



Department of Education
MATTC
EDUC 257/282 (3 units)
English Language Development in TK-12 Schools
Fall 2023

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Course Meeting: Th 5 pm - 8 pm
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Mission and Goals of the Department of Education

Rooted in the Jesuit tradition at Santa Clara University, the mission of the Department of Education is to prepare professionals of competence, conscience, and compassion who will promote the common good as they transform lives, schools, and communities. Our core values of reflective practice, scholarship, diversity, ethical conduct, social justice, and collaboration guide both theory and practice.

Faculty, staff, and students in the Department of Education:

1. Make student learning our central focus
2. Engage continuously in reflective and scholarly practice
3. Value diversity
4. Become leaders who model ethical conduct and a commitment to social justice
5. Seek collaboration with others in reaching these goals

MS/SS Teaching Credential Program Learning Goals (PLGs)

The PLGs represent our commitment to individuals who earn their MS/SS credential at Santa Clara University. The MS/SS faculty focus on ensuring each student will begin their teaching career ready to:

1. Maximize learning for every student.
2. Teach for student understanding.
3. Make evidence-based instructional decisions informed by student assessment data.
4. Improve your practice through critical reflection and collaboration.
5. Create productive, supportive learning environments.
6. Apply ethical principles to your professional decision-making

The PLGs guide our program. Therefore, all MS/SS teaching credential program course objectives are cross-referenced with the PLGs. (A fully elaborated version of the MS/SS PLGs can be found in the Teacher Candidate Handbook, Pre-Service Pathway.)

Course Description

This course is designed to provide knowledge of the linguistic and cultural aspects of developing English language proficiency. Students develop an understanding of the theory and methods of teaching linguistically diverse learners, including models for designated and integrated English language development as well as sheltering strategies to make content more accessible. A key feature of the course includes addressing the needs of ELLs with learning disabilities.

Course Objectives

This course will develop students' knowledge of or skills with...		Standard/Goals Addressed			
		DG #	PLG #	TPE #	MMSN TPE #
1	Apply California's English Language Development (ELD) Standards to content and language arts instruction.	1	1, 2	3.1	7.7; 7.11
2	Deduce characteristics of effective programs for English learners including appropriate materials, organization, and planning. This includes adapting these resources, (e.g., curriculum, technology) to provide access to curricula	2	4	3.6	
3	Summarize the tensions with academic language by describing how it can be helpful and imprecise and summarize how students' behavior is a form of communication.	3	1, 2	3.5	2.5
4	Describe and critique the various instruments used to assess English language proficiency as well as how to interpret and use results gathered (with help from specialists) to diagnose the diverse set of variables that impact second language acquisition.	1, 5	3, 4	4.1; 5.2; 5.6; 5.7	
5	Describe the cultural, experiential, cognitive, pedagogical, and individual student differences that impact the achievement of English learners with specific understanding of the distinction between language disorders, dis/abilities, and language differences.	2	4	1.1; 2.2	5.5
6	Develop ELD instructional plans that are guided by ELA/ELD literacy standards and objectives that utilize subject specific integrated/designated language development, including the use of translanguaging strategies that foster EL access to content and build content comprehension, with specific attention to ELs with complex communication needs.	3	1, 2	1.6	1.2; 7.7; 7.11
7	Interpret and apply theories of language acquisition, including language acquisition across disabilities and the life span, and policies from which pedagogical strategies, methods and techniques derive to deliver content, language & literacy instruction to English learners.	1, 4	4, 2	1.6	1.3
8	Describe the implementation of IEP specifications that include instructional goals rooted in the CCSS.	1	1		1.1

*DG=Department Goals; PLG=Program Learning Goal; TPE=Teaching Performance Expectation Standard; MMSN TPE = Mild Moderate Support Needs TPE

Required Texts

- Diaz-Rico, L. & Weed, K. (2018). [*The crosscultural, language, and academic development handbook. Sixth Edition.*](#) Upper Saddle River, New Jersey: Pearson Education, Inc. (Rent \$21.48)
- Klingner, J. & Eppolito, A.M. (2014). [*English language learners: Differentiating between language acquisition and learning disabilities.*](#) Arlington, VA: Council for Exceptional Children (Used \$26.15)
- Bowen, C. (2023). *Course Manual for English Language Development* (\$45 payable to Cheryl Bowen, check, Venmo, or cash)

NOTE: You may pick up your Course Manual the first day of class on **Thursday September 21st**.

Recommended Text(s) or Readings:

1. [Academic Language and Literacy Website](#)
2. [California Content Standards](#)
3. [California English Language Development Standards](#)
4. [California English Language Proficiency Assessments for California \(ELPAC\)](#)
5. [Cupertino Union School District Master Plan](#)
6. [California English Learners Description](#)
7. [Carnegie Corporation of New York \(2021\). 15 Myths About Immigration Debunked](#)
8. [ELPAC Writing Rubrics](#)
9. [Facts About English Learners in California](#)
10. Engage New York – [Scaffolding Instruction for English Language Learners: Resource Guide for English Language Arts and Mathematics.](#)
11. Farnsworth, M. (2016) [Consider Culture Before Referral of Culturally and Linguistically Diverse Students for Special Education Services](#)
12. Gibbons, P. (2015). *Scaffolding language, scaffolding learning: Teaching English language learners in the mainstream classroom* (second edition). Portsmouth, NH: Heinemann.
13. Grosjean, François (2010). [Myths About Bilingualism](#). University of Neuchâtel, Switzerland.
14. Haas, E. & Brown, J. (2019) *Supporting English learners in the classroom: Best practices for distinguishing language acquisition from learning disabilities*. New York: Teachers College Press.
15. Hammond, Z. (2015). *Culturally responsive teaching & the brain*. Thousand Oaks, CA: Corwin
16. Hoover, J., Patton, J.R. (2017). *IEPs for EIs and other diverse learners*. Thousand Oaks, CA: Corwin.
17. Honigfeld, A. (2019). *Growing language & literacy*. Portsmouth, NJ: Heinemann
18. McElvain, C. & Smith, H. (2016). [Curiosité: Inquiry-based instruction and bilingual learning](#). *Journal of Curriculum and Teaching*, 5(2), 63-75.
19. McElvain, C. (2015). [Los libros abecedario: Learning from the inside out](#). *Forum on Public Policy: A Journal of the Oxford Round Table*, 2015(1), 1-18.
20. McElvain, C. (2015). [The bridge project: Connecting home, school, and community for Mexican immigrant youth](#). *The Journal of Latinos and Education*, 14(3), 153-170.
21. Pransky, K. (2008). *Beneath the surface: The hidden realities of teaching culturally and linguistically diverse young learners K-6*. Portsmouth, NH: Heinemann.
22. Smarter Balanced Assessment Consortium (2012). [Guidelines for Accessibility for English Language Learners](#)
23. [Translanguaging Strategies](#), English Learners Success Forum
24. U.S. Department of Education (May 2014) [Educational Services for Immigrant Children and Those Recently Arrived to the United States](#)
25. Wong Fillmore, L. (2012). [What do complex texts mean for English learners & language minority students?](#) California 2012 Accountability Leadership Institute.

Camino (Canvas) Course Management System

To access course materials and participate in online activities, please be sure to review the Camino course site. Reminders, rubrics, readings, and assignment descriptions will be made available through this online course management system. Your SCU username and password gets you access to Camino and the class [Google Folder](#).

Office of Accessible Education

If you have a disability for which accommodations may be required in this class, please contact the [Office of Accessible Education](#) (OAE), located in Benson 216, as soon as possible to discuss your needs and register for accommodations with the University. The OAE office would be grateful for advance notice of at least two weeks. For more information, you may contact OAE at 408-554-4109.

Accommodations for Pregnancy and Parenting Students

Santa Clara University does not discriminate against any student on the basis of pregnancy or related medical conditions. Absences due to medical conditions relating to pregnancy and childbirth will be excused for as long as deemed medically necessary by a student's doctor, and students will be given the opportunity to make up missed work. Students needing accommodations can often arrange accommodations by working directly with their instructors, supervisors, or departments. Students needing accommodations can also seek assistance with accommodations from the Office of Accessible Education (OAE) or from the Office of Equal Opportunity and Title IX Office. The following link provides information for students and faculty regarding pregnancy rights. <https://www.scu.edu/title-ix/resources/pregnancy/pregnancy>.

Discrimination, Harassment, and Sexual Misconduct (Title IX)

Santa Clara University is committed to providing all students with a safe learning environment free of all forms of discrimination, sexual harassment, and sexual violence. Please know that as a faculty member, California law SB 493 requires me to report any information brought to my attention about incidents of sexual harassment or misconduct to the SCU [Equal Opportunity and Title IX Office](#) (408) 551-3043. This includes, but is not limited to, disclosures in writing assignments, class discussions, and one-on-one conversations. Should you need support, SCU has dedicated staff trained to assist you in navigating campus resources, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and filing a formal complaint with the University or with law enforcement. Please see the [Student Resources](#) page for more information about reporting options and resources. If you or someone you know has experienced sexual harassment or sexual violence and wishes to speak to a **confidential** resource who is not required to report, please contact one of the following SCU resources for support:

- [SCU Wellness Center](#)
- [CAPS](#)
- Any individual (clergy, counselors) acting in a professional capacity for which confidentiality is mandated by law.

Academic Integrity

The Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of—and commitment to—a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:

I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code.

Academic integrity is part of your intellectual, ethical, and professional development. I expect you to uphold the principles of this pledge for all work in this class. I will clarify expectations on academic integrity - including the use of AI tools such as ChatGPT and course sharing sites for all assignments in this course. If you have questions about what is appropriate on any assignment, please let me know before you hand in work.

For more resources about ensuring academic integrity in your work, see this [LibGuide on Academic Integrity](#).



RESPECT FOR DIVERSITY AGREEMENT

The following agreement is inspired by the work of [Santa Clara University's Racial Justice Coalition](#) and the [Showing Up for Racial Justice](#) network.

I agree to value the perspectives of individuals from all backgrounds, reflecting the diversity of all my class colleagues. I broadly define diversity to include race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, political preferences, and physical and learning ability. I will strive to make the classroom an inclusive learning environment for all learners.

I commit to the following principles and values:

1. Respect the dignity and essential worth of all individuals.
2. Esteem practices of inclusivity, integrity, solidarity that celebrate racially diverse identities & experiences.
3. Value the courage needed to engage in [antiracist dialogue](#).
4. Strengthen agency and empowerment by embracing difference.
5. Reject bigotry, discrimination, violence, or intimidation of any kind.
6. Practice personal integrity and expect it from others.
7. Do the work to become an [antiracist educator](#).

Discussion Norms

I agree to adhere to the following norms for all class discussions including breakout room and asynchronous conversations.

Ground Rules

- This is a safe and brave space.
- Ouch! Oops! *If you say something that is hurtful and you realize it, you can say "oops" to acknowledge it. Also, if someone else says something harmful, you can say "ouch", which lets everyone know that there's something that needs to be discussed further.* [Getting Called Out: How to Apologize](#)
- Take space, give space.
- What is said here stays here and what is learned here, leaves here.
- Challenge ideas, not individuals.
- Others' stories are not ours to tell.

Permission Slip

- It is okay if I do not know all the answers or if at times my ignorance and misunderstandings become obvious regarding human diversity and issues of oppression.
- I have permission to ask questions that may appear simple or self-explanatory. I have permission to struggle with these issues and be upfront and honest about my feelings.
- I have the right to state my opinion.
- I do not feel guilty about who I am or what I know.
- I will respect the opinions of others, even if they are different from my own.

Assessments & Grading Criteria

1. All written and oral assignments must reflect graduate-level standards. As a future teacher, you must be able to model communication skills for your students.
2. Letter grades are assigned on the standard scale based upon a possible total of **425** points. Distribution of points across assignments is as follows:

A	94-100		B	84-86		C	74-76		D	63-66
A-	90-93		B-	80-83		C-	70-73		D-	>63
B+	87-89		C+	77-79		D+	67-69			

3. Assignments done in pairs, both partners will receive the same grade, unless otherwise stated.
4. Final grades will reflect students' contributions (e.g., attendance, class discussions, quality of presentation, ability to lead discussion groups, completion, and quality of course assignments), critical thinking and ability/degree to which student integrates theory, research, and practice.
5. All assignments are expected to be turned in by midnight on their due dates.

	Course/Requirements/Assignments	Due Date	Points	TPE	MMSN TPE
1	Professional Conduct	Each Session	100	6.3,6.5, 6.6	
2	Asynchronous Explorations	10/5, 10/19, 10/26	60	4.1; 5.2; 5.6; 5.7. 1.1; 2.2	1.1; 1.3; 2.5; 5.5
3	Reading Modules	9/28, 10/19, 10/26, 11/2, 11/16	125	3.5; 3.6; 3.1	7.7; 7.11
4	Literature Circles Response Sheets	10/12, 11/2, 11/9, 11/16	40	1.2, 1.3, 1.5, 1.8, 2.2, 2.3, 2.5, 2.6, 4.4 4.5	2.5; 5.5; 1.1; 1.3; 7.7; 7.11
5	*Case Study (<i>signature assignment</i>)	11/30	100	4.1; 5.2; 5.6; 5.7; 1.1; 2.2	1.2; 7.7; 7.11

1. Professional Conduct (100 pts.)

DUE: Daily

The professional conduct requirement includes the six dimensions described below.

Attendance

Regular attendance at all class meetings is a requirement in the MATTC program. Each of you will be granted one Emergency Release (ER) per course. Your ER excuses you from one class entirely without any point reduction. To use your ER, you must notify me by email or phone BEFORE class.

- 1 unexcused absence – 20 points deducted from your final grade.
- 2 absences –40 points deducted from your final grade.
- 3 or more unexcused absences – You will be dropped

Students will not be penalized for absences due to the observance of religious holidays falling on scheduled class days; please give me advance notice of these absences so I can make the necessary accommodations.

Punctuality

Arriving to class on time and ready to learn is a course expectation. Knowing that there are times when unexpected circumstances arise that may result in late arrival, please text me ahead of time when this occurs.

Preparation

The quality of our class sessions and the depth of your learning depend directly on your preparation. Please be prepared for class based on the expectations outlined in the course syllabus and by the class norms.

Participation

This requirement includes but is not limited to (a) engaging actively in all discussions and activities (this includes making contributions, listening actively, and *withholding contributions to leave space to allow other classmates to participate*), (b) completing all in-class learning activities.

Responsible Use of Technology

While our class is in session, please engage in activity that is directly related to what is taking place in our classroom. Electronic devices will be used during class to support learning.

Communication

Email using our SCU email address will be our primary means of communication outside of class. You must check your SCU email and our course's Camino site every day to ensure you maintain a connection with the course content, your classmates, and your instructors. Your Professional Conduct grade will be determined by analysis of evidence gathered through my ongoing observation and documentation throughout each quarter. If I have reason to feel you are not meeting the expectations spelled out in this syllabus, I will contact you privately to discuss the issue, to clarify the expectations as needed, and to offer my support in helping you reach these expectations. If I do not contact you with a concern, you can assume your performance is satisfying the course requirements. However, if you would like specific feedback on your professional conduct, you are welcome to contact me any time and I will be glad to share my assessment with you.



2. Asynchronous Explorations (60 pts.)

Due Dates: 10/5, 10/19, 10/26

Understanding the education of California's Emerging Bilingual students is central to the foundational concepts presented in this class.

For this assignment, you will individually complete THREE asynchronous explorations on Camino:

1. DUE: 10/5 - Exploration #1 - Impact of Education Policy, Practices, and Society Attitudes

What are some access, equity, and inclusion issues in the education of Emerging Bilinguals?

2. DUE 10/19 - Exploration #2 - Supportive Instruction

How do labels affect the instruction of Emerging Bilinguals? How can we support Emergent Bilinguals with Individualized Education Plans and Translanguaging practices?

3. DUE 10/26 - Exploration #3 - Scaffolded Instruction

How can I effectively scaffold instruction for my Emerging Bilingual students?

3. Reading Modules (125 pts.)**Due Dates: 9/28, 10/19, 10/26, 11/2, 11/16**

One of the hallmarks of a Jesuit education is the practice of reflection. Jesuit institutions have been known over the centuries for teaching people to think critically, to inform their consciences, and to cultivate habits of ongoing reflection and self-evaluation.

For this assignment, you will individually complete:

1. FIVE 1-hour, online modules throughout the quarter.
2. Learn new information via reading, watching, analyzing, or developing.
3. 1–2-page(s) reflection

**Read Module Due Dates**

9/28	Module #1/ Read CH 1-2	25 pts
10/19	Module #2/ Read CH 6	25 pts
10/26	Module #3/ Read CH 3	25 pts
11/2	Module #4/ Read CH 4	25 pts
11/16	Module #5/ Read CH 5	25 pts

4. Literature Circle Response Sheets (40 pts.)**Due Dates: 10/12, 11/2, 11/9, 11/16**

Individually, you will participate in a professional literature circles discussion using the book *English Learners: Differentiating Between Language Acquisition and Learning Disabilities* by, Janette Klingner, & Amy Eppolito, and other support readings/videos.

READING SCHEDULE

Meeting	DUE	Title(s)
10/12	Response Sheet #1	<ol style="list-style-type: none"> 1. <u>Read Klinger & Eppolito</u> Chapter 1 - Who are ELLs? How can we determine if an ELL's struggles with reading in English are due to LD or language acquisition? Chapter 2 - What are some of the characteristics of language acquisition that mirror LD? Chapter 3 - What Are Some of the Different Types of ELLs and Why Are These Distinctions Important? 2. <u>Read Supporting Newly Arrived Emerging Bilinguals</u> pp. 107-127 in Course Manual
11/2	Response Sheet #2	<ol style="list-style-type: none"> 1. <u>Read Klinger & Eppolito</u> Chapter 4 - What does it mean to consider "opportunity to learn" when determining whether students may have LD? Chapter 5 - What are some common misconceptions about ELLs and the second language acquisition process? What are the realities? Chapter 6 - In what ways is learning to read in English as a second or additional language different than learning to read in English as a first language that can be confusing for ELLs? 2. <u>Read Understanding behavior as communication: A teacher's guide.</u>
11/9	Response Sheet #3	<ol style="list-style-type: none"> 1. <u>Read Klinger & Eppolito</u> Chapter 7 - How can schools establish structures to facilitate the process for distinguishing between language acquisition and learning disabilities? Chapter 8 - How are families involved in the process? 2. <u>Read WIDA Focus On (2017). Providing ELLs with Disabilities with Access to Complex Language</u>
11/16	Response Sheet #4	<ol style="list-style-type: none"> 1. <u>Read Klinger & Eppolito</u> Chapter 9 - How can we tell which ELLs should be referred for a comprehensive evaluation? Chapter 10 - What does it mean to use an ecological framework to determine whether ELLs have LD? 2. <u>Read Hoover & Patton (2017) Located in Class Readings on the drive</u> Chapter 2: Essential Components of IEPs for English Language and Other Diverse Learners Chapter 6: Delivering Appropriate IEP Services.

LITERATURE CIRCLE RESPONSE SHEET

2 – Connections
1 – Question



To prepare for each literature circle discussion, you will complete a [Literature Circle Response Sheet](#) BEFORE each meeting (4 total = 10 points each). During the meeting, everyone will share their connections and questions. The group will pick one question to discuss.

Toward the end of the meeting, the group to develop a Visual Representation of the group's discussion. The visual should include the question that was discussed. The Visual Representation can be a YouTube video, poem, or picture. The Visual Representation will be uploaded to the corresponding class [Google Drive Folder](#).

You will have 25 minutes to discuss and create a visual representation of the group's ideas. You will present your visual representation to the class.

5. *Case Study (100 pts.)

DUE: 11/30

For this multiphase *signature assignment, you will create a case study of an Emerging Bilingual attending:

[Sacred Heart Nativity School](#)

310 Edwards Avenue
San Jose, CA 95110
Phone: 408.993.1293



[Directions](#)

During class from 9:30 am – 12:00 pm on **Thursday, October 26th**, you will check in at the front desk of the school to obtain a visitor's badge and room directions to your assigned classroom. There will be NO CLASS that afternoon.

Your class time will be spent gathering information about your focus student, including demographic (e.g., age, gender, language(s) spoken) English oral language proficiency, English reading, English writing, and funds of knowledge.

All assessment data will be immediately compiled and analyzed on the same day as the testing. On the last day of class, you will visually represent your focus student's linguistic composite, that will include quotes from course readings, and in addition to the artifacts mentioned above, any other pertinent information about your focus student's linguistic make-up (e.g., native language strengths, personality characteristics).

You will use your assessment data to complete the following 4 assignments:

(*Note that each assignment will be completed in pairs)

- Focus Student Interview, Focus Student Oral Language Matrix, Student Oral Language Reading (SORA) Assessment, Informal Writing Assessment, and Data Sheet Summary – 20 pts
- Focus Student Instructional Plan – 20 pts
- ELD Lesson Plan – 30 pts
- Case Study Presentation – 30 pts



In pairs, you will be assigned an Emerging Bilingual middle school student attending SACRED HEART NATIVITY school as the Focus Student for your case study.

You will be using an observation tool, an interview, a reading, and a writing assessment to help you craft an instructional plan and lesson plan that will effectively advance your focus student's English language proficiency skills.

In pairs, collect the following data to understand the linguistic profile of the Focus Student featured in your case study.

For this assignment, you will:

1. Use the Student Oral Language Observation Matrix (SOLOM) to record your observations.

[SOLOM Template](#)

2. You will interview and assess the reading level (SORA) of your Emerging Bilingual student at Sacred Heart Nativity School.

[Interview Questions Template](#)

[Student Oral Retelling Assessment Template](#)

3. You will also assess the writing level of your Emerging Bilingual student. You will ask the student to write about an important experience that significantly affected their life. To score the writing please use the [Informal Writing Assessment Rubric](#).

****The purpose of the interview, reading, and writing assessment is to create a linguistic composite of an individual learning English that will aid in the development of a *Focus Student Instructional Plan* and *SDAIE Lesson Plan*. Allow 30 minutes for the interview, 30 minutes for the SORA and 30 minutes for the Writing Assessment.**

4. Finally, you will use the data collected from the SOLOM observation, student interview, SORA, and Writing Assessment to complete the Data Sheet Summary.

[Date Sheet Summary](#)

Upload your Data Summary Sheet on Camino and on our Google Drive

In pairs use your Data Sheet Summary to complete the **Focus Student Instructional Plan**.

[Instructional Plan Template](#)

For this assignment, you will:

1. complete your Focus Student Instructional Plan and share your recommendations with a small group in class.
2. solicit your small group's recommendations for effective instruction and add them to your own.



Upload your Focus Student Instructional Plan on Camino and on our Google Drive

5c. *ELD Lesson Plan* (30 pts)

DUE: 11/30



In pairs, use the *Focus Student Instructional Plan* to design a lesson plan that has been adapted for your focus student.

For this assignment, you will:

1. Use the ELD Lesson Plan template to design either an integrated or designated ELD lesson modified for your focus student.

Only the provided template will be accepted.

2. On 11/16, share a rough draft of your lesson plan.
3. On 11/30 share your final lesson plan and complete a *Lesson Plan Feedback Form* with your partner.

***Upload the *ELD Lesson Plan* template and any associated worksheets in ONE pdf file on Camino and our Google Drive. Upload your *Lesson Plan Feedback Form* into the corresponding folder on our Google Drive.**

[ELD Lesson Plan Template](#)
[Lesson Plan Feedback Form](#)

****Please review *ELD Lesson Plan Rubric* for your final grade on this assignment.**

[ELD Lesson Plan Rubric](#)

5d. *Case Study Presentation* (30 pts)

DUE: 11/30

In pairs, you will visually present your Case Study on the last day of class in triads.

For this assignment, you will:

1. Create a visual representation incorporating all elements on the Case Study Rubric. The visual representation can be any electronic application including PowerPoint or Keynote. The “wild card” on the rubric is anything extra that is not included in requirements. *Maybe include pictures, graphics, or added quotes.*
2. Present your Case Study to the class (15 minutes per group)
3. Complete the *Case Study Presentation Feedback Form*, share with one group (5 minutes)
[Case Study Presentation Feedback Form](#)

***Upload your *Case Study Presentation and Feedback Form* on our Google Drive and Camino.**

Student Oral Language Observation Matrix SOLOM

Purpose:

The SOLOM is an informal rating tool that has proven a useful guide for teacher judgment of oral language proficiency as observed in a school setting. It can be used to determine English acquisition phase, diagnose student needs, and record the progress of individuals and groups. Some success has been reported in using the SOLOM to rate languages other than English.

Description:

The SOLOM has five scales for rating key dimensions of oral language. Each of these five scales may be rated from one to five, yielding a total score range from five to twenty-five.

The SOLOM is not a standardized test but has been used widely throughout California since about 1978 to supplement language proficiency assessments based on standardized language proficiency tests.

Administration:

The SOLOM should be used by persons who are native English speakers and who are familiar with the student to be rated. Ideally, the classroom teacher will rate the English language proficiency of a student after several weeks of instruction. There is no test to be administered; rather, the teacher needs a few quiet moments to reflect on the language skill of the given student and to select the description that most closely matches the current proficiency of that student.

A rating is immediately available and can be used to group or regroup students for ESL lessons, to report student progress, or to guide refinements to instructional methods and materials.



Student Oral Language Observation Matrix: SOLOM

Student Name: _____
 Rater Name: _____
 Language of Student _____
 Grade: _____ School: _____ Date: _____

	1	2	3	4	5	Score
Comprehension	Cannot understand even simple conversation.	Has great difficulty following everyday social conversation, even when words are spoken slowly and repeated frequently.	Understands most of what is said at slower than normal speed with some repetitions.	Understands nearly everything at normal speed, although occasional repetition may be necessary.	Understands everyday conversation and normal classroom discussion without difficulty.	
Fluency	Speech is so halting and fragmentary that conversation is virtually impossible.	Usually hesitant, often forced into silence because of language limitations.	Everyday conversation and classroom discussion frequently disrupted by student's search for correct manner of expression.	Everyday conversation and classroom discussion generally fluent, with occasional lapses while student searches for the correct manner of expression.	Everyday conversation and classroom discussion fluent and effortless; approximately those of a native speaker.	
Vocabulary	Vocabulary limitations so severe that conversation is virtually impossible.	Difficult to understand because of misuse of words and very limited vocabulary.	Frequent use of wrong words; conversation somewhat limited because of inadequate vocabulary.	Occasional use of inappropriate terms and/or rephrasing of the ideas because of limited vocabulary.	Vocabulary and idioms approximately those of a native speaker.	
Pronunciation	Pronunciation problems so severe that speech is virtually unintelligible.	Difficult to understand because of pronunciation problems; must frequently repeat in order to be understood.	Concentration required of listener; occasional misunderstandings caused by pronunciation problems.	Always intelligible, although listener conscious of a definite accent and occasional inappropriate intonation pattern.	Pronunciation and intonation approximately those of a native speaker.	
Grammar	Errors in grammar and word order so severe that speech is virtually unintelligible.	Difficult to understand because of errors in grammar and word order; must often rephrase or restrict speech to basic patterns.	Frequent errors in grammar and word order; meaning occasionally obscured.	Occasional errors in grammar or word order; meaning not obscured.	Grammar and word order approximately those of a native speaker.	

Focus Student Interview Questions

Candidate Name (s) _____ Date _____

Student Name _____ Age _____ Gender (M/F) _____ Grade Level _____

1. What do you like best about school? What is your favorite subject? Why?
2. What do you like least about school? What is your least favorite subject? Why?
3. What language(s) do you like to speak?
 - with your family?
 - with friends at school?
 - with your teacher?
4. What language(s) do you like to use to read or write: *(choose as many as apply)*
 - at home?
 - at school?
5. What is the best thing about being bilingual? What are your favorite family traditions?
6. Does your school talk about the traditions you celebrate at home? Give some examples.
7. How does your teacher help you learn new things? Give some examples.
8. What do you do to help you learn new things that are hard? Give some examples.
9. Which ways do you like to learn new things? *(Choose as many as apply)*

- | | |
|---|---|
| <input type="checkbox"/> With pictures? | <input type="checkbox"/> Doing projects? |
| <input type="checkbox"/> By doing? | <input type="checkbox"/> When your teacher teaches you? |
| <input type="checkbox"/> By listening? | <input type="checkbox"/> When you read about it? |
| <input type="checkbox"/> Alone? | <input type="checkbox"/> When you talk about it? |
| <input type="checkbox"/> With a group? | <input type="checkbox"/> When you observe it? |
| <input type="checkbox"/> When it's quiet? | <input type="checkbox"/> When someone shows you how to do it? |
| <input type="checkbox"/> When it's noisy? | <input type="checkbox"/> When you practice it alone? |



10. Which of the following learning strategies do you like to use? *(Choose as many as apply)*

<input type="checkbox"/> Look through the pictures in a book before you read it?	<input type="checkbox"/> Make a drawing about what you learned?
<input type="checkbox"/> Plan all the parts of a project before you start it?	<input type="checkbox"/> Guess what will happen next?
<input type="checkbox"/> Pay careful attention to what the words mean when you read?	<input type="checkbox"/> Make connections with your own life?
<input type="checkbox"/> Strategies to help you fix up any confusion when you read?	<input type="checkbox"/> Guess what something means?
<input type="checkbox"/> Write down or draw pictures about what you learn?	<input type="checkbox"/> Ask questions about what you've learned?
<input type="checkbox"/> Group ideas that are the same together?	
<input type="checkbox"/> Tell someone what you learned?	

FOCUS STUDENT DATA SHEET

Name _____ Date _____

Student Name _____ Age _____ Gender (M/F) Grade Level _____

Collect information for your assigned student.

NOTE: When in the field, this data can be obtained via student, teacher, or parent interviews, and from the student's CUM folder.

Psychological Factors

The Learner's Background

School(s) attended _____

ELPAC LEVEL: Listening _____ Speaking _____ Reading _____ Writing _____ Overall _____
(Choose one for each area: **Level 1** = Emerging, **Level 2** = Expanding, **Level 3** = Expanding/Bridging, **Level 4** = Bridging)

Social-Emotional Factors

Self-esteem (high/low) _____

Motivation (Instrumental/Integrative) _____

Anxiety Level (high/low) _____

Attitudes toward the teacher and the class _____

Attitudes toward bilingualism _____

Cognitive Factors

Learning style _____

Preferred Learning Strategies _____

Favorite Subject _____ Least Favorite Subject _____

Sociocultural Factors

Current bilingual support in school _____

Sociocultural support in the classroom environment _____

Additional Comments

Student Oral Retelling Assessment SORA

Purpose. The SORA is an informal assessment of language proficiency. It can serve to diagnose student needs with respect to various components of language including syntax, lexicon, phonology, and semantics. This formative assessment can assist in guiding instruction and gauging student progress in acquiring a second language.

Description. The SORA is not a standardized test but can serve teachers to supplement the ELPAC proficiency tests. Some work can be done to calibrate scoring and assure all scorers are achieving an 85% or above inter-rater reliability score. It is highly recommended that practice administering the assessment be incorporated before administering to students.

The SORA has 4 scales that can be rated from a level One to Five. A total score ranges from five to twenty-five. The scales are:

- a. Comprehension
- b. Synthesis
- c. Vocabulary
- d. Grammar
- e. Pronunciation

Administration. The SORA should be used by persons who are native speakers of the target language or near native like proficiency in the target language. It is also recommended that the administrator of the assessment be familiar with the student being assessed, as issues of anxiety of not knowing the administrator can skew the results.

You will need an audio-recorder and a book the student can read in about 5-10-minutes and that the student HAS NOT read before to complete this assessment. (Use articles from [Newsela](#) or [Read Works](#))

The assessment requires students to read a short paragraph aloud and independently retell the main ideas of the text.

The following Steps are suggested:

- a. Explain instructions. *I have a homework assignment that requires that I listen to a student reading and ask them to tell me what they remember. Will you help me with my homework? Great! I am going to ask you to read an article and then I will ask you to tell me everything you remember from what you read.*
- b. Hand students the article and allow him/her to preview it for a couple of minutes then have them read the first paragraph aloud. If you notice the student struggles excessively, choose another article at a lower grade level for the student to read.
- c. After the student finishes remove the article from the student. Tell the student, *“Tell me everything you remember from what you read”*. You can probe to a point, by asking *“what else do you remember?”* Be sure you **do not** affirm or disaffirm student responses.

Use the scales in the rubric below to rate the students retelling across the 5 domains. These scales are closely aligned to the ELPAC levels: Emerging (1), Expanding (2), Upper Expanding (3), Bridging (4) and Upper Bridging (5)

Student Name: _____

Rater Name: _____

Language of Student _____

Reading Level of Text _____

SORA Scoring Rubric

	1	2	3	4	5	Score
Comprehension	Retelling is either in L1 or incomprehensible	Majority of retelling is in students L1 and displays minimal understanding of the text. Includes inaccuracies, omissions, and off topic comments	Retelling in English & shows some understanding of the text. May Include some inaccuracies, omissions, or off topic comments	Retelling in English & shows nearly complete understanding of the text. May Include 1 inaccuracy omission, or off topic comments	Accurately retells all of the main ideas from the text in own words. Includes NO inaccuracy omission, or off topic comments	
Synthesis	Retelling is either in L1 or incomprehensible	Synthesizes 1 concept from the text (e.g., setting, characters)	Synthesizes some concepts from the text but no textual evidence or connections to prior experiences	Synthesizes most concepts from the text and provides textual evidence or connections to prior experiences	Synthesizes concepts from the text, using textual evidence and prior knowledge to draw inferences and generate original conclusion	
Vocabulary	Does not use key vocabulary from text	Uses 1 key vocabulary from text	Uses 2-3 key vocabulary from text	Uses 4-5 key vocabulary from text	Uses 6+ key vocabulary from text	
Grammar	Retelling is either in L1 or incomprehensible	Many word order/tense problems Retelling in 1-2 word phrases	Some word order/tense problems Some Retelling in complete phrases	Few word order/ tense problems Most Retelling in complete phrases	Uses complex sentences No word order/tense problems All retelling in complete Phrases	
Pronunciation	Retelling is either in L1 or incomprehensible	Many Pronunciation errors that impede to some extent communication and with high frequency words (the, deep, even)	Some Pronunciation errors that may impede communication and with few high frequency words (the, deep, even) and some multi-syllabic academic words	Few Pronunciation errors and mostly with multi-syllabic academic or rare words and do not impede communication	Sounds native-like	

Informal Writing Assessment

Prompt: Describe an experience that has significantly affected your life.

Score	Descriptors
4 - Bridging	<ul style="list-style-type: none"> • The response provides a description of the experience named in the prompt using well-developed descriptions, details, and/or examples. • The response is readily coherent. • Grammar and word choice are varied and generally effective. Minor errors do not impede meaning. • Minor errors in spelling and punctuation may be present, but they do not impede meaning. • The response typically includes a paragraph of at least three sentences.
3 - Expanding	<ul style="list-style-type: none"> • The response provides a description of an experience relevant to the prompt using some descriptions, details, or examples. • The response is generally coherent. • Errors and limitations in grammar and word choice may impede meaning in some sentences. • Errors in spelling and punctuation may impede meaning at times. • The response typically includes at least two sentences.
2 - Emerging	<ul style="list-style-type: none"> • The response provides a description of an experience relevant to the prompt using some descriptions, details, or examples, but is not complete. • The response is somewhat coherent. • Errors and limitations in grammar and word choice impede the overall meaning. • Errors in spelling and punctuation may frequently impede meaning. • The response includes at least one sentence.
1 - Emerging	<ul style="list-style-type: none"> • The response may provide a limited description of the experience named in the prompt and/or conveys little relevant information. • The response lacks coherence. It may consist of isolated words or phrases. • Frequent errors and/or severe limitations in grammar and word choice prevent expression of ideas. • Errors in spelling and punctuation may severely impede meaning.
0 - Emerging	<ul style="list-style-type: none"> • The response copies the prompt, contains no English, does not relate to the prompt, or includes only “I don’t know.” OR • No response is provided.

Focus Student Instructional Plan

Review the data related to your focus student. Describe instructional techniques, activities and/or strategy recommendations related to the following questions. Make one copy for each person in your group. Present your recommendations to your group. Note any further group recommendations in each category.

STUDENT CHARACTERISTICS

INSTRUCTIONAL RECOMMENDATIONS

Linguistic Factors

<p>What did you learn about the student's language development? (L1 and L2)</p>	<p>Describe listening, speaking, reading, and writing strategies that are appropriate for the student's ELPAC Level.</p> <p>Describe translanguaging strategies you might use.</p> <p>Colleague Recommendations:</p>
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Sociocultural Factors

<p>What did you learn about the student's social and cultural connections in school?</p>	<p>Describe strategies you would use to craft a multilingual/multicultural classroom ecology for this student.</p> <p>Recommend culturally relevant teaching strategies within your subject area.</p> <p>Colleague Recommendations:</p>
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FOCUS STUDENT PRO

FILE:

Name	L1	Grade	ELPAC Level	Reading Level	Writing Level

LESSON TITLE:

TEACHER NAME:

SUBJECT:

**GRADE
LEVEL:**

**EQUIPMENT/MATERIALS/
RESOURCES REQUIRED:**

1	OBJECTIVE(S) OF LESSON (ALIGN WITH STANDARDS AND ASSESSMENTS):
2	ELD STANDARDS:
3	LESSON INTRODUCTION (How will you obtain the student's prior knowledge? How will you motivate the student?):
4	<p>LESSON PROCEDURE (PROVIDE DETAIL):</p> <p><u>Day #1</u></p> <ol style="list-style-type: none"> 1. 2. 3. 4. <p><u>Day #2</u></p> <ol style="list-style-type: none"> 1. 2. 3. 4. <p><u>Day #3</u></p> <ol style="list-style-type: none"> 1. 2. 3. 4. <p><u>Please answer the following questions:</u></p> <ul style="list-style-type: none"> • How will you group the student? • How will you support the student's L1? (translanguaging?) • What literacy (listening, speaking, reading, writing) strategies will you teach? • Comprehensible Input (How will you visually teach the skills required for student learning?) • Modeling (How will you demonstrate new learning?) • Scaffolding (What strategies will you use to ensure student understanding?) • Cultural Relevance (How will you relate the lesson to the student's culture or life experiences?) • Check for understanding (How will you check student understanding throughout the lesson?) • Guided practice • Independent practice
5	LESSON CLOSURE:
6	RATIONALE FOR ADAPTED INSTRUCTIONAL STRATEGIES:
7	STUDENT ASSESSMENT ACTIVITIES (PROVIDE DETAIL): Does the activity achieve all your objectives? Is it relevant? Is it authentic? Does it relate to the real world?

ELD LESSON PLAN FEEDBACK FORM

Provide feedback pertaining to the ELD lesson for your partner. Attach feedback form to the lesson you reviewed.

Lesson Author's Name _____ Date _____
Reviewer's Name _____

1. In what ways was the lesson effective and what might you do differently to improve the lesson?
2. How well did the lesson connect with the students' linguistic background?
Cite specific examples.
3. How well did the lesson lower anxiety and increase equity? (0=notpresent, 1=minimally, 2=well, 3=very well, 4=exceptionally) Explain.
4. How well did the lesson provide literacy instruction?
(0=not present, 1=minimally, 2=well, 3=very well, 4=exceptionally) Explain.
5. How relevant was the assessment? Was it authentic? How did it relate to the real world? Give recommendations for improvement.
(0=not present, 1=minimally, 2=well, 3=very well, 4=exceptionally)
6. How well did the lesson exhibit culturally relevant instructional strategies?
(0=not present, 1=minimally, 2=well, 3=very well, 4=exceptionally) Explain.
7. What "next step" instructional recommendations would you make?

ELD LESSON PLAN KEY ASSIGNMENT RUBRIC

Scale	Objectives	Standards	Introduction/ Procedures	Adaptations	Assessment	Rationale
5 (5 pts)	Objectives provide a clear sense of what students will know and be able to do as a result of the lesson. All objectives are closely related to standards.	Key standards are referenced. Lesson is clearly and consistently, and accurately guided by standards.	Anticipatory set engages students' attention and curiosity, motivates them to participate in lesson. Procedures are described step by step in detail and provide a logical path to meeting objectives.	Plan includes differentiated adaptations in all 4 language domains (listening, speaking, reading writing), for focus student. Adaptations are defined in detail, accurate, and relevant to needs of focus student.	Assessment is directly related to objectives/ standards. Assessment is authentic, performance based, and provides useful information for planning further instruction for focus student. Assessment relates to real world learning and employs critical pedagogy.	Rationale is detailed, and accurately relates to all ELL adaptations.
4 (4 pts)	Objectives provide a complete sense of what students will know and be able to do as a result of the lesson. Most of the objectives are related to standards.	Relevant standards are referenced and accurately influence the lesson.	Anticipatory set revisits earlier learning and raises questions that will be answered in lesson. Procedures are clearly described and linked to objectives.	Plan includes specific adaptations in 3 language domains for focus student. Adaptations are clearly defined and accurately meet the needs of focus student.	Assessment is relevantly related to objectives/ standards. Assessment is authentic, performance based, and provides useful information for planning further instruction for focus student.	Rationale is relevant to specific ELL adaptations.
3 (3 pts)	Objectives provide a general sense of what students will know and be able to do as a result of the lesson. Some of the objectives are related to standards.	Standards are referenced and generally influence the lesson.	Anticipatory set revisits earlier learning. Procedures are generally described and linked to objectives.	Plan includes general adaptations in 2 language domains for focus student. Adaptations are clearly defined and meet the needs of focus student.	Assessment is generally related to objectives/ standards. Assessment provides useful information for planning further instruction for focus student.	Rationale generally relates to ELL adaptations.
2 (2 pts)	Objectives do not provide a clear sense of what students will know and be able to do as a result of the lesson. Some of the objectives are related to standards.	Standards are alluded to in lesson. Lesson is vaguely related to standards.	Anticipatory set consists of stating the objectives to the class. Procedures are briefly described. Procedures relate peripherally to objectives.	Plan includes general adaptations in 1 language domain for focus student.	Assessment is related to objectives/ standards, but provides little useful information for planning further instruction for focus student.	Rationale alludes to some ELL adaptations.
1 (1 pt)	Objectives are missing, unclear, or unrelated to standards.	No standards are mentioned. Lesson is not related to standards.	No anticipatory set or introduction included. Procedures are not clearly described. Procedures are unrelated to objectives.	No adaptations are planned.	No assessment of student learning. Assessment is unrelated to objectives/ standards.	Rationale is unrelated to adaptations.

<i>Scale</i>	Demographic Information	Psycholinguistic Dimensions	Language Proficiency & Content Understanding	Pedagogical Considerations	Poster Presentation
<i>Exceeds Expectations</i>	<ul style="list-style-type: none"> Language learning & educational setting described (e.g., school, grade, population, type of classroom—SEI, bilingual, early exit, EO) or other out of school setting description Case Background described including L1, family home country, language use, Special Needs (if any) 	<ul style="list-style-type: none"> Includes & supports with evidence student's motivation to learn L2 & sustain L1 Includes description of efficacy toward L1 & L2 Includes speaking patterns with others and social spaces 	Clearly illustrates and supports with evidence strengths & needs of content understanding (e.g., conceptual, reasoning, skills) and language proficiency (e.g., reading, writing, speaking, listening, vocabulary) with L1 & L2	<ul style="list-style-type: none"> Clearly adds SDAIE strategies (4) that align with needs of case (supported by evidence) Includes key diverse quotes that are appropriate and aligned with Case Study description 	<ul style="list-style-type: none"> On time & presents Case Study during Session 10 Actively participates during all aspects of session 10. Poster clearly articulates student's Linguistic composition Visual display is appealing Includes Wild Card
<i>Meets Expectations</i>	<ul style="list-style-type: none"> Language learning and setting mostly described (school grade span, population, type of classroom—SEI, bilingual, early exit, EO) or other out of school setting description Case Background described including L1, family home country, language use, Special Needs (if any) 	<ul style="list-style-type: none"> Includes & supports with evidence student's motivation to learn L2 & sustain L1 Includes description of efficacy toward L2 Includes speaking patterns with others and/or social spaces 	States and mostly supports with evidence strengths & needs of content understanding (e.g., conceptual, reasoning, skills) and language proficiency (e.g., reading, writing, speaking, listening, vocabulary) with L2	<ul style="list-style-type: none"> Includes SDAIE strategies (3) that could influence success of case (supported with evidence) Includes quotes that align with Case Study description 	<ul style="list-style-type: none"> On time and presents Case Study during session 10 Mostly active participation during session 10. Presentation articulates most aspects of student's linguistic composition Visual display is appealing
<i>Approaching Expectations</i>	<ul style="list-style-type: none"> Language learning and social setting somewhat described (school grade span, population, type of classroom—SEI, bilingual, early exit, EO) or other out of school setting description Case Background described including some of following: L1, family home country, language use, Special Needs (if any) 	<ul style="list-style-type: none"> Includes student's motivation to learn L2 Includes description of efficacy toward L2 Includes speaking patterns with others or social spaces 	States either mostly strengths or needs of content understanding (e.g., conceptual, reasoning, skills) and language proficiency (e.g., reading, writing, speaking, listening, vocabulary)	<ul style="list-style-type: none"> Includes SDAIE strategies (2) that could influence success of ELs (supported with evidence) Includes quotes that are vaguely align with Case Study description 	<ul style="list-style-type: none"> Late submission. Some participation during session 10. Presentation articulates some aspects of student's linguistic composition. Visual display is basic.
<i>Below Expectations</i>	<ul style="list-style-type: none"> Language learning and social setting vaguely or not described Case Background vaguely or not described 	<ul style="list-style-type: none"> Includes vague description of student's motivation to learn L2 Includes description of efficacy toward L2 not supported with evidence 	States either strengths or needs of content understanding (e.g., conceptual, reasoning, skills) or language proficiency (e.g., reading, writing, speaking, listening, vocabulary) but not clear connection with data collected	<ul style="list-style-type: none"> SDAIE strategies suggested are inappropriate for Case Study description If quotes included, they do not speak to the information provided about the Case Study 	<ul style="list-style-type: none"> Very late submission. Minimal participation in session 10. Presentation articulates minimal aspects of student's linguistic composition Presentation composition is difficult to discern. Visual display is unappealing.








Case Study Presentation Feedback Form




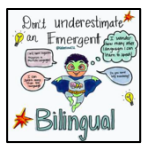





Presenter: _____ **Reviewer:** _____ **Date:** _____

<i>To what extent did the presentation represent the following features?</i>	Yes	No	Comments
1. Language learning and educational setting described.			
2. Presenter explains and supports with evidence the psycholinguistic dimensions, language proficiency & pedagogical considerations.			
3. Presentation clearly articulates the student's linguistic composition.			
4. Visual organization is appealing.			
5. Presenter included at least 3 SDAIE strategies.			
6. Presenter responded effectively to questions and comments.			

What did you like most about the presentation?

COURSE CALENDAR

Class #	Topic	Assignments
Class #1 9/21	<p>INTRODUCTION TO THE COURSE <i>How can I bring the identity of my Emerging Bilingual students into the classroom?</i></p>  <p>Instructor Lecture:</p> <ul style="list-style-type: none"> * Exploring Course Components * Creating a Welcoming Classroom Environment * Bringing Identity Work to the Classroom * Reflection 	<p>Due: 9/28</p>  <p>Complete: Reading Module #1 – Read CH 1-2/Reflection <i>Learning about the Language Learner</i> pp. 2-23 <i>Learning about Language Structure</i> pp. 24-39</p> 
Class #2 9/28	<p>LEVERAGING EMERGING BILINGUAL ASSETS <i>How can I leverage the assets of my Emerging Bilingual students and their families?</i></p> <p>DUE: Reading Module #1</p>  <p>Instructor Lecture:</p> <ul style="list-style-type: none"> * Leveraging the Assets of Emerging Bilingual Students and their Families 	<p>Due: 10/5</p>  <p>Complete: Asynchronous Exploration #1 Impact of Education Policy, Practices, and Society Attitudes</p>
Class #3 10/5	<p>NO CLASS! <i>What is the impact of educational policy, practices, and societal attitudes on Emerging Bilingual students?</i></p> <p>DUE: Asynchronous Exploration #1</p>	<p>Due: 10/12</p>  <p>Prepare For: <u>Literature Circle Discussion #1</u></p> <ol style="list-style-type: none"> 1. <u>Read Klinger & Eppolito</u> <ul style="list-style-type: none"> Chapter 1 - Who are ELLs? How can we determine if an ELL's struggles with reading in English are due to LD or language acquisition? Chapter 2 - What are some of the characteristics of language acquisition that mirror LD? Chapter 3 - What Are Some of the Different Types of ELLs and Why Are These Distinctions Important? 2. <u>Skim Supporting Newly Arrived Emerging Bilinguals</u> pp. 107-127 in Course Manual 3. Literature Circle Response Sheet #1

<p>Class #4 10/12</p>	<p>ELD STANDARDS / LEGAL GUIDELINES ASSESSING EMERGING BILINGUAL STUDENTS</p> <p>DUE: Literature Circle Response Sheet #1</p>  <p>Literature Circle Discussion #1</p> <ol style="list-style-type: none"> Share Response Sheets Create Visual Representation  <p>Instructor Lecture:</p> <ul style="list-style-type: none"> * Legal Guidelines/Assessing Emerging Bilingual Students * CA ELD Standards * Language Issue or Learning Disability? - Assessing Emerging Bilinguals for LD 	<p>Due: 10/19</p>  <p>Complete: Reading Module #2 – Read CH 6/Reflection <i>Theories/Methods of Bilingual Education</i> pp. 123-150</p> <p>ALSO Read: MacSwan, et. al. (2017) Three theories of the effects of language education programs: An empirical evaluation of bilingual and English-only policies. <i>Annual Review of Applied Linguistics</i>, 32, 218-240.</p> <p>Complete: Asynchronous Exploration #2 Supportive Instruction</p> 
<p>Class #5 10/19</p>	<p>THEORIES/METHODS OF BILINGUAL EDUCATION</p> <p>**Mid-Quarter Evaluation</p> <p>DUE: Reading Module #2</p> <p>DUE: Asynchronous Exploration #2</p>  <p>Instructor Lecture:</p> <ul style="list-style-type: none"> * Focus Student Assessments * Historical Events in Bilingual Education * The Bilingual Advantage * Reviewing/Critiquing Theories of Bilingualism * Bilingual Educational Programs <p>Watch this Inspirational Video: Speaking in Tongues Documentary</p>	<p>Due: 10/26</p>  <p>Complete: Reading Module #3 – Read CH 3/Reflection <i>Learning About Second Language Acquisition</i> pp. 40-57</p> <p>Do: Familiarize yourself with all assessments you will be administering on Thursday. Decide who will record the data, and who will proctor the assessment with the student.</p> <p>Complete: Asynchronous Exploration #3 Scaffolded Instruction</p> 
<p>Class #6 10/26</p>	<p>FOCUS STUDENT TESTING</p> <p>DUE: Reading Module #3</p> <p>DUE: Asynchronous Exploration #3</p> <p>UPLOAD: SOLOM Form to Camino</p> <p>COMPLETE: Scoring all assessments AND Data Sheet Summary</p> <p>9:30 am-12:00 pm Meet at Sacred Heart Nativity School to conduct Case Study Testing and complete Data Summary Sheet:</p> <ol style="list-style-type: none"> SOLOM SORA Interview Writing Assessment 	<p>Due: 11/2</p>  <p>Prepare For: Literature Discussion #2</p> <ol style="list-style-type: none"> Read Klinger & Eppolito Chapter 4 - What does it mean to consider “opportunity to learn.” When determining whether students may have LD? Chapter 5 - What are some common misconceptions about ELLs and the second language acquisition process? What are the realities? Chapter 6 - In what ways is learning to read in English as a second or additional language different than learning to read in English as a first language that can be confusing for ELLs? Read Understanding behavior as communication: A teacher's guide Literature Circle Response Sheet #2



**Complete: Reading Module #4 – Read CH 4/Reflection
Oracy and Literacy for ELD pp. 60-95**

Class #7
11/2

ORACY & LITERACY INSTRUCTION

- DUE:** Literature Circle Response Sheet #2
- DUE:** Reading Module #4
- DUE:** Data Sheet Summary



Literature Circle Discussion #2

1. Share Response Sheets
2. Create Visual Representation



Instructor Lecture:
Promoting Literacy Through Conversation

Due: 11/9



Prepare For: Literature Discussion #3

1. Read Klinger & Eppolito

Chapter 7 - How can schools establish structures to facilitate the process for distinguishing between language acquisition and learning disabilities?

Chapter 8 - How are families involved in the process?

2. Read WIDA Focus On (2017). *Providing ELLs with Disabilities with Access to Complex Language*

3. Literature Circle Response Sheet #3

Complete: Focus Student Instructional Plan

Class #8
11/9

**INTEGRATED/DESIGNATED ELD
SDAIE INSTRUCTION**

- DUE:** Literature Circle Response Sheet #3
- DUE:** Focus Student Instructional Plan



Literature Circle Discussion #3

1. Share Response Sheets
2. Create Visual Representation



Instructor Lecture:
Scaffolding Integrated/Designated ELD
Paired Exploration
S.D.A.I.E. Instruction
Film: ***Structured Instruction Observation Protocol***
*Explore the [Doing What Works Library](#)



Group Activity: Focus Student Instructional Plan Feedback

Due: 11/16



**Complete: Reading Module #5– Read CH 5/Reflection
Content-Area Instruction pp. 96-122**



Prepare For: Literature Discussion #4

1. Read Klinger & Eppolito

Chapter 9 - How can we tell which ELLs should be referred for a comprehensive evaluation?

Chapter 10 - What does it mean to use an ecological framework to determine whether ELLs have LD?






2. Read Hoover & Patton (2017).

Ch. 2: *Essential Components of IEPs for English Language and Other Diverse Learners*

Ch. 6: *Delivering Appropriate IEP Services.*

3. Literature Circle Response Sheet #4

Complete: Rough Draft of ELD Lesson Plan

<p>Class #9 11/16</p>	<p>SPECIAL EDUCATION CASE STUDY ANALYSIS</p> <p>DUE: Reading Module #5 DUE: Literature Discussion Response Sheet #4 DUE: ELD Lesson Plan</p>  <p>Literature Circle Discussion #4 1. Share Response Sheets 2. Create Visual Representation</p>  <p>Share Rough Draft of ELD Lesson Plan Receive Small Group Feedback</p>  <p>Group Activity: Practice collaborative analysis of a case study of an Emergent Bilingual with Significant Cognitive Disabilities.</p> <p>SOURCE by Goette & Christensen (2018)</p> <p>RESOURCE: Ultimate List of IEP Accommodations, Modifications & Strategies</p>	<p>Due: 11/30</p> <p>Complete: Case Study Presentation Complete: Final ELD Lesson Plan</p> <p>REMINDER: Multicultural Buffet on last day of class. Bring a dish to share!</p> <p>NO CLASS Next Week!</p> 
<p>Class #10 11/30</p>	<p>FINAL CLASS</p> <p>Multicultural Buffet - Bring a dish to share that represents your culture!</p> <p>DUE: Final ELD Lesson Plan DUE: Case Study Presentation</p> <p>**Final Course Evaluations</p>  <p>Group Activity: * Case Study Presentations * Feedback Forms</p>	<p>Enjoy the Winter Quarter!</p> 