CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

Department of Special Education

Course Syllabus

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

Instructor: Dr. Fatmana K. Deniz, PhD Email: fatmana.deniz@csun.edu

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 <u>Canvas LINK</u>

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.

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.

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!

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

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

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

<u>Due Date</u>: See Canvas for specific due dates for each assignment.

Submission: Upload to Canvas

<u>Format</u>: 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.**

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 (ee Pg.104 for Course Intro Survey) U6.2

o 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:
 - o Discuss three areas of growth identified in the survey.
 - Reflect on successes, challenges, and action plans for growth, referencing annotated articles from Task A.
 - o 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.
 - *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; U5.8; MM5.1 (EX5.2)

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) (U7.7c) (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.
 - o If you do not have access to a student, please contact me, and 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) (TPE 7.10 b) (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 <u>fatmana.deniz@csun.edu</u> 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) (U1.2)MM2.4 (EX2.4); MM2.4 (EX2.4); EX6.1
 - 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.
 - 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.

Part 3: Appreciate the Funds of Knowledge

- Task A: Small Group Discussion #2 (ML Shadowing reflection will be discussed) MM1.3 (EX1.8); MM5.5 (EX5.6) (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?
- o 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.
- Step 5: Describe the specific Funds of Knowledge you learned about your students through your interactions with their families and communities.
- 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.
 - 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)

 MM/EX 7.1-(See page 47 for assignment details)
- S tep 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).
- 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.

Part 4: Respond

- A. Task A: Lesson Plan Draft (See page 25 for assignment details) 7.6/U7.6; TPE U3.3; TPE U3.4; TPE U3.6; U4.3; U4.4; U4.7; MM4.4 (EX4.5) / U4.1; 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/sp/ml/documents/eldstndspublication14.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) U7.3; U1.1; TPE U2.2; TPE U3.2

Ste 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: Downland 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).

Task C: Final Lesson Plan and Peer Review (See page 25 for the assignment details) 7.8/U7.8 a; TPE 7.1; 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.
- 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)

- Step1. 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) MM/EX 7.1; U1.1
- 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.
 - 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 inperson 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. Person-first Language

In general, use person-first language in your professional writing and speaking to acknowledge that people are more than their disability. Only use identify-first language if you have knowledge of that specific preference for an individual. *Not sure? Ask*.

3. 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%.
- O Any assignment submitted 72 hours after the posted due date will be graded but the final grade, however, after the assignment has been graded, will drop one place of the grading scale per day that it is late. For example, if an assignment is graded and earns a score of an A, but it is two days late, it will be recorded as a B+. If an assignment is graded as a B, but it is two days late, it will be recorded as a C+.

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.

4. 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.

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
	TOTAL	300pts

E. How do points change to grades?

Α	300-280	С	229-220
A-	279270	C-	219-210
B+	269-260	D+	209-200
В	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.
- o D = Barely passing. Performance reflects the attainment of some competencies.
- F = Failing. Performance does not meet expectations for basic competency attainment.

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 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

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 <u>Central American</u>
 <u>Resource Center facebook page</u>, <u>legal resources</u> listed on CSUN's Educational Opportunity
 Program (EOP) <u>Dream Center</u> that was created to support all undocumented students & allies
 (<u>Dream Center flyer</u>). CSUN President Harrison issued a <u>support statement on the CSUN</u>
 homepage for DACA and resources.
- <u>University Counseling Center</u> (Bayramian Hall 5th Floor)
- <u>Help lines</u> (after hours when the University Counseling is closed) for numerous topics/needs (e.g., suicide, drug, rape, LGBQT, military, or any crisis).
- <u>Pride Center</u> 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 <u>spa-like Oasis</u> for relaxation or our <u>Student Recreation</u> Center (SRC) (SRC flyer)
- <u>Disabilities Resource Educational Services (DRES)</u>, some students with disabilities aren't aware they can receive assistance.
- <u>Klotz Student Health Center: Numerous health services including primary care, dental,</u> nutritional counseling, acupuncture, massage and lots more.
- <u>Career Center</u> for resume writing & interviewing and much more; <u>Matty's Closet</u> has free professional clothes for students who need interview or professional attire.
- <u>USU</u> for more student services; <u>Clubs & Organizations</u>: Hopefully a dozen people have already advised you to "<u>get involved</u>" at CSUN in something that interests you. (<u>USU flyer</u>)
- Associated Students offers recycling, and a Children's Center providing child care
- Financial Aid & Scholarships offers aid for applications
- <u>University Library</u> for many additional academic resources
- <u>Veterans Resource Center</u> assists CSUN students as they transition from military service to academic success.

CLASS SCHEDULE

ASSIGNMENTS ARE DUE as indicated on the Canvas Course UNLESS OTHERWISE NOTED. Rubrics for assignments will be provided in Canvas.

Week 1-(ON CAMPUS)

Topic: Overview and Introduction to Course and Content

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

Assigned Readings/Activities: Review Course Syllabus; coherent curriculum In-class activities and practice: Complete student survey; read coherent curriculum

Week 2 (Zoom)

Topic: Recognizing Attitudes, Beliefs and Stereotypes Culturally Responsive Teaching and Learning; review CASE study assignment TPE U2; U6.1; U6.2

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; U6.2 (See page 46 for assignment details)

Week 3 (On Campus)

Topic: History and Laws Governing ELL Students with Disabilities MM5.4 (EX5.5) Assigned Readings: B See Canvas Course, week 2 module for reading materials. Tasks: Draft guestions for parent panel and parent panel reflection discussion (in-class) (TPE DHH 7.10d) (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 (TPE DHH 7.10d); 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) (U1.1)(U1.3); TPE U2.2; TPE U3.2; MM5.4 (EX5.5) (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) (U1.2) U4.6

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); U5.8 (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. (TPE 7.1) (TPE 7.1); TPE U3.1; U5.3 (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. MM1.1 (EX1.6) EX1.5; MM2.8 (EX 2.11); MM4.4 (EX4.5) / U4.1; MM5.1 (EX5.2) (See page 33 for assignment details)

Tasks: Respond to Discussion post; Submit CRRIB IEP builder template. MM1.1 (EX1.6); EX1.5; MM2.8 (EX 2.11); U5.8 (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 MM1.2 (EX1.7); 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. (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 MM5.2 (EX5.3); MM5.5 (EX5.6) (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; U5.7 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

Week 9 (SPRING BREAK)
Week 10 (ZOOM)

Topics: Culturally Sustaining Teaching and Creating Inclusive Learning Environment for ELLs with Disabilities *U7.3*; *U2.6* (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

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 (U7.3)

Week 11 (ON CAMPUS)

Topic: Promote Oral Language Development ELLs with Disabilities (TPE 7.6/U7.6); (TPE U7.7/U7.7); TPE EX2.3; U4.7 (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 (TPE 7.10b); U5.1; U5.2; U5.6; MM5.4 (EX5.5) 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) (TPE 7.2); (TPE 7.1); (U7.4) (See page 94 for this week's lecture for details) Centering Funds of Knowledge Around the Curriculum Part 1. 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" (U7.4) (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 TPE U3.4 (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 (TPE 7.10 c); MM2.4 (EX2.4); MM6.5 (EX6.6); EX6.1 (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

Tasks: Submit the revised final lesson plan after receiving feedback from your peers. In-class activities and participation: Designing a Collaborative Assessment Plan

Week 15 (CAMPUS)

Task: Final Presentations

Submit Lesson Plan Reflection U1.3 (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 ASSIGNMNET DIECTIONS AND LP FORMAT (7.6/U7.6a) (U1.6) 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; U5.6; (7.6/U7.6); TPE U3.5; MM5.2 (EX5.3); MM5.5 (EX5.6); U7.7/U7.7). U2.6 (U7.3)

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.

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 <u>California Common Core State Standards</u> to identify the grade-level Common Core State Standard (CCSS) your lesson will address.
- Step 3-Identify Relevant Standards: Use the <u>California English Language Development</u>
 <u>Standards</u> 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, U3.5, MM5.2(EX5.3), MM5.5(EX5.6).
 - 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).
 - o **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 <u>Lesson Plan Template</u> 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.
- 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) 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: U5.6

1FL 04.3, 04.0, 04.4, WIWI4.2 (LX4.4), WIW	14.14 (EX4.5) 64.1, 65.6		
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 thi			
book and how it connects to the student	's		
cultural or linguistic resources.			
Standards and Objectives: Make su	re to include:		
_			
Who? Specify the student or group of stu			
-, -	nowledge, or ability the students will demonstrate.		
	nditions under which the students will perform the		
task (e.g., independently, in a group, usin			
	ormance that will demonstrate mastery (e.g., 80%		
accuracy, three out of four correct answer			
Use action verbs, no understand, infer, o	r Know.		
California Content/Common Core			
Standard			
California ELD Standard			
CA ELA/Literacy Standard			
Content Objective			
with measurable criteria			
Language Objective			
with measurable criteria			
Assessment of the Instructional and Language Objective (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?)			
Lesson Assessment			
You may collect data			
during "You Do It			
Lesson Assessment Tools (list)			
()			

Lesson Assessment Procedures	
(Briefly describe who collects, when ,	
and how)	
·	
Instructional Considerations TPE	U3.6
Materials/Resources/Technology	
If you are using web-based media or	
applications, include a link, if possible,	
or a brief description.	
Support	
What supports, including	
accommodations, specialized	
materials, instructional/assistive	
technology, and environmental	
supports, will you provide to help the	
student access learning goals?	
Please be descriptive.	
Academic Vocabulary and student-	
friendly definitions (note any changes	
made to vocabulary for the focus	
student)	
*Not more than 4 vocabulary	de of the leaves and have the death will appear in
	nds of the lesson and how students will engage in
each of the following areas (7.6/117.6)	TDE 112 5: NAME 2 (EYE 3): NAME 5 (EYE 6)
	TPE U3.5; MM5.2 (EX5.3); MM5.5 (EX5.6)
Listening: What students need to	TPE U3.5; MM5.2 (EX5.3); MM5.5 (EX5.6)
Listening: What students need to understand or interpret through	TPE U3.5; MM5.2 (EX5.3); MM5.5 (EX5.6)
Listening: What students need to understand or interpret through listening, and how they will engage in	TPE U3.5; MM5.2 (EX5.3); MM5.5 (EX5.6)
Listening: What students need to understand or interpret through listening, and how they will engage in listening activities (e.g., listening to a	TPE U3.5; MM5.2 (EX5.3); MM5.5 (EX5.6)
Listening: 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).	TPE U3.5; MM5.2 (EX5.3); MM5.5 (EX5.6)
Listening: 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). Speaking: What students need to	TPE U3.5; MM5.2 (EX5.3); MM5.5 (EX5.6)
Listening: 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). Speaking: What students need to express or communicate verbally and	TPE U3.5; MM5.2 (EX5.3); MM5.5 (EX5.6)
Listening: 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). Speaking: What students need to express or communicate verbally and nonverbally, and how they will engage	TPE U3.5; MM5.2 (EX5.3); MM5.5 (EX5.6)
Listening: 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). Speaking: What students need to express or communicate verbally and nonverbally, and how they will engage in speaking activities (e.g.,	TPE U3.5; MM5.2 (EX5.3); MM5.5 (EX5.6)
Listening: 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). Speaking: What students need to express or communicate verbally and nonverbally, and how they will engage in speaking activities (e.g., participating in discussions, using	TPE U3.5; MM5.2 (EX5.3); MM5.5 (EX5.6)
Listening: 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). Speaking: 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).	TPE U3.5; MM5.2 (EX5.3); MM5.5 (EX5.6)
Listening: 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). Speaking: 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). Reading: What students need to	TPE U3.5; MM5.2 (EX5.3); MM5.5 (EX5.6)
Listening: 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). Speaking: 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). Reading: What students need to comprehend or analyze through	TPE U3.5; MM5.2 (EX5.3); MM5.5 (EX5.6)
Listening: 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). Speaking: 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). Reading: What students need to comprehend or analyze through reading, and how they will engage in	TPE U3.5; MM5.2 (EX5.3); MM5.5 (EX5.6)
Listening: 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). Speaking: 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). Reading: What students need to comprehend or analyze through reading, and how they will engage in reading activities (e.g., reading a text,	TPE U3.5; MM5.2 (EX5.3); MM5.5 (EX5.6)
Listening: 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). Speaking: 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). Reading: 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).	TPE U3.5; MM5.2 (EX5.3); MM5.5 (EX5.6)
Listening: 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). Speaking: 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). Reading: 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). Writing: What students need to	TPE U3.5; MM5.2 (EX5.3); MM5.5 (EX5.6)
Listening: 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). Speaking: 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). Reading: 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). Writing: What students need to produce or convey in written form,	TPE U3.5; MM5.2 (EX5.3); MM5.5 (EX5.6)
Listening: 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). Speaking: 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). Reading: 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). Writing: What students need to produce or convey in written form, and how they will engage in writing	TPE U3.5; MM5.2 (EX5.3); MM5.5 (EX5.6)
Listening: 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). Speaking: 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). Reading: 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). Writing: What students need to produce or convey in written form,	TPE U3.5; MM5.2 (EX5.3); MM5.5 (EX5.6)

Identify Challenging Language. What are difficult sentences/phrases/	
idioms/academic language?	
Culturally Sustaining Teaching Practices (U7.3) *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)? Please describe.	
OPE	NING THE LESSON
Attention and Engaging Student	
Interest	
(Describe the strategies you will use to	
capture and maintain students'	
attention and interest)	
Prepare Background Knowledge.	
Describe what background or topic	
context is needed.	
Links to prior knowledge	
(Describe how you will connect new	
lessons to students' prior knowledge	
and personal experiences, detailing	
the strategies you will use to make	
these connections)	
State the goal of the lesson and	
discuss the purpose of the target skill	
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?	
Interaction (TPE U7.7/U7.7).U2.6	
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.	

Scaffolding (Identify the scaffolding strategies you will embed in your lesson. Explain why and how these strategies support the lesson). **BODY OF THE LESSON** (EXPLICITLY describe what you, other adults, students, and the focus student are doing at each stage of the lesson) Model (I do it) (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) Describe how to explicitly teach and model the content, including outlining the steps to teach these skills. **Decision Point #1** Pause periodically to ask students if they have questions and assess their understanding before moving on. 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? Prompt (We do it) (Gradual release of responsibility; Provide support as students increase their ability/ understanding) Describe how you will provide guided practice. How will you check their understanding? Include how you will provide corrective feedback. **Decision Point #2** 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?

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

Appendix B

SPED 416 LESSON PLAN REFLECTION (TEP 7.10 b)(U1.3); TPE U4.1; U5.2; 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
Describe the information from ELL Shadowing and how you did use it in this lesson plan, be specific. U5.7	
Describe the information from the Interviews and how you did use it in this lesson plan, be specific.	
Describe the information from Community Scanning and how you did use it in this lesson plan, be specific.	
Describe how small group discussions with your peers helped you to identify students' funds of knowledge for this lesson plan.	
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?	

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?			

Response to Discussion Prompt: 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

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

- 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. <u>Needed Information</u>- 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. <u>Plans</u>- What information did you learn that will enhance your ability to plan and teach a lesson?
- 1. <u>Discuss</u>- How did the article relate to the File Review you were provided?
- 1. <u>Apply- Use the IEP Document Analysis Tool</u> to score the information provided in the File Review and discuss your findings.
- 1. <u>Closing</u>- 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
 - 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

and all test scores, previous and current.

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?

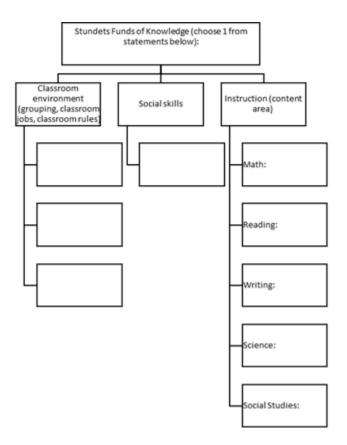
Your focus student (e.g., disability category, ELD level, and grade level):

3:

Please create three statements about your students like "My students ma	y know about"
Or "My students are	
1:	
2:	

Centering the Curriculum Around Students Funds of Knowledge Graphic Organizer

(Deniz, Antill, &Spies, 2022)



APPEDNIX 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

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 yourquestions 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	How would you incorporate it into
		learn?	instruction?

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.

		SOLOM Teacher Observation Student Oral Language Observation Matrix	er Observation e Observation Matrix		
Student's Name:		G		Grade:	Date:
Language Observed:			Administered By (signature):	(e):	
	1	2	3	4	S
A. Comprehension	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. Fluency	Speech so ha ling and fragmentary as to make conversation virtually impossible.	Usually hestiant: often forced into silence by language limitations.	Speech in everyday conversation and elastroom discussion frequently discupted by the student's search for the correct manner of expression	Speech in everyday conversation and classroom 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 decussions hieut and effortless, approximating that of a native speaker.
C. Vocabulary	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 replit ase ideas because of lexical inadequacies.	Use of vocabulary and idioms approximate that of a native speaker.
D, Pronunciation	Promunciation problems so severe as to make speech virtually uninelligible.	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 inapprograse intenation patterns.	Pronunciation and intonation approximate that of a native speaker.
E. Grammar	Errors in grammar and word order so sewere as to make speech virtually unintelligible.	Grammar and word order errors make comprehension difficult. Must often rephrase and/or restrict him/herself to besic notients	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 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.

_ Due: ___

See below for Sample Reports on Canvas

MLL/ELL Shadowing Observation Tool

Shadowing Task _____ Observer: _____

Student:		School:	
English Prof	iciency LevelELA (3-8) Score Math (3-8) Sc	ore
Gender:	Grade: Years in US so	chools:	
Activity/	I		I
	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	Student listening mostly to student Student listening mostly to teacher Student listening mostly in a small group 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	Student listening mostly to student Student listening mostly to teacher Student listening mostly in a small group Student listening mostly in a whole class setting	1- Reading or writing silently 2- Student is off-task 3- Other:
	Qualitative observations		

APEEDIX 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**



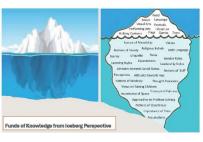




Business/ Announcements/ Questions?





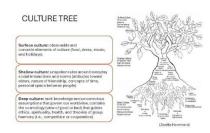


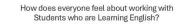
CULTURE TREE ACTIVITY

- Using the annotation tools in Zoom (text, drawing, or sticky notes), and elements from your own culture to the tree:

 Vivinor of draw examples of Surface Culture or the teaves.

 In the tree, or Shallow Culture to the tree, or Shallow Culture in the town.

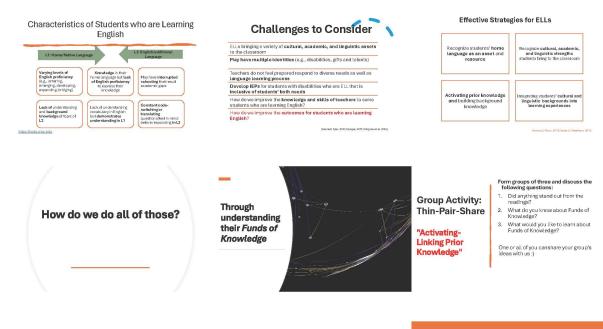






Lesson and Language Objectives

re









Readir

This pipe on again that have defined pile on treat and in a thinking gift and almost the higher contains the pipe of the pipe

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

Luis C. Moll , Cathy Amanti , Deborah Neff & Norma Gonzalez

Ta rise this article trans C tool Colon Amanti Deborah Neff & Norma Gonzalez

To dea this article: Las C. Boot , Catey Amant , Deboran Not's Incress Doncatez (1992) Funds of Amendadge for Septiming: Using a systillation agreemen to content fromes and clearance. The Book Process, 312, 122-141, DOI: 10.1388/c008588/209668334

What is Funds of Knowledge?

Funds of knowledge refer to an individuals historically accumulated, culturally developed set of abilities, strategies, or bodies of knowledge (Gonzelez et al., 2005).





(Antill & Deniz, 2022)

What is Funds of Knowledge?

- Funds of Knowledge refers to the wealth of knowledge and resources that individuals and communities possess based on their cultural, linguistic, and social backgrounds.
 - Cultural Practices and Traditions (cooking, dance, art, storytelling, religious ceremonies)

 - commonists

 Language Skils (fittency skils in multiple language)

 Family and Community Networks (support systems, mentions, learning opportunities)

 Family and Community Networks (support systems, mentions, learning, opportunities)

 Gocquationals Konwadeg (fittings, captoring, cooking, mechanics, occitions) skills

 passed down from generation

 Personals Experiments (thobbes, interests, talents, fixed superinoce)

 Networks (Skils)

 Networks (Skils)

What is Funds of Knowledge?

Approach developed by Moll and Amanti (1992) Become teacher researcher Seeing beyond stereotypes (Strengths-Based Approach)

Recognizing and responding to resources that learners bring from their families and communities into class communities into class

The funds of knowledge approach encourages educators to teach from an asset rather than deficit perspective.

Home waits

Funds of Knowledge

-Home Language
-Family Values and Timotions
-Oarragining
-Friends and armity
-Framity Outings
-Household Choren
-Educational Activities
-Favoritor V Shows (butuber, Germer.)
-Family Cocapation
-Scientific Knowledge



WHY Funds of Knowledge?

- Foster trust with families to facilitate open discussions about their practices and funds of knowledge.

 Record lived experiences and valuable knowledge to identify households with valuable resources.

 Create coalboarder senéronments with teachers, equipping them with the necessary tools to utilize research findings effectively in classroom settings.

 Create a curriculum that connects meaningfulfy with ways of knowing in semens' lives beyind school.





Let's Discuss!

- What skills or knowledge does
 Callie gain from het ping her brother?
 How might Callie's experiences at
 home shape the way she interacts
 with others?
 If Callie were in your classroom,
 what strengths would she bring?
 How could her Funds of Knowledge
 het her in school, friendships, or
 future jobs?



Let's Discuss!

- Household & Family Knowledge (Skilla learned through family roles and responsibilities) Caraghing & Emotional Support Caraghing & Emotional Support Caraghing & Carolinal Support Caraghing & Community Knowledge Statistics with orders that provide valuable tis skilla Caraghing & Communication Caraghing & Communication Caraghing & Collaboration & Support Systems Leas, traditio and ways of understanding the world) Family & Carlant Values Storyte Statistics and Ways of understanding the world) Storytelling & Expressive Skills



What is the Process?



2 Learn funds of knowledge of your students

3

Understanding English Language Learners with Disabilities Through Funds of Knowledge Approach

Collecting Data About Students' Funds of Knowledge

oCommunity Scan oFile review oLanguage Map oChildren Book/Bibliotherapy oELL Shadowing oSurveys/Interview(s)

UNDERSTANDING FUNDS OF KNOWLEDGE THROUGH INTERVIEWS (FILL OUT ONLY FIRST 2 COLUMN)

Copy	Quarter	Whitespield pro-	More availables recognised to base cost?
Pochela			
Tolkey and Tradition			
Casari and Honey			
Choice .			
Literatura Literatura			
Paraele Ti sheet			
Tuelly Occupation			
Scarete Specialis			

In Class Activity-Part I: Exploring Funds of Knowledge

- Work with a Partner (2-3): Review the 10 categories of Funds of Knowledge together.
- together.

 **Reflect on Your Own Experience: Think about how these categories relate to you and your family.

 **Prepare Questions: Come up with questions to ask your partner about their Funds of Knowledge.

 **o You do not have to address all categories—decide together which ones to focus on at least a faw).

- Take Notes on Your Partner's Responses: As your partner answers your questions, write down their Funds of Knowledge in the provided spaces in the Blank Template.

*Share the parts of your Funds of Knowledge that you feel comfortable sharing.

Time to work

- o Group
- Complete Part I (15 Minutes)
 Pick a spoke person for your group if you need to
- o Let's discuss (10 minutes)



In Class Activity-Part II: Reflecting on Funds of Knowledge

- After you've completed the activity, take some time to discuss the following questions with your group:
 Similarities & Offirences:
 What common themes didyou notice in the Funds of Knowledge shared?
 What differences stood our?

- Your Dwn Funds of Knowledge:
 What unique skills, traditions, or experiences do you bring to the classroom?
 How did you develop these?
 I a teacher used your Funds of Knowledge in a lesson, what would thet look like?
 How would you feel?

Whole Class Debriefing

Discussion

How do your own funds of knowledge influence o your teaching?

- o your interactions?
- o way of knowing? o your positionality?

How does everyone feel about understanding the funds of knowledge of their students?



















Shadowing

- o Technique for examining specific

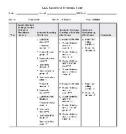
- areas:

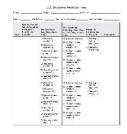
 Speaking
 Listening
 Minimum 2 hours
 Gan be over many days or settings.
 At 5 minute intervals



Overview of Steps to Shadowing

- Gather and become familiar with the protocols.
- 2. Shadow.
- Tally academic speaking and listening.
 Write a summary and reflection.





Monitoring Language

- Montor the primary eduction occurring at the top of the 5-minute interval.
 Not the setue 5-minutes
 Note running record.
 Use codes for every 5-minute interval montored.

Codes for Speaking



Codes for Listening

Listening **Primary** Mostly to Listener Whom? 1. Student
2. Teacher
3. Small Group Your Student 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 Spesiting:
 Count number of boxes checked off for:
 Student to student
 Student to teacher
 Student to teacher
 Student to enabligroup
 Student to who locioses
 Teacher to student
 Teacher to are group
 Teacher to who locioses the

Tally Responses 3

- Academic Listening:
 Count number of boxes checked off for:
 Student to student
 Student toteacher
 Student to anali group
 Student towhole 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 teacher
 4. Student to whole class
 5. Teacher to student
 6. Teacher to student
 7. Teacher to whole class

Tally Responses 5

- Non-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 6

- Student not listening/no listening:
 Count number of boxes checked off for:
 Reading or writing sitently
 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 abovening.
 Sit too close to student.
 Interact with the student.
 Don't critique, enaltye, 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

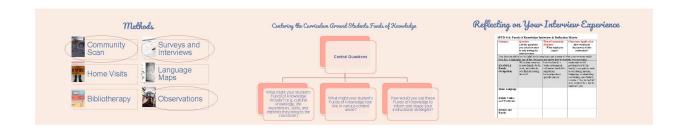
- On Campus
- Complete Weekly Readings and be Ready to Discuss

APPEENDIX L: Centering the Curriculum Around Funds of Knowledge Lecture



















WHAT IS NEXT STEP (3): APPRECIATE/ANACYZE

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

organizing the pictures













Create 3 statements

- My learners are __
 My learners may know about __



"I DO"

STEP 3: APPRECIATE/ANACYZE



STEP & APPRECIATE/ANALYZE

Analyze the artifacts using an asset perspective

Beam ple: Frequent garage sales in the neighborhood; how would you interpret this?
 What knowledge and prior experience may students possess?



STEP & APPRECIATE/ANACYZE

- Analyze the artifacts using an asset perspective

 * Example: Frequent gangessles in edge by hondow

 0 by widow's may have separate an adjace of techniques and adjace of techniques and adjace and techniques and adjace and techniques and adjace of techniques and adjace of techniques and adjace of techniques and any adjace of techniques and any adjace of techniques and adjace of the contraction of the contractio



STEP & APPRECIATE/ANACYZE

Ellensburg Hay Fields



- What might his let you about he local community and the experiences students bring to school?
 What skills, knowledge, or ualues might.
- Students have based on growing up in or around his endrolment?
 Row could his contexts tuteril grow up can be an asset in the classroom?

STEP & APPRECIATE/ANALYZE

- They likely hold a hang values of responsibility, hard work, and collaboration, shaped by farm and family life .
- Rest-world skills such as problem-solving, time management, and adaptability are order developed through daily farm responsibilities.

- Recogniting and using these experiences in the dissecon helps aritim students' cultural identities and uplique rural knowledge as uplurate.



STEP & APPRECIATE/ANACYZE



•How could this be considered an asset in teaching and learning?

STEP & APPRECIATE/ANACYZE



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?

- Statenis may bring hands on knowledge of agriculture, including planting, harvesting, and operating machinery.
- Students may have practical math and science knowledge, like measuring , estimating , understanding weather, and crop cycles .
- Incorporating agricultural themes infolessors can increase engagement and reference, making learning more meaningful.

*Agriculture *Science *Melif *Biology *Mechanical Engineering











APPEENDIX M: Exploring CCSS and ELD Standards and Objectives Lecture



Getting Ready for Today Download this document or access these learning English Language Development Standards (FDF) Read Chapters 18.2 3. Read Chapters 18.2 3 these chapters for 30 minutes If you are done with reading, I can provide 1:1 feedback on your LP idea

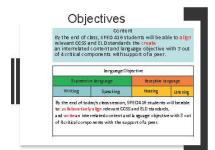
Agenda

 $4:\!00\text{-}4:\!30\text{-}\text{Getting ready}$ 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 frame work, 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)? Bared on The cell acrop Cit chiefs drould: identity statents as potential ELLs; a der od skudeni's næd for BLL serukes ; de velop a program which, in the ulew orlexper is in the field , has a reasonable chance for suppress; INVEARE HERE) en cure that necessary datif, our inutar material c, and facilities are in place and used property; (WEX.E. (P.E.)) de velop appropriate e valuation standard s, including program exitoriteria, for measuring he progress of students; and a coroc the cuose oc of the program and modify II where needed.

Special Education Teacher Responsibilities

Resource Support (RSP)	Provider	Collaborative (Co-Teaching)	Self-Contained Classroom (50C,600)
	langu classi A: Yes educi stude Devel	oom or on their caseload? s. Under the current credential ation teachers must provide En ants if it is stipulated in their IE	English learner students in their ling requirements, all special nglish learner services to

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

Resource Support Provider Collaborative (Co-		Self-Contained Classroom
(RSP) Teaching)		(SBQ/SCC)
E8 with disabilities will acc	ive Des is noted and	Lesson Plans must incorporate Designate
Integrated ELD Instruction	on in class room	and Integrated ELD time
S ma Hg roup list	ruction	Small-group Instruction : Provide ta gete
Miked-a bility English Languag	support to filt during designment ELD tin white engaging the other students in indegendent orsmall group activities th eign with the tesson objectives, and adjusted for their language level	
As the special education case	As the special education case carrier yo	
collaborate with the general e	will need to develope Present Level of	
develops Pesent Level of Perk	Performance in the area of ELD [may nee	
ELD (may need to develop a	to develop an ELD goal as well]	

ELD Documentation in the IEP

2102-122-121-121-12	e student i classified as an English learner.
based on current ELI	estudents pesent exelofELP in listening speaking leading, and writing PAC/Alternate ELBAC scores and levels]. present levels of performance (PLOP).
ELPAC, or Alternate E	ess ibility esculaes the student will used uning the administration of the LBKC/Assessment will be used. If for each domain—listening, speaking, reading and writing.
Includes programs or provide those service	d services for the EB, including how ELD needs will be metand who will s.
The IEP indicates if pr	imary language support is needed and the language of instruction.
The IEP includes ling (is tice by appropriate goals and objectives (L4GOS).



How well do you 2. I am somewhat familiar with it. 3. I am quite familiar with it. 4. I am somewhat familiar with it. 5. Use it in my practice and teaching 6. I teach others about it.

- It's new to me.



LL (ELs/EBs) are

- ELISTEDS) are Tasked with engaging in challenging academic activities while developing proficiency in advanced English. Should have full access to high-quality content in English language arts, mathematics, science, and social studies.

- Expected to
 Participate in sustained dialogue,
 Explain and building on ideas,
 Construct arguments with evidence and
 Produce written and oral texts.



Designated English Language Development (ELD) Instruction, - Dedicated and protected time to engage in Explicit English language Instruction - ELD standards are Incorporated into all content areas



COMPREHENSIVE ENGLISH LANGUAGE DEVELOPMENT (ELD) PROGRAM

Educational Programming for

MLLs in CA

English Language Development (ELD) Standards and Connectors



ELD Standards and Connectors

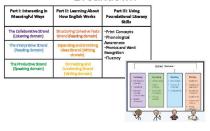
- Expectations of what EBs should know and be able to do with the English language in various
 - Aligns with the key knowledge, skills, and abilities for achieving college and career readiness
 - Clear developmental benchmarks
 - Guidance for teachers to deliver rich instruction to
 EBs

Guidance for curriculum developers to create rigorous, linguistically and academically rich curriculur and instructional materials

ELD Standards and Connectors Breakdown



ELD Standards and Connectors Breakdown



Part I: Interacting in Meaningful Ways



Part I: Interacting in Meaningful Wavs

ELD Connectors for EBs with Extensive Support Needs
\$150 feeter \$50 men Gentle Land
A company to the company of the comp
Each improved where Pain Product system described required to the control of the
FALMING enlagaring Fad-Minor confidence, committee commi
S TALL AND CONTROL OF THE PARTY
Will a recording compare of the Comp
MEAN promoted to ALD forms months on a seminate and a seminate state of the seminate and a seminate and a seminate product of the seminate product of

Part II: Learning About English Works



Proficiency Level Descriptors (PLDs)

Proficiency Level Descriptors (PLDs)

- Provide openiew of stage of ELD that English learners are expected to progress the uplass they gain increasing profice explicing fails as a new language.
 Describe student knowledge, skille, and abilities across acc retinuum, identifying what ELS inover and can obt certifying gas and exit from each of 3 proficiency levels.
- Are intended to be used as a guide to provide Els with targeted instruction in ELD as well as differentiated instruction in academic contentareas.

Proficiency Level Descriptors

- Emerging:

 propers very quickly,

 learning to use English for immed late needs

 learning to use English for immed late needs

 beginning to underst and and use academic voca but by Expanding:

 increase their English skills in more contents and learn a greater variety of voca but by and linguist instructures.

 applying their grow in groupe skills in more so phietixated ways that are Modeling.

 Bridging:
- 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 lead ELU instruction

Practice with Proficiency Level Descriptors "I DO"

Proficiencies

Addressing Diverse English Language

EMERGING	LAPA	NUING	BRIDGING
Level I	Level 2	Level 3	Level 4
Level 1 (Novice English Learner)	(Intermed	iate linglish	Level 3 (Fluent English Proficient)
Differentiation	of Curricula	r Material	
ciency Level	+ 6		t Required to Access
	Level 1 Level 1 (Nev ce linglish Learner)	Level Level 2 Level Level	Level 1 Level 2 Level 3 Level 3 [Jeococa inglah John Professional Learners] [Jeococa inglah Lear

- Turn to page 3 of Grade 4 ELD Standards (pg.68)

- This is Section 27th is whet you want to use.

 Analysis: A. Collaborative, Stread 1

 What key words and phrases signal in reading profix inny toward the Bridging state of English language development

 What key words and phrases signal extent of support need at each state of the continuum?

		OCCUPANTO DE LA CONTRACTOR DE LA CONTRAC	
HORSE THE CHICKERS	Street S	Pit Net mentant forthern > Crandra	20000
The manufact of the control of the c	Charles (Aller Services) (Aller Services	A Control Newtonian Control Ne	De Christopher Germannen im der Ger

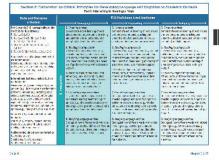
olor goes from derk to light and represents the amount of support seeded at each proficiency level

Seale and Decrease	OLD Professor Level Continuer					
is Detail			— нээргү			
her I send SA, or opering terms SACRS by SANDOWN I A ME SECTION SAME SECTION OF SAME SECTION OF SAME SECTION OF	2. Stranging Melining visits of the control of the	Debugging Introduces Note: Debugging Introduces on methy observed in the International Properties of the International	2. Descripe photosocioloso Comitos de assectores, molitoris de monto plantido que de las gordos de la cida de aste de aporto plantido aminos plantes, sono parte plantidos las linguos acrosados sen del montos las linguos acrosados sen del montos las linguos acrosados sen del montos las linguos acrosados sen la lingua del montos la lingua del montos la lingua per la lingua del montos la lingua del montos la l			
No principal consequence of a consequence of the co	2 de la capita conde condidada de mandre de presente que mod ej de la capita de la condidada de la capita de la condidada de la capita del capita de la capita del capita de la capita del la c	Fig. 4-by common analysis District on a promoting strong District on a promoting District o	por deg colo foscosió. De las relaciones en figilia. De las relaciones en cello en egi- presidente de la presidente de la gra- participato de la gra- participato de la gra- participato de la gra-			
Denny sor eggs industrials a server invention. So the supply responding to the Special Server, and pure of region and are to respond to the character and are to the server investigating greating progressions are afternoon.	in managergape consist high rang segment medium medium medium gegment gegment die mit mit gemein gegment gegmen mit gegment gegment gegmen mit gegment gegment gegmen mit gegment gegment gegmen mit gegment gegmen mit gegment gegmen mit gegment gegmen mit gegment gegmen mit gegment gegmen mit ge	N. NACONO ANTINAPARANTANA Naga Palap nga Palaba Assamingsi Palaba Palap nga Palaba Pelaban ng Palaba Palaba Palaba Palaba Palaba Naga Palaba Palaba Palaba Palaba Naga Palaba Palaba Palaba Palaba Naga Palaba Palaba Palaba	e entropulgaçõe crisas e, intropulgaçõe crisas escribiga proposa cris (c. de trongo proposa crisas crisas en crisas, al alti-			

Practice with Proficiency Level Descriptors

- Turn to page 3 of Grade 4 ELD Standards (pg.69)
 This is <u>Section 2</u>This is what you want to use.
- Analysis: B. Interpretive, Strend 2

 - What key words and phrases signal increasing profixiency to ward the Bridging state of English language development
 What key words and phrases signal extent of support need at each state of the continuum?





- Turn to page 3 of Grade 4 ELD Standards (pg.70)
- This is Section 2 This is what you want to use
 Analysis: C Productive, Streed 3
- 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?

Terre and Discourse		ELD From Street Containers				
in Contact	2 Dringing 2	2 Expending	2.0000			
with a man following the first of the first	I have been a second or a seco	Amount of the control	A framework of the control of the co			

In Owiner, but (Allenha 12 composite (Allenh The Debugg registry are not to a provide an interest provide and the debugg registry and be of a provide and on the provide and are not to be a provide and and the second section of the control of the contro to the grade of the control of the c Some covery engagement of all training and all training of the course of prices (a) (b) for an advantage of the color of the color

Corresponding ELA CCSS

Staying on page3 of Grade4 ELD Standards

- . Look at the far-LEFT column
- What is the corresponding 4th grade ELA CCSS? Why is
- What else does this column include?
- · Now, I will access the ELA CCSS.

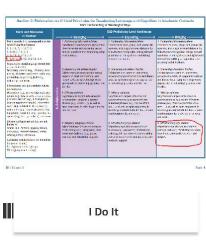
I Dopter 1 With the property of the prope Controlly surregular stations of the controlling surregular stations and the controlling surregular stations (see present or great the controlling stations) and the controlling stations are controlling to the controlling stations (see a controlling stations) and the controlling stations (see a controlling 201 Charact

ELD.4.4. **Bridging**

I Do It

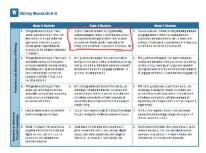
ELD Standards

hola sed Doceans			ILD Portderey Level Continues	
inthetest	-	- FERTING	- Inpereg	- snyre
In command A-A consciouring to the Control of Bull A-A consciouring to the Control of Bull A-A control of	A. Collaboration	Library Merces, very Country C	Lichtburg Weiterschaften der Jahren der Stellen der Aus der Stellen der Aus der Stellen de	Exhibiting White the State of Building White State of Building White the State of Building White State
the explanation of the collisions of the collisi		Comparts arrange agrees. Adjuring specialise reporting to excellenting specialise report of case and case agree of case and case	Compagnationage come legislation of the compagnation of passes by certaining experiency, where other only on the compagnation committee only on the compagnation of the compagnation of the compagnation of the compagnation of the compagnation of the compagnation of the	Considering Marging Controls Spiller Berg Page Indiana Considering to Spiller Page Indiana Considering to Spiller Berg Indiana Considering to Spiller Berg Indiana Considering to Spiller Berg Indiana Considering Indiana Consid





ELA.W.4.4





I Do It







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

- level

 Find the ELD standard for your grade level and pick one

 Add the ELD standard

 Find the orresponding CCSS and add it from the table

 Find the orresponding ELD connector an add it in the table







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.
- teacming.

 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 (Elbs) 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 very to be intentional about meeting the needs of Elbs.

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) Utstening, speaking, reading, and writing domains, tailored to their English PL

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
- Cutlines key learning outcomes of the instruction and are to be used to develop formative and summative assessments
- The content objectives you develop will be derived from the CCSS.

Language Demands

Types of Language Demands

Essence of the ELD Standards



Essence of the ELD Standards



Components for Lesson **Objectives**

- Give n What
- WhoDoes What
- · When
- How Much
- How will it be measured

Checklist for Objectives

- The objectives are observable.
 They are written and presented in a language the students can understand.
 The CO is related to the key concepts of the lesson.
 The LO promotes student academic language skill growth.
 The LO connects clearly with the lesson content and/or lesson activities.
 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:
- a in their speech a inclessed iccession a in the ending assignments, a in the bisson activities.
- Given the content to pic and an understanding of the students' degree of academic language acquisition, the teacher then writes an objective that complements the top is 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 share.

0.100 Write a Language Objective

- Identify the language demands of the standard.
 Use the language demands, skills (serbs) in the standards to write the LO.
 ELD Collaborative 4.1 Exhanging information/ideas.
 Emerging, Contribute to conventation and expensive lease by asking and are weing yes-no and questions and responding using short otheres. short phrases.
- ETAL A.4.1, & 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!
Thinks bout someone in your personal life who has a behavior your discount someone in your personal life who has a behavior your discount specific you pratter behating must be but you present a behavior grade in the sink or your sibling borrowing your things without asking.

- Oben to the further that Austrian control from

 "View the fact that my fall beneat diply dished on the label after meeble."

 "In the pass on whose behavior you want to change?

 "In the supplier."

 "In the supplier."

 "In the supplier."

 "In the supplier."

 "In the supplier is the supplier of the pass of the supplier.

 "In the supplier of the supplier of the supplier of the supplier.

 "In the supplier of the supplier of the supplier of the supplier of the supplier."

 "In the supplier of th

"Now Your Turn-Small Group"

Create a Learning/Content Objective for a Schoviar Change!
Thinks boutsome are in your personal fits who has a behavior your dike to change.
May be lift your genter a basting must keep loadly our commants being dikes in the sink or your shalling borrowing your things withoutes king.

- · Given What: What's the situation or condition?
- Who: Who is the person whose behavior you want to change?
- Does What: What specific behaviord o you want them to do jorstop 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 COSS (BL.5.9):

- CA COSS (BL.S.9):

 Compare and contrast stories in the same game; (e.g., mysteries and advantage at criter) on their mysterastes to similar themes and topics.

 EID at malarite EID.5.6.a.E.pysaching

 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 Armodillo and Missing Morbles 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 Missing Armodilla and Missing Mar bles 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 (Gloup Z)	6thG∎de (Group∃)	9th 10th Grade (Group 4)	11-12thGrade (Group5)

Week 5 Participation Activity (Objectives)

- Access the word document and stid your group are risks name:
 First the LLD State and to Typourg side.
 First the LLD States and to Typourg side and the LLD States and to Typourg side and the LLD States and the LLD States and the Typourg side and the Typourg sid



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 ELA standard.

Putting Everything Together

		Ernerge nt Bilingu	e Is with Disabilit	ties		
Participate in sustained dialogue		Explain and building on ideas		Constructing arguments with evidence	Produce written and oral texts	
	What?			How?	20	
ELD Standards / Connectors and Common Core State Standards	Differentiate Instruction based on ELD Proficiency Levels and MME Support Needs	Write linguistically a ppropriate PLPs and IEP goals	Culturally and Unguistically Responsive Teaching	Student Funds of Know ledge	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

Fatmana K. Deniz, PhD

First 30 Minutes: 2 Option

- In the podosst "El. Shadowing as a Catalyst for Chance" Links to an external site, with howevire Soto, we explore the impact of shadowing legislation terms (El.) to the listening to the podosst or watching the video, respond to the following:

 in line on a shadowing site (LIU), sudest size in separation improve the appetitude provider.



Agenda

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

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

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

	Language Obj	ective	
Expressive Language		Receptive L	anguage
Writing	Speaking	Reading	Listening

to: surfacoratively write an interrelated content and language objective with 3.0 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 Bifinguals (Els) are responsible for deliberately planning for language Instruction and Incorporating Instructional supports to ensure their academic success. Using content and language objectives for each lasson is one way to be intentional about meeting the needs of Els.

Academic content students will learn (the	Specific language skills needed to access and
"what" or CONTENT)	demonstrate content knowledge (the "how";
	LANGUAGE)
	 Listening, speaking, reading, and writing
	demotes and conduct their Fredrick RI

Content and Language Lesson Objectives

- Students are more likely to fall if they do not know what to learn, and they are likely to fall if they do not know what to do. Hawing content and language objectives clearly posted and clearly stated, helps to set students up for
- Content and language objectives provide ELs with opportunities to practice and apply content knowledge at the same time they are developing English proficiency.
- nesanie i me ney are developing engisis producing, imperative content and language objectives are observable (the teacher or observer should be able to see students actively working to meet an objectivel and measurable of the teacher or observer should be able to determine whether students are malking progress toward or have met each objective.





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

- . Bloom's Taxonomy is very useful for pulling the action
- The content objectives you develop will be derived from the CCSS.

Bloom's Taxonomy and Levels of Support

Sleon Taxonemy			Sewers.			Sug	ports	
Action with and Activitie		2505 W 6000		List	poing	Reading	Speaking	Writing
guinting in a particular in a	racito rescino entre circo contra colato c	con dictors versation carried offices offices offices consist polys consist delvial	Shanks Comments of the Comment	studios processors of the control of	ent onses phreshing social soc	Teachor led med aloud Voosbulley ledworks and aloud Voosbulley ledworks. Province the Section of Company ledworks. Province the organizers harbor neading. Acud o but Adapted teats billinguist dictorary. Partners.	Authoritic models of academic for academic larguage - Sociation states - Sociation - Sociation - Whoth basis - Perturn - Social groups	Tocorer redeling Cod between the deline of the between the common service of th

Components for Lesson Objectives

- Given What
- Who
- · Does What
- How Much

"I Do It" (Review from Last Week)
Create a Learning/Cantent Objective for a Behavior Changel
Think about someon in your personal fife with his a behavior you'd like to change.
Maybe it's your partner blasting must too loud, your roommate leaving dishes in the
strik, or your shibing be nowing your things without saking.

- Given What: What's the situation or condition?
 "Given the fact that my kid leaves dirty dishes on the table after meals..."

Components of a Content Objective

- "Given the fact that my led leaves dirty diches on the table after meals."

 When Whe is the person whose behavior you want to chang?

 "my daughter."

 DeserWheit When godfic behavior do you want them to do (or stop doing!?

 "will put the dirty diches in the didwesther."

 Where When Go us wart it the behavior to happen?

 "Inmediately after every meal...

 "Here Whalst for much change do you specie, or how aften should it happen?

 "at least So ut of 7 days a week...

 "In the difference of time will be to long the property of the person."

"Now Your Turn-Small Group"

Create a Learning/Content Objective for a Beforeker Change!

Think about someone in your personal life who has a behavior you'd like to change.

Maybe if s you partner blasting must close load, you roommate leaving dishes in the sink, or your stilling borrowing your things without adding.

- 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?

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 our needs or wants, or desoribe 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)	

- Think about how language will be used in their lesson:

 in their speech,

 in diess discussion,

 in the reading assignments,

 in the lesson activities.

Teacher need to...

"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.

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	Lunguage Objective
Students know that matter has three forms: solid, liquid, and gas.			

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 Read Write Speak Listen Choose one of the four domains!	Lenguage features aid us to present our ideas in different forms from formal to poetic.	

	Language Function	Language Feature	Language Objective
CCSSEA-LITERACYW.6.3 Write namatives to develop real or imagined experiences or swarts using effective technique, relevant descriptive deballs, 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.

I DO: 5th Grade-Content Objective

ELD Renderd	ELD Standard	Corresponding ELD Connector	Enteror of the Rumdord (Enterplay, Expanding, Bridging)	Fick One Common Core Standard that aligns with this ELP Standard
Pl. L. 5.6.2	Explain Ideas, phenomena, process, phenomena, process, and text relationships (e.g., company footres t, cause/effect, problemy/so it in phase ed on a close rereading of a variety of grade-level text and viewing of multimedia, with mediatate support.	PLB.6: Read texts and Wew multimedia to summarize information; identify central ideas, thames, and supporting details; and determine the meaning of words, phrases, and expressions in readdlouds and simple written texts.	Expanding	CCS& RL5.9

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	Pick One Common Core Standard that aligns with this ELD Standard
Pl. 1. 5.6.a	Explain ideas, phenomena, process, and text relationships (e.g.,compare/contrast, causa/effect, problem/solution/pased on a dose rereading of a variety of grade-level text and viswing of multimeda, with moderate support.	PI.B.¢ Read texts and view multimedia to surmantze information; identify central ideas, themes, and supporting deballs and distermine the meaning of words, phrases, and expressions in reedelous and simple written texts.	(Imerging, Expending, bridging) Expanding	CCSS: RLS.9

CCSS: RL.5.9	Content Objective (SWBAT + action verb (Bloam'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	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	I can compare and contrast the themes by using a Venn Diagram	

Components of a Language Objective

Needed				0.8 0 0.000.000.000	
What language skills will the student use to accomplish the task delineated in your content objective?	Will the students 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	b	anguage Objective	

5th Grade Language Objective

	READING: RL.5.9	and Pl. I5.6.a		
	contrast stories in the same genr seches to similar themes and top		unture stories)	
Language Skille Language Function Language Feature Linguist Needed				
What language skills will the student need to accomplish the task delineated in the content	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 ferms from formal to postic.	Supports a student will need to access and complete the language objective.	
objective?	Compare and contrast	Content/sosdemia words	Word banks and Venn diagram	
Languaga Objective SWAT (language functi feature) with/by(lingu	orc active verb) using (language	Student-friendly Langu I can (language function) wit (linguistic supports)		
compare/contrast essa Amsoditio and Missing	n, the student will be able to write a y comparing the Missing Morbles using a Venn Diagram word bank with 2/4 critical elements	I can write a compare/contra Diagram and compare/contr		

"I Do It"

Content Objective

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.

By the end of the lesson, the student will • 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.

Language Objective

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

ELD Standard	ELD Standard	Corresponding ELD Connector	Excesse of the Sta (Emerging, Expose Bridging)	
PL C 13	Selecting language ratio areas: 3 electing and applying varied and precise worship language and language structures to effectively canvey ideas	Select and apply a propriate general academic and domain- specific vacability to convey ideas by relating a text or experience using lay words and by command catings imple information about a familiar tapic.		1.04.4.1
Operat	ions and Algebraic Thinkin	Contact Ob	ective	Scudent-friendly Version
problems adding to, together, i comparing positions, drawings, symbol for	d (-) to 20 to solve wo involving situations of taking from, putting taking apert, and g, with unknowns in al e.g., using objects, and equations with a rithe unknown #to the problem.	to + action werb + to learne	c/content to be	i can (action verb) + (content topic) by/with (scaffolds)

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

ELD Seniori	ELD Street and		Corresponding ELD Connector	Essence of the R (Emerging, Espe Bridging)	ading.	Pids One Common Core Standard that adjus with this ELD Standard
H.C.13	Selecting language resources: Selecting and applying varied and process vocabulary and language structures as effectively convey ideas	gene spec idea expe by c	ct and apply appropriate eral academic and domain- fic you bulary to convey to by matelling a tool or erience using ley words and one ministring simple matelies about a familiar or			1.04.4.1
Operat	ions and Algebraic Thinking	1	Content Ob	(ective	- 1	Studens-friesdly Version
problems i adding to, together, t comparing positions, drawings, symbol for	d (-) to 20 to solve we involving structions of taking from, putting aking spart, and to with unknowns in al e.g., using objects, and equations with a the unknown # to the problem.		to 20 by using v manipulatives	pic/content to be ed	I can sol	cition verb)+ (content topic) byfwith (confiolds) we word problems using (+) o 20 with visual models and manipulatives

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

Use (+) and (-) to 30 to solve won positions, e.g., using objects, disc	d problems involving situations of adding to, tall eiggs, and equations with a symbol for the unio	ding from , putting together, taking apart, a nown 4 to represent the problem.	and comparing, with unknowns in all
Language Skills Needed	Language Fenciles	Congruege Feature	Lingulatic Support
What language sides will the student will us according to the tended returned in the content objective joined ring, writing, see language liberaring? See language liberaring in the content will be able to students will be able to students will be able to students will be able to students.	They a tile femous for our begangs, for lays on wantions pass our of the orwants, or describe an eagle is no. Orbition in the propose, we use a squage to perform these functions.	Language features aid us to present our ideas in different forms from formal to poed c.	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) -	O reity explain content/academic words	Sentence frames Word banks
Longrage Of	jective Seatense Frame	Strateat-Wieni	lly Sentence France
Students will be able to (Imaginge function: active verb) using (Imaginge feature) with filinguistic capports).		I cur (Jungouge Juscion) with + (Janguage Feature) + (In points supports)	

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

Jise (+) and (-) to 20 to solve word colitions, e.g., using objects, draw	problems involving situations of adding to, taking sings, and equations with a symbol for the unknow	from, putting together, taking apart, as or 4 to represent the problem.	nd comparing, with unknowns in all
Language Skills Needed	Language Function	Language Feature	Linguistic Support
what larguage slid is will the student will sue accomplish the trait die in ward in this common die the trait die in ward in this common dejective (needing, writings, passiling, or solve energy)? Students will be solve to solve or and problems usdag (e) and (-) to 20	They are the "reason of 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 eld us to present our ideas in different forms from formal to poetic.	Supports a student will need to access an d complete the lenguage objective.
	Witting domain (show the steps by solving the problem) or speaking domain (explain the steps for completing these problems)	Orally explain content/scademic words	Word banks Sentence frames
Leaguage 0	Gjective Seatence France	Stadent-fries	HySentence France
(Impropression) with (if Students will be able for solving word pro	mprage functions eather with using a gainful supports). It to orally explain the steps blems to a peer by using rords, using word banks and	I can (its space plantine) with a flas grasp feature) a (flageled supports) I can orally explain the steps for solving word problems to my partner using sentence frames.	

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 do current and edd your group members names
 Find the ELD Standards for your grade level and pick one
 Add the ELD standard for your grade level and pick one
 Add the ELD standard
 Find the corresponding CCS and add it is to the table
 Find the corresponding CCS and add it is to the table
 Find the corresponding ELD connector and add it in the table

the section of	PO TO LO SENSO TROBO	Authority and No. 1900	Temporal of Street
Contragate			
ingaprinje n a			

TK - 3rd Grade (Group 1)

ELD Standard	ELD Standard	Corresponding ELD Connector	Entence of the Stundard Enterplay, Expanding, Deleging)	Pick One Common Core Standard that aligns with this ELD Standard

TK - 3rd Grade (Group 1)

	cces	
Add your CCSSherel		

Lungunge Skills Needed	Language Function	Lancon se Feature	Linsulatic Support
What language stills will the student need to accomplish the task delineated in the content objective?//	They are the "reases s" we use longuage; Perhaps we want to express our needs or wants, or describe on experience. Whatever the purpose, we use longuage to perform these function x.	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.

TK - 3rd Grade (Group 1)

ELD Seminal	ELD Standard	Corresponding EUD Connector	Escence of the Mundard (Emerging Expanding Heliging)	Pids the Common Care Standard that aligns with this ELD Standard

	Student-friently Version (I can (action verb) + (content topic) by/with (scaffelds)
Content Objective (SWBAT + action verb (Bloom's) + topic/content to be learned+ criteria)	
Language Objective SWAT (Imgrage function: active verb) using (Imgrage feature) with/by (Ingristic supports).	

4th Grade (Group 2)

tenderd

4th Grade (Group 2)

Lunguage Stills Needed	Leagues Function	Longines Feature	Liamistic Support
What impurge stills will the student read to accomplish the track 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 eld us 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)

Startant E	LD Stranford	Corresponding ELD Connector	Essence of the Amel Consults Expending Bel		Pick One Common Core Standard that aligns with this ELD Standard
		Objec	tives	(I am)	Student-Friendly Version action verb + (content topic) by/with (scuffolds)
Content Objecti (SWEAT + action ve (Bloomin) + topic/content learned+ crite	to be				
Language Object SWAT (impurgefur active verb) uding (i feature) with/by (ii supported	ction: anguage				

6th Grade (Group 3)

ELD Standard	ELD Standard	Corresponding ELD Connector	Essence of the Standard Executing Expanding Bridging)	Pick One Common Core Standard that aligns with this ELD Standard

6th Grade (Group 3)

	008	
Add your CCSS here!		

Language Skills Needed	Lenemann, Experien	Londonnine Feature	Linuxistic Stanout
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.	Lim purge features sid us to present our ideas in different forms from formal to poetic.	Supports a student will need to access and complete the imguage objective.

6th Grade (Group 3) 9-10th Grade (Group 4) EID Thurdard Corresponding EID Econes of the Numbers Prince of the Common Case Standard (Investing Expanding Melighet) Their oligon with talls EID their oligon with talls EID

-10th	Grade (G	iroup 4)			9-10th Grad	e (Group 4)
ELD Standard	ELD Standard	Corresponding ELD Connector	Essence of the Remdard Esserging, Expanding, Deleging)	Pick One Common Core Standard that aligns with this ELD Standard	Add your CCSS here!	
					Language Skills Needed	Learnest Fraction
					What language stills will the student need to accompile the task delineated in the content old exthe?//	They are the "reasons" we us longuage; Perhaps we want t express our needs or wants, describe an experience. Who the numbers, we use longuage

Lunguage Skills Needed	Language Francisco	Lacona festire	Linminic Support
What language stills 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 function x.	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 old ective.

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

11-12th Grade	(Group	5

ELD Standard	ELP Standard	Corresponding ELD Connector	Essence of the Standard (Essenting, Espanding, Bridging)	Pick One Common Core Standard that aligns with thic ELD Standard

11-12th Grade (Group 5)

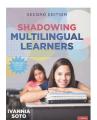
Lunguage Skills Needed	Longware Function	Language Feature	Liambile Superest			
What impurge skills will the student need to accomplish the task delineated in the content objective?//	They are the "rossons" we use language: Perhaps we want to express our needs or wants, or describe an experience. What ever 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.			

11-12th Grade (Group 5)

	Object	dyes (I	Student-friendly Version on (action web) + (content topic) by/well (soeffolds)
Content Objective (SWBAT + action verb (Biocrin) + topic/centent to be learned+ criteria)			<u> </u>
Language Objective SWAT (language function: active verb) using (language feature) with/by (linguistic supports).			

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

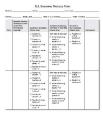




Overview of Steps to Shadowing

- Step 1: She shade the 'Blackweig, Arrange a time to is above a shattlingual Learner (ML) with a disable Rep 2: Prepar of the (ML) (SAL) Shades Protocol Forms for Academic Actions and Non Academic Sce Actions, available on Carvas.

 This is no other MLI Shades Protocol Actional you prefer it.





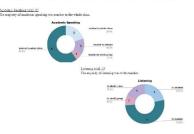




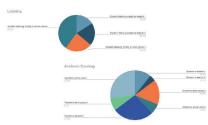
Next Step: Tally Responses

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



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





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







Elementary School Reading Video: https://youtu.be/GGFTimJmdmw?feature=shared



APPENDIX O: Second Language Acquisition Lecture



Second Language Acquisition and Language Models

SPED 416

Week 8

Fatmana K. Deniz, PhD

First 30 Minutes:

- 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.



Agenda

4:00-4:30-First 30-minute activity: Objectives and Standards Group Activity 4:30-4:40- Presentation of the group 4:40-5:40- Lecture Part I-Second Language Acquistion 5:40-5:50- Break 5:50-6:30-Lecture Part II-Language Model 6:30-6:45-Questions

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) acquistion 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	
Expressiv	e Language	Receptive	Language
Writing	Speaking	Reading	Listening
discuss and explain ke implications for class	dass session, SPED 41 y theories of second lan oom instruction, and str- els through small group	guage (L2) acquisition, ategies for teaching stu	analyze their dents in Dual Languag

Warm up





Let's Learn Some Science in Turkish!

"Vürudumuz, kizim için çok önemlidir. Başımız, göderimiz, kudidarımız, burunumuz ve ağızmız gibi biryok önemli bölümlerden oluşur. Başımızın üzünde saqlarımız bulunur. Göderimide görebiliriz, kuladırımıda oluşuri. Başımızın üzünde saqlarımızı bulunur. Göderimide ağırbaliriz, kuladırımızın ber konuşuruz. Ellerinde burunzı ve ayalanımıda yürüvüz, Kabimiz xürudumuzun en önemli organlarından biridir. O, kan pompalar ve bize yaşam verir. Vürudumuzu sağlıdı tutmak için temizlik ve düzenli aşarrızı yapmalyız."

Let's Learn Some Science in Turkish!



- O What are the strategies that you were employing while trying to read and comprehend the text?
 O What was the challenge?
 O 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 too 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

- 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



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.

Consider

Academic Vocabulary

- o Affective Filter: A number of affective variables that contribute to second language
- o Cognates: Cognates are words in two languages that share a similar meaning, spelling, and pronunciation (family: familia; center:centro)
- BICS: Basic interpersonal Communicative Skills refers to a student's ability to understand basic conversational English, sometimes called social language.

Types of Multilingual/EB/EL Learners



Any thoughts....

- What is the difference between language learning
- and language acquisition?
 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
- why/ (There is not wrong answer just want you to think).

 o Environment (e.g., models around you)

 o Blology (e.g., people's Individual characteristics such as personality)



Recently arrived to this country Have been in the U.S for 6 or more years 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 ELPA 151,996 (2020–21) 2.5 % of CA K–12 student body 1 in 40 CA students was a newcomer 300,802 (TK - 12th Grade) 211,218 (6th - 12th Grade) 2023 - 2024 In CA

Students w/ a proficiency level of 4 on the Summative ELPAC or a level of 3 on the Summative Alternate ELPAC 927,723 (n CA (2022-23)

From Readings... • Effective communication requires Effective communication requires so much more than just being able to translate vocabulary words— If 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





Second Language (L2) Acquisition
Theories and Models

Stages of Language Proficiency (L2) particl, "Isomers do not yet produce speech, are mainly sequiring inapuse by listering and responding with non-rebail algorithm anapuse by listering and responding with non-rebail algorithm and a sertence, but the emphasis is dill on listering and absorbing the main algorithm.

3-Speech Emergent Stage: Learners begin speaking in phrases and

short sertences; but the individual still relies heavily on cort est clues and familiar topics.

5-intermediate Fluency Stage: Learners speak with a flow of phrases and sentences that are related, communication in L2 is fluent,

 anguage, 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 Stages of Language Acquisition	ELD Profidency Levels	Description	
Pre-production (Silent Period)	Entering/Emerging (Level 1-2)	Minimal comprehension, may not speak/sign yet	
Early Production	Emerging (Level 2)	Can produce short phrases, limited vocab, relies or formulaic expressions.	
Speech Emergence	Developing (Level 3)	Begins using simple sentences, increased com 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 <u>Google Slides for group work</u> and find your group's grade level. Then, review the ELD level associated with the standard.

Pre-production to Advanced Fluency slides (the next 6 slides).

 In your group, discuss the three most imports strategies that will support the content and lenguage objectives you developed in Week 7

Share your discussion and selected strategies with the whole dass.

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 <u>excessive error correction</u>. Reinforce learning by modeling correct language usage when students make mistakes.

2-Instructional Strategies-Early Production

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

Ask students to point to pictures and saythe new word.

Have students work in pairs or small groups to discuss a problem. Have literate students write short sertences or words in graphic organizers.

Model a phrace 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 verybering," Certinue with as many modification can unstalled.

5-Instructional Strategies-Intermediate Fluency

the models' compale is and thinking mass and the into make superformation is filling them in with formit, challe one the student to add more

Help the student make cornections with the wivconbulling by instructing him or her in the engrology of words or word families such as, "important, important, importa importance, importance.

Create assessments that give students an opportunity to present in tinglish after the y have an opportunity to practice in pairs or small groups.

Abstraction to destify excelled by by symbol betalow whether the student "loose it made well, and of howe it, or down home it stall "major station to constraines to opt the maning of new words.

New Younging their 4 and put for making when why click words they don't have well when 6 from their person of the meaning. One of the making when they click words they don't have well when 6 from their person of the meaning. One of the meaning of

introduce id bets and give exemptes of how to use the map propriately. For exempte, "Let's wind up our work." What's a restour way you could use the

Starting at this level, statlents need more correction/feed lack, sear-nowmen shad do not directly affect meaning. They hould be developing a more advanced command of tyreax, pagements, pronunciation, and other elements that do not necessarily affect meaning band-occurrence on self-search.

Krashen's Monitor Model

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

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 Detects errors in student speech and corrects them.

The Comprehensible layort 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 as the beyond the suders' level of profilesine(y) (+) 1). Based on Zone of Proximal Dex. (ZPD). The I represents input and the 1 represents the challenge.

The Affective Filter Hypothesis: Emotional variables play a role in language acquisition. (Exchigh 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. ew academic vocabulary and model how to use it in a sentence.

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.

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 <u>minimal error correction</u>. Focus only on correction that directly interferes with meaning. Reinforce learning by modeling the correct usage.

6- Instructional Strategies-

Offer challenge activities to expand the student's vacabulary knowledge such as identifying antonyms, synanyms and the use of a thessurus and dictionary.

Demonstrate effective note-taking and provide a template.

Advanced Fluency

Offer error correction on ecademic 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.

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

4-Instructional Strategies-Beginning Fluency

Have students work in notes and around to discuss content ("Think note share")

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

rmic language structures; Have students repeat the phrases in contest.

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

Curred errors that interfere with resoning and pre-identify errors that will be corrected in student writing, such as redi-dense apprenent. Only curred the currer appred upon.

You may want to exist in improving promorbistic by adding a student to repeat key vacabulary and discussing how afferent language who willernet busingset was different languages who efferent 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.



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 (billing us led ucation).
- Students will be able to transfer the like racy skills they already possess in their first linguage basic reading and writing skills and apply into the second language. As a result, these students will be able to per



Cummins': BICS vs CALP

Deal-lest Horra Language	BICS BECS	English as an Additional Language
	OHP CA	

BICS: Approximately 2 years
 CALP: Approximately 5 – 7 years

Be sic Interpensonal Communication Skills	Cognitive Academic Language Proficiency
BICS: The	CALP: The
pullede	binguage
necessary for day	necessary to
to day living,	understand and
including	discuss content in
conversations	the classroom
with friends;	
informa I	

Common Underlying language
Proficiency (CULP):
The language knowledge and skills that
students develop as they learn one
language can be used to help them

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:

Tam thirsty. May I please have a drink of writer?

My name is

After we finished school in June, my family spent our summer vacation visiting relatives in Eritres.

• Worms are called decomposes. 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 alosely by making a compost bag.

Cummins': Range of Contestant Support and Degree of Cognitive Involvement in Communicative Activities

- Tasks begin in the Context Embedded / Cognitively Underminding quadrant
 Group pit ture matchactivity students discuss their choice of explicitly taught concepts and new vocabulary
- The next task increases cognitive and academic language demands, with contex supplied.

 Students work in pairs to draw on worab and concepts introduced to complete a sentence starter.
- Tasks increase in abstraction once vocab and concepts have been consolidated by
- students
 oActivities can be oral and/or written,
 allowing students to demonstrate their
 increasing command of CALP





Part II: Models of Instruction for ELLs

Side ool district, are required under federal law to provide e ducation to students with disabilities in the lear retail to thicke on viron en or (LIES). This remote that the 3 substrails with additional billion in the lear retail and substrails with additional to the continuous actual to the substrail with addition, and assert disabilities a review their end at above, to the meninuous asternit appropriation, which meninciabilities are review their end at a above, to the three substrails and additional classes unless, seem with a applemental acts and a review, a ducation in general aducation classes unless, seem with a applemental acts and service, a ducation in general aducation classes carried to achieve dustify the sile;

Figure 6.4. Comprehenses English Legguage Development Inlegiales and Designated ELD* INTEGNATED ELD. **Integrated Development** invasion includes in mellion the state adopted. ELD searches are useful feel rechnished by the state adopted decodered partient contents. Integrated ELD includes appoint data grand according many contents and entities and entities.

OSSIONATED ELD

Ticke greater linguist. Longuistge Devaksioner? I reader instruction provided during a line set
asside in the regular school day, for focused instruction on the state-adopted English language
obsequence (ELD) invalidated is cased if other however to be exportated Single in language
obsequence (ELD) invalidated is cased in Comparis Edglish.

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 including integrated and designated ELD in a culturally and of inguistically respondive or disustaining learning environment that incorporates universe

Multilingual
Language
Models:

- Transitional Bilingual Program Developmental Bilingual Program Dual-Language Immersion (DLI) Program

<u>1.</u> Transitional Bilingual Model

<u>"subtractive</u> 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 enask
- This program begins in TK/K and continues to third grade where students transition to instruction all in English.

<u>Developmental</u> Bilingual Model

"<u>Additive</u> 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-cutural understanding.
- This program begins in transitional kindergarten or kindergarten (TK/K) and continues to sixth grade.

Developmental Bilingual Model

- "<u>Additive</u> environment"
- Language acquisition program for English learners that provides instruction using English and a pupils 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

<u>3a.</u> One-Way <u>Dual</u> Language **Immersion Bilingual** <u>Model</u>

- 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 publis 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 (SEB) 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.
- realing 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.

	ESL Pullout (New Comers)	1.	ELs receive the majority of their instruction in regular classrooms a longside their monolingual English-speaking peers. ELs are pulled out of the classroom to	2.	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.
English Only	ELD	ESL (ELD)	receive additional help from an ESL teacher or aide.	ELD	Majority of students are at various levels of English language proficiency (History-bridging class; science-expanding).
Models		Liigiisii	Isolated no integration	English Only	bridging class, science-expanding).
	Sheltered English Immersion	Only Model	Most implemented and least ineffective	Model	The goal is full English language, literacy, and academic development.
3.	ELs taught all content through English using sheltering techniques to make instruction understandable.	Sheltered English and	Both methods used to support English learners, but they differ in scope.		2.Sheltered Instruction Observation Protocol (SIOP)
Structured English	using sheltering techniques to make			Sheltered Instruction	(SIOP) Making Content Comprehensible for English Learners: The SIOP Model Echevarria, Vogt and Short (2008)
3. Structured English Immersion English Only	using sheltering techniques to make instruction understandable. Structured English programs do not	and Specially	they differ in scope. Sheltered English focuses on making content comprehensible to English learners through simplified surgue and visual acids, without altering		(SIOP) Making Content Comprehensible for English Learners: The SIOP Model

- Assess students
 Write content objectives clearly
 Write language objectives clearly
 Choose content concepts appropriate
 Identify supplementary materials to use
 Adapt content
 Plan meaningful activities

- Building Background
 Explicitly link concepts to student background and experiences
 Explicitly link past learning and new concepts
 Emphasize key vocabulary

3. Comprehensible Input

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

	Use gestures and body language.
	Speak slowly and clearly.
	Use more pauses between phrases.
	Repeat and review.
le	Use shorter sentences.
ile	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 restat
	Maintain a warm supportive affect.
	Re friendly and enthypiaetic

Use visuals.

4. Strategies

- Use <u>scaffolding techniques</u> cons istently
- Provide ample opportunities for students to use strategies (ex. Pemdas; Homes)
- 3. Use variety of question types

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.

5. Interaction

Stress participatory learning.

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

6. Practice/Application

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

7. Lesson Delivery

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

8. Review/Evaluation/Assessment

- 1. Review of key vocabulary
- 2. Review of key concepts3. Provide feedback to
- Provide feedback to students regularly
- Conduct assessments of comprehension and learning



APPENDIX P: Culturally and Linguistically Sustaining Teaching Lecture

Culturally and Linguistically Relevant & Sustaining Teaching

SPED 416 Week 10 Falmana K, Deniz, PhD

Content and Language Objectives

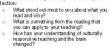
Contrate Objective: By the end of class, SPED 416 students will be able to identify and describe the characteristics of Culturally Sustaining Teaching (CST) by analyzing its key elements and discussing their relevance in the class room.

Expressive language		Receptive Language	
Writing	Speaking	Reading	Listening

By the end of today's class session, SPEU 410 students will be able to collab or attively discuss and explain the characteristics of CST, identify how they can apply these elements to foster inclusivity, and engage in reflective discussions with peers.

First 20 Minutes

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





Today's Class

4:00.430 Welcome and instructions for first 30-mixtue activity. 43:05.20: Culturally and Linguistically 43:05.20: Culturally and Linguistically Sustaining Teaching. 52:05.50: Break. 52:05.00: Break. 52:05.00: Croup World: Mindows and Mirrors in Your Classinoom Activity. 8:00: 6:15. Debriefon Windows and Mirrors in Your Classinoom Activity. 6:15.6.35: Small Group Discuss ML. Stadowing Activity. 6:15.6.35: Small Group Discuss ML. Stadowing Activity. 6:35.6.40 Preview of Next Welck. 4:00-4:30 Welcome and instructions for



Academic Vocabulary

Culturally and linguistically diverse (CLD): Primarily refers to people of color who are not Causasian or White but can also include people with oare Cuausasian 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 de the students enrolled in education programs who are either non-English proficient (INEP) or limited-English proficient (LEP; (hemasional Center for Leadership in Education, 2011).

Academic Vocabulary

- Outtural competence: Being aware of one's own outural identity and perspectives regarding diversity as well as the ability to learn and build on the diverse outtural 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 tape stry (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-ordique whereby individuals continually evaluate their own outural assumptions, values, and biases. I

Key Characteristics:

- Lifelong learning: Acknowledges that full understanding of another's outlure is neverfully complete.
- Mutual respect: Prioritizes respectful partnerships, learning from others rather than assuming expertise over them.
- Self-reflection: Encourages continual Self-reflection: Encourages continual examination of one's own cultural identify and its influence on perceptions and interactions.

Rationale for Topic: Overview

- Student population continues to diversify racially and
- 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.

(Ceedar Center,UF)

Culturally and Linguistically Relevant, Responsive, and Sustaining Pedagogies

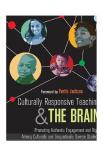


Reflection to Readings

- 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)?

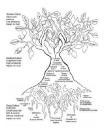
(Glenn, 1989, p. 779).

"we need an approach to education that takes seriously the *lived culture* of children and their families, not the flestas 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."



What Culture?

Culture has many forms...





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.

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



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.

Culturally and Linguistically

Culture is Dynamic





Small Group Discussion

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?

	Names of Group Members
	Part 1: Discussion Points
	1. What Do These Words Mean?
1	Discuss the meanings of relevant, responsive, and susta
Let's discuss	Relevant
and respond to Group Work	Responsives
<u>Discussion</u> Recording	Sustaining
Sheet as a group	What Does This Look Like in the Classroom? Share examples of lessons that felt relevant, responsive apply these ideas?
	Onally discuss how teachers can make lessons relevant, r provide a written response for this one.
	3. Can We Say It Another Way?
	Businstorm other ways to express these ideas. What of

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)

- 1. Student Learning

 Focuses on deep intellectual growth and storp problem-adving a tills.

 Holges students develop he book to succeed in systems neckhalls for them, building resilience and adpubility.

 2. Cultural Competence

 Support student in valuing and suntaining their own culture.

 3. Cortical Consciousness

 Empowers students analyse and procedured of where relatives, building ems-southeral skills.

 Empowers pheno to bake adon 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:

 J Build on students' strengths by using their cultural knowledge and experiences to shape lessons and curriculum.
 J 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. cultural values, radiotion anticulum: Use materials that reflect diverse cultural yellevant (and the properties). A High Expectations: Promote academic excellence while affirming and respecting students cultural identities. A Adaptive Communication stylen. A Adaptive Communication stylen, avoiding misinterpretations, and fostering a more inclusive environment.

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
 You 'dentity, 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 injudistic, literate, and cultural pluralism" (Paris, 2012, p. 33)

 so 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—ole cerning.

 & This approach is not possible if leachers operate from a deficit mindset that falls to visite in the stepsible and potential of students of color.

To Sum Up: Culturally " " Teaching

Culturally "______" Teaching



Overlap between CRP and CRT



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

Culturally expensive teaching: - High expectations - Collocally referrant - Collocally ref

WHY is CR/SE Important For A// Educators?

Students see ther	ibecome di eengaged , di enfereefed , and di econnected when they do not neri veere fected in the curriculum and related opportunitées loisam.
Promo t dispropo	high achie uz me ni ibr ali s ludenis, closing gaps, and eliminaling ricroality
Ann resse	s the medos of all barne is
Increase I	Lackerene K
Decrease	I in dia sout lutes and underschleve ment

What Does This Look like in School?

Cuttory	Cutadiy	Curadiy	Cutto y
Selvicive.	Relevon:	Resconsive	SUEED 1 10
Teod in no	Teaching	Teoding	Teoching
ibro ibova ora Stabase emaca	cothe closer on we draw. I writement in ord or de- closer difference in cross of the college of a cross of the college of a cross of	r construction of the cons	cer atalia erreschut pamer dis erte radione in bit diser- nitione in bit diser- vality erreschivation erreschivation erreschivation rela- tatione in diser- site erreschivation,

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



 What are common elements across these terms or frameworks?

Culturally responsive & sustaining

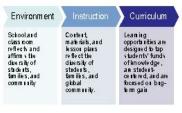
education requires...INTENTIONALITY

Environment

Curriculum Instruction

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

Culturally responsive & sustaining education requires...



(Ceeda (Ceine), Arbisso (4. taughte), 2016)

How Do You Become Culturally and Linguistically Responsive?

- Develop outural salf-awareness
 Appreciate the value of diverse views
 Awd dirposing your own values
 Examine your own tabling for bias
 Bidlion suderfie's cultural strengths
 Discover your students' primary cultural roles
 Leam what you can about other collutures
 Leam boout Multilingual Leamens
 Identifying the tapuage demands inherent in classroom tasks
 Enjoy the journey!

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



- After reading your book selection:
- character in ways that are...
 - ✓ Culturally Sensitive
 - ✓ Relevant
 - ✓ Responsive
 - ✓ Sustaining
- recording sheet

Best Practices

the concept. Not a feeling good about implementing.

- Citical Assest Mapping
 Language Mapping
 Happing
 Happin
- Continues relectorick and adaptation CR class from management (e.g., Crithraft/Responsible Class from Ronthes)

Wonderful video as recap -for you to watch--

How outturally re sponsive practices help students

How everyone is feeling about being culturally sustaining teachers and educators ? Group Work: Windows and Mirrors in Your

Classroom Activity (20 Minutes)



By It'll by grown with its ultail to teaching to Create a Cyliterally inclusive Classificm.

Clast form.

We share best their we encouse for things to trave both smaller with a man and their methods and containing representations of their states. The smaller products of their states is to be states as to be shared to their states.

You will be smaller or an explore, must be shared why or one products the states as to be smaller to the smaller or an explore, must be shared to share the smaller of the smaller or the

- What was a minor no you?
 What was a windo w for you?
 O hose one person inyour group to report what you have discussed.



Windows and Mirrors Book Discussion - Part 2

- · Discuss how a teacher can support a
- · Record your group's reflections on the



prepared for this at all.







Group Debriefing

- or 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 was a window for you?
 The word you do relevant, responsive, austaining?

and implementing some aspects in my classroom.

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."

Promoting Oral Language Development

SPED 416 Fatmana K. Deniz, PhD

Small Group Discussion **MLL Shadowing** Activity



- 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
- understanding of spoken English in academ setting?
 How did they engage with classroom conversations or teacher instructions? portunities 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)?
- Based on your experience, what changes would you consider making in your own instructional practices to better support students like the one you shadowed?



Dyburny describe the language demand of the losses and have that earts will engage a new of the following means of the control of the losses and have that earth will engage as the control of the contro 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

ML Shadowing and Interviews Whole Class Discussion







WHAT DID YOU LEARN?

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/w atch?v=mEeROUVzCHk&ab_c hannel=WarnerBros.Classics

Today's Class

- First 30 Minutes-Lesson Plan Workshop
- Welcome, Questions,
- Assignments ML shadowing Reflections (20 minutes)
- **Promoting Oral** Language
- Assessing Oral Language Acquisition (SOLOM)



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 absoroom activities that support listening and speaking for multillingual learners.

	Language	Objective	
Expressiv	ve Language	Receptive	Language
Writing	Speaking	Reading Listenin	
collaboratively disc how specific activit	y's class session, SPED uss the principles of o lies support listening a peers using academic	ral language develop nd speaking, and eng	ment, orally explain

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

 Count of I from 1-4 for your "Expert Group"

 1's: Read Section 3.

 2's: Read Section 3.

 3's: Read Section 3.

 4's: Read Section 3.

 4's: Read Section 3.

 You The Section Section 3.

 You The Section 3.

 You The Section 3.

 You The Section 3.

 You way list eleven on the handout provided

 Compile a list of teaching strategies related to your sect that you have seen or read about.

 You may list altern on the handout provided

 Section 3.

 Birlely summarize your section and share the teaching strategies element by your pent group frou can use hand out for note taking).

Classroom Conditions for Oral Language

Language Learning is:

- Social Learning
- Most Effectives 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 knowl does this activity help ELLs?

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



- 3. Evaluate a speaker's point of view, rea

- Substate a speaker's point of view, reasoning, and use of evidence and Presentation of Neworldge and Idea.
 Presentation of Neworldge and Idea.
 Repeated to the control of the

About this Jigsaw Reading...





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

Oral Language



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

Find a peer at your 3 o'clock position

- Find a peer at your 3 or Gook position
 Discuss with your peer:

 How can shift this ratio?

 What did you not be while shadowing ELLS? Did you see active participation in conversations?

 How is the promotion of a li





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

 o Mul/EB/ELI sacquire language the same as they learn academic content through meaningful interaction.

 Social and Collaborative Environments Matter

 o Language develops most effectively in inclusive, hieractive settings where learners engage socially with peers and adults (Vygotsky, 1978). Inclusive classrooms that promote talleggie and collaboration create opportunities for rich oral language development.
- Scaffolding supports to cognitive development and language Scartoiding supports to cognitive development and language learning.

 O Critical for both language profidency and conceptual understanding. Students can't acquire or learn new language without...
- -Comprehensibility (comprehensible input; Krashen, 1982)





Evidence-Based

Principles of Instruction for ELLs





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, 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-2

- - 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 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 municating.

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
arachind. The abdomen is the other part. What
about an insect's body parts?

ension, and encourage language outputi

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.
 I learners need not only the comprehensive input but also the apportunities to produce what they have learned in order that they can extend their linguistic competence (Swain, 1983)
- 6. Cooperative learning promotes higher achievement across all grade levels and subjects.
- o provide authentic opportunities for both receptive and expressive language practice.
- 7. Vocabulary is the strongest predictor of academic success for ELLs.

 o Vocabulary knowledge is the strongest predictor of reading comprehens academic success for ELLs (Carlo et al., 2004).

Promoting Oral Language Alternatives to IRF-1

- At The teacher provides needed technical or academic vocabulary by rephrising a student's incorrect or incomplete utterance into a mor accurate or grammatical form without directly correcting them. Student: This part feeler Teacher: Yes, that's the insect's antennae.

Arachnide (a-rach-rid /əˈraknəd/) is a class of joint-legg (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-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.
- content
 Instead of yes/no or fact-based questions, teachers use:

 "Why do you trinkthat?"

 "Can you esplain 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

 - 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: Chrysulls.
 Teacher: Does the butterfly or the caterpillar emerge from the
 chrysalls? (pinpoint question)
 Student: Butterfly emerge from chrysalls.

T II N 1	Restating	So you are saying; Put another way, you are saying; What I understood you to say is;;
Talk Moves Sentence Stems	Agreeing	Lagree with (Yuri) because; (Emma's) point about; was important because

• Example Video 1
• Example Video 2



Types of Questions and Examples

	hose it rearios.
	 If you were a colonist at this time, would you have chosen to fight against the British? Why or why net?
as ack to	 How does our achool community deal with waste?
	 Describe how acids and bases are used at your house.
veloped	What were the results of the Industrial Revolution?
se from	 Come up with two questions about electronic motors.
(S.	 What can you infer about the character's feelings from her actions?

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 respon
- For monolingual students, provides opportunities for students to process the question more deeply
- More students will respond to questions
- Results in higher quality answers

Songs, Chants, and Raps

- Take a moment to think of a favorite
- Song (Lyrics)

- Discuss as whole group
- Some reasons why these formats promote language learning for ELLs and SWDs.

Don't Forget Puns, Idioms



https://www.youtube.co m/watch?v=mEeROUVz CHk&ab channel=Warn erBros.Classics





Promoting Oral Language Scaffolding

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 Langauge

How Do you Assess Oral Language?

- The <u>SQLOM</u> is a teacher friendly oral language proficiency tool that can help analyze students' performance and guide instruction.
 The SQLOM measures listening comprehension, vocabulary, fluency, grammar, and pronundation.

- Group Activity: ELL Oral Language Evaluation Practice

 Step 1: We will watch the <u>Video</u> as a Group

- Step 1: we will wait using a solory of four Gather into groups of four Step 2: Evaluate Each Student (interviewee or interviewer) After watchingthe video, evaluate each student's performance, both interviewer and the interviewee. Use the SGLOM rating scale to provide your feedback.



One Way Listening Activities

- Whole group discussion How might we adapt these activities
- 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

Teaching Vocabulary

Effective Approaches Less Effective Approaches

- · Encourage wide reading

- Encourage wide reading
 Expose students to
 high quality oral language
 Promote word consciousness
 Provide explicit instruction of
 specific wordsacademic vocabulary
 Offer extensive opportunities
 for students to interact
 with vocabulary words
- 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?

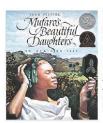
Use the word in a sentence

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 an oncity, 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, contextualise the word for its use in the story that you are reading.
- Next, ask the students to repeat the word so that they can create a phonological representation of the word.
- Next, have the students come up with a friendly meaning of the word.

- 6. 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 of old those stripes may be contagious."
- Next, ask the students to repeat the word so that they can create a phonological representation of the word.
- Say contagious with me. Sclap it out with younger student)
- 3. Next, have the students come up with a friendly meaning of the word.
- Contacious means an illness that can spread to other people."
- 4. Provide examples in contexts other than the one used in the story.

Sequenced Vocabulary Instruction-2

- Have students interact with the word ...

 Tould you be contagious if you went to work with strep throat?
- 6. If yay something all-out which you would be "contaglous", say "contaglous"...
 Sing on reaction
 Place yes
 Rating a ble
 Heed for
 Getting a value.

 Wowing to be low...
 7. Complete this sentence..." I would be contaglous if I ..."

- Conclude with having students see the word and say the word ...
 What's our word that means "an illness that can be spread to other people?"
 -contogious

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 Fatmana K. Deniz, PhD

First 30 Minutes

- the a wave Controller of the medium production of the age of the second controller of the second



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: Debriefon small group activity and preview of next week 6:10-6:45: Small Group Discussion 4 Graphic organizer.



Content and Language Objectives

Content Objective: Bythe 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	
Eppenier	a/cine	Receptive	Language
Writing	Speaking	Reading	Listening

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)MLs/EBs face challenges in the context of reading comprehension?
 Can you identify some potential challenges?

The Pillars of Literacy: Reading Comprehension

- SummarizingSequencing
- Inferencing
 Comparing and contrasting
- Drawing condusions

- Self-questioning
 Problem-solving
 Relating background
 Republished.
- 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

	PROCESSO, EAST ORCHOTO	Swell La	Desperance
Bayrine ELL	1	1	1
Phomos all Ed.	State of the	1	1
Discount Fill		1	4
Bioderon		4	4

- Build background knowledge
- - Teach vocabulary explicitly
 - Check comprehension frequently (Breiseth, 2010)

Reading Comprehension: Build Background Knowledge

- Draw on students' existing knowledge
 Make associations between students' experiences and new content.
 - Text to text, text to self, and self to the world
- Build students' background knowledge
 Take students on a tour of the text.
- 4. Use a "picture-walk."
- Use outlines to scaffold comprehension,

n ents to

- Build background knowledge
 Teach vocabulary explicitly
 Check comprehension frequently
- Focus on key vocabulary (Tier II)
 Use a "picture-walk" for vocabulary
 Teach students to actively engage with vocabulary

 Underline, highlight, make notes, and list unknown vocabulary words
 - as they read. 4. Give students practice with new words
 - Define it, recognize when to use it, understand multiple meanings, decode and spell it
 - 5. Incorporate new words into discussions and activities

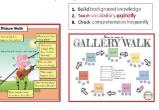
Reading Comprehension: Teach Vocabulary Explicitly







Reading Comprehension: Teach Vocabulary Explicitly



Primary Secondary

Reading Comprehension: Checking Comprehension Frequently



Reading Comprehension Strategies for Students With Learning Disabilities Who Are Emergent Bilingual

Reading Comprehension Strategies for SWDEBs

EB Students' Strengths: EBs bring valuable life and cultural experiences that can enhance text

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

Instructional Support: Teachers can support EB students with learning disabilities (LD) by incorporating four key components of interactive reading comprehension strategies.



Reading Comprehension Strategies for **SWDEBs**

1	Making connections w/ 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 (Sáenz et al., 2005).

Reading Comprehension Strategies Reading Comprehension Strategies for SWDEBs for SWDEBs

MAPP Strategy	How will you use this with your book?	Student Prompt or Activity Idea
Making Connections: (Connect students' personal experiences or cultural background to characters or events in the book)	V D C A	50116
Asking Questions: (Model and guide students to ask and answer questions before, during, and after reading)	V LO	GONS :
Predicting: (Ask students to make predictions based on the title, cover, and illustrations before reading, and revisit their predictions after reading)		C O S @ or Radon Dorell Sanders
Peer Teaching/Sharing: @lave students work in pairs to read aloud, discuss key ideas, and explain vocabulary or concepts to each other)	2 5 62	

MAPP Strategy	How will you use this with your book?	Student Prompt or Activity Idea	
Making Connections: (Connect students' personal experiences or cultural background to characters or events in the book)	Students connect the theme of tacos and parties to their own experiences. Discuss familiar foods and celebrations.	"Have you ever had a taco party?" / "Does your family eat tacos or something similar?"	
Asking Questions: (Model and guide students to ask and answer questions before, during, and after reading)	Model questions about dragon behavior and choices during the story. Ask students why the dragons don't like spicy salsa.	"Why do dragons get upset with salsa?" / "What do you think the boy will do next?"	
Predicting: (Ask students to make predictions based on the title, cover, and illustrations before reading, and revisit their predictions after reading)	Before reading, show the cover and ask students what they think the dragons will do at the party. Pause mid-story to revisit predictions.	"What do you think the dragons will do when they see the salsa?" / "Do you think the party will go well?"	
Peer Teaching/Sharing: (Have students work in pairs to read aloud, discuss key ideas, and explain vocabulary or concepts to each other)	Have students work in pairs to retell the story using taco counters. They ask each other how many tacos the dragon ate.	"Ask your partner how many tacos the dragon ate." / Take turns retelling the story using the taco props."	

Using MAPP with Rainbow Weaver/Tejedora de Arcoiris

Gultural and Linguistic Backgrounds Disposan Grand California, Anderstudia de landa Harando Liveliga de disposado de la Papa de la Regiona de Regiona de la Regiona de la Regiona del Regiona del Regiona del Regiona de Regiona de Regiona de Regiona del Regiona del Regiona de Regiona del Regiona de Regiona del Regiona del Regiona del

No. of Concession, Name of Street, or other Designation, Name of Street, Name		11 1 1 1 1 1 1 1 1 1 1 1 1
Printer.	Barrier Bell Bress.	Seculation Spling Sec.
THEFTE	THE REAL PROPERTY.	T. Electric
-American	Santa Contract	Transporter of the second
***	-	Same.
in termination and	The state of the	



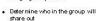
Using MAPP with Rainbow Weaver/Tejedora de Arcoiris

- In break out groups, revisit
 Diego's Case Study
 The MAPP Planning Guide (Table I, p.6)
 Rainbow Weaver/Tejedora de Arociris

 In break out groups de Arociris

 In break out groups de Arociris

 In break out groups de Arociris
- Complete the MAPP Strategy Planning Chart based on yourk nowledge of Diego and Rainbow Weaver/Rejectora de Arcoints to help build his reading comprehers ion and increase his English Language acquisition





Using MAPP Strategy

Making Connections and Activating Prior Knowledge	Aiking Quaitioni	Predicting	Peer Teaching and Sharing Knowledge
MOLICIART (Milatiwe No authority) what to learn (Milatiwe Nation Learned) allows students to brainston what they already know about a topic	Open-ended, pirpoint, higher-order thinking question	Thirk about when prediction gues lone is but in it is many principles of the the principles of the the principles of the the principles of	Which part of the bot do you like most Discuss it with your paer. Whe by change any part of the bot and villy? Displain your paer. What it's the male pumpe of this bot? Share your beas with your paer.

Other factors to consider in reading comprehension

1. Analyzing Cultural Relevance

- When situde this are difficulty with text, they also seem to be lest profiber to this the invading.

 Notice by Necessary of English profession,

 Also be to take ground an overlaid by the Readon of the Readon

The matter of the control of the con

2. Cross Language Connections

Cross Language Connections

- Connect one language to another, noting similarities and differences

 Word recognition skills acquired in L1

 Vocabulary knowledge [cognates]

- *Cognates are words in different languages that share ancestral roots resulting in similar spelling, meaning, and pronunciation (education and educación)
- Children use spelling knowledge in L1

 Cross language transfer of reading comprehension

 Reading strategically in one language transfers to other languages

 Relationship s to writing

3. Connections to home and community

- Connections to home and community

 Incorporate practices and knowledge of students and families

 Storytelling about tarilly and neighborhoods

 Ausbidgarphies and personal narratives

 Books with familiar themes

 Friendly there to families and friends

 Research projects in the local community

 Lessons or untit that draw from students' local literary practices and lenowledge

Cognitive Strategies

- Cognitive Strategies
 1. Sentence Starters
 2. Metacognitive Reflections
 3. Scaffolding
- Color Coding in analytical essays

Olson, C.B. & Land, R. (2007). A cognitive strategies approach to reading and with gin struction for English language learners in secondary school. Research in the Teaching of English. 41(3), 269-303.

Cognitive Strategies 1.Sentence Starters

Discussion Builders

Cognitive Str	ategies Sentence Storters
Planning and Goal Setting My prapose is My top priority is To accomplish my goal. I plan to	Forming Interpretations What this means to me in I this is this approach. The idea I'm getting is. Mentiretage
Tapping Prior Knowholge I stready have that This reminds use of This relates to Asking Questions I wonder why What if How come	Type that have because Treed on remark the part where Theore the remaining the reads because Clarifying To make strend hence, I need to be used as done Securities; that is still not clear in
Predicting • Dil bet that • I think	 I'm granting that this means, but accel to Reviving Meaning
If, then Vicualizing I can picture In my mind I see	 At first I thought, but now I My latest thought about this is The getting a different pickers but became
Making Connections This proints no of	Analyzing the Author's Craft A golden line for me is This wordlybrane stands and for a

WestEd.org

Cognitive Strategies

- For analytical essays

 - Distinguishing
 Plot Summary--yellow

Expressive Language

Development

- Supporting Detail-green

Metacognitive Reflections - Thriking 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

2. Metacognitive Reflections

Cognitive Strategies 3. Scaffolding

Expressive Language

Development

4. Color Coding

- - 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!!!



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.





10:00

07:00

05:00

95

VOCABULARY INSTRUCTIONS

We reviewed this 2 weeks ago the following slides are just to remind you of teaching vocabulary strategies!!!

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

Vocabulary



Potential challenges for ELLs - ELLs may be confused by Prepositions
 Pronouns
 Words with multiple meanings
 Figurative language

• Idioms

False cognates can be confusing.

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

understanding. Understanding their meaning promotes everyday reading and listening comp. sinister, fortunate, adapt (Beck, McKeown, Kucan, 2002) An

of the **LINCS**

SIM

b2999

Selection Criteria for Instructional Vocabulary

Basic words that most children know before



Tier 2
Words that appear frequently in texts and for which students already have conceptual understanding.

Uncommon words that are typically associated with a specific domain

Reading Fluency Instruction for EBs

- What is Reading Fluency?

 Ability to read quickly and search and s

- Potential challenges for ELLs

 ELLs typically have fewer
 opportunities to read about
 in English and receive
 feedback than their
 English-speaking peers.

 ELLs may read more
 slowly, with less
 understanding.

Strategies for Fluency

- Ouestions for Planning Successful Independent Reading

 1. Is there a match between the reader's ability and the text characteristics?

 2. Is the reader abile to read the text with 90% accuracy?

 3. Is there a rails of known to unknown words that support worshild in the service of the servic

 - 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 Adivities should be meaningful and functional Modeled writing Guided writing Interactive writing Collaborative writing

increasing awareness about students' multiple identities	Collecting information regarding multilingual learners with disabilities (MLD)'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 Impac
Assignme	nts That Align	to Each part o	f the LCARE E	ramowork
- Loon Brilling	its mat Angii	to Lucii puit o	Tule Featler	Talliework
Getting to Know You	CASE Study File	Small Group	Lesson Plan	
		Small Group Discussions and	Lesson Plan	End of Course Surv
	CASE Study File	Email Croup Discussions and Rollections Around ML Shadowing, Community Scan,		End of Course Surve Final Presentation Lesson Flon Reflection
Getting to Know You Survey Gourse Introductory	CASE Study File Review Muhilingual	Email Croup Discussions and Reflections Around ML Shadowing	Lesson Plan Centering Funds of Knowledge Around	End of Course Surve Final Presentation Lesson Flon



More Resources...







PBS Learning Media

NEXT WEEK Lesson Plan and Final Presentation Workshop

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

MORE RESOURCES:)

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 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









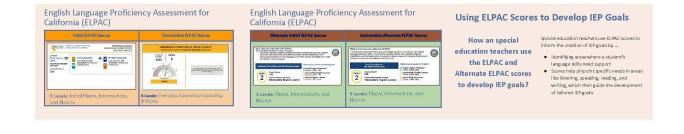


Examples of Expectation	ns of Parental Involvement	by Teachers, Counselors, and	d School Administrators	Parent Perspectives-1	Parent Perceptions-2
School Leadership	Administrative Support	Parenting	Academic Support		What they didn't like
Participation in school committees	Sewing curtains for a classroom	Monitoring attendance	Helping with homework	Maritan Mari	 The type and amount of contact at middle and high school level.
TA membership	Hosting luncheons for faculty	"Controlling kids"/ behavioral monitoring	Reviewing report cards	What they liked	Schools without regular parent/teacher conferences,
itudent advocacy	Attending and staffing at school events	Emotional support	Making sure student completed homework	 Teacher who sent postcards before school started to welcome them back and invite them to visit the classroom. 	
Community activism	Fundraising	Authoritative parenting	Observing class	 Teachers who initiated contact with the parent for something positive, 	 Only being contacted when there is a problem.
	Monitoring the gate	Offering entertainment as a reward and incentive	Seeking tutoring for their children	Teacher who attended a family celebration when invited.	 Not being contacted at all.
	Preparing food for events		"Staying on top" of academic progress	v reduction with different and inflinity community with inflinity with inflicity with inflinity	 The low level of expectations teachers and administrators held for the children.











FLD Services Documented in IEPs



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

FLD Services Documented in IFPs

- 1. What is your name:
- 2. What is your gender identity:
- 3. What is your race:
- 4. What is your ethnicity:
- 5. What valid teaching credentials do you currently hold:
- 6. What are the grade levels you currently teach/ support:
- 7. How many years of teaching experience do you have:
- 8. If you are teaching, approximately what percentage of the students in your class(es) are emergent bilinguals (i.e., English language learners/emergent bilinguals):
- 9. What do you see as three of your strengths in terms of working with students with disabilities who are emergent bilingual:
- 10. 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

	I am able to	Number (1-5)
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.	
1	communicate with students with disabilities who are English language learners.	
1	identify cultural differences when communicating with parents regarding their child's educational progress.	
1 2	implement interventions that minimize the effects of cultural mismatch between home and school.	
1	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.	
	students with disabilities who have limited English proficiency.	
1	structure parent-teacher conferences (e.g., IEP meetings) that are comfortable	
6	to allow CLD parents to participate.	
1	identify the ways standardized tests may be biased against students from	
7	diverse backgrounds.	
1	build positive relationships with CLD parents.	
8		
1	help my students develop positive interactions with each other.	
9		
2	obtain information about my students' preferred learning ways (e.g.,	
0	cooperation or individual work).	

Note: Adapted from Chu and Garcia (2014)



Objectives and MLL Shadowing

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
- 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	Pick One Core Standards that aligns with this ELD standard	Proficiency Level Descriptor	Corresponding ELD Connec
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 Adapting 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) 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.)

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)

CCS

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)
Content Objective (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.
Language Objective SWAT (language function: active verb) 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 farmiliar social and a	Emerging	R.L.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

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 I: Have students work in pairs or small groups to discuss a problem. Have literate students write short sentences or words in graphic organizers.

Strategy 2: Avoid excessive error correction. Reinforce learning by modeling correct usage.

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 *grade 4 topics and texts*, 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)
Content Objective (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.
Language Objective 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)us ing 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.

Strategy 1: Have students work in pairs and groups to discuss content ("Think, pair, share")
Strategy 2: Provide minimal error correction. Focus only on correction that directly interferes with meaning. Reinforce learning by

6th Grade (Group 3)

	(icss				
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?//	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) Discussion Expression Converse	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)
Content Objective (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 ubdic in 2 out or 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
Language Objective 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 convenations on a vanety of age and grade-appropriate academic topics by an answering relevant on-topic questions, additional providing coherent and well-articulated comments and additional information	PLA:PLA1: Exchange information and ideas by participating in short conversations, responding to simple yes/no and why questions using gestures or words, and by following some rules for discussion about familiar social and academic topics.	Bridging	SL9-10.1 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-appropria te 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.11-112.6 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.

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: Ask students to identify vocabulary by symbols that show whether the student "knows it really well, kind of knows it, on short know it at all." Help students focus on strategies to get the meaning of new words.

Strategy 2: Introduce more academic skills, such as brainstorming, prioritizing, categorization, summarizing and compare and contrast.

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 parmer discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, adding and answering relevant on-topic questions, affirming others, and providing coherent and well-articulated comments and additional information	PIAIPIAL Exchange information and ideas by participating in short convensations, responding to simple yea/no and who questions using gestures or words, and by following some rates for discussion about familiar social and academic topics.	Bridging	c. a to: intake and participate effectively in a range of collaborative discussions (non-ot-one, in group, and teadher-fell) with warres patters on grades and teadher-fell or with varres patters on grades sides and expressing their own dearly and persuasively.

	Objectives	Student-friendly Version (I can (action verb) + (content topic) by/with (scaffolds)
Content Objective (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.
Language Objective 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 statrets, phrase banks, and discussion frames as measured by a teacher-made rubric in 3 out of 4 trials.	l 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 gade-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)
Content Objective (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.
Language Objective 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 Arcolris

- Link to Diego's Case Study

 MAPP planning quide (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?	Student Prompt, Question or Activity related to Rainbow Weaver / Tejedora de Arcoiris
Making Connections and Activating Prior Knowledge: Connect students' personal experiences or cultural background to characters or events in the book	Moking Connections – 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 grandmather 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.
Asking Questions: Model and guide students to ask and answer questions before, during, and after reading	Asking Questions - 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?
Predicting: Ask students to make predictions based on the title cover and illustrations before reading	Predicting - What predictions could Diego make using	Show the cover, and ask about Diego's

Group 2: ESObjective: Apply the MAPP strategy to analyze how you can support Diego's reading comprehension and language development using Rainbow Weaver/Tejedora de Arcofris

 MAPP planning guide (Table I, p. 6) Linkto 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?	Student Prompt, Question or Activity related to Rainbow Weaver / Tejedora de Arcoiris			
Making Connections and Activating Prior Knowledge: Connect students' personal experiences or cultural background to characters or events in the book	Making Connections – How can Diego relate to the characters or setting?	Diego shares an ethnic identity with the mair 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.			
Asking Questions: Model and guide students to ask and answer questions before, during, and after reading	Asking Questions – 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?			
Predicting: Ask students to make predictions based on the title, cover, and illustrations before reading, and revisit their predictions after reading	Predicting - 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 de with that material.			

Group 3: ESObjective: Apply the MAPP strategy to analyze how you can support Diego's reading comprehension and language development using Rainbow Weaver/Tejedora de Arcofris

MAPP Strategy	How will you use this with your book?	Student Prompt, Question or Activity related to Rainbow Weaver / Tejedora de Arcoiris
Making Connections and Activating Prior Knowledge: Connect students' personal experiences or cultural background to characters or events in the book	Making Connections - 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
Asking Questions: Model and guide students to ask and answer questions before, during, and after reading	Asking Questions – 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 somethin you've created? Have you ever helped a fam member, how did it make you feel?

Objective: Apply the MAPP strategy to analyze how you can support Diego's reading comprehension and language development using Rainbow Weaver/Tejedora de Arco(ris Group 4:

development using Rainbow Weaver/Tejedora de Arcolris S					
MAPP Strategy	How will you use this with your book?	Student Prompt, Question or Activity related to Rainbow Weaver / Tejedora de Arcoiris			
Making Connections and Activating Prior Knowledge: Connect students' personal experiences or cultural background to characters or events in the book	Making Connections - 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 a teacher you could ask Diego/Diego's fami if they have any pictures of weavings Diego and his Grandmother have done together.			
Asking Questions: Model and guide students to ask and answer questions before, during, and after reading	Asking Questions — 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 he culture and also attend school? Why was it so important to use plastic bags materials to weave? Who did it help? Do you think the weaving products made froil plastic bags will sell at the market?			

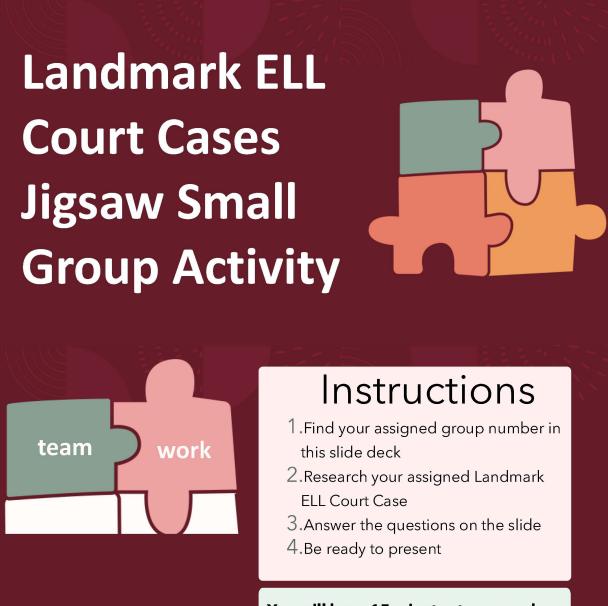
Objective: Apply the MAPP strategy to analyze how you can support Diego's reading comprehension and language development using Rainbow Weaver/Tejedora de Arco(ris Group 5: HS2

- Linkto Diego's Case Study

 MAPP planning guide (Table I, p. 6)

 Linkto Read Aloud: Storytime with Ms. Solo

MAPP Strategy	How will you use this with your book?	Student Prompt. Question or Activity related to Rainbow Weaver / Tejedora de Arcoiris
Making Connections and Activating Prior Knowledge: Connect students' personal experiences or cultural background to characters or events in the book	Making Connections - 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?
Asking Questions: Model and guide students to ask and answer questions before, during, and after reading	Asking Questions - 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?
Predicting: Ask students to make predictions based on the title, cover, and illustrations before reading, and revisit their predictions after reading	Predicting - 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?
Peer Teaching/Sharing: Have students work in pairs to read aloud, discuss key ideas, and explain vocabulary or concepts to each other	Peer Sharing — 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.



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 Summarize key characteristics for the Landmark ELL Court Facilitator/Researcher: Notetaker/Timekeeper: 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. Researcher: Timekeeper/Notetaker: **Group 2: The Bilingual Education Act, Title VII** Summarize key characteristics for the Landmark ELL Court Facilitator/Researcher: Notetaker/Timekeeper: 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. Researcher: Timekeeper/Notetaker:

Group 3: The Federal Office for Civil Rights Summarize key characteristics for the Landmark ELL Court Facilitator/Researcher: Notetaker/Timekeeper: 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. Researcher: Timekeeper/Notetaker: **Group 4: Lau vs. Nichols** Summarize key characteristics for the Landmark ELL Court Facilitator/Researcher: Notetaker/Timekeeper: 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. Researcher: Timekeeper/Notetaker:

Group 5: Castañeda v. Pickard Summarize key characteristics for the Landmark ELL Court Facilitator/Researcher: Notetaker/Timekeeper: 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. Researcher: Timekeeper/Notetaker: Group 6: Plyer vs. Doe Summarize key characteristics for the Landmark ELL Court Facilitator/Researcher: Notetaker/Timekeeper: 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. Researcher: Timekeeper/Notetaker:

Linking Key:

TPE	Page #	TPE	Page #	TPE	Page #
TI	PE 1		TPE 2		TPE 3
U1.1	21 11 13	U2.2	20 11 11	U3.1	20 20 24
U1.2	<mark>21</mark> 9	U2.3	19 20	U3.2	20 11 24
U1.3	21 8 29	U2.6	21 26	U3.3	21 10 11
U1.6	<mark>21</mark> 7 24	MM2.4 (EX2.4)C	22 8 8	U3.4	22 22 11
MM1.1	<mark>20</mark> 20	<i>MM2.7</i> (EX 1.10)	<mark>20</mark> 8	U3.5	21 7 25
(EX1.6)	<mark>20</mark> 20	<i>MM2.8</i> (EX 2.11)	<mark>20</mark> 20	U3.6	20 10 25
MM1.2 (EX1.7)	<mark>20</mark> 7 24	EX2.3	<mark>21</mark> 7		
MM1.3 (EX1.8)	<mark>21</mark> 7 9				
MM1.4 (EX1.9)	<mark>20</mark> 11				

EX1.5	<mark>20</mark> 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	<mark>24</mark> 9
U4.7	<mark>21</mark> 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)	<mark>22</mark> 6		
		MM5.2 (EX5.3)	22 26		
		MM5.3 (EX5.4)	21 21		
		MM5.4 (EX5.5)	21 23 31		
		MM5.5 (EX5.6)	<mark>22</mark> 9		

		<mark>26</mark>	
	DE 7		
TPE 7			
U7.1	21 21 12		
7.2	<mark>20</mark>		
U7.3	23 23 11, 27		
U7.4	23 24 24		
7.5h	<mark>18</mark>		
7.6/U7.6	19 9 23		
7.6 a.	20		
TPE U.7.7	19 18 25		
7.7 c.	18 18 6		
TPE 7.8 U7.8 a.	9		
7.10. b	20 6 27		
7.10. c.	20 18 20		
TPE MM/EX 7.1	18 8		

	<mark>10</mark>		
TPE DHH 7.10d	21 21		