



Department of Curriculum & Instruction

LIST 5362—Literacy Instruction ESL/Bilingual Settings

Summer (11 Weeks) 2017

Instructor Information:

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About Your Instructor:

Hello everyone! I'm Dr. Amaro-Jiménez and I'm pleased to be the instructor for this course. I have a Bachelor's degree in early childhood education and both a Master's and Doctorate in Literacy, with specialization in TESOL. My research focuses on the intersections between teacher preparation, classroom instruction, and family involvement to identify additive practices to support English learners in diverse 21st century classrooms. I am also the Director of the Pathways to College Access and Career Readiness Program, which oversees the implementation of UTA-manned GO Centers and parent/community outreach. One of the topics/subjects I love teaching about is teaching methods, so I hope you'll enjoy this course. Feel free to email me if you have questions at any point. I'm just an email away!

Course Information

Course Title: Literacy Instruction in ESL/Bilingual Settings

Course Number: LIST 5362

Sections: 001 and 002

Semester: Summer

Catalog Description:

The rationale for and orientation of various methods of instruction for ESL/Bilingual Education settings with emphasis on techniques for oral language development, reading and writing. A comparison/contrast of the various methods, their specifics, and when and how to use them for various instructional objectives will be provided.

Course Prerequisites:

There are no prerequisites listed for this course.

Textbook(s) and Materials:

1. Echevarria, Jana. Vogt, Mary Ellen. Short, Deborah J. (2017). *Making Content Comprehensible for English Learners The SIOP Model (5th edition)* with Enhanced Pearson eText -- Access Card Package (5th Edition) (SIOP Series) (Paperback). Pearson Education, Inc. **Please purchase this edition and title.** This new edition is different from previous editions.
2. Resources shared on Blackboard.

Texts can be ordered at the UTA Bookstore (<http://www.uta.edu/bookstore>) or through your favorite online retailer (e.g., Amazon.com or Barnes & Noble).

Also Required:**TK20**

You will be using TK20, a comprehensive data management system, and you must purchase it as a graduate student seeking Reading Specialist and/or ESL certification. The College of Education has adopted Tk20 to provide us with powerful tools to manage our growth and streamline our processes to enable us to meet your needs more efficiently and effectively. The set of Tk20 tools that is required as a course text is called TK20 HigherEd.

We understand that textbooks and materials can be expensive, and we strive to not create an unnecessary financial burden when we select textbooks for courses. **Tk20 is a purchase that you will use throughout your program, but you purchase it once.** The following listing provides key details about the use of Tk20 in your program of study.

- Tk20 will be the place where you submit key performance artifacts and build your academic performance portfolio.
- Tk20 also serves as the centralized location for submitting program forms and field placement documents.
- Tk20 will help ensure continuous quality of programs and preparation, which will result in a better experience for you and your students, and increase the value of the degrees and certifications you complete here.
- **For designated key assessment assignments, you must submit your work in both Tk20 and in Blackboard to receive credit.**
- It is best to purchase Tk20 during the initial weeks of your first course so that you have access to TK20 for submitting work on time.
- **You will not be penalized for any Tk20 technical problems that cannot be avoided, but you must have access to Tk20 so that you can submit work once any technical delays are addressed.**
- On-line tutorials and training materials have been organized to orient you to the Tk20 system, and information is provided to address questions you have and how to purchase Tk20:
<https://www.uta.edu/coed/academics/tk20/index.php>

Learning Outcomes:

LIST 5362 Alignment of Outcomes, Assignments, Standards

| LEARNING OUTCOMES | Assignments/ Assessments | National Standards | TexES Domains/ Competencies |
|--|---|-------------------------------|---|
| The learner: Content Knowledge <ul style="list-style-type: none">• TESOL Standard 1a. Language as a System. Candidates demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and support ELLs as they acquire English language and literacy in order to achieve in the content areas.• TESOL Standard 1b. Language Acquisition and Development. Candidates understand and apply theories and research in language acquisition and development to support their ELLs' English language and literacy learning and content-area achievement.• TESOL Standard 2. Culture as It Affects Student Learning. Candidates know, understand, and use major theories and research related to the nature and role of culture in their instruction. They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement. | <ul style="list-style-type: none">• Reading Response & Replies• English Learner Staff Development Power Point | TESOL 1a, 1b, 2 | TexES ESL Domain I, Competency 002; Domain III Competency 009 |
| Pedagogical Knowledge & Skills—Instruction <ul style="list-style-type: none">• TESOL Standard 3.a. Planning for TESOL Standards-Based ESL and Content Instruction. Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ESOL students. Candidates serve as effective English-language models, as they plan for multilevel classrooms with learners from diverse backgrounds using TESOL Standards-based ESL and content curriculum.• TESOL Standard 3.b. Managing and Implementing TESOL Standards-Based ESL and Content Instruction. Candidates know, manage, and implement a variety of TESOL Standards-based teaching strategies and techniques | <ul style="list-style-type: none">• Reading Response & Replies• ESL Philosophy Statement• English Learner Staff Development Power Point | TESOL 3a-3c, 4a-4c | TexES ESL Domain II Competency 003–007 |

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| <p>for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum. Candidates support ESOL students in accessing the core curriculum as they learn language and academic content together.</p> <ul style="list-style-type: none"> • TESOL Standard 3.c. Using Resources and Technology Effectively in ESL and Content Instruction. Candidates are familiar with a wide range of TESOL Standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching. • TESOL Standard 4.a. Issues of Assessment for ESL. Candidates understand various issues of assessment (e.g., cultural and linguistic bias; political, social, and psychological factors) in assessment, IQ, and special education testing (including gifted and talented); the importance of TESOL Standards; and the difference between language proficiency and other types of assessment (e.g., TESOL Standardized achievement tests of overall mastery), as they affect ESOL student learning. • TESOL Standard 4.b. Language Proficiency Assessment. Candidates know and use a variety of TESOL Standards-based language proficiency instruments to inform their instruction and understand their uses for identification, placement, and demonstration of language growth of ESOL students. • TESOL 4c. Classroom-Based Assessment for ESL. Candidates know and can use a variety of performance-based assessment tools and techniques to inform instruction for in the classroom | | | |
| <p>Dispositions</p> <ul style="list-style-type: none"> • TESOL Standard 5.a. ESL Research and History. Candidates demonstrate knowledge of history, research, and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning. • TESOL Standard 5.b Professional | <ul style="list-style-type: none"> • Reading Response & Replies • ESL Philosophy Statement | TESOL 5a-5c | TEExES ESL Domain III Competency 008, 010 |

| | | | |
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| Development , Partnerships, and Advocacy. Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs. | | | |
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Expectations for Out-of-Class Study:

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 3 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for field experiences, etc.

Grade Grievances:

Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate catalog. See

http://www.uta.edu/catalog/content/general/academic_regulations.aspx#10

Drop Policy:

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

University Mission:

The mission of *The University of Texas at Arlington* is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor's, master's, doctoral and non-degree continuing education programs.

College Mission:

The mission of the UTA College of Education is to develop and deliver educational programs that ensure the highest levels of teacher, administrator, and allied health science practitioner preparation and performance. As a recognized contributor to the fields of education and allied health science, the College engages in effective teaching, quality research, and meaningful service. The College is

committed to diversity and to the advancement of active teaching and learning in all educational environments and at all levels.

Core Values:
Effective teaching
Active learning
Quality research
Meaningful service

College of Education's Conceptual Framework:

The conceptual framework of the UT-Arlington College of Education was developed collaboratively and has evolved over time. Following the identification of a set of core values held by all involved in the preparation of candidates enrolled in the College, members of the university, PK-12 districts and area business and foundation communities worked together to develop a shared vision for education.

All activities in the College are guided by the belief that we are Partners for the Future, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This belief is characterized and distinguished by three core values: Professionalism, Knowledge, and Leadership. Research, Diversity, and Technology are themes woven throughout each core value. The College mission, core values and themes serve as the coherent thread running through all professional programs, guiding the systematic design and delivery of clinical/field experiences, course curricula, assessments, and evaluation. The Conceptual Model consists of six inter-related and interacting components, which are viewed as essential contexts for the shaping of informed, skilled, and responsible partners.

- The first core value, **Professionalism**, represents the assumption that candidates develop an expertise and specialized knowledge of their field. A high quality of work, standard of professional ethics and behaviors, as well as work morale and motivation are all necessary factors of a developed interest and desire to do a job well.
- The second core value, **Knowledge**, represents candidate theoretical or practical understanding of a subject. In today's world, candidate knowledge includes not only academic content mastery, but also skills such as critical thinking, communication, technology literacy, and collaboration, each required for success in college, life, and career.
- The third core value, **Leadership**, represents candidate ability to organize, assist, and support others in the achievement of a common task. Candidates develop and refine their leadership skills within the context of their interactions with curricula, faculty, and other professionals.

The next three components of the model, Research, Diversity, and Technology, represent themes woven into the core values:

- **Research** encompasses the investigation of ideas and theories with the purpose of discovering, interpreting, and developing new systems, methods, and support for knowledge, behaviors, and attitudes.
- **Diversity** is an indispensable component of academic excellence. A commitment to diversity means a dedication to the inclusion, welcome, and support of individuals from all groups, encompassing the various characteristics of persons in our community such as race, ethnicity, national origin, gender, age, socioeconomic background, religion, sexual orientation, and disability.

- **Technology** is emphasized throughout all programs and is used to support and improve student learning.

All components lead to the achievement of one goal – the development of informed and responsible *Partners for the Future* – who are committed to fostering analytical, innovative thinkers prepared to engage meaningfully in a dynamic society.

PROFESSIONAL DISPOSITIONS STATEMENT

Each student/candidate in the College of Education of UT Arlington will be evaluated on Professional Dispositions by faculty and staff. These dispositions have been identified as essential for a highly-qualified professional. Instructors and program directors will work with students/candidates rated as “unacceptable” in one or more stated criteria. The student/candidate will have an opportunity to develop a plan to remediate any digressions.

TK-20

The College of Education and Health Professions is pleased to announce the adoption of Tk20, a comprehensive data management system that will provide us with powerful tools to manage our growth and streamline our processes to enable us to meet your needs more efficiently and effectively. As with other course materials, you will need to subscribe to the program for a one-time only, non-refundable cost of \$100. You may purchase your subscription online from a link provided on the system’s website or from the UT Arlington Bookstore as you would a textbook or other course materials. Please see the letter from Dean Gerlach and visit <http://www.uta.edu/coehp/tk20> for more information.

Attendance Policy:

Class Attendance

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Because this is an online class, you will be expected to complete all course activities prior to their expected deadlines; doing so will equal you being ‘present’ in class and on time.

Also note that, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

Electronic Communication:

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this ac-

count, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Americans with Disabilities Act:

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a **letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Student Support Services:

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Student Feedback Survey:

At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week:

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations con-

stituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Title IX Policy:

The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.*

Emergency Exit Procedures:

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911.

Campus Carry:

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

Student Support Services:

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

The IDEAS Center (2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The English Writing Center (411LIBR): [Optional.] The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA

coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at <http://uta.mywconline.com>. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

The Library's 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation.
<http://library.uta.edu/academic-plaza>

Policies regarding assignments:

All work for this course is to be edited and executed with care and professionalism.

- Complete all assignments by the due date listed on the syllabus or announced in class. Late work will **not** be accepted.
- Please type all assignments, unless otherwise specified. The student's name should be on the title page of every assignment submitted. The instructor reserves the right to return for re-submission any work that is not neatly, legibly, and professionally submitted. In addition, **assignments containing multiple spelling, usage, and/or mechanics errors will be returned for revision.**
- All assignments should be submitted electronically through Blackboard, unless otherwise noted. All assignments should be submitted with the student's name and the name of the assignment as the document name (e.g., Amaro_C_LessonPlan1.docx).
- It is important to protect the confidentiality of the students you will supervise, assist, tutor, and/or teach in the field. For this reason, it is important to change the name of a student during discussion and/or a written assignment.
- Grade Grievance: The student has one calendar year from the date the grade is assigned to initiate the grievance. The normal channels are to express your concerns in writing first to the course instructor, then to the appropriate department chair or program director, then to the academic dean, and then to the Provost.
- The instructor reserves the right to make changes to the syllabus, as deemed necessary. Students will be notified of any and all changes.

Academic Honesty Statement

I have read and understand the UTA Academic Honesty clause as follows. "Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at The University of Texas at Arlington. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. "Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt

to commit such acts.” (Regents’ Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2., Subdivision 3.22).”

Course Evaluation:

| Assignment | Points Possible |
|--|---------------------------------|
| 1. SIOP Lesson Plan Assignments (series of five planning assignments to develop the SI-OP Lesson Plan) | 500 (100 points each) |
| 2. SIOP Lesson Plan (includes any needed revisions indicated in feedback from SIOP Lesson Plan Assignments) **Submit also in Tk20. | 20 |
| 3. Discussion Postings (6 sets @ 10 points each) | 60 |
| 4. ESL Philosophy **Submit also in Tk20 | 100 |
| 5. English Learner Staff Development Power Point **Submit also in Tk20. | 100 |
| TOTAL: 780 points | |

Course Evaluation and Grading Scale:

To calculate your grade for this class you will need to divide the number of points you accumulated throughout the semester by the total points available for this course (780 points). Your final grade will be shown on the ‘scale’ below.

Grading Scale

A= 93 – 100%

B= 84-92%

C= 75 – 83%

D= 70 – 75%

F= below 70%

*****Submit also in Tk20. Each assignment must be submitted in Tk20 to receive credit for the assignment. If you experience difficulties, please contact your instructor.***

- Rubrics for each assignment can be found on Blackboard –

DETAILED GUIDELINES FOR ASSIGNMENTS

1) SIOP Lesson Plan Assignments #1-5 (500 points total, 5 @100 points each)

The SIOP Lesson Plan Assignments are designed to help you develop a SIOP lesson plan. To complete the assignments, you read chapters in your textbook, *Making Content Comprehensible for English Learners: The SIOP Model*, watch the videos and read the resources assigned, and then reflect and apply the information you learn as you complete assignments. As you will see, you will gradually complete your SIOP lesson plan and receive feedback as you develop it. These assignments must be submitted

before your complete lesson plan (you will receive points for submitting the complete, revised lesson plan also).

Please note that the SIOP lesson plan can be used for younger students. For now, you are learning how to use the SIOP lesson plan as you also help students learn from reading content-area textbooks, which becomes more challenging as students proceed in schooling. Think of this as the difference between ‘learning to read’ vs. ‘reading to learn.’ As such, the lesson plan you will develop will be for **third grade and up**. Also note that you will develop a lesson plan for one day of instruction. Each lesson component has a rubric (these can be found on BB and on each assignment submission link), so please peruse these as you work on your assignments. Likewise, please note that you will integrate two SIOP strategies into your lesson, with one being SQ3R and the other one being one of your choosing. Please note that there is a list of approved SIOP strategies on BB along with the explanations of how these are implemented; the document is in BB under Key Course Resources.

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| Assignment #1 | Building background – respond to questions |
| Assignment #2 | Locate a chapter or portion of a chapter/unit in a science or social studies textbook and submit it. |
| Assignment #3 | Lesson focus and write both language and content objectives |
| Assignment #4 | Key vocabulary, materials, procedures |
| Assignment #5 | Implementation of teaching strategies, evaluation |

SIOP Lesson Plan Assignment #1 (100 points)

Read Chapter 1 of *Making Content Comprehensible for English Learners: The SIOP Model*.

Assignment to Submit: Review the chapter by responding to the question 1 on pp. 25-26 (i.e., items a, b, c, d, e, and -f), written in paragraph format. For example, for item a, describe the characteristics of English learners that you think may influence their success in school. This document should be about a page in length.

SIOP Lesson Plan Assignment #2 (100 points)

Select topic for your SIOP lesson plan by locating a chapter or portion of a chapter/unit in a science or social studies textbook for grades 3-12. Submit/upload a copy of the first 5 pages from the science or social studies textbook for grades 3-12 that you will use in developing your SIOP lesson plan. Think of this chapter as being the ‘content’ for your lesson. You can scan or take clear photos to submit via Blackboard. Using an e-chapter is highly recommended.

SIOP Lesson Plan Assignment #3 (100 points)

Locate SIOP Lesson Plan Template 1 as shown in the textbook’s Appendix. You can use the electronic resources that accompany your SIOP book to locate a copy to use. Complete the following parts: **date, grade/class/subject, unit/theme, standards, content objective(s) and language objectives**. **Remember:** Your lesson plan must have both content and language objectives. You will need two of each in your lesson plan. Your content objectives will be derived from the social studies or science TEKS, and the language objectives from the ELPS. Note that one of the language objectives will be related to students’ learning of the SQ3R reading strategy and another SIOP strategy of your choosing from the approved list.

SIOP Lesson Plan Assignment #4 (100 points)

Add to your SIOP Lesson Plan (using Template 1). Complete **Key Vocabulary** for the section of the chapter you will feature in your lesson plan, not the entire chapter. List/describe **Supplementary Materials** you will use. *Another person should know what to do by reading your plan, so please make sure you elaborate. 'Teacher talk' should not be included, however. Start on the **Lesson Sequence**:

- Describe how you will present **visually and orally the content objective(s)**.
- Describe in detail how you will **activate/build background knowledge**.
- Describe in detail **how you will help students understand key vocabulary** they will encounter in reading the section of the chapter for the lesson. **Please make sure to show application of information.**

SIOP Lesson Plan Assignment #5 (100 points)

Continue to provide detailed steps for the Lesson Sequence of your lesson plan template. Describe what students will do. Please remember that one of the objectives will focus on students learning how to apply a strategy for reading textbooks (SQ3R) as you are teaching the new content introduced in the chapter you selected, as well as one other strategy you choose from an approved list provided.

SQ3R is one of many reading comprehension strategies used in SIOP that stands for Survey, Question, Read, Recite, and Review.

- Students can **survey** by examining the heading(s) of the section of the chapter they will read, any illustrations, and other headings to understand how the heading(s) fit within the overall topic.
- Students can **question** by turning the heading into the question(s) that they will answer or consider as they read the section.
- Students then **read**. They can read in more than one way, but not round robin reading where students take turns reading aloud. You could decide to use 1) shared reading, where the teacher reads, and students follow along if students cannot read at least 90/92% of the words; 2) buddy reading, where students read together; 3) independent reading; 4) small groups, such as they do for guided reading; 5) a type of combination, depending upon whether students can read the textbook. *As you help students read, please plan to guide students such that they read a paragraph or shorter segments, keeping mind that many students cannot read an entire section as they would read fiction.*
- Students **recite** by telling what they read/learned from what they read. *Although this is not a step in SQ3R, shared writing can help students learn how to take notes. You will use shared writing in your plans to write what the students dictate or tell. You can decide how you will record.*
- Students can **review** by reading what they dictated/recited/told and that the teacher wrote. *Please make sure you provide ample modeling and scaffolding. Please make sure you show gradual release of responsibility as you describe lesson sequence.*
- Your review and assessment section can include the review part of the strategy. Assessment can include observation and informal assessment to determine whether objectives have been met, such as anecdotal reports where you record your observations. *You need to think about your objectives and describe what you would observe to determine if students are meeting the objectives of the lesson for that day. Keep in mind you want to be observing throughout the lesson to assess students so your observations can inform your teaching.*

2) SIOP LESSON PLAN (20 points) The template for this is found in your textbook on page 312, SIOP Lesson Plan Template 1. ****Submit also in Tk20.**

Description: You develop this assignment by completing the SIOP Lesson Plan Assignments. You submit this final product after receiving feedback for your SIOP Lesson Plan Assignments and making any needed revisions.

3) DISCUSSION POSTINGS (6 @10 points each).

Description: Candidates will engage in an electronic discussion in response to what is read in the textbook as well as complementary materials provided by the professor. You will post by the first due date, and you will reply to two people who have not received a reply by the second due date. If all have received a reply, you can select any postings by two people.

4) PHILOSOPHY STATEMENT (100 points) **Submit also in Tk20.

Description: You will submit a statement that addresses your personal and professional background, how you have been prepared to work effectively with culturally and linguistically diverse students, and how you will structure your classroom and instruction to work effectively with culturally and linguistically diverse students.

Format & Content: Arrange your assignment in the following sequence with these required sections / subheadings and the content points noted. Your philosophy statement will have five major sections.

· **Title Page & Background Information** (Current teaching position (Grade level and teaching field/certification(s) sought, Personal knowledge sources and background in terms of first and second language instruction)

· **Section I: Conceptualization of language learning:** A non-technical description of how you believe language learning occurs in the ESL classroom and in the larger school/community. a) You might include what language learning entails, based on observation and experience or based on current literature on second language teaching and learning. You can also summarize what you have observed in your own practice about the different learning styles that students display, the different tempos they exhibit, the way they react to failure, and the like. b) Also include affective as well as cognitive goals for students including aims such as learning to appreciate or enjoy the target language, developing critical thinking, improving problem-solving abilities, improving literacy skills within the discipline, working effectively in groups, and developing interests for life-long learning.

· **Section II: Professional roles:** Includes a discussion of the professional roles of the English language educator including advocacy for students, parents, and the English language community as well as networking and collaborating with other colleagues in TESOL and colleagues across the curriculum.

· **Section III: Implementation of ESL philosophy:** An extremely important part of a philosophy of teaching statement is the description of how your concepts about teaching and learning and goals for students are translated into action. You can describe how you will conduct classes, mentor English learners, develop instructional resources, or grade performance. You provide details on what instructional strategies you can use to display their creativity, enthusiasm, and wisdom. You can portray what you want a student to experience in the classes you teach.

· **Section IV: Professional growth plan for teaching English learners:** This reflective component can illustrate how you have grown in teaching throughout the program, what challenges exist (think of this of areas for growth), and what long-term goals are projected. Include a) at least three specific areas of growth (knowledge and skills) made throughout the program / coursework in terms of English learners, and b) at least three projected long-term goals and plans for future growth in understanding and ability and specific steps for how these will be accomplished.

· **Section V: Research Support and Bibliography.** Include sources in your statement. While the textbook can be included as one resource, be sure to use at least four others also.

5. STAFF DEVELOPMENT POWER POINT PRESENTATION (100 POINTS) **Submit also in Tk20.

This presentation enables you to synthesize and apply your knowledge of English learners. As you progress through the course, you encounter research about English learners and instructional practices to assist them with language and literacy development. Develop a PowerPoint presentation to share with your colleagues to inform them and synthesize your learning. **Please see the rubric that follows to understand specific criteria.** You will develop a minimum of 25 slides, but you could need more.

In terms of a focus for your presentation, you will:

- provide background information of language theories;
- provide a general introduction to English learners and their instructional needs;
- provide information on cultural influences for English learners;
- provide a specific introduction to a literacy instructional method geared to help English learners by presenting an introduction to the SIOP model:
 - the distinction of content and language objectives;
 - building background knowledge (including key vocabulary);
 - comprehensible input (including the description of effective strategy that helps input be comprehensible and how to use a gradual increase of student independence approach).

You can draw upon your lesson plan in your presentation, thereby showing how the SIOP model can be used in helping all students read content-area texts.

PLEASE SEE BLACKBOARD FOR THE MOST UP-TO-DATE SCHEDULE

Scheduled Assignments/Lecture topics*

| Date | Standards & Topics | Important Assignments |
|---------------------|---|---|
| Week 1 (June 5) | Key topics: Introductions, Growth of the ELs population in the Nation, Cultural and linguistic diversity in the state and the Nation, Socio-cultural processes and the process of cultural adaptation | <ul style="list-style-type: none"> • Post introduction to BB • Read Chapter 1, Introduction to the SIOP Model • Review Course Notes • Watch Introduction to SIOP Video • Watch video, "The importance of comprehensible input" • Discussion board (response and replies; response due by 11:59 PM on Thursday, replies by 11:59 PM on Saturday) |
| Week 2 (June 12) | Key Topics: Sheltered Instruction, Language proficiency, ELPS- Proficiency Level Descriptors | <ul style="list-style-type: none"> • Read Chapter 6, Sheltered Method of Instruction • Review ELPS Supplement material • Watch Video: ELPS & TELPAS • Review LPAC FlowChart • Review Course Notes • Discussion board (response and replies; response due by 11:59 PM on Thursday, replies by 11:59 PM on Saturday) • <u>SIOP Lesson Plan Assignment #1</u> is due no later than Sunday at 11:59 PM (June 18) |
| Week 3 (June 19) | Key Topics: Language Teaching Methods/Historical look | <ul style="list-style-type: none"> • Read: Language Teaching Methods by Freeman (see PDF on BB) • Watch Language Teaching Methods videos • Discussion board (response and replies; response due by 11:59 PM on Wednesday, replies by 11:59 PM on Saturday) |
| Week 4 (June 26) | Key Topics: Teaching Language Learners | <ul style="list-style-type: none"> • Read Chapter 2- Lesson Preparation • Review Interactive Language Objectives • Watch Lesson Preparation videos • Review Course Notes • <u>SIOP Lesson Plan Assignment #2</u> is due no later than Sunday at 11:59 PM (July 2) |
| Week 5 (July 3) | Key Topics: Building background, vocabulary development | <ul style="list-style-type: none"> • Read Chapter 3- Building Background • Review Tiered Vocabulary material • Video: Transfer in L2 Acquisition • Review Course Notes |
| Week 6 (July 10) | Key Topics: The CALLA Method, the SDAIE Method | <ul style="list-style-type: none"> • Read Genzuk's SDAIE Introduction • Watch CALLA Video • Review Course Notes • Discussion board (response and replies; response due by 11:59 PM on Thursday, replies by 11:59 PM on Saturday) • <u>SIOP Lesson Plan Assignment #3</u> is due no later than Sunday at 11:59 PM (July 16) |

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|--------------------------|--|--|
| Week 7 (July 17) | Key Topics: Linguistic Accommodations, Krashen's Input Hypothesis, Differentiating based on lan- guage levels | <ul style="list-style-type: none"> • Read Chapter 4- Comprehensible Input • Watch Krashen's Views on Linguistic Theories • Review Course Notes |
| Week 8 (July 24) | Key Topics: ELPS- Cross-curricular, Stu- dent Expectations (learning strategies), Benefits of interac- tion | <ul style="list-style-type: none"> • Read Chapter 5 (Strategies) & Chapter 6 (Interaction) • Watch Strategies video, Interaction Playlist (four videos) • Review Course Notes • Discussion board (response and replies; response due by 11:59 PM on Thursday, replies by 11:59 PM on Saturday) • <u>Lesson Plan Assignment #4</u> is due no later than Sunday at 11:59 PM (July 30) |
| Week 9 (July 31) | Key Topics: Grouping configurations, Scaffolding a lesson | <ul style="list-style-type: none"> • Read Chapter 7 (Practice and Application) & Chapter 8 (Lesson Delivery) • Watch Practice and Application Video • Review Course Notes • <u>SIOP Lesson Plan Assignment #5</u> is due no later than Thurs- day at 11:59 PM (August 3) • <u>Philosophy Statement/Philosophy of Teaching</u> is due no later than Sunday at 11:59 PM (<u>August 6</u>) |
| Week 10 (August 7) | Key Topics: Assessments based on lan- guage proficiency | <ul style="list-style-type: none"> • Read Chapter 9, Review and Assessment • Review <u>list of assessments approved for ELLs</u> • Watch: Assessment of English language learners • Review Course Notes • <u>English Learner Staff Development PowerPoint</u> is due no later than Tuesday at 11:59 PM (August 8) • <u>Final Lesson Plan assignment*</u> is due no later than Wednes- day at 11:59 PM (August 9) • Discussion board (response due by 11:59 PM on Wednesday) |

*****The professor reserves the right to make changes to the schedule as necessary. Students will be informed of any and all changes.***