on how to help their ELLs learn vocabulary.</p>

Instructions

1. You will be placed in groups of four. There are four summaries of articles, and each of you needs to read one of them. Take notes on the [Effectively Teaching Academic Vocabulary and Language graphic organizer](#).
 - [Everyday Vocabulary](#)
 - [Marzano's--Six Steps to Better Vocabulary Instruction](#)
 - [Teaching Academic Content and Literacy](#)
 - [Teaching ESL Vocabulary](#)
2. As you read your article, take notes about key points and what you consider to be invaluable in your instruction of ELs.
3. In addition all of you will look over the following vocabulary teaching templates: <https://equitypress.org/-VNK>
4. Explain your understanding and key points from the article you read. The rest of the group should take notes about the key points on the Effectively Teaching Academic Vocabulary and Language graphic organizer. Consider the graphic

organizers you looked over in #3 and others you may use in your teaching practices. What role do they play in deepening students' comprehension?

4. Now share strategies you have employed in your instruction of vocabulary that you think are very useful as ways to help EL students understand and remember the vocabulary they need to know.

5. Consider how, in your unit, you will adjust your vocabulary instruction to better meet the needs of the ELs you teach.



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LA 4.3 Selecting Academic Vocabulary and Language to Teach



Learning Outcome

Learn and Employ theories of first and second language acquisition in teaching literacy

Assessment: 25 pts.

TA: 40 Minutes

Pedagogical Intent

Teachers can apply their new understanding about teaching vocabulary to develop their students academic language

Student Position

Teachers have learned the characteristics of academic vocabulary and to effectively teach academic language in their classrooms. They will now learn how to select the right vocabulary to help their students better comprehend the texts they are reading.

Instructions

Part A: 20 minutes

1. Review the articles and the notes you took on them from HW 3.5, Effectively Teaching Academic Vocabulary and Language. Also, read Wright Chapter 8, Vocabulary Development through Reading (pgs. 192-194, 2nd edition; pgs. 203-206, 3rd edition). What did you learn about how to select vocabulary from these sources? Make a list at the top of the [Selecting Academic Language to Teach worksheet](#).

Part B: 20 minutes

1. Some types of language are harder for ELLs to acquire and need to be explicitly taught. Other types of language may be easier, based on what they have already studied and what their L1 is. As a group, fill in the blank example sections of Selecting Academic Language to Teach Part 2.

2. Look at the list on the Selecting Academic Language to Teach worksheet to see if there are words from your text that would fit into any of these categories. Make a list of the words from your text in the category they belong.



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LA 4.4 Planning to Teach Vocabulary



Learning Outcome	Pedagogical Intent	Student Position
<p>Employ theories of first and second language acquisition in teaching literacy</p> <p>Assessment: 25 pts.</p> <p>TA: 40 Minutes</p>	<p>Teachers can identify the academic language they will attend to in a unit plan and identify the places in instruction they might attend to that language.</p>	<p>Students have studied how to make their classroom and instruction more literacy-focused. They have watched a video about Vocabulary Development. They have reviewed and explored the meeting of the Literacy Guidelines for ELs. They are ready to identify the academic language they will focus on in instruction.</p>

Instructions

1. Part A: 30 minutes

1. In your group, review what you know about determining which vocabulary to support, teach or require. Consider how you could decide within your teaching what words should you:
 1. preview before instruction or use in talk or lecture with definitional support
 2. provide direct instruction for,
 3. provide definitions for (in text or on a glossary list)
 4. post on the wall with definition and/or representation (pictures).
 5. design activities that require the students to use the words in interaction.
 6. require use in a product or performance.
2. Read [Planning to Teach Vocabulary](#) document, use the chart component to chart how you will attend to particular words
3. Begin by thinking about your the key ideas and understandings students need to develop to successfully learn the content of the unit as a whole and then each lesson in the unit
4. List the words in the first column then check the ways you will support ELs in learning or understanding each word in the subsequent columns (Remember for some words you might do all of the things listed and one for others).

Part B: 10 Minutes

4. Together review your chart with a colleague and add ideas.
5. You will learn additional guidance and strategies through reading about and discussing ideas further in LA 4.3



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HW 4.1 Implementing and Reflecting on My Literacy Practices



Learning Outcome	Pedagogical Intent	Student Position
Employ theories of first and second language acquisition in teaching literacy	Teachers can identify and act on teaching practices that can support the literacy development of their students. Having enacted a practice they can reflection on the things they have done.	Students have learn and strategies about classroom environment try out.
Employ theories of first and second language acquisition in teaching content area subjects.		
Assessment: 50 pts.		
Due: Session 5		

Instructions

1. Think of what action you took last week. Describe it.
2. What event either before, during, or after your action sticks in your mind. Write the details.
3. Now write about–What did you learn, unlearn, and relearn this week?
4. What are the next steps you will take in your practice? What do you hope will result?





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HW 4.2 Planning for Teaching Vocabulary in my Unit



Learning Outcome	Pedagogical Intent	Student Position
<p>Use knowledge and skills to construct learning environments that support development of English language proficiency</p> <p>Assessment: 50 pts.</p> <p>Due: Session 7</p>	<p>Teachers can revise their Unit Plan in relationship to vocabulary development.</p>	<p>Students have learned about selecting and teaching vocabulary, developed principles to guide construction of a literacy focused classroom and have developed a list of vocabulary needed for this unit. They are positioned to revise their unit to attend to vocabulary development.</p>

Instructions

1. For this assignment, you will work on revising your unit plan, attending to how you will teach or support the academic language learning necessary for understanding the content in your unit.
2. The following experiences and documents will support you decisions about attending to vocabulary:
 - The Unit you are revising.
 - Literacy Profiles for 2 ELs (HW 3.2)
 - The Literacy Guidelines for ELs with your notes about what they mean (LA 3.3)
 - Notes from your reading about selecting and teaching vocabulary (LA 4.2/4.3)
 - Notes from the AVG on Vocabulary Development (HW 3.4)
 - Planning to improve the content learning and literacy development (HW 4.3?)
 - Planning to Teach Vocabulary (LA 4.4)
3. Use the Planning to Teach Vocabulary document you built in class to revise your unit plan and list of lessons.
4. Develop the documents and activities you will use to support your students generally and the 2 ELs you are focusing on specifically.
5. Keep track of the changes you make in your plan and the basis for your revisions and accommodations. (You will use these notes in session 7 when you create the document that reports your revisions and your reasoning behind them).



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HW 4.3 Gathering Resources for Revising a Unit Plan



Learning Outcome	Pedagogical Intent	Student Position
Apply knowledge and skills to construct learning environments that support development of English language proficiency: literacy, academic, and cognitive development. Assessment: pts. Due: Session #	Teachers can identify places where students' need support to understand texts.	Students have learned about supporting the development of academic language, Literacy guidelines for ELs, and developing literacy focused classrooms. They are now ready to gather resources to apply in revising a lesson.

Instructions

1. In this lesson you will review comprehension and assessment teaching strategies as well as additional guidance in attending to test structures. As you consider these materials, seek to determine where you might use them as you revise your unit plan. Remember to think specifically about how the strategies you identify can support the ELs you developed profiles of.

2. Begin with reviewing the [Assessment Marketplace](#) you were introduced to in the Assessment course using the [assessment record sheet for notes](#).

- As you review the marketplace highlight particular strategies that will be helpful in revising your unit.
- Think about which you might use as an informal ongoing assessment and which you might use for your final and more formal assessment for the unit.
- Use this analysis sheet and follow the direction to guide your decisions about which you will use.
- You will probably only use 1-5.

2. Begin with reviewing the [Comprehension Marketplace](#) using the [comprehension record sheet for notes](#).
 - As you review the marketplace highlight particular strategies that will be helpful in revising your unit.
 - Think about which is best suited to the particular texts or learning activities in your unit
 - Use this analysis sheet and follow the direction to guide your decisions about which you will use.
 - You will probably use no more than 10 if that many.
3. Now look at the information on attending to [text structure to support student understanding](#).
 - Think about how you might use any of the diagrams or suggestions as reading guides
 - Think about how you might use any of the ideas as part of discussions, group work or writing assignments
 - Make a list of what you might use and use what you have learned so far to support your choice.
4. Bring these documents with your plan to Session 5.



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HW 4.4 Learning about Comprehension and the Role of Text Structure



Learning Outcome

Develop knowledge and skills to construct learning environments that support development of English language proficiency: literacy, academic, and cognitive development.

Assessment: 50 pts.

Due: Session 5

Pedagogical Intent

Teachers can use their new understandings of teaching comprehension and attending text structure to support their students in developing reading skill

Student Position

Students have learned about developing learning environments and supporting student development. They will add to their literacy by focusing on teaching attending to text structure.

Instructions

1. For this homework you will watch two videos. One will be about comprehension and the other will be about the role of text structure.
 2. To access the first video click on this [video link](#).
 1. This takes you to the screen where you have watched videos for the assessment course.
 2. Scroll down to where it says "5.1 Comprehension Issues for Second Language Learners". To the right, there are a list of videos to watch for this assignment. Click on the first one that is labeled "Comprehension".
 3. Scroll to the top of the page to press play on the video and watch it.
 4. Using [Active Viewing Guide 5.1](#), take notes on the video.
 3. To access the second video click on this [video link](#).
 1. This takes you to the screen where you have watched videos for the assessment course.
 2. Scroll down to where it says "8.1 The Role and Variety of Texts". To the right, there are a list of videos to watch for this assignment. Click on the third one that is labeled "Expository Texts".
 3. Scroll to the top of the page to press play on the video and watch it.
 4. Using [Active Viewing Guide 8.1](#), take notes on the video.
 4. Read Wright Chapter 8, pgs. 196-206 (3rd), pgs.185-197(2nd.), then skim pgs. 206-224 (3rd.), pgs. 197-212. Complete the Wright Responses as you read.
 5. Bring your notes from the 2 videos and the [Wright Responses](#) to Session 5.
-



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HW 4.5 Identifying Readings in My Unit Plan



Learning Outcome	Pedagogical Intent	Student Position
Apply knowledge and skills to construct learning environments that support development of English language proficiency: literacy, academic, and cognitive development. Assessment: 25 pts. Due: Session 5	Teachers, having learned about their students and about ways to support them in reading and writing in content areas, can identify places in their units where students need support to understand texts and can utilize strategies they have learned.	Students have learned about supporting the development of academic language, Literacy guidelines for ELs, and developing literacy focused classrooms. They are now ready to gather resources to apply in revising a lesson.

Instructions

1. After completing session 4 and the outlined homework, students will consider in particular the needs of their two students within the unit they are working on.
2. Based on your knowledge of the two students in your class, consider the readings involved in your unit. Consider the students' WIDA levels, and determine which of the readings need to be supported by something you can do to provide access to the two ELs.
3. Determine specifically the reading level of the readings you are working on and make notes of possible strategies you could use to support the two learners.
4. Bring your notes with you to session 5 and also bring a text you are requiring to be read in this unit.



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HW 4.6 Deepening Understanding of Literacy Guidelines for ELs



Learning Outcome	Pedagogical Intent	Student Position
Articulate knowledge and skills to construct learning environments that support development of English language proficiency: literacy, academic, and cognitive development. Assessment: pts. Due: Session #	Teachers can integrate what they are learning about supporting ELs content learning and academic language development with the Literacy Guidelines for ELs.	Students have learned about supporting the development of academic language, Literacy guidelines for ELs, and developing literacy focused classrooms. They are now ready to gather resources to apply in revising a lesson.

Instructions

1. During this session you have been developing and applying understanding about how to support ELs academic language and vocabulary development.
2. In doing your homework, you have read and studied text and video, that focuses on developing understandings of teaching literacy
3. Next, you will consider the ideas you have developed to deepen your understanding of the Literacy Guidelines for ELs
4. Pull up the [Literacy Guidelines for ELs](#) to support your thinking about the meaning of these guidelines.
5. Then use the [Deepening Understanding of the Literacy Guidelines for ELs](#) chart and fill it out following the directions on the chart. Capturing your thinking on this chart will help you in designing and revising your unit plan.
6. Bring the chart to session 5.



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Session 5: Assisting Students in Understanding and Constructing Texts

LA 5.1 Accumulating Knowledge for Promoting Literacy Development
LA 5.2: Center 1: (Teacher Center) Utilizing the Literacy Guidelines for ELs
LA 5.3 Center 2: Building on and Developing Oral Language
LA 5.4: Center 3: Text Structures and Text Features in Literacy Instruction
LA 5.5 Center 4: Modeling Good Reading Strategies
LA 5.6: Center 5: Selecting a Text with Purpose
LA 5.7 Consolidating Knowledge for Supporting EL Literacy
HW 5.1 Implementing and Reflecting on My Practice
HW 5.2 Planning for Teaching Reading in My Unit
HW 5.3 Writing Instruction Guidelines
HW 5.4 Examining Process Writing
HW 5.5 Writing Instruction for ELLs (Wright)
HW 5.6 Identifying Writings for My Unit Plan



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LA 5.1 Accumulating Knowledge for Promoting Literacy Development

Sharing and analyzing your assets



Learning Outcome	Pedagogical Intent	Student Position
Articulate knowledge and skills to construct learning environments that support development of English language proficiency: literacy, academic, and cognitive development. (footnote language and definition) Assessment: 25 pts. TA: 20 Minutes	Teachers can integrate and then articulate their knowledge of supporting ELs content learning, ability to access knowledge from text, and their development as readers.	Students have identified units and lessons they would like to make more attentive to developing their own students' content knowledge and literacy development. They have learned about academic language development, assessment, language acquisition, and building on the academic, background and cultural knowledge students bring to learning. They have learned to assess the literacy development of ELs and identify next steps in their language and literacy development.

Instructions

For all of the learning activities in this session, you will use the [Session 5 Key Ideas](#) worksheet to take notes on the key ideas you want to remember. In a debrief activity at the end of this session, you will use the Session 6 Key Ideas worksheet to look over the writing assignments in your unit plan and see how you want to make changes.

1. The facilitator will work with students to review their learning about developing academic language from their work on the Unit Plan and the ideas taught in the last class session through attention to vocabulary.
2. The facilitator will discuss the things you learned from your homework that you need to bring forward into your classwork this week:
 - Building student comprehension
 - Attending to text structures in developing literacy
 - Readings from Wright
3. The facilitator will review the Multiple Simultaneous Diverse Learning Activities (MSDLAs) you will engage in and the instructions and resources you will need for each.
4. This work will build on your work on your Unit Plan and Lessons, your attention to vocabulary development, and then based on the readings for the lessons you brought, learn about and apply to your lesson plans how you will attend to building both content knowledge and literacy development in this Unit.



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LA 5.2: Center 1: (Teacher Center) Utilizing the Literacy Guidelines for ELs



Learning Outcome	Pedagogical Intent	Student Position
Employ theories of first and second language acquisition in teaching literacy	Teachers can use the Literacy Guidelines for ELs to improve the design and implementation of instruction that promotes ELs literacy development as they deepen their knowledge of content.	Students have learned about defining content and language objectives, supporting the development of academic language, Literacy guidelines for ELs, and developing literacy focused classrooms. They are now ready to deepen their understanding about supporting their students reading skills.
Employ theories of first and second language acquisition in teaching content area subjects		
Assessment: 25 pts.		
TA: 25 Minutes		

Instructions

1. Using HW 4.6, review with your colleagues your ideas concerning each of the guidelines: [Build Literacy, Expand Literacy, and Create Literacy](#). Remember to record any findings on the Session 5 Key Ideas worksheet for the following discussion.
2. Have students share ideas about how you are using them in your unit plan. (think of specific things, or general overarching ideas you are using).
3. Discuss how these guidelines can help you think about developing the comprehension skills of your students?
4. Consider each principle within the guidelines in relationship to your Unit Plan.
5. Identify the ways your plan can or will integrate the literacy guidelines with the using Standards for Effective Pedagogy.



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LA 5.3 Center 2: Building on and Developing Oral Language



Learning Outcome	Pedagogical Intent	Student Position
Employ theories of first and second language acquisition in teaching literacy	Through reviewing the ideas about reading drawn from readings and Videos, teachers can apply developing understandings of designing lessons and units that support literacy development.	Students have learned about defining content and language objectives, supporting the development of academic language, Literacy guidelines for ELs, and developing literacy focused classrooms. They are now ready to deepen their understanding about supporting their students reading skills.
Employ theories of first and second language acquisition in teaching content area subjects.		
Assessment: 50 pts.		
TA: 25 Minutes		

Instructions

1. Based on your reading from Wright pg. 197 (3rd edition), pg. 186 (2nd edition), you have learned that oral language development is critical if ELs are going to build literacy beyond word-level skills.
2. You will discuss these questions:
 - What is the role of oral language development in reading comprehension?
 - Why is oral language development critical to address the issues of struggling readers particularly ELs?
 - How does oral language development support reading comprehension?
3. Review your lesson plans with your colleagues and identify
 - Where in your lesson could you increase peer interaction to increase student comprehension?
 - How can you enlist students in activities so they can be more capable peers for each other?
 - What alterations in a lesson or activity could do this?
 - Think as well about your homework. How might you involve student interaction with parents, friends or family to increase student understanding of the texts you are having them read or the ideas they are learning?
4. At the end of the discussion, take a minute with your colleagues and identify how you can in general build and rely on oral language to support students in comprehending the ideas you are teaching? Record important ideas on the Session 5 Key Ideas worksheet.



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LA 5.4: Center 3: Text Structures and Text Features in Literacy Instruction



Learning Outcome	Pedagogical Intent	Student Position
Employ theories of first and second language acquisition in teaching literacy	Teachers can design and implement instruction in their content that enlists text structures and text features to support ELs in comprehending text and building knowledge of subject matter.	Students have learned about defining content and language objectives, supporting the development of academic language, Literacy guidelines for ELs, and developing literacy focused classrooms. They are now ready to deepen their understanding about supporting their students reading skills.
Employ theories of first and second language acquisition in teaching content area subjects		
Assessment: 25 pts.		
TA: 25 Minutes		

Instructions

1. Read the article summary [Increasing ELL Student Reading Comprehension with Non-Fiction Texts.](#)
2. Answer questions:
 - o What is the difference between text structures and text features?
 - o How will you explicitly teach the text structures and text features of this reading?
 - o How can you help students use text features to identify and connect big ideas when they read?
 - o How can I help students identify signals of text structures?

3. Text Structures and Text Features require explicit instruction. Use [Academic Language Toolkit](#) to answer: what graphic organizers and signal words correspond to the text structures of your texts? How will you incorporate them into the activities regarding this text?
4. Besides graphic organizers and signal words, how else can you make the readings and related activities more context embedded and cognitively challenging? Review the concepts of context embedded and cognitively challenging activities from [Cummins Four Quadrants](#) and a range of challenging activities from [Depth of Knowledge \(DOK\)](#).
5. With a partner, share your readings and use what you have learned to identify places where the things you have learned can be applied to your unit plan and make notes of the possible learning activities or reading support you might apply to help your students build content knowledge and literacy skills. Record any findings on the key ideas worksheet.



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LA 5.5 Center 4: Modeling Good Reading Strategies



Learning Outcome	Pedagogical Intent	Student Position
Employ theories of first and second language acquisition in teaching literacy.	Teachers can design and implement instruction in their content that builds ELs skills in doing what good readers do.	Students have learned about defining content and language objectives, supporting the development of academic language, Literacy guidelines for ELs, and developing literacy focused classrooms. They are now ready to deepen their understanding about supporting their students reading skills.
Employ theories of first and second language acquisition in teaching content area subjects.		
Assessment: 25 pts.		
TA: 25 Minutes		

Instructions

1. You watched AVG 5.1 as part of your homework. Work in your group to make a list of what good readers do based on the video you watched and your own experiences.
2. Review the summary of [Increasing ELL Student Reading Comprehension with Non-Fiction Texts](#)
3. Select a place in your unit where you could model for students what good readers do to build comprehension
4. Plan a mini-lesson embedded in your Unit Plan where you will model using the strategy of talking aloud as you read a segment of the text you have assigned with your students (Use these ideas on increasing [Depth of Knowledge \(DOK\)](#)):
 - This will include modeling using a segment of the text.
 - Asking students to try out what good readers do on the next segment of the text you assign (about a paragraph).
 - After they read, ask students to report on their efforts.
 - Identify for your students places in your lessons (past or this unit) where you have used strategies to support them in their reading and in developing their skills as readers. Ask them how it helped.
5. Review your readings for this Unit Plan and identify other places where you could prompt students to use the actions of good readers such as
 - strategies to comprehend, make predictions, make connections (explicit and concrete)
 - text to self, text to world, text to text,
 - visualize—create mental pictures,
 - ask questions to help them understand,
 - figure out most important information in the text, or
 - summarize what they read.



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LA 5.6: Center 5: Selecting a Text with Purpose



Learning Outcome	Pedagogical Intent	Student Position
Employ theories of first and second language acquisition in teaching literacy.	Teachers can design and implement instruction in their content that supports ELs in developing academic language.	Students have learned about defining content and language objectives, supporting the development of academic language, Literacy guidelines for ELs, and developing literacy focused classrooms. They are now ready to deepen their understanding about supporting their students reading skills.
Employ theories of first and second language acquisition in teaching content area subjects.		
Assessment: 25 pts.		
TA: 25 Minutes		

Instructions

1. Turn to the summary of [Literacy Strategies in the Mathematics Classroom](#). Read it and make notes on the reading that are relevant to your content. You can also record any ideas on the key ideas worksheet.
2. Discuss the reading with your group. Consider:
3. How does this article help you see the language of math differently?
 - Consider and make notes on one of these questions:
 - How can you apply these concepts to the language of your content area (secondary professionals)?
 - Or How can you apply these ideas to the various content areas you teach (elementary professionals)?
 - Identify the meaning making processes of your discipline
4. Given your learning so far considering vocabulary teaching, comprehension, and text structures and the activities you have been thinking about consider:
 - How can you explicitly teach the meaning-making processes within your discipline with the texts in this unit?
5. Take a minute to consider each of these questions and jot notes in answer to them.
 - What is the purpose of the text you chose for this unit?
 - What content, concepts, and language do you want to teach? (Refer to your notes from the video segment on comprehension (AVG 5.1) from your homework.)
 - Review the words you selected for vocabulary study. Reconsider them and adjust your plan if needed.
 - Have you made the content, concepts, and language explicit to the students? How? (Consider these questions in light of your plans to teach vocabulary and academic language)
6. Share your answers with a partner and listen to their thinking and make additions to your notes.



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LA 5.7 Consolidating Knowledge for Supporting EL Literacy



Learning Outcome	Pedagogical Intent	Student Position
Articulate knowledge and skills to construct learning environments that support development of English language proficiency: literacy, academic, and cognitive development. (footnote language and definition)	Teachers can integrate and then articulate their knowledge of supporting ELs content learning, ability to access knowledge from text and their development as readers.	Students have identified units and lessons they would like to make more attentive to developing their own students' content knowledge and literacy development. They have learned about academic language development, assessment, language acquisition, and building on the academic, background and cultural knowledge students bring to learning. They have learned to assess the literacy development of ELs and identify next steps in their language and literacy development.
Assessment: 25 pts.		
TA: 20 Minutes		

Instructions

1. Use your key ideas worksheet as the facilitator systematically reviews each center.
2. For each center the facilitator will ask
 - What new ideas relevant to your teaching emerge?
 - What in your current teaching is strong based on this activity?
 - What is one thing you want to implement in your future teaching?
 - What questions are you still considering?
3. After reviewing all the centers, the facilitator will ask
 - How did you or will you adjust your plan based on what you have learned?
4. The facilitator will review your homework and answer any questions about your work with the final project.



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HW 5.1 Implementing and Reflecting on My Practice



Learning Outcome	Pedagogical Intent	Student Position
Employ theories of first and second language acquisition in teaching literacy	Teachers can become self-aware as they reflect on and apply learnings from session activities and set goals for future change in their usual practice with English Language learners.	Students reflect on their work to change and improve their classroom instruction as part of this course. Reflection helps teachers understand how to work with English Language learners and their families.
Employ theories of first and second language acquisition in teaching content area subjects.		
Assessment: 50pts.		
Due: Session 6		

Instructions

1. Think of what action you took last week. Describe it.
2. What event either before, during, or after your action sticks in your mind. Write the details.
3. Now write about—What did you learn, unlearn, and relearn this week?
4. What are the next steps you will take in your practice? What do you hope will result?



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HW 5.2 Planning for Teaching Reading in My Unit



Learning Outcome

Use knowledge and skills to construct learning environments that support development of English language proficiency.

Assessment: 50 pts.

Due: Session 6

Pedagogical Intent

Teachers can revise their Unit Plan in relationship to teaching ELL students to understand and construct texts.

Student Position

Teachers have learned about selecting and teaching various kinds of readings to help ELLs understand and construct texts. They are positioned to revise their unit to attend to the comprehension needs of their ELLs when teaching texts.

Instructions

1. For this assignment, you will work on revising your unit plan, attending to how you will teach or support students the understanding and constructing of texts necessary for understanding the content in your unit.
2. The following experiences and documents will support your decisions about attending to reading:
 - The Unit you are revising.
 - Literacy Profiles for 2 ELs (HW 3.2)
 - Notes from learning about comprehension and the role of text structure (HW 4.4)
 - Readings you identified from your plan (HW 4.5)
 - Notes from a deeper understanding of the Literacy Guidelines for ELs (HW 4.6)
 - Session 5 Key Ideas worksheet
3. Use the Session 5 Key Ideas worksheet to revise your unit plan and list of lessons.
4. Develop the documents and activities you will use to support the comprehension and creation of texts for your students generally and the 2 ELs you are focusing on specifically.
5. Keep track of the changes you make in your plan and the basis for your revisions and accommodations. (You will use these notes in session 7 when you create the document that reports your revisions and your reasoning behind them).



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HW 5.3 Writing Instruction Guidelines



Learning Outcome	Pedagogical Intent	Student Position
Employ theories of first and second language acquisition in teaching literacy and content area subjects. Assessment: pts. Due: Session #	Teachers can include the ideas about writing as a text, writing as a process, and writing as a social context in their thinking when designing and creating writing assignments.	Teachers have learned about teaching academic language and reading comprehension to ELLs. They will now focus on understanding concepts about how to build ELL literacy skills through writing instruction.

Instructions

1. For this homework you will watch a video on EL Writing Development.
2. To access the first video click on this [video link](#).
 1. This takes you to the screen where you have watched videos for the assessment course.
 2. Scroll down to where it says "6.1 Second Language Writing Development". To the right, there are a list of videos to watch for this assignment. Click on the first one that is labeled "Writing".
 3. Scroll to the top of the page to press play on the video and watch it.
 4. Using [Active Viewing Guide 6.1](#), take notes on the video.
3. Bring your notes from the video to Session 6.



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HW 5.4 Examining Process Writing



Learning Outcome

Acquire and employ knowledge of language as a system and the ways in which languages are different and similar.

Assessment: 50 pts.

Due: Session 6

Pedagogical Intent

Teachers can apply what they learn about writing as a process in their content and language instruction.

Student Position

Students have studied the ways in which they can use strong instruction in literacy to improve students learning of content and develop their language and literacy skills. They are ready to explore how other teachers engage in this work.

Instructions

Choose one of the following teachers to study:

- Susan: This study takes you through the way she and her students participate in writer's workshop in a second-grade classroom. From it you can see how you might set up writer's workshop in workable ways in your classroom regardless of the level. The man doing the filming asks the students at key points to tell you how it works and what they are doing (all helpful). Note the perspectives that report the relationship of her work to the Standards for Effective Pedagogy.
- Hilda: In this study, Hilda has engaged her students in an MSDLA. What will be most interesting is her work in the teacher center. She begins by having students identify words they need help with and a question they have about the text. Then working with chart paper, together she and the students develop a summary of the text based in the interest of the students. Her group is a fifth-grade class studying social studies.
- Derek: This is a seventh-grade class. Derek uses an authentic context where he asks students to send an email to a school board member arguing for and against school uniforms. This is a process writing assignment set in an authentic context. He uses students' opinions about having uniforms, student interviews with parents, generation of lists of pro/con arguments, a graphic organizer to capture their pro/con argument and then the production of e-mails sent to a board member who responds.
- Jerry: He is also in TELL 430, but is in the Adolescent Level Literacy Case (same username and password). This is a science classroom and we are joining them on the first day of a shark unit. Jerry begins with a walk through the classroom. What is interesting here is that he gives them a handout that has vivid vocabulary words and academic language which he asks the students to use in their descriptions of their observations of the sharks. Notice the student interactions with each other and him. Another strategy is that at the beginning of each class students use 3 X 5 cards to note one thing they learned the during the last class and one question they still have. He gathers these and plans the next lesson based on their questions.

1. Go to telldetails.byu.edu (username: telldetails, password: video)
2. Click on 430, #3-Middle Level Literacy Case-Language Arts. Or the Adolescent Literacy Case if you choose Jerry. If you click on the first prompt it will play the entire video. If you want to look more closely you click on the specific clip. Just play the video from the video screen. Each clip has a different set of perspectives so if you want to learn what the teacher is thinking or experts in particular areas click on the perspectives listed at the top screen.
3. Use the [Examining Process Writing](#) worksheet to take notes while watching the video.



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HW 5.5 Writing Instruction for ELLs (Wright)



Learning Outcome	Pedagogical Intent	Student Position
Acquire and employ knowledge of language as a system and the ways in which languages are different and similar. Assessment: 50 pts. Due: Session 6	Teachers can discuss and prepare to apply information on writing instruction to their unit plans.	Teachers have studied the ELL writing development and process writing. They will now read about ELL writing instruction.

Instructions

1. Read part of Wright Chapter 9, 222-248 (2nd Edition), pp. 233-258 (3rd Edition)
2. Use the [graphic organizer](#) to record key ideas and supporting details.
3. Reflect on how you instruct writing currently and answer the following questions based on the reading. Record your answers on the advanced graphic organizer.
 - How might you implement writing instruction differently considering second language learners?
 - How would this benefit all learners?





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HW 5.6 Identifying Writings for My Unit Plan



Learning Outcome

Apply knowledge and skills to construct learning environments that support development of English language proficiency: literacy, academic, and cognitive development.

Pedagogical Intent

Teachers, having learned about their students and about ways to support them in reading and writing in content areas, can identify places in their units where students' need support in writing instruction and can utilize strategies they have learned.

Student Position

Students have learned about supporting the development of writing instruction. They are now ready to gather resources to apply in revising lessons in their unit.

Assessment: 25 pts.

Due: Session 6

Instructions

1. After completing Session 5 and the outlined homework, students will specifically consider the needs of their two students within the unit they are working on.
2. Based on your knowledge of the two students in your class, consider the writing assignments involved in your unit. Consider the students' WIDA levels, and determine which of the writing assignments need to be supported by something you can do to provide access to the two ELs.
3. Determine the specific writing requirements of the unit writing assignments and make notes of possible strategies you could use to support the two learners.
4. Bring your notes with you to Session 6 and also bring a instructions for the at last one writing assignment students are required to complete in this unit.



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Session 6: Intentionally Teaching Writing in Content Area Instruction

LA 6.1 Teaching Effective Writing Practices
LA 6.2 Connecting Reading to Writing
LA 6.3 Creating Authentic Writing Opportunities
LA 6.4 Process Writing and Writer's Workshop
LA 6.5 Partner Debrief: Consolidating Knowledge of ELL Writing Instruction
HW 6.1 Implementing and Reflecting on My Literacy Practice
HW 6.2 Planning for Teaching Writing in My Unit
HW 6.3 Creating Equity in Literacy Teaching Practices



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LA 6.1 Teaching Effective Writing Practices



Learning Outcome

Employ theories of first and second language acquisition in teaching literacy and content area subjects.

Pedagogical Intent

Teachers can use effective writing practices when teaching in their content areas.

Student Position

Students have learned about writing through readings and videos. They are now ready to deepen their understanding about supporting their students' writing skills.

Assessment: 20pts.

TA: 35 Minutes

Instructions

For all of the learning activities in this session, you will use the [Session 6 Key Ideas](#) worksheet to take notes on the key ideas you want to remember. In a debrief activity at the end of this session, you will use the Session 6 Key Ideas worksheet to look over the writing assignments in your unit plan and see how you want to make changes.

For this activity, you will meet in groups of 3, reviewing HW 5.3 and read more about scaffolding writing instruction for ELLs.

Part 1: Review HW 5.3 and discuss how the writing practices mentioned can help you meet the writing needs of your ELLs.

1. Discuss the meaning and relevance of Writing as a Text, Writing as a Process, and Writing as a Social Context, using your notes from HW 5.3.
 - What role do these play in teaching writing?
 - How do you balance all three in your educational practices?
 - Brainstorm how these apply to non-social sciences and language arts classes (PE, music, math, theater, counseling, coaches, etc.)
 - Remember to list key ideas your graphic organizer.

2. Teacher's Role in Creating Strong Writers: Use your notes from Good Writing Instruction from HW 5.3 for this discussion. List key ideas on your graphic organizer.
 - How does the video define good writing instruction?
 - What ideas do you already use in your teaching practices?
 - Which ideas do your ELL students respond to best? Which ones do they struggle to use?
3. Understanding Aspects of Non-Linear Writing Development: Review your notes from the Repertoire of Understanding section of HW 5.3.
 - What does non-linear mean? How do address non-linear development issues differently than linear development issues?
 - What aspects of writing do students need to understand, but are non-linear?
 - What do these aspects allow them to do?
 - How do you model and teach these aspects of writing?

Part 2: You will read an article summary on specific ways to scaffold writing assignments for ELLs.

1. Divide the reading [Information Writing](#) into 3 parts (1: Purposes, Descriptions 2: Descriptions and Compare/Contrast 3: Procedural Writing, Factual Information).
 - Look for ideas that will help you and the other members of your group scaffold writing instruction for ELLs.
 - Share what you learned in your group, taking notes on your Session 6 Graphic Organizer.



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LA 6.2 Connecting Reading to Writing



Learning Outcome	Pedagogical Intent	Student Position
Employ theories of first and second language acquisition in teaching literacy and content area subjects. Assessment: 20 pts. TA: 35 Minutes	Teachers will strengthen the language and literacy development of their ELs as they intentionally choose reading and writing assignments that teach similar aspects of literacy.	Students have learned about effective reading and writing practices. They are now ready to work on connecting their reading and writing assignments to give their ELs modeling and examples of the types of academic language, expository texts, and academic writing students need to achieve higher levels of literacy.

Instructions

1. Work in groups of 2 to 3. Review the section in Wright Chapter 9, Relationship Between Reading and Writing, pgs. 226-229 (2nd edition), pgs. 238-239 (3rd edition). Remember to take notes on key ideas on your graphic organizer.
 - What does Wright say is the connection between reading and writing?
 - The section mentions, teaching reading is teaching writing and teaching writing is teaching reading? What does this mean? How do you apply this concept to your work as an educational professional?
 - Do you use any of the ways mentioned for reading to support EL writing? (reading as a springboard for a topic to write about, reading as source material for a specific writing topic, reading as an example of a specific text structure to imitate in writing).
2. Pull out your unit plan with the writing assignments highlighted.
 - How does your unit use reading to further the development of ELs' writing ability? Share 2-3 examples with your group.
 - Which writing assignments could you revise to more effectively teach writing using your readings?



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LA 6.3 Creating Authentic Writing Opportunities



Learning Outcome	Pedagogical Intent	Student Position
Employ theories of first and second language acquisition in teaching literacy and content area subjects. Assessment: 20 pts. TA: 35 Minutes	Teachers will design and implement authentic writing activities in the their content that builds EL literacy skills.	Teachers have learned about effective writing practices and connecting their readings to their writing assignments. Now, they will learn about how to create authentic writing opportunities based on EL standards.

Instructions

1. In groups of 2-3, use the section from Wright, Promoting Writing Development for ELs in the Classroom (pgs. 232-242, 2nd edition/pgs. 243-252, 3rd edition), to discuss ways to create authentic writing opportunities for your ELs. Remember to write key ideas down on your graphic organizer.
2. Review the concepts of modeled writing, shared writing, guided writing, interactive writing, and journals.
 - o How do these scaffold the writing process, especially for your ELs?
 - o Which ones do you rely on in your classroom to help you meet the needs of your ELs?
 - o What makes an authentic writing assignment authentic?
 - o Think of writing assignments you've used in the past; how could you make them more authentic and meaningful?
 - o Looking at your unit revision, which ideas could you include to help the performance of your ELs?





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LA 6.4 Process Writing and Writer's Workshop



Learning Outcome	Pedagogical Intent	Student Position
<p>Employ theories of first and second language acquisition in teaching literacy and content area subjects.</p> <p>Assessment: 20 pts.</p> <p>TA: 35 Minutes</p>	<p>Teachers can use the writing process with different methods to help further the literacy skills of the ELs.</p>	<p>Teachers have studied different aspects of writing instruction based on the literacy needs of ELs. Now, they will deepen their understanding of the writing process as they compare the methods and teaching practices of four different teachers.</p>

Instructions

- For this learning activity, you will be discussing the different methods the teachers used in process writing, using your notes from HW 5.4 and Wright, pgs. 242-247, 2nd edition/pgs. 252-257, 3rd edition).
- Describe the work of the different teachers you watched (Hilda, Susan, Derek, Jerry).
 - How did their methods teaching process writing differ? How were they similar?
 - How did they use questions in their teaching?
 - How did they use low-stakes writing? (short, informal writing from a few sentences to a few paragraphs in length)
 - How did they make their writing assignments authentic and meaningful?
 - How did they use student interactions?
 - How did they use explicit instruction? Why?
 - What does process writing look like in non-social science/language arts content areas (for example: PE, music, art, counseling, administration, coaching, etc.)
- Make a word art, graphic organizer, or list of definitions and examples of what the writing process looks like in non-social science/language arts content areas (for example: PE, music, art, foreign language, counseling, administration, coaching, etc.)
- Review the writing assignments from your unit plan. Discuss in your group:
 - Do you use the writing process in your unit? If you don't, could you revise what you have to create a writing process? If you do have one, what would you like to include from your learning today?



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LA 6.5 Partner Debrief: Consolidating Knowledge of ELL Writing Instruction



Learning Outcome	Pedagogical Intent	Student Position
<p>Use knowledge and skills to construct learning environments that support development of English language proficiency.</p> <p>Assessment: 25 pts.</p> <p>TA: 20 Minutes</p>	<p>Teachers can integrate and then articulate their knowledge of supporting ELs content learning by engaging students in their writing assignments and their development as writers.</p>	<p>Students have identified a unit and lessons they would like to make more attentive to developing their own students' content knowledge and literacy development. They have learned to assess the literacy development of ELs and identify next steps in their language and literacy development through writing instruction.</p>

Instructions

1. Use your key ideas worksheet as you review key ideas with a partner to look more closely at your unit plan and the writing instruction revisions you want to make.
2. As you review your key ideas consider the following:
 - What new ideas relevant to your teaching emerge?
 - What writing instruction in your current unit is already strong?
 - What is one aspect of writing instruction you want to implement in your future teaching?
 - What questions are you still considering?
3. The facilitator will review your homework and answer any questions about your work with the final project.



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HW 6.1 Implementing and Reflecting on My Literacy Practice



Learning Outcome	Pedagogical Intent	Student Position
Employ theories of first and second language acquisition in teaching literacy	Teachers can identify and act on teaching practices that can support the literacy development of their students. Having enacted a practice they can reflection on the things they have done.	Students have learn and strategies about classroom environment try out.
Employ theories of first and second language acquisition in teaching content area subjects.		
Assessment: 50 pts.		
Due: Session 7		

Instructions

1. Think of what action you took last week. Describe it.
2. What event either before, during, or after your action sticks in your mind. Write the details.
3. Now write about–What did you learn, unlearn, and relearn this week?
4. What are the next steps you will take in your practice? What do you hope will result?





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HW 6.2 Planning for Teaching Writing in My Unit



Learning Outcome	Pedagogical Intent	Student Position
Use knowledge and skills to construct learning environments that support development of English language proficiency.	Teachers can revise their Unit Plan in relationship to writing instruction.	Students have learned about good writing instruction, connecting reading to writing, creating authentic writing opportunities, and process writing and writer's workshops. They are now positioned to revise their unit, attending to writing instruction.
Assessment: 50 pts.		
Due: Session 7		

Instructions

1. For this assignment, you will work on revising your unit plan, attending to how you will teach or support students in the writing instruction necessary for understanding the content in your unit.
2. The following experiences and documents will support your decisions about attending to reading:
 - The Unit you are revising.
 - Literacy Profiles for 2 ELs (HW 3.2)
 - Notes from AVG 6.1 (HW 5.3)
 - Notes from the example of process writing video (HW 5.4)
 - Notes from Wright Chapter 9 (HW 5.5)
 - Session 6 Key Ideas worksheet
3. Use the Session 6 Key Ideas worksheet to revise your unit plan and list of lessons.
4. Develop the documents and activities you will use to support the writing activities of your students generally and the 2 ELs you are focusing on specifically.
5. Keep track of the changes you make in your plan and the basis for your revisions and accommodations. (You will use these notes in session 7 when you create the document that reports your revisions and your reasoning behind them).



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HW 6.3 Creating Equity in Literacy Teaching Practices



Learning Outcome

Use knowledge and skills to construct learning environments that support development of English language proficiency.

Assessment: 25 pts.

Due: Session 7

Pedagogical Intent

Teachers can practice equity in their literacy planning, assessing, and teaching practices.

Student Position

Teachers have learned about process writing, connecting writing to reading, and authentic writing opportunities. They will now learn about the role of writing and other class activities play in building equity in the classroom.

Instructions

1. Read the summarized articles [Embracing the ELLs Home Languages in the Writing Workshop](#) and [The Power of Protocols for Equity](#).
2. Use the [Equity in Literacy Development](#) worksheet to respond to 3 key ideas from each article that caused you to reflect either positively or negatively. Each response should include and supporting evidence from the article and your reflection (thoughts, feelings, personal experiences).
3. Reflect on your current equity practice and answer the following on the worksheet:
 - How do I currently plan for, assess, and teach literacy with equity in mind?
 - Based on the articles, what role do the Standards for Effective Pedagogy play in my ability to provide equity?



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Session 7: Critiquing, Reviewing, Editing, Revising My Unit Plan

LA 7.1 Center 1 (Teacher Center): Aligning Objective and Assessments

LA 7.2 Center 2: Responding to ELs Language and Literacy Development through Input and Interaction

LA 7.3 Center 3: Building Academic Language and Literacy

LA 7.4 Center 4: Attending to Writing Instruction

LA 7.5 Center 5: Attending to Equity through the Standards for Effective Pedagogy

LA 7.6 Preparing My Explanatory Document and Revising My Final Project

HW 7.1 Implementing and Reflecting on my Literacy Practice

HW 7.2 Completing the Final Project

HW 7.3 Reviewing What I Know about Teaching to Improve



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LA 7.1 Center 1 (Teacher Center): Aligning Objective and Assessments



Learning Outcome	Pedagogical Intent	Student Position
<p>Demonstrate knowledge and skills to construct learning environments that support development of English language proficiency: literacy, academic, and cognitive development. (footnote language and definition)</p> <p>Assessment: 25pts.</p> <p>TA: 20 Minutes</p>	<p>Teachers can gather to critique and respond to their Unit Plan and Lessons. They can use the critique to improve these lessons specifically and their teaching practice more generally.</p>	<p>Students have learned how to recognize, honor, and draw on prior knowledge and cultural experiences in their teaching. They have learned how to identify where students are in learning language and developing literacy. They know how to design lessons and assessments that elicit student knowledge and promote learning.</p>

Instructions

1. The facilitator will meet with a small group of professional educators to analyze the alignment between unit and lesson objectives and assessments, activities, and assignments using the [Final Project Unit Plan Rubric](#). Remember, this rubric is for the Explanatory Document
2. Use the 'content and language objectives align with activities' row of the [notes table](#) to record ideas you want to include in your Explanatory Document.





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LA 7.2 Center 2: Responding to ELs Language and Literacy Development through Input and Interaction



Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and skills to construct learning environments that support development of English language proficiency: literacy, academic, and cognitive development. (footnote language and definition)	Teachers can gather to critique and respond to their Unit Plan and Lessons. They can use the critique to improve these lessons specifically and their teaching practice more generally.	Students have learned how to recognize, honor, and draw on prior knowledge and cultural experiences in their teaching. They have learned how to identify where students are in learning language and developing literacy. They know how to design lessons and assessments that elicit student knowledge and promote learning.
Assessment: 25 pts.		
TA: 20 Minutes		

Instructions

How to Run the Center: For this center, you will meet in groups of 4 for 20 minutes. Have someone keep time as you work in pairs to review unit plans. The center will be divided into five 4 minute segments. Give each person a number from 1 to 4. Use the following sequence for this learning activity:

- First 4 minutes: review learning activity and what you will be doing.
- Second 4 minutes: 1 and 2 review 1's unit plan/ 3 and 4 review 3's unit plan
- Third 4 minutes: 1 and 2 review 2's unit plan/ 3 and 4 review 4's unit plan
- Fourth 4 minutes: 1 and 3 review 1's unit plan/ 2 and 4 review 2's unit plan
- Fifth 4 minutes: 1 and 3 review 3's unit plan/ 2 and 4 review 4's unit plan

Activity:

1. Look for and point to evidence of language and literacy development throughout the lesson plan. Consider the following questions to guide your discussion.
 - Does the unit plan **intentionally** teach listening, speaking reading and writing?
 - Does the unit plan provide opportunities for students to learn the language of instruction (how formal/school language is used vs. informal/social language)?
 - Does the unit provide modeling, eliciting, probing, restating, clarifying, questioning, and praising in authentic and meaningful academic conversations and writing opportunities?
 - Does the unit encourage student to use content language and vocabulary?
 - Are students encouraged to use native language and English in instructional activities?
 - What evidence is there of comprehensible input?
 - How was the unit revised to attend to a variety interactions to build the literacy skills of ELLs?
2. Use the LLD (language and literacy development), Input, and Interaction rows of the [notes table](#) to record ideas you want to include in your Explanatory Document.



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LA 7.3 Center 3: Building Academic Language and Literacy



Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and skills to construct learning environments that support development of English language proficiency: literacy, academic, and cognitive development. (footnote language and definition)	Teachers can gather to critique and respond to their Unit Plan and Lessons. They can use the critique to improve these lessons specifically and their teaching practice more generally.	Students have learned how to recognize, honor, and draw on prior knowledge and cultural experiences in their teaching. They have learned how to identify where students are in learning language and developing literacy. They know how to design lessons and assessments that elicit student knowledge and promote learning.
Assessment: 25pts.		
TA: 20 Minutes		

Instructions

How to Run the Center: For this center, you will meet in groups of 4 for 20 minutes. Have someone keep time as you work in pairs to review unit plans. The center will be divided into five 4 minute segments. Give each person a number from 1 to 4. Use the following sequence for this learning activity:

- First 4 minutes: review learning activity and what you will be doing.
- Second 4 minutes: 1 and 2 review 1's unit plan/ 3 and 4 review 3's unit plan
- Third 4 minutes: 1 and 2 review 2's unit plan/ 3 and 4 review 4's unit plan
- Fourth 4 minutes: 1 and 3 review 1's unit plan/ 2 and 4 review 2's unit plan
- Fifth 4 minutes: 1 and 3 review 3's unit plan/ 2 and 4 review 4's unit plan

Activity:

1. Review unit plan in terms of selecting academic language and vocabulary to teach in conjunction with selected texts. Consider the following questions to guide your discussion.
 - How do the unit revisions attend to literacy needs and strengths of all students in the classroom generally, and the two ELLs from the Literacy Profile, specifically?
 - What changes did you make to attend to the literacy needs of all your students and specifically, you ELLs?
 - How do you see literacy differently based on the specific changes you made to academic language and vocabulary and reading comprehension activities?
 - How does the unit plan better support academic language development and vocabulary learning?
 - Is there evidence of teaching students to understand and create texts?
 - Does the unit plan provide opportunities for students to learn the language of instruction (how formal/school language is used vs. informal/social language)?
 - Does the unit encourage student to use content language and vocabulary?
2. Use the Build Literacy, Expand Literacy, and Create Literacy rows of the [notes table](#) to record ideas you want to include in your Explanatory Document.



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LA 7.4 Center 4: Attending to Writing Instruction



Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and skills to construct learning environments that support development of English language proficiency: literacy, academic, and cognitive development. (footnote language and definition)	Teachers can gather to critique and respond to their Unit Plan and Lessons. They can use the critique to improve these lessons specifically and their teaching practice more generally.	Students have learned how to recognize, honor, and draw on prior knowledge and cultural experiences in their teaching. They have learned how to identify where students are in learning language and developing literacy. They know how to design lessons and assessments that elicit student knowledge and promote learning.
Assessment: 25pts.		
TA: 20 Minutes		

Instructions

How to Run the Center: For this center, you will meet in groups of 4 for 20 minutes. Have someone keep time as you work in pairs to review unit plans. The center will be divided into five 4 minute segments. Give each person a number from 1 to 4. Use the following sequence for this learning activity:

- First 4 minutes: review learning activity and what you will be doing.
- Second 4 minutes: 1 and 2 review 1's unit plan/ 3 and 4 review 3's unit plan
- Third 4 minutes: 1 and 2 review 2's unit plan/ 3 and 4 review 4's unit plan
- Fourth 4 minutes: 1 and 3 review 1's unit plan/ 2 and 4 review 2's unit plan
- Fifth 4 minutes: 1 and 3 review 3's unit plan/ 2 and 4 review 4's unit plan

Activity:

1. Review the unit plan, looking for writing instruction that provides effective writing practices, authentic writing opportunities, and process writing. Consider the following questions to guide your discussion.
 - How do the writing unit revisions attend to literacy needs and strengths of all students in the classroom generally, and the two ELLs from the Literacy Profile, specifically?
 - What changes to writing assignments did you make to attend to the literacy needs of all your students and specifically, you ELLs?
 - How do you see literacy differently based on the specific changes you made to academic language and vocabulary and reading comprehension activities?
 - Is there evidence of students using different text structures to write?
 - How are the writing and reading activities interconnected? Do they compliment each other?
2. Use the Build Literacy, Expand Literacy, and Create Literacy rows of the [notes table](#) to record ideas you want to include in your Explanatory Document.



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LA 7.5 Center 5: Attending to Equity through the Standards for Effective Pedagogy



Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and skills to construct learning environments that support development of English language proficiency: literacy, academic, and cognitive development. (footnote language and definition)	Teachers can gather to critique and respond to their Unit Plan and Lessons. They can use the critique to improve these lessons specifically and their teaching practice more generally.	Students have learned how to recognize, honor, and draw on prior knowledge and cultural experiences in their teaching. They have learned how to identify where students are in learning language and developing literacy. They know how to design lessons and assessments that elicit student knowledge and promote learning.
Assessment: 25 pts.		
TA: 20 Minutes		

Instructions

- In this center, you will review the unit plans through a discussion on equity and some of the Standards for Effective Pedagogy (JPA, CTX, CA). Use the Equity in Literacy Development worksheet and consider the following questions to guide your discussion.
 - How did you respond to the 2 articles? What did you decide to include in your responses and answer the 2 questions at the bottom of the worksheet?
 - How do you define equity?
 - How have you seen your colleagues create and promote equity in the professional practices?
 - How can you create classroom practices using JPA, CTX, and CA effectively to promote equity?
- Use the JPA, CTX, and CA rows of the [notes table](#) to record ideas you want to include in your Explanatory Document.



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LA 7.6 Preparing My Explanatory Document and Revising My Final Project

Sharing and analyzing your assets



Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and skills to construct learning environments that support development of English language proficiency: literacy, academic, and cognitive development. (footnote language and definition)	Teachers can identify areas guided by theories and research based best practice and articulate how their plans reflect theories and best practices.	Students have learned how to recognize, honor, and draw on prior knowledge and cultural experiences in their teaching. They have learned how to identify where students are in learning language and developing literacy. They know how to design lessons and assessments that elicit student knowledge and promote learning.
Assessment: 25 pts.		
TA: 40 Minutes		

Instructions

1. This activity gives you time to work on your Explanatory Document for your final project. Review the [Explanatory Document Description](#), optional [Explanatory Document](#), and [Rubric](#) to see what the expectations are and how you want to organize your thoughts. You may organize the document according to your personal thinking and organizing methods, or use the Explanatory Document provided.
2. Remember you have been collecting notes on the changes you made and your reasoning. You will use them in constructing the Explanatory Document.
3. Complete as much of the Explanatory Document as you can and work on revising your Unit Plan and Final Project.



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HW 7.1 Implementing and Reflecting on my Literacy Practice



Learning Outcome	Pedagogical Intent	Student Position
Employ theories of first and second language acquisition in teaching literacy	Teachers can identify and act on teaching practices that can support the literacy development of their students. Having enacted a practice they can reflection on the things they have done.	Students have learn and strategies about classroom environment try out.
Employ theories of first and second language acquisition in teaching content area subjects.		
Assessment: 50 pts.		
Due: Session 8		

Instructions

1. Think of what action you took last week. Describe it.
2. What event either before, during, or after your action sticks in your mind. Write the details.
3. Now write about–What did you learn, unlearn, and relearn this week?
4. What are the next steps you will take in your practice? What do you hope will result?





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HW 7.2 Completing the Final Project



Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and skills to construct learning environments that support development of English language proficiency: literacy, academic, and cognitive development. (footnote language and definition) Assessment: 400 pts. Due: Session 8	Teachers can design and implement lessons that teach ELs content and attend to language and literacy development.	Students have identified units and lessons they would like to make more attentive to developing their own students' content knowledge and literacy development. They have learned about academic language development, assessment, language acquisition, and building on the academic, background and cultural knowledge students bring to learning. They have learned to assess the literacy development of ELs and identify next steps in their language and literacy development.

Instructions

1. Make final revisions to your unit based on the feedback you received from colleagues and the facilitator. Use the check list to attend to each piece that needs to be included for the final submission.
2. Using your notes and beginnings of your Explanatory Document from Session 7, complete the Explanatory Document. Remember, the purpose of this document is to provide evidence for your literacy teaching practices and your understanding of the connection between focusing on content and literacy in your profession.



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HW 7.3 Reviewing What I Know about Teaching to Improve



Learning Outcome	Pedagogical Intent	Student Position
Articulate knowledge and skills to construct learning environments that support development of English language proficiency: literacy, academic, and cognitive development. (footnote language and definition) Assessment: pts. Due: Session #	Teachers can integrate and then articulate their knowledge concerning teaching and identify areas for improvement and make commitments to improve.	Students have identified units and lessons they would like to make more attentive to developing their own students' content knowledge and literacy development. They have learned about academic language development, assessment, language acquisition, and building on the academic, background and cultural knowledge students bring to learning. They have learned to assess the literacy development of EIs and identify next steps in their language and literacy development.

Instructions

1. Begin by following the links and reading the quotes. Each of us have a vision of our best-loved teacher self. We hope to be this teacher. Cheryl Craig speaks of this when she reviews the history of the concept of the [Best-Loved Teacher-Self](#) and Parker Palmer provides insights when he speaks of [The Heart of Teaching](#).

Follow the directions on the [Becoming My Best-Loved Self](#) assignment description. You can write directly into the assignment sheet to create a document that articulates your knowledge, talents and abilities in relationship to becoming your best-loved teacher self.

At the end of the document, it asks you to identify one way you are willing to improve as a teacher. We will ask you to share this commitment or a statement about your most important learning in this course in Session 8, so bring the document to Session 8.



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Session 8: Sharing My Learning

LA 8.1 Presenting My Knowledge of the Literacy Guidelines for ELs

LA 8.2 Sharing an Exemplar of Designing Lessons to Promote ELs' Literacy Development

LA 8.3 Making a Commitment to My Best-Loved Self as Teacher



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LA 8.1 Presenting My Knowledge of the Literacy Guidelines for ELs

Sharing and analyzing your assets



Learning Outcome	Pedagogical Intent	Student Position
Articulate knowledge and skills to construct learning environments that support development of English language proficiency: literacy, academic, and cognitive development. Assessment: 25 pts. TA: 80 Minutes	Teachers can communicate their understanding of Literacy Guidelines for ELs to improve colleagues knowledge of how to develop their ELs language and literacy skills while increasing their knowledge of content.	Students have learned how to recognize, honor and draw on students prior knowledge and cultural experiences in their teaching. They have learned how to identify where students are in learning language and developing literacy. They know how to design lessons and assessments that elicit student knowledge.

Instruction

Part A: (20 minutes)

1. The facilitator will assign you in pairs or trios to create a short power point of the principles contained in the Literacy Guidelines for ELLs. Your group will be assigned to either Build, Expand, or Create, and one of the principles listed beneath it.

- Your power point will have no more than five slides.
- Refer to the copy of [the literacy guidelines](#) which you will represent on the power point (This link takes you to and then if you scroll down you will find the literacy guidelines tool and an explanatory document).
- Suggested outline of the power point is: Slide 1--title of the guideline and the principle; Slide 2--the relationship between your guideline and principle; Slide 3--explain details relevant to the principle; Slide 4--the relationship between the principle and developing academic language; Slide 5--the relationship between the principle and each aspect of literacy (listening, speaking, reading, writing)

2. If you would like to use Prezi or some other application you are familiar with, that is okay.

Part B: (5 minutes per group)

1. The facilitator will call on one group at a time to make their presentation, following the order of the Guidelines on the chart.



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LA 8.2 Sharing an Exemplar of Designing Lessons to Promote ELs' Literacy Development



Learning Outcome	Pedagogical Intent	Student Position
<p>Demonstrate knowledge and skills to construct learning environments that support development of English language proficiency: literacy, academic, and cognitive development.</p> <p>Assessment: 25 pts.</p> <p>TA: 30 Minutes</p>	<p>Teachers can develop and present theory-based exemplars of teaching content to promote both content learning and language and literacy development.</p>	<p>Students have learned how to recognize, honor and draw on students prior knowledge and cultural experiences in their teaching. They have learned how to identify where students are in learning language and developing literacy. They know how to design lessons and assessments that elicit student knowledge.</p>

Instructions

1. Form groups of 5 consisting of people you haven't worked with a lot during the class. It will be helpful to mix elementary and secondary teachers in groups together as much as possible.
2. In your group, each teacher will take a few minutes to share the piece of the unit they developed in this class that they are very happy with. Connect your comments to the objectives of the unit itself. Explain accommodations made for your two students included in this part.
3. If there is time, move to new groups and share again.
4. Pay attention to ideas you like from listening to others and write them down so you can remember them.



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LA 8.3 Making a Commitment to My Best-Loved Self as Teacher



Learning Outcome

Identify knowledge and skills to construct learning environments that support development of English language proficiency: literacy, academic, and cognitive development.

Assessment: 25 pts.

TA: 30 Minutes

Pedagogical Intent

Teachers can identify their best-loved teacher self and make a commitment that will move them toward being that teacher.

Student Position

Students have learned how to recognize, honor and draw on students prior knowledge and cultural experiences in their teaching. They have learned how to identify where students are in learning language and developing literacy. They know how to design lessons and assessments that elicit student knowledge.

Instructions

1. Refer to the work you did on Becoming My Best-Loved Teacher to identify one way you are willing to improve as a teacher.
2. Find a friend you would like to share the commitment you identified, a learning you gained from the course, or something someone else learned. You can also share something you will do to be your best teacher-self. Then move on to 3 other individuals you are willing to share with and chat with those people, one-on-one.
3. Take a moment to write down some of the things you shared and heard to reflect on as you move forward teaching ELs.



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