

# CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

Department of Special Education

## Course Syllabus

### SPED 416: Educating Diverse Learners with Disabilities and Working with Their Families

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**Office:** EDUC 2239

**Term:** Spring 2025

**Class Time:** Wednesdays 4:00-6:45 pm.

**Class Location:** EDUC 3115

**Student Hours:** Wednesdays 2:30-3:30, after class or by appointment (email for appointment)

**Zoom link for Online Class/Student Hours/any Online Meetings:**

<https://csun.zoom.us/j/81869450850?pwd=UNYnpfKwLi3AuVy1pr9BBtD8bpJDv6.1>

Meeting ID: 818 6945 0850

Passcode: SPED

*I have had the pleasure of meeting some of you in previous classes. For those who are interested in learning more about me, feel free to check out this [Canvas LINK](#)*

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### CONCEPTUAL FRAMEWORK- What does the college value?

#### Michael D. Eisner College of Education (Revised May 2018)

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to **excellence**, **innovation**, and **social justice**. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to **promoting social justice** and **becoming agents of change** in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- ✓ We value academic excellence in the acquisition of research-based professional knowledge and skills.
- ✓ We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.

- ✓ We value ethical practice and what it means to become ethical and caring professionals.
  - ✓ We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
  - ✓ We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
  - ✓ We value creative, critical, and reflective thinking and practice.
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## **COURSE DESCRIPTION- WHAT IS THIS CLASS ABOUT?**

This course is designed to provide information regarding the education of diverse learners with disabilities. The course provides an overview of the needs of Multilingual Learners (MLL), as know English language learners (ELLs), with disabilities with an emphasis on understanding and accepting differences in culture, ethnicity, language, abilities and disabilities of individuals. Candidates are introduced to state and federal laws related to students with disabilities and diverse needs. Knowledge and practices for becoming culturally competent educators are discussed, taking into account the principles of language acquisition, language proficiency, differences in family backgrounds and systems, and how these affect learning. Finally, the course addresses ways of communicating effectively and respectfully with families.

Prerequisites or co-requisites SPED 400, 406, 407, 511

*This course addresses the critical need for educators to be competent in working with young children from culturally and linguistically diverse backgrounds. Through a combination of theory, research, and practical application, you will develop the knowledge and skills necessary to meet the diverse needs of multilingual and multicultural students and create learning environments that promote social justice and equity.*

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## **COURSE OBJECTIVES- WHAT WILL I LEARN?**

*The goal of this course is to help you engage in critical and reflective thinking as you develop the skills and knowledge to make a difference in the lives of individuals from culturally and linguistically diverse backgrounds, as well as contribute to your own professional and personal growth while becoming a culturally sustaining teacher. After completing this course, I expect you will be able to:*

- ✓ Reflect upon one's own attitudes, beliefs, and stereotypes and how they may influence teaching practices in serving diverse learners.
- ✓ Discuss how sociocultural (world view) consciousness enhances teachers' delivery of services to students and their families.
- ✓ Demonstrate an affirming attitude toward students and families from diverse backgrounds.
- ✓ Demonstrate knowledge and skills of evidence-based practice when teaching and disciplining students from diverse backgrounds.

- ✓ Identify how families may react to the diagnosis that their child has a disability.
- ✓ Explain about potential influences that a child with a disability may have on the family system.
- ✓ Identify state and community resources that can assist families of children with disabilities.
- ✓ Identify how cognitive, pedagogical, and individual factors affect students' language acquisition.
- ✓ Demonstrate knowledge about the state and federal laws regarding the education of diverse learners with and without disabilities.
- ✓ Demonstrate knowledge of students' backgrounds, experiences, and family structures planning instruction and supporting individual student learning for diverse learners with disabilities.
- ✓ Identify and demonstrate culturally responsive teaching and evidence-based practices for students with disabilities.
- ✓ Identify how diversity is reflected in literature for adults and children and how it may be used in the classroom.
- ✓ Demonstrate knowledge of how diversity affects the development of academic language and practices for English Language Development which leads to literacy in English.
- ✓ Demonstrate an understanding of first and second language acquisition and how it affects learning by students with disabilities.
- ✓ Identify strategies for working appropriately with paraprofessionals, interpreters, translators and cultural mediators.

*You can expect me to support your attainment of these objectives by cultivating a positive learning environment that includes understanding, feedback, and guidance. We're in this together!*

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## **READINGS AND REQUIRED DOCUMENTS**

### **A. Readings**

In lieu of a textbook, this class provides a number of readings for you to choose from. Reading Options are available on Canvas and will be uploaded to Canvas on a weekly basis.

The most important reading you should secure is *Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students* by Zaretta L. Hammond.

*The library has a hard copy of the, and you will be able to borrow it from the library or copy the respective chapters we will be reading. If possible, please try to obtain free e-books or borrow this book from other sources in the meantime.*

### **B. Required Documents**

- ✓ **California Practitioners' Guide for Educating English Learners with Disabilities.** Available at: <https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf>

- ✓ California English Language Development Standards. Available at: <http://www.cde.ca.gov/sp/el/er/eldstandards.asp>
- ✓ California Common Core State Standards. Available at: <http://www.cde.ca.gov/be/st/ss/>
- ✓ California Common Core Connectors - Reading
- ✓ California common Core Connectors - Writing
- ✓ California Common Core Connectors - Math
- ✓ California Common Core ELD Connectors
- ✓ California English Learner Roadmap. Available at: <https://www.cde.ca.gov/sp/el/rm/>
  
- ✓ Integrating the CA ELD Standards into K–12 Mathematics and Science Teaching and Learning. Available at: [https://canvas.csun.edu/courses/134153/files/21491836?module\\_item\\_id=5826611](https://canvas.csun.edu/courses/134153/files/21491836?module_item_id=5826611)

Additional readings may be required. Students are required to have access to the Internet in order to complete the course and assignments.

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## **COURSE ASSIGNMENTS – WHAT DO I HAVE TO DO?**

*Lots of different ways to demonstrate what you have learned- Detailed information and grading rubrics will be provided on our Canvas site.*

*Need help or just want to connect? Contact me or reach out to your classmates (through Canvas or email). We can do this! The key to learning is putting in effort. I will do my best to support and encourage your efforts, and I hope you will do the same.*

Assignments are designed as a “coherent” curriculum to provide you with a meaningful context and learning experience. Beaney (1995) identifies a coherent curriculum as “...one that holds together, that makes sense as a whole; and its parts, whatever they are, are unified and connected by that sense of the whole. It is not simply a collection of disparate parts of pieces that accumulate in student experiences and transcripts. A coherent curriculum has a sense of the forest as well as the trees, a sense of unity and connectedness, of relevance and pertinence” (Beaney, 1995, p.3). In this class, the big puzzle, the whole, is becoming a culturally sustaining teacher through identifying students' Funds of Knowledge and each assignment serves as part of this big picture.

To facilitate learning to center students' Funds of Knowledge in the curriculum, classroom assignments will be organized through a framework referred to as the I-CARE process. The five components of the I-CARE process coherently combine classroom assignments and support you to become culturally sustaining teachers by (1) **I**-Increasing awareness about students' multiple identities, (2) **C**-collecting information regarding students with disabilities who are emergent bilinguals (SWDEB)'s Funds of Knowledge, (3) **A**- appreciating student and family cultural and linguistic resources, (4) **R**-responding to new learning by identifying connections between home and school; and (5) **E**-evaluating the impact.

### **A. Logistics**

Due Date: See Canvas for specific due dates for each assignment.

Submission: Upload to Canvas

Format: You may upload documents or give links to your website docs (Google Sheets, Google Slides, e.g.). If you upload documents, **please upload .doc, .docx, .ppt., and .pdf only.**

### B. Purpose

- ✓ to learn about the history and current realities of the community surrounding the school, you are completing your field experience by conducting a community /neighborhood scan.
- ✓ to recognize and identify the funds of knowledge ELL students with disabilities bring to the classroom.
- ✓ to build a bridge between students' two lives --home and school-- and to construct a coherent, meaningful, and culturally and linguistically sustaining learning environment.
- ✓ To design learning experiences for ELLs with disabilities based on their cultural and linguistic resources.

### C. Skills

The purpose of these assignments is to help you practice the following skills that are essential to your success both in this course and in your life beyond school:

- ✓ Recognize our own values and implicit and explicit biases and the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning.
- ✓ Establish and maintain positive relationships in and outside the classroom.
- ✓ Collect data, analyze it, and embed data into instructions.
- ✓ Integrate students' prior experiences, interests, their funds of knowledge, and cultural, language, and socioeconomic backgrounds into your teaching.
- ✓ Reflecting on teaching practices.

### D. Knowledge

These assignments will also help you become familiar with the following important content:

- ✓ Being a culturally sustaining teacher
- ✓ Increasing student engagement
- ✓ Creating a supportive and accepting classroom environment

### E. Tasks

These assignments will be completed during your course. This process is called I-CARE and in order to capture the funds of knowledge your students bring to the classroom, please follow the steps below. **The classroom assignments have 5 parts.**

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## Part 1: Increase Self-Awareness

The purpose of PART 1 is to allow you to reflect upon your own attitudes, beliefs, and stereotypes and how they may influence your teaching practices serving diverse learners with disabilities. In this task, you are going to engage in several activities. Each activity will help increase self-awareness of our perspective by recognizing unconscious biases we may hold.

*In part one, you will engage in two tasks:*

### A. Task A: Preparation (see Pg.104 for Course Intro Survey)

- Step 1. Take the course introductory survey (Link will be provided on Canvas).

- Step 2. Read/annotate 3 articles prior to class (A list of the articles can be found in Canvas). Upload pictures or soft copies of annotated notes from articles to Canvas under the assignment titled *Annotated Articles*.
- Step 3. Sign up for discussion groups (This will be completed during the 2nd week of the class).

**B. Task B: Engage in Discussion (See page 46 for assignment details) U6.1**

- Step 1: Organize Roles and Start Recording
  - Decide as a group who will record the discussion (see notes about [recording](#), Zoom, [Panopto](#), or using your cellphone).
- Step 2: Conduct the Discussion: Allocate time carefully to ensure that each member has the opportunity to participate fully and cover all prompts if possible. Use the discussion prompts below:
  - Discuss **three areas of growth** identified in the survey.
  - Reflect on **successes, challenges, and action plans for growth**, referencing annotated articles from Task A.
  - Discuss **personal biases and pre-determined beliefs** and their implications.
- Step 3: Upload the recording to the assignment portal on Canvas under *Small Group Discussion #1* (one group member-only). Include all group members' names in your submission.

U6.2

*\*As your instructor, I will watch recorded discussions and grade for engagement and collaboration. Rubrics for recorded discussions can be found on Canvas. You will have more recorded small group discussions throughout this course.*

**Part 2: Collecting Students' Funds of Knowledge**

**Task A: CASE Study (See page 35 for assignment details); TPE U4.1; U5.6; US.8; MM5.1 (EX5.2) 7.7/U7.7c TPE 7.10 b)**

**You have two options to complete this assignment:**

- **Option 1:** Use the case studies provided on Canvas.
- **Option 2:** Review the actual files of one of your own students (if you are the teacher of record). This option may be easier if you already have access to student records.

**Note:** If you are not the teacher of record and choose Option 2, you must obtain permission from your mentor teacher to access the student's files. Be sure to check your school's policies, as some may restrict access to student information. If you are unable to obtain access, please complete this assignment using Option 1 instead.

- Step 1: Choose a student in your area of specialization who is a Multilingual Learner with a Disability and has an IEP.
- Step 2: If you are completing **Option 2**, ensure you have access to the following: CUM file, IEP or IFSP, and all test data for the student (previous and current).

- Step 3: Depending on your chosen option, thoroughly review either the case study provided on Canvas or the actual student files.
- Step 4: Complete the file review and summarize your finding.
  - Detailed directions and resources to help you complete this assignment are available on Canvas).
  - Include in your submission whether you selected Option 1 or Option 2.
- Step 5: Upload your form to the assignment portal on Canvas.

**A. Task B: Multilingual Learner (ML) Shadowing (See page 44 for assignment details) (U1.6) MM1.2 (EX1.7) MM1.3 (EX1.8); TPE EX2.3; TPE U3.5; U5.7**

**Note:** If you currently do not have access to a student, please contact me, and I will assist you in finding a student to shadow.

- Step 1: Schedule the Shadowing
  - Arrange a time to shadow a Multilingual Learner (ML) with a disability for 2 hours.
  - If you do not have access to a student, please contact me, and I will assist you in finding a student to shadow.
- Step 2: Prepare the Necessary Materials
  - Download the ML Shadow Protocol Forms for Academic and Non-Academic Speaking and Listening, available on Canvas.
  - Additional resources, including templates and a letter for administrators (if required), are also provided on Canvas.
- Step 3: Conduct the Shadowing Observation
  - Observe the oral language and listening practices of the student for 2 hours, using 5-minute intervals to document your observations.
- Step 4: Collect and Organize Data
  - Use the comment section on the ML Shadow Protocol Form to summarize the patterns and key insights from your observation (this will help to write your final reflection).
  - Tally the types of speaking and listening you observe (nonacademic speaking, academic speaking, listening, not listening).
  - Graph the data you collected during the observation to visually represent your findings.
- Step 4: Reflect and Summarize Your Findings
  - Write a reflection on your shadowing experience, focusing on what you learned and how it informs your understanding of ML students with disabilities.
- Step 5: Submit Your Work
  - Upload the following to the assignment portal on Canvas:
    - i. The completed **ML Shadow Protocol Forms** (Academic and Non-Academic Speaking and Listening).
    - ii. Your final **reflection**.

\*The first two assignments in this part of the I-CARE process should help you to Determine Language Proficiency Levels of your student you chose for your CASE study. This information will be used for your final lesson planning purposes.

**C. Task C: Community Scan (See Canvas for Due Date) (U1.3); TPE MM2.7 (EX 2.10); U4.6**

- Step 1: Decide if you would like to do this assignment alone or with another person. If you'd like a partner, please contact [fatmana.deniz@csun.edu](mailto:fatmana.deniz@csun.edu) for assistance.
- Step 2: Get a good camera (cameras may be checked out from the creative media studio in the library, or you may use your cellphone camera).
- Step 3: Travel to the neighborhood/community around the school that your students attend.
- Step 4: Take at least 12-15 photographs. **See below the Possibilities and Things to Consider in this step.**
  - A: **Look for cultural markers**, important places and landmarks, houses of worship, community centers or nonprofits, places of business, parks, and other gathering spots.
  - B: **Look for people, objects, and visual aspects** that depict the community and relate to the funds of knowledge of your students and the cultural/linguistic resources they bring to your classroom.
  - C: **Look for positive and negative aspects**; what is available, and what is not available in the community?
  - D: **Look for anything that captures your attention**, you have questions about or would like to learn more about.
- Step 5: Upload pictures to Google Slides.
- Step 6: Add your Google Slides link to the Assignment portal in Canvas. You will receive a completion grade on this item.

*\*You will be provided with examples of community scanning activities.*

**D. Task D: Conduct Interview(s) (See page 40 for assignment details) (MM2.4 (EX2.4); MM2.4 (EX2.4);**

- Step 1: Conduct one funds of knowledge discussions/interviews with students and families. This could be done virtually or in person.
  - i. Please review the sample script in Canvas to engage in conversation with families.
  - ii. Set up a time to visit the home or to talk on Zoom, Facetime or with a phone call.
  - iii. Meet with the family member(s).
  - iv. Respectfully, ask questions that allow the family to discuss areas around some of the topics highlighted in class.
  - v. Use the **Funds of Knowledge Chart** available on Canvas to guide your questions and to take notes. MM/EX 7.1-(
- Step 2: Organize your interview notes by filling out Funds of Knowledge Chart (Word or Google doc).
- Step 3: Upload the Final version of the Funds of Knowledge Chart to Canvas.

**Important:** *Please obtain permission from your school administrator before interacting with families or students. If you are not the teacher of record, you must discuss your plans with your mentor teacher before initiating any interview activities with parents or students. I have official letters that explain the purpose of this assignment, which you can present to your mentor teacher, school*

*administrator, or parents. Please make sure to use these letters. If you encounter any difficulties interviewing the student or their parents, please contact me, and we will discuss alternative ways to complete this assignment.*

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### **Part 3: Appreciate the Funds of Knowledge**

#### **A. Task A: Small Group Discussion #2 (ML Shadowing reflection will be discussed) MM1.3 (EX1.8); MM5.5 (EX5.6 U1.2)( 7.8/U7.8 a; See page 46 for assignment details)**

- Step 1: Start recording (see Canvas for notes about Panopto or using your cellphone)
- Step 2: Share Your ML Shadowing Findings
  - Present your findings from the ML shadowing activity to your small group.
  - Use an asset-based perspective to highlight the student's strengths, abilities, and opportunities.
- Step 3: Discuss Your Insights
- Reflect on your shadowing experience and share your learning with your group. Address the following points:
  - Observations: What did you notice about the student's academic oral language use and listening practices in English?
  - Opportunities for Language Use: What opportunities are available for Multilingual Learners with disabilities to use language at school?
  - Instructional Implications: How can the insights from this experience inform and inspire changes in your instructional practices?
- Step 4: Submit Your Recording
  - Upload the recording to the assignment portal on Canvas under Small Group Discussion #2.
  - Only one group member needs to upload the file, but be sure to include all group members' names in the submission.

#### **B. Task B: Small Group Discussion # 3 (Community Scanning reflections will be discussed)**

- Step 1: Start recording (see Canvas for notes about Panopto or using your cellphone)
- Step 2: Bring pictures you collected during your community scanning activity to class.
- Step 3: Review the photographs as a group and organize them into meaningful categories or themes.
- Step 4: Discuss possible interpretations of these pictures and consider how they relate to the funds of knowledge of their students. 7.6/U7.6;
- Step 5: Describe the specific Funds of Knowledge you learned about your students through your interactions with their families and communities. EX6.1
- Step 6: Submit Your Recording
  - Upload the recording to the assignment portal on Canvas under Small Group Discussion #3.
  - Only one group member needs to submit the file, but ensure all group members' names are included in the submission.

**C. Task C: Small Group Discussion # 4 (Discuss all the data you've collected about your focus student with your group; See Canvas for the Due Date) See page 47 for assignment details)**

- Step 1: Start recording (see Canvas for notes about Panopto or using your cellphone)
  - Step 2: Analyze the artifacts using an asset perspective (e.g., formal or informal assessment data such as student and parent interviews, community scanning, ML shadowing). **MM/EX 7.1;**
  - Step 3: Discuss possible interpretations of these artifacts and consider how they relate to the funds of knowledge of their students.
  - Step 4: Look at patterns in artifacts.
    - You will use the "Embedding Funds of Knowledge into Curriculum" graphic organizer to guide your discussion. The template and additional instructions will be provided on Canvas.
  - Step 5: Upload recording to the assignment portal on Canvas Small Group Discussion #4 (one group member-only). Include all group members' names.
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#### Part 4: Respond

**A. Task A: Lesson Plan Draft (See page 25 for assignment details) **TPE U3.3; TPE U3.6; U4.3; U4.4; U4.7; MM4.4 (EX4.5) U5.1****

- Step 1: Download the Lesson Plan Template from Canvas. It can also be found in Appendix A.
- Step 2. Choose a subject to teach (reading, writing, math, science, history, etc.) This lesson plan could be for your current class/student you interact with/ or any grade level you feel comfortable with.
- Step 3: Go to <http://www.cde.ca.gov/re/cc> and <https://www.cde.ca.gov/sp/ml/documents/eldstndpublication14.pdf>; Identify the grade-level CCSS and CA-ELD standards that can be incorporated.
  - **If you are developing a lesson plan for content areas that are not primarily literacy-focused (such as math, science, or social studies), please include the CA ELD and CCSS ELA standards. This will demonstrate how you embed and integrate literacy skills—encompassing the four domains of language: reading, writing, listening, and speaking—into your lesson.**
- Step 4: Draft the **Content Objective** of the lesson that aligns with the content standard and the **Language Objective** of the lesson that aligns with CA-ELD standards.
- Step 4: Write a lesson plan for Multilingual Learners with disabilities using the template located in Canvas.
- Step 5: Upload your lesson plan to the Assignment portal in Canvas. You will receive a completion grade on this item.

**B. Task B: Centering Funds of Knowledge Around Curriculum (See page 38 for assignment details) U1.1; TPE U2.2; TPE U3.2 (U7.3)**

This is an in-class assignment. You will work with your small group (small group discussion#4), but **each group member must complete and submit their own form.**

- Step 1: Download *Embedding Funds of Knowledge into Curriculum* graphic organizer from Canvas.
- Step 2: Review the example provided in Canvas.
- Step 3: Discuss with your group
  - Describe the specific Funds of Knowledge of your students you learned during your data collection.
  - Create 3 statements about your students: “My students may know about ....” Or “My students are ....”
  - Discuss how these funds of knowledge can be incorporated into classroom instruction and used to enhance the student's instruction and collaboration with the family.
- Step 5: Fill out the TEMPLATE (Each group member will fill out their own template).
- Step 6: Upload a completed template to Funds of Knowledge into the Curriculum graphic organizer assignment portal (Each group member uploads their own).

**C Task C: Final Lesson Plan and Peer Review (See page 25 for the assignment details) MM1.4 (EX1.9); TPE U2.2; TPE U3.3; TPE U3.4; U5.3**

In this assignment, you will submit a final lesson plan, provide a peer review of a classmate's lesson plan, and revise your own lesson plan based on the feedback received.

The purpose of this assignment is to use the data collected from the case study, community scanning, shadowing, and interviews to plan and teach a lesson for a Multilingual Learner (ELL) with a disability, addressing key issues discussed throughout the semester. **In addition, you will select a children's literary text that reflects the student's culture and funds of knowledge and is appropriate for their age level. By incorporating this text, you will demonstrate how literacy is embedded into your content area, integrating reading, writing, listening, and speaking skills into your lesson.** Follow the steps below to complete the assignment.

- Step 1: Select a children or young adult book from the list provided on Canvas relating to the culture, language, funds of knowledge, and age of the student you choose as your focus student. Read the selected book.
- Step 2: Please revise a lesson plan draft that you have developed for this course. This revised plan should integrate the book you read, artifacts collected from the community scan, file reviews, ML shadowing, interviews, and discussions with your peers.
  - Use the template Revised Lesson Plan Template provided in Canvas.
  - Use different font colors to show new additions to your lesson plan.
  - Answer the guided questions at the end of the lesson to indicate how you incorporated students' fund of knowledge into your lesson plan (this will be a Lesson Plan Reflection assignment).
- Step 3: Upload your final lesson plan to the assignment portal on Canvas.

- Step 4: Peer review the lesson plan assigned to you and provide explicit feedback to your peer with an emphasis on evidence based literacy instruction **TPE U7.1**
- Step 5: Revise your lesson plan based on the feedback you received from your peers.
- Step 6: Submit the final, peer-reviewed lesson plan.
- Step 7: Complete Lesson Plan Reflection after your submission (*See page 32 for the template and reflection prompts*) **U1.3**

## Part 5: Evaluation and Presentation

### A. Task A: Evaluate (See Canvas for Due Date)

- Step 1. Download the copy of the end-of-course survey (if you prefer Word document) or use the link to complete the survey (if you prefer online version)
- Step 2: Complete the end-of-course survey.
- Step 3: Take a screenshot of your completion and upload the end-of-course survey to the assignment portal.
- Step 4: Complete the Social Validity Survey (Link is under week 16)

### B. Task B: Present (See Canvas for Due Date)

- Step 1: Select pictures that are engaging, represent the community, and demonstrate a connection to the learner.
- Step 2: Organize pictures to foster thoughts about community issues.
- Step 3: Prepare a PowerPoint presentation. The requirements for these presentations are.
  - **Tell the story** of the school and community in a logical sequence with key supporting details.
  - **Make connections to possible funds of knowledge of students** who reside in the community and how the information connects to classroom instruction. For example, gardens could reflect a deep knowledge of medicinal herbs and horticulture that is part of a student's daily life. This can be integrated into the classroom through science or Language Arts. **U1.1**
  - **Reflect on the whole process** by sharing how this experience helps you to understand the students with disabilities who are ELLs.
- Step 5: Upload your PowerPoint presentation to Canvas.

- Step 6: Present your project.
  - This session will be recorded and uploaded to Canvas for students who cannot attend presentations (by your instructor).

### **Classroom Engagement and Participation**

This course will be held in Hybrid, with class sessions taking place in both a combination of in-person and Zoom sessions. As an active member of our learning community, I expect you to prepare for, attend, and actively participate in each class session. Active class engagement is encouraged. As part of classroom activities, you will engage in **small group discussions**, **complete individual or group tasks**, and complete **Reading Reactions** – in which you will read and react to the assigned chapters, articles, or other material.

### **SUBMISSION OF ASSIGNMENTS- HOW DO I SUBMIT WORK?**

Assignments are submitted by uploading them to Canvas. Feedback and grades will be provided through Canvas. Please make sure you are giving yourself enough time to complete and submit the assignments for the course to minimize any unforeseen challenges. Plan ahead! Unless otherwise specified, all assignments must be typed, have one-inch margins, font size of 12, and be **submitted as Microsoft documents or pdfs**. CSUN provides all students with free access to Microsoft Office, which includes Word, PowerPoint, and Excel. Here is a link to the CSUN free Microsoft Office site: <https://www.csun.edu/it/microsoft-office>

#### **1. Writing**

Students are expected to turn in papers and assignments of high quality. All work should represent your reflections upon and the integration of information covered in class in an organized way. References should follow APA guidelines (<http://owl.english.purdue.edu/owl/resource/560/01/>). Additionally, written assignments are to be clear in sentence construction and should be proofread before submission. If you need additional assistance with writing, please visit the University Writing Center at: <https://www.csun.edu/undergraduate-studies/learning-resourcecenter/university-writing-center>

#### **2. Due Dates and Late Papers**

Turn work in on time so you can better participate and gain more from the meetings and activities (See Canvas for specific due dates for each assignment). I will also be able to give you feedback earlier, which could help you with later work. The accelerated nature of the course and the cumulative nature of the assignments toward the final project make timeliness all the more important. Please review the policy for assignments turned in late.

- Assignments submitted within 24 hours of the posted due date will be graded for full consideration. Please do not feel obligated to inform/email me as long as you will submit it within this 24-hour period.
- Any assignments submitted between 24.1 hours and 72 hours after the posted due date will be graded, but the final grade will be reduced by 10%.

**LIFE HAPPENS;** life is unpredictable, though– I get it- at any point in the semester, for any assignment, if extenuating circumstances arise, if you need an extension, please contact me so that options can be discussed.

### 3. Extra Credit

In this course, extra credit is given through the opportunity to revise and resubmit assignments based on feedback with a chance to raise their grade if the revision is submitted before the end of the semester.

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## GRADING

It is important that students set professional goals for achievement and pursue readings and assignments with your professional development as the focus (even when it might be difficult). However, this class is graded per the Department of Special Education policy. Grades reflect performance in exams, projects, and class attendance and participation. *Comments, questions, concerns, need help or advice, or just want to talk? Contact me.*

### D. And how will I be graded on each assignment?

1.	Course introductory survey	10
2.	CASE Study File Review	15
3.	MLL Shadowing	15
4.	Community Scan Pictures	5
5.	Conduct Interview	15
6.	Centering Funds of Knowledge Around Curriculum	10
7.	Lesson Plan Draft	10
8.	Lesson Plan Peer Review	10
9.	Final Lesson Plan	50
10.	Final Presentation	40
11.	Discussions (4x15)	60
12.	End of Course Survey	5
13.	Social Validity Survey	5
14.	Lesson Plan Reflection	10
15.	Engagement/Participation	40
<b>TOTAL</b>		<b>300pts</b>

### E. How do points change to grades?

A	300-280	C	229-220
A-	279--270	C-	219-210
B+	269-260	D+	209-200
B	259-250	D	199-190
B-	249-240	D-	189-180
C+	239-230	FAIL	179 AND BELOW

#### 1. So what do the grades mean?

The following is the Department of Special Education's grading policy:

- A = Outstanding. Performance reflects an outstanding level, including the integration of information and the application of theory and research to practice. Projects and exams are comprehensive, thoughtful, well-organized, and clearly written.

- B = Very Good. Performance reflects competencies that surpass a basic level of understanding and skill and that indicate some ability to integrate and apply information.
- C = Satisfactory. Performance reflects a minimal level of competency attainment, understanding, and skill. It does not meet graduate-level and professional standards.
- D = Barely passing. Performance reflects the attainment of some competencies.
- F = Failing. Performance does not meet expectations for basic competency attainment.

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## **COURSE GUIDELINES– WHAT ARE THE CLASS NORMS? (FOR YOU & ME)**

### **1. Netiquette Guidelines– What are the class norms? (for you & me)**

*What else you'd like to add here? let me know if we need to add anything else.*

### **2. Class Interaction**

Talking, working, and thinking with others are large parts of this class. We may get into discussions about controversial subjects. I encourage expressions of opinions (myself included), but there are classroom boundaries. We will discuss how to ensure our class is a safe place and how to treat each other in a respectful manner. Hurtful remarks (including racial, gender, sexuality, ability, and slurs) and personal attacks will not be tolerated. We may not always be comfortable with the topics and do not have to approve or agree with everything we discuss, but we need to be respectful. All students must abide by the Student Code of Conduct, as outlined by the California State University Code of Regulations:

[http://www.csun.edu/sites/default/files/standards\\_student\\_conduct.pdf](http://www.csun.edu/sites/default/files/standards_student_conduct.pdf)

*Something else you'd like to add here. Please let me know*

### **3. Respect for Diversity & Commitment to Non-Discrimination**

I strive to maintain a climate for all participants in this class that is free of all forms of discrimination and harassment based on race, ethnicity, religion, national origin, physical or mental abilities, age, marital status, sexual orientation, gender identity, or status as a U.S. veteran. It is my intent to create an inclusive class environment where students from all diverse backgrounds and perspectives will be well served by this course and that the diversity that students bring to this class will be viewed as a resource, strength, and benefit. My goal is to present materials and activities that are respectful of diversity and honor your identities, including accounts and viewpoints from traditionally underrepresented groups.

Please let me know if there are ways to improve in this regard for you personally or for other students or student groups. You can also submit anonymous feedback, which will lead to my making a general announcement to the class, if necessary, to address concerns. With the above in mind, you, as a student, and I, as a faculty, each have a responsibility for maintaining a safe and respectful space to express their reasoned opinions. Because our classroom should be free of all forms of discrimination, professional courtesy and consideration for our classroom community are especially important with respect to topics dealing with our diverse social identities. Any student who has concerns about inappropriate behavior in the course should contact me as soon as possible so I can facilitate discussions with concerned parties to talk through the issues, or you may also contact CSUN's Title IX Coordinator directly: Barrett Morris, University Hall, Room 285, Phone: (818) 677-2077, Email: [barrett.morris@csun.edu](mailto:barrett.morris@csun.edu)

#### 4. Communication

**All official communication will be by e-mail to your CSUN email account.** I often send out important class information and announcements from our course Canvas page, <https://canvas.csun.edu/> so be sure to check your CSUN email regularly. CSUN sends all official communications by email, including registration information. Check your CSUN email as soon as you've activated your university account. Using any Web browser, go to <http://www.csun.edu/it/webmail>. Enter your CSUN User ID and Password.

To forward your CSUN email to your Yahoo, Hotmail, or other preferred address, go to <http://www.csun.edu/it/account-info>, login, and select Mail Forwarding. However, be aware that some transmissions may not be successful. To remain informed, it is in your best interest to continue to check your CSUN email account throughout the semester.

#### 5. Questions, Comments, Concerns? Talk with me!

Please don't hesitate to seek help from me or from the many other people on campus who are here to help you. I highly value effective communication. If you are confused, have needs, or would like to share something with me, please reach out to me.

You have been given my email address on page 1. Email is the best way to contact me. **If you do email me, please write the class number (SPED 416) and your name in the subject line**, so I know it pertains to this class and can more easily find your records. Also, please be aware that it may take a day or so to respond, so plan accordingly. Visiting me at my office or "virtual office" is also encouraged. I am available for student hours on Thursdays from 2:30-3:30 p.m. If you need to meet with me outside of office hours, please email me first to make an appointment.

#### 6. Student Conduct Code

This class will follow the CSUN Student Conduct Code. Detailed information can be found at <https://catalog.csun.edu/policies/student-conduct-code/>. *I want to know your thoughts and ideas about the class material, so submit your work.* Plagiarism and cheating will not be tolerated. If you are unclear on what constitutes plagiarism, see this resource from the University Library: <https://libguides.csun.edu/journalism/plagiarism>.

#### 7. Artificial Intelligence (AI) Use Policy

This policy applies to all generative AI tools, such as ChatGPT, Elicit, and DALL-E2, across text, artwork, graphics, video, and audio.

#### General Guidelines:

1. You are discouraged from using AI tools UNLESS under direct instruction from your instructor to do so. Please contact your instructor if you are unsure or have questions BEFORE using AI for any assignment.
2. If AI is permitted to be used, you must indicate what part of the assignment was written by AI and what was written by you. No more than 25% of an assignment should be created with AI if the instructor gives permission for its use.

#### A few words about the Ethical and Responsible Use of A.I.

We live in an increasingly digital world. I expect all students to use AI tools ethically and responsibly. Any use of an AI-content generator such as ChatGPT to complete assignments

without proper attribution violates academic integrity policies. By submitting assignments, students pledge to affirm that the work is their own and to attribute the use of any tools and sources. For every assignment using AI, you must include a short paragraph explaining the AI tool used, how it was applied, the prompts and outputs, and how you revised them.

**Approved Uses of AI in This Course:** Brainstorming and refining ideas (e.g., drafting outlines); Checking grammar, clarity, and style.

## 8. Absences and Tardies

Your active and consistent attendance and participation are required to succeed and demonstrate an understanding of the material. In this class, attendance will be monitored through class discussions and participation in small group activities completed during most class sessions. These cannot be made up. An additional couple of hours a week should be reserved for reviewing class material, preparing for the next class, and working on course assignments. I hope that the various activities will further your understanding and application of the class topics.

*All of us in the class— you, me, and your peers— have a responsibility to create an environment in which we can all learn from each other. I expect everyone to participate so that we can all benefit from the insights and experiences each person brings.*

I know that extenuating circumstances arise that can make this difficult. If circumstances make you miss more than classes during the semester, you may be overextended. I ask that you come to see me to discuss options. Remember that eligibility for financial aid is also based on student participation.

Please come on time, prepared, and ready to participate in class activities, which will include. Plan to stay the entire time. **Class sessions will be recorded and made available on Canvas for you. If you prefer not to be included in the recordings, please feel free to contact me. Remember, it is the student's responsibility to review the recorded class session and make arrangements with classmates to get information/handouts disseminated during class in the case of absences or tardiness.** As your instructor, I am not responsible for make-up materials for absences or tardies. In cases of absences, you may be asked to review recorded course sessions and complete assignments related to them.

*PLEASE NOTE THAT: If you are absent for more than 4 class sessions, you most likely will not receive a passing grade, regardless of your performance on assignments and exams.*

## 9. Virtual and On-Campus Classes

### Can I Zoom into On-Campus Class?

All CSUN students have access to Zoom video conferencing software. **In the case of an emergency or illness, you may arrange with another student in class to participate via Zoom on a student's mobile device or laptop and speak on your behalf as a temporary solution to short-term barriers to attendance (e.g., emergencies, illness).** Please note that this is a courtesy accommodation. It comes at a cost to me and to other students in class, so please only request when you are truly needed, as this can be disruptive to your classmates and me.

### How About Zoom Cameras?

For virtual classes, per university policy, students are encouraged to remain on camera during class sessions but are not required. However, I strongly encourage you to keep your cameras

on during class as it is part of your demonstration of professional behavior. Teaching and learning are social endeavors. We do not learn (nor teach) in a vacuum. Whenever possible, please be fully present and engaged in class, as evidenced by your camera on and engagement with other students and your professor.

#### **10. Withdrawals and Incompletes**

Sometimes unexpected things happen—I understand. However, it is your responsibility to monitor your performance as you will not be automatically dropped for absences or poor performance. Incomplete grades are granted only in extreme and unavoidable situations. Fifty percent (50%) of classwork must be completed with a passing grade before an incomplete can be considered. Before you decide you are unable to stay in this class, I encourage you to meet with me. We might be able to resolve your concerns.

#### **11. Restrictions on Disclosure and Distribution**

To foster a safe environment for learning, the redistribution of audio or video recordings of statements or comments from the course to individuals who are not students in the course is prohibited without the express permission of the faculty member and of any students who are recorded. Unauthorized distribution of such materials is a violation of academic standards and may violate copyright laws and/or privacy rights.

#### **12. Campus Resources— What support is available?**

If you are facing challenges related to food insecurity, housing precarity/ homelessness, mental health, access to technology, eldercare/childcare, or healthcare, you can find guidance, help, and resources from CSUN with A HEART (<https://www.csun.edu/heart>). There are also additional links on our Canvas site for resources to support your academic goals and engagement with campus activities.

#### **13. Accessibility— Need additional support? Ask for help.**

*Everyone's brain and body work differently— please ask for help if you want it. As your instructor, it is my goal to create an inclusive learning environment that supports your learning.*

If you anticipate any issues related to the format, materials, or requirements of this course, please get in touch with me so we can explore potential options. I will be more than happy to work with you so that you can have a positive learning experience. Students with disabilities are encouraged to register with the Disability Resource and Educational Services (DRES) at <https://www.csun.edu/dres>. Registration and completion of a services agreement must occur each semester. Reasonable and effective accommodations and services will be provided for students who register with DRES in a timely manner and with appropriate documentation in accordance with federal, state, and university guidelines. DRES can be reached at (818) 677-2684 and is located in Bayramian Hall, room 110.

#### **14. Canvas**

Class materials and resources are available online. You will access these by logging on with your campus credentials to Canvas (<https://canvas.csun.edu/>). If you have difficulty logging in to the course or do not see the course listed, please contact the IT Help Desk. To succeed in this course, you must have reliable access to a computer and an internet connection. CSUN offers currently enrolled students the option to borrow devices such as computers and internet hotspots through its Device Loaner Program (<https://www.csun.edu/it/device-loaner-program>). Minimal technical skills, such as attaching documents and using Word, are necessary to succeed in the course. If you are having technical difficulties or need help with technology, there are many resources on campus to help you. The IT center is always a good place to start:

<http://www.csun.edu/it/need-help> If you continue to face issues with access to technology, please let me know.

## Additional Resources on Campus

*Most of us, at some point, need a little help. These resources are for students; don't miss out before you graduate!*

- [Food Pantry](#) at CSUN
- [Emergency MataCare grants](#), one-time grants to prevent evictions, urgent child care issues, etc.
- DACA (Deferred Action for Childhood Arrivals) Resources: Check out the [Central American Resource Center facebook page](#), [legal resources](#) listed on CSUN's Educational Opportunity Program (EOP) [Dream Center](#) that was created to support all undocumented students & allies ([Dream Center flyer](#)). CSUN President Harrison issued a [support statement on the CSUN homepage](#) for DACA and resources.
- [University Counseling Center](#) (Bayramian Hall 5th Floor)
- [Help lines](#) (after hours when the University Counseling is closed) for numerous topics/needs (e.g., suicide, drug, rape, LGBTQ, military, or any crisis).
- [Pride Center](#) offers support and resources to lesbian, gay, bisexual, transgender, queer, & questioning students, faculty, & staff.
- [Learning Resource Center](#) offers tutoring, a writing center, & more
- [Campus computer labs](#)
- To de-stress, invite students to our [spa-like Oasis](#) for relaxation or our [Student Recreation Center \(SRC\)](#) ([SRC flyer](#))
- [Disabilities Resource Educational Services \(DRES\)](#), some students with disabilities aren't aware they can receive assistance.
- [Klotz Student Health Center: Numerous health services including primary care, dental, nutritional counseling, acupuncture, massage and lots more.](#)
- [Career Center](#) for resume writing & interviewing and much more; [Matty's Closet](#) has free professional clothes for students who need interview or professional attire.
- [USU](#) for more student services; [Clubs & Organizations](#): Hopefully a dozen people have already advised you to "[get involved](#)" at CSUN in something that interests you. ([USU flyer](#))
- [Associated Students](#) offers recycling, and a Children's Center providing child care

## CLASS SCHEDULE

**ASSIGNMENTS ARE DUE as indicated on the Canvas Course UNLESS OTHERWISE NOTED.**

**Rubrics for assignments will be provided in Canvas.**

**Note: The class schedule is subject to change at the instructor's discretion.**

### Week 1-( ON CAMPUS)

**Topic:** Overview and Introduction to Course and Content

**Assigned Readings/Activities:** Review Course Syllabus; coherent curriculum

**In-class activities and practice:** Complete student survey; read coherent curriculum  
Creating inclusive learning environments **U2.3**

### Week 2 (Zoom)

**Topic:** Recognizing Attitudes, Beliefs and Stereotypes . Culturally Responsive Teaching and Learning; review CASE study assignment and progress monitoring strategies (TPE 7.10b) (TPE 7.10c)TPE U2;

**Assigned Readings:** Blink\_chapter 3; Choose 3 articles from Week 3 readings and annotate them; See Canvas Course, week 3 module for reading materials.

**Tasks:** upload Small Group Discussion#1; Draft questions for parent panel

**In-class activities:** Common beliefs survey (in-class); Engage in Small Group Discussion#1 In this discussion, you will explore different ways to recognize your own values and both implicit and explicit biases. You will also examine how these values and biases can positively or negatively impact teaching and learning. TPE U2.3; (See page 46 for assignment details)

### Week 3 (On Campus)

**Topic:** History and Laws Governing ELL Students with Disabilities

**Assigned Readings:** B See Canvas Course, week 2 module for reading materials.

**Tasks:** Draft questions for parent panel and parent panel reflection discussion (in-class) (See page 39 for assignment details)

**In-class activities:** Participate in a discussion and activities; Landmark ELL Court Cases Jigsaw Small Group Activity (Create a timeline of laws that protect the constitutional rights of English language learners (ELLs); Parent Panel MM5.4 (EX5.5) (See page 120 for ELL Court Cases Jigsaw Small Group Activity details)

### Week 4 (Zoom)

**Topics:** Leveraging Students' Cultural and Linguistic Repertoires through Funds of Knowledge and Cultural Wealth (7.7/U7.7c) (TPE MM/EX 7.1)); TPE U2.2; TPE U3.2; MM5.4 (EX5.5) MM2.8 (EX 2.11); ; MM2.8 (EX 2.11) (See page 48 of this week's lecture for details)

**Assigned Readings:** Using Funds of Knowledge to Identify Bilingual Students' Gifts and Talents- The Role of Home Visits; Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms; See Canvas Course, week 4 module for reading materials. TPE MM2.7 (EX 2.10); TPE U4.1

**In-class activities and practice:** Identifying funds of knowledge; cultural tree;(TPE 7.10c);(7.7/U7.7c) U4.6, U7.6a

### Week 5 (ON CAMPUS)

**Topics:** Exploring the CCSS and CA ELD Standards and Writing Content and Language Objectives Part I MM1.4 (EX1.9);TPE U3.1; TPE U3.6; U4.3; MM4.2 (EX4.4); ) (TPE U 7.2 (See page 59 of this week's lecture for details)

**Assigned Readings:** California English Language Development Standards (Read Chapters 1 & 2)

**Tasks are Due:** Submit CASE study file review; Submit Lesson Plan Draft

**In-class activities and practice:** Small Group Activity Part 1(Part II will be on Week 7): Aligning CCSS, CA ELD Standards, and ELD Connectors. Identify your grade-level ELD standards, select one, and add it to the table along with the corresponding CCSS, ELD connector, and proficiency level descriptors. Connect to IEP goals and students with complex communication needs MM1.2 (EX1.7); MM1.1 MM1.1 EX1.6); EX1.6); TPE U3.1; U5.3 MM4.4 (EX4.5) U7.7/U7.7); (See page 107 for in-class assignment details.)

## Week 6 (Asynchronous Class-No Meeting)

**Topics:** Culturally Sustaining IEP and Transition Process

**Assigned Readings:** Developing-collaborative-partnerships-with-culturally-and-linguistically-diverse-families-during IEP Process; Designing Culturally Responsive and Relevant Individualized Educational Programs. See Canvas Course, week 8 module for reading materials. (U1.1, (U1.2) EX1.5; / U4.1; U1.3 (See page 33 for assignment details)

**Tasks:** Respond to Discussion post; Submit CRRIB IEP builder template. (EX1.5; (See page 34 for template, and resources for this module)

**Asynchronous activities and participation:** Complete the assigned readings. Use the CRRIB IEP Builder Template to create culturally responsive IEP goals.

## Week 7 (On Campus)

**Topics:** Writing Content and Language Objectives Part II TPE U3.3 (See page 67 of this week's lecture for details)

**Assigned Readings:** California Practitioners' Guide for Educating English Learners with Disabilities; California English Language Development Standards (Read Chapters 1 & 2); Language Objectives: The Key to Effective Content Area Instruction for English Learners.

**Tasks are Due:** Listen EL Shadowing as a Catalyst for Change by Ivanna Soto; EL Shadowing as a Catalyst for Change by Ivanna Soto; Language Acquisition: An Overview;

**In-class activities and practice:** Small Group Activity: Developing Objectives. Continue working on your group PowerPoint from previous week by drafting content and language objectives that align with the CCSS and CA ELD standards identified previously. Engage in peer discussions and feedback on how students engage in 4 domains of language (reading, writing, listening, speaking) in these content and language objectives. Practice and model how to conduct an MLL shadowing activity. *Legal requirements for assessments and IEPs for Els* MM5.3/EX5.4, MM5.3/EX5.4 (See page 107 for in-class assignment details.)

## Week 8 (ZOOM)

**Topics:** (a)Second Language Acquisition of Students with Disabilities and impact on second language acquisition in text reading fluency and Multilingual Shadowing for Academic Language and Listening (U1.6) (TPE 7.5h) MM1.3 (EX1.8); TPE U3.5 TPE EX2.3 U5.8 MM5.4 (EX5.5) (TPE 7.1) (See page 74 of this week's lecture for details)

**Assigned Readings/Materials:** Listen EL Shadowing as a Catalyst for Change by Ivanna Soto; EL Shadowing as a Catalyst for Change by Ivanna Soto; Language Acquisition: An Overview; What Is the Affective Filter, and Why Is it Important in the Classroom?; See Canvas Course, week 5 module for reading materials.

**Tasks:** Submit MLL shadowing activity; Submit the recording of [Small Discussion #2](#)

**In-class activity and practice:** Engage in Small Discussion #2; in this discussion, you will analyze the data collected from the MLL shadowing activity and discuss linguistically sustaining behavior support strategies U2.6 U4.7, U6.2, U6.2 (TPEU 7.1); (TPE DHH 7.10d) (TPE DHH 7.10d)

## Week 9 (SPRING BREAK)

## Week 10 (ZOOM)

**Topics:** Culturally Sustaining Teaching and Creating Inclusive Learning Environment for ELLs with Disabilities *(See page 82 of this week's lecture for details)*

**Assigned Readings:** read Chapters 1, 2 and 3 of the book "Culturally Responsive Teaching & the Brain" by Zaretta Hammond

**Tasks:** Conduct Funds of Knowledge Interviews and submit notes; upload small group discussion #2 **U5.7**

**In-class activities and participation:** Engage in Small Discussion #2; in this discussion, you will analyze the data collected from the MLL shadowing activity. Small Group Activity: Read a selected short story, compare the identity groups in the story to your own, and discuss with your group. Use the Mirrors and Windows framework to reflect on shared and differing identities **MM2.4 (EX2.4)**;

### Week 11 (ON CAMPUS)

**Topic:** Promote Oral Language Development ELLs with Disabilities **(TPE 7.6/U7.6)**; **(TPE (See page 87 for this week's lecture for details)**

**Assigned Readings:** Scaffolded Academic Conversations- Access to 21st-Century Collaboration and Communication Skills; Meaningful Classroom Talk

**Tasks:** Submit Community Scan Activity

**In-class activities and participation:** Jigsaw puzzle reading on condition for oral language development; SOLOM rating scale *(See page 42 for details)*; Structured Class Discussion on Sequenced Vocabulary Instruction Using a New Vocabulary Word **(TPE U7.7/U7.7)**

### Week 12 (ZOOM)

**Topic(s):** Content Area Instruction; Centering Funds of Knowledge in Curriculum Design and Assessment Data Interpretation for English Learners with Disabilities Part 2; **U5.1**; **U5.2**; **U5.8** **MM5.1 (EX5.2)** **MM5.2 (EX5.3)** **MM5.5 (EX5.6)**; Lesson Planning Workshop and Feedback Session *(See page 54 for this week's lecture for details)*

**Assigned Readings:** Home Is Where the Heart Is: Planning a Funds of Knowledge-Based Curriculum Module; See Canvas Course, week 11 module for reading materials.

**Tasks:** Submit Centering the Curriculum Around Students Funds of Knowledge Graphic Organizer; Upload **Small Discussion #3** recording

**In-class activities and practice:** Engage in Small Discussion #3. This discussion will focus on analyzing the data collected during the community scanning activity and the cultural and linguistic assets and resources students bring to your classroom

### Week 13 (ZOOM)

**Topics:** Evidence-Based Literacy Instruction for ELLs Grounded in Universal Design for Learning (UDL); **(TPEU7.1)**; *(See page 94 for this week's lecture for details)* Centering Funds of Knowledge Around the Curriculum Part 1. **TPE U3.4**; **TPE U3.4** **U4.4**; **MM4.2 (EX4.4)**

**Assigned Readings:** Choose one article from Week 12 readings. Underutilized Technology Solutions for Student Writing; Using Purposefully Created Stories to Teach Academic Vocab; ESOL and Mainstream Teachers Engaging in Distributed and Distributive Learning to Support English Language Learners' Text Comprehension; Reading Comprehension Strategies for Students With Learning Disabilities Who Are Emergent Bilingual.

**Tasks:** Submit community scanning assignments

**In-class activities and practice:** (a) Collaborative Small-Group MAPP Strategy Planning Based on a Case Study and Children's Literature to engage students in reading, listening, speaking, and writing (TPE 7.6/U7.6); (U7.4)(See page 117 for details) b) Complete "Centering the Curriculum Around Students Funds of Knowledge Graphic Organizer" (U7.3) (See page 39 for details and template); (c) Engage in Small Discussion #4 In this discussion, you will collaboratively use formal and informal data collected throughout the semester to complete a graphic organizer that centers the curriculum around the funds of knowledge of focus students (See page 47 for details and template).

#### Week 14 (ZOOM)

**Topics:** Lesson Plan workshop&1:1 Feedback session

**Task:** Complete the final lesson plan peer review assignment

#### Week 15 (ZOOM)

**Topics:** Enhancing Comprehensive Assessment through Collaboration and Parent Involvement in English and Home Languages; ELPAC Assessment tool EX6.1 U5.6; (See page 101 for this week's lecture for details)

**Assigned Readings:** Choose one of the reading materials from the week 15 module. Enhancing Academic Investment through Home—School Connections and Building on ELL Students' Scholastic Funds of Knowledge; Supporting Latinx Families in Special Education Decisions; ABCs of Family Engagement U7.3;

**Tasks:** Submit the revised final lesson plan after receiving feedback from your peers.

In-class activities and participation: Designing a Collaborative Assessment Plan MM5.4 (EX5.5)

#### Week 15 (CAMPUS)

**Task: Final Presentations**

Submit Lesson Plan Reflection (See page 32 for details)

Submit Community Scanning Presentation

#### Week 17 (ZOOM)

**Tasks: Final Presentations**

Complete the end-of-course survey (in class);

Complete the social validation survey (in class).

## Appendix A

**SPED 416 LESSON PLAN ASSIGNMENT DIRECTIONS AND LP FORMAT (7.6/U7.6a)**  
**MM1.2 (EX1.7); TPE U3.1; TPE U3.2; TPE U4.3; U4.6; U4.4; MM4.2 (EX4.4); MM4.4 (EX4.5) / U4.1; (7.6/U7.6); MM5.5 (EX5.6); (U7.4) (U7.4)**

**Purpose:** This assignment aims to design a learning experience for Multilingual Learners with Disabilities based on their cultural and linguistic resources. You will create an initial draft of your lesson plan, which will later be revised for the final lesson plan assignment. **MM6.5 (EX6.6); U6.1;**

**Steps:**

- **Step 1- Choose a Subject to Teach:** Select a subject (reading, writing, math, science, history, etc.) appropriate for your current class, students you interact with, or a grade level you feel comfortable teaching.
- **Step 2- Identify Relevant Standards:** Use the [California Common Core State Standards](#) to identify the grade-level Common Core State Standard (CCSS) your lesson will address.
- **Step 3-Identify Relevant Standards:** Use the [California English Language Development Standards](#) to identify the ELD standard that aligns with your lesson's CCSS.
- **Step 4-Write Objectives:** After Step 3, write a Content Objective and a Language Objective with measurable criteria. Use Canvas handouts and class resources. Each objective must include: Who? (e.g., “Students will...”), What? (Skill or task with an action verb—no “understand,” “infer,” or “know”), Conditions? (How/when students will do it), and Mastery criteria (e.g., 80% accuracy, 3 out of 4 correct).
- **Step 5- Describe Language Demands of the Lesson:** Explicitly describe how students will engage in the following language domains. (TPEs: 7.6/U7.6, MM5.2(EX5.3), MM5.5(EX5.6). **(U1.6)**
  - **Listening:** What students must comprehend or interpret (e.g., listening to a read-aloud, following directions).
  - **Speaking:** What students will express verbally/nonverbally (e.g., participating in discussion, using gestures).
  - **Reading:** What students must interpret or analyze (e.g., informational text, book excerpt).
  - **Writing:** What students will produce (e.g., a summary, written response).
  - **Identify Challenging Language:** Include any difficult words, idioms, sentence structures, or academic vocabulary that may be barriers to understanding.
- **Step 6-Describe Student Interaction (TPE U7.7/U2.6):** Explain how Multilingual Learners with Disabilities (ELs) will interact with peers (e.g., in pairs, small groups, or whole class). Include strategies to promote and support oral language development through these interactions (e.g., structured partner talk, sentence starters, collaborative activities).
- **Step 7- Scaffolding Strategies:** Identify and explain the scaffolding strategies embedded in your lesson. Justify how these strategies support Multilingual Learners with Disabilities in accessing the content and developing academic language.
- **Step 8: Instructional Decision Points:** As you move through the gradual release model (I Do → We Do → You Do), identify two clear points where you will check for student understanding. For each decision point, describe how you will pause and check for

- understanding. What formative check will you use (e.g., thumbs up, student response, exit slip)? How will you know if at least 80% of students are ready to continue, and what will you do if they are not? How you will make sure English Learners are ready to proceed (e.g., language checks, peer explanations, re-teaching with visuals)?
- **Step 9- Select a Book:** Choose a children’s or young adult book from the list provided on Canvas that relates to the culture, language, and age of your focus student. The book should connect to your focus student’s funds of knowledge and serve as an integral part of the lesson. **Make sure to refer back to and embed this book into your lesson plan as a meaningful instructional resource.**
  - **Step 10- Develop the Lesson Plan:** Download the [Lesson Plan Template](#) from Canvas. Develop your lesson plan for Multilingual Learners with Disabilities, incorporating all the considerations and requirements outlined in the previous steps, including standards, objectives, language demands, interaction, scaffolds, and instructional decision points. **U3.5, TPE U3.6 U5.6; U7.7/U7.7).**
  - **Step 11: Upload your lesson plan to the Assignment portal in Canvas** ([click here to learn how to submit assignments in Canvas](#)).

NOTE: This **lesson plan draft** will be **revised** using data and insights you collect from the artifacts (e.g., community scan, file reviews, multilingual learner shadowing, interviews, and peer discussions), related to your focus student’s funds of knowledge. Design the lesson plan for the **whole class**, not just your focus student. However, the lesson should be informed by and tailored to incorporate the **funds of knowledge** of your focus student, a multilingual learner with a disability.

## Appendix A

### SPED 416 LESSON PLAN FORMAT (7.6/U7.6a) (U1.6); TPE U4.3; U4.6; U4.4; / U4.1, U2.6 MM5.2 (EX5.3)

Background Information	
Teacher Candidate	
Date Taught	
Subject/Topic(s)	
Grade Level	
Student's (a) grade level, (b) disability, and (c) ELL levels were discovered through observation, shadowing, or case file review.	
Select a children's literature that reflects your focus student's cultural or linguistic background. Provide a brief summary of the story, and explain why you chose this book and how it connects to the student's cultural or linguistic resources.	
<p><b>Standards and Objectives:</b> <i>Make sure to include:</i></p> <p><b>Who?</b> <i>Specify the student or group of students.</i></p> <p><b>Will or what?</b> <i>Identify the specific skill, knowledge, or ability the students will demonstrate.</i></p> <p><b>Under what conditions?</b> <i>Describe the conditions under which the students will perform the task (e.g., independently, in a group, using specific materials or resources).</i></p> <p><b>Mastery criteria:</b> <i>Define the level of performance that will demonstrate mastery (e.g., 80% accuracy, three out of four correct answers, a rubric score of 4/5).</i></p> <p><i>Use action verbs, no understand, infer, or know.</i></p>	
<b>California Content/Common Core Standard</b>	
California ELD Standard	
CA ELA/Literacy Standard	
<b>Content Objective</b> with measurable criteria	
<b>Language Objective</b> with measurable criteria	
<p><b>Assessment of the Instructional and Language Objective</b> <i>(What will students produce to show their mastery of the objective. Objectives and assignments should align. How will you know students have mastered the objective?)</i></p>	
<b>Lesson Assessment</b> <i>You may collect data during "You Do It"</i> MM5.5 (EX5.6)	
<b>Lesson Assessment Tools</b> <i>(list)</i>	

<p><b>Lesson Assessment Procedures</b> (Briefly describe <b>who</b> collects, <b>when</b>, and <b>how</b>)</p>	
<p><b>Instructional Considerations</b></p>	
<p><b>Materials/Resources/Technology</b> If you are using web-based media or applications, include a link, if possible, or a brief description.</p>	
<p><b>Support</b> What supports, including accommodations, specialized materials, instructional/assistive technology, and environmental supports, will you provide to help the student access learning goals? <i>Please be descriptive.</i></p>	
<p><b>Academic Vocabulary and student-friendly definitions</b> (note any changes made to vocabulary for the focus student) <i>*Not more than 4 vocabulary</i></p>	
<p><b>Explicitly describe the language demands of the lesson, how students will engage in each of the following areas, and how you will monitor progress</b> (7.6/U7.6); (TEP 7.10 b) (TEP 7.10 c)</p>	
<p><b>Listening:</b> What students need to understand or interpret through listening, and how they will engage in listening activities (e.g., listening to a story, following verbal instructions).</p>	
<p><b>Speaking:</b> What students need to express or communicate verbally and nonverbally, and how they will engage in speaking activities (e.g., participating in discussions, using gestures to convey understanding).</p>	
<p><b>Reading:</b> What students need to comprehend or analyze through reading, and how they will engage in reading activities (e.g., reading a text, interpreting a chart).</p>	
<p><b>Writing:</b> What students need to produce or convey in written form, and how they will engage in writing activities (e.g., writing a summary, composing a response).</p>	

<p><b>Identify Challenging Language.</b>  <i>What are difficult sentences/phrases/ idioms/academic language?</i></p>	
<p><b>Culturally Sustaining Teaching Practices</b>  <i>*Which culturally Sustaining Teaching Practices will you be using during your class (e.g., include key vocabulary in both English and Spanish, include texts, examples, and case studies that reflect the diverse cultural backgrounds of the students)?  <b>Please describe.</b></i></p>	
<b>OPENING THE LESSON</b>	
<p><b>Attention and Engaging Student Interest</b>  <i>(Describe the strategies you will use to capture and maintain students' attention and interest)</i></p>	
<p><b>Prepare Background Knowledge.</b>  <i>Describe what background or topic context is needed.</i></p>	
<p><b>Links to prior knowledge</b>  <i>(Describe how you will connect new lessons to students' prior knowledge and personal experiences, detailing the strategies you will use to make these connections)</i></p>	
<p><b>State the goal of the lesson and discuss the purpose of the target skill</b>  <i>Describe why you need to teach this topic; how does this relate to previous learning, and how will they use this learning in the future?</i></p>	
<p><b>Interaction (TPE U7.7/U7.7).U2.6</b>  <i>Describe how (ELLs) will interact with peers, in small groups, or with the whole class. Include strategies to promote and support their oral language development during these interactions.</i></p>	

Connect to real life contexts U1.3 U4.1	
<b>Scaffolding</b> <i>(Identify the scaffolding strategies you will embed in your lesson. Explain why and how these strategies support the lesson and how they are based on assessment) U5.2.</i>	
<b>BODY OF THE LESSON</b> (EXPLICITLY describe what you, other adults, students, and the focus student are doing at each stage of the lesson)	
<b>Model (I do it)</b> <i>(This is a crucial part of the lesson where you actively demonstrate the content you are teaching. Ensure that you provide a clear and detailed explanation)</i> Describe how to explicitly teach and model the content, including outlining the steps to teach these skills.	
<b>Decision Point #1</b> <i>Pause periodically to ask students if they have questions and assess their understanding before moving on.</i> Please describe how you will know if at least 80% of students are ready to move on. How will you adjust if they are not?	
<b>Prompt (We do it)</b> <i>(Gradual release of responsibility; Provide support as students increase their ability/ understanding)</i> Describe how you will provide guided practice. How will you check their understanding? Include how you will provide corrective feedback.	
<b>Decision Point #2</b> Please describe how you will know if at least 80% of students are ready to move on. How will you adjust if they are not?	

<p><b>Check (You do it)</b>  <i>(Students working independently while the teacher monitors; Monitor closely, especially at first – start slow; If students start to struggle, add supports back in)</i>  Describe what activity you will provide to practice the skill taught above. Include how you will continue to provide corrective feedback</p>	
<b>CLOSING THE LESSON</b>	
<p><b>Closure</b>  <i>(Review of key skills/ knowledge; Preview next day's lesson; Include Opportunities to Responds)</i></p>	

## Appendix B

### SPED 416 LESSON PLAN REFLECTION **MM5.4 (EX5.5)**

Please reflect on your entire lesson by responding to the questions below as a guide.

**Goal:** To reflect on your growth over the semester in recognizing and identifying the funds of knowledge ELL students with disabilities bring to the classroom; and how you integrate your students' prior experiences, interests, funds of knowledge, cultural, language, and socioeconomic backgrounds into this lesson plan.

**Alternative format:** Instead of written reflection, you can respond to each one of these questions by video recording your responses.

Guided Questions	Reflections
<i>Describe the information from <b>ELL Shadowing</b> and how you did use it in this lesson plan, be specific. <b>U5.7</b></i>	
<i>Describe the information from the <b>Interviews</b> and how you did use it in this lesson plan, be specific.</i>	
<i>Describe the information from <b>Community Scanning</b> and how you did use it in this lesson plan, be specific.</i>	
<i>Describe how small group discussions with your peers helped you to identify students' funds of knowledge for this lesson plan.</i>	
<i>What helped you learn how to embed students' funds of Knowledge into your lesson plan, Is there anything that would have better helped you to integrate students' Funds of Knowledge into your lesson plan?</i>	

## APPENDIX C

### Week 6 Asynchronous Module Task/Discussion: Designing Culturally Responsive and Relevant IEP Template

You have two options to complete this module. Choose one of the following:

**Option 1: Conference Attendance & Reflection:** Attend one of the following conferences or keynote sessions:

- PRISM ED Conference OR CA CEC Conference

After attending, complete a reflection form to analyze how this experience informs your teaching, particularly in relation to working with English Language Learners (ELLs).

Reflection Questions:

1. What were your key takeaways from the session (s)?
2. How did the conference expand your understanding of supporting English Language Learners?
3. What strategies or insights did you gain that you can apply to your teaching?
4. Did the session challenge or change any of your previous beliefs about inclusive education? If so, how?
5. How will this experience impact your approach to working with diverse learners?

**Option 2: Asynchronous Module – Culturally Sustaining IEPs (*Can be completed with a peer*):**

This asynchronous module aims to improve your understanding of Culturally Relevant and Sustainable IEPs through readings, videos, and discussions.

Tasks:

1. Watch Webinar by Dr. Barrio (45 Minutes): Watch Dr. Brenda Barrio's webinar and focus on how she explains the Culturally Responsive and Relevant IEP Builder (CRRIB). Pay extra attention to the case study about a student named Edua Eduardo, which is also covered in the article titled "*Designing Culturally Responsive and Relevant Individualized Educational Programs*".
2. Read Article #1 "Developing Collaborative Partnerships With Culturally and Linguistically Diverse Families During the IEP Process." This reading discusses how to build strong partnerships with culturally and linguistically diverse families during the IEP process, contributing to developing culturally sustaining IEPs.
3. Read Article #2: "Designing Culturally Responsive and Relevant Individualized Educational Programs." This reading delves into the practical application of designing culturally responsive and relevant IEPs. Pay special attention to the example of the Matrix for The Culturally Responsive and Relevant Builder Tool (CRRIB) model used to evaluate Eduardo's literacy goals (Table 3)

Task Completion: After completing the readings and the webinar, please do the following:

1. Write Two IEP Goals: Using the CRRIB IEP builder template and Eduardo's literacy goals as a guide; write two IEP literacy goals for your focus student based on your ELL shadowing. These goals should target sustaining the student's cultural and linguistic diversity, aligning with the CRRIB IEP builder template. Refer to Table 3 in the article and answer all the questions in the template. You can also review Dr. Barrio's webinar after minute 27 for further explanation.

- a. You can collaborate with peers, providing feedback and support to each other in completing the tasks. Just add the name of the peer collaborator(s) you worked with to the template.
2. Respond to the Discussion Prompt: After completing the CRRIB template, please respond to the following prompt: " *What strategies have you found helpful in creating culturally sustaining IEPs that respect and celebrate the student's cultural and linguistic diversity? How do you navigate potential challenges or barriers in this process, and what resources or support do you find most helpful in overcoming them?*"
- This module provides knowledge and skills to develop culturally sustaining IEPs, promoting classroom inclusivity and equity. I look forward to reading your responses.

**Designing Culturally Responsive and Relevant IEP Template**

*(Based on Barrio et al., 2017)*

Cultural Consideration		
Answer the questions below:	Annual IEP Goal 1:	Annual IEP Goal 2:
How does the Goal maintain the students' and families' cultural competence and ensure they have a voice in the process?		
How Does the Goal use the student's prior experiences?		
How Does the Goal take into consideration the student's family's frame of reference?		
How Does the Goal capitalize on the student's performance style and maximize the student's intellectual, social, and physical capabilities and gifts?		
How Does the Goal facilitate student success by defining success in collaboration with his family?		
<p><b>Response to Discussion Prompt:</b> In developing culturally sustaining IEPs, what strategies have you found most effective in ensuring that the student's cultural and linguistic diversity is respected, celebrated, and leveraged to promote their academic success? How do you navigate potential challenges or barriers in this process, and what resources or support do you find most helpful in overcoming the</p>		

## APPENDIX D: CASE FILE REVIEW ASSIGNMENT

**Purpose:** This assignment aims to collect, analyze, and use data about an ELL student with a disability to inform instruction. The assignment has 2 components: (a) File Review and (b) Determining Language Proficiency

**You have two options to complete this assignment:**

**Option 1:** Use the case studies provided on Canvas.

**Option 2:** Review the actual files of one of your own students (if you are the teacher).

### **Directions for Option 1**

1. Choose a Case study provided under the Adapted Case File Assignment Module
2. Read the chosen case study file review.
3. Read the article, *Examining IEPs of English Learners with Learning Disabilities for Cultural and Linguistic Responsiveness*.
4. Write a paper using the following **headings**:

#### **1. Overall Summary of Student**

1. Write a brief paragraph that includes a description of the age and grade of the student, the type of disability the student has, the language spoken both in the home and in school, and the number of years the student has been in school in the U.S. Be sure also to discuss how many years the student has been receiving special education services and the type of services.
1. What special education testing information are you able to find on the case file? Are there any notes on whether the student was tested in his or her primary language?

#### **1. Language Proficiency**

1. First Language: What previous and current scores are documented, mentioned in the case file with regard to L1 proficiency?
1. Second Language: What ELL level is indicated mentioned in the student's case file? Are there any scores documented on the file with regard to L2 proficiency? (ELPAC, CELDT)
1. **What oral language recommendations do you have for the teacher to instruct this student? Why?**

#### **1. Reading**

1. First Language: Record any information you can find about the student's L1 (Native Language) reading.
1. Second Language: Record all information you can find about the student's L2 (English) reading.
1. **What reading recommendations do you have for the teacher to instruct this student? Why?**

#### **1. Written Language**

1. First Language: Record any information you can find about the student's L1 writing.
1. Second Language: Record all information you can find about the student's L2 writing.
1. **What written language recommendations do you have for the teacher to instruct this student? Why?**

#### **1. Content Area-** Pick one (1) area other than language arts, e.g. math, history, science.

1. First Language: Record any information you have about the student's L1 skills in 1 other academic area.
1. Second Language: Record any information you have about the student's L2 skills in the same academic area.

1. **What content area recommendations do you have for the teacher to instruct this student?** Discuss why you are making these recommendations.
1. Needed Information- Was there information you wanted that you did not find? Explain why you want this information.
1. Questions- What questions do you still have about this student?
1. Plans- What information did you learn that will enhance your ability to plan and teach a lesson?
1. Discuss- How did the article relate to the File Review you were provided?
1. Apply- Use the IEP Document Analysis Tool to score the information provided in the File Review and discuss your findings.
1. Closing- write a concluding paragraph discussing this experience. What was the experience like? What did you learn? How will this experience inform your behavior as a teacher?

### **Directions for OPTION 2**

- Choose a student **in your area of specialization** for the Case Study and subsequent Lesson Plan who is an English Learner with an IEP. Be sure you have access to the student's classroom(s), CUM file, IEP or IFSP, and **all test data for the student (previous and current. Do not forget the SBAC).**
- **Review SAMPLE 1 and SAMPLE 2 file reviews if you need an example**
- **Write a summary of your file review as described below. Please use the same numbers, headings, and subheadings on your paper.**

#### **1. Introductory Paragraphs**

- a. Write a brief paragraph that includes a description of the age and grade of the student, the type of disability the student has, the language spoken both in the home and in school, and the number of years the student has been in school in the U.S. Be sure also to discuss how many years the student has been receiving special education services and the type of services.
- b. What special education testing information are you able to find on the Initial IEP, which describes the testing for placement in special education and all subsequent IEPs? Of particular importance is whether the student was tested in his or her primary language. Report any test scores, previous and current.
- c. How do previous and current IEPs address the fact that this is an ELL student? Be sure to check the Goals and Objectives section

#### **2. Language Proficiency**

- a. First Language: What previous and current scores are documented on the IEP or CUM with regard to L1 proficiency? Report any and all test scores, previous and current.
- b. Second Language: What ELL level is indicated in the student's IEP or CUM file? What scores are documented on the IEP or CUM with regard to L2 proficiency? (ELPAC, CELDT) Report any and all test scores, previous and current.
- c. **What oral language recommendations do you have for the teacher to instruct this student? Why?**

#### **3. Reading**

- a. First Language: Record any information you can find about the student's L1 (Native Language) reading. Include informal tests, standardized tests, anecdotal information, etc. Report any and all test scores, previous and current.

- b. Second Language: Record all information you can find about the student's L2 (English) reading. Include informal tests, standardized tests, anecdotal information, etc. Report any and all test scores, including SBAC/SBA, previous and current.
- c. **What reading recommendations do you have for the teacher to instruct this student? Why?**

#### 4. Written Language

- a. First Language: Record any information you can find about the student's L1 writing. Include informal tests, standardized tests, anecdotal information, work samples, etc. Report any and all test scores, previous and current.
- b. Second Language: Record all information you can find about the student's L2 writing. Include informal tests, standardized tests, anecdotal information, work samples, etc. Report any and all test scores, including SBAC/SBA, previous and current.
- c. **What written language recommendations do you have for the teacher to instruct this student? Why?**

#### 5. Content Area- Pick one (1) area other than language arts, e.g. math, history, science.

First Language: Record any information you have about the student's L1 skills in 1 other academic area. Include informal tests, standardized test, grades, work samples, etc. Report any and all test scores, previous and current.

- a. Second Language: Record any information you have about the student's L2 skills in the same academic area. Include informal tests, standardized test, grades, work samples, etc. Report any and all test scores, including SBAC, previous and current.
- b. What content area recommendations do you have the teacher to instruct this student? Why?

#### 6. Write a paper that summarizes your findings and where the information came from.

- Was there information you wanted that you did not access?
- What additional information did you learn that will enhance your ability to plan and teach your lesson?

#### 7. Upload your paper as a **Word document or pdf.**

#### **Alternative Directions for DHH Students**

If you are collecting, analyzing, and using data about an ELL student who is deaf or hard of hearing to inform instruction.

### **APPENDIX E: Centering the Curriculum Around Students Funds of Knowledge**

In this activity, you will center your student's Funds of Knowledge around the curriculum by filling out Centering the Curriculum Around Students Funds of Knowledge Graphic Organizer.

Please follow the steps below to complete this assignment:

- Step 1: Downland Centering the Curriculum Around Students Funds of Knowledge Graphic Organizer from Canvas.
- Step 2: Review the example provided during lectures related to embedding Funds of Knowledge into the curriculum.

- Step 3: Discuss possible interpretations of these artifacts and consider how they relate to the funds of knowledge of their students.
- Step 4: Describe the specific Funds of Knowledge of your students you learned during your interaction with families by Creating 3 statements about your students: “My students may know about ....” Or “My students are ....” (first page of the graphic organizer)
- Step 5: Discuss possible ways to integrate student's funds of knowledge into instructions
- Step 6: Fill out the TEMPLATE (Each group member will fill out their own template).
- Step 7: Upload a completed template to the "Funds of Knowledge into the Curriculum graphic organizer assignment portal (Each group member uploads their own).

**Central Question:** What might your student’s Funds of Knowledge look like in the content areas?

For example, you may identify your students' Funds of Knowledge as soccer.

Go beyond just recognizing their interest in soccer and delve into the specific skills and knowledge they bring to the classroom related to soccer, such as team collaboration, taking turns, comprehending rules, and conflict resolution. How can you harness and leverage these existing Funds of knowledge to inform your instructional design, embedding these valuable skills derived from soccer?

Furthermore, consider how you would use these Funds of Knowledge to shape the classroom environment, including grouping strategies, classroom jobs, and classroom rules. Additionally, reflect on how these soccer-related skills can enhance social interactions and communication in the classroom, extending beyond content areas. Remember, it is more than creating word problems related to soccer. What is this student’s accumulated knowledge from soccer?

**Your focus student (e.g., disability category, ELD level, and grade level):**

**Please create three statements about your students like “My students may know about ....” Or “My students are ....”**

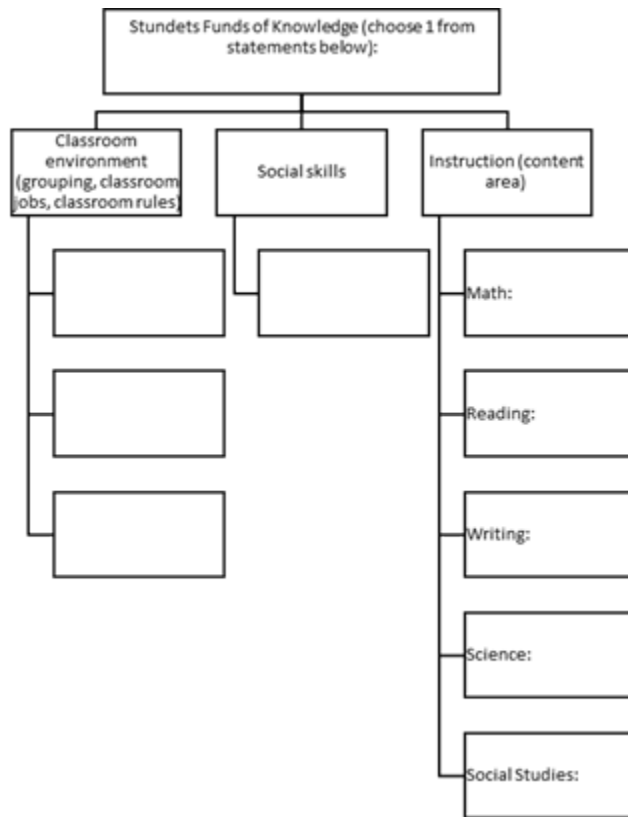
**1:**

**2:**

**3:**

**Centering the Curriculum Around Students Funds of Knowledge Graphic Organizer**

**(Deniz, Antill, &Spies, 2022)**



## APPENDIX F: Parent Panel Reflection

**After hearing the culturally and linguistically diverse parents' experiences and perspectives, take a moment to reflect on what stood out to you the most.**

**How did the parent experiences expressed by the parents:**

- What themes surfaced for you across the experiences today's parent panel shared?
- Presented an idea or information that *connects* with what you already know
- Presented an idea or information that *extends* your thinking in new directions
- Elicited *challenges* in your mind from the ideas and information presented

## APPENDIX G: Conducting Student and Parent Interviews Assignment

For the purpose of this assignment, you are expected to conduct one funds of knowledge discussions/interviews with students and families (if possible). This could be done virtually or in person. **In order to complete this interviews or discussions with your ELL student please follow the steps below:**

- Step 1: Set up a time to talk (informal)
- Step 2: Review Possible Interview Questions (SPED 416).pdf
- Step 3: Meet with your student.
- Step 4: Respectfully, ask questions that allow your student to discuss areas around Some of the topics are:Home Language , Family Values and Traditions , Caregiving , Friends and family . Family Outings , Household Chores , Educational Activities , Favorite TV Shows , Family Occupations , Scientific Knowledge , Interests, hobbies and activities, Social networks
- Step 5: Use the Funds of Knowledge Interview and Reflection Matrix
- Step 6: Review the Sample Funds of Knowledge Chart
- (This does not rely on a new template but will provide you with ideas)
- Step 7: Organize your interview notes by filling out the Funds of Knowledge Interview and Reflection Matrix (Word or Google doc).
- Step 8: Upload the Final version of the **Funds of Knowledge Interview and Reflection Matrix** to Canvas.

**In order to complete this interviews or discussions with family please follow the steps below:**

- Step 1: Set up a time to visit the home or to talk on Zoom, Facetime or with a phone call.
- Step 2: Review Possible Interview Questions (SPED 416).pdf.
- Step 3: Meet with the family member(s).
- Step 4: Respectfully, ask questions that allow the family to discuss areas around some of the topics are: Family history: immigration, labor, education, Life in their country of origin, School system in county of origin, Family life in home country and in the U.S., Attitudes toward schools, Parenting styles, Interests, hobbies and activities, and Social networks
- Step 5: Use the Funds of Knowledge Interview and Reflection Matrix available on Canvas to guide your questions and to take notes.
- Step 6: Review the Sample Funds of Knowledge Chart (This does not rely on a new template but will provide you with ideas)
- Step 7: Organize your interview notes by filling out the Funds of Knowledge Interview and Reflection Matrix (Word or Google doc).
- Step 8: Upload the Final version of the **Funds of Knowledge Interview and Reflection Matrix** to Canvas.

Please see below, if you would like to read and learn more about home visits:

Home Visits How Do They Affect Teachers’ Beliefs about Teaching and Diversity.html OR Lessons at the Kitchen Table.html

**Funds of Knowledge Interview and Reflection Matrix (Deniz, Antill, & Spies, 2022)**

Category	Question	What might you learn?	How would you incorporate it into instruction?
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Home Language			
Family Values and Traditions			
Friends and Family			
Household Chores			
Educational Activities			
Favorite TV shows			
Family Occupations			
Scientific Knowledge			

**APPENDIX Assessing Oral Language Development with SOLOM Rating Scale-In class Activity**

Directions for Administering the SOLOM: Based on your observation of the student, indicate with an "X" across the category which best describes the student's abilities. • The SOLOM should only be administered by persons who themselves score at level "4" or above in all categories in the language being assessed. • Students scoring at level "1" in all categories can be said to have no proficiency in the language.

## **Student Oral Language Observation Matrix (SOLOM)**

The SOLOM is not a test per se. A test is a set of structured tasks given in a standard way. The SOLOM is a rating scale that teachers can use to assess their students' command of oral language on the basis of what they observe on a continual basis in a variety of situations - class discussions, playground interactions, encounters between classes. The teacher matches a student's language performance in a five mains - listening comprehension, vocabulary, fluency, grammar, and pronunciation - to descriptions on a five-point scale for each (See Figure 1). The scores for individual domains can be considered, or they can be combined into a total score with a range of five through 25, where approximately 19 or 20 can be considered proficient. SOLOM scores represent whether a student can participate in oral language tasks typically expected in the classroom at his or her grade level.

Because it describes a range of proficiency from non-proficient to fluent, the SOLOM can be used to track annual progress. This, in turn, can be used in program evaluation, and as some of the criteria for exit from alternative instructional programs. However, to be used for these purposes, it is important to ensure that all teachers who use it undergo reliability training so that scores are comparable across teachers. For this purpose, a training video has been produced by Montebello School District in California.

The SOLOM does not require a dedicated testing situation. To complete it, teachers simply need to know the criteria for the various ratings and observe their students' language practices with those criteria in mind. Therein lies the greatest value of the SOLOM and similar approaches:

- it fixes teachers' attention on language-development goals;
- it keeps them aware of how their students are progressing in relation to those goals; and
- it reminds them to set up oral-language-use situations that allow them to observe the student, as well as provide the students with language-development activities.

While observing, teachers should be attuned to the specific features of a student's speech that influenced their rating. They can use this information as a basis of instruction. The SOLOM is sufficiently generic to be applicable to other language besides English.

The SOLOM is not commercially published. It was originally developed by the San Jose Area Bilingual Consortium and has undergone revisions with leadership from the Bilingual Education Office of the California Department of Education. It is within the public domain and can be copied, modified, or adapted to meet local needs.

<b>SOLOM Teacher Observation Student Oral Language Observation Matrix</b>					
Student's Name:		Grade:		Date:	
Language Observed:		Administered By (signature):			
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>A. Comprehension</b>	Cannot be said to understand even simple conversation.	Has great difficulty following what is said. Can comprehend only social conversation spoken slowly and with frequent repetitions.	Understands most of what is said at slower-than-normal speed with repetitions.	Understands nearly everything at normal speech. Although occasional repetition may be necessary.	Understands everyday conversation and normal classroom discussions.
<b>B. Fluency</b>	Speech so halting and fragmentary as to make conversation virtually impossible.	Usually hesitant; often forced into silence by language limitations.	Speech in everyday conversation and classroom discussion frequently disrupted by the student's search for the correct manner of expression.	Speech in everyday conversation and classroom discussions generally fluent, with occasional lapses while the student searches for the correct manner of expression.	Speech in everyday conversation and classroom discussions fluent and effortless; approximating that of a native speaker.
<b>C. Vocabulary</b>	Vocabulary limitations so extreme as to make conversation virtually impossible.	Misuse of words and very limited; comprehension quite difficult.	Student frequently uses wrong words; conversation somewhat limited because of inadequate vocabulary.	Student occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.	Use of vocabulary and idioms approximate that of a native speaker.
<b>D. Pronunciation</b>	Pronunciation problems so severe as to make speech virtually unintelligible.	Very hard to understand because of pronunciation problems. Must frequently repeat in order to make him/herself understood.	Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding.	Always intelligible, although the listener is conscious of a definite accent and occasional inappropriate intonation patterns.	Pronunciation and intonation approximate that of a native speaker.
<b>E. Grammar</b>	Errors in grammar and word order so severe as to make speech virtually unintelligible.	Grammar and word order errors make comprehension difficult. Must often rephrase and/or restate him/herself to basic patterns.	Makes frequent errors of grammar and word order that occasionally obscure meaning.	Occasionally makes grammatical and/or word order errors that do not obscure meaning.	Grammar and word order approximate that of a native speaker.

## APPENDIX I: MLL/ELL Shadowing Observation Assignment

**Purpose:** The purpose of this assignment is to allow you to see first hand the oral language development opportunities that are experienced by an ELL student.

**Please review the information for additional information:**

- **Video: Refocusing Our Attention on Multilingual Learners via Shadowing \_ Ivannia Soto**
- **Podcast: EL Shadowing as a Catalyst for Change by Ivanna Soto**

**Directions:**

- **Step 1: Schedule the Shadowing**
  - Arrange a time to shadow a Multilingual Learner (ML) with a disability for 2 hours.
  - If you do not have access to a student, please contact me, and I will assist you in finding a student to shadow.
- **Step 2: Prepare the Necessary Materials**
  - Download the MLL (ELL) Shadow Protocol Forms for Academic and Non Academic Speaking and Listening
  - Additional resources, including templates and a letter for administrators (if required), are also provided on Canvas.
- **Step 3: Conduct the Shadowing Observation**
  - Observe the oral language and listening practices of the student for 2 hours, using 5-minute intervals to document your observations.
- **Step 4: Collect and Organize Data**
  - Use the **comment section** on the ML Shadow Protocol Form to summarize the patterns and key insights from your observation (What is happening beyond the top of the 5 minutes; What is confusing the student or if they are struggling; Positives about the teacher and/or student; *this will help to write your final reflection*).
  - Tally the types of speaking and listening you observe (nonacademic speaking, academic speaking, listening, not listening).
  - Graph the data you collected during the observation to visually represent your findings.
- **Step 4: Reflect and Summarize Your Findings**
  - Write a reflection on your shadowing experience, focusing on what you learned and how it informs your understanding of ML students with disabilities.
- **Step 5: Submit Your Work**
  - The completed **ML Shadow Protocol Forms** (Academic and Non-Academic Speaking and Listening).
  - Your final **reflection**.
  - Upload the following to the assignment portal on Canvas:
- Using the student you have chosen for your Case Study, you will monitor the oral language and listening practices of the student.

- You will follow the student for at least 2 hours, at 5 minute intervals, while the student is in school.

See below for Sample Reports on Canvas

## MLL/ELL Shadowing Observation Tool

Shadowing Task \_\_\_\_\_ Observer: \_\_\_\_\_ Due: \_\_\_\_\_

Student: \_\_\_\_\_ School: \_\_\_\_\_

English Proficiency Level \_\_\_\_\_ ELA (3-8) Score \_\_\_\_\_ Math (3-8) Score \_\_\_\_\_

Gender: \_\_\_\_\_ Grade: \_\_\_\_\_ Years in US schools: \_\_\_\_\_

Time	Activity/ Location of Student	Academic Speaking	Academic Listening	Student is Not Speaking or Listening (Check one)
		1- Student to student 2- Student to teacher 3- Student to small group 4- Student to whole class 5- Teacher to student 6- Teacher to small group 7- Teacher to whole class	1- Student listening mostly to student 2- Student listening mostly to teacher 3- Student listening mostly in a small group 4- Student listening mostly in a whole class setting	1- Reading or writing silently 2- Student is off-task 3- Other:
		Qualitative observations		
		1- Student to student 2- Student to teacher 3- Student to small group 4- Student to whole class 5- Teacher to student 6- Teacher to small group 7- Teacher to whole class	1- Student listening mostly to student 2- Student listening mostly to teacher 3- Student listening mostly in a small group 4- Student listening mostly in a whole class setting	1- Reading or writing silently 2- Student is off-task 3- Other:
		Qualitative observations		

### APPEEDIX J: SMALL GROUP DISCUSSIONS

**SMALL GROUP DISCUSSION 1:** This is a group activity and will be completed during class.

**Purpose:** Recognize our own values and implicit and explicit biases and the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning.

**Directions:** Please complete the steps below to complete this task.

- **Step 1:** Discuss who will be in charge of recording in your small group.
- **Step 2:** Start recording (Zoom; Panopto; or using your cellphone)
- **Step 3:** Have the discussion for 15-20 minutes; **there are three requirements for this discussion:**
  - Discuss 3 areas of growth that you currently don't feel fully prepared yet from Part II of the course introductory survey. Survey items can be found [HERE](#) for your reference.
  - Discuss successes, challenges, and action plans for growth using annotated articles from this week's 3 readings. How can you use the information presented in these articles to take action to improve your skills in working with ELLs?
  - Discuss personal biases and pre-determined beliefs and how these impact our interactions with our students and teaching practices, such as how your own experiences, values, beliefs, and stereotypes influence the way you behave in the classroom. How do your own experiences, values, beliefs, and stereotypes influence your knowledge and understanding of groups that are racially different from your own?
- **Step 4:** Stop recording and save it.
- **Step 5:** Upload the recording to the assignment portal on Canvas under Small Group Discussion #1 (one group member-only). Include all group members' names.
- **Step 6:** Upload pictures or a soft copy of annotated notes from articles [HERE](#).

Note: Your instructor will watch recorded discussions and grade for engagement and collaboration.

### **SMALL GROUP DISCUSSION 2**

**This is a small group activity that will be completed during class.**

**You have been collecting data about your ELL student. In this discussion, you will analyze the data collected from ELL shadowing activity.**

- Step 1: Start recording (see Canvas for notes about Panopto, Zoom breakout room, or using your cellphone)
- Step 2: Please describe what you learned after spending at least two hours accompanying a student with a disability who is learning English. Specifically, address the following three points:
  - What did you observe particularly related to **academic oral language and their listening practices** in English?
  - Additionally, consider the opportunities available to EL students to use language at school.
  - Finally, how can you use the insights gained from this experience to initiate changes in instructional practices?
- Step 3: Upload your recording to Canvas

### **SMALL GROUP DISCUSSION 3**

As part of your efforts to support your ELLs, you have been gathering data about them. This discussion will focus on analyzing the data that was collected during the community scanning activity.

**One group member (Group Leader) should record the discussion and upload it.**

**Here are the steps you need to follow:**

**Step 1: Share your pictures** Each group member shares the pictures they took during their community scan (or from virtual Google Maps scanning).

**Step 2: Analyze from an asset perspective** As a group, discuss what strengths and resources are visible in these photos. What do they say about the community?

**Step 3: Interpret the photos** What do these images reveal about your students' cultural, linguistic, or social experiences? How do they connect to the idea of *funds of knowledge*?

**Step 4: Identify patterns** Are there any common themes across the photos (e.g., types of businesses, places of worship, community spaces, signs of celebration or resilience)?

**Step 5: Share what you learned from family interviews**

What specific funds of knowledge did you uncover during your student or family interviews? How do they connect to what you observed in the community?

**Step 6: Reflect on the Process** Each group member should briefly reflect on: What challenges did you face during the scanning activity? Did you use the checklist beforehand?

**Step 7: Upload the Video** The **Group Leader**, who recorded the session, should upload the video recording of your discussion.

**Be sure to include the full names of all group members who participated in the discussion** in the description when uploading.

#### **SMALL GROUP DISCUSSION 4**

- Step 1: Download Centering the Curriculum Around Students' Funds of Knowledge Graphic Organizer from Canvas.
- Step 2: Review the **example** provided during lectures related to embedding Funds of Knowledge into the curriculum.
- Step 3: Start recording (see Canvas for notes about Panopto or using your cellphone)
- Step 4: Have the discussion; there are **three requirements**:
  - Describe what funds of knowledge you identified related to your EL student based on the data collected. Create 3 sentences about your student (See graphic organizer 1st page for an example).
  - Explain how these funds of knowledge can be incorporated into classroom instruction and how this information can be used to enhance the instruction of the student and collaboration with the family.
  - Provide feedback to your group members related to how else they can embed their students' funds of Knowledge into their instructions.
- Step 5: Fill out the TEMPLATE (Each group member will fill out their own template related to their lesson plan and the student they shadowed). Upload a completed template to Centering the Curriculum Around Students Funds of Knowledge Graphic Organizer assignment portal (**Each group member uploads their own**).
- Step 6: Upload the recording of this session to the assignment portal on Canvas Small Group Discussion #4(one group member-only).

# APPEENDIX K: Leveraging Students' Cultural and Linguistic Repertoires through Funds of Knowledge and Cultural Wealth



## Funds of Knowledge

SPED 416  
Week 4  
Fatmana K. Deniz, PhD

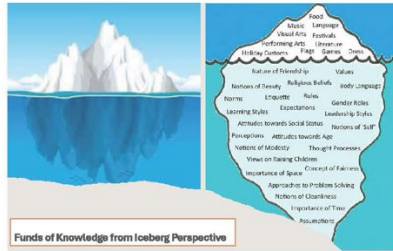
### Agenda

- Q&A
- Funds of Knowledge Lecture
- Funds of Knowledge In-class Activity
- Review CASE study assignment
- Preview of Next Week



Business/ Announcements/ Questions?

What does this picture remind you of in terms of working with students with disabilities/ who are ELs?



### CULTURE TREE ACTIVITY

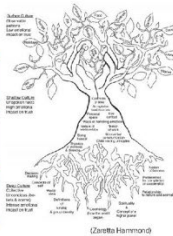
Understanding the Tree Structure:

Your Task:

- **Leaves (Surface Culture):** Represent observable and concrete elements of culture, such as food, dress, music, and holidays.
    - Write or draw examples of **Surface Culture** on the leaves.
  - **Trunk (Shallow Culture):** Represents unspoken social rules and norms, including attitudes toward others, friendship, time, and personal space.
    - Add aspects of **Shallow Culture** to the trunk.
  - **Roots (Deep Culture):** Represent deeper beliefs, values, and worldviews, including ethics, spirituality, and ideas about harmony (competition vs. cooperation).
    - Engage & Share
- (Zaretta Hammond)

### CULTURE TREE

- Surface culture:** observable and concrete elements of culture (food, dress, music, and holidays).
- Shallow culture:** unspoken rules around everyday social interactions and norms (attitudes toward others, nature of friendship, concepts of time, personal space between people)
- Deep culture:** tacit knowledge and unconscious assumptions that govern our worldview, contains the cosmology (view of good or bad) that guides ethics, spirituality, health, and theories of group harmony (i.e., competition or cooperation)



How does everyone feel about working with Students who are Learning English?



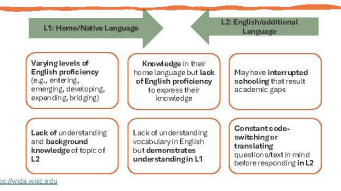
### Lesson and Language Objectives

**Lesson Objective:** You will **Define and describe** Funds of knowledge. **Identify** your own funds of knowledge. **Discuss** methods to learn about the funds of knowledge that students bring into the classroom.

**Language Objective:** You will **read** about funds of knowledge, **analyze** discuss their own experiences in pairs or groups, and write a reflection on how these experiences shape learning and teaching. In small groups, you will collaborate and brainstorm different methods to learn about students' funds of knowledge and record their ideas in a shared document or whiteboard for class discussion.

re

## Characteristics of Students who are Learning English



## Challenges to Consider

ELLs bring a variety of **cultural, academic, and linguistic assets** to the classroom

May have **multiple identities** (e.g., disabilities, gifts and talents)

Teachers do not feel prepared to respond to diverse needs as well as **language learning process**

Develop IEPs for students with disabilities who are ELL that is **inclusive of students' both needs**

How do we improve the **knowledge and skills of teachers** to serve students who are learning English?

How do we improve the **outcomes for students who are learning English?**

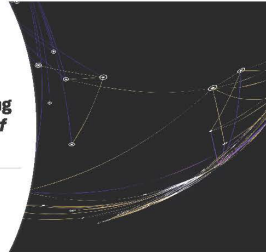
Geisell Tyler, 2010; Krupar, 2015; Krupar et al., 2014

## Effective Strategies for ELLs



## How do we do all of those?

## Through understanding their Funds of Knowledge



## Group Activity: Thin-Pair-Share

### "Activating-Linking Prior Knowledge"

Form groups of three and discuss the following questions:

- Did anything stand out from the readings?
- What do you know about Funds of Knowledge?
- What would you like to learn about Funds of Knowledge?

One or all of you can share your group's ideas with us :)

## Reading Reflections



### Using Funds of Knowledge to Identify Bilingual Students' Gifts and Talents: The Role of Home Yields

The purpose of this article is to explore the role of home yields in identifying gifts and talents with bilingual students through a model based on Funds of Knowledge. The purpose of this article is to explore the role of home yields in identifying gifts and talents with bilingual students through a model based on Funds of Knowledge. The purpose of this article is to explore the role of home yields in identifying gifts and talents with bilingual students through a model based on Funds of Knowledge.

## Reading Reflection

### Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms

Leticia C. Moll, Cathy Amantí, Deborah Heff & Norma González  
To cite this article: Moll, L. C., Moll, C., Amantí, C., Heff, D., & González, N. (2012). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. Theory Into Practice, 51(2), 122-131. doi: 10.1080/00457330.2012.681243

## What is Funds of Knowledge?

Funds of knowledge refer to an **individuals historically accumulated, culturally developed set of abilities, strategies, or bodies of knowledge** (Gonzalez et al., 2006).







LLS Listening to English - 1998

Time	Code	Speaker	Mostly to Whom?	Primary Speaker	Mostly to Whom?	Comments
0:00						
0:05						
0:10						
0:15						
0:20						
0:25						
0:30						
0:35						
0:40						
0:45						
0:50						
0:55						
1:00						
1:05						
1:10						
1:15						
1:20						
1:25						
1:30						
1:35						
1:40						
1:45						
1:50						
1:55						
2:00						

LLS Listening to English - 1998

Time	Code	Speaker	Mostly to Whom?	Primary Speaker	Mostly to Whom?	Comments
0:00						
0:05						
0:10						
0:15						
0:20						
0:25						
0:30						
0:35						
0:40						
0:45						
0:50						
0:55						
1:00						
1:05						
1:10						
1:15						
1:20						
1:25						
1:30						
1:35						
1:40						
1:45						
1:50						
1:55						
2:00						

## Monitoring Language

- Monitor for the primary student occurring at the top of the 5-minute interval.
- Not the entire 5-minute box.
- Not a running record.
- Use codes for every 5-minute interval monitored.

## Codes for Speaking

Primary Speaker	Mostly to Whom?	Primary Speaker	Mostly to Whom?
Your Student	1. Student 2. Teacher 3. Small Group 4. Whole Class	Teacher	5. Student 6. Small Group 7. Whole Class

## Codes for Listening

Primary Listener	Listening Mostly to Whom?
Your Student	1. Student 2. Teacher 3. Small Group 4. Whole Class

## Comment Section

What is happening.

---

Student is struggling or confused

---

What happens beyond top of 5 min.

---

Basic Interpersonal Communication Skills (BICS) used instead of Cognitive Academic Language Proficiency (CALP).

---

Positives about teachers and/or student.

## Tally Responses

- Tally number of responses for
  - Academic speaking
  - Non-Academic speaking
  - Listening
  - No/not listening
  - Comments

## Tally Responses 2

- Academic Speaking:
  - Count number of boxes checked off for:
    - Student to student
    - Student to teacher
    - Student to small group
    - Student to whole class
    - Teacher to student
    - Teacher to small group
    - Teacher to whole class

## Tally Responses 3

- Academic Listening:
  - Count number of boxes checked off for:
    - Student to student
    - Student to teacher
    - Student to small group
    - Student to whole class

## Tally Responses 4

- **Non-Academic Speaking:**
  - Count number of boxes checked off for:
    1. Student to student
    2. Student to teacher
    3. Student to small group
    4. Student to whole class
    5. Teacher to student
    6. Teacher to small group
    7. Teacher to whole class

## Tally Responses 5

- **Non-Academic Listening:**
  - Count number of boxes checked off for:
    1. Student to student
    2. Student to teacher
    3. Student to small group
    4. Student to whole class

## Tally Responses 6

- **Student not listening/no listening:**
  - Count number of boxes checked off for:
    1. Reading or writing silently
    2. Student not listening (off task)

## Summarize Comments

- **Comments:**
  - Summarize all comments from comment section.



## Don'ts

- Focus on teacher or other students.
- Try not to let student or teacher know who or why you are shadowing.
- Sit too close to student.
- Interact with the student.
- Don't critique, analyze, interpret, what the teacher says or doesn't say.



## Do

- Document just what you observe and/or hear.



## Outcomes of Shadowing

- Allows educator to see firsthand the use of or lack of academic oral language development opportunities experienced by
  - ELLs and other students in a classroom setting.
  - As well as outside the classroom (typically).



## Preview of Next Week

- On Campus
- Complete Weekly Readings and be Ready to Discuss

# APPEENDIX L: Centering the Curriculum Around Funds of Knowledge Lecture

## Centering the Curriculum Around Students Funds of Knowledge

SPED 416

Fatma K. Deniz, PhD

### Today's Class

1. First 30 Minute Activity
2. Welcome, Questions, Assignments
3. Centering the Curriculum Around Students Funds of Knowledge Lecture
4. Small group discussion#3 (Community Scanning)

### First 20 Minutes

#### Chapter 9

Home Is Where the Heart Is: Planning a Funds of Knowledge-Based Curriculum Module

Patricia Sandrow-Taylor  
Texas A&M University

**Read:** Home Is Where the Heart Is: Planning a Funds of Knowledge-Based Curriculum Module

**We will be discussing:** In the chapters, and consider the following three questions in your reflection:

- What part of Patricia Sandrow-Taylor's approach to planning or implementing the construction module stood out to you the most, and why?
- What is one specific strategy or idea from this chapter that you could apply to your own teaching, particularly in creating a more inclusive or community-connected curriculum?
- How has this chapter influenced your understanding of what it means to create a culturally relevant or community-responsive curriculum?

### Reading Reflection

#### Chapter 9

Home Is Where the Heart Is: Planning a Funds of Knowledge-Based Curriculum Module

Patricia Sandrow-Taylor  
Texas A&M University

**What part of Patricia Sandrow-Taylor's approach to planning or implementing the construction module stood out to you the most, and why?**

**What is one specific strategy or idea from this chapter that you could apply to your own teaching, particularly in creating a more inclusive or community-connected curriculum?**

**How has this chapter influenced your understanding of what it means to create a culturally relevant or community-responsive curriculum?**

### Let's Review!!!

- 42% of my students were Native American Tribal and about 50% were Hispanic.
- Teachers conduct a home visit
- Collected field notes
- Families have experience with "building and construction"
- Create a learning module based on the concept of "construction"
- **Planning phase (Home art labels)**
  - Interview my ways that we could tap into the knowledge that my students already had
  - Students to survey their parents to see what they had built and have some of the parents come into the classroom to be expert consultants
  - Compare and contrast their homes with those of their grandparents.
- **Implementation phase**
  - Integration of theory collaborated with the school librarian in collecting a set of literature related to the theme of construction
  - read one of these books to my students every day before beginning work related to the construction module to provide context for the learning that would occur
- **Reflection**
  - My students were engaged to higher levels of literacy and numeracy during this module because I had provided them with multiple access to the content
  - My students exhibited significant growth in knowledge and vocabulary during their construction study
  - The planning became the heart of the experience.

### Tigsaw Reading: Background Building Activity (20 Minutes)

#### JOLLE@UGA

JOURNAL OF LITERACY EDUCATION @ UNIVERSITY OF GEORGIA

**Enhancing Student Learning Through Home-School Connections and Building on All Students' Sociocultural Funds of Knowledge**

Patricia Sandrow-Taylor

**Get into groups of 5-6. Each member is assigned from the article: *Background Building: A Practical Approach to Home-School Connections* from *Journal of Literacy Education* (Vol. 40, No. 1, 2008) or *Home Is Where the Heart Is: Planning a Funds of Knowledge-Based Curriculum Module* from *Journal of Literacy Education* (Vol. 40, No. 1, 2008).**

**Each person in your group will read a different sub-section from the article. Discuss the reading with the table.**

- **Person 1:** Home-School Connection: Introduction (pg. 111)
- **Person 2:** Home-School Connection: Introduction (pg. 112)
- **Person 3:** Classroom Applications: Models for Evaluation (pg. 113)
- **Person 4:** Classroom Applications: Conclusions and Reflections (pg. 114)
- **Person 5:** Long-Term Effects on Instructional Practice (pg. 115)

**Headlines for discussion on the table and notes:**

- What is the teacher doing?
- What did the teacher learn from the student family?
- How did it impact teaching or learning?

**Share with your group:**

- Role-plays summarizing what you read
- Also group discuss what these stories show about the power of home-school connections.

### Tigsaw Reading: Background Building Activity (20 Minutes)

**Guiding Questions for Whole Group Debrief:**

1. What stood out to you in the reading?
2. What are examples of funds of knowledge you can imagine learning during a home visit?
3. How can such knowledge benefit lesson planning?
4. How can funds of knowledge identified during home visits transform classroom teaching?

### Let's Dive into Funds of Knowledge

How it connects to classroom instruction....

### Parts of I-CARE PROCESS

### Methods

Community Scan

Surveys and Interviews

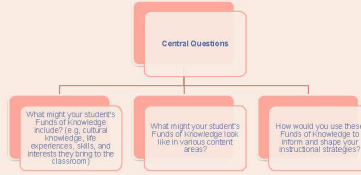
Home Visits

Language Maps

Bibliotherapy

Observations

### Centering the Curriculum Around Students' Funds of Knowledge



### Reflecting on Your Interview Experience

Category	Possible Question	What Might You Learn?	How Could You Use This in Teaching?
Family Occupations	What does someone in your family do for work, and what do you find interesting about it?	How the family's work environment influences the child's aspirations, knowledge about specific careers.	Create real-world problems tied to the family's occupation, such as calculating income, budgeting, or scheduling.
Favorite TV Shows/Movies, etc.	What is your favorite show, YouTube channel, or video game, and why?	Child's hobbies, interests.	In reading, analyze story elements from their favorite show (characters, plot, theme). In math, use game strategies to introduce probability or logic-based puzzles.
Household Chores	What chores does your child enjoy helping with?	Child likes to help with cooking or cleaning.	Incorporate cooking-related activities in math lessons (e.g. measuring ingredients, fractions) or use it as a theme for problem-solving scenarios that highlight planning and organization skills.

### Reflecting on Your Interview Experience

Even though you may not have been able to visit your student's home, how did your interview help you learn about their cultural and linguistic resources—what stood out to you? How does this connect to the idea of "funds of knowledge" as described in the reading?

### Reflecting on Your Interview Experience

After reading about Natalia and Carlos, how does this article help you better understand the value of your own student's parent interview? What insights from the reading can support how you use what you learned to inform your teaching?

### SOME EXAMPLES.....

- Category: Family Occupations**  
**Possible Question:** What does someone in your family do for work, and what do you find interesting about it?  
**What Might You Learn?** How the family's work environment influences the child's aspirations, knowledge about specific careers.  
**How Could You Use This in Teaching?** Create real-world problems tied to the family's occupation, such as calculating income, budgeting, or scheduling, ask students to write a "day in the life" story inspired by a family member's job.
- Category: Favorite TV Shows/Movies, etc.**  
**Possible Question:** What is your favorite show, YouTube channel, or video game, and why?  
**What Might You Learn?** Child's hobbies, interests.  
**How Could You Use This in Teaching?** In reading, analyze story elements from their favorite show (characters, plot, theme). In math, use game strategies to introduce probability or logic-based puzzles.
- Category: Household Chores**  
**Possible Question:** What chores does your child enjoy helping with?  
**What Might You Learn?** The child likes to help with cooking or cleaning.  
**Strengths or Assets Revealed:** Responsibility, teamwork, and life skills.  
**How Could You Use This in Teaching?** Incorporate cooking-related activities in math lessons (e.g. measuring ingredients, fractions) or use it as a theme for problem-solving scenarios that highlight planning and organization skills.

### Applying Funds of Knowledge "From previous students' work"

<b>Agriculture/Gardening</b>	Andy used his own frequently watch nearby together, when he was at the same location. Andy brought some to him and some "Cub Scouts" I saw him "teaching his grandparents" a young child. He enjoys building bridges and engineering jobs.	Students likely covered the life cycle of plants in elementary school, but they can discuss from machinery rather and when to plant, and how food from the farm goes to the table. Examine irrigation patterns and cultural techniques in geographic lessons. Students can create a map that highlights their family's origins.	Andy used his own frequently watch nearby together, when he was at the same location. Andy brought some to him and some "Cub Scouts" I saw him "teaching his grandparents" a young child. He enjoys building bridges and engineering jobs.	In English, Andy can use his interest in science, like his science, "What if I asked you to design the bridge, and you create a story based on the design of the bridge and how it was built." In history, Andy can use his interest in science, like his science, "What if I asked you to design the bridge, and you create a story based on the design of the bridge and how it was built." In history, Andy can use his interest in science, like his science, "What if I asked you to design the bridge, and you create a story based on the design of the bridge and how it was built."
<b>Geography</b>	His parents were born in Ontario, Ontario, and they were not the children before having her older brother.	Model research, get her Green card to see in the 1970s. This and his family are immigrants who brought their own language and culture. Andy would share his family's experience as a class discussion about the historical context of immigration.		

### Applying Funds of Knowledge

Category	Possible Question	What Might You Learn?	How Could You Use This in Teaching?
<b>Science</b>	What is your favorite science topic or experiment?	Child's interests in science, knowledge about specific scientific concepts.	Use science experiments to introduce math concepts like measurement, data collection, and graphing.
<b>History</b>	What is your favorite historical event or figure?	Child's knowledge of historical events, interest in learning more about the past.	Use historical events to introduce math concepts like fractions, percentages, and data analysis.
<b>Language</b>	What is your favorite book or story?	Child's reading interests, knowledge about different genres and authors.	Use books to introduce math concepts like counting, measurement, and geometry.
<b>Arts</b>	What is your favorite art or craft project?	Child's creative interests, knowledge about different art forms.	Use art projects to introduce math concepts like geometry, measurement, and fractions.

### Reflecting on Your Community Scanning Experience

Looking at your photos and observations, what do they tell you about the cultural, linguistic, and social life of your student's community? What surprised or stood out to you, and why?

## Reflecting on Your Community Scanning Experience

How did your community scan deepen or challenge what you learned in your student or parent interview?  
How do your findings connect to the ideas in our class readings about funds of knowledge and culturally responsive teaching?

## WHAT IS NEXT STEP? APPRECIATE/ANALYZE

WHAT DO YOU THINK WHEN YOU LOOK AT THIS PICTURE?



### What This Picture Might Tell Us



- **Student Voice & Ownership**
- **Cultural Expression** may reflect the diversity and cultural richness present in the school community.
- **Community Pride & Connection** may show a shared investment in the school as a caring and communal space.
- **Learning Beyond the Classroom** a commitment to hands-on, experiential learning—possibly connected to science, sustainability, or food justice themes relevant to the community.
- **Visual Evidence of Inclusion** may signal that linguistic and cultural heterogeneity are being celebrated and made visible.

WHAT DO YOU THINK WHEN YOU LOOK AT THIS PICTURE?



### What This Picture Might Tell Us



- **Celebration & Joy in Community Spaces** may show how families create moments of joy, connection, and community.
- **Strong Social Ties**
- **Cultural Resilience & Priorities** families are investing in their children's happiness and memories.
  - May show how families prioritize celebration, childhood, and community bonds—important funds of knowledge for teachers to understand.
- **Richness of social life and familial care** that may not be visible in traditional school assessments.

WHAT DO YOU THINK WHEN YOU LOOK AT THIS PICTURE?



WHAT IS NEXT STEP (3): APPRECIATE/ANALYZE

- Community Scanning
- Look and organize photographs
  - Consider interpretations of how it relates to the funds of knowledge of their students

## ORGANIZING THE PICTURES





**ORGANIZING THE PICTURES**



**STEP 3: APPRECIATE/ANALYZE**

- Create 3 statements
- My learners are ...
  - My learners may know about ...

'I DO'

**STEP 3: APPRECIATE/ANALYZE**

**STEP 3: APPRECIATE/ANALYZE**

Analyze the artifacts using an asset perspective

- Example: Frequent gangsters in the neighborhood, how would you interpret this? What knowledge and prior experiences may students possess?



**STEP 3: APPRECIATE/ANALYZE**

Analyze the artifacts using an asset perspective

- Example: Frequent gangsters in neighborhood
  - My students may have experience and/or knowledge in either direct or "vicarious"
  - My students may have experience in "flaming and organizing"
  - My students may have experience in "communication skills"
  - My learners may know about "flaming and organizing"
  - My learners may know about "Additional source of income"



**STEP 3: APPRECIATE/ANALYZE**

**Ellensburg Hay Fields**



- What might this tell you about the local community and the experiences students bring to school?
- What skills, knowledge, or values might students have based on growing up in or around this environment?
- How could this context's content grow up can be an asset in the classroom?

**STEP 3: APPRECIATE/ANALYZE**

1. Students may bring hands-on knowledge of agriculture, including planting, harvesting, and operating machinery.
2. They likely hold strong values of responsibility, hard work, and collaboration, shaped by farm and family life.
3. Real-world skills such as problem-solving, time management, and responsibility are often developed through daily work.
4. Students may have practical math and science knowledge, like measuring, estimating, understanding weather, and crop cycles.
5. Incorporating agricultural themes in lessons can increase engagement and relevance, making learning more meaningful.
6. Recognizing and using these experiences in the classroom helps affirm students' out-of-school skills and valuable rural knowledge as assets.

**Ellensburg Hay Fields**



- Lands of Knowledge**
- Agriculture
  - Science
  - Math
  - History
  - Mechanical Engineering

**STEP 3: APPRECIATE/ANALYZE**

**Federal Way Metro**



- Looking at this image of a public transportation stop, what can you learn about the community and the knowledge or experiences students might bring to the classroom?
- How could this be considered an asset in teaching and learning?

**STEP 3: APPRECIATE/ANALYZE**

**Federal Way Metro**



- What might students' use of public transportation tell you about their daily lives and the local community they live in?
- What kinds of skills, knowledge, or values might students develop from regularly navigating public transit systems?
- How can students' experiences with public transit be viewed as an asset in your classroom?

**STEP 3: APPRECIATE/ANALYZE**

- Independence, time-awareness and responsibility
- Planning, flexibility, and problem-solving
- Access to urban resources
- Multilingual and social communication
- Real-world literacy and math skills
- Civic and community awareness
- Infographic reading skills
- Geography and spatial skills

Federal Way Metro

**Funds of Knowledge**

- Geography
- Life Skills
- Literacy (Infographics and written word)
- Math (Time/Money)
- Environmental Science

**STEP 4: RESPOND**

Embed Learning Opportunities

**STEP 4: RESPOND**



Student swims here!

**STEP 4: RESPOND**



**Funds of Knowledge & Classroom Applications**

- Sports
  - Math/Algebra: number of laps x, up time
  - Science: chlorine and software of pool
- Business & Economics
  - Profit and loss of the business, benefits of having this business.
- Government
  - Fees for city residents vs. county residents
- Science
  - Chemistry
    - Test pH levels and chlorine levels and how they affect people

**STEP 4: RESPOND**



**STEP 4: RESPOND**

- Waiting in line
- Reading labels
- Price tags/bargains/things on sale
- Measurement (fruits and vegetables)
- Reading ingredients
- Budget
- Wants/needs



**STEP 3 & 4: ANALYZE & RESPOND**

- Breakout Room Activity - 10 Minutes
- o Analyze the picture provided, a picture depicting a graffiti mural in the school neighborhood.
  - o Create three statements based on your analysis (Step 3):
    - My students may have experience and prior knowledge in ...
    - My students may have experience in ...
    - My learners may know about ...
  - o Brainstorm some possible classroom applications (Step 4).



Step 3 & 4: Analyze & Respond

**STEP 3 & 4: ANALYZE & RESPOND (Group Debrief)**

Analyze the artifacts using an asset perspective

- Example:** a picture depicting a graffiti mural in the school neighborhood
- My students may have experience and prior knowledge in ...
  - My students may have experience in...
  - My learners may know about ...

**Embed Learning Opportunities**

Discussion Questions:

- How do you see this art being used?
- How do you see this art being used in the classroom?
- How do you see this art being used in the community?

Activities:

- Write a short story based on the characters in the artwork
- Use your imagination to create the backstory

**STEP 4: RESPOND (NEXT week- Small group Discussions)**

- \* Describe what you see in the picture or learned from the interviews and community scanning.
- \* Identify possible funds of knowledge.
- \* How can these funds of knowledge be incorporated into classroom instruction? You will begin working on this today and will complete it next week.



**Small Group Discussion 3: Community Scanning Reflection**

- Group Discussion Guidelines**
- **Stick to the Time Limit:** Your discussion should be at least 15 minutes, and no more than 20 minutes. Use a timer if needed to stay on track.
  - **Everyone Must Participate:** Make sure each group member takes a turn responding to the discussion questions. No one should be left out—your insights matter!
  - **Reflect on All Steps:**
    - Analyzing pictures with an **asset based perspective**
    - Connecting your findings to **students' funds of knowledge**
    - Sharing challenges and personal **reflections on the process**

**Questions**

# APPEENDIX M: Exploring CCSS and ELD Standards and Objectives Lecture

## Exploring the Standards and Writing Objectives

Spring 25

### Objectives

**Content**  
By the end of class, SPED 416 students will be able to align relevant CCSS and ELD standards the create an inter-related content and language objective with 3 out of 4 critical components with support of a peer.

**Language Objective**

Expressive language		Receptive language	
Writing	Speaking	Reading	Listening

By the end of today's class session, SPED 416 students will be able to collaboratively align relevant CCSS and ELD standards, and write an inter-related content and language objective with 3 out of 4 critical components with the support of a peer.

### Getting Ready for Today

Please review these chapters for 30 minutes

If you are done with reading, I can provide 1:1 feedback on your LP idea

- Download this document or access it [here](#)
  - California English Language Development Standards (PDF)
- Read Chapters 1 & 2
- Be able to identify the
  - Proficiency Level Descriptors and Stages
  - Levels of Support
  - Modes of Communication
  - Dimensions of Knowledge of Language
- Have open these documents as well
  - ELA Standards
  - Math Standards
  - History Standards

### Agenda

- 4:00-4:30-Getting ready for the day, 1:1 LP idea feedback; Transition time
- 4:30-4:45-Laws and Court Cases Group Presentation
- 4:45-5:45- Overview of ELD framework; Aligning CCSS and ELD standards-Part 1
- 5:45-5:55-Break
- 5:55-6:30-Writing language and content objectives-Part 2
- 6:30-6:45-MLL Shadowing Assignment

## Educational Programming for EBs

"Link to Previous Knowledge"  
Laws and Court Cases

### What Legal Obligations Do Schools Have To English Language Learners (ELLs)?

Based on Theor Larc's criteria to decide:

- Home Language Survey (HLS)
- Oral Proficiency Interview (OPI)
- Oral Proficiency Interview (OPI)

Identify students as potential ELLs;

Assess student's need for ELL services;

Develop a program which, in the view of your state, has a reasonable chance for success; (WAC 392-165)

Ensure that resources do not crowd out material and build time in place and used properly; (WAC 392-165)

Develop appropriate evaluation standards, including program evaluation, or measuring the progress of students; and

Assess the success of the program and modify it where needed.

## Special Education Teacher Responsibilities

Resource Support Provider (RSP)	Collaborative (Co-Teaching)	Self-Contained Classroom (SDC/SOC)
---------------------------------	-----------------------------	------------------------------------



Q: Does a special education teacher have to provide English language development services to English learner students in their classroom or on their caseload?  
A: Yes. Under the current credentialing requirements, all special education teachers must provide English learner services to students if it is stipulated in their IEP. English Language Development services like Special Education services are a federal requirement.

California Education Code Section 495.001

## How Do I Support the Variety of EB Proficiency Levels?

Resource Support Provider (RSP)	Collaborative (Co-Teaching)	Self-Contained Classroom (SDC/SOC)
EB with disabilities will receive direct and integrated ELD instruction in classroom	Small group instruction	Lesson Plans must incorporate designated and integrated ELD time
Meets ability English Language Proficiency level		Small group instruction: Provide targeted support to EB during designated ELD time while engaging the other students in integrated small group activities that align with the lesson objectives, and adjust for their language level
At the special education case conference, you will need collaborate with the general instruction teacher to develop Present level of Performance in the area of ELD (may need to develop an ELD goal as well)		At the special education case conference, you will need to develop Present level of Performance in the area of ELD (may need to develop an ELD goal as well)

## ELD Documentation in the IEP

The IEP indicates if the student is classified as an English learner.
Information about the student's present level of listening, speaking, reading, and writing (based on current ELPA/CAlt scale ELAC scores and levels). --Documented in the present level of performance (PLOP).
The IEP indicates accessibly, ensures the state will use during the administration of the ELAC or Alt scale ELAC scores and writing tests. --Must be determined for each domain--listening, speaking, reading and writing.
Includes programs and services for the ELL, including how ELD needs will be met and who will provide those services.
The IEP indicates if primary language supports needed and the language of instruction.
The IEP includes linguistically appropriate goals and objectives (LA/OO).



How well do you know the ELD framework?

1. It's new to me.
2. I am somewhat familiar with it.
3. I am quite familiar with it.
4. I am somewhat familiar with it.
5. I use it in my practice and teaching.
6. I teach others about it.

### Goals of the California English Language Development (ELD) Standards and Connectors

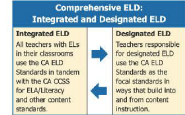
#### MLL (ELs/EBs) are

- o Tasked with **engaging in challenging academic activities** while developing proficiency in **advanced English**.
- o Should have full access to high-quality content in English language arts, mathematics, science, and social studies.
- o **Expected to**
  - Participate in sustained dialogue,
  - Explain and building on ideas,
  - Construct arguments with evidence and
  - Produce written and oral texts.



### Educational Programming for MLLs in CA

- **Designated English Language Development (ELD) instruction;**
  - Dedicated and protected time to engage in Explicit English language instruction
- **Integrated ELD**
  - ELD standards are incorporated into all content areas



### COMPREHENSIVE ENGLISH LANGUAGE DEVELOPMENT (ELD) PROGRAM

### English Language Development (ELD) Standards and Connectors



### ELD Standards and Connectors

- Expectations of what **EBs should know and be able to do** with the English language in various contexts
  - Describes **key knowledge, skills, and abilities** students need to access, engage with, and achieve in grade-level academic content
  - **Aligns** with the key knowledge, skills, and abilities for achieving college and career readiness
  - Clear **developmental benchmarks**
  - **Guidance for teachers** to deliver rich instruction to EBs
- Guidance** for curriculum developers to create rigorous, linguistically and academically rich curriculum and instructional materials

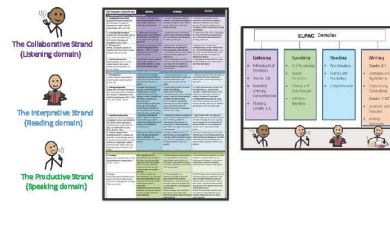
### ELD Standards and Connectors Breakdown

ELD Standards for EBs without Disabilities and EBs with Mild/Moderate Support Needs	ELD Connectors for EBs with Extensive Support Needs
<ul style="list-style-type: none"> <li>• ELD Standards for each grade level except HS</li> <li>• 9th-10th Grade</li> <li>• 11th-12th Grade</li> </ul>	<ul style="list-style-type: none"> <li>• ELD Standards implemented after 3rd Grade</li> <li>• 3rd - 8th Grade</li> <li>• 9th - 12th Grade</li> </ul>

### ELD Standards and Connectors Breakdown

Part I: Interacting in Meaningful Ways	Part II: Learning About How English Works	Part III: Using Foundational Literacy Skills
<ul style="list-style-type: none"> <li>The Collaborative Strand (Listening domain)</li> <li>The Interpretive Strand (Reading domain)</li> <li>The Productive Strand (Speaking domain)</li> </ul>	<ul style="list-style-type: none"> <li>Structuring Cohesive Texts Strand (Reading domain)</li> <li>Expanding and Extending Ideas Strand (Writing domain)</li> <li>Ornamenting and Condensing Strand (Writing domain)</li> </ul>	<ul style="list-style-type: none"> <li>Print Concepts</li> <li>Phonological Awareness</li> <li>Phonics and Word Recognition</li> <li>Fluency</li> </ul>

### Part I: Interacting in Meaningful Ways



### Part I: Interacting in Meaningful Ways

ELD Standards for EBs without Disabilities and EBs with Mild/Moderate Support Needs	ELD Connectors for EBs with Extensive Support Needs

## Part II: Learning About English Works

# Proficiency Level Descriptors (PLDs)

## Proficiency Level Descriptors (PLDs)

- Provide overview of stages of ELD that English learners are expected to progress through as they gain increasing proficiency in English as a new language.
- Describe student knowledge, skills, and abilities across a continuum, identifying what ELDs know and can do at early stages and exit from each of 5 proficiency levels.
- Are intended to be used as a guide to provide ELDs with targeted instruction in ELD as well as differentiated instruction in academic content areas.

## Proficiency Level Descriptors

- Emerging:**
  - progress very quickly.
  - beginning to use English for immediate needs.
  - beginning to understand and use academic vocabulary.
- Expanding:**
  - increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures.
  - applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.
- Bridging:**
  - continue to learn and apply a range of high-level English language skills in a wide variety of contexts.
  - transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for special ELD instruction.

Emerging	Expanding	Bridging
<p><b>Listening</b></p> <p>Can understand and respond to simple spoken instructions and questions in the classroom.</p> <p>Can understand and respond to simple spoken instructions and questions in the classroom.</p> <p>Can understand and respond to simple spoken instructions and questions in the classroom.</p>	<p><b>Listening</b></p> <p>Can understand and respond to simple spoken instructions and questions in the classroom.</p> <p>Can understand and respond to simple spoken instructions and questions in the classroom.</p> <p>Can understand and respond to simple spoken instructions and questions in the classroom.</p>	<p><b>Listening</b></p> <p>Can understand and respond to simple spoken instructions and questions in the classroom.</p> <p>Can understand and respond to simple spoken instructions and questions in the classroom.</p> <p>Can understand and respond to simple spoken instructions and questions in the classroom.</p>
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Color goes from dark to light as it represents the amount of support needed at each proficiency level.

## Addressing Diverse English Language Proficiencies

Proficiency Levels	EMERGING	EXPANDING		BRIDGING
ELPAC Proficiency Levels for ELLs up to Grade 5 and ELLs with PAF Support Needs	Level 1	Level 2	Level 3	Level 4
Alternative ELPAC Proficiency Levels for ELLs with IEPs	Level 1 (Novice English Learner)	Level 2 (Intermediate English Learner)		Level 3 (Plains English Proficient)
Differentiation of Curricular Material				
Based on ELD Proficiency Level	+ Level of Support Required to Access Curriculum			

## Practice with Proficiency Level Descriptors "I DO"

- Turn to page 3 of Grade 4 ELD Standards (pg.66)
- This is **Section 2** this is what you want to use.
- Analysis: **A. Collaborative, Strand 1**
  - What key words and phrases signal increasing proficiency toward the Bridging state of English language development?
  - What key words and phrases signal extent of support need at each state of the continuum?

Emerging	Expanding	Bridging
<p><b>Listening</b></p> <p>Can understand and respond to simple spoken instructions and questions in the classroom.</p> <p>Can understand and respond to simple spoken instructions and questions in the classroom.</p> <p>Can understand and respond to simple spoken instructions and questions in the classroom.</p>	<p><b>Listening</b></p> <p>Can understand and respond to simple spoken instructions and questions in the classroom.</p> <p>Can understand and respond to simple spoken instructions and questions in the classroom.</p> <p>Can understand and respond to simple spoken instructions and questions in the classroom.</p>	<p><b>Listening</b></p> <p>Can understand and respond to simple spoken instructions and questions in the classroom.</p> <p>Can understand and respond to simple spoken instructions and questions in the classroom.</p> <p>Can understand and respond to simple spoken instructions and questions in the classroom.</p>
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Section 2: Fluency in Critical Thinking for Developing Language and Cognitive in Academic Contexts  
Part II: Integrating in Meaningful Ways

Topic and Discussion	ELD Proficiency Level Descriptors				
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I Do It

## ELD.4.4. Bridging

### ELA Common Core Standards

### ELA.W.4.4

I Do It

We Do It

- **ELD.4.4. Bridging** "4. Adopting language choices Adjust language choices according to purpose, task (e.g., facilitating science experiment), and audience, with light support"
- **ELA Common Core Standards**
- **ELA.W.4.4** "Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience"

Can we find this ELD standard?

ELD.7.5.b Expanding

What do we do first?  
Go to 7th grade standards!

## Writing Standards 8-10

Grade 8 Students	Grade 9 Students	Grade 10 Students
<p><b>1. Write</b> for a range of purposes, audiences, and tasks, using appropriate genres and media, and demonstrating the ability to adapt to different tasks and audiences.</p> <p><b>2. Write</b> informative/explanatory texts in which they introduce a topic, examine issues and different perspectives, analyze causes, compare solutions, evaluate consequences, and use relevant, credible data, ideas, and media to strengthen analysis and conclusions.</p> <p><b>3. Write</b> persuasive texts in which they take a position on a topic or issue, analyze a course of action, and support their argument with specific reasons and relevant evidence.</p> <p><b>4. Write</b> narratives to explore a topic or issue, establish a point of view, and create a cohesive and compelling story.</p> <p><b>5. Write</b> research papers in which they take a position on a topic or issue, analyze a course of action, and support their argument with specific reasons and relevant evidence.</p>	<p><b>1. Write</b> for a range of purposes, audiences, and tasks, using appropriate genres and media, and demonstrating the ability to adapt to different tasks and audiences.</p> <p><b>2. Write</b> informative/explanatory texts in which they introduce a topic, examine issues and different perspectives, analyze causes, compare solutions, evaluate consequences, and use relevant, credible data, ideas, and media to strengthen analysis and conclusions.</p> <p><b>3. Write</b> persuasive texts in which they take a position on a topic or issue, analyze a course of action, and support their argument with specific reasons and relevant evidence.</p> <p><b>4. Write</b> narratives to explore a topic or issue, establish a point of view, and create a cohesive and compelling story.</p> <p><b>5. Write</b> research papers in which they take a position on a topic or issue, analyze a course of action, and support their argument with specific reasons and relevant evidence.</p>	<p><b>1. Write</b> for a range of purposes, audiences, and tasks, using appropriate genres and media, and demonstrating the ability to adapt to different tasks and audiences.</p> <p><b>2. Write</b> informative/explanatory texts in which they introduce a topic, examine issues and different perspectives, analyze causes, compare solutions, evaluate consequences, and use relevant, credible data, ideas, and media to strengthen analysis and conclusions.</p> <p><b>3. Write</b> persuasive texts in which they take a position on a topic or issue, analyze a course of action, and support their argument with specific reasons and relevant evidence.</p> <p><b>4. Write</b> narratives to explore a topic or issue, establish a point of view, and create a cohesive and compelling story.</p> <p><b>5. Write</b> research papers in which they take a position on a topic or issue, analyze a course of action, and support their argument with specific reasons and relevant evidence.</p>

Section 2: Fluency in Critical Thinking for Developing Language and Cognitive in Academic Contexts  
Part II: Integrating in Meaningful Ways

Topic and Discussion	Speaking	ELD Proficiency Level Descriptors	Writing
	<p><b>1. Fluency</b> Students have a strong command of the English language and can communicate effectively in a variety of contexts.</p> <p><b>2. Comprehension</b> Students have a strong understanding of the English language and can understand and interpret a variety of texts.</p> <p><b>3. Vocabulary</b> Students have a strong command of the English language and can use a wide range of vocabulary to express their ideas.</p> <p><b>4. Grammar</b> Students have a strong command of the English language and can use a wide range of grammar to express their ideas.</p> <p><b>5. Pronunciation</b> Students have a strong command of the English language and can use a wide range of pronunciation to express their ideas.</p>	<p><b>1. Fluency</b> Students have a strong command of the English language and can communicate effectively in a variety of contexts.</p> <p><b>2. Comprehension</b> Students have a strong understanding of the English language and can understand and interpret a variety of texts.</p> <p><b>3. Vocabulary</b> Students have a strong command of the English language and can use a wide range of vocabulary to express their ideas.</p> <p><b>4. Grammar</b> Students have a strong command of the English language and can use a wide range of grammar to express their ideas.</p> <p><b>5. Pronunciation</b> Students have a strong command of the English language and can use a wide range of pronunciation to express their ideas.</p>	<p><b>1. Fluency</b> Students have a strong command of the English language and can communicate effectively in a variety of contexts.</p> <p><b>2. Comprehension</b> Students have a strong understanding of the English language and can understand and interpret a variety of texts.</p> <p><b>3. Vocabulary</b> Students have a strong command of the English language and can use a wide range of vocabulary to express their ideas.</p> <p><b>4. Grammar</b> Students have a strong command of the English language and can use a wide range of grammar to express their ideas.</p> <p><b>5. Pronunciation</b> Students have a strong command of the English language and can use a wide range of pronunciation to express their ideas.</p>

Now what do we do?

- **ELD.7.5.b Expanding**

Section 2: Fluency in Critical Thinking for Developing Language and Cognitive in Academic Contexts  
Part II: Integrating in Meaningful Ways

Topic and Discussion	Speaking	Writing
	<p><b>1. Fluency</b> Students have a strong command of the English language and can communicate effectively in a variety of contexts.</p> <p><b>2. Comprehension</b> Students have a strong understanding of the English language and can understand and interpret a variety of texts.</p> <p><b>3. Vocabulary</b> Students have a strong command of the English language and can use a wide range of vocabulary to express their ideas.</p> <p><b>4. Grammar</b> Students have a strong command of the English language and can use a wide range of grammar to express their ideas.</p> <p><b>5. Pronunciation</b> Students have a strong command of the English language and can use a wide range of pronunciation to express their ideas.</p>	<p><b>1. Fluency</b> Students have a strong command of the English language and can communicate effectively in a variety of contexts.</p> <p><b>2. Comprehension</b> Students have a strong understanding of the English language and can understand and interpret a variety of texts.</p> <p><b>3. Vocabulary</b> Students have a strong command of the English language and can use a wide range of vocabulary to express their ideas.</p> <p><b>4. Grammar</b> Students have a strong command of the English language and can use a wide range of grammar to express their ideas.</p> <p><b>5. Pronunciation</b> Students have a strong command of the English language and can use a wide range of pronunciation to express their ideas.</p>

## RI Reading Standards for Informational Text 8-10

Grade 8 Students	Grade 9 Students	Grade 10 Students
<p><b>1. Cite</b> specific textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>2. Analyze</b> how major characters develop over the course of the text, explaining how and why they change or grow.</p> <p><b>3. Analyze</b> how major characters interact with other characters, and how these interactions contribute to their development and the plot.</p> <p><b>4. Analyze</b> how major characters' actions and choices contribute to the overall meaning of the text.</p> <p><b>5. Analyze</b> how major characters' actions and choices contribute to the overall meaning of the text.</p>	<p><b>1. Cite</b> specific textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>2. Analyze</b> how major characters develop over the course of the text, explaining how and why they change or grow.</p> <p><b>3. Analyze</b> how major characters interact with other characters, and how these interactions contribute to their development and the plot.</p> <p><b>4. Analyze</b> how major characters' actions and choices contribute to the overall meaning of the text.</p> <p><b>5. Analyze</b> how major characters' actions and choices contribute to the overall meaning of the text.</p>	<p><b>1. Cite</b> specific textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>2. Analyze</b> how major characters develop over the course of the text, explaining how and why they change or grow.</p> <p><b>3. Analyze</b> how major characters interact with other characters, and how these interactions contribute to their development and the plot.</p> <p><b>4. Analyze</b> how major characters' actions and choices contribute to the overall meaning of the text.</p> <p><b>5. Analyze</b> how major characters' actions and choices contribute to the overall meaning of the text.</p>

## Week 5 Participation Activity

3rd Grade (Group 1)	4th Grade (Group 2)	6th Grade (Group 3)	9th-10th Grade (Group 4)	11-12th Grade (Group 5)

## Week 5 Participation Activity

- Access the word document and add your group members names
- Find the ELD Standards for your grade level
- Find the ELD standard for your grade level and pick one
- Add the ELD standard
- Find the corresponding CCSS and add it to the table
- Find the corresponding ELD connector and add it to the table

ELD Standard	Corresponding CCSS	ELD Connector

## Content and Language Objectives



## Instructional-Behavioral Objectives

- Objectives used in education, whether they are called learning objectives, behavioral objectives, instructional objectives, or performance objectives are terms that refer to **descriptions of observable student behavior or performance that are used to make judgments about learning - the ultimate aim of all teaching.**
- Describe the behavior that should result from the instruction
- Allows the teacher and student to evaluate whether the objective has been achieved

## Why Content and Language Objectives for EBs?

All educators working with Emergent Bilinguals (EBs) are responsible for deliberately planning for language instruction and incorporating instructional supports to ensure their academic success. Using content and language objectives for each lesson is one way to be intentional about meeting the needs of EBs.

Content Objective	Language Content
<ul style="list-style-type: none"> <li>Academic content students will learn (the "what" or CONTENT)</li> </ul>	<ul style="list-style-type: none"> <li>Specific language skills needed to access and demonstrate content knowledge (the "how"; LANGUAGE)                             <ul style="list-style-type: none"> <li>Listening, speaking, reading, and writing domains, tailored to their English PL</li> </ul> </li> </ul>

## Content and Language Lesson Objectives

- Content and language objectives provide ELs with opportunities to practice and apply content knowledge at the same time they are developing English proficiency.
- Content and language objectives must be observable and measurable.
- They are most effective when posted at a centralized location and routinely reviewed.

## Content Objectives



- A statement that clearly defines **WHAT** students should know or be able to do regarding the subject matter (content) by the end of a lesson
- Outlines key learning outcomes of the instruction and are to be used to develop formative and summative assessments
- Focuses on the **"what"** students will learn, rather than the **"how"** they will learn it
- The content objectives you develop will be derived from the CCSS.

## Language Demands

### Types of Language Demands

- Listen to
- Describe
- Define
- Summarize
- Explain
- Defend
- Argue
- Propose

**Content Objective:** The learners will... state a precisely worded content objective that clearly and concisely explains what the students will actually do by the end of the lesson to demonstrate their learning. It is critical to begin an objective by stating, "The learners will..." or "The students will..." Follow this with a description of the objective that includes a measurable performance. Always include a descriptor, observable verb, such as "list," "write," "make," "order," "investigate," "compare," "organize," "analyze," "examine," "find," "classify," "label," "compare," "demonstrate." **Use the term's "understand," "interpret," "analyze," "synthesize," "evaluate," and "create" only when you can describe their learning performance.**

**Here are some good objectives: "What are the main ideas of the text?" "How do the characters in the story react to the events?" "What are the main themes of the text?" "How do the characters in the story react to the events?" "What are the main themes of the text?" "How do the characters in the story react to the events?"**

**Give the examples of the types of plants. The students will identify the parts and control of plants as characteristics of plants (fruits, stems, leaves, flowers, roots, and seeds).**

**Objectives should address specific California state content standards or national Content Core Objectives. The objective should be specific and measurable. It is important to specify or state the content objective. There is no, a good lesson will provide all materials, a measurable result based on the specified objective. It is important to specify or state the content objective.**

## Essence of the ELD Standards

How?	What?
<p><b>How?</b> Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, and paraphrasing key ideas.</p>	<p><b>What?</b> Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, and paraphrasing key ideas.</p>

## Essence of the ELD Standards

**What**  
A. expand noun phrases in a variety of ways (e.g., adding comparative/superlative adjectives to noun phrases or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.

**How?**

## Components for Lesson Objectives

- Given What
- Who
- Does What
- When
- How Much
- How will it be measured

## Checklist for Objectives

1. The objectives are observable.
2. They are written and presented in a language the students can understand.
3. The CO is related to the **key concepts of the lesson**.
4. The LO promotes student academic language skill growth.
5. The LO connects clearly with the lesson content and/or lesson activities.
6. There is a plan for assessing progress on meeting these objectives during the lesson.

## Teacher need to...

- Think about how language will be used in their lesson:
  - in their speech
  - in class discussion
  - in the reading games
  - in the lesson activities.
- Given the content to pick a nd a understanding of the students' degree of academic language acquisition, the teacher then writes an objective that complements the topic and can be explicitly addressed in the lesson. This objective can be the "How it will be done" portion of the lesson integrating a language skill.

## Write a Language Objective

1. Identify the language demands of the standard.
2. Use the language demands, skills (verbs) in the standards to write the LO.
  - ELD Collaborative 4.1. Exchanging Information/Ideas
  - Emerging: contribute to conversations and express ideas by asking and answering yes-no and questions and responding using short phrases.
  - ELA L.4.1.g. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - g. Correctly use frequently confused words (e.g., to, too, two; there, their)\*

## "I Do It"

*Create a Learning/Content Objective for a Behavior Change!*  
Think about someone in your personal life who has a behavior you'd like to change. Maybe it's your partner blasting music too loud, your roommate leaving dishes in the sink or your sibling borrowing your things without asking.

- Given What: What's the situation or condition?
  - "When the teacher my kid leaves dirty dishes on the table after meals..."
- Who: Who is the person whose behavior you want to change?
  - "...my daughter..."
- Does What: What specific behavior do you want them to do (or stop doing)?
  - "...will put the dirty dishes in the dishwasher..."
- When: When do you want this behavior to happen?
  - "...immediately after every meal..."
- How Much: How much change do you expect, or how often should it happen?
  - "...at least 3 out of 7 days a week..."
- How Will it be Measured: How will you know the behavior has changed?
  - "...as measured by a clean table with no dirty dishes left behind..."

## "Now Your Turn-Small Group"

*Create a Learning/Content Objective for a Behavior Change!*  
Think about someone in your personal life who has a behavior you'd like to change. Maybe it's your partner blasting music too loud, your roommate leaving dishes in the sink or your sibling borrowing your things without asking.

- Given What: What's the situation or condition?
- Who: Who is the person whose behavior you want to change?
- Does What: What specific behavior do you want them to do (or stop doing)?
- When: When do you want this behavior to happen?
- How Much: How much change do you expect, or how often should it happen?
- How Will it be Measured: How will you know the behavior has changed?

## "I Do It" Standards

- **CA CCSS (ML.5.9)**
  - Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their **appreciable to similar themes and topics.**
- **ELD standards ELD.5.6.a. Explaining**
  - Explain ideas, phenomena, process, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on a close rereading of a variety of grade-level text and viewing of multimedia, with moderate support.

## "I Do It" Content Objective

By the end of the lesson, the student will be able to compare and contrast the themes in the *Missing*, *Armadillo* and *Missing Mables* using a Venn Diagram with 3/7 critical elements identified.

## "I Do It" Language Objective

By the end of the lesson, the student will be able to write a compare/contrast essay comparing the *Armedillo* and *Missing Mardies* using a Venn Diagram and compare/contrast word bank with 2/4 critical elements at the acceptable level of performance.

## Week 5 Participation Activity

3rd Grade (Group 1)	4th Grade (Group 2)	5th Grade (Group 3)	6th-10th Grade (Group 4)	11-12th Grade (Group 5)

## Week 5 Participation Activity (Objectives)

- Access the word document and add your group member's name
- Find the ELD Standards for your grade level
- Find the ELD standards for your grade level and pick one
- Use the ELD standards
- Find the corresponding CCSS and add it in the table
- Find the corresponding ELD connectors and add it in the table

ELD Standard	Corresponding CCSS	ELD Connector

## Applying the ELD and CCSS to Content Standards

- Think about your Lesson Plan
- Find a grade appropriate Content Standard
- Determine the Language and Content Demands
- Align the Demands to the appropriate ELD and EIA standard.

## Putting Everything Together

Personal Assumptions, Values, Beliefs, and Values - Special Education Teachers - Personal Assumptions, Values, Beliefs, and Values					
Emergent Bilingual Learner Abilities					
Participate in social dialogue	Explain and building on ideas	Constructing arguments with evidence	Produce written and oral texts		
What?			How?		
ELD Standards / Connectors and Common Core State Standards	Differentiate instruction based on ELD Proficiency Levels and MME Support Needs	Write linguistically appropriate PLAs and IEP goals	Culturally and Linguistically Responsive Teaching	Student Funds of Knowledge	Universal Design For Learning

## Questions & concerns

Preview of Next Week  
Asynchronous-Online Module

# APPEENDIX N: Writing Content and Language Objectives Lecture



## Objectives and MLL Shadowing

SPED 416

Week 7

Fatma K. Deniz, PhD

### First 30 Minutes: 2 Option

- In the podcast "MLL Shadowing as a Catalyst for Change" (link to an original file with Ivonne Soto, we explore the impact of shadowing English Learners (ELs) to better understand their experiences in the classroom. After listening to the podcast or watching the video, respond to the following:
  - What are the most valuable insights you gained from the episode or video?
  - How can this practice help educators identify where MLL students may need additional support?
  - What support should be thoughtful and provide specific examples or takeaways from the podcast or video.
- Alternatively, you can WATCH the video (approximately 10 minutes from 35:00 to 35:09) Our Attention on Multilingual Learners via Shadowing... Ivonne Soto, OZ180221, and after watching you can reflect to same prompts.



## Agenda

4:00-4:30-First 30-minute activity

4:30-4:35- Question & Answers & Checking in

4:35-5: 5:40- Language Objectives

5:40- 5:50- Break

5:50-6:30--MLL Shadowing Practice

## Objectives

### Content

By the end of class, SPED 416 students will be able to create an interrelated content and language objective for relevant CCSS and ELD standards they aligned previously the with 3 out of 4 critical components with support of a peer.

Language Objective			
Expressive Language		Receptive Language	
Writing	Speaking	Reading	Listening
By the end of today's class session, SPED 416 students will be able to collaboratively write an interrelated content and language objective with 3 out of 4 critical components with the support of a peer by using the supporting materials (e.g., Academic-Language-Function, Guide for Developing Content and Language Objectives.)			

### Why Content and Language Objectives for EBs?

All educators working with Emergent Bilinguals (EBs) are responsible for deliberately planning for language instruction and incorporating instructional supports to ensure their academic success. Using content and language objectives for each lesson is one way to be intentional about meeting the needs of EBs.

Content Objective	Language Content
Academic content students will learn (the "what" or CONTENT)	Specific language skills needed to access and demonstrate content knowledge (the "how", LANGUAGE) <ul style="list-style-type: none"> <li>Listening, speaking, reading, and writing domains, tailored to their English PL</li> </ul>

### Content and Language Lesson Objectives

- Students are more likely to fail if they do not know what to learn, and they are likely to fail if they do not know what to do. Having content and language objectives clearly posted and clearly stated, helps to set students up for success.
- Content and language objectives provide ELs with opportunities to practice and apply content knowledge at the same time they are developing English proficiency.
- Imperative content and language objectives are observable (the teacher or observer should be able to see students actively working to meet an objective) and measurable (the teacher or observer should be able to determine whether students are making progress toward or have met each objective).
- They are most effective when posted at a centralized location and routinely reviewed.



## Content Objectives



- A statement that clearly defines **WHAT** students should know or be able to do regarding the subject matter (content) by the end of a lesson.
- Outlines key learning outcomes of the instruction and are to be used to develop formative and summative assessments.
- Focuses on the **"what"** students will learn, rather than the **"how"** they will learn it.
- Bloom's Taxonomy is very useful for pulling the action verbs.
- The content objectives you develop will be derived from the CCSS.

## Bloom's Taxonomy and Levels of Support

Bloom's Taxonomy	Supports			
	Listening	Reading	Speaking	Writing
Remember	• Repetition • Review • Repetition with support	• Teacher set new model • Vocabulary • Introduction • Examples • Repetition • Practice	• Authentic models of language • Language • Examples • Practice	• Teacher modeled • Examples • Practice
Understand	• Repetition • Review • Repetition with support	• Teacher set new model • Vocabulary • Introduction • Examples • Repetition • Practice	• Authentic models of language • Language • Examples • Practice	• Teacher modeled • Examples • Practice
Apply	• Repetition • Review • Repetition with support	• Teacher set new model • Vocabulary • Introduction • Examples • Repetition • Practice	• Authentic models of language • Language • Examples • Practice	• Teacher modeled • Examples • Practice
Analyze	• Repetition • Review • Repetition with support	• Teacher set new model • Vocabulary • Introduction • Examples • Repetition • Practice	• Authentic models of language • Language • Examples • Practice	• Teacher modeled • Examples • Practice
Evaluate	• Repetition • Review • Repetition with support	• Teacher set new model • Vocabulary • Introduction • Examples • Repetition • Practice	• Authentic models of language • Language • Examples • Practice	• Teacher modeled • Examples • Practice
Create	• Repetition • Review • Repetition with support	• Teacher set new model • Vocabulary • Introduction • Examples • Repetition • Practice	• Authentic models of language • Language • Examples • Practice	• Teacher modeled • Examples • Practice

## Components for Lesson Objectives

- Given What
- Who
- Does What
- When
- How Much
- How will it be measured

**"I Do It" (Review from Last Week)**

**Create a Learning/Content Objective for a Behavior Change!**  
Think about someone in your personal life who has a behavior you'd like to change. Maybe it's your partner blasting music too loud, your roommate leaving dishes in the sink, or your sibling borrowing your things without asking.

- Given What:** What's the situation or condition?
  - "Given the fact that my kid leaves dirty dishes on the table after meals."
- Who:** Who is the person whose behavior you want to change?
  - "...my daughter..."
- Do as What:** What specific behavior do you want them to do (or stop doing)?
  - "...will put the dirty dishes in the dishwasher..."
- Where:** When do you want this behavior to happen?
  - "...immediately after every meal..."
- How Much:** How much change do you expect, or how often should it happen?
  - "...at least 5 out of 7 days a week..."
- How Well It Is Measured:** How will you know the behavior has changed?
  - "...as measured by a clean table with no dirty dishes left behind..."

**"Now Your Turn-Small Group"**

**Create a Learning/Content Objective for a Behavior Change!**  
Think about someone in your personal life who has a behavior you'd like to change. Maybe it's your partner blasting music too loud, your roommate leaving dishes in the sink, or your sibling borrowing your things without asking.

- Given What:** What's the situation or condition?
- Who:** Who is the person whose behavior you want to change?
- Do as What:** What specific behavior do you want them to do (or stop doing)?
- Where:** When do you want this behavior to happen?
- How Much:** How much change do you expect, or how often should it happen?
- How Well It Is Measured:** How will you know the behavior has changed?

**Components of a Content Objective**

Content Objective Sentence Frame	Student-friendly Sentence Frame
SWBAT + action verb (Bloom's) + topic/content to be learned+ criteria	I can (action verb) + (content topic) by/with (scaffolds)

CCSS	Content Objective	Student-friendly Version	Language Objective
Students know that matter has three forms: solid, liquid, and gas.			

**Components of a Content Objective**

Content Objective Sentence Frame	Student-friendly Sentence Frame
SWBAT + action verb (Bloom's) + topic/content to be learned+ criteria	I can (action verb) + (content topic) by/with (scaffolds)

CCSS	Content Objective	Student-friendly Version	Language Objective
Students know that matter has three forms: solid, liquid, and gas.	Students will be able to describe the three different types of matter: solid, liquid, and gas, including their properties measured by rubric.	I can describe the differences between solids, liquids, and gases by describing their properties.	Students will be able to orally describe characteristics of liquids, solids, and gases to a partner by using sentence frames.

**Language Objectives**

Language Skills Needed	Language Function	Language Feature	Linguistic Support
What language skills will the student need to accomplish the task delineated in the content objective?	They are the "reasons" we use language. Perhaps we want to express a need or want, or describe an experience. Whatever the purpose, we use language to perform these functions.	Language features aid us to present our ideas in different forms from formal to poetic.	Supports a student will need to access and complete the language objective.

Language Objective Sentence Frame	Student-friendly Sentence Frame
Students will be able to (language function: active verb) using (language feature) with/by (linguistic supports).	I can (language function) with + (language feature) + (linguistic supports)

**Components of a Language Objective**

Language Skills Needed	Language Function	Language Feature	Linguistic Support
What language skills will the student use to accomplish the task delineated in your content objective?	Will the students... <ul style="list-style-type: none"> <li>Read</li> <li>Write</li> <li>Speak</li> <li>Listen</li> </ul> Choose one of the four domains!	Language features aid us to present our ideas in different forms from formal to poetic.	Supports a student will need to access and complete the language objective.

CCSS	Language Function	Language Feature	Language Objective
CCSS.L.A.11-12.NACW.9 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Write - Inform - Describe	Transition words	Students will be able to write a narrative using transition words by using a graphic organizer and sentence frames.

**Teacher need to...**

- Think about how language will be used in their lesson:
  - In their speech,
  - In class discussion,
  - In the reading assignments,
  - In the lesson activities.
- Given the content topic and an understanding of the students' degree of academic language acquisition, the teacher then writes an objective that complements the topic and can be explicitly addressed in the lesson. This objective can be the "How it will be done" portion of the lesson integrating a language skill.

**"I Do It" Standards**

- CA CCSS (RL.5.9):
  - Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
- ELD standard: **ELD.5.6.a.Expanding**
  - Explain ideas, phenomena, process, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on a close rereading of a variety of grade-level text and viewing of multimedia, with moderate support.

**I DO: 5th Grade-Content Objective**

ELD Standard	ELD Standard	Corresponding ELD Objective	Levels of the Standard (Emerging, Expanding, Bridging)	How Does Our Standard Measure Up with the ELD Standard
PL.1.5.6.a	Explain ideas, phenomena, process, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on a close rereading of a variety of grade-level text and viewing of multimedia, with moderate support.	PL.5.6 Read texts and view multimedia to summarize informational, identify central ideas, themes, and supporting details, and determine the meaning of words, phrases, and expressions in read-alouds and simple written texts.	Expanding	CCSS: RL.5.9

CCSS: RL.5.9	Content Objective	Student-friendly Version
Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	SWBAT + action verb (Bloom's) + topic/content to be learned+ criteria	I can (action verb) + (content topic) by/with (scaffolds)

I DO: 5th Grade-Content Objective

ELD Standard	ELD Standard	Corresponding ELD Connector	Essence of the Standard	Fluency: Expanding, Elaborating, Extending	Fluency: Expanding, Elaborating, Extending
PL.1.5.5.A	Explain ideas, phenomena, process and task relationships (e.g., compare/contrast, cause/effect, problem/solution) based on a close reading of a variety of grade-level text and viewing of multimedia, with moderate support.	PL.1.6 Read texts and view multimedia to summarize, infer, identify central ideas, themes, and supporting details and determine the meaning of words, phrases, and expressions in read-aloud and simple written texts.	Compare, contrast, explain, elaborate, extend	CCSS: RI.5.9	CCSS: RI.5.9
CCSS: RI.5.9	Content Objective (SWAT + action verb (Bloom's) + topic/content to be learned - criteria)	Student-friendly Version (I can (action verb) + content topic) by/with (scaffolds)			
Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	By the end of the lesson, the student will be able to compare and contrast the themes in the Missing Armadillo and Missing Marbles using a Venn Diagram with 3/7 critical elements identified.	I can compare and contrast the themes by using a Venn Diagram			

Components of a Language Objective

Language Skills Needed	Language Function	Language Feature	Linguistic Support
What language skills will the student use to accomplish the task delineated in your content objective?	Will the student... • Read • Write • Speak • Listen Choose one of the four domains!	Language features aid us to present our ideas in different forms from formal to poetic.	Supports a student will need to access and complete the language objective.
ELD Standard and CCSS	Language Function	Language Feature	Language Objective
Explain ideas, phenomena, process, and task relationships (e.g., compare/contrast, cause/effect, problem/solution) based on a close reading of a variety of grade-level text and viewing of multimedia, with moderate support.	Write - Inform - Explain	Transition words	Students will be able to (language function: active verb) using (language feature) with/by (linguistic supports)

5th Grade Language Objective

READING: RI.5.9 and PL.1.5.5.a			
Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.			
Language Skills Needed	Language Function	Language Feature	Linguistic Support
What language skills will the student need to accomplish the task delineated in the content objective?	They are the "resources" we use language. Perhaps we want to express our needs or wants or describe an experience. Whatever the purpose, we use language to perform these functions.	Language features aid us to present our ideas in different forms from formal to poetic.	Supports a student will need to access and complete the language objective.
Compare and contrast	Content/academic words	Word banks and Venn diagram	
Language Objectives		Student-friendly Language Objective	
SWAT (language function: active verb) using (language feature) with/by (linguistic supports)		I can (language function) with+ (language feature) + (linguistic supports)	
By the end of the lesson, the student will be able to write a compare/contrast essay comparing the Missing Armadillo and Missing Marbles using a Venn Diagram and compare/contrast word bank with 2/4 critical elements at the acceptable level of performance.		I can write a compare/contrast essay by using a Venn Diagram and compare/contrast word bank.	

"I Do It"

Content Objective

By the end of the lesson, the student will be able to compare and contrast the themes in the Missing Armadillo and Missing Marbles using a Venn Diagram with 3/7 critical elements identified.

Language Objective

By the end of the lesson, the student will be able to write a compare/contrast essay comparing the Missing Armadillo and Missing Marbles using a Venn Diagram and compare/contrast word bank with 2/4 critical elements at the acceptable level of performance.

TK - 2nd Grade (Another Example) - First Grade

ELD Standard	ELD Standard	Corresponding ELD Connector	Essence of the Standard (Example, Elaborating, Extending)	Fluency: Expanding, Elaborating, Extending
PL.C.12	Use (s) and (t) to 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., using objects, drawings, and equations with a symbol for the unknown to represent the problem.	PL.C.12	Solve and explain operations: general addition and subtraction involving word problems by making a list or equations with the words and by drawing objects, drawings, and equations with a symbol for the unknown to represent the problem.	1.OA.A.1
Operations and Algebraic Thinking		Content Objective	Student-friendly Version	
Use (s) and (t) to 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., using objects, drawings, and equations with a symbol for the unknown to represent the problem.		Students will be able to + action verb + topic/content to be learned	I can (action verb) + (content topic) by/with (scaffolds)	

TK - 2nd Grade (Another Example) - First Grade

ELD Standard	ELD Standard	Corresponding ELD Connector	Essence of the Standard (Example, Elaborating, Extending)	Fluency: Expanding, Elaborating, Extending
PL.C.12	Use (s) and (t) to 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., using objects, drawings, and equations with a symbol for the unknown to represent the problem.	PL.C.12	Solve and explain operations: general addition and subtraction involving word problems by making a list or equations with the words and by drawing objects, drawings, and equations with a symbol for the unknown to represent the problem.	1.OA.A.1
Operations and Algebraic Thinking		Content Objective	Student-friendly Version	
Use (s) and (t) to 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., using objects, drawings, and equations with a symbol for the unknown to represent the problem.		Students will be able to + action verb + topic/content to be learned	I can (action verb) + (content topic) by/with (scaffolds)	

TK - 2nd Grade (Another Example) - First Grade

Operations and Algebraic Thinking			
Use (s) and (t) to 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., using objects, drawings, and equations with a symbol for the unknown to represent the problem.			
Language Skills Needed	Language Function	Language Feature	Linguistic Support
What language skills will the student use to accomplish the task delineated in your content objective?	Will the student... • Read • Write • Speak • Listen Choose one of the four domains!	Language features aid us to present our ideas in different forms from formal to poetic.	Supports a student will need to access and complete the language objective.
Writing domain: show the steps by solving the problem or speaking domain: explain the steps for completing these problems.	Orally explain content/academic words	Word banks	
Language Objective (SWAT + action verb (Bloom's) + topic/content to be learned - criteria)		Student-friendly Language Objective (I can (action verb) + content topic) by/with (scaffolds)	
Students will be able to (language function: active verb) using (language feature) with/by (linguistic supports)		I can (action verb) + (content topic) by/with (scaffolds)	

TK - 2nd Grade (Another example) - First Grade

Operations and Algebraic Thinking			
Use (s) and (t) to 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., using objects, drawings, and equations with a symbol for the unknown to represent the problem.			
Language Skills Needed	Language Function	Language Feature	Linguistic Support
What language skills will the student use to accomplish the task delineated in your content objective?	Will the student... • Read • Write • Speak • Listen Choose one of the four domains!	Language features aid us to present our ideas in different forms from formal to poetic.	Supports a student will need to access and complete the language objective.
Writing domain: show the steps by solving the problem or speaking domain: explain the steps for completing these problems.	Orally explain content/academic words	Word banks	
Language Objective (SWAT + action verb (Bloom's) + topic/content to be learned - criteria)		Student-friendly Language Objective (I can (action verb) + content topic) by/with (scaffolds)	
Students will be able to (language function: active verb) using (language feature) with/by (linguistic supports)		I can (action verb) + (content topic) by/with (scaffolds)	

Week 5 Participation Activity

3rd Grade (Group 1)	4th Grade (Group 2)	6th Grade (Group 3)	9th-10th Grade (Group 4)	11-12th Grade (Group 5)

## Week 5 Participation Activity

- Access the word document and add your group members names
- Find the ELD Standards for your grade level
- Find the ELD standard for your grade level and pick one
- Add the ELD standard
- Find the corresponding CCSS and add it in the table
- Find the corresponding ELD connector and add it in the table

ELD Standard	ELD Standard	Corresponding ELD Connector	Essence of the Standard (Emerging, Expanding, Bridging)	Fill this Common Core Standard that aligns with the ELD Standard

### TK - 3rd Grade (Group 1)

ELD Standard	ELD Standard	Corresponding ELD Connector	Essence of the Standard (Emerging, Expanding, Bridging)	Fill this Common Core Standard that aligns with the ELD Standard

### TK - 3rd Grade (Group 1)

CCSS			
Add your CCSS here			
Language Skills Needed	Language Function	Language Evidence	Language Support
What language skills will the student need to accomplish the task defined in the content objective?	They are the "reason" we use language. Perhaps we want to express our needs or wants, or describe an experience. Whatever the purpose, we use language to perform these functions.	Language Features are used to present our ideas in different forms from formal to poetic.	Supports a student will need to access and complete the language objective.

### TK - 3rd Grade (Group 1)

ELD Standard	ELD Standard	Corresponding ELD Connector	Essence of the Standard (Emerging, Expanding, Bridging)	Fill this Common Core Standard that aligns with the ELD Standard
<b>Content Objective</b> (SWAT) + action verb (noun) + topic/object to be learned or taught		<b>Objectives</b>		<b>Student-Friendly Version</b> (can be used with a content area by itself)
<b>Language Objective</b> (SWAT) (in simple function: action verb + topic/object to be learned or taught)				

### 4th Grade (Group 2)

ELD Standard	ELD Standard	Corresponding ELD Connector	Essence of the Standard (Emerging, Expanding, Bridging)	Fill this Common Core Standard that aligns with the ELD Standard

### 4th Grade (Group 2)

CCSS			
Add your CCSS here			
Language Skills Needed	Language Function	Language Evidence	Language Support
What language skills will the student need to accomplish the task defined in the content objective?	They are the "reason" we use language. Perhaps we want to express our needs or wants, or describe an experience. Whatever the purpose, we use language to perform these functions.	Language Features are used to present our ideas in different forms from formal to poetic.	Supports a student will need to access and complete the language objective.

### 4th Grade (Group 2)

ELD Standard	ELD Standard	Corresponding ELD Connector	Essence of the Standard (Emerging, Expanding, Bridging)	Fill this Common Core Standard that aligns with the ELD Standard
<b>Content Objective</b> (SWAT) + action verb (noun) + topic/object to be learned or taught		<b>Objectives</b>		<b>Student-Friendly Version</b> (can be used with a content area by itself)
<b>Language Objective</b> (SWAT) (in simple function: action verb + topic/object to be learned or taught)				

### 6th Grade (Group 3)

ELD Standard	ELD Standard	Corresponding ELD Connector	Essence of the Standard (Emerging, Expanding, Bridging)	Fill this Common Core Standard that aligns with the ELD Standard

### 6th Grade (Group 3)

CCSS			
Add your CCSS here			
Language Skills Needed	Language Function	Language Evidence	Language Support
What language skills will the student need to accomplish the task defined in the content objective?	They are the "reason" we use language. Perhaps we want to express our needs or wants, or describe an experience. Whatever the purpose, we use language to perform these functions.	Language Features are used to present our ideas in different forms from formal to poetic.	Supports a student will need to access and complete the language objective.

6th Grade (Group 3)

ELD Standard	ELD Standard	Corresponding ELD Connector	Essence of the Standard (Example, Example, Example)	Fill One Common Core Standard that aligns with the ELD Standard
		<b>Objectives</b>		<b>Student-Friendly Version</b> (can include what is covered in the book)
<b>Content Objective</b> (SWBAT = action verb (behavior) + topic/object to be learned - or topic)				
<b>Language Objective</b>				
SWAT (in simple function: active verb using language feature) with the language support.				

9-10th Grade (Group 4)

ELD Standard	ELD Standard	Corresponding ELD Connector	Essence of the Standard (Example, Example, Example)	Fill One Common Core Standard that aligns with the ELD Standard

9-10th Grade (Group 4)

CCSS			
Add your CCSS here			
Language Skills Needed	Language Evidence	Language Evidence	Language Support
What language skills will the student need to accomplish the task defined in the content objective?	They are the "reason" we use language. Perhaps we want to express our needs or wants, or describe an experience. Whatever the purpose, we use language to perform these functions.	Language Features did not to present our ideas in different forms from formal to poetic.	Supports a student will need to access and complete the language objective.

9-10th Grade (Group 4)

ELD Standard	ELD Standard	Corresponding ELD Connector	Essence of the Standard (Example, Example, Example)	Fill One Common Core Standard that aligns with the ELD Standard
		<b>Objectives</b>		<b>Student-Friendly Version</b> (can include what is covered in the book)
<b>Content Objective</b> (SWBAT = action verb (behavior) + topic/object to be learned - or topic)				
<b>Language Objective</b>				
SWAT (in simple function: active verb using language feature) with the language support.				

11-12th Grade (Group 5)

ELD Standard	ELD Standard	Corresponding ELD Connector	Essence of the Standard (Example, Example, Example)	Fill One Common Core Standard that aligns with the ELD Standard

11-12th Grade (Group 5)

CCSS			
Add your CCSS here			
Language Skills Needed	Language Evidence	Language Evidence	Language Support
What language skills will the student need to accomplish the task defined in the content objective?	They are the "reason" we use language. Perhaps we want to express our needs or wants, or describe an experience. Whatever the purpose, we use language to perform these functions.	Language Features did not to present our ideas in different forms from formal to poetic.	Supports a student will need to access and complete the language objective.

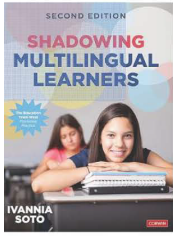
11-12th Grade (Group 5)

ELD Standard	ELD Standard	Corresponding ELD Connector	Essence of the Standard (Example, Example, Example)	Fill One Common Core Standard that aligns with the ELD Standard
		<b>Objectives</b>		<b>Student-Friendly Version</b> (can include what is covered in the book)
<b>Content Objective</b> (SWBAT = action verb (behavior) + topic/object to be learned - or topic)				
<b>Language Objective</b>				
SWAT (in simple function: active verb using language feature) with the language support.				

Whole Class Debrief and Presentations

Part II

Take a 10 Minute Break!

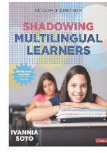


## Multilingual Learner (MLL) Shadowing Protocol

Promoting Oral Language Development in Target Language (Hand out)

## Multilingual Learner (MLL) Shadowing Protocol

Promoting Oral Language Development in Target Language



## Overview of Steps to Shadowing

- Step 1: Schedule the Shadowing:** Arrange to observe a Multilingual Learner (MLL) with a disability for 2 hours.
- Step 2: Prepare the Necessary Materials**
  - Download the **MLL Shadow Protocol Form for Academic Actions and Non-Academic Speaking and Listening Activities** and **MLL Shadowing Observation Tool**.
  - This is where **MLL Shadowing Protocol Actions** you prefer it.
- Step 3: Conduct the Shadowing Observation**
  - Observe the oral language and listening practices of the student for 2 hours, using 5-minute intervals to document your observations.
- Step 4: Collect and Organize Data**
  - Use the prepared **notes on the MLL Shadow Protocol Form** to summarize the patterns and key insights from your observations (Other than reporting beyond the top of 5 minutes, which is counting a student or if they are struggling. **Positive about the teacher and/or student, like will help you write your final reflections.**)
  - Tally the types of speaking and listening you observe (non-academic speaking, academic speaking, listening, not listening).
  - Keep the data you collected during the observation to visually represent your findings.
- Step 4: Reflect and Summarize Your Findings**
  - Write a reflection on your shadowing experience, focusing on what you learned and how it informs your understanding of MLL students with disabilities.
- Step 5: Submit Your Work**
  - Complete the **MLL Shadow Protocol Form (Academic and Non-Academic Speaking and Listening)**.
  - Your final reflection.
  - Upload the following to the assignment portal on Canvas.

MLL Shadowing Observation Tool	Academic Speaking	Academic Listening	Student Not Speaking or Listening (Check one)
1. Teacher to whole class	2. Student to teacher	3. Student to student	4. Student to whole class
5. Teacher to small group	6. Student to small group	7. Student to small group	8. Student to small group
9. Teacher to individual student	10. Student to individual student	11. Student to individual student	12. Student to individual student
13. Teacher to whole class	14. Student to whole class	15. Student to whole class	16. Student to whole class
17. Teacher to small group	18. Student to small group	19. Student to small group	20. Student to small group
21. Teacher to individual student	22. Student to individual student	23. Student to individual student	24. Student to individual student
25. Teacher to whole class	26. Student to whole class	27. Student to whole class	28. Student to whole class
29. Teacher to small group	30. Student to small group	31. Student to small group	32. Student to small group
33. Teacher to individual student	34. Student to individual student	35. Student to individual student	36. Student to individual student
37. Teacher to whole class	38. Student to whole class	39. Student to whole class	40. Student to whole class
41. Teacher to small group	42. Student to small group	43. Student to small group	44. Student to small group
45. Teacher to individual student	46. Student to individual student	47. Student to individual student	48. Student to individual student
49. Teacher to whole class	50. Student to whole class	51. Student to whole class	52. Student to whole class
53. Teacher to small group	54. Student to small group	55. Student to small group	56. Student to small group
57. Teacher to individual student	58. Student to individual student	59. Student to individual student	60. Student to individual student

MLL Shadowing Observation Tool	Academic Speaking	Academic Listening	Student Not Speaking or Listening (Check one)
1. Teacher to whole class	2. Student to teacher	3. Student to student	4. Student to whole class
5. Teacher to small group	6. Student to small group	7. Student to small group	8. Student to small group
9. Teacher to individual student	10. Student to individual student	11. Student to individual student	12. Student to individual student
13. Teacher to whole class	14. Student to whole class	15. Student to whole class	16. Student to whole class
17. Teacher to small group	18. Student to small group	19. Student to small group	20. Student to small group
21. Teacher to individual student	22. Student to individual student	23. Student to individual student	24. Student to individual student
25. Teacher to whole class	26. Student to whole class	27. Student to whole class	28. Student to whole class
29. Teacher to small group	30. Student to small group	31. Student to small group	32. Student to small group
33. Teacher to individual student	34. Student to individual student	35. Student to individual student	36. Student to individual student
37. Teacher to whole class	38. Student to whole class	39. Student to whole class	40. Student to whole class
41. Teacher to small group	42. Student to small group	43. Student to small group	44. Student to small group
45. Teacher to individual student	46. Student to individual student	47. Student to individual student	48. Student to individual student
49. Teacher to whole class	50. Student to whole class	51. Student to whole class	52. Student to whole class
53. Teacher to small group	54. Student to small group	55. Student to small group	56. Student to small group
57. Teacher to individual student	58. Student to individual student	59. Student to individual student	60. Student to individual student

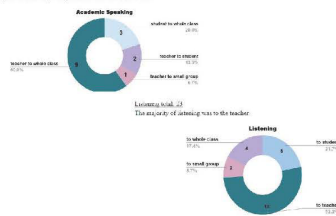
MLL Shadowing Observation Tool	Academic Speaking	Academic Listening	Student Not Speaking or Listening (Check one)
1. Teacher to whole class	2. Student to teacher	3. Student to student	4. Student to whole class
5. Teacher to small group	6. Student to small group	7. Student to small group	8. Student to small group
9. Teacher to individual student	10. Student to individual student	11. Student to individual student	12. Student to individual student
13. Teacher to whole class	14. Student to whole class	15. Student to whole class	16. Student to whole class
17. Teacher to small group	18. Student to small group	19. Student to small group	20. Student to small group
21. Teacher to individual student	22. Student to individual student	23. Student to individual student	24. Student to individual student
25. Teacher to whole class	26. Student to whole class	27. Student to whole class	28. Student to whole class
29. Teacher to small group	30. Student to small group	31. Student to small group	32. Student to small group
33. Teacher to individual student	34. Student to individual student	35. Student to individual student	36. Student to individual student
37. Teacher to whole class	38. Student to whole class	39. Student to whole class	40. Student to whole class
41. Teacher to small group	42. Student to small group	43. Student to small group	44. Student to small group
45. Teacher to individual student	46. Student to individual student	47. Student to individual student	48. Student to individual student
49. Teacher to whole class	50. Student to whole class	51. Student to whole class	52. Student to whole class
53. Teacher to small group	54. Student to small group	55. Student to small group	56. Student to small group
57. Teacher to individual student	58. Student to individual student	59. Student to individual student	60. Student to individual student

## Example

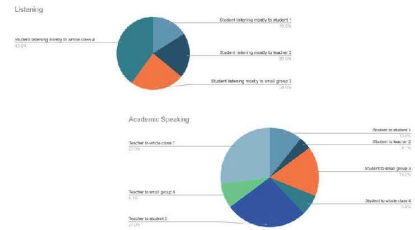
Time	Activity/ Location of Student	Academic Speaking	Academic Listening	Student is Not Speaking or Listening (Check one)
9:30	Math Class	1. Teacher to whole class 2. Student to teacher 3. Student to small group 4. Student to whole class 5. Student to student 6. Teacher to small group 7. Teacher to whole class	1. Student listening to teacher 2. Student listening to teacher 3. Student listening to teacher 4. Student listening to teacher 5. Student listening to teacher 6. Student listening to teacher 7. Student listening to teacher	1. Student writing silently 2. Student left desk 3. Other
9:30	Math Class	1. Teacher to whole class 2. Student to teacher 3. Student to small group 4. Student to whole class 5. Student to student 6. Teacher to small group 7. Teacher to whole class	1. Student listening to teacher 2. Student listening to teacher 3. Student listening to teacher 4. Student listening to teacher 5. Student listening to teacher 6. Student listening to teacher 7. Student listening to teacher	1. Student writing silently 2. Student left desk 3. Other

Next Step: Graph the data you collected during the observation to visually represent your findings.

Academic Speaking (30%)  
The majority of academic speaking was teacher to the whole class.



Next Step: Graph the data you collected during the observation to visually represent your findings.



## Next Step: Tally Responses

### Tally number of responses for:

- Academic speaking
- Non-Academic speaking
- Listening
- No/not listening
- Comments

### Count number of boxes checked off for each area.

### Next Step: Summarize Comments

- **Comments:**
  - Summarize all comments from comment section.



### Don'ts

- Focus on teacher or other students.
- Try not to let student or teacher know who or why you are shadowing.
- Sit too close to student.
- Interact with the student.
- Don't critique, analyze, interpret, what the teacher says or doesn't say.

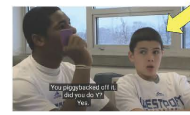
### Do

- Document just what you observe and/or hear.



### Let's Practice MLL Shadowing

*"The person talking the most is the person who is learning most...and I'm doing most of the talking in my class!"*  
LAUSD-Elementary Teacher Intern

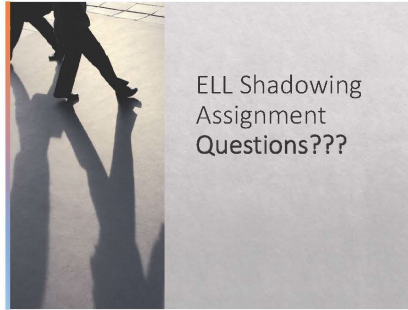


High School Algebra Video: <https://www.youtube.com/watch?v=9v2G6e0s>

### Let's Practice MLL Shadowing



Elementary School Reading Video:  
<https://youtu.be/GGFTmJmfmw?feature=shared>



Next Week:  
Zoom

Second Language Acquisition and Language Models

# APPENDIX O: Second Language Acquisition Lecture



## Second Language Acquisition and Language Models

SPED 416

Week 8

Fatmana K. Deniz, PhD

### First 30 Minutes:

#### Options:

- **Continue Group Work** – If you were in a group last week, go to your designated breakout rooms and continue working on your content and language objectives.
- [https://docs.google.com/presentation/d/1w\\_5m7d3W6KPK5fPg4C45evf8i3uap890WJAAdl2uapsharing](https://docs.google.com/presentation/d/1w_5m7d3W6KPK5fPg4C45evf8i3uap890WJAAdl2uapsharing)
- **New Activity** – If you were not part of a group last week, follow the provided instruction to complete this activity.
  - Let me know if you want to partner up with someone!
- **Independent Work** – If you arrive late and miss group discussion, complete this week's [First 30-minute activity](#) individually.



4:00-4:30-First 30-minute activity: Objectives and Standards Group Activity

4:30-4:40- Presentation of the group work

4:40-5:40- Lecture Part I-Second Language Acquisition

5:40-5:50- Break

5:50-6:30-Lecture Part II-Language Model

6:30-6:45-Questions

## Agenda

### Content and Language Objectives

**Content Objective 1:** By the end of class, SPED 416 students will be able to identify and describe key theories of second language (L2) acquisition by analyzing research-based theories and discussing their implications in their teaching in small groups.

**Content Objective 2:** By the end of class, SPED 416 students will be able to compare and contrast different Dual Language and English-Only models by examining their structures, benefits, and challenges.

Language Objective			
Expressive Language		Receptive Language	
Writing	Speaking	Reading	Listening

By the end of today's class session, SPED 416 students will be able to collaboratively discuss and explain key theories of second language (L2) acquisition, analyze their implications for classroom instruction, and strategies for teaching students in Dual Language and English-Only models through small group discussions with the support of a peer.

## Warm up

- With a partner...
- Read the short passage and concentrate on comprehending its meaning.
- Identify and underline the words whose decoding or meanings you are familiar with.

## Let's Learn Some Science in Turkish!

"Vücudumuz, bilm için çok önemlidir. Başımız, gözlerimiz, kulaklarımız, burunumuz ve ağızımız gibi birçok önemli bölümlerden oluşur. Başımızın üstünde saçlarımız bulunur. Gözlerimizde görebiliriz, kulaklarımızla duyabiliriz ve burunumuzla kokuyabiliriz. Ağızımızda yemek yeriz ve konuşuruz. Ellerimizle tutan ve ayaklarımızla yürürüz. Kalbimiz vücudumuzun en önemli organlarından biridir. O, kan pompalar ve bize yaşam verir. Vücudumuzu sağlıklı tutmak için temizlik ve düzenli egzersiz yapmalıyız."

## Let's Learn Some Science in Turkish!



- What are the strategies that you were employing while trying to read and comprehend the text?
- What was the challenge?
- How does this activity help you to better understand the needs of an EL?

## Translation

"Our body is very important to us. It consists of many important parts such as our head, eyes, ears, nose, and mouth. We have hair on top of our head. We can see with our eyes, hear with our ears, and smell with our nose. We eat and speak with our mouth. We hold things with our hands and walk with our feet. Our heart is one of the most important organs of our body. It pumps blood and gives us life. To keep our body healthy, we should maintain cleanliness and exercise regularly."

## Principles of Language Acquisition

## Current Info

- o 1/3 of children in the US speak a language other than English at home
- o 11% of total K-12 student population in US receive services as an English learner
  - o 24% in California
- o 62% of secondary EL students are LTELs



## Consider

With ELs, we will deal with **language learning and language acquisition** simultaneously.

It is important to understand the stages of language acquisition in a first (L1) and second (L2) language as well as to know how to effectively correct errors (i.e., to promote student learning).

## Academic Vocabulary

- o **Affective Filter:** A number of affective variables that contribute to second language acquisition
- o **Cognates:** Cognates are words in two languages that share a similar meaning, spelling, and pronunciation (family; familia; center/centro)
- o **BICS:** Basic Interpersonal Communicative Skills refers to a student's ability to understand basic conversational English, sometimes called **social language**.
- o **CALP:** Cognitive Academic Language Proficiency refers to a student's ability to effectively understand and use the more advanced and complex language necessary for success in academic endeavors, sometimes referred to as **academic language**.



## Any thoughts...

- o What is the difference between **language learning** and **language acquisition**?
- o Which of the following do you think most affects learning a language (first or second language) and why? (There is not wrong answer – just want you to think).
  - o **Environment** (e.g., models around you)
  - o **Biology** (e.g., people's individual characteristics such as personality)

## Types of ELLs

**Simultaneous language learners** are those who learn two or more languages at the same time from birth or who start learning a second language prior to age three.

**Sequential language learners** are those who begin to learn an additional language after they have turned three years of age.



## Types of Multilingual/EB/EL Learners

Resource Support Provider (RSP)	Collaborative (Co-Teaching)	Self-Contained Classroom (SDC/SOC)
<b>International Newcomers</b>	<b>Long Term English Learners (LTELs)</b>	<b>Reclassified -Fluent English Proficient (RREP)</b>
Recently arrived to this country	Have been in the US for 6 or more years	Students w/ a proficiency level of 4 on the Summative ELPAC or a level of 3 on the Summative Alternate ELPAC
High levels of formal education or Student with Limited or Interrupted Education (SLIFE)	Remained at the same ELP level for two+ consecutive years, or has regressed to a lower ELP level, as determined by the ELPAC	
<ul style="list-style-type: none"> <li>• 151,996 (2020-21)</li> <li>• 2.5 % of CA K-12 student body</li> <li>• 1 in 40 CA students was a newcomer</li> </ul>	<ul style="list-style-type: none"> <li>• 300,802 (TK - 12th Grade)</li> <li>• 211,218 (6th - 12th Grade) 2023 - 2024 in CA</li> </ul>	<ul style="list-style-type: none"> <li>• 927,723 in CA (2022-23)</li> </ul>

## From Readings...

- Effective communication requires so much more than just being able to translate vocabulary words — it requires *knowledge of intonation, dialect, and intent, and a nuanced understanding of word use, expression, and a language's cultural context.*



## Benefits of Bilingualism

Watch this [captioned video](#). Here's an extra resource for you, in case you'd like to watch it before or after class.

## Stimulating Language

### The Least Dangerous Assumption

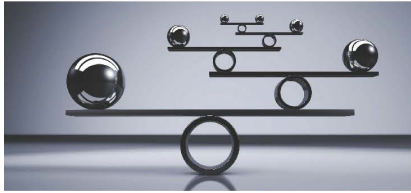
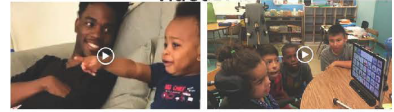


What do you notice in this video?

### The Least Dangerous Assumption



### What is the least dangerous assumption you observed in both videos?



### Second Language (L2) Acquisition Theories and Models

### Stages of Language Proficiency (L2)

- 1-Pre-Production Stage:** This is also called "the silent period." Learners do not yet produce speech, are merely acquiring language by listening and responding with non-verbal signals.
- 2-Early Production Stage:** The individual begins to speak using short words and sentences, but the emphasis is still on listening and absorbing the new language.
- 3-Speech Emergent Stage:** Learners begin speaking in phrases and short sentences, but the individual still relies heavily on context clues and familiar topics.
- 4-Beginning Fluency:** Speech is fairly fluent in social situations with minimal errors. New contexts and academic language are still challenging.
- 5-Intermediate Fluency Stage:** Learners speak with a flow of phrases and sentences that are related, communication in L2 is fluent, especially in social language situations.
- 6-Advanced Fluency:** Near native-speaker use of language, communicates fluently in all contexts and can maneuver successfully in new contexts and when exposed to new academic information.

### Krashen's Stages of Language Acquisition and ELD Proficiency

Krashen's Stage of Language Acquisition	ELD Proficiency Levels	Description
Pre-production (Silent Period)	Emerging/Emerging (Level 1-2)	Minimal comprehension, may not speak/sign yet
Early Production	Emerging (Level 2)	Can produce short phrases, limited vocab, relies on formulaic expressions.
Speech Emergence	Developing (Level 3)	Begins using simple sentences, increased comp, errors are still common.
Intermediate Fluency	Expanding (Level 4)	More complex sentence structures, better comprehension, fewer errors.
Advanced Fluency	Bridging (Level 5-6)	Near-native proficiency able to use academic language effectively.

- Go to the [Google Slides for group work](#) and find your group's grade level. Then, review the ELD level associated with the standard.
- Choose two instructional strategies from the Pre-production to Advanced Fluency slides (the next 6 slides).
- In your group, discuss the three most important strategies that will support the content and language objectives you developed in Week 7.
- Share your discussion and selected strategies with the whole class.



### Small Group Activity (10 minutes)

### Review Following 6 Slides for Small Group Activity

### 1-Instructional Strategies- Pre-production

Emphasize listening comprehension by using read-aloud and music.

Use visuals and have students point to pictures or act out vocabulary.

Speak slowly and use shorter words, but use correct English phrasing.

Model "survival" language by saying and showing the meaning. For example, say, "Open your book," and then open a book while the student observes.

Gesture, point and show as much as possible.

More advanced classmates who speak the same language can support new learning through interpretation.

Avoid excessive error correction. Reinforce learning by modeling correct language usage when students make mistakes.

## 2-Instructional Strategies-Early Production

Continue the strategies listed above, but add opportunities for students to produce simple language.

Ask students to point to pictures and say the new word.

Ask yes/no and either/or questions.

Have students work in pairs or small groups discuss a problem. Have liberate students write short sentences or words in graphic organizers.

Model a phrase and have the student repeat it and add modifications. Teacher says, "This book is very interesting." The student repeats it and says, "This book is very boring." Continue with as many modifications as possible.

Avoid excessive error correction. Reinforce learning by modeling correct usage.

## 5-Instructional Strategies- Intermediate Fluency

Identify key academic vocabulary and phrases and model them. Ask students to produce the language in class activities.

Use graphic organizers and thinking maps and ask to make notes the student's thinking in with each challenge the student to add more.

Ask the student make connections with new vocabulary by introducing him or her to the etymology of words or word families such as, "important, importance, importantly."

Create assignments that give students an opportunity to present in English after they have an opportunity to practice in pairs or small groups.

Introduce more academic skills, such as the following: identifying, categorizing, summarizing, and comparing and contrast.

Ask students to identify vocabulary by symbols that show whether the student "knows it really well, kind of knows it, or doesn't know it at all." Help students for an assignment to get the meaning of new words.

Assign "Spelling Bee" during their writing when they can't write words they don't know with some direction of the meaning. Check the student's list.

Introduce idioms and give examples of how to use them properly. For example, "Let's wind up our work." "What's a rather way you could use the phrase 'wind up'?"

Working at this level, students need more correction feedback, assignments that do not do the affective meaning. They need to be encouraged more about the content of their assignments and the relevance that do not necessarily affect meaning but do contribute to their fluency.

It may also be helpful to do a language game with the students to give an assist in providing meaningful correction in a positive area.

## Krashen's Monitor Model

**Acquisition vs. Learning Hypothesis:** There is a distinct difference between acquiring and learning a second language.

**The Natural Order Hypothesis:** Language learners acquire the rules of language in a predictable order.

**The Monitor Hypothesis:** The formal study of language leads to the development of an internal grammar monitor. In order for a learner to use the monitor, three conditions are necessary: sufficient time, a focus on form, and explicit knowledge of the rules. Corrects errors in student speech and corrects them.

**The Comprehensible Input Hypothesis:** The acquisition of a second language is the direct result of learners' understanding the target language in natural communication situations. Language is acquired when presented a bit beyond the student's level of proficiency ( $i+1$ ). Based on *Zone of Proximal Dev.* (ZPD). The *i* represents input and the *1* represents the challenge.

**The Affective Filter Hypothesis:** Emotional variables play a role in language acquisition. (i.e. High anxiety= hard to learn language; low anxiety= easier to learn language)

## 3-Instructional Strategies- Speech Emergent

Introduce more academic language and skills by using the same techniques listed above, but beginning to use more academic vocabulary.

Introduce new academic vocabulary and model how to use it in a sentence.

Provide visuals and make connections with student's background knowledge as much as possible.

Ask questions that require a short answer and are fairly literal.

Introduce charts and graphs by using easily understood information such as a class survey of food preferences.

Have students re-tell stories or experiences and have another student write them down. The ELL student can bring these narratives home to read and reinforce learning.

In writing activities, provide the student with a fill-in-the-blank version of the assignment with the necessary vocabulary listed on the page.

Provide minimal error correction. Focus only on corrections that directly interfere with meaning. Reinforce learning by modeling the correct usage.

## 6- Instructional Strategies- Advanced Fluency

Students at this level are close to native language fluency and can interact well in a variety of situations. Continue to develop language skills as they write by using the strategies listed above. Although the student may seem completely fluent, he or she still benefits from visual support, building on background knowledge, pre-teaching vocabulary and making connections between content areas.

Offer challenge activities to expand the student's vocabulary knowledge such as identifying antonyms, synonyms and the use of a thesaurus and dictionary.

Demonstrate effective note-taking and provide a template.

Offer error correction on academic work and on oral language. Because students at this stage have achieved near-native fluency, they benefit from support in fine-tuning their oral and written language skills.

## 4-Instructional Strategies- Beginning Fluency

Have students work in pairs and groups to discuss content ("Think, pair, share")

Ask questions that require a full response with explanation; require inference and justification; agree or disagree with a statement and why.

Model more advanced academic language structures. Have students repeat the phrases in context.

Re-phrase incorrect statements in correct English or ask the student if they know another way to say it.

Have students make short presentations, providing them with the phrases and language and opportunities to practice the presentation with partners. Continue to provide visual support and vocabulary development.

Correct errors that interfere with meaning and pre-identify errors that will be corrected in student writing, such as verb-tense agreement. Only correct the errors agreed upon.

You may want to model in improving pronunciation by asking a student to repeat key vocabulary and discussing how different languages have different sounds.

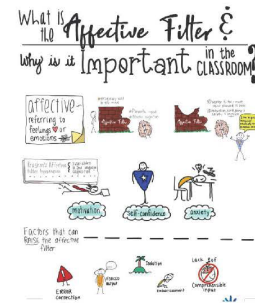
## To sum up...

Scaffold instruction so students receive comprehensible input and are able to successfully complete tasks at their level.

Use cognates to help Spanish speakers learn English and derive meaning from content.

Explicit vocabulary instruction is very important in accelerating ELL students' English language development.

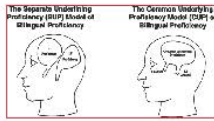
Error correction should be done very intentionally and appropriately according to student language ability.



"People acquire second languages when they obtain **comprehensible input** and when their **affective filters** are low enough to allow the input in." (Krashen)

### Cummins' Common Underlying Proficiency (CUP)

- Knowledge and literacy skills in the student's first language (L1) will transfer to their L2.
- Proficiency in the L1 provides a foundation for learning the L2 (bilingual education).
- Students will be able to transfer the literacy skills they already possess in their first language - basic reading and writing skills - and apply it to the second language. As a result, these students will be able to perform well in their new environment, particularly in school.



### Cummins' BICS vs CALP



- Time it takes to learn:
- o BICS: Approximately 2 years
  - o CALP: Approximately 5 - 7 years

BICS: The (pragmatic) communicative skills	Cognitive Academic Language Proficiency
BICS: The language necessary for day to day living, including conversations with friends; informal interaction	CALP: The language necessary to understand and discuss content in the classroom
Common Underlying Proficiency (CUP): The language knowledge and skills that students develop as they learn one language can be used to help them learn another language.	

### Understanding BICS & CALP Activity

Who has had at least three years of instruction in another language, either in high school or college?

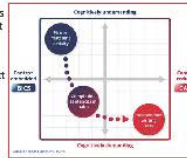


Translate the following into your second language:

- My name is \_\_\_\_\_.
- I am thirsty. May I please have a drink of water?
- After we finished school in June, my family spent our summer vacation visiting relatives in Eritrea.
- Worms are called decomposers. They have a special job, which is to eat leaves, grass, and other things in nature to help break them down into smaller pieces. We are going to study worms more closely by making a compost bag.

### Cummins' Range of Contextual Support and Degree of Cognitive Involvement in Communicative Activities

- Tasks begin in the Context Embedded / Cognitively Undermining quadrant
  - o Group picture matching activity - students discuss their choice of explicitly taught concepts and new vocabulary
- The next task increases cognitive and academic language demands, with context supplied.
  - o Students work in pairs to draw on vocab and concepts introduced to complete a sentence starter.
- Tasks increase in abstraction once vocab and concepts have been consolidated by students.
  - o Activities can be oral and/or written, allowing students to demonstrate their increasing command of CALP.



### Part II: Models of Instruction for ELLs



**Least Restrictive Environment:**  
 School districts are required under federal law to provide education to students with disabilities in the least restrictive environment (LRE). This means that all students with disabilities including English learner students with mild, moderate, and severe disabilities receive their education, to the maximum extent appropriate, with nondisabled peers and that they are not removed from general education classes unless, when with supplemental aids and services, education in general education classes cannot be achieved satisfactorily.

**Figure 6.4. One-perspective English Language Development: Integrated and Designated ELD**

**INTEGRATED ELD**  
 "Integrated English Language Development" means instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD is chosen as the primary academic instruction in English.

**DESIGNATED ELD**  
 "Designated English Language Development" means instruction provided during a time set aside in the regular school day for focused instruction on the state-adopted English language development (ELD) standards to assist English learners to develop the English language skills necessary for academic content learning in English.

### Educational Program Models

- Decisions about program models for English learners with disabilities should involve multiple data sources, active parental participation in the IEP process, and the family's choice of language program.
- Collaboration is key, with input from classroom teachers, EL specialists, and special education staff.
- These students receive both disability-related and language services in a culturally and linguistically responsive and sustaining learning environment that incorporates universal design for learning (UDL) and Multi-Tiered System of Supports (MTSS).

## Multilingual Language Models:

1. **Transitional Bilingual Program**
2. **Developmental Bilingual Program**
3. **Dual-Language Immersion (DLI) Program**
  - One-Way Immersion
  - Two-Way Immersion
4. **Heritage Language Program**

### 1. Transitional Bilingual Model "subtractive environment"

- A language acquisition program for English learners that provides instruction using **English** and a pupil's **native language** for literacy and academic instruction, enabling an English learner to achieve English proficiency and meet state adopted academic achievement goals.
- This program begins in TK/K and continues to third grade where students transition to instruction all in English.

### 2. Developmental Bilingual Model "Additive environment"

- Language acquisition program for English learners that provides instruction using English and a pupil's native language for literacy and academic instruction, enabling an English learner to achieve language proficiency and meet state academic achievement goals.
- This program begins in TK/K and continues to sixth grade with the goal of **biliteracy**.

## Dual-Language Immersion (DLI) Program (also referred to as Two-Way Immersion)

- A language acquisition program that provides language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, primary and English language proficiency and cross-cultural understanding.
- This program begins in transitional kindergarten or kindergarten (TK/K) and continues to sixth grade.

### 2. Developmental Bilingual Model "Additive environment"

- Language acquisition program for English learners that provides instruction using English and a pupil's native language for literacy and academic instruction, enabling an English learner to achieve language proficiency and meet state academic achievement goals.
- This program begins in TK/K and continues to sixth grade with the goal of **biliteracy**.

### 3a. One-Way Dual Language Immersion Bilingual Model

- Designed to teach a minority language (ex: Spanish) to language majority students (Ex: English speakers).
  - Special techniques used to help students learn in L2.
- Ultimate goal is **full bilingualism and biliteracy in English** and the minority language for native English-speaking students.

## 3b. Two-Way Immersion Bilingual Model

- Aim to reinforce students' **native language** (ex: Korean) and **foster development of a second language** (English).
- The goal is **full bilingualism and biliteracy for both language** minority and language majority students.
- May receive **40% or more in L1**.
  - For example, English speakers acquire Spanish and Spanish speakers acquire English. Both groups develop and maintain their home languages.

### 4. Heritage Language Program

- Language acquisition program for English learners that provides instruction using English and a pupil's native language for literacy and academic instruction, enabling non-English speakers or students who have weak literacy skills in their native language to achieve language proficiency and meet academic achievement goals.
- This program is designed for grade spans six through eight and nine through twelve.

## Structured English Immersion Program

- A **Structured English Immersion (SEI) program** is a language acquisition program for English learners in which **nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English.**
- English learners are provided access to **core instruction, including the English language development standards, and become proficient in English pursuant to the state priorities.**
- English learners with disabilities require **additional supports and services that would not be required for non English learner students with disabilities.**

## English Only Models

### ESL Pullout (New Comers)

ELD

### Sheltered English Immersion

ELs taught all content through English using sheltering techniques to make instruction understandable.

Structured English programs do not promote L1 literacy.

The goal is language, literacy, and content learning in English only.

English taught through content

## 3. Structured English Immersion English Only Model

## 1. ESL (ELD) Pullout English Only Model

ELs receive the majority of their instruction in regular classrooms alongside their monolingual English-speaking peers.

ELs are pulled out of the classroom to receive additional help from an ESL teacher or aide.

Isolated no integration

Most implemented and least ineffective

## 2. ELD English Only Model

ELs taught all subject matter using English as the language of instruction in a class taught by a teacher with knowledge of second language development.

Majority of students are at various levels of English language proficiency (History-bridging class; science-expanding).

The goal is full English language, literacy, and academic development.

## Sheltered English and Specially Designed Academic Instruction in English (SDAIE)

Both methods used to support English learners, but they differ in scope.

**Sheltered English** focuses on making content comprehensible to English learners through simplified language and visual aids, without altering the academic content.

**SDAIE** is a broader approach, integrating modifications to teaching strategies, content, and language to meet the needs of English learners, ensuring they can access grade-level academic content while learning English.

Sheltered Instruction Observation Protocol (SIOP)

## Sheltered Instruction Observation Protocol (SIOP)

### 2. Sheltered Instruction Observation Protocol (SIOP)

- o **Making Content Comprehensible for English Learners: The SIOP Model**
  - Echevarria, Vogt and Short (2008)
  - SIOP has 3 components
  - Framework for planning and delivering instruction in content areas
  - Goal is to help teachers integrate academic language development into their lessons.

### 1. Preparation

1. Assess students
2. Write content objectives clearly
3. Write language objectives clearly
4. Choose content concepts appropriate
5. Identify supplementary materials to use
6. Adapt content
7. Plan meaningful activities

### 2. Building Background

1. Explicitly link concepts to student background and experiences
2. Explicitly link past learning and new concepts
3. Emphasize key vocabulary

### 3. Comprehensible Input

1. Use speech appropriate for students' proficiency level.
2. Explain academic tasks
  - modeling/showing end model
1. Use a variety of question types

**Comprehensible Input (CI) Examples**

- Use visuals.
- Use gestures and body language.
- Speak slowly and clearly.
- Use more pauses between phrases.
- Repeat and review.
- Use shorter sentences.
- Use simpler syntax.
- Use fewer pronouns.
- Stress high frequency vocabulary.
- Use very few, if any, slang and idioms.
- Watch carefully for comprehension and be ready to restate.
- Maintain a warm supportive affect.
- Be friendly and enthusiastic.
- Stress participatory learning.

**5. Interaction**

1. Provide frequent opportunities for interaction
2. Use group configurations
3. Provide sufficient wait time
4. Give ample opportunities for students to clarify key concepts in L1

**8. Review/Evaluation/Assessment**

1. Review of key vocabulary
2. Review of key concepts
3. Provide feedback to students regularly
4. Conduct assessments of comprehension and learning

**4. Strategies**

1. Use **scaffolding techniques** consistently
2. Provide ample opportunities for students to use strategies (ex. Pemdas; Homes)
3. Use variety of question types

**6. Practice/Application**

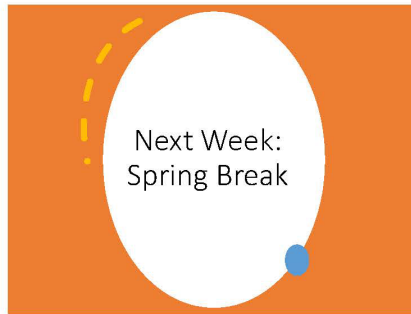
1. Provide hands-on materials
2. Provide activities for students to apply content and language knowledge
3. Provide activities that integrate language skills

**Scaffolding Examples**

- Pre-teach academic vocabulary.
- Integrate oral and written language instruction into content area teaching.
- Provide regular, structured opportunities to read for multiple purposes.
- Provide regular, structured opportunities to write (E.g. Sentence Frames)
- Capitalize on students' home language and knowledge.
- Provide concrete and visual models.
- Provide graphic organizers and foldables.
- Use multimedia to enhance comprehension.

**7. Lesson Delivery**

1. Support content objectives
2. Support language objectives
3. Engage students 90-100% of the time
4. Pace the lesson appropriately



# APPENDIX P: Culturally and Linguistically Sustaining Teaching Lecture



## First 20 Minutes

Read Chapters 2 and 3 of the book "Culturally Responsive Teaching & the Brain" by Zaretta Hammond.

Write a brief response to the chapters, and consider the following three questions in your reflection:

- What stood out most to you about what you read and why?
- What is something from the reading that you can apply to your teaching?
- How has your understanding of culturally responsive teaching and the brain changed?

## Today's Class

4:00-4:30 Welcome and instructions for first 30-minute activity  
 4:30-5:20: Culturally and Linguistically Sustaining Teaching  
 5:20-5:30: Break  
 5:30-6:00: Group Work: Windows and Mirrors in Your Classroom Activity  
 6:00-6:15: Debrief on Windows and Mirrors in Your Classroom Activity  
 6:15-6:35: Small Group Discuss ML Shadowing Activity  
 6:35-6:40: Preview of Next Week

### Content and Language Objectives

**Content Objective:** By the end of class, SPED 416 students will be able to identify and describe the characteristics of Culturally Sustaining Teaching (CST) by analyzing its key elements and discussing their relevance in the classroom.

Language Objective			
Expressive Language		Receptive Language	
Writing	Speaking	Reading	Listening
By the end of today's class session, SPED 416 students will be able to collaboratively discuss and explain the characteristics of CST, identify how they can apply these elements to foster inclusivity, and engage in reflective discussions with peers.			

### Academic Vocabulary

- **Culturally and linguistically diverse (CLD):** Primarily refers to people of color who are not Caucasian or White but can also include people who are Caucasian or White yet are outside the mainstream of American culture, including immigrants from Europe who have limited English proficiency or people who live in impoverished conditions; also, used by the U.S. Department of Education to define students enrolled in education programs who are either non-English proficient (NEP) or limited-English proficient (LEP). (International Center for Leadership in Education, 2011).

### Academic Vocabulary

- **Cultural competence:** Being aware of one's own cultural identity and perspectives regarding diversity as well as the ability to learn and build on the diverse cultural and community norms of students and their families.
  - Cultural competence is understanding the within-group differences that make each student unique while celebrating the between-group variations that make our country a tapestry. (National Education Association [NEA], 2018).
  - It involves developing knowledge, skills, and attitudes that enable individuals to work respectfully and effectively in cross-cultural situations.

### Academic Vocabulary

- **Cultural humility** is a lifelong process of self-reflection and self-critique whereby individuals continually evaluate their own cultural assumptions, values, and biases.
  - Key Characteristics:
    - Lifelong learning: Acknowledges that full understanding of another's culture is never fully complete.
    - Mutual respect: Prioritizes respectful partnerships, learning from others rather than assuming expertise over them.
    - Self-reflection: Encourages continual examination of one's own cultural identity and its influence on perceptions and interactions.

### Rationale for Topic: Overview

- Student population continues to diversify racially and culturally.
- Teaching population remains predominately White, middle-class, and female.
- Need for inclusive learning opportunities that consider students' diverse backgrounds, including race, culture, language, and abilities.

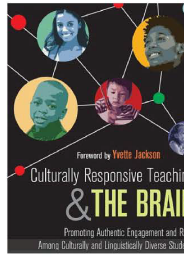
(Cedar Center, UF)





### Reflection to Readings

- What stood out most to you about what you read and why?
- What is something from the reading that you can apply to your teaching?
- How has your understanding of culturally responsive teaching and the brain changed (if)?



### Culture???

- A **blueprint** for perception, evaluation, behavior, feeling, and thinking.
- Culture is in us, around us, **like the air we breathe**.
- What appears to be natural and "how things are."
- A **framework** that guides and bounds life practices — a set of possibilities from which to choose.

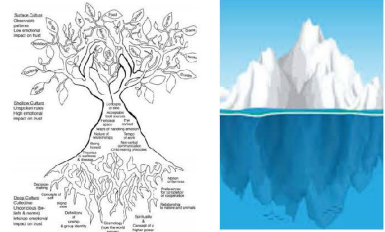
(Hall, 1976; White, 1999)

### Culture is Dynamic

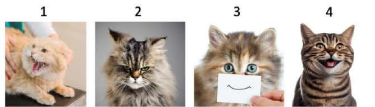
"we need an approach to education that takes seriously the **lived culture** of children and their families, not the fiestas and folklores that had meaning for their grandparents but are not part of the lives of families coming to terms with the losses and gains of immigration" (Glenn, 1989, p. 779).



### Culture has many forms...

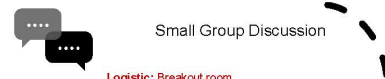
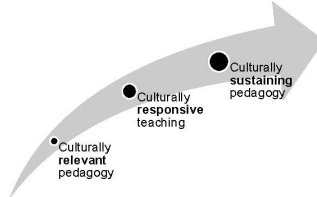


### How everyone is feeling about being culturally sustaining teachers and educators ?



- 1. No! I am not prepared for this at all.
- 2. I am familiar with the concept. Not a feeling good about implementing.
- 3. Familiar with CST and implementing some aspects in my classroom.
- 4. I love this, I can teach you!

### Culturally and Linguistically Relevant Education



- Logistic:** Breakout room  
**Time:** 10 minutes  
 Use the [Discussion Recording Sheet](#)
- Discussion Points:**
1. **What Do These Words Mean?**  
 Let's talk about what *relevant*, *responsive*, and *sustaining* mean in teaching.
  2. **What Does This Look Like in the Classroom?**  
 Can you think of examples where a teacher made a lesson felt relevant, responsive, and sustaining.
  3. **Can We Say It Another Way?**  
 If you had to explain these ideas using different words, what would you say?

Group 1  
Name of Group Members: \_\_\_\_\_

Part 1: Discussion Points

1. What Do These Words Mean?  
Discuss the meanings of relevant, responsive, and sustaining in teaching.

Relevant: \_\_\_\_\_

Responsive: \_\_\_\_\_

Sustaining: \_\_\_\_\_

2. What Does This Look Like in the Classroom?  
Share examples of practice that fit relevant, responsive, and sustaining. How can teachers apply these ideas?  
Only discuss how teachers can make lessons relevant, responsive, and sustaining. No need to provide an entire response for this one.

3. Can We Say It Another Way?  
Brainstorm other ways to express these ideas. What other words describe teaching that connects with and supports students?

Alternative Words or Phrases: \_\_\_\_\_

Let's discuss and respond to *Group Work Discussion Recording Sheet as a group*

## What is Culturally Relevant Pedagogy? (CRP)

- It's the ability to respectfully learn from and engage with people from your own culture and from other cultures, recognizing the value of cultural diversity.
- It means creating fair and inclusive learning experiences by connecting what students learn to their lives, identities, and interests.
- Learning becomes meaningful, useful, and relevant when it reflects and honors students' real-world experiences.

## Key Components of CRP (Gloria Ladson-Billings, 2014)

- Student Learning**
  - Focuses on deep intellectual growth and strong problem-solving skills
  - Helps students develop the tools to succeed in systems not built for them, building **resilience and adaptability**.
- Cultural Competence**
  - Supports students in valuing and sustaining their own culture
  - Encourages understanding and appreciation of other cultures, building **cross-cultural skills**
- Critical Consciousness**
  - Empowers students to analyze real-world issues and understand social injustices
  - Encourages them to take action and become agents of change, especially for marginalized communities

## What is Culturally Responsive Teaching (CRT)?

Teaching practices that honor and respond to students' cultural, linguistic, and learning backgrounds.

### Culturally Responsive Teachers:

- ✓ Build on students' strengths by using their cultural knowledge and experiences to shape lessons and curriculum.
- ✓ Empower students both socially and academically by setting high expectations and showing a strong commitment to their success.

## Key Components of CRT (Geneva Gay, 2002, 2010)?

- Deep Cultural Knowledge:** Understand and integrate students' cultural values, traditions, and contributions into teaching practices.
- Culturally Relevant Curriculum:** Use materials that reflect diverse cultures and multiple perspectives to make learning more relevant.
- High Expectations:** Promote academic excellence while affirming and respecting students' cultural identities.
- Adaptive Communication:** Appreciate and adapt to different communication styles, avoiding misinterpretations, and fostering a more inclusive environment.
- Culturally Connected Instruction:** Make learning engaging by connecting new content to students' cultural backgrounds and lived experiences.

## What is Culturally Sustaining Pedagogy?

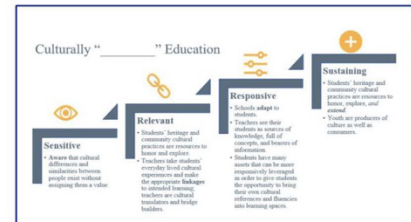
- Focuses on honoring and sustaining the cultural knowledge students bring into the classroom—not replacing or minimizing it.
- Encourages educators to recognize that "Who you are" shapes how and what you teach.
  - Your identity, values, and experiences impact your approach to students and learning.

## Culturally Sustaining Teachers (Paris, 2012)

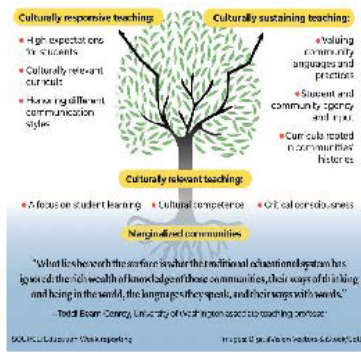
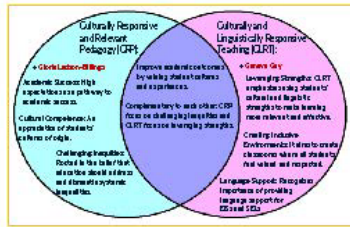
- Aims to promote and preserve linguistic, literate, and cultural pluralism in classrooms.
  - To perpetuate and foster linguistic, literate, and cultural pluralism" (Paris, 2012, p. 93)
- Seeks to sustain the cultural knowledge and lived experiences of students, families, and communities—also known as funds of knowledge.
- Views students' identities, languages, and cultures as assets—not obstacles—to learning.
  - ⚠ This approach is not possible if teachers operate from a deficit mindset that fails to value the strengths and potential of students of color.

To Sum Up:  
Culturally "-----" Teaching

## Culturally "-----" Teaching



## Overlap between CRP and CRT



## What is the goal of Culturally Relevant Education: Relevant, Responsive, And Sustaining?



- What are common elements across these terms or frameworks?

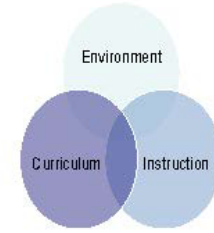
**Aim to dismantle a deficit approach** to educating CLD students and focus instead on their strengths, assets, funds of knowledge, and communities in the classroom.

Culturally Relevant Education:  
**Relevant, Responsive, And Sustaining**

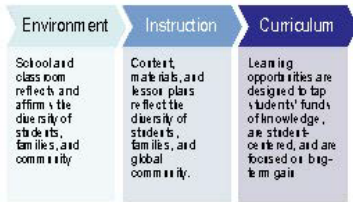
## WHY is CR/SE Important For All Educators?

- Students become **disengaged, disinterested, and disconnected** when they do not see themselves reflected in the curriculum and related opportunities to learn
- Promote **high achievement** for all students, closing gaps, and eliminating disproportionality
- Address the needs of all learners
- Increase **achievement**
- Decrease **trouble behaviors and unexcused absences**

## Culturally responsive & sustaining education requires...INTENTIONALITY



## Culturally responsive & sustaining education requires...



(Castañeda, Arroyo & Jaquette, 2016)

## What Does This Look like in School?

Culturally Sensitive Teaching	Culturally Relevant Teaching	Culturally Responsive Teaching	Culturally Sustaining Teaching
...that does not discriminate against students	...that allows students to bring their own experiences and perspectives to the classroom	...that allows students to bring their own experiences and perspectives to the classroom, and that also allows students to bring their own experiences and perspectives to the classroom	...that allows students to bring their own experiences and perspectives to the classroom, and that also allows students to bring their own experiences and perspectives to the classroom



- How culturally relevant and/or sustaining was school (K-12) for you? What specific features or actions made it that way? Share with a Peer

## How Do You Become Culturally and Linguistically Responsive?

1. Develop cultural self-awareness
2. Appreciate the value of diverse views
3. Avoid imposing your own values
4. Examine your own teaching for bias
5. Build on students' cultural strengths
6. Discover your students' primary cultural roles
7. Learn what you can about other cultures
8. Learn about Multilingual Learners
9. Identifying the language demands inherent in classroom tasks
10. Enjoy the journey!

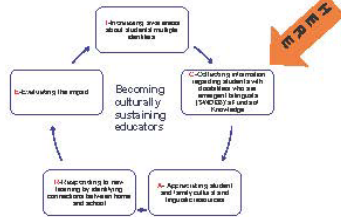
## Best Practices

- Critical Asset Mapping
- Language Mapping
- Inclusive Curriculum Design to ensure all students feel represented and valued
- Promoting stories to be told, voice and all forms
- Culturally responsive assessment
- Collaborative Learning Communities
- Integrate digital and multilingual resources
- Promoting language use in environments that value all forms of communication
- CR classroom evaluation methods and respect for students' backgrounds
- Cultures feedback and adaptation
- CR classroom management (e.g. Culturally Responsive Classroom Routines)

## Wonderful video as recap –for you to watch--

[How culturally responsive practices help students connect to school.](#)

### How this Classroom is Preparing You to Become Culturally Sustaining Teacher: Let's see where we are at!



### How everyone is feeling about being culturally sustaining teachers and educators?

1	2	3	4
No I am not prepared for this at all.	I am familiar with the concept. Not a feeling good about implementing.	Familiar with CST and implementing some aspects in my classroom.	I love this, I can teach you!

### Group Work: Windows and Mirrors in Your Classroom Activity (20 Minutes)

- Building community is vital to teaching to Create a Culturally Inclusive Classroom.
- "We learn best when we connect by things that are both similar (mirrors) and unfamiliar (windows) to us and our worlds as (treasure) objects."*
- You will be asked to read a text or film digitally.
    1. Individually or in a group, read the short story chosen by your group.
    2. As you read, compare the identity groups in the story to your own identity groups (e.g. race, ethnicity, gender, sexual orientation, immigration status, class, ability, religion, etc.)
    3. As a group, discuss the following questions:
      - What specific identities do group members share with those in the story?
      - What identities are not shared?
      - What was a mirror for you?
      - What was a window for you?
  - Choose one person in your group to report what you have discussed.
- This app each year is created by Emily Sale.



## Windows and Mirrors Book Discussion – Part 2

### After reading your book selection:

- Discuss how a teacher can support a character in ways that are...
  - ✓ Culturally Sensitive
  - ✓ Relevant
  - ✓ Responsive
  - ✓ Sustaining
- Record your group's reflections on the [recording sheet](#)



### Group Debriefing on Windows and Mirrors in Your Classroom Activity (15 Minutes)

- What specific identities do group members share with those in the story?
- What identities are not shared?
- What was a mirror for you?
- What was a window for you?
- What would you do relevant, responsive, sustaining?

## Last thoughts...

### Culturally sustaining educators possess:

"an understanding that humanizing relationships of dignity and care are fundamental to student and teacher learning."

"That is, they engage teaching in ways that allow teachers and students to foster complex understandings about each other that disrupt the deficit view."  
(Paris, 2016)

## APPENDIX Q: Promoting Oral Language Acquisition

# Promoting Oral Language Development

SPED 416  
Fatmana K. Deniz, PhD

## First 30 Minutes Lesson Plan Workshop

**(Today's Focus)** Explicitly describe the language demands of the lesson in listening, speaking, reading and writing. Identifying the challenging language in your lesson plan.

Explicitly describe the language demands of the lesson and how students will engage in each of the following areas:
<b>Listening</b> What activities will be used to engage students in listening? How will they be engaged? How will they be supported? How will they be challenged? How will they be differentiated? How will they be scaffolded? How will they be supported? How will they be challenged? How will they be differentiated? How will they be scaffolded?
<b>Speaking</b> What activities will be used to engage students in speaking? How will they be engaged? How will they be supported? How will they be challenged? How will they be differentiated? How will they be scaffolded? How will they be supported? How will they be challenged? How will they be differentiated? How will they be scaffolded?
<b>Reading</b> What activities will be used to engage students in reading? How will they be engaged? How will they be supported? How will they be challenged? How will they be differentiated? How will they be scaffolded? How will they be supported? How will they be challenged? How will they be differentiated? How will they be scaffolded?
<b>Writing</b> What activities will be used to engage students in writing? How will they be engaged? How will they be supported? How will they be challenged? How will they be differentiated? How will they be scaffolded? How will they be supported? How will they be challenged? How will they be differentiated? How will they be scaffolded?
<b>Thinking</b> What activities will be used to engage students in thinking? How will they be engaged? How will they be supported? How will they be challenged? How will they be differentiated? How will they be scaffolded? How will they be supported? How will they be challenged? How will they be differentiated? How will they be scaffolded?

## Today's Class

1. First 30 Minutes-Lesson Plan Workshop
2. Welcome, Questions, Assignments
3. ML shadowing Reflections (20 minutes)
4. Promoting Oral Language
5. Assessing Oral Language Acquisition (SOLOM)



### Small Group Discussion MLL Shadowing Activity



- **Set a timer:** Each person has 3-4 minutes to share.
- **Take turns** sharing about the student you shadowed.
- **Focus on your observations and personal insights and please discuss:**
  - **Academic Oral Language & Listening:**
    - What did you observe about their use and understanding of spoken English in academic settings?
    - How did they engage with classroom conversations or teacher instructions?
  - **Opportunities to Use English**
    - What opportunities were available for the student to actively use English at school (e.g., during class, with peers, in group work)?
  - **Instructional Impact**
    - Based on your experience, what changes would you consider making in your own instructional practices to better support students like the one you shadowed?

## ML Shadowing and Interviews Whole Class Discussion



WHAT SURPRISED YOU?



WHAT DID YOU LEARN?



Community Scan Pictures

Before you start this activity, please watch the Community Scanning Pictures Video Review assignment Community Scan

Prepare to share about the items on a 100-word limit of the community scan video. The video will be shared with you in a 100-word limit. You will be asked to share your findings with the class. You will be asked to share your findings with the class. You will be asked to share your findings with the class.

Please share the items you complete this assignment.

Procedure → **Step 1: Review** → **Step 2: Scan** → **Step 3: Interview** → **Step 4: Share**

- **Step 1: Review** → You will watch the video assignment done in a 100-word limit. You will be asked to share your findings with the class. You will be asked to share your findings with the class. You will be asked to share your findings with the class.
- **Step 2: Scan** → You will scan the video for items that you find interesting. You will be asked to share your findings with the class. You will be asked to share your findings with the class. You will be asked to share your findings with the class.
- **Step 3: Interview** → You will interview the student who you found interesting. You will be asked to share your findings with the class. You will be asked to share your findings with the class. You will be asked to share your findings with the class.
- **Step 4: Share** → You will share your findings with the class. You will be asked to share your findings with the class. You will be asked to share your findings with the class.

Note: This will be the first time of scanning for items. You will be asked to share your findings with the class. You will be asked to share your findings with the class. You will be asked to share your findings with the class.

Enabling Practices for Oral Language Development	
<b>Planning</b>	
Define the purpose and goal.	<input type="checkbox"/>
Connect with the objectives.	<input type="checkbox"/>
Identify the objectives and consider priority.	<input type="checkbox"/>
Set a timeline.	<input type="checkbox"/>
Divide if you need to partner with other colleagues.	<input type="checkbox"/>
Review your notes for ongoing changes.	<input type="checkbox"/>
Consider safety protocols.	<input type="checkbox"/>
Outline background information about the community surrounding the.	<input type="checkbox"/>
<b>Coaching</b>	
Review practice.	<input type="checkbox"/>
Take practice of cultural context, objectives, timelines, and necessary feedback.	<input type="checkbox"/>
Engage students in the practice (e.g., data, feedback, and notes).	<input type="checkbox"/>
Check for quality of our images.	<input type="checkbox"/>
Be culturally sensitive and share respect towards local customs and traditions.	<input type="checkbox"/>
Be the classroom model for the practice.	<input type="checkbox"/>
Make sure you are transparent on your notes.	<input type="checkbox"/>
<b>Analyzing and Interpreting Data</b>	
Make sure all data (e.g., images) is well organized and saved correctly.	<input type="checkbox"/>
Collaborate with colleagues to make sense of the data.	<input type="checkbox"/>
Adjust and accept the data to identify patterns.	<input type="checkbox"/>
<b>Next Step</b>	
Plan to have the students to make their own data and to share it with the class.	

## Lesson Objective

- **By the end of this lesson, you will be able to:**
  - Describe 4 principles that promote oral language.
  - Identify at least 3 activities for listening and speaking.
  - There are 8 steps to the Sequenced Vocabulary Instruction. Review the steps with a new vocabulary word (we may not get to this).
  - [https://www.youtube.com/watch?v=mEeROUvZCHK&ab\\_c\\_hannel=WarnerBros.Classics](https://www.youtube.com/watch?v=mEeROUvZCHK&ab_c_hannel=WarnerBros.Classics)

## Content and Language Objectives

**Content Objective:** By the end of today's class session, SPED 416 students will be able to **identify and describe** four principles that promote oral language development and **recognize** at least three classroom activities that support listening and speaking for multilingual learners.

Language Objective			
Expressive Language		Receptive Language	
Writing	Speaking	Reading	Listening
By the end of today's class session, SPED 416 students will be able to <b>collaboratively discuss</b> the principles of oral language development, <b>orally explain</b> how specific activities support listening and speaking, and engage in reflective conversations with peers using academic language.			

## Let's Build Some Background Knowledge!

### Promoting Oral Language

Is it easy or difficult to learn a language?  
 – Depends on the nature of the learning environment.

Some classrooms promote efficient language learning, while others do not.

## Classroom Conditions for Oral Language

### Single Jigsaw Activity

Get into groups of 4. This is your "Home Group"

- Count off from 1-4 for your "Expert Group"
- 1st: Read [Section 1](#).
- 2nd: Read [Section 2](#).
- 3rd: Read [Section 3](#).
- 4th: Read [Section 4](#).

Meet with the other people in your "Expert Group".

### Your Expert Groups

- Review key points related to the section you read.
- Compile a list of teaching strategies related to your section that you have seen or read about.
- You may list them on the handout provided

### Return to your Home Group

- Briefly summarize your section and share the teaching strategies identified by your expert group (You can use hand out for note taking).



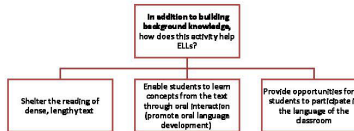
## Classroom Conditions for Oral Language

### Language Learning is:

- Social Learning
- Most Effective When the Environment is Supportive and Adapting
- Must be Meaningful, Purposeful, Authentic, and Cognitively Appropriate to the Learner
- Requires Comprehensible Input and Opportunities for Language Output (*the language the learner produces - i.e., writing, and speaking*)

## About this Jigsaw Reading...

In addition to building background knowledge, how does this activity help ELLs?



## Oral Language

"... a system of coordinated language skills through which spoken words convey knowledge, thoughts, and experience." (Fairman et al., 2012)

Provides foundation for literacy development. (Fillmore & Snow, 2002).

ELLs need daily opportunities to learn and practice oral English.

Academic conventions provide an exceptional context for students learning English to develop oral language. (Diane & Xu, 2002)

Oral language comprehension is the missing piece to learning a new language



## CCSS for ELA CCR Anchor Standards for Listening and Speaking 6-12

### College and Career Readiness Anchor Standards for Speaking and Listening

The grade 6-12 anchor standards for speaking and listening are organized into three domains and are aligned with the anchor standards for speaking and listening in the College and Career Readiness Anchor Standards for Speaking and Listening. The CCR and grade-specific standards are necessary components for the use of speaking and listening skills in the workplace and in society. For more information, see the CCR and anchor standards for oral communication.

### Comprehension and Collaboration

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### Presentation of Knowledge and Ideas

- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Reality of Today's Classroom...

- "English Language Learners (ELLs) spend less than two percent of their school day in oral language development." (Diane August; 2002)

## Think-pair-share (Round the Clock Learning Partners)

Find a peer at your 3 o'clock position

Discuss with your peer:

- How can shift this ratio?
  - What did you notice while shadowing ELLs? Did you see active participation in conversations?
  - How is the promotion of oral language production evident in the classes you observed?
- Please share your peer's response.





**The Key Is...**  
 if ELLs are going to productively engage in classroom discourse and express their thinking...

... "trusting classroom culture in which students feel that whatever level of language they can produce, their contributions will be valued by their teacher and peers and will never be subject to ridicule, sanctions, or negative comparisons." (Bailey & Heritage, 2018)

## Research Foundations for Oral Language

- Language and Content Are Learned Simultaneously
  - MLs/ELs acquire language the same as they learn academic content through meaningful interaction.
- Social and Collaborative Environments Matter
  - Language develops most effectively in inductive, interactive settings where learners engage socially with peers and adults (Vygotsky, 1978).
  - Inclusive classrooms that promote dialogue and collaboration create opportunities for rich oral language development.
- Scaffolding supports to cognitive development and language learning.
  - Critical for both language proficiency and conceptual understanding.
- Students can't acquire or learn new language without...
  - Comprehensibility (comprehensible input; Krashen, 1982)

## Research Foundations for Oral Language

- Oral Language Skills Are Tied to Academic Success
  - Oral language proficiency, including listening and speaking skills, is closely linked to reading comprehension and overall academic performance (August & Shanahan, 2006).
- Language learning requires language output.
  - Learners need not only the comprehensive input but also the opportunities to produce what they have learned in order that they can extend their linguistic competence (Swain, 1985).
- Cooperative learning promotes higher achievement across all grade levels and subjects.
  - provide authentic opportunities for both receptive and expressive language practices.
- Vocabulary is the strongest predictor of academic success for ELLs.
  - Vocabulary knowledge is the strongest predictor of reading comprehension and academic success for ELLs (Carlo et al., 2004).

## Evidence-Based Principles of Instruction for ELLs

Focus on	Link	Increase	Promote	Minimize
Focus on Academic Language, Literacy and Vocabulary	Link Background Knowledge and Culture to Learning	Increase Content Proficiency in Oral Language	Promote Conceptual Instruction (e.g., Student talk, think-aloud, whole group)	Minimize Rote Learning and the Use of Learning Strategies
***Language skills should be explicitly taught through direct instruction, modeling, and guided practice.	** Supports	** Opportunities and Feedback is critical	** Co-develop best through rich interaction with peers and teachers in structured settings	** Teach rote skills; minimize rote language (e.g., penmanship); question to support oral language acquisition and cognitive growth

## Promoting Oral Language Alternatives to IRF-2

- Reformulation
    - The teacher repeats the student's utterance but expands and restates it to put it into a fuller and more academic sentence form.
- Teacher: What else do you know about arachnids?  
 Student: Two body part.  
 Teacher: Arachnids have two main body parts

What did the teacher do to promote academic language learning, check comprehension, and encourage language output?

## Promoting Oral Language

### Initiation-Response-Feedback (IRF) Patterns

- Initiation: Teacher poses a question to the class,
  - Response: students raise their hands to respond, and the teacher calls on one student to respond, and,
  - Feedback: the teacher gives feedback on the response (e.g., "Yes, that's correct" or "Good job!")
- Teacher: Are there gorillas in Colorado?  
 Student: Yes  
 Teacher: Good. Maybe there are gorillas in the zoo, too

\*Inefficient and unsuccessful method

## Promoting Oral Language Alternatives to IRF-1

- Repetition
  - The teacher repeats the student's words exactly.
  - Validates the student's participation.
  - Provides a model of fluency or correct pronunciation.
  - Signals to the rest of the class that what was said is important.
- Recast
  - The teacher provides needed technical or academic vocabulary by rephrasing a student's incorrect or incomplete utterance into a more accurate or grammatical form without directly correcting them.



Arachnids (a-rah-nyd /ə-rah-nid) is a class of joint-legged invertebrate animals (e.g., spiders, scorpions)

What did the teacher do to promote academic language learning, check comprehension, and encourage language output?

## Promoting Oral Language Alternatives to IRF-3

### Prompting and Revoicing

- Instead of evaluating immediately, teachers can say:
    - "Can you say more about that?"
    - "So you're saying... is that right?"
    - "What do others think about that idea?"
    - Shifts focus from correctness to thinking and communicating.
- Teacher: Tell me about the body parts of the arachnid.  
 Student: This part head, thorax. This part abdomen.  
 Teacher: Yes, the head and thorax are one part of an arachnid. The abdomen is the other part. What about an insect's body parts?

What did the teacher do to promote academic language learning, check comprehension, and encourage language output?

## Promoting Oral Language Alternatives to IRF-4

### Open-Ended Questions

- Encourage students to tell what they know about a topic
- Require the learner to construct a phrase or full sentence response
- Allows the learner to talk about what they know rather than what they don't know
- Permit teachers to evaluate the level of language proficiency of the student
- Permit teachers to evaluate the student's comprehension of the content
- Instead of yes/no or fact-based questions, teachers use:
  - "Why do you think that?"
  - "Can you explain your reasoning?"
  - "What makes you say that?"
  - What do you know about \_\_\_\_\_?
  - Tell me about \_\_\_\_\_.

## Promoting Oral Language Alternatives to IRF-5

### Pinpoint Questions

- Very specific
- Target an area of misunderstanding, incomprehension, or missing information
- Usually occur after open-ended questions
- Allow the teacher to "pinpoint" a precise area of confusion
- Can also be used to model a necessary vocabulary word
- Teacher:** Tell me about metamorphosis (open-ended question)
- Student:** Caterpillar come out and be butterfly.
- Teacher:** Come out? Yes, the caterpillar emerges. From what? (pinpoint question)
- Student:** Chrysalis.
- Teacher:** Does the butterfly or the caterpillar emerge from the chrysalis? (pinpoint question)
- Student:** Butterfly. Butterfly emerge from chrysalis.

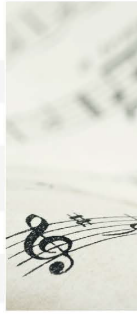
### Talk Moves Sentence Stems

- Example Video 1
- Example Video 2

Restating	<ul style="list-style-type: none"> <li>So you are saying ...</li> <li>Put another way, you are saying ...</li> <li>What I understood you to say is ...</li> </ul>
Agreeing	<ul style="list-style-type: none"> <li>I agree with (Yuri) because ...</li> <li>(Emma's) point about ... was important because ...</li> </ul>
Disagreeing	<ul style="list-style-type: none"> <li>I disagree because ...</li> <li>I see it differently because ...</li> </ul>
Asking a clarifying question	<ul style="list-style-type: none"> <li>Is it your position that ...?</li> <li>Could you give an example of ...?</li> <li>I'm confused when you say ...</li> <li>Could you elaborate?</li> </ul>
Adding to an idea	<ul style="list-style-type: none"> <li>I'd like to add to (Ben's) point. I think that ...</li> <li>I agree with (Ella Ben) and furthermore, I think that ...</li> </ul>
Making connections between ideas	<ul style="list-style-type: none"> <li>When (Robert) said ... it reminded me of ...</li> <li>I see a connection between what (Laura) said and what (Dorothy) said. The connection is ...</li> </ul>

### Types of Questions and Examples

Create Questions That...	Examples
Focus students on key content concepts	<ul style="list-style-type: none"> <li>What was the Negro Cora and why was it important?</li> <li>Explain how the author uses metaphor to enhance the story.</li> <li>Draw a picture of the water cycle and explain how it works.</li> </ul>
Allow for divergent and personalized responses, as long as they connect back to evidence in the text	<ul style="list-style-type: none"> <li>If you were a colonist at this time, would you have chosen to fight against the British? Why or why not?</li> <li>How does our school community deal with waste?</li> <li>Describe how acids and bases are used at your house.</li> </ul>
Emphasize one or more thinking skills being developed in the lesson and use Thinking skills that come from standards related: questioning, interpreting, analyzing, evaluating, creating, comparing, and synthesizing.	<ul style="list-style-type: none"> <li>What were the results of the Industrial Revolution?</li> <li>Come up with two questions about electronic music.</li> <li>What can you infer about the character's feelings from her actions?</li> </ul>
Deepen understanding and focus students back to the essential standards of the text, lesson, and unit.	<ul style="list-style-type: none"> <li>What does this have to do with our goal of learning the many ways in which different people helped in the war?</li> </ul>



### Songs, Chants, and Raps

- Take a moment to think of a favorite
  - Song (Lyrics)
  - Chants
  - Rap
- Discuss as whole group
  - Some reasons why these formats promote language learning for ELLs and SWDs.

## Promoting Oral Language Alternatives to IRF-7

### Wait Time

- Allows learners enough time to attempt to translate the question and then begin to reformulate a response
- For monolingual students, provides opportunities for students to process the question more deeply
- More students will respond to questions
- Results in higher quality answers

### Don't Forget Puns, Idioms

- I was struggling to figure out how lightning works, and then it struck me
- [https://www.youtube.com/watch?v=mEeOUVzChk&ab\\_channel=WarrerBrosClassics](https://www.youtube.com/watch?v=mEeOUVzChk&ab_channel=WarrerBrosClassics)



## Promoting Oral Language Scaffolding

### Scaffold:

A temporary support, and a special kind of assistance, that enables learners to move forward developing new skills and concepts, as they gradually gain more mastery of the learning task.

## Types of Scaffolds

Verbal	Procedural	Instructional
Slower speech and pace	One step and two step directions	Provide access to L1 access support
Model think aloud	Gradual release of independence	Graphic organizers
Repetition and repeat	Small group and partner work	Chunking of information
Provide synonyms for tier 2 and 3 words	Modeling, modeling, modeling	Word banks
Provide oral language frames	Partner higher proficiency speakers with lower	Model use of language frames, sentence starters

## Assessing Oral Language

## How Do you Assess Oral Language ?

- The **SOLOM** is a teacher-friendly oral language proficiency tool that can help analyze students' performance and guide instruction.
- The SOLOM measures listening comprehension, vocabulary, fluency, grammar, and pronunciation.

### Group Activity: ELL Oral Language Evaluation Practice

- **Step 1: We will watch the video as a Group**
  - Gather into groups of four.
- **Step 2: Evaluate Each Student (Interviewee or Interviewer)**
  - After watching the video, evaluate each student's performance, both interviewer and the interviewees. Use the SOLOM rating scale to provide your feedback.



## One Way Listening Activities

- **Whole group discussion**  
How might we adapt these activities for
  - different proficiency levels?
  - different content areas?
  - various grades?
  - different abilities?

## Fluviomarine 2

Pertaining to the deposits near the mouth of a river through the interactions of the river and the ocean.

## Listening Comprehension

Related to Oral Language Development

## Vocabulary

Critical to Promote Oral Language Development

## Teaching Vocabulary

### Effective Approaches

- Encourage wide reading
- Expose students to high quality oral language
- Promote word consciousness
- Provide explicit instruction of specific words-academic vocabulary
- Offer extensive opportunities for students to interact with vocabulary words

### Less Effective Approaches

- Copying definitions from a dictionary
- Writing sentences with vocabulary words before studying the words
- Using context to figure out the word
- Memorizing a list of "decontextualized" words

## Listening

### One-Way

- Listener not required to respond orally.
- Typical of school learning experiences
- More difficult than two-way listening opportunities.
- More demanding because of the nature of the input.

### Two-Way

- Listener responds as a speaker to the input.
- Listener learns how to negotiate face-to-face conversations.
- Gestures and context provide help in comprehension.
- Topics and typically not complex.

**Why Listening Comprehension and Oral Language Development is important?**

## Fluviomarine 1

How do you pronounce this word?

What part of speech is this word?

What are synonyms/antonyms?

Use the word in a sentence

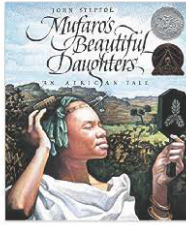


## Selection Criteria for Instructional Vocabulary

	Tier 1	Tier 2	Tier 3
Description	Basic words that most children know before entering school	Words that appear frequently in texts and for which students already have conceptual understanding. Understanding their meaning promotes everyday reading and listening comprehension.	Uncommon words that are typically associated with a specific domain
Examples	clock, baby, happy	sinister, fortunate, adapt	isotope, peninsula, bucolic

(Beck, McKeown, Kucan, 2002)

For Example: Choosing Tier Two Words



Her thoughts were interrupted by loud shouts and a commotion from the wedding party assembled outside. Manyara was missing! Everyone bustled about, searching and calling for her. When they found her footprints on the path that led to the city, they decided to go on as planned.

How do I determine that a word is TIER 2?

Word	Is this a generally useful word?	Does the word relate to other words and ideas that students know or have been learning?	Is the word useful in helping students understand text?	If you answer yes to all three questions, it is a tier 2 word. If not, it is probably a tier 3 word.

Let's Take a Look...

"She's just too much of a distraction and I've been getting calls from the other parents. They're afraid those stripes may be contagious."



A Bad Case of Stripes  
by David Shannon

Sequenced Vocabulary Instruction

1. First, contextualize the word for its use in the story that you are reading.
2. Next, ask the students to repeat the word so that they can create a phonological representation of the word.
3. Next, have the students come up with a friendly meaning of the word.
4. Provide examples in contexts other than the one used in the story.
5. Have students interact with the word.
6. If I say something about which you would be "contagious", say "contagious"...
7. Complete this sentence: "...I would be contagious if I..."
8. Conclude with having students see the word and say the word...

Sequenced Vocabulary Instruction

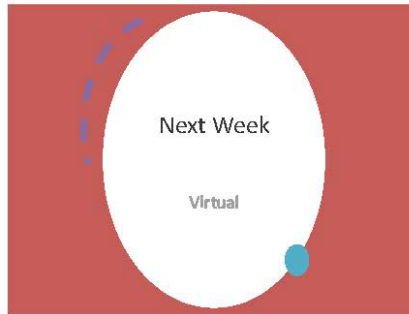
1. First, contextualize the word for its use in the story that you are reading.  
*"She's just too much of a distraction and I've been getting calls from the other parents. They're afraid those stripes may be contagious."*
2. Next, ask the students to repeat the word so that they can create a phonological representation of the word.  
- *"Say contagious with me." (play it out with younger student)*
3. Next, have the students come up with a friendly meaning of the word.  
- *"Contagious means an illness that can spread to other people."*
4. Provide examples in contexts other than the one used in the story.  
- *"The surgeon scrubbed his hands to prevent the spread of contagious germs."*

Sequenced Vocabulary Instruction-2

5. Have students interact with the word...  
*"Could you be contagious if you went to work with step three?"*
6. If I say something about which you would be "contagious", say "contagious" ...  
Going on vacation  
Pink eye  
Riding a bike  
Head lice  
Getting a haircut  
Mowing the lawn
7. Complete this sentence: "...I would be contagious if I..."
8. Conclude with having students see the word and say the word...  
What's one word that means "an illness that can be spread to other people?"  
-contagious

Final Thoughts

- ELLs need to develop a vocabulary that includes general high-frequency words along with specific academic content words for learning science, math, history, and literature.
- Some sample words used in specific content areas: metaphor, ratio, capitalism, and anatomy.



Resources

[Everything You Wanted to Know About Listening Speaking but Were Afraid to Ask](#)

# APPENDIX R: Evidence Based Literacy Instructions Lecture

## Evidence Based Literacy for MLLs/EBs/ELLs

SPED 416  
Spring 25  
Fabriana K. Devitz, PhD

### First 30 Minutes

- Read at least 10% of the reading materials available for this week (10-15 minutes)
- I highly suggest "Reading Comprehension Strategies for Students with Learning Disabilities who Are Struggling to Succeed"
- Write a brief paragraph or bullet point reaction to the material. Share to specific parts of the chapter by using words such as:
  - Think
  - I was surprised
  - In my opinion
  - I agree that
  - Because
  - Moreover
- Use your text, your information relative to past content, or to have research to substantiate.
- Write 2 questions that were stimulated by what you read.



### Today's Class

- 4:00-4:25: Welcome & Discuss: Any questions you may have & Reading Reflection
- 4:25-5:30: Lecture Part 1 "Effective Literacy Instructions for ELLs" lecture
- 5:30-5:40: Break
- 5:40-6:00: Small Group Activity
- 6:00-6:10: Debrief on small group activity and preview of next week
- 6:10-6:45: Small Group Discussion 4



### Content and Language Objectives

Content Objective: By the end of today's class session, SPED 416 students will be able to identify and explain evidence-based literacy reading comprehension strategies for English Learners (ELs), including those with disabilities.

Language Objective			
Expressive Language		Receptive Language	
Writing	Speaking	Reading	Listening
By the end of today's class session, SPED 416 students will be able to <b>locate</b> a small graphic to discuss and explain evidence-based reading comprehension strategies for ELs, and complete a Google Slide using academic language and the MAPF tool, provided a challenge from the assigned research article.			

### The Pillars of Literacy

- Domains of Literacy for EBs
- Reading Comprehension
- Expressive Language (Oral Language)
- Vocabulary
- Reading Fluency
- Writing



### Reading comprehension

- How could English Language Learners (ELLs)/MLLs/EBs face challenges in the context of reading comprehension?
- Can you identify some potential challenges?

### The Pillars of Literacy: Reading Comprehension

- Summarizing
- Sequencing
- Inferencing
- Comparing and contrasting
- Drawing conclusions
- Self-questioning
- Relating background knowledge
- Distinguishing b/w fact and opinion
- Finding the main idea, important facts, and supporting details



ELLs at all levels of English proficiency, and literacy, will benefit from **explicit instruction of comprehension skills** along with other skills.

### The Pillars of Literacy: Reading Comprehension

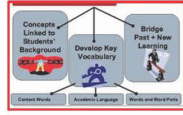
	Background Knowledge	Vocabulary	Comprehension Strategies
ELLs/MLLs/EBs	✓	✓	✓
ELLs/MLLs/EBs	✓	✓	✓
ELLs/MLLs/EBs	✓	✓	✓
ELLs/MLLs/EBs	✓	✓	✓

1. Build background knowledge
2. Teach vocabulary explicitly
3. Check comprehension frequently (Biaaeth, 2010)

### Reading Comprehension: Build Background Knowledge

1. Draw on students' existing knowledge
  - o Make associations between students' experiences and new content.
    - o Text to text, text to self, and self to the world
2. Build students' background knowledge
3. Take students on a tour of the text.
4. Use a "picture-walk."
5. Use outlines to scaffold comprehension.

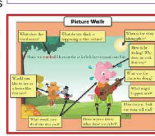
1. Build background knowledge
2. Teach vocabulary explicitly
3. Check comprehension frequently



### Reading Comprehension: Teach Vocabulary Explicitly

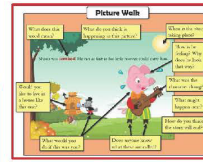
1. Focus on key vocabulary (Tier II)
2. Use a "picture-walk" for vocabulary
3. Teach students to actively engage with vocabulary
  - o Underline, highlight, make notes, and list unknown vocabulary words as they read.
4. Give students practice with new words
  - o Define it, recognize when to use it, understand multiple meanings, decode and spell it
5. Incorporate new words into discussions and activities

1. Build background knowledge
2. Teach vocabulary explicitly
3. Check comprehension frequently

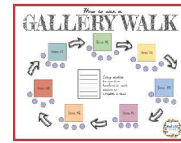


### Reading Comprehension: Teach Vocabulary Explicitly

1. Build background knowledge
2. Teach vocabulary explicitly
3. Check comprehension frequently



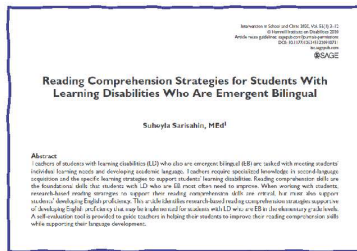
Primary



Secondary

### Reading Comprehension: Checking Comprehension Frequently

			<ol style="list-style-type: none"> <li>1. Build background knowledge</li> <li>2. Teach vocabulary explicitly</li> <li>3. Check comprehension frequently</li> </ol>
Use Formative Assessments to Gauge Comprehension	Ask questions that require higher-level thinking	Use Graphic Organizers	UDL: Multiple Means of Expression
56 different examples of formative assessment.			



### Reading Comprehension Strategies for SWDEBs

**EB Students' Strengths:** EBs bring valuable life and cultural experiences that can enhance text comprehension.

**Language Level Impact:** Limited proficiency in a second language can hinder students' ability to use background knowledge and apply higher-order thinking strategies—often without teachers being aware.

**Need for Interactive Strategies:** Reading comprehension strategies are more effective when they are interactive.

**Instructional Support:** Teachers can support EB students with learning disabilities (LD) by incorporating four key components of interactive reading comprehension strategies.

#### MAPP Strategy

1	Making connections with new information and activating prior knowledge.
2	Asking questions
3	Predicting
4	Peer teaching and sharing knowledge

### Reading Comprehension Strategies for SWDEBs

1	Making connections with new info and activating prior knowledge	When share their prior knowledge and experiences with each other, they activate their prior knowledge, which can promote text comprehension and content learning for EBs with LD.
2	Asking questions	Strategies that prompt students to monitor and reflect on their reading yield stronger effects. Asking and answering questions encourages students to be active before, during, and after reading.
3	Predicting	Involving students in an interactive predicting strategy motivates students to read the text and comprehend it to check their predictions and confirm their understanding (Lopez-Reyna, 1996).
4	Peer teaching and sharing knowledge	Reciprocal teaching capitalizes on learning through social interactions until strategies are internalized. These interactions lead to more mature cognitive responses and assist students to understand cognitively demanding tasks (Sanz et al., 2005).

### Reading Comprehension Strategies for SWDEBs

MAPP Strategy	How will you use this with your book?	Student Prompt or Activity Idea
<p><b>Making Connections:</b> Connect students' personal experiences or cultural background to characters or events in the book.</p> <p><b>Asking Questions:</b> Model and guide students to ask and answer questions before, during, and after reading.</p> <p><b>Predicting:</b> Ask students to make predictions based on the title, cover, and illustrations before reading, and revisit their predictions after reading.</p> <p><b>Peer Teaching/Sharing:</b> Have students work in pairs to read aloud, discuss key ideas, and explain vocabulary or concepts to each other.</p>		

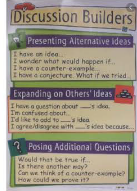
### Reading Comprehension Strategies for SWDEBs

MAPP Strategy	How will you use this with your book?	Student Prompt or Activity Idea
<p><b>Making Connections:</b> Connect students' personal experiences or cultural background to characters or events in the book.</p> <p><b>Asking Questions:</b> Model and guide students to ask and answer questions before, during, and after reading.</p> <p><b>Predicting:</b> Ask students to make predictions based on the title, cover, and illustrations before reading, and revisit their predictions after reading.</p> <p><b>Peer Teaching/Sharing:</b> Have students work in pairs to read aloud, discuss key ideas, and explain vocabulary or concepts to each other.</p>	<p>Students connect the theme of tacos and salsas to their own experiences. Discuss familiar foods and celebrations.</p> <p>Model questions about dragon behavior and choices during the story. Ask students why the dragons don't like spicy salsa.</p> <p>Before reading, show the cover and ask students what they think the dragons will do at the party. Pause mid-story to revisit predictions.</p> <p>Have students work in pairs to retell the story using taco counters. They ask each other how many tacos the dragon ate.</p>	<p>"Have you ever had a taco party? / Does your family eat tacos or something similar?"</p> <p>"Why do dragons get upset with salsa? / What do you think the boy will do next?"</p> <p>"What do you think the dragons will do when they see the salsa? / Do you think the party will go well?"</p> <p>"Ask your partner how many tacos the dragon ate. / Take turns retelling the story using the taco props."</p>



## Cognitive Strategies 1. Sentence Starters

Discussion Builders Posters



WestEd.org

- Cognitive Strategies Sentence Starters**
- Planning and Goal Setting**
- All people do...
  - My job priority is...
  - The most difficult part of...
- Forming Interpretation**
- What does someone mean by...?
  - I think this represents...
  - The idea for another...
- Meaning**
- I don't have experience...
  - I need to read the part where...
  - How do we see the right track...
- Asking Questions**
- I already know that...
  - This reminds me of...
  - What does this...
  - How does...
- Clarifying**
- I'm not sure I understand. I need to know...
  - Can you explain that in still another way?
  - Can you elaborate on...
  - Can you explain that in another way?
- Reasoning**
- I think...
  - It seems...
  - It appears...
  - It seems...
  - It appears...
- Visualizing**
- I can picture...
  - In my mind I see...
  - It looks like...
- Making Connections**
- This reminds me of...
  - I remember that once...

## Cognitive Strategies 2. Metacognitive Reflections

Metacognitive Reflections

- Thinking about one's thinking.
  - Teacher engages in a Think-Aloud
    - Student records remarks on board
  - Teacher labels cognitive strategies recorded
  - Teacher demonstrates Think-Aloud process while interpreting a complex text
    - Then writes brief reflection

## Cognitive Strategies 3. Scaffolding

Scaffolding

- A Tool to Scaffold Instruction for English Learners.
  - Use images or short film clips
  - Give time to talk with a guiding question
    - E.g. "If someone were to walk into this room right now, how would you explain..."

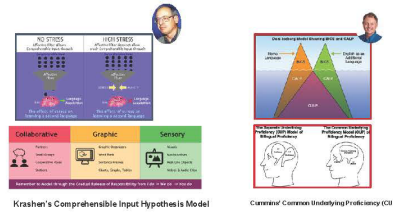
## Cognitive Strategies 4. Color Coding

- For analytical essays
  - Distinguishing
    - Plot Summary—yellow
    - Supporting Detail—green
    - Commentary—blue
  - Applying
    - Own essays

## EXPRESSIVE LANGUAGE (ORAL LANGUAGE) DEVELOPMENT

We reviewed this 2 weeks ago, the following slides are just to remind you of oral language strategies!!!

## Expressive Language Development



## Expressive Language Development

Provide opportunities to interact around content

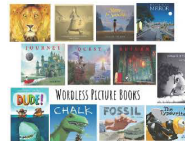
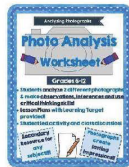
Must be explicitly planned and incorporated

DEFINITION	DEBATE	RECONCILIATION	SYMPOSIUM
The teacher organizes the students to interact around content.	The teacher organizes the students to interact around content.	The teacher organizes the students to interact around content.	The teacher organizes the students to interact around content.
Student: Analytically	Student: Analytically	Student: Analytically	Student: Analytically
Student: Analytically	Student: Analytically	Student: Analytically	Student: Analytically

Popcorn Questions

## Wordless Books/Picture Analysis

- Story told almost entirely through their illustrations.
- Provides opportunities for literacy-rich conversations.
- Each "reader" listens, speaks and creates own story in own words.



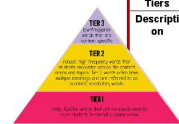
# VOCABULARY INSTRUCTIONS

We reviewed this 2 weeks ago the following slides are just to remind you of teaching vocabulary strategies!!!

## Vocabulary

- Potential challenges for ELLs
  - ELLs may be confused by
    - Prepositions
    - Pronouns
    - Words with multiple meanings
    - Figurative language
    - Idioms
  - False cognates can be confusing.

## Selection Criteria for Instructional Vocabulary



Tiers	Tier 1	Tier 2	Tier 3
<b>Description</b>	Basic words that most children know before entering school	Words that appear frequently in texts and for which students already have conceptual understanding. Understanding their meaning promotes everyday reading and listening comp.	Uncommon words that are typically associated with a specific domain
<b>Examples</b>	clock, baby, happy	sinister, fortunate, adapt	isotope, peninsula, bucolic

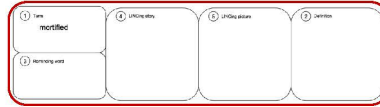
(Beck, McKeown, Kucan, 2002)

## Evidence-Based Vocabulary Instruction

- Daily and explicit
- Emphasized in all parts of the curriculum (reading, writing, science, and social studies)
- Multiple exposure to target words over several days
- Reading, writing, and speaking opportunities
- Student friendly definitions
- Regular review of words



## LINCS SIM Strategy



- Step 1: List the parts
- Step 2: Identify a Reminding Word
- Step 3: Note a LINCing Story
- Step 4: Create a LINCing Picture
- Step 5: Self-test

## An Overview of the LINCS SIM Strategy

<https://vimeo.com/simnetwork/review/142922208/ecea2b2999>



## Reading Fluency Instruction for EBs

### What is Reading Fluency?

- Ability to read quickly and accurately while maintaining meaningful phrasing.
  - Repeated oral reading
  - Independent silent reading
  - Modeled and shared reading with patterned language books
- Partner reading
- Reading with audiobooks
- Using apps to listen to own reading

### Potential challenges for ELLs

- ELLs typically have fewer opportunities to read aloud in English and receive feedback than their English-speaking peers.
- ELLs may read more slowly, with less understanding.

## Strategies for Fluency

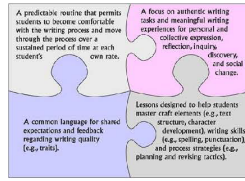
### Questions for Planning Successful Independent Reading

- Is there a match between the reader's ability and the text characteristics?
- Is the reader able to read the text with 90% accuracy?
- Is there a ratio of known to unknown words that support vocabulary knowledge development during independent reading?
- Is there a relationship between the content of the books for independent reading and the content and material being covered?
- Is there follow-up activity or discussion planned after independent reading?
- Do the teacher and the student have a shared understanding of the purpose or goal for the independent reading session?

# READING FLUENCY

## Core Components of Effective Writing Instruction

# WRITING INSTRUCTIONS



- Writing**
- Activities should be meaningful and functional
    - Modeled writing
    - Guided writing
    - Interactive writing
    - Collaborative writing

I-CARE Framework				
Increasing awareness about students' multiple identities	Collecting information regarding multilingual learners with English Learners (ELL)'s Funds of Knowledge	Appreciating student and family cultural and linguistic resources	Responding to new learning by identifying connections between home and school	Evaluate the impact
Assignments That Align to Each part of the I-CARE Framework				
Writing-to-learn/reflective Survey	ELL-Analysis Review	Small Group Discussions and Reflections	Lesson Plan Centering Funds of Knowledge Around Curriculum	End of Course Survey
Group-to-group/peer Survey	Multilingual Learning Showcase	Community Storytelling		Final Presentation
Small Group Discussions	Community Storytelling	Conduct Interview		Lesson Plan Reflection
Classroom Engagement and Participation				



Small Group Discussion #4  
30 minutes



### More Resources...



[PBS Learning Media](https://www.pbslearningmedia.org/)

### More Resources on Writing and ELLs

1. [Music and Writing](#)
2. [Activities for Teaching Writing to Young Learners](#)
3. [Exploring a Local Community Through Writing](#)
4. [Creative Writing in a Second Language](#)
5. [Collaborative Writing for ELLs](#)
6. [6 Ways to Build Fluency in Second Language Writing](#)

### Check This Out!

#### [Written?Kitten!](#)

- Writers are given a textbox to start writing in.
- For every 100 words they write, a photo of a kitty appears.

## Resources

### [Classroom Library Questionnaire](#)

Lee & Low Books

CommonLit.org

– <http://www.commonlit.org/>

ReadWorks

– <http://www.readworks.org/>

Nerdy Book Club

– <https://nerdybookclub.wordpress.com/>

## Resource for Families

### [Home Literacy Environment Checklist](#)

[www.GetReadytoRead.org](http://www.GetReadytoRead.org)

also in Spanish

### [ADL Table Talks](#)

## [Optimizing Comprehension for MLLS: 6 Strategies](#)

If you would like to explore more reading comprehension strategies:

- Read this [article](#).
- Then, read this second article to extend your knowledge:

1. [Visualize What is Happening](#)
2. [Make Connections With Text](#)
3. [Ask Questions When They Read](#)
4. [Decide What Info is Relevant in Nonfiction Text](#)
5. [Highlight Important Info to Summarize a Text](#)
6. [Learn How to Synthesize Information](#)

# APPENDIX S: Assessment and Family Engagement

## Assessment & Collaboratio and Parent Involvement

SPED-416  
FARAH K. KERIC, PhD



### Today's Class

4:00-4:40 Lesson Plan Work Time (30 Minutes)  
4:30-4:40 Welcome & Questions & Answers  
4:40-5:30 Collaboration and Parent Involvement Lecture  
• Elements  
• Common Barriers  
• Strategies and Classroom Application  
5:30-5:40 Break  
5:40-6:00 Assessments for ELLs/MLLs/ELLs  
6:00-6:40 Review of Assignments and Surveys and Final Presentation Workshop Session

### Learning Objectives

**01.** Describe elements of family engagement


**03.** Describe strategies to partner with families

**02.** Describe barriers to family engagement

**04.** Discuss your responsibility related to assessment of ELLs/EBs/MLLs

### Why?

- Family involvement is **mandated by IDEA** for children receiving special education services (IDEA, 2004)
- Family **involvement & engagement is associated** with
  - Academic skills (Rodriguez et al., 2011)
  - Social-emotional well-being (Sheridan et al., 2013)



### Key Considerations

Family Engagement is.....


Ongoing

Mutual

Built on trust & respect

Focused on student learning and achievement

### Let's Consider the Following...



Based on your readings and observations at your sites, **what are three variables that often hinder parent and family involvement** of English Language Learners/ MLLs/ EBs in the school environment?

### Variables Impacting Family Engagement

Language Barriers/ Communication	Cultural Differences (disability construct)	Lack of access to environment
Time	Lack of awareness	Financial Constraints
Prior negative experiences	Lack of understanding system	Staff lacking training to work with families

### Let's think



You have been learning different strategies to work with English Language Learners. Is there any strategy you can recall that can be used to connect with ELLs' families?

What can schools do to help families become more involved in their ELL's education?

### Let's Have 10 minute to review the readings before we engage in discussion!

If you have already read one of the required readings, Please read **ONE** of the additional reading materials available for this week.

**Readings**

**WIDA**

**ABCs of Family Engagement: Key Considerations for Building Relationships with Families and Strengthening Family Engagement Practices**

**Awareness; Advocacy; Brokering; Communication**

**A** Awareness

**"Transformative and Transparent home-school connection"**  
How does my personal experience inform my work with families? How might my personal experience differ from the experiences of my students' families?

**B** Advocacy

Is our staff equipped with the knowledge and skills needed to support parents' **advocacy**? If not, how can we support our staff?

**C** Brokering

**"Access to the school culture and language"**  
What resources are available in our school that can help families learn the knowledge and skills needed to navigate the education system?

**D** Communication

**"Two-way & Meaningful"**  
In what ways might we be oversteering families with educator jargon? What systems do we have in place to check the quality of translation?

**Recognizing and respecting** the many ways that families support the learning and development of children both at home and in formal learning environments, is critical to the success of school-based family engagement practices.

**Readings**

**Supporting Latinx Families in Special Education Decisions**

Julissa Suarez

**Readings**

**Supporting Latinx Families in Special Education Decisions**

Julissa Suarez

"... collaborative school-family relationships are **not optional**. They are the necessary root of providing a just education for all students."

**Understanding Latino Parental Involvement**

Perceptions, Expectations, and Recommendations

**Understanding Latino Parental Involvement in Education**

Asked to Define Parental Involvement in Education (parent, teacher)

- Responses fell into two categories:
  - Academic Involvement
  - Life participation
- Educators' Perceptions of Parental Involvement in Education

Wanda Treviño, Ph.D.  
Associate Professor  
University of Colorado, Denver

**Is there anything in this list, you didn't think it was a parent engagement?**

TYPICAL DEFINITIONS OF PARENTAL INVOLVEMENT	
Academic Involvement	Life Participation
Attend parent-teacher conferences	Be aware of child's life
Sign homework as required by the teacher	Be aware of child's routine
Keep after student about grades	Be aware of child's peer group and relationship with other's parents
Ask about homework daily	Beach, social events, and respect of others
Lower in the child's room	Communicate with school
Visit classroom during open houses	Be positive of and encourage child's abilities and social aptitudes
Ask questions about homework	Provide general encouragement
Ask friends, siblings, and other family members for homework help for child	Discuss future planning
Have high standards for academic performance	Monitor school attendance
Focus on behavior, especially for boys	Monitor discipline and provide behavioral coaching
Ask to them to take part in school activities	Interact with school
Go to the library with them	Provide information on the bus
Be present when report card is picked up report cards at school	Open of dialog outside the home, such as digital dialog
	Get to know teachers to assess child's ability
	Walk down to observe social environment
	Encourage siblings to talk out to each other

**Parent Perspectives-1**

**Parent Perspectives-2**

**Examples of Expectations of Parental Involvement by Teachers, Counselors, and School Administrators**

School Leadership	Administrative Support	Parenting	Academic Support
Participation in school committees	Seeing curricula for a classroom	Monitoring attendance	Helping with homework
PTA membership	Hosting luncheons for faculty	"Controlling kids"/ behavioral monitoring	Reviewing report cards
Student advocacy	Attending and staffing at school events	Emotional support	Making sure student completed homework
Community activism	Fundraising	Authoritative parenting	Observing class
	Monitoring the gate	Offering entertainment as a reward and incentive	Seeking tutoring for their children
	Preparing food for events		"Saying on top" of academic progress

- What they liked
  - Teacher who sent postcards before school started to welcome them back and invite them to visit the classroom.
  - Teachers who **initiated contact** with the parent for something positive.
  - Teacher who **attended a family celebration** when invited.
- What they didn't like
  - The type and amount of contact at middle and high school level.
  - Schools without regular parent/teacher conferences.
  - Only being contacted when there is a problem.
  - Not being contacted at all.
  - The low level of expectations teachers and administrators held for their children.

### Parent Perceptions 3

- Teachers should learn
  - About the neighborhood and community of the school.
  - To understand the economic and social conditions that hinder parents.
  - To be accepting and open to differences, to individuals.
  - To get personal and talk about themselves.

\*parental involvement needs to be an organizational expectation if stakeholders are interested in increasing parental involvement\*

### Needs of Parents

- Information Exchange
- Consumer and Advocacy Information
- Home/Community Program Implementation
- Counseling, therapy and consultation
- Parent-coordinated service programs
- Virtual Learning Assistance

### Connecting with ELL's Families

- Learn about your ELL population (HOW)
- Integrate cultural traditions of your ELL families throughout the school
- Create a welcoming environment for families
- Make a personal connection with families
- Show that you value families' native languages
- Find ways to communicate with ELL parents
- Make the enrollment process manageable for ELL parents
- Provide opportunities for parents to learn more about important topics and skills

### Strategies



- Welcoming environment at school.
  - Design parent education workshops specifically for parents of ELL on specific topics (e.g., reading, hw help)
  - Enhance workshops to provide additional resources (e.g., accommodating to parents' scheduling, providing child care)
  - Bilingual interpreter
  - Translate school documents that are sent home.
  - Home and community visits or virtual visits if possible.
- What else? Think outside the box about parent engagement!!!

### Community Partnerships

- Build relationships with the local community
- Get to know your neighbors. Think about your funds of knowledge assignment



### Communicating

- Consider the voices, concerns, and ideas of families
- Be aware of the different ways families are already assisting children at home
- Use various methods to communicate
- Consider using Google Translate

### Be a Creative Communicator

- Find out how they prefer receiving communication.
- Use a bilingual interpreter or parent liaison.
- Train parents or community volunteers.

## Individualized Education Plans for EBs with Disabilities

### English Language Proficiency Assessment for California (ELPAC)

Initial ELPAC	Alternate Initial ELPAC
Administered to students w/ mild to moderate support needs, including those without disabilities who indicated a language other than English is spoken at home on the HLS	Administered to students with Extensive Support Needs who indicated a language other than English is spoken at home on the HLS
<b>Initial ELPAC and Alternate Initial ELPAC Timeline</b>	
Must be administered within 30 calendar days of enrolling in a CA public school for the first time.	
<b>Summative ELPAC and Summative Alternate ELPAC Timeline</b>	
February 3 through May 31, 2025	

## English Language Proficiency Assessment for California (ELPAC)

Initial ELPAC Scores	Summative ELPAC Scores
<p>3 Levels: Initial Fluent, Intermediate, and Novice</p>	<p>4 Levels: Emerging, Expanding-Expanding, Bridging</p>

## English Language Proficiency Assessment for California (ELPAC)

Alternate Initial ELPAC Scores	Summative Alternate ELPAC Scores
<p>3 Levels: Fluent, Intermediate, and Novice</p>	<p>3 Levels: Fluent, Intermediate, and Novice</p>

## Using ELPAC Scores to Develop IEP Goals

How a special education teachers use the ELPAC and Alternate ELPAC scores to develop IEP goals?

Special education teachers use ELPAC scores to inform the creation of IEP goals by ...

- Identifying areas where a student's language skills need support
- Scores help pinpoint specific needs in areas like listening, speaking, reading, and writing, which then guide the development of tailored IEP goals

## ELD Services Documented in IEPs

The IEP indicates if the student is classified as an English learner.
Information about the student's present level of ELP in listening, speaking, reading, and writing (based on current ELPAC/Alternate ELPAC scores and levels). <ul style="list-style-type: none"> <li>Documented in the present levels of performance (PLOP).</li> </ul>
The IEP indicates accessibility resources the student will use during the administration of the ELPAC, or Alternate ELPAC/Assessment will be used. <ul style="list-style-type: none"> <li>Must be determined for each domain—listening, speaking, reading and writing.</li> </ul>
Includes programs and services for the EB, including how ELD needs will be met and who will provide those services.
The IEP indicates if primary language support is needed and the language of instruction.
The IEP includes linguistically appropriate goals and objectives (LAGOS).

## ELD Services Documented in IEPs

Los Angeles Unified School District	All Other California School Districts
<ul style="list-style-type: none"> <li>The IEP indicates if the student is classified as an English learner.</li> <li>Document ELD in the present levels of performance (PLOP).</li> <li>IEP indicates accessibility resources student will use during the ELPAC/Alt ELPAC they will be used.</li> <li>Must be determined for each domain—listening, speaking, reading and writing.</li> <li>Includes how ELD needs will be met and who will provide those services.</li> <li>The IEP indicates if primary language support is needed and the language of instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Linguistically appropriate goals and objectives (LAGOS) must be written</li> </ul>

## Resources

<https://co.pbellearningmedia.org/collection/california-public-media-education-service-for-parents-and-caregivers/>

<https://www.pbescsl.org/education/pbe-social-family-engagement>

- <http://www.hondafoundation.com/>
- Helping Your Child Succeed
- <http://www.ed.gov/newsroom/2015/08/08/150808a.html>
- Colomb Colorado
- <http://www.cde.state.co.us/cde/>
- Getting to Know ELL Families article

Check out from USDoE

- [La Fuerza de Familias Unidas](#). The program helps parents and caregivers promote their children's early learning, social-emotional growth, and school readiness. Its approach is to engage Spanish-speaking families in language and in culture and provide practical tools they can use together at home.

# Final Presentation

[https://canvas.csun.edu/courses/18228/assignments/2189424/module\\_item\\_id/7809675](https://canvas.csun.edu/courses/18228/assignments/2189424/module_item_id/7809675)

## Complete Course Evaluation

I would greatly appreciate if you would complete the course evaluation for this class. Course evaluations help me improve as a professor by understanding what I'm doing well and where I need to improve. It is a very important to me to hear your feedback. You can complete the survey at the link below. Thank you!

<http://www.csun.edu/SEE>

CLICK HERE: <http://www.csun.edu/SEE>

Module 15 Lesson Plan Reflection Submission	100%
Complete Course Evaluation	100%
Final Lesson Plan Reflection	100%

## Course Introductory Survey

Throughout this semester, you will be reflecting on your motivations for teaching as well as your teaching practice. This survey should form a foundation and a starting point for this reflection, so please be as honest as possible in each section. Your individual responses will not be shared with anyone except the instructor, and they will have no impact on your course or assignment grades.

### Part I: Personal Characteristics

- What is your name:
- What is your gender identity:
- What is your race:
- What is your ethnicity:
- What valid teaching credentials do you currently hold:
- What are the grade levels you currently teach/ support:
- How many years of teaching experience do you have:
- If you are teaching, approximately what percentage of the students in your class(es) are emergent bilinguals (i.e., English language learners/emergent bilinguals):
- What do you see as three of your strengths in terms of working with students with disabilities who are emergent bilingual:
- What do you see as three of your areas of growth in terms of working with students with disabilities who are emergent bilingual:

**Part II: Self-Efficacy Related to Culturally Responsive Teaching**

Read each statement in the left column below, then in the right column, write the number that indicates the extent to which you agree or disagree with it on a scale of 1-5. \*Culturally and Linguistically Diverse (CLD)

1 = Definitely No      2 = Probably No      3 = Maybe      4 = Probably Yes      5 = Definitely Yes

	<b>I am able to . . .</b>	<b>Number (1-5)</b>
1	modify instructional activities and materials to meet the developmental needs and learning interests of my students with disabilities from culturally and linguistically diverse (CLD) backgrounds.	
2	design appropriate instruction that is matched to English language learners' language proficiency and special needs.	
3	create a learning environment that reflects the various backgrounds of my CLD students.	
4	develop appropriate Individual Education Plans for my students with disabilities who are from CLD backgrounds.	
5	use my students' prior knowledge related to their cultural and linguistic backgrounds to help make learning meaningful.	
6	use various types of assessment that is matched to English language learners' language proficiency and special needs.	
7	critically examine the curriculum to determine whether it appropriately represents CLD groups.	
8	identify the differences between student behavior/ communication at home and student behavior/ communication at school.	
9	use a variety of teaching methods to assist my students in learning the content.	
10	communicate with students with disabilities who are English language learners.	
11	identify cultural differences when communicating with parents regarding their child's educational progress.	
12	implement interventions that minimize the effects of cultural mismatch between home and school.	
13	distinguish linguistic/ cultural differences from learning difficulties for students with disabilities.	

1 4	create a caring, supportive, and warm learning environment for my students from CLD backgrounds.	
1 5	assist my students to be successful by supporting the native language of my students with disabilities who have limited English proficiency.	
1 6	structure parent-teacher conferences (e.g., IEP meetings) that are comfortable to allow CLD parents to participate.	
1 7	identify the ways standardized tests may be biased against students from diverse backgrounds.	
1 8	build positive relationships with CLD parents.	
1 9	help my students develop positive interactions with each other.	
2 0	obtain information about my students' preferred learning ways (e.g., cooperation or individual work).	

*Note:* Adapted from Chu and Garcia (2014)



# Objectives and MLL Shadowing

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SPED 416

Week 7

*Fatmana K. Deniz, PhD*

## Week 5-7 Participation Activity

3rd Grade (Group 1)	4th Grade (Group 2)	6th Grade (Group 3)	9th-10th Grade (Group 4)	11-12th Grade (Group 5)

# Week 5 Participation Activity

- Access the word document and add your group members names
- Find the ELD Standards for your grade level
- Find the ELD standard for your grade level and pick one
- Add the ELD standard
- Find the corresponding CCSS and add it in the table
- Find the corresponding ELD connector and add it in the table

Week 5 In-Class Activity

Group Members:  
Grade level:

ELD Standard	Pick One Core Standard that aligns with this ELD standard	Proficiency Level Descriptor	Corresponding ELD Connector
Content objective			
Language Objective			

## TK - 3rd Grade (Group 1)

ELD Standard	ELD Standard	Corresponding ELD Connector	Essence of the Standard (Emerging, Expanding, Bridging)	Pick One Common Core Standard that aligns with this ELD Standard
3.4 Expanding	3.4 Expanding <b>Adapting language choices</b> Adjust language choices (e.g. vocabulary, use of dialogue, etc.) according to purpose (e.g. persuading, entertaining), social setting, and audience (e.g., peers versus adults) with moderate support from peers or adults.	PIA.4 Adapt language choices to social and academic contexts by using an increasing number of learned words, sounds, expressions, and gestures.	Expanding	W3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Choose two instructional strategies from the Pre-production to Advanced Fluency stages that correspond to the Emerging, Expanding, and Bridging ELD levels (refer to the Week 8 slides).

Strategy 1: Use graphic organizers and thinking maps and check to make sure the student is filling them in with details. Challenge the student to add more

Strategy 2: Create assessments that give students an opportunity to present in English after they have an opportunity to practice in pairs or small groups.

## TK - 3rd Grade (Group 1)

CCSS
With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Language Skills Needed	Language Function	Language Feature	Linguistic Support
What language skills will the student need to accomplish the task delineated in the content objective?//	They are the "reasons" we use language; Perhaps we want to express our needs or wants, or describe an experience. Whatever the purpose, we use language to perform these functions.	Language features aid us to present our ideas in different forms from formal to poetic.	Supports a student will need to access and complete the language objective.
	Analyzing, Define, Organize	Structure academic conversations	Academic conversation discussion frames used to re-voice, paraphrase, clarify, restate, reason, add on, wait time

## TK - 3rd Grade (Group 1)

ELD Standard	ELD Standard	Corresponding ELD Connector	Essence of the Standard (Emerging, Expanding, Bridging)	Pick One Common Core Standard that aligns with this ELD Standard
3.4 Expanding				

	Objectives	Student-friendly Version (I can (action verb) + (content topic) by/with (scaffolds))
<b>Content Objective</b> (SWBAT + action verb (Bloom's) + topic/content to be learned+ criteria)	By the end of the academic year, students will be able to write a well-structured letter on a topic of their choice, demonstrating their understanding of the subject by incorporating key content learned with the guidance and support from adults. The letter will follow proper formatting, include a main idea supporting by relevant details, and use appropriate tone and language for the intended audience using a graphic organizer and word banks with 2/4 critical elements as acceptable proficient level.	I can write a letter about a topic of my choice with correct format and main idea supporting details by using graphic organizers and word banks.
<b>Language Objective</b> SWAT (language function: active verbs) using (language feature) with/by (linguistic supports).	By the end of the academic year, students will be able to write a letter with appropriate language choices (e.g. tones and manners) and transition words to organize their ideas in the letter with a graphic organizer and word bank with 2/4 critical tones, manners, and transition words as acceptable writing level.	I can use appropriate language choices to write a letter by using good transitional words to organize my idea with a graphic organizer and word banks.

## 4th Grade (Group 2)

ELD Standard	ELD Standard	Corresponding ELD Connector	Essence of the Standard (Emerging, Expanding, Bridging)	Pick One Common Core Standard that aligns with this ELD Standard
ELD 4.1 Emerging	Student will be able to contribute to conversations and express ideas by asking and answering yes-no and wh-questions and responding using short phrases.	PLA1: Exchange information and ideas by participating in short conversations, responding to simple yes/no and wh-questions using gestures or words, and by following some rules for discussion about familiar social and academic topics.	Emerging	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
<p>Choose two instructional strategies from the Pre-production to Advanced Fluency stages that correspond to the Emerging, Expanding, and Bridging ELD levels (refer to the Week 8 slides).</p> <p>Strategy 1: Have students work in pairs or small groups to discuss a problem. Have literate students write short sentences or words in graphic organizers.</p> <p>Strategy 2: Avoid excessive error correction. Reinforce learning by modeling correct usage.</p>				

## 4th Grade (Group 2)

CCSS
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.

Language Skills Needed	Language Function	Language Feature	Linguistic Support
What language skills will the student need to accomplish the task delineated in the content objective?//	They are the "reasons" we use language; Perhaps we want to express our needs or wants, or describe an experience. Whatever the purpose, we use language to perform these functions.	Language features aid us to present our ideas in different forms from formal to poetic.	Supports a student will need to access and complete the language objective.
	Speaking and paraphrase	Content and academic words	Phrase banks and sentence starters

## 4th Grade (Group 2)

ELD Standard	ELD Standard	Corresponding ELD Connector	Essence of the Standard (Emerging, Expanding, Bridging)	Pick One Common Core Standard that aligns with this ELD Standard
ELD 4.1 Emerging				

	Objectives	Student-friendly Version (I can (action verb) + (content topic) by/with (scaffolds))
<b>Content Objective</b> (SWBAT + action verb (Bloom's) + topic/content to be learned + criteria)	SWBAT paraphrase details for ancient civilizations reading passage using sentence starters in 80% accuracy as measured by teacher rubric.	I can paraphrase details from my reading passage by using sentence starters.
<b>Language Objective</b> SWAT (language function: active verb) using (language feature) with/by (linguistic supports).	SWBAT retail details from the passage using content and academic words using phrase banks and sentence starters in 80% accuracy as measured by teacher rubric.	I can retail details from the reading passage using my supports.

## 6th Grade (Group 3) Jessica Ceballos, Jeanette Flores, Samantha, & Lydia

ELD Standard	ELD Standard	Corresponding ELD Connector	Essence of the Standard (Emerging, Expanding, Bridging)	Pick One Common Core Standard that aligns with this ELD Standard
6.3	Expanding Negotiate with or persuade others in conversations(e.g., to provide counterarguments)using an expanded set of learned phrases(I agree with X, but...), as well as open responses.	Pl. A. 3 Offer and support opinions with others by expressing an opinion or a preference about a familiar topic or story.	Expanding	Engage effectively in a range of collaborative discussions(one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics, texts, and issues. Building on others ideas and expressing their own clearly.
<p>Choose two instructional strategies from the Pre-production to Advanced Fluency stages that correspond to the Emerging, Expanding, and Bridging ELD levels (refer to the Week 8 slides).</p> <p>Strategy 1: Have students work in pairs and groups to discuss content ("Think, pair, share")</p> <p>Strategy 2: Provide minimal error correction. Focus only on correction that directly interferes with meaning. Reinforce learning by modeling the correct usage.</p>				

## 6th Grade (Group 3)

CCSS			
SL 6.1			
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics, texts, and issues. Building on others ideas and expressing their own clearly.			
Language Skills Needed	Language Function	Language Feature	Linguistic Support
What language skills will the student need to accomplish the task delineated in the content objective?//  (Speaking) Discussion Expression Converse	They are the "reasons" we use language; Perhaps we want to express our needs or wants, or describe an experience. Whatever the purpose, we use language to perform these functions.	Language features aid us to present our ideas in different forms from formal to poetic.	Supports a student will need to access and complete the language objective.
	Form and opinion, Make a claim, persuade	Use formal academic debate structure.	Academic conversation discussion frames used to revoice, paraphrase, clarify, restate, reason, add on, wait time.

## 6th Grade (Group 3)

ELD Standard	ELD Standard	Corresponding ELD Connector	Essence of the Standard (Emerging, Expanding, Bridging)	Pick One Common Core Standard that aligns with this ELD Standard

	Objectives	Student-friendly Version (I can (action verb) + (content topic) by/with (scaffolds))
<b>Content Objective</b> (SWBAT + action verb (Bloom's) + topic/content to be learned+ criteria)	Students will be able to engage in a debate forming arguments and/or counter arguments as measured by a teacher developed rubric in 2 out of 3 speaking opportunities.	I can debate a topic with fellow students about an event in the story by using my sentence starters "I agree but..." "I disagree because..." etc...
<b>Language Objective</b> SWAT (language function: active verb) using (language feature) with/by (linguistic supports).	Students will be able to express an opinion on a selected text in a formal academic discussion sharing at least 3 supporting points.	I can express an opinion from the story and share at least 3 supporting ideas using conversation discussion frames like: adding on, reasoning, clarifying, and paraphrasing.

## 9-10th Grade (Group 4)

ELD Standard	ELD Standard	Corresponding ELD Connector	Essence of the Standard (Emerging, Expanding, Bridging)	Pick One Common Core Standard that aligns with this ELD Standard
Grade 9], Part I, [A], [1] (Bridging)	Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant on-topic questions, affirming others, and providing coherent and well-articulated comments and additional information.	PIA.IPIA.1: Exchange information and ideas by participating in short conversations, responding to simple yes/no and wh- questions using gestures or words, and by following some rules for discussion about familiar social and academic topics.	Bridging	SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Choose two instructional strategies from the Pre-production to Advanced Fluency stages that correspond to the Emerging, Expanding, and Bridging ELD levels (refer to the Week 8 slides).

Strategy 1: Introduce more academic skills, such as brainstorming, prioritizing, categorization, summarizing and compare and contrast.

Strategy 2: Offer error correction on academic work and on oral language. Because students at this stage have achieved near native fluency, they benefit from support in fine tuning their oral and written language.

## 9-10th Grade (Group 4)

CCSS
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Language Skills Needed	Language Function	Language Feature	Linguistic Support
What language skills will the student need to accomplish the task delineated in the content objective?//	They are the "reasons" we use language; Perhaps we want to express our needs or wants, or describe an experience. Whatever the purpose, we use language to perform these functions.	Language features aid us to present our ideas in different forms from formal to poetic.	Supports a student will need to access and complete the language objective.
	Argue (discuss)	Structured academic conversations (discourse level)	Sentence starters, phrase banks, discussion frames

## 11-12th Grade (Group 5)

ELD Standard	ELD Standard	Corresponding ELD Connector	Essence of the Standard (Emerging, Expanding, Bridging)	Pick One Common Core Standard that aligns with this ELD Standard
11-12.A.2	Interacting via written english collaborate w/ peers to engage in increasingly complex grade-appropriate written exchanges and writing projects using technology as appropriate	P.1.A.2. Interact with others in written English by participating in short written exchanges, delivering information, and composing written text about familiar texts, topics, experiences, or events in various communication forms.	Expanding	W.11-12.6 Use technology, including the internet, to produce, publish and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<p>Choose two instructional strategies from the Pre-production to Advanced Fluency stages that correspond to the Emerging, Expanding, and Bridging ELD levels (refer to the Week 8 slides).</p> <p>Strategy 1: Ask students to identify vocabulary by symbols that show whether the student “knows it really well, kind of knows it, or doesn’t know it at all.” Help students focus on strategies to get the meaning of new words.</p> <p>Strategy 2: Introduce more academic skills, such as brainstorming, prioritizing, categorization, summarizing and compare and contrast.</p>				

## 9-10th Grade (Group 4)

ELD Standard	ELD Standard	Corresponding ELD Connector	Essence of the Standard (Emerging, Expanding, Bridging)	Pick One Common Core Standard that aligns with this ELD Standard
Grade 9, Part I, [A][1] (Bridging)	Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant on-topic questions, affirming others, and providing coherent and well-organized information	PIA,PIA.1: Exchange information and ideas by participating in short conversations, responding to simple yes/no and wh-questions using gestures or words, and by following some familiar social and academic topics.	Bridging	SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

	Objectives	Student-friendly Version (I can (action verb) + (content topic) by/with (scaffolds))
<b>Content Objective</b> (SWBAT + action verb (Bloom’s) + topic/content to be learned+ criteria)	Students will be able to discuss grade-appropriate academic topics by following the rules of asking and answering relevant questions about a chapter read in English class	I can discuss the book we are reading in class with my classmates by asking and answering questions together.
<b>Language Objective</b> SWAT (language function: active verb) using (language feature) with/by (linguistic supports).	Students will be able to orally discuss an academic topic based on their reading during structured academic conversations with sentence starters, phrase banks, and discussion frames as measured by a teacher-made rubric in 3 out of 4 trials.	I will be able to discuss academic topics using sentence starters, phrase banks, and discussion frames

## 11-12th Grade (Group 5)

CCSS			
W.11-112.6 Use technology, including the internet, to produce, publish and update individual or shared writing products in response to ongoing feedback, including new arguments or information.			
Language Skills Needed	Language Function	Language Feature	Linguistic Support
What language skills will the student need to accomplish the task delineated in the content objective?//	They are the "reasons" we use language; Perhaps we want to express our needs or wants, or describe an experience. Whatever the purpose, we use language to perform these functions.	Language features aid us to present our ideas in different forms from formal to poetic.	Supports a student will need to access and complete the language objective.
	Students will be able to use google docs to collaboratively work on a writing task.	Students will be able to break down, organize and analyze content for their writing task.	With support of graphic organizers embedded with sentence starters.

## 11-12th Grade (Group 5)

ELD Standard	ELD Standard	Corresponding ELD Connector	Essence of the Standard (Emerging, Expanding, Bridging)	Pick One Common Core Standard that aligns with this ELD Standard
11-12.A.2	Interacting via written english collaborate w/ peers to engage in increasingly complex grade-appropriate written exchanges and writing projects using technology as appropriate	P.1.A.2.	Expanding	W.11-112.6
	Objectives	Student-friendly Version (I can (action verb) + (content topic) by/with (scaffolds))		
<b>Content Objective</b> (SWBAT + action verb (Bloom's) + topic/content to be learned+ criteria)	SWBAT write and collaborate with a peer to work on a google doc. Writing assignment with the support of a graphic organizer embedded with sentence starters by the end of class.	I will be able to write and collaborate with my peer on a google doc writing assignment with support of a graphic organizer embedded with sentence starters.		
<b>Language Objective</b> SWAT (language function: active verb) using (language feature) with/by (linguistic supports).	Student will be able to order and organize a through collaboration on a writing assignment on a google doc to break down, organize and analyze content with the support of graphic organizers embedded with sentence starters.			



## Book for MAPP Strategy: *Rainbow Weaver / Tejedora de Arcoíris*



**Group 1:ES 1** Objective: Apply the MAPP strategy to analyze how you can support Diego's reading comprehension and language development using *Rainbow Weaver/Tejedora de Arcoíris*

- [Link to Diego's Case Study](#)
- [MAPP planning guide \(Table 1, p. 6\)](#)
- Link to Read Aloud: [Storytime with Ms. Solorzano - Rainbow Weaver by Linda Elovitz Marshall and Elisa Chavarri](#)

MAPP Strategy	How will you use this with your book?	<a href="#">Student Prompt, Question or Activity related to Rainbow Weaver / Tejedora de Arcoíris</a>
<b>Making Connections and Activating Prior Knowledge:</b> Connect students' personal experiences or cultural background to characters or events in the book.	<b>Making Connections</b> – How can Diego relate to the characters or setting? Diego would often help his grandmother sort yarn and has watched her weave vibrant fabrics using traditional looms back home.	How did your grandmother weave at home?  This is my family usually used (show the example), how about yours?  Diego has similar life experience about sacrificing for better education. Encourage Diego to share.
<b>Asking Questions:</b> Model and guide students to ask and answer questions before, during, and after reading.	<b>Asking Questions</b> – What questions could guide understanding before, during, and after reading?	Before: Do any of your family member weave? During: How did Ixchel weave comparing with your family member? After: What else do you think we can do with the plastic material in our daily life for environmental protection?
<b>Predicting:</b> Ask students to make predictions based on the title, cover, and illustrations before reading.	<b>Predicting</b> – What predictions could Diego make using illustrations or text clues?	Show the cover, and ask about Diego's prediction.

**Group 2: ES** Objective: Apply the MAPP strategy to analyze how you can support Diego's reading comprehension and language development using *Rainbow Weaver/Tejedora de Arcoíris*

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- [Link to Diego's Case Study](#)
- [MAPP planning guide \(Table 1, p. 6\)](#)
- Link to Read Aloud: [Storytime with Ms. Solorzano - Rainbow Weaver by Linda Elovitz Marshall and Elisa Chavarri](#)

MAPP Strategy	How will you use this with your book?	<a href="#">Student Prompt, Question or Activity related to Rainbow Weaver / Tejedora de Arcoíris</a>
<b>Making Connections and Activating Prior Knowledge:</b> Connect students' personal experiences or cultural background to characters or events in the book.	<b>Making Connections</b> – How can Diego relate to the characters or setting?	Diego shares an ethnic identity with the main character. His family traditionally has celebrations that include storytelling and weaving. Diego understands his family makes sacrifices for him like the main character in the book.
<b>Asking Questions:</b> Model and guide students to ask and answer questions before, during, and after reading.	<b>Asking Questions</b> – What questions could guide understanding before, during, and after reading?	What do you think the story is going to be about based on the title and what the character is wearing? How do you help your family? Why do you think it's important for our main character to do the weaving?
<b>Predicting:</b> Ask students to make predictions based on the title, cover, and illustrations before reading, and revisit their predictions after reading.	<b>Predicting</b> – What predictions could Diego make using illustrations or text clues?	Images of the bags on the floor can help make predictions of what the character will do with that material.

**Group 3: ES** Objective: Apply the MAPP strategy to analyze how you can support Diego's reading comprehension and language development using *Rainbow Weaver/Tejedora de Arcoíris*

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- [Link to Diego's Case Study](#)
- [MAPP planning guide \(Table 1, p. 6\)](#)
- Link to Read Aloud: [Storytime with Ms. Solorzano - Rainbow Weaver by Linda Elovitz Marshall and Elisa Chavarri](#)

MAPP Strategy	How will you use this with your book?	<a href="#">Student Prompt, Question or Activity related to Rainbow Weaver / Tejedora de Arcoíris</a>
<b>Making Connections and Activating Prior Knowledge:</b> Connect students' personal experiences or cultural background to characters or events in the book.	<b>Making Connections</b> – How can Diego relate to the characters or setting?	-Guatemala  -family values cultural communal activities centered around religion, agriculture, and community life  -weave vibrant fabrics
<b>Asking Questions:</b> Model and guide students to ask and answer questions before, during, and after reading.	<b>Asking Questions</b> – What questions could guide understanding before, during, and after reading?	Before: Does your family celebrate any traditions? Are there any activities you enjoy doing with your family? During: Does your community look similar to Ixchel's community, if so how? After: Have you ever been proud of something you've created? Have you ever helped a family member, how did it make you feel?

**Group 4:** Objective: Apply the MAPP strategy to analyze how you can support Diego's reading comprehension and language development using *Rainbow Weaver/Tejedora de Arcoíris*

HS 1

- [Link to Diego's Case Study](#)
- [MAPP planning guide \(Table I, p. 6\)](#)
- Link to Read Aloud: [Storytime with Ms. Solorzano - Rainbow Weaver by Linda Elovitz Marshall and Elisa Chavarri](#)

MAPP Strategy	How will you use this with your book?	<a href="#">Student Prompt, Question or Activity related to Rainbow Weaver / Tejedora de Arcoíris</a>
<b>Making Connections and Activating Prior Knowledge:</b> Connect students' personal experiences or cultural background to characters or events in the book.	<b>Making Connections</b> – How can Diego relate to the characters or setting?	Can ask the students if they have ever done any type of weaving?  Since you know the background knowledge as a teacher you could ask Diego/Diego's family if they have any pictures of weavings Diego and his Grandmother have done together.
<b>Asking Questions:</b> Model and guide students to ask and answer questions before, during, and after reading	<b>Asking Questions</b> – What questions could guide understanding before, during, and after reading?	Why do you think that mom doesn't want the girl to participate in weaving despite the tradition lasting over 2,000 years? Do you think that the girl wants to preserve her culture and also attend school? Why was it so important to use plastic bags as materials to weave? Who did it help? Do you think the weaving products made from plastic bags will sell at the market?

**Group 5:** Objective: Apply the MAPP strategy to analyze how you can support Diego's reading comprehension and language development using *Rainbow Weaver/Tejedora de Arcoíris*

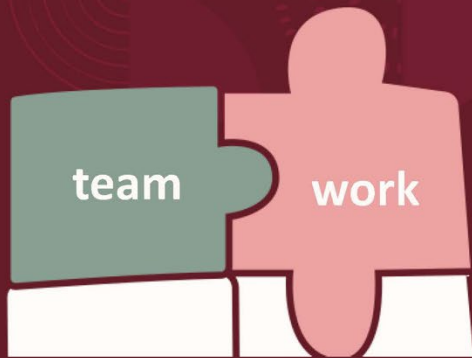
HS 2

- [Link to Diego's Case Study](#)
- [MAPP planning guide \(Table I, p. 6\)](#)
- Link to Read Aloud: [Storytime with Ms. Solorzano - Rainbow Weaver by Linda Elovitz Marshall and Elisa Chavarri](#)

MAPP Strategy	How will you use this with your book?	<a href="#">Student Prompt, Question or Activity related to Rainbow Weaver / Tejedora de Arcoíris</a>
<b>Making Connections and Activating Prior Knowledge:</b> Connect students' personal experiences or cultural background to characters or events in the book.	<b>Making Connections</b> – How can Diego relate to the characters or setting?	Is anyone familiar with weaving? Does anyone do crafts with their family at home? Can you think of cultural activities that you and your family do?
<b>Asking Questions:</b> Model and guide students to ask and answer questions before, during, and after reading	<b>Asking Questions</b> – What questions could guide understanding before, during, and after reading?	Look at the cover, where do you think this takes place? Why do you think she used plastic bags instead of the plant?
<b>Predicting:</b> Ask students to make predictions based on the title, cover, and illustrations before reading, and revisit their predictions after reading	<b>Predicting</b> – What predictions could Diego make using illustrations or text clues?	Looking at the pictures in the book, what do you think she will do next? Do you think using sheep wool would work?
<b>Peer Teaching/Sharing:</b> Have students work in pairs to read aloud, discuss key ideas, and explain vocabulary or concepts to each other	<b>Peer Sharing</b> – How could you structure a peer interaction to support vocabulary or meaning?	Ask your partner if there is anything that they created something new out of objects they found around the house? Share something that you would like to make to sell at a festival with your partner.

**(Week 3 In Class Activity-History of the ELs)**

# Landmark ELL Court Cases Jigsaw Small Group Activity



## Instructions

1. Find your assigned group number in this slide deck
2. Research your assigned Landmark ELL Court Case
3. Answer the questions on the slide
4. Be ready to present

**You will have 15 minutes to research and create your slide.**

**Make use of UDL!!!!!!**

## Group 1: Title VI of the Civil Rights Act of 1964

Facilitator/Researcher:

Notetaker/Timekeeper:

Researcher:

Timekeeper/Notetaker:

Summarize key characteristics for the Landmark ELL Court Case assigned to your group

MAKE SURE USE THE TENETS OF UNIVERSAL DESIGN FOR LEARNING (representation, action and expression and engagement) as you develop, present, and engage your colleagues.

## Group 2: The Bilingual Education Act, Title VII

Facilitator/Researcher:

Notetaker/Timekeeper:

Researcher:

Timekeeper/Notetaker:

Summarize key characteristics for the Landmark ELL Court Case assigned to your group

MAKE SURE USE THE TENETS OF UNIVERSAL DESIGN FOR LEARNING (representation, action and expression and engagement) as you develop, present, and engage your colleagues.

### Group 3: The Federal Office for Civil Rights

Facilitator/Researcher:	Notetaker/Timekeeper:
Researcher:	Timekeeper/Notetaker:

Summarize key characteristics for the Landmark ELL Court Case assigned to your group

**MAKE SURE USE THE TENETS OF UNIVERSAL DESIGN FOR LEARNING** (representation, action and expression and engagement) as you develop, present, and engage your colleagues.

### Group 4: Lau vs. Nichols

Facilitator/Researcher:	Notetaker/Timekeeper:
Researcher:	Timekeeper/Notetaker:

Summarize key characteristics for the Landmark ELL Court Case assigned to your group

**MAKE SURE USE THE TENETS OF UNIVERSAL DESIGN FOR LEARNING** (representation, action and expression and engagement) as you develop, present, and engage your colleagues.

## Group 5: Castañeda v. Pickard

Facilitator/Researcher:

Notetaker/Timekeeper:

Researcher:

Timekeeper/Notetaker:

Summarize key characteristics for the Landmark ELL Court Case assigned to your group

MAKE SURE USE THE TENETS OF UNIVERSAL DESIGN FOR LEARNING (representation, action and expression and engagement) as you develop, present, and engage your colleagues.

## Group 6: Plyer vs. Doe

Facilitator/Researcher:

Notetaker/Timekeeper:

Researcher:

Timekeeper/Notetaker:

Summarize key characteristics for the Landmark ELL Court Case assigned to your group

MAKE SURE USE THE TENETS OF UNIVERSAL DESIGN FOR LEARNING (representation, action and expression and engagement) as you develop, present, and engage your colleagues.

Linking Key:

TPE	Page #	TPE	Page #	TPE	Page #
TPE 1		TPE 2		TPE 3	
<i>U1.1</i>	21 11 13	<i>U2.2</i>	20 11 11	<i>U3.1</i>	20 20 24
<i>U1.2</i>	21 9	<i>U2.3</i>	19 20	<i>U3.2</i>	20 11 24
<i>U1.3</i>	21 8 29	<i>U2.6</i>	21 26	<i>U3.3</i>	21 10 11
<i>U1.6</i>	21 7 24	<i>MM2.4 (EX2.4)C</i>	22 8 8	<i>U3.4</i>	22 22 11
<i>MM1.1</i>	20 20	<i>MM2.7 (EX 2.10)</i>	20 8	<i>U3.5</i>	21 7 25
<i>(EX1.6)</i>	20 20	<i>MM2.8 (EX 2.11)</i>	20 20	<i>U3.6</i>	20 10 25
<i>MM1.2 (EX1.7)</i>	20 7 24	<i>EX2.3</i>	21 7		
<i>MM1.3 (EX1.8)</i>	21 7 9				
<i>MM1.4 (EX1.9)</i>	20 11				

EX1.5	20 20				
TPE 4		TPE 5		TPE 6	
U4.1	20 6 29	U5.1	22 10	U6.1	21 6
U4.3	20 10 24	U5.2	22 29	U6.2	21 6 21
U4.4	22 10 24	U5.3	20 11	MM6.5 (EX6.6)	24
U4.6	20 8 24	U5.6	23 6 25	EX6.1	24 9
U4.7	21 10	U5.7	22 7 31		
MM4.2 (EX4.4)	20 22 24	U5.8	21 22 6		
MM4.4 (EX4.5)	20 10 24	MM5.1 (EX5.2)	22 6		
		MM5.2 (EX5.3)	22 26		
		MM5.3 (EX5.4)	21 21		
		MM5.4 (EX5.5)	21 23 31		
		MM5.5 (EX5.6)	22 9		

			26		
TPE 7					
U7.1	21 21 12				
7.2	20				
U7.3	23 23 11				
U7.4	23 24 24				
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7.6/U7.6	22** 9 23				
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TPE 7.8 U7.8 a.	9				
7.10. b	20 6 27				
7.10. c.	20 20** 27**				
TPE MM/EX 7.1	20** 8 10				

TPE DHH 7.10d	21 21				
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