

EED 477B

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
Michael D. Eisner College of Education
Department of Elementary Education

COURSE NUMBER: EED 477B

COURSE CODE: # _____

COURSE TITLE: Literacy Instruction & English Language Development for Diverse Learners

CLASS LOCATION:

TIME:

INSTRUCTOR:

OFFICE HOURS:

OFFICE LOCATION:

OFFICE PHONE:

EMAIL:

Catalog Course Description: This is the second of two courses designed to prepare multiple subject credential candidates to teach reading/language arts and English Language Development (ELD). This course emphasizes concepts of effective instruction for literacy development specific to English language learners, instructional methods for language arts and writing within the context of a comprehensive and developmental literacy program, and literacy in the content areas. Students will analyze and develop language arts, writing, and ELD instructional materials in order to make content comprehensible, and will differentiate instruction for varying English language proficiency levels in multicultural/multilingual settings. This course requires 20 hours of directed fieldwork in a public school during instruction of reading, language arts and English language development. Available for graduate credit with approval from the graduate coordinator.

Prerequisites: Successful completion of [EED 477A](#); Admission to the Integrated Teacher Education Program.

Co-Requisites: Concurrent enrollment in [EED 578A](#), [EED 579A](#).

The Michael D. Eisner College of Education Conceptual Framework (Adopted 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. [For further details, GOTO: <https://www.csun.edu/eisner-education/conceptual-framework>]

1. We value academic excellence in the acquisition of research-based professional knowledge and skills.
2. 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.

3. We value ethical practice and what it means to become ethical and caring professionals.
4. 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.
5. We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
6. We value creative, critical, and reflective thinking and practice.

Dispositions:

In accordance with state and national standards, students in the Department of Elementary Education at California State University, Northridge are assessed on knowledge, performance, and professional dispositions. Faculty in the Department of Elementary Education fully expect students to be successful and meet all program standards, but poor academic preparation, poor academic work, poor performance, or observed professional dispositional deficiencies will constitute grounds for a decision regarding separation from the teacher preparation program (or any other Elementary Education program) at California State University, Northridge. The Department of Elementary Education has adopted a process for ensuring all CSUN Elementary Education students uphold standards of knowledge, performance, and professional dispositions recognized by the education profession. To obtain detailed information about the involuntary delay/withdrawal process, the Statement of Concern form, student appeals, and the list of Qualities Important to Future Teachers and Educational Professional, GOTO: <http://www.csun.edu/sites/default/files/Fifth-Year-Traditional-Student-Teaching-Handbook.pdf>.

Academic Dishonesty: The maintenance of academic integrity and quality education is the responsibility of each student within this University and the CSU system. Cheating or plagiarism in connection with an academic program at a CSU campus is listed in Section 41301, Title 5, California Code of Regulations as an offense for which a student may be expelled, suspended or given a less severe disciplinary sanction. Academic dishonesty is an especially serious offense and diminishes the quality of scholarship and defrauds those who depend on the integrity of the University's programs. Such dishonesty includes cheating, fabrication, and plagiarism. For further information GOTO: <https://catalog.csun.edu/policies/academic-dishonesty/>

Course Content & Objectives: Each candidate will demonstrate knowledge, skills and abilities in the following areas:

- A. Theoretical Foundations (TPE 3, 7):
 - Examine state frameworks and standards for language arts and foreign language instruction, including California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects; and English Language Development Standards (TPE 3, 7)
 - Define ELD and demonstrate an understanding of the legal foundations of second language instruction (TPE 3,7)
 - Apply first and second language acquisition theories to language arts instruction and teaching (TPE 3, 6, 7)
 - Apply theoretical frameworks for second language teaching methods and language arts methods for native speakers (TPE 3, 6, 7)

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- Relate theories of writing instruction to language arts units and lesson plans (TPE 3, 6)
- Differentiate effective strategies for writing instruction within a comprehensive and developmental literacy program (TPE 1, 3, 4, 5, 6, 7)
- Implement writing instruction routinely over extended timeframes (time for research, reflection, and revision) and shorter timeframes (single sitting or a day or two) for a range of tasks, purposes, and audiences (TPE 1, 3, 4, 5, 7)

B.Ability to Develop Curriculum (TPE 1, 3, 4, 7):

- Analyze and utilize a wide repertoire of instructional strategies, methods, and techniques for teaching reading, writing, listening and speaking in a comprehensive and developmental literacy curriculum (TPE 1, 3, 4, 7).
- Identify and develop educationally equitable materials, curricula, and media/technology suitable for oral and written ELD and English language arts activities for a variety of English language proficiency levels in all communication modes (TPE 1, 3, 4, 7).
- Integrate the writing process throughout a comprehensive and developmental literacy program (TPE 1, 3, 4, 7).
- Integrate a wide variety of multicultural materials and approaches to the English language arts curriculum (TPE 1, 3, 4, 7).
- Utilize professional publications and research in curriculum design and implementation (TPE 3, 4, 6).

C.Ability to Plan Instruction (TPE 1, 3, 4, 5, 7):

- Relate theories of second language acquisition to language arts units and lesson plans (TPE 3, 4, 7)
- Apply concepts of social interaction and language development in the design and implementation of instruction for all speakers of English and English language learners of diverse cultures, languages, gender, ethnicity, races, and ages (TPE 1, 3, 4, 7)
- Design units (thematic, author, genre) using literary and informational texts and develop a variety of activities to scaffold English proficiency (reading, writing, listening, and speaking) and address the needs of learners with different reading levels (TPE 1, 3, 4, 7)
- Use assessment data to design and evaluate differential content and language-based reading instruction for English language learners (TPE 3, 4, 5, 7)
- Develop content area literacy instruction using a variety of second language instructional approaches and varying linguistic supports including Specially Designed Academic Instruction in English (SDAIE), Content Based Instruction (CBI), and/or the Cognitive Academic Language Learning Approach (CALLA) (TPE 1, 3, 4, 7)
- Develop lessons that teach diverse learners to read and analyze literature critically (TPE 1, 3, 4, 7)
- Demonstrate the ability to design lessons in which pupils read and comprehend complex literary and informational texts independently and proficiently (TPE 1, 3, 4, 7)
- Use assessment data to design and evaluate differential language arts/writing instructional plans for diverse learners (TPE 3, 4, 5, 7)
- Design integrated language arts and writing lesson plans (TPE 1, 3, 4, 5, 7)
- Plan for the use of a variety a writing assessment tools (TPE 3, 4, 5)
- Create lesson plans that incorporate the writing process, implemented over a period of time (TPE 1, 3, 4, 5, 7)
- Develop theme, genre or author-based units that integrate the writing process and writing workshop (TPE 1, 3, 4, 5, 7)
- Develop writing instruction for various types (i.e. Narrative, Expository, Persuasive). (TPE 1, 3,

4, 7)

D. Ability to Make Sound Pedagogical Decisions (1, 2, 3, 4, 5, 6, 7):

- Read and discuss the educator's legal and ethical obligations in working with diverse language learners (TPE 3, 6).
- Apply knowledge of language using principles of contrastive analysis and metalinguistic awareness to discuss differences between English and other languages (TPE 3, 7).
- Differentiate effective strategies for language learning within a comprehensive and developmental literacy program (TPE 1, 2, 3, 4, 5, 7)
- Use informal assessment throughout instruction to determine and meet the writing needs of diverse learners (TPE 1, 3, 5, 7).
- Communicate learners' progress effectively to learners' parents and school personnel (TPE 3, 6, 5, 7).

E. Ability to Assess Learners' Literacy Development, Including English Proficiency: (TPE 3, 4, 5, 7)

- Use assessment data to inform lesson planning and instruction (TPE 3, 4, 5, 7).
- Understand how to communicate learners' progress effectively to learners' parents and school personnel (TPE 3, 5, 6, 7).
- Identify criteria and procedures for the identification, assessment, placement reclassification, and redesignation of English learners (TPE 3, 5, 6, 7).
- Use informal assessment during instruction to meet the reading, writing, speaking and listening needs of diverse learners (TPE 1, 3, 5, 7).
- Discuss ways to use assessment data to inform lesson planning and instruction in writing (TPE 3, 4, 5, 7).
- Discuss ways to communicate learners' progress effectively to learners' parents and school personnel (TPE 3, 5, 6, 7).
- Utilize a variety of writing assessment instruments that are useful in evaluating second and first language learners and are also culturally and linguistically appropriate for use in elementary schools (whole class and individual instruments) (TPE 3, 5, 7).

Required Textbooks & State Standards:

- Tompkins, G.E. (2016). *Language Arts. Patterns of Practice*. Pearson Publisher.
- Additional readings on SLA Theories posted in CANVAS under session modules.
- California Department of Education. (2013). *Common Core State Standards for English Language Arts* (CCSS-ELA). www.cde.ca.gov. [Download onto your desktop for easy access.]
- California Department of Education. (2012). *English Language Development (ELD) Standards*. www.cde.ca.gov. [Download onto your desktop for easy access.]

Recommended Texts for Further Readings:

- California Department of Education (2017). *California Dyslexia Guidelines*. <https://www.cde.ca.gov/sp/sc/ac/documents/cadyslexiaguidelines.pdf>
- Calkins, L (1994). *The art of teaching writing*. Portsmouth, NH: Heinemann.
- Cummins, J. (1981). The role of primary language development in promoting educational success for language minority students. In California State Department of Education (Ed.), *Schooling and language minority students: A theoretical framework* (pp. 3-49). Los Angeles: Evaluation, Dissemination and Assessment Center, California State University.
- Echevarria, J., Vogt, M., & Short, D. (2012) *Making content comprehensible for English language learners: The SIOP model, 4th ed*. Upper Saddle River, NJ: Pearson.

- Fountas, I. & Su Pinnel, G (1996). *Guided reading*. Portsmouth: Heinemann.
- Franklin, D. (2018). *Helping your child with language-based learning disabilities. Strategies to succeed in school & life with Dyslexia, Dysgraphia, Dyscalculia, ADHD, & processing disorders*. Oakland, CA: New Harbinger Publications, Inc.
- Garcia, O. & Wei, L. (2014). *Translanguaging. Language, bilingualism, and education*. Palgrave MacMillan Publisher.
- Grant, A., Gottardo, A., & Geva, E. (2011). Reading in English as a first or second language: The case of grade 3 Spanish, Portuguese, and English speakers. *Learning Disabilities Research & Practice*, 26(2), 67-83.
- Graves, D. H. (1994). *A fresh look at writing*. Portsmouth, NH: Heinemann.
- Haight, A. (2022). *Dyslexia for teachers. Strategies, resources and educational tools*. Anthony Haight Publisher.
- Herrell, A.L. & Jordan, M.L. (2011). *Fifty strategies for teaching English learners, 4th ed*. Upper Saddle River, NJ: Pearson.
- Kagan, S. (1986). Cooperative learning and sociocultural factors in schooling. In California State Department of Education (Ed.), *Beyond language: Social and cultural factors in schooling language minority students* (pp. 231-298). Los Angeles: Evaluation, Dissemination and Assessment Center, California State University.
- Krashen, S. (2011). *Free voluntary reading*. Santa Barbara, CA: Libraries Unlimited.
- Krashen, S.D. (2003). *Explorations in language acquisition and use*. Portsmouth, NH: Heineman Publisher.
- Krashen, S.D., & Terrell, D. (1983). *The natural approach: Language acquisition in the classroom*. Haywood, CA: Alemany Press.
- Mora, J. (2000). *Metalinguistic transfer from Spanish to English biliteracy*. Retrieved from <http://coe.sdsu.edu/people/jmora/Moramodules/Metalingtransfer.htm> August 20, 2006.
- Novak, K. (2022). *UDL now! A teacher's guide to applying Universal Design for learning*. Wakefield, MA: CAST Publisher.
- Olson, C.B., Scarcella, R.C., & Matuchniak, T. (2015). *Helping English learners to write*. Teachers College, Columbia University Press.
- Peregoy, S. F. & Boyle, O. (2013). *Reading, writing and learning in ESL: A resource book for K-12 teachers, 6th ed*. Upper Saddle River, NJ: Pearson.
- Richard-Amato, P.A. (2010). *Making it happen. From interactive to participatory language teaching: Evolving theory and practice*. Pearson/Longman Publisher.
- Seidenberg, M. (2017). *Language at the speed of sight. How we read, why so many can't, and what can be done about it*. New York, NY: Basic Books Publisher.
- Shaywitz, S. & Shaywitz, J. (2020). *Overcoming Dyslexia (2nd ed.)*. New York, NY: Vintage Books Publisher.
- Short, D.J., Vogt, M. & Echevarria, J. (2011). *The SIOP Model for teaching science to English learners*. New York, NY: Pearson Publisher.
- Tompkins, G. (2011). *Teaching writing: Balancing process and product, 6th ed*. N. Y.: Merrill.
- Vogt, M., Echevarria, J., & Washam, M.A. (2015). *99 more ideas and activities for teaching English learners with The SIOP Model*. New York, NY: Pearson Publisher.
- Vygotsky, L. S. (1962). *Thought and language*. Cambridge, MA: MIT Press.
- Young, C., Paige, D., & Rasinski, T.V. (2022). *Artfully teaching the science of reading*. Routledge Publisher.

Required Assignments (total of 100 points):

- **Weekly Notes on Assigned Readings (TPEs 3, 4, 5, 6, 7) (10 @ 2 points each = 20 points)** – Weekly notes on readings are to be completed PRIOR to each class session. Use your weekly notes to participate in the discussions and in-class activities. Completed weekly notes will be submitted at the end of the semester.
- **Midterm Examination (TPEs 1, 2, 3, 4, 5, 7) (30 points)** – Exam items will include multiple-choice answer questions, open-ended, and short essay questions. Exam will encompass readings, lectures, in-class discussions and practicums related to the theories of second language acquisition, English learners and their learning needs, and effective designated and integrated ELD instructional strategies.
- **Designated Emerging ELD Lesson Plan (TPEs 1, 2, 3, 4, 5, 7.3, 7.10) (10 points)** – Write an ELD lesson plan using inclusive approaches and culturally and linguistically affirming and sustaining practices in literacy instruction that promotes literacy development in languages other than English with follow-up activity and a scoring rubric that monitors progress in and offers diagnostic techniques that inform instructional decision making especially for English learner students. Please adhere to in-class demonstrations and explanation.
- **Literature-Based 5-Day ELA/ELD Unit of Study (TPEs 1, 2, 3, 4, 5, 6, 7.1, 7.11) (40 points)** – These evidence-based literacy lessons should be grounded in literacy-related standards and the themes of the *California English Language Arts/English Language Development Framework* and must be a literature-based five (5) day ELA/ELD unit of study MUST include ALL of the following and submitted online as a PDF (Remember to use the unit of study template and the scoring rubric found on CANVAS.). Be sure to include integrated and designated ELD across content areas and use both ELA/literacy standards.:
 - **Title Page** (1 points) – State the title of the unit plan, broad unit goal(s), and your rationale for the unit of study design.
 - **Main Literature** (4 points) – Include title, author, and a brief story summary; a photocopy of the cover page of the main literature (*be sure the title and author/illustrator are clearly legible*); and a rationale for the main literature selection.
 - **Supporting Literature** (5) – Include 6-8 supporting literature for this unit of study. Again, remember to include the title, author, and a brief story summary of EACH of the supporting literature; and rationale for supporting literature selection. [*When selecting supporting literature, consider your students' a) a varied reading levels and 2) diverse cultural and linguistic background.*]
 - **Unit Plan Outline (TPEs 1,2,3,4,5, 7.2, 7.4, 7.7, 7.8)** (10 points) – Based on the main literature, select ELA/ELD skills and/or concepts (e.g., *Foundational Skills—PA, systematic phonics; Meaning Making – background knowledge, text structures, critical literacy; Language Development – vocabulary, syntax; Effective Expression – Language conventions and registers, fluency, varied purpose and audience; Content Knowledge – R/W/L/S across disciplines using various medium including multimedia and hands-on explorations; and Literary Instruction for Students with Disabilities – Universal Design*) to be taught M-Th during ELA/ELD, as well as all other core subject areas, instructional time blocks. This evidence-based literacy instructional unit should model instruction that is active, motivating, engaging, responsive to students' age, language, literacy development, and goals and

- include/address UDL, MTSS, and the *California Dyslexia Guidelines*. This unit should promote oral and written language development, vocabulary knowledge and use, grammatical structures (e.g., syntax), and opportunities for reading, listening, speaking, and writing for comprehension and with effective expression. Provide students with opportunities to write, discuss, present, and use language conventions. Fridays may be devoted to culminating hands-on projects, showcase, and/or performance, clearly showcasing the skills and concepts taught throughout the week in fun and creative ways. [Use the Unit Plan Outline Template provided in CANVAS.].
- ELA Lesson Plan (TPEs 1,2,3,4,5,7) (10 points) – Select an ELA skill and/or concept from the Unit Plan Outline and write a lesson plan. Each lesson plan MUST include 1) a grade-appropriate, hands-on, and enticing follow-up activity worksheet and 2) a simple scoring rubric to assess student learning outcome. [Use the EED Lesson Plan template found in CANVAS.].
 - Integrated ELD Lesson Plan (TPEs 1,2,3,5,4,5,7) (5 points) – Using the Integrated ELD Lesson Plan TEMPLATE (See CANVAS), design and develop an Integrated ELD Lesson Plan for Expanding and/or Bridging ELD leveled students that supports the acquisition and use of academic language within learning activities to promote the subject matter knowledge of the full range of English learners. Integrated ELD lesson plan must be directly aligned to the 1) Grade Level State Content Standards and the ELD Standards, 2) ELs' English proficiency levels, and 3) grade level(s). Lesson design must be interactive in nature to ensure EL oral language development, incorporating ample scaffolding and rehearsal strategies to ensure ELs' Reading/Writing/Content Areas success.
 - Classroom Design and Rationale (TPEs 1, 2, 6) (2.5 points) – Design a classroom map to meet the diverse learning needs of your students, including struggling readers, ELs, and students with other language-based needs (REMEMBER to include a rationale for your classroom design and how it will help facilitate student engagement and learning.).
 - Classroom Management Plan and Rationale (TPEs 1, 2, 6) (2.5 points) – Design and create a ONE-PAGE Classroom Management Plan for K-5 classroom. This is a management plan you will want to share with your students and their parents, so design appropriately with the audience in mind. REMEMBER to include your rationale for the classroom management plan.
 - Parent Letter (TPEs 3, 6, 7) (5 points) – Write a ONE-PAGE letter/newsletter to parents informing them about this unit of study in the upcoming week. You may want to include a) the unit title, b) broad unit goals, c) literatures to be read, d) skills/concepts to be taught across all content areas, e) skills/concepts to be taught during Designated and Integrated ELD, and f) an invitation to the unit culmination day. You may also consider including some helpful tips to parents on how to better support their child's learning needs throughout the week. Be sure to use grade/parent appropriate font, visuals, and languages when writing the parent letter.
 - **20 hours of OP:** Be advised that you MUST complete 20-hours of OP, complete OP documentation (in CANVAS), and obtain signature(s) from the hosting teacher(s) before the end of the semester. Although this assignment bears no points, you will NOT be able to earn a passing grade in this class without the completion of 20-hours OP.

[NO LATE OP DOCUMENTATION will be ACCEPTED; NO EXCEPTIONS.]

Grading Policy:

95-100	A	90-94	A-
85-89	B	80-84	B-
75-79	C	74 or below	C- (Non-Passing)

Course Policy:

- **Attendance:** Your attendance is critical to your learning success in this course. Two absences (or 4 tardies) will result in a loss of a full letter grade, e.g., if you have an earned grade of an “A” in the course, with the two absences (or 4 tardies), your final course grade will automatically be dropped to a “B”. If you accrue more than three (3+) absences (or 6+ tardies), you will need to see me to discuss procedures for dropping the course.
- **Assignments:** NO LATE submissions will be accepted. NO POINTS will be earned on any of the assignments, if you are absent. **NO EXCEPTIONS.**
- **Professional Code of Conduct:** Professionalism is of the utmost importance in the preparation of future teachers. As such, we expect that you, as a student in a teacher preparation program course, will come to each class well-prepared to ensure your learning success, as well as that of others. This means, you will
 - (1) complete assigned readings and assignments prior to each class sessions,
 - (2) participate & contribute fully during in-class discussions and activities, and
 - (3) respect and value everyone who cohabit our learning community for the duration of the course.

As a community of diverse learners, we will engage in creative, critical, and reflective thinking, always with a growth mindset at the forefront and respect for the diverse view and opinions.

Tentative Weekly Schedule: *This is a tentative schedule, subject to change based on class learning strengths and needs.*

Sessions	Topics to be Covered	Assignments	TPEs
1. 1/21	<p>Course Goals & Objectives, Required Assignments, & Grading Policies</p> <p>LECTURE/DISCUSSION:</p> <ul style="list-style-type: none"> ▪ Equity vs. Equality (video) ▪ EL Demographics: prior experiences, interests, and social-emotional learning, funds of knowledge, cultural, language, and socioeconomic backgrounds: State-Wide, School Site, & Classroom Levels (CDE) ▪ Supportive learning environments in ELD Programs in CA: <ul style="list-style-type: none"> ○ Submersion, Structured Immersion (SI), ○ ESL Pull Out, ESL Push-In, ○ SDAIE, ○ Transitional Bilingual Education (Early and Late Exits), Two-Way Bilingual Programs (Dual Immersion or Language), Dynamic Bi/Plural-lingual Programs ▪ ELD Standards and Frameworks ▪ Reflect on your own teaching and learning needs as future teachers of Els ▪ Are you ready to be a teacher?: Roles and responsibilities, laws, professional conduct, moral fitness 	<p>Readings:</p> <ul style="list-style-type: none"> • NONE <p>Assignments:</p> <ul style="list-style-type: none"> • NONE 	<p>1.1, 1.6, 3.1, 6.3, 6.6</p>

2. 1/28	<p>SLA Theories (1/4)</p> <ul style="list-style-type: none"> • Monitor Model – 5 Hypotheses (Krashen) • Universal Hypothesis (Chomsky) • Total Physical Response (TPR) (Asher) • Help support the acquisition of academic language for the full range of English learners <p>DEMONSTRATION of ELD:</p> <ul style="list-style-type: none"> • KSL Lesson Demo & Implications for Teachers of ELs • GSL Lesson Demo Video (Krashen) & Implications for Teachers of Els -- Connecting subject matter to real-life contexts to engage students • Monitoring and adjusting instruction for active engagement that maintains high expectations for ALL learners 	<p>Readings:</p> <ul style="list-style-type: none"> • Krashen; Chomsky; Asher (CANVAS) <p>Assignments:</p> <ul style="list-style-type: none"> • <u>WN #1</u> 	<p>1.1, 1.3, 1.6, 1.7, 1.8, 2.1, 2.3, 2.5, 3.1, 3.2, 3.3, 3.5, 3.7, 4.1, 4.4, 4.8, 5.1, 5.2, 5.4, 5.6, 5.7, 7.4, 7.7, 7.11</p>
3. 2/4	<p>SLA Theories (2/4)</p> <ul style="list-style-type: none"> • Discourse Theory (Hatch) • Variable Competence Model (Ellis) • Through consultation and collaboration with others help plan for students to demonstrate their knowledge • Interpreting assessment data for students whose first language is English, English learners, Standard English learners, and students with language or other disabilities • Applying information about students' current academic status, language proficiency, and cultural background for short- and long-term planning • Monitor students' progress using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making and appropriately assess and interpret results for English learner students • Understanding and applying knowledge of the range and characteristics of typical and atypical child development <p>UNPACKING ELD Standards in Juxtaposition to Proficiency Levels:</p> <ul style="list-style-type: none"> • ELPAC: Annual Assessments for ELs • Proficiency Levels: Emerging, Expanding, & Bridging • Using different types of assessments and rubrics • Collect and analyze assessment data to plan and modify instruction • Allowing students to self-assess and reflect • By Grade levels • By Models of Literacy: L, S, R, & W • Supportive learning environments, language acquisition SDAIE, and immersion strategies 	<p>Readings:</p> <ul style="list-style-type: none"> • Hatch; Ellis (CANVAS) • Bring ELD Standards <p>Assignments:</p> <ul style="list-style-type: none"> • <u>WN #2</u> 	<p>1.3, 1.6, 1.7, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 5.1, 5.2, 5.3, 5.6, 5.7, 7.4, 7.7, 7.10, 7.11</p>

4. 2/11	<p>SLA Theories (3/4)</p> <ul style="list-style-type: none"> • Acculturation Model (H.D. Brown) • Accommodation Model (Giles et. al) • Neuro-functional Theory (Lamendella) • All that and classroom routines, procedures, and norms too? • Planning, designing, and implementing instruction across subject-specific pedagogy and cross-disciplinary content <p>COOP GROUP ACTIVITY:</p> <ul style="list-style-type: none"> • Designated ELD Lesson Plan Ideas: Survival Vocabulary Topics • Create Interactive Follow-up Activity Worksheet • Draft Designated Emerging ELD Lesson Plan addressing prior experiences, interests, and social-emotional learning, funds of knowledge, cultural, language, and socioeconomic backgrounds • How to establish, maintain, and monitor safe and healthy inclusive learning environments 	<p>Readings:</p> <ul style="list-style-type: none"> • Brown; Giles; Lamendella (CANVAS) • Survival Vocab Handout <p>Assignments:</p> <ul style="list-style-type: none"> • <u>WN #3</u> 	<p>1.1, 1.3, 1.6, 1.7, 1.8 2.3, 2.5, 2.6 3.1, 3.3, 3.4 4.1, 4.4, 4.7, 5.1, 5.6, 5.7, 7.4, 7.7, 7.11</p>
5. 2/18	<p>SLA Theories & Implications for Teaching ELs (4/4)</p> <ul style="list-style-type: none"> • SUP vs. CUP (Cummins) • BICS & CALP (Cummins) & Implications for ELD Instruction • ELD Lesson Designs: i+1, communicative & interactive theoretical foundations; Universal Design; MTSS • Evidence-based literacy instruction grounded in literacy-related standards and the themes of the <i>California English Language Arts/English Language Development Framework</i> • Instructional Strategies: Use of Home Language, Translanguaging • Promoting student success in participating in transition plans • Using assessment data informing transition plans, differentiation, accommodations, and/or modifications • Using technology as to support assessment and communicate to families • Using assessment information in a timely manner to help students and families understand learning goals • Interpreting English learners' assessment data for academic proficiency in English as well as in their primary language • Using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making, help create literacy profiles, identify potential reading and writing difficulties, and appropriately assess and interpret results for English learner students <p>MIDTERM EXAM REVIEW</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Cummins; Krashen; Novak (CANVAS) <p>Assignments:</p> <ul style="list-style-type: none"> • <u>WN #4</u> • <u>Designated ELD Lesson Plan DUE</u> 	<p>1.1, 1.6., 1.7 2.2, 2.3, 2.5 3.1, 3.3, 4.1, 4.4, 4.5, 4.7 5.1, 5.4, 5.5, 5.6, 5.7, 5.8 6.1, 7.1, 7.4, 7.7, 7.10, 7.11</p>
6. 2/25	MID-TERM EXAMINATION	<p>Reading:</p> <ul style="list-style-type: none"> • Prepare for Midterm Exam 	

7. 3/4	<p>Language Learning, Development, & the Learner</p> <ul style="list-style-type: none"> • Compare & Contrast: L1 & L2+ Development • The Process of Learning & 4 Learning Strategies (pg. 4-5) • 6 Language Arts (L, S, R, W, V, VR) (pg. 20) • Oral and written language development: vocabulary knowledge and use, grammatical structures (e.g., syntax), reading, listening, speaking, and writing with comprehension and effective expression • 4 Language Systems (aka. cueing systems) to master (pg. 7-9) • Language-Based Disabilities: Evidence-based literacy instruction informed by CA Dyslexia Guidelines, MTSS, and UDL and implications for instructional time • Use and adapt resources, materials, and a range of technology, to provide access to the curriculum • Promoting digital literacy and digital citizenship • Digital tools and learning technologies that offer students multiple means to demonstrate their learning <p>UNPACKING CCSS-ELA STANDARDS:</p> <ul style="list-style-type: none"> • By Components & Sub-Components • By Grade Levels • Creating participation: teacher and student and among students 	<p>Readings:</p> <ul style="list-style-type: none"> • Tompkins: Ch. 1 • CA Dyslexia Guideline • Bring CCSS-ELA Standards <p>Assignments:</p> <ul style="list-style-type: none"> • WN #5 	<p>1.1, 1.4, 1.6, 1.7</p> <p>3.1, 3.6, 3.7</p> <p>4.4, 4.7, 4.8, 7.2, 7.7</p>
8. 3/11	<p>Foundational Skills for Emergent Readers/Writers (1 of 2)</p> <ul style="list-style-type: none"> • Print Concepts (pg. 61-63) • Phonemic Awareness with ElKonin Box (pg. 66-68) • Phonics (pg. 67, 68-72): decoding & encoding <ul style="list-style-type: none"> ○ Letter Names & Sounds (pg. 64-66) ○ Letter-Sound Correspondences (pg 67, 69) <p>COOP GROUP:</p> <ul style="list-style-type: none"> • Planning instruction with colleagues: Learning to trust! • Explicit Alphabetic Letter Instruction & Practice Ideas • How will you apply information about academic status, learning goals, assessment data, language proficiency status, and cultural background for short- and long-term planning? • How will you apply knowledge of the range and characteristics of typical and atypical child development? 	<p>Readings:</p> <ul style="list-style-type: none"> ▪ Tompkins Ch. 3 ▪ Bring CCSS-ELA-K Standards <p>Assignments:</p> <ul style="list-style-type: none"> • WN #6 	<p>1.1, 1.3, 1.4, 1.7, 1.8</p> <p>2.5, 2.6</p> <p>3.1, 3.3, 3.6, 3.7</p> <p>4.1, 4.2, 4.6, 4.7, 4.8</p> <p>5.1, 5.2, 5.4</p> <p>7.1, 7.2, 7.5</p>
9. 3/18	SPRING BREAK		

10. 3/25	<p>Foundational Skills for Emergent & Beginning Readers/Writers (2 of 2)</p> <ul style="list-style-type: none"> • Onset & rime (pg 69-70) • The 5 Reading Process (pg. 121-127) – Recursive Processes • Fluency Building Strategies (aka. Repeated Reading Strategies) (pg. 128-129); fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax • Providing students with options for writing, discussing, presenting, and using a variety of language conventions to engage students in a range of frequent formal and informal collaborative discussions • Learning goals, subject matter, accommodations, modifications, and student access • What are asset-based pedagogies and inclusive approaches that are culturally and linguistically affirming and sustaining practices in literacy instruction that promote students' literacy development in multilingual programs? <p>COOP GROUP PRACTICUM:</p> <ul style="list-style-type: none"> • Let's try again! Planning instruction through collaboration • Poetry: Design Onset-Rime & Fluency Building: including monitoring and adjusting instructional activities for active engagement 	<p>Reading:</p> <ul style="list-style-type: none"> ▪ Tompkins Ch. 5 (pg. 116-130) <p>Assignments:</p> <ul style="list-style-type: none"> • <u>WN #7</u> 	<p>1.1, 1.7, 1.8, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.6, 3.7, 4.4, 4.5, 4.6, 4.7, 5.1, 6.1, 7.1, 7.2, 7.3, 7.5, 7.8</p>
11. 4/1	<p>Effective Expression & Language Development: The Writing Process</p> <ul style="list-style-type: none"> • The 5 Writing Process Steps (pg. 131-139) – Recursive Process • Importance of Writing Conferences (pg. 134-135) and communicating with families • Capitalizing on Students' Funds of Knowledge: <ul style="list-style-type: none"> ○ Cultural Background, Oral, Visual, Written <p>COLLABORATIVE WRITING:</p> <ul style="list-style-type: none"> • Create Community Story from Oral to Visual to Written Language • Creating environments that foster students' oral and written language development, including discipline-specific academic language. Helping students create diverse print, oral, digital, and multimedia texts. • Fostering community through students' social-emotional growth, development, restorative justice, and conflict resolution that helps maintain high expectations for all learners • Providing opportunities to meet individual learning needs and assist students with transition plans 	<p>Readings:</p> <ul style="list-style-type: none"> • Tompkins Ch. 5 (pg. 130-147); • Moll <p>Assignments:</p> <ul style="list-style-type: none"> • <u>WN #8</u> 	<p>1.1, 1.2, 1.4, 1.6, 1.7, 1.8, 2.1, 2.3, 2.5, 2.6, 3.1, 3.3, 3.7, 4.4, 4.5, 4.7, 5.1, 5.2, 5.3, 7.7, 7.8</p>

12. 4/8	<p>Language Development: Building Vocabulary</p> <ul style="list-style-type: none"> • Evidence-based literacy instruction grounded in UDL, MTSS, and the <i>California Dyslexia Guidelines</i> • Words & Their Meanings (pg. 189-198) • Vocabulary Teaching Strategies (pg. 199-209) including MTSS and UDL to engage all learners • Word Learning Strategies for ELs (pg. 212) <p>COOP GROUP PRACTICUM:</p> <ul style="list-style-type: none"> • Design Vocabulary Lesson with Follow-Up Activity Sheet using Multi-Media Connecting subject matter to real-life contexts to engage students • Instruction and assessment that is interconnected across content areas • Collecting, analyzing, and using assessment data to modify instruction • Practicing student self-assessment and reflection • Working with assessment data from English learners, Standard English learners, and students with language or other disabilities • Working with English learners' assessment data for academic proficiency in English as well as in their primary language • Implementing classroom routines, procedures, and norms 	<p>Readings:</p> <ul style="list-style-type: none"> ▪ Tompkins Ch. 7 <p>Assignments:</p> <ul style="list-style-type: none"> • WN #9 	<p>1.1, 1.3, 1.4, 1.6, 1.7, 1.8, 2.6, 3.1, 3.3, 3.6., 3.7, 4.3, 4.4, 4.5, 4.8, 5.1, 5.2, 5.3, 5.6, 5.7, 7.2, 7.6, 7.7</p>
13. 4/15	<p>Meaning Making: Comprehending & Composing Stories</p> <ul style="list-style-type: none"> • Story Elements (aka. Story Matrix, Story Structure) (pg. 221-229) • Story Genres (pg. 229) • Narrative Devices (pg. 229-231) • Writing Stories (pg. 243-247) • Foundational skills, language, and cognitive skills that support students in reading and writing increasingly complex disciplinary texts with comprehension and effective expression • Working with both integrated and designated ELD across content areas using ELA/literacy standards and ELD standards to plan instruction that addresses literacy profiles, levels of English language proficiency, and prior educational experiences • Using the arts for engagement and dual-coding <p>COOP GROUP PRACTICUM:</p> <ul style="list-style-type: none"> • Collaborative Writing: Story Variations • Student interactions that reflect diversity, offer multiple perspectives, and are culturally responsive • Student interactions with writing, discussing, presenting, and using language conventions in formal and informal collaborative discussions • Literacy instruction that is active, motivating, engaging, responsive to students' age, language, literacy development, and goals 	<p>Readings:</p> <ul style="list-style-type: none"> ▪ Tompkins Ch. 8 <p>Assignments;</p> <ul style="list-style-type: none"> • WN #10 	<p>1.1, 1.3, 1.4, 1.7, 1.8, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.6, 4.1, 4.4, 4.5, 4.7, 4.8, 5.1, 5.3, 5.8, 7.1, 7.4, 7.5, 7.6, 7.8, 7.11</p>

14. 4/22	<p>Meaning Making: Investigating Non-Fiction</p> <ul style="list-style-type: none"> • Expository Text Structures (pg. 259-260) • Research: How to & Tools Needed (pg. 261-264) • Research Workshop – Nonfiction Strategies – Minilessons – Mentor Texts (pg. 277-280) • How do we help students use academic language that promotes the subject matter knowledge for the full range of English learners? • How do we plan, design, and implement effective use of instructional time to provide equal access to the curriculum? <p>COOP GROUP:</p> <ul style="list-style-type: none"> • Write Research Report using Multi-Media by using and adapting resources and a range of technology that helps provide access to the curriculum • Digital tools and learning technologies that offer students multiple means to demonstrate their learning 	<p>Assignment:</p> <ul style="list-style-type: none"> • Tompkins Ch. 9 <p>Assignments:</p> <ul style="list-style-type: none"> • WN #11 	<p>1.1, 1.3, 1.4, 1.6, 1.7, 1.8, 2.2, 2.3, 2.5, 2.6, 3.1, 3.3, 3.5, 3.6, 3.7, 4.1, 4.3, 4.4, 4.7, 4.8, 5.1, 5.2, 5.8, 7.1, 7.6, 7.9,</p>
15. 4/29	<p>Evidence-Based Literacy Instruction: Putting It All Together</p> <ul style="list-style-type: none"> • Literature Focus Units (pg. 358-364) • Literature Circles (pg. 364-367) • Reading & Writing Workshop (pg. 367-373) • Thematic Units (pg. 373-375) • UDL & MTSS • Using asset-based pedagogies that promote students' literacy development in languages other than English in multilingual programs • Home-School Learning Connection: Parent Letter • Using technology to communicate learning outcomes to families • Using assessment information in a timely manner to help families understand learning goals <p>COOP GROUP:</p> <ul style="list-style-type: none"> • Design a Literature Focused Unit of Study for Grades K-5 • Draft a Letter to Parents regarding Unit of Study 	<p>Readings:</p> <ul style="list-style-type: none"> • Tompkins Ch. 12 <p>Assignments:</p> <ul style="list-style-type: none"> • WN #12 	<p>1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 4.1, 4.3, 4.4, 4.6, 4.7, 4.8, 5.1, 5.3, 5.4, 5.5, 5.8, 6.4, 6.5, 7.1, 7.2, 7.3, 7.4, 7.8, 7.9, 7.10</p>
16. 5/6	<p>Unit of Study Gallery Walk</p> <ul style="list-style-type: none"> • Critique, Reflections on Lesson/Unit Design, and Implications for student learning outcome • Reflecting on your own teaching practice and pedagogical knowledge • Establishing your own professional learning goals • Establishing how do you plan to communicate with peers and colleagues to support your continued learning 	<p>Assignments:</p> <ul style="list-style-type: none"> • UNIT OF STUDY DUE 	<p>6.1, 6.2, 6.3, 6.4, 6.5</p>

LEGEND:

<u>TPEs</u>	<u>I, P, A</u>	<u>CLASS SESSION #s</u>
1.1	I	Class #1, page 8
1.1	P	Class #4, page 10
1.2	I	Class #11, page 12
1.2	P	Class #15, page 14
1.3	I	Class #2, page 9
1.4	I	Class #7, page 11
1.4	P	Class #12, page 13
1.6	I	Class #1, page 8
1.6	P	Class #3, page 9
1.7	I	Class #13, page 13
1.8	I	Class #2, page 9
1.8	P	Class #10, page 12
2.1	P	Class 11, page 12
2.2	P	Class 13, page 13
2.3	P	Class 4, page 10
2.5	I	Class 2, page 9
2.5	P	Class 11, page 12
2.6	I	Class 4, page 10
2.6	P	Class 12, page 13
3.1	I	Class 1, page 8
3.1	P	Class 3, page 9
3.2	P	Class 10, page 12
3.3	I	Class 4, page 10
3.4	I	Class 3, page 9
3.5	I	Class 2, page 9
3.5	P	Class 14, page 14
3.5	A	Integrated ELD Lesson Plan, page 7
3.6	I	Class 7, page 11
3.6	P	Class 14, page 14
3.7	I	Class 7, page 11
4.1	I	Class 3 page 9
4.1	P	Class 8, page 11
4.2	I	Class 3, page 9
4.2	P	Class 8, page 11
4.3	P	Class 12, page 13
4.4	I	Class 7, page 11
4.4	P	Class 14, page 14
4.5	I	Class 5, page 10
4.5	P	Class 11, page 12
4.6	I	Class 8, page 11
4.6	P	Class 10, page 12
4.7	P	Class 7, page 11
4.8	I	Class 7, page 11
4.8	P	Class 14, page 14
5.1	P	Class 3, page 9
5.2	I	Class 3, page 9
5.2	P	Class 12, page 13
5.3	I	Class 3, page 9
5.3	P	Class 12, page 13
5.4	I	Class 5, page 10
5.4	P	Class 15, page 14
5.5	I	Class 5, page 10
5.5	P	Class 15, page 14
5.6	I	Class 3, page 9
5.6	P	Class 12, page 13

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5.7	I	Class 3, page 9
5.7	P	Class 12, page 13
5.8	I	Class 5, page 10
6.1	I	Class 16, page 14
6.3	P	Class 16, page 14
6.4	P	Class 16, page 14
6.6	I	Class 1, page 8
7.1	P	Class 5, page 10
7.1	A	Unit of Study, pages 6 and 7
7.2	I	Class 7, page 11
7.2	P	Class 12, page 13
7.2	A	Unit of Study, pages 6 and 7
7.3	I	Class 10, page 12
7.3	P	Class 15, page 14
7.3	A	Designated Emerging ELD Lesson Plan, page 6
7.4	P	Class 13, page 13
7.4	A	Unit of Study, pages 6 and 7
7.5	I	Class 10, page 12
7.5	P	Class 13, page 13
7.7	I	Class 7, page 11
7.7	P	Class 11, page 12
7.7	A	Unit of Study, pages 6 and 7
7.8	I	Class 10, page 12
7.8	P	Class 13, page 13
7.8	A	Unit of Study, pages 6 and 7
7.10	I	Class 3, page 9
7.10	P	Class 5, page 10
7.10	A	Designated Emerging ELD Lesson Plan, page 6
7.11	P	Class 13, page 13
7.11	A	Unit of Study, pages 6 and 7