Course ID and Title: EDUC672 Integrated Language Development Across the Curriculum
Units: 3 Units
Term—Day—Time: 2:30 class time

Location:
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Los Angeles, California 90015
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moraflor@rossier.usc.edu
http://uscrossier.adobeconnect.com/r73664019/
Conference # 1-866-546-3377
Code: 2846177274

Co-Requisite(s): Core Pedagogy and Practice, Seminar A and Seminar B, must be taken simultaneously in each respective term of the program because the courses use interdependent units of study and assessments.

Concurrent Enrollment: Core Pedagogy and Practice, Seminar A and Seminar B, must be taken simultaneously in each respective term of the program.

Instructor: Dr. Eugenia Mora-Flores
Office: City Center, Suite 2113
Office Hours: TBD
Contact Info: moraflor@rossier.usc.edu (within 48 business hours)

IT Help: Student support services (2U)
Hours of Service: During class hours and via email (24 hours)
Contact Info: 2sc.rossieronline.usc.edu, Student support

Course Description
This course will explicitly present candidates with the clear connection between language and learning in school, across all curricular areas. The focus on the role of language in schools today is evident of the role language plays in the academic success of all children. At the core of all learning is language. Students access knowledge and information through language and in turn use language to communicate their learning.

The course will include understanding the role of academic language for all students but will further focus on the language needs of English learners. Students who come from a home where a language other than English is spoken and who speak languages other than English are a growing presence in U.S. schools. English learners need intentional and ongoing support to successfully learn academic content and skills through English while developing proficiency in English. This course will prepare teachers to employ the knowledge, skills, and dispositions necessary to provide linguistically and culturally responsive practices informed by principles from high quality research.

This course includes systematic study of effective ways to structure learning opportunities for diverse student populations. An understanding of the instructional needs of English learner populations is developed and an awareness of the appropriate programs and services to meet those specific needs is presented. The course is intended to engage graduate students in exploring a variety of theories, issues, procedures, methods, and approaches for use in bilingual, Structured English Immersion (SEI) and other learning environments. It provides an overview of the historic and current trends and social issues affecting the education of English learners. It also provides candidates with practical experience in the implementation of instructional strategies addressing the needs of a diverse student population. Major units of the course include language learning theories; sociocultural contexts of language development, principled selection of instructional strategies for teaching language and nonlanguage subjects; a focus on the development of academic language, assessment of language and nonlanguage competencies; and selected issues in teaching English learner populations.

This course is further designed to address several overlapping objectives and competencies: To meet CCTC and NCATE guidelines including the CCTC Teacher Performance Expectations, NCATE Unit Standards, and CCTC Standards of Quality and Effectiveness for Professional Teacher Preparation Programs (Standard 7B:Preparation to Teach Reading/ Language Arts); and to ensure that credential candidates understand the California Reading/Language Arts Framework for California Public Schools and Content Standards for their discipline.

Learning Objectives
The objectives identify the competencies teachers are expected to develop as prerequisites for successful completion of the course. These objectives represent both the general objectives related to teaching English as a new language and those related to the USC MAT program's expectation for developing teaching proficiencies.

Candidates will:

- Demonstrate an understanding of the role of language across the curriculum.
- Demonstrate the ability to plan designated and integrated English language development lessons.
- Demonstrate familiarity with various theories and instructional methodologies in first and second language acquisition.
- Demonstrate familiarity with past and current methods for teaching academic language.
- Identify the major types of bilingual programs, their strengths and weaknesses.
- Demonstrate awareness of local and national legal, political, and sociocultural issues related to the education of English learners.
- Demonstrate an understanding of instructional methods and strategies that support diverse English learners across the curriculum; including knowledge of SDAIE, ALD, and ELD in theory and in practice.
- Identify ways of differentiating support for English learners at different levels of English language proficiency.
- Demonstrate the ability to recognize language needs and determine ongoing support for English learners across the curriculum.

Course Notes
This course provides additional resources, course materials, lectures, videos, and assignments on the Learning Management System (LMS), www.2sc.rossieronline.usc.edu . All materials are organized by unit and week on the LMS and must be accessed and reviewed in the week they are listed. Technical problems that may arise when trying to access any materials on the LMS should be directed to Student Support. A live link to Student Support is available on your home page on www.2sc.rossieronline.usc.edu .

Technological Proficiency and Hardware/Software Required
All students are required to review and complete all tasks, including video lectures and online activities located on the LMS at www.2sc.rossieronline.usc.edu. Online students will also join their class time session, through the LMS, by joining their live session. A link to the live sessions will be available on the LMS that will direct you to the Adobe Connect Classroom. A working camera on your computer or electronic device is required for participation in live class sessions as well as an audio connection. Call-in information for the live session will be made available upon entry into the class. Contact Student Support if there are any problems with your connectivity.

Required Readings and Supplementary Materials
Peregoy, S., & Boyle, O. (2017). *Reading, writing, & learning in ESL: A resource book for K-12 Teachers* (7th edition). New York, NY: Pearson Education, Inc.

Li, N. (Ed.). (2016). *Teaching ELLs across content areas: Issues and strategies.* Charlotte, NC: Information Age Publishing Inc.

ELD/ELA framework http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwintro.pdf

All course readings that are not in the required text are available to be downloaded from the library through the USC Automated Reserves System (ARES). When searching for the course EDUC672 on ARES, please look for listings under the name of the course coordinator Dr. Eugenia Mora-Flores.

PREPARATION FOR CLASS MEETINGS – Assigned readings about theory and practice related to language acquisition, cultural diversity, and schooling form the core of each week's class session. All of these readings should be completed before each class session as a basis for an informed and penetrating analysis of the issues of this course and contribute to our engagement in purposeful academic discussion and reflection. Advanced preparation for course meetings is particularly important.

Total number of contact hours a week will be 2 hours and 30 minutes. This includes class time, video lectures, live student-led sessions, mediated forum discussions, and office hours.

Completing the readings and participation in class discussions are important requirements in this graduate course. Performance in this course is measured heavily on the quality of the candidate's written work and participation during class sessions. Written assignments must be typed and proofread with the care that a graduate student should exhibit.

CLASS TIME

The class will meet for 2 hours and 30 minutes each week. During class time, candidates will experience a variety of activities. During class time, candidates have opportunities to talk with their instructor about key topics and issues. Candidates are encouraged to ask questions and actively participate in both planned and impromptu class discussions as long as the discussion forwards the purpose of the class. Participation in class time must include original thought supported by references to common readings and widely held understandings. Participation in class discussion is required.

To receive full credit, candidates must arrive to class on time and participate for the full session. Candidates are responsible for logging in promptly and making sure their camera is on at all times. To receive full credit each week, candidates must also be fully engaged in all activities. ONLY one excused absence is allowed. Notify your instructor, via email, if you will be unable to participate. After one missed session, you will not receive any credit for class time. If there are extenuating circumstances, please contact your instructor to set up a make-up session. Make-up sessions will only be granted once and must be due to an emergency or unavoidable absence from your regular class time session.

Your participation in class time is worth **30 points (2 points each week).**

Out-of-Class Assignments
LEARNING ACTIVITIES (2 points/week=24 points)
Each week you will have a learning activity to complete through the LMS (2U) prior to your class time session. These activities will provide candidates with the opportunity to listen to experts in the field, reflect on their learning, and apply their learning from course readings and lectures. Similar to course readings and formal required course assignments, learning activities must be completed before attending your class time session because they will be used to engage in rich discussions about course content and further the learning in class.

CONNECTING THEORY TO PRACTICE TASKS
Throughout the semester, students will complete a variety of reflections that help students connect learning and theories from class to the elementary and secondary classrooms in the field. Through varied scenarios and classroom videos, students will be able to explore the diverse ways of supporting English learners in the classroom.
Task 1- Local Policies and Definitions
Task 2- ELL Scenarios-Proficiency Level Descriptors
Task 3- Video Reflection: Second Language Acquisition Theory in the Classroom
Task 4- Planning for Academic Language
Task 5- Video Analysis: Supporting the Needs of English Language Learners

Each task will require students to complete a one- to two-page reflection with accompanying documents, i.e., lesson plans. Each task will be worth 10 points for a total of 50 possible points for all theory to practice tasks. All papers should follow APA guidelines and use course literature as support for key ideas with proper citations.

INTEGRATED ELD INSTRUCTIONAL PROJECT – In Weeks 13–15 each student will be part of a cooperative/collaborative team that will develop a *sheltered* lesson that shows a clear understanding of

effective instruction for English learners across the curriculum. Students will use lessons designed in their **Core Pedagogy** class to differentiate to meet the needs of English learners. One lesson will be modified per group and formally presented to the class. All accompanying documents noted in the lesson plan must be submitted with the lesson plan. Each member of the team will receive the same "group grade" on the lesson plans and class presentations.

Additionally, each member of the group will use the same group lesson plan to adapt it to meet the needs of an English learner at *a specific* proficiency level. A clear explanation of how the selected strategies and accommodations meet the *specific* needs of the selected ELL (PLD level) must be included with the lesson plan submission.

In Week 13, groups will meet in a live session to plan and prepare their projects. Presentations will take place in Week 14. Tools for integrating English language development across the curriculum will be provided (available in the toolbox on the LMS). Refer to your ELD standards for a review of the PLD descriptors.

Group presentations and lesson plans are worth 20 points (5 points—lesson plan, 5 points—presentation for the GROUP, and 10 points for the individual lesson accommodations).

Grading Breakdown

Assignment	Points	% of Grade
Class time	30	10
Learning activities	24 (2 points each)	20
Integrated ELD lesson	20	20
Theory to Practice Tasks	50 (10 points each)	50
Total	126	100

Grading Scale
Course final grades will be determined using the following scale:
A   95-100
A-   90-94
B+   87-89
B   83-86
B-   80-82
C+   77-79
C   73-76
C-   70-72
D+   67-69
D   63-66
D-   60-62
F   59 and below

Assignment Rubrics
Integrated ELD lesson checklist:
file:///C:/Users/Eugenia/Desktop/Copy%20of%20essential_practices_for_eld%20Observation%20guide.doc.pdf

Assignment Submission Policy
All noted assignments are due when listed. Each week traditionally begins on Monday and ends on the following Sunday. Per official MAT Program policy, late assignments will be accepted **only** with the instructor's advance permission **and** under limited circumstances.

1. To be considered for advance permission to submit a late assignment, the instructor must be notified of the circumstances requiring a late submission no later than 24 hours before the due date and time of the assignment.
2. Acceptable circumstances do NOT include personal holidays, celebrations, and/or vacations OR scheduling conflicts/overcommitments including work and childcare.
3. Late submissions with advance permission will not be docked points for lateness. If advance permission has not been granted, late submissions will not receive full credit.
4. Late submissions will receive a penalty of a 10% per day deduction from the final grade, and there will be no credit for submissions that are more than five days late.

You must attend class time at the time you have signed up with your instructor. If there is an extreme emergency, your instructor may allow you to attend another section for credit with PRIOR approval.

Grading Timeline
All assignments will be evaluated and returned a week after the submission date.

DISTANCE LEARNING
This course is offered both online and on campus; the activities, expectations and requirements are identical between the two versions. The online course is conducted through a combination of real time and asynchronous modules, just as the on-campus version is conducted with some in-class and out-of-class sessions. All candidates will be required to complete assignments online, in the field, and independently along with completing related reading assignments. The time needed to complete all assignments fulfills course unit time requirements.
By this point in the program, candidates' level of technical competence should include basic knowledge of the Internet. They should have an account on, at least, one site that allows people to interact with one another (e.g., Facebook, LinkedIn, Skype). Basic tasks will include posting attachments, opening and posting on discussion forums, and uploading assignments including video clips (the mechanics of this will be taught). As in past courses, candidates will need to be able to video record their interactions with candidates (which may be accomplished through the use of a portable micro video camera) and upload edited versions (time limited) of their work. In addition, to complete assignments and access course documents, candidates should have some familiarity with Microsoft Word, Power Point, Excel, and basic Internet surfing.

Candidates will have ongoing access to the instructor and fellow classmates throughout the course. Through the course wall, emails, course calendars, and forums, the instructor will maintain ongoing communication with candidates. These tools also provide candidates with a variety of ways to contact the instructor and

share their ideas, comments, and questions through private and public means. In addition, candidates will be made aware of real-time opportunities to engage in discussions with the instructor and their fellow classmates. The course wall provides a place for the instructor to share new information and new postings. Due dates will automatically appear both on a student's homepage and calendar.

Email and chat will be the primary forms of immediate communication with the instructor. Email will be checked on a daily basis during the weekdays and will be responded to within 48 hours. The course calendar provides candidates with assignment due dates and notification of scheduled office hours for all faculty members teaching this course. Candidates may attend office hours with any instructor; however, if a student has a specific question about assignments or coursework, it is preferable to attend office hours with your instructor of record.

The forum provides candidates a place to post questions, comments, or concerns regarding readings and assignments at any time during the duration of the course. In addition to weekly class time sessions, the forum is the primary location for candidates to communicate their learning with one another. It will be open at all times for postings and reactions.

All required materials will be prepared and posted prior to the start of the course, but an instructor may add additional optional material at any point. All links/attachments will be checked weekly for updates.

In the Event of Technical Breakdowns
Candidates may submit assignments to the instructor via email by the posted due date. Remember to back up your work frequently, post papers on the LMS (Learning Management System) or in Blackboard once completed, load files onto a power drive, and keep a hard copy of papers/projects.

Standards of Appropriate Online Behavior
The protocols defined by the USC Student Conduct Code must be upheld in all online classes. Candidates are not allowed to post inappropriate material, SPAM to the class, or use offensive language or online flaming. For more information, please visit: http://www.usc.edu/student-affairs/SJACS/

ACADEMIC ACCOMMODATIONS
The University of Southern California is committed to full compliance with the Rehabilitation Act (Section 504) and the Americans with Disabilities Act (ADA). As part of the implementation of this law, the university will continue to provide reasonable accommodation for academically qualified candidates with disabilities so that they can participate fully in the university's educational programs and activities. Although USC is not required by law to change the "fundamental nature or essential curricular components of its programs in order to accommodate the needs of disabled candidates," the university will provide reasonable academic accommodation. It is the specific responsibility of the university administration and all faculty serving in a teaching capacity to ensure the university's compliance with this policy.
Any candidate requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. The email address is: ability@usc.edu. The website for DSP has additional information regarding accommodations and requests (www.usc.edu/disability).

ACADEMIC INTEGRITY

The University's Student Conduct Code articulates violations that are most common and readily identifiable. Conduct violating university community standards that is not specifically mentioned still may be subject to disciplinary action. General principles of academic honesty include and incorporate the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All candidates are expected to understand and abide by these principles.

Sanctions for violations of the university Student Conduct Code are assessed appropriately for the cited violation. Sanctions will be considered in light of candidates' entire conduct records at the university and will be designed to hold candidates accountable for their actions and the resulting or potential consequences of such actions, to promote the educational well-being of candidates and to protect the educational environment of the university and the safety of its community.

All academic integrity violations will result in an academic consequence. Failure to comply with the terms of any imposed sanctions may be considered an additional violation. Scampus, the USC student guidebook contains the Student Conduct Code and information on Academic Integrity. It is the student's responsibility to be familiar with and abide by these guidelines, which are found at: http://web-app.usc.edu/scampus/

A summary of behaviors violating University standards can be also found at: http://web-app.usc.edu/scampus/1100-behavior-violating-university-standards-and-appropriate-sanctions/

INCOMPLETES

IN – incomplete (work not completed because of documented illness or some other emergency occurring after the eighth week of the semester; arrangements for the IN and its removal should be initiated by the student and agreed to by the instructor prior to final exam); IX: lapsed incomplete.

Conditions for Removing a Grade of Incomplete. If an IN is assigned as the student's grade, the instructor will fill out the Incomplete (IN) Completion form, which will specify to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date, and the weight to be assigned to the work remaining to be done when computing the final grade. A student may remove the IN by completing only the portion of required work not finished as a result of documented illness or emergency occurring after the eighth week of the term. Previously graded work may not be repeated for credit. It is not possible to remove an IN by re-registering for the course, even within the designated time.

Time Limit for Removal of an Incomplete – One calendar year is allowed to remove an IN. Individual academic units may have more stringent policies regarding these time limits. If the IN is not removed within the designated time, the course is considered "lapsed," the grade is changed to an "IX," and it will be calculated into the grade point average as 0 points. Courses offered on a Credit/No Credit basis or taken on a

Pass/No Pass basis for which a mark of Incomplete is assigned will be lapsed with a mark of NC or NP and will not be calculated into the grade point average.

Statement on Academic Conduct and Support Systems

Academic Conduct:
Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards" https://policy.usc.edu/scampus-part-b/. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct.

Support Systems:
Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. https://engemannshc.usc.edu/counseling/

National Suicide Prevention Lifeline - 1-800-273-8255
Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. http://www.suicidepreventionlifeline.org

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.
https://engemannshc.usc.edu/rsvp/

Sexual Assault Resource Center
For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: http://sarc.usc.edu/

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086
Works with faculty, staff, visitors, applicants, and students around issues of protected class. https://equity.usc.edu/

Bias Assessment Response and Support
Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response.
https://studentaffairs.usc.edu/bias-assessment-response-support/

The Office of Disability Services and Programs
Provides certification for students with disabilities and helps arrange relevant accommodations. http://dsp.usc.edu

Student Support and Advocacy – (213) 821-4710
Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. https://studentaffairs.usc.edu/ssa/

Diversity at USC
Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. https://diversity.usc.edu/

USC Emergency Information
Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible, http://emergency.usc.edu

USC Department of Public Safety – 213-740-4321 (UPC) and 323-442-1000 (HSC) for 24-hour emergency assistance or to report a crime.

Provides overall safety to USC community. http://dps.usc.edu

COURSE OVERVIEW

	Topics/Daily Activities	Readings and Homework	Deliverable/ Due Dates

Unit 1 **Week 1** August 22	**DEFINING LANGUAGE AND LITERACY** TPE1.1, TPE2.5, TPE4.2, TPE6.2 <u>Guide Questions</u>: What is literacy? How do we define language? How are language and literacy interrelated?	California ELA/ELD framework, Chapter 10 Learning in the 21st century Jenkins, H. (2006). Confronting the challenges of participatory culture: Media education for the 21st century. The MacArthur Foundation. **Focus on the Core text; skim the individual, descriptive presentation of each participatory culture.** **Learning Activity:** Literacy in the 21st Century	**Before your first class session: Complete the online pre-assessment for the class.**
Unit 2 **Week 2** August 29	**HOME AND COMMUNITY LANGUAGE AND LITERACY** TPE1.1, TPE1.2, TPE4.2, TPE6.2 <u>Guide Questions</u>: How do we best bridge diversity from home to school? How do we define literacy and language from a sociocultural perspective? How do home literacy experiences intersect with the culture of language and literacy in schools?	Pransky, K., & Bailey, F. (2002). To meet your students where they are, first you have to find them: Working with culturally and linguistically diverse at-risk students. *The Reading Teacher, 56*(4), 370–383. Alfaro, C. (2016). Increasing cultural awareness in teachers. In N. Li (Ed.), *Teaching ELLs across content areas: Issues and strategies* (pp. 237–260). CA ELA/ELD Framework, Chapter 9 Access and Equity *Sociocultural learning theories video* **Learning activity:** Home and Community Language and Literacy Development	
Unit 3 **Week 3** September 5	**LANGUAGE LEARNERS IN TODAY'S CLASSROOMS** TPE3.1, TPE4.2, TPE5.7 <u>Guide Questions</u>: Who are "English language learners" and other language groups in school? How do standards explain the language development process? How does theory explain second language acquisition? How are theory and standards connected?	Li, N. (2016). Who are the ELLs? In N. Li (Ed.), *Teaching ELLs across content areas: Issues and strategies* (pp. 3–20). Peregoy, S., & Boyle, O. (2017). English Learners in 21st Century Classrooms. In *Reading, writing, and learning in ESL* (pp. 2–39). Genzuk, M. Video lecture: *Why education for language minority students.* **Learning Activity**: Language Learners	

Unit 4 **Week 4** September 12	**HISTORY, POLICIES, and PRACTICES** TPE3.2, TPE3.5, TPE4.1 Guide Questions: What types of programs have been used in the past across curricular areas? Why did they change? How are curricular programs aligned with the diversity of language and literacy in a classroom? Are programs designed with reflective opportunities to modify instruction according to the needs of students?	Crawford, J. (2004). *Bilingualism in America: Language diversity in the classroom.* Chapters 1 & 3 Wong Fillmore, L., & Snow, C. (2002). What teachers need to know about language. In C. T. Adger, C. E. Snow, & D. Christian (Eds), *What teachers need to know about language* (pp. 7–43). **Learning Activity:** Education of English Learners	Theory to Practice Task 1- Local Policy and Definitions reflection DUE
Unit 5 **Week 5** September 19	**LANGUAGE DEVELOPMENT** TPE3.1, TPE4.2, TPE5.7 Guide Questions: How do students learn language? What factors can support or inhibit language development?	Peregoy, S., & Boyle, O. (2017). Language and language acquisition. In *Reading, writing, and learning in ESL* (pp. 40–83). Genesee, F., & Riches, C. (2006). Crosslinguistic and crossmodal issues. In F. Genesee & K. Lindholm Leary (Eds.), *Educating English language learners: A synthesis of research evidence,* (pp. 64–108). **Learning Activity**: Cross-cultural dimensions of language proficiency	
Unit 5 **Week 6** September 26	**LANGUAGE DEVELOPMENT cont.** TPE3.1, TPE4.2, TPE5.7 Guide Questions: How does language development progress and how can we define levels of progression?	Overview of the California English Language Development Standards and Proficiency Level Descriptors http://www.cde.ca.gov/sp/el/er/documents/sbeoverviewpld.pdf **Learning Activity**: Language Proficiency Levels	
Unit 6 Week 7 October 3	**SECOND LANGUAGE ACQUISITION** TPE3.1, TPE4.2, TPE5.7 Guide Questions: How does theory explain second language acquisition? How are theory and standards connected?	Li, N., & Destino, T. (2016). ELLs and L2 acquisition theories. In N. Li (Ed.), *Teaching ELLs across content areas: Issues and strategies* (pp. 21–48). Lantoff, J. P., & Thorne, S. L. (2006). Sociocultural theory and second language learning. In B. van Patten & J. Williams (Eds.), *Theories in second language acquisition* (pp. 201–224). Anya, U. Video lecture: *Second Language acquisition: Introduction to theory* Anya, U. Video lecture: *Second Language acquisition: Innatist and Interactionist theory*	Task 2- ELL Scenarios-Proficiency Level Descriptors DUE

Unit 6 Week 8 October 10	**SECOND LANGUAGE ACQUISITION cont.** TPE3.1, TPE4.2, TPE5.7 <u>Guide Questions</u>: How does theory explain second language acquisition? How are theory and standards connected?	Peregoy, S., & Boyle, O. (2017). Chapter 5: Oral language development in second language acquisition. In *Reading, writing, and learning in ESL* (pp. 160-197). Anya, U. Video lecture: *Second language acquisition: Krashen's Hypotheses* **Learning Activity:** ELA/ELD Standards Video-Exercise 1	
Unit 7 **Week 9** October 17	**COMPREHENSIVE LANGUAGE SUPPORT** TPE1.5, TPE3.1, TPE3.3, TPE3.5, TPE6.7 <u>Questions</u>: What are the expectations for language instruction? What is the difference between designated and integrated ELD? What are the policies and practices of designated ELD?	Walqui, A. (2006). Scaffolding instruction for English language learners: A conceptual framework. *The International Journal of Bilingual Education and Bilingualism, 9*(2), 159–180. CA ELA/ELD Framework: Introduction, Chapter 1 Overview, Chapter 2 Essential considerations in ELA/Literacy and ELD Curriculum, Instruction and Assessment **Learning Activity:** Designated vs. Integrated ELD	Task 3- Video Reflection: Second language acquisition theory in the classroom DUE
Unit 8 **Week 10** October 24	**ACADEMIC LANGUAGE** TPE1.6, TPE3.1, TPE3.5, TPE5.7 <u>Guide Questions</u>: How is language a part of all students' academic experiences? What is the role of vocabulary in academic language development and instruction?	Girard, V. & Spycher, P. (2007). Deconstructing language for English learners. In *Aiming High/Aspirando a lo mejor*. <u>Vocabulary Readings: JIGSAW</u> Cozart, A. (2016). Increasing academic vocabulary for ELLs. In N. Li (Ed.), *Teaching ELLs across content areas: Issues and strategies* (pp. 211–236). Peregoy, S., & Boyle, O. (2017). Words and meanings: English learners' vocabulary development. In *Reading, writing, and learning in ESL* (pp. 250–284). Kinsella, K. (2005). Series Part 1 – Preparing for effective vocabulary instruction & Part 2 – Teaching academic vocabulary. In *Aiming High/Aspirando a lo mejor*. **Learning Activity:** Academic Language in Practice	

Unit 9 **Week 11** October 31	**SHELTERED INSTRUCTION** TPE3.1, TPE6.7 Guide Questions: How are ELs supported across the curriculum? How is SDAIE part of Integrated ELD? How are standards designed for integration (CCSS, ELD, NGSS)?	Peregoy, S., & Boyle, O. (2017). Chapter 3: Classroom practices for effective English learner instruction. *Reading, writing, and learning in ESL*, (pp. 84–129). Echevarria, J., & Graves, A. (2002). Sheltered instruction in the content areas. In *Sheltered content instruction: Teaching English-language learners with diverse abilities* (3rd edition, pp. 55–79).	Task 4- Planning for Academic Language DUE
Unit 9 **Week 12** November 7	**INTEGRATED ELD** TPE1.6, TPE3.1, TPE3.5, TPE4.3, TPE3.6, TPE6.7 Guide Questions: How are the ELD standards organized to allow for integration? How is language part of all instructional lessons? How can we preplan for the language demands of an objective?	Li, N. (Ed.). (2016). *Teaching ELLs across content areas: Issues and strategies.* Part 2 Teaching ELLs across the curriculum (Chapters 3–8). JIGSAW- based on content areas. CCSS-ELD online training	Integrated ELD lesson planning session
Unit 10 **Week 13** November 14	**LITERACY AND LANGUAGE INSTRUCTION** TPE1.5, TPE4.2 Guide Questions: What are the varied thinking processes students use to access information? What is the difference between reading strategies and skills? How do we support students who struggle to make meaning from content (text, media)?	Peregoy, S., & Boyle, O. (2017). Reading and literature instruction for English learners. In *Reading, writing, and learning in ESL* (pp. 338–395). Rubinstein-Avila, E. (2003). Conversing with Miguel: An adolescent English language learner struggling with later literacy development. *Journal of Adolescent & Adult Literacy, 47*(4), 290–301. CA ELA/ELD Framework (Grade level chapter- As applicable) **http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwintro.pdf** Goldenberg & Coleman, The CCSS challenge for ELLs **Learning Activity:** Planning with the ELD standards	Integrated ELD lesson planning session

Unit 11 **Week 14** November 21	**FACILITATING THINKING-DEVELOPING LANGUAGE** TPE1.5, TPE4.2 <u>Guide Questions</u>: What are the varied thinking processes students use to access information? What is the difference between reading strategies and skills? How do we support students who struggle to make meaning from text?	Peregoy, S., & Boyle, O. (2017). Content reading and writing: Prereading and during reading. *Reading, writing, and learning in ESL* (pp. 396–437) Peregoy, S., & Boyle, O. (2017). Content reading and writing: Postreading strategies. In *Reading, writing, and learning in ESL* (pp. 438–494). CA ELA/ELD Framework, Chapter 11 Implementing high-quality ELA/Literacy and ELD instruction **Learning Activity:** Scaffolding Thinking	Task 5- Video Analysis: Supporting the needs of English Language Learners Integrated ELD GROUP lesson plan due Integrated ELD lesson presentations
Unit 12 **Week 15** November 28	**EFFECTIVE EXPRESSION (ORAL and WRITTEN)** TPE1.5, TPE4.2 <u>Guide Questions</u>: What is the role of writing across the curriculum, teaching writing and supporting writers in demonstrating their learning? How are oral and written language connected?	Peregoy, S., & Boyle, O. (2017). English learners and process writing. In *Reading, writing, and learning in ESL* (pp. 286–336). Zwiers, J. (2007). Academic classroom discussions. In *Building academic language: Essential practices for content classrooms, grades 5-12* (pp. 101–134). Mora-Flores, E. *Writing Instruction for English Learners*. Chapter 1. **Learning Activity:** Analyzing written discourse	Integrated ELD Individual Lesson Plan due Integrated ELD lesson presentations
FINAL Week of December 3	Final Reflection	Post-Assessment	

**Prior to Unit 1- Complete the Pre-Assessment
before your first class session.**

**Unit
1
Week
1
DEFINING LANGUAGE AND LITERACY**

INTRODUCTION

This unit begins with a discussion about the connections between language and literacy and the role language plays in the education of all students. A close look at how we can define literacy in the 21st century will help students expand their understanding of what it means to be literate today. We will also take time to review the course in depth and discuss any initial questions about course materials and requirements.

CROSS COURSE CONNECTIONS

What factors influence teaching and learning interactions?

LEARNING OUTCOMES/OBJECTIVES

Upon completing this unit, students will be able to:

- Navigate the syllabus and understand all course requirements and objectives.
- Define language and literacy as integrated processes that begin in the home and are extended in schools and communities.
- Understand participatory cultures and their role in connecting with students' "funds of knowledge" from sociocultural communities outside the classroom.
- Recognize the role of language in the academic success of all students.

READINGS

Jenkins, H. (2006). Confronting the challenges of participatory culture: Media education for the 21stcentury. The MacArthur Foundation**.**

California ELA/ELD framework, Chapter 10 Learning in the 21st century.
http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwintro.pdf

ASSIGNMENTS

Assignment	Due Date	Grading

Learning Activity: Literacy in the 21st Century	By your class time session	2 points
Class time	Varies	2 points

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Unit 2
Week 2

HOME AND COMMUNITY LANGUAGE AND LITERACY

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INTRODUCTION
This unit takes a close look at the varied home and community language learning experiences that influence a child's language development. To understand a child's language, we must learn about the rich experiences from their home, including the funds of knowledge they develop and the community-based influences of secondary cultural groups. These experiences have a direct impact on the success of all students in the classroom. A home-school connection is critical for students to continue their on-going language development. Emphasis is placed on the study of diverse cultural patterns among families and appropriate mechanisms for involving families and community in the school program. It focuses on the techniques and theories that teachers can adopt in an attempt to tap into the "funds of knowledge" present within their students' households and communities.

CROSS COURSE CONNECTIONS
How can knowledge about teaching be translated into knowledge for teaching?

LEARNING OUTCOMES/OBJECTIVES
Upon completing this unit, students will be able to:
- Take a personal look at their personal home and community cultural content.
- Define funds of knowledge and explain their role in a supporting student learning in the classroom.
- Understand the diversity of students' language and literacy experiences and the potential connections and disconnections to school.

READINGS
Pransky, K., & Bailey, F. (2002). To meet your students where they are, first you have to find them: Working with culturally and linguistically diverse at-risk students. *The Reading Teacher, 56*(4), 370–383.

Alfaro, C. (2016). Increasing cultural awareness in teachers. In N. Li (Ed.), *Teaching ELLs across content areas: Issues and strategies* (pp. 237–260). Charlotte, NC: Information Age Publishing.

CA ELA/ELD Framework, Chapter 9 Access and Equity
http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwintro.pdf

Video- Sociocultural learning theories

ASSIGNMENTS

Assignment	Due Date	Grading

Learning Activity- Home and Community Language and Literacy Development	By your class time session	2 points
Class time	Varies	2 points

Unit 3
Week 3

LANGUAGE LEARNERS IN TODAY'S CLASSROOMS

INTRODUCTION

The unit begins an overview of the academic, social, economic, and strategic rationale for specially designed programs for English learners. We discuss programs and practices to meet the needs of this population of students and define who English learners are.

CROSS COURSE CONNECTIONS

What affects curriculum design?

LEARNING OUTCOMES/OBJECTIVES

Upon completing this unit, students will be able to:

- Display an understanding of the social, economic, political, and other reasons for the specially designed programs for ELL students.
- Gain a preliminary understanding of students for whom these programs are designed.
- Have a general idea of why special programs for ELLs are needed.

READINGS

Li, N. (2016). Who are the ELLs? In N. Li (Ed.), *Teaching ELLs across content areas: Issues and strategies.* Charlotte, NC: Information Age Publishing.

Peregoy, S. & Boyle, O. (2017). English learners in 21st century classrooms. In *Reading, writing, and learning in ESL* (pp. 2–39). New York, NY: Pearson.Genzuk, M. (n.d.). Video lecture: *Why education for language minority students*.

Video lecture- Why education for language minority students.

ASSIGNMENTS

Assignment	Due Date	Grading
Learning Activity: Language Learners	By your class time session	2 points
Theory to Practice Task 1- Local Policies and Definitions	By your class time in Week 4	10 points
Class time	Varies	2 points

Unit 4
Week 4

HISTORY, POLICIES, and PRACTICES

INTRODUCTION

In this unit, students learn about the history of education of English learners. They discuss students' background, expectations, needs, and other related topics. An introduction and overview of the academic, social, economic, and strategic rationale for specially designed programs for this student population is provided.

CROSS COURSE CONNECTIONS

How can content respond to diversity in learners?

LEARNING OUTCOMES

Upon completing this unit, students will be able to:
- Discuss the history of education for English learners.
- Understand the politics and practices (past and present) for teaching and supporting language, specifically for English learners.
- Understand bilingual and alternative programs for English learners.

READINGS

Crawford, J. (2004). *Bilingualism in America: Language diversity in the classroom.* Chapters 1 &3. Los Angeles: Bilingual Education Services. (available on ARES)

Wong Fillmore, L. & Snow, C. (2002).
What teachers need to know about language. In C. T. Adger, C. E. Snow, & D. Christian (Eds.), *What teachers need to know about language* (pp. 7–43). Delta Systems Co., Inc, and the Center for Applied Linguistics.

ASSIGNMENTS

Assignment	Due Date	Grading
Learning Activity: Education of English learners	By your class time session	2 points
Class time	Varies	2 points

Unit 5
Week 5

LANGUAGE DEVELOPMENT

INTRODUCTION
This unit focuses on the nature of language acquisition and proficiency with particular emphasis on the social and educational barriers that limit academic success for some students. The unit presents ideas on teaching the language of academic success and provides a framework for understanding school-based language policies. Discussions in this unit help candidates distinguish between conversational proficiency and deeper cognitive academic language proficiency, in addition to the multitiered English language development levels of proficiency used in standardized assessment. Candidates expand their understanding of language learning through discussion of the common cross-lingual dimensions of bilingual language proficiency. They explore how an understanding of one language can promote the development of proficiency underlying another.

CROSS COURSE CONNECTIONS
What elements influence the decision and implementation of pedagogy?

LEARNING OUTCOMES/OBJECTIVES
Upon completing this unit, students will be able to:
• Discuss various first and second language learning theories.
• Gain an understanding of what is meant by language proficiency.
• Discuss cross-lingual dimensions of language proficiency for those who know more than one language.

READINGS
Genesee, F., & Riches, C. (2006). Crosslinguistic and crossmodal issues. In F. Genesee & K. Lindholm Leary (Eds.), *Educating English language learners: A synthesis of research evidence* (pp. 64–108). New York, NY: Cambridge University Press.

Peregoy, S., & Boyle, O. (2017). Language and language acquisition. In *Reading, writing, and learning in ESL* (pp. 40–83). New York, NY: Pearson.

ASSIGNMENTS

Assignment	Due Date	Grading
Learning Activity: Cross-cultural dimensions of language proficiency	By your class time session	2 points
Class time	Varies	2 points

Unit 5
Week 6

LANGUAGE DEVELOPMENT (cont.)

INTRODUCTION
This unit focuses on understanding language development and the various ways in which language is defined by proficiency levels. Students will be introduced to the English language development standards and how they define proficiency through proficiency level descriptors (PLDs). A review of how the standards are organized to support language development and how they can be used for integrating language across the curriculum will be included.

CROSS COURSE CONNECTIONS
How do opportunities to learn from others affect academic, individual, and social development?

LEARNING OUTCOMES/OBJECTIVES
Upon completing this unit, students will be able
to:
- Read the English Language Development standards as a source for planning for language development across language proficiency levels.
- Understand the common language indicators as students move across PLDs as well as the diversity within each PLD.
- Determine a student's PLD based on language characteristics.

READINGS
Overview of the California English Language Development Standards and Proficiency Level Descriptors
http://www.cde.ca.gov/sp/el/er/documents/sbeoverviewpld.pdf

ASSIGNMENTS

Assignment	Due Date	Grading
Learning Activity: Language Proficiency Levels	By your class time session	2 points
Task 2- ELL Scenarios-Proficiency Level Descriptors	By your class time in Week 7	10 points
Class time	Varies	2 points

Unit 6
Week 7

SECOND LANGUAGE ACQUISITION

INTRODUCTION
In this unit candidates continue their study of theory by focusing on second language acquisition theories, second language teaching, and language learning issues in the classroom related to bilingual and English language teaching. Affective issues in second language acquisition are discussed. Candidates build their understanding of bilingual education programs, comparison of submersion and immersion approaches to language teaching, age factors in second language acquisition, and language learning vs. language acquisition hypotheses.

CROSS COURSE CONNECTIONS
How do students' individual experiences influence learning?

LEARNING OUTCOMES/OBJECTIVES
Upon completing this unit, students will be able
to:
● Discuss some aspects of second language learning theory.
● Understand transferability between primary and target languages.

READINGS
Li, N., & Destino, T. (2016). ELLs and L2 acquisition theory. In N. Li (Ed.), *Teaching ELLs across content areas: Issues and strategies.* Charlotte, NC: Information Age Publishing.

Lantoff, J. P., & Thorne, S. L. (2006). Sociocultural theory and second language learning. In B. van Patten & J. Williams, (Eds.), *Theories in second language acquisition* (pp. 201–224). Mahwah, NJ: Lawrence Erlbaum.

Anya, U. (n.d.). Video lecture: *Second language acquisition: Introduction to theories*.
Anya, U. (n.d.). Video lecture: *Second language acquisition: Innatist and interactionist.*

ASSIGNMENTS

Assignment	Due Date	Grading
Class time	Varies	2 points

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Unit 6
Week 8

SECOND LANGUAGE ACQUISITION (cont.)

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INTRODUCTION

This unit focuses on understanding language development and the various ways in which language is defined by proficiency levels. Students will be introduced to the English language development standards and how they define proficiency through proficiency level descriptors (PLDs). A review of how the standards are organized to support language development and how they can be used for integrating language across the curriculum will be included.

CROSS COURSE CONNECTIONS

How does environment have an impact on teaching and learning?

LEARNING OUTCOMES/OBJECTIVES

Upon completing this unit, students will be able
to:

● Understand second language acquisition theories, including Krashen's hypotheses and sociocultural learning theory.
● Discuss second language learning theory and apply it to video observations and analysis.

READINGS

Peregoy, S., & Boyle, O. (2017). Oral language development in second language acquisition. In *Reading, writing, and learning in ESL* (pp. 160–197). New York, NY: Pearson.

Anya, U. (n.d.). Video lecture: *Second language acquisition: Krashen's hypotheses.*

ASSIGNMENTS

Assignment	Due Date	Grading
Learning Activity: ELA/ELD Standards video-Exercise 1	By your class time session	2 points
Task 3- Video Reflection, Second language acquisition theory in the classroom	By your class time in Week 9	10 points
Class time	Varies	2 points

Unit 7
Week 9

COMPREHENSIVE LANGUAGE SUPPORT

INTRODUCTION
This unit focuses on the need to provide English learners with language support throughout the day, including designated and integrated English language development instruction.

CROSS COURSE CONNECTIONS
How does teachers' knowledge of students affect students' progress?

LEARNING OUTCOMES/OBJECTIVES
Upon completing this unit, students will be able
to:
- Understand the difference between designated and integrated English language development.
- Explain how to use the English language development standards for planning for designated and integrated ELD.

READINGS
Walqui, A. (2006). Scaffolding instruction for English language learners: A conceptual framework. *The International Journal of Bilingual Education and Bilingualism, 9*(2), 159–180.

CA ELA/ELD Framework: Introduction, Chapter 1 Overview, Chapter 2 Essential considerations in ELA/Literacy and ELD Curriculum, Instruction and Assessment

ASSIGNMENTS

Assignment	Due Date	Grading
Learning Activity: Designated vs. Integrated ELD	By your class time session	2 points
Class time	Varies	2 points

Unit 8
Week 10

ACADEMIC LANGUAGE

INTRODUCTION

This unit focuses on understanding the role of academic language in students' academic success. A focus on English learners will guide the discussion; however, students will learn that academic language is the language *all* students access, interpret, and produce across curricular areas. Academic language is learned and developed by all children in classrooms. Students will be able to define academic language and identify how academic language is connected to learning objectives in lesson planning.

CROSS COURSE CONNECTIONS

How do teachers plan learning experiences that promote content acquisition and skill development?

LEARNING OUTCOMES/OBJECTIVES

Upon completing this unit, students will be able to:

● Define academic language as functions, forms, vocabulary, and fluency.
● Understand the difference between discipline-specific and academic vocabulary.
● Identify academic language across the curriculum.

READINGS

Girard, V., & Spycher, P. (2007). Deconstructing language for English learners. *Aiming High/Aspirando a lo mejor*. Santa Rosa, CA: Sonoma County Office of Education (SCOE).

Vocabulary readings: JIGSAW

Li, N. (2016). Increasing academic vocabulary for ELLs. In N. Li (Ed.), *Teaching ELLs across content areas: Issues and strategies*. Charlotte, NC: Information Age Publishing.

Peregoy, S., & Boyle, O. (2017). Words and meanings: English learners' vocabulary development. In *Reading, writing, and learning in ESL* (pp. 250–284). New York, NY: Pearson.

Kinsella, K. (2005). Series Part 1 – Preparing for effective vocabulary instruction & Part 2 – Teaching academic vocabulary. *Aiming High/Aspirando a lo mejor*. Santa Rosa, CA: Sonoma County Office of Education (SCOE).

ASSIGNMENTS

Assignment	Due Date	Grading
Learning Activity: Academic language in practice	By your class time session	2 points

Task 4- Planning for Academic Language	By your class time session in Week 11	10 points
Class time	Varies	2 points

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Unit 9
Week 11

SHELTERED INSTRUCTION
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INTRODUCTION
This unit presents an overview of how teachers can support English language learners across the curriculum. Candidates are prepared to understand and incorporate language development frameworks and content area standards into instructional planning for English learners. Practices for promoting English learner proficiency in academic language are discussed, including English language development (ELD) strategies and Specially Designed Academic Instruction in English (SDAIE).

CROSS COURSE CONNECTIONS
What forms of data about learners and learning affect lesson planning?

LEARNING OUTCOMES/OBJECTIVES
Upon completing this unit, students will be able
to:
- Understand the difference between ELD and SDAIE.
- Explain the role of language across the curriculum and the need to support students throughout the day at varied levels of support.

READINGS
Peregoy, S., & Boyle, O. (2017). Classroom practices for effective English learner instruction. In *Reading, writing, and learning in ESL* (pp. 84–129). New York, NY: Pearson.

Echevarria, J., & Graves, A. (2002). Sheltered instruction in the content areas. In *Sheltered content instruction: Teaching English language learners with diverse abilities* (3rd edition, pp. 55–79). New York: Allyn & Bacon.

ASSIGNMENTS

Assignment	Due Date	Grading
Class time	Varies	2 points

Unit 9
Week 12

INTEGRATED ELD

INTRODUCTION
This unit focuses on understanding the role of academic language in students' academic success. A focus on English learners will guide the discussion; however, students will learn that academic language is the language *all* students access, interpret, and produce across curricular areas. Academic language is learned and developed by all children in classrooms. Students will be able to define academic language and identify how academic language is connected to learning objectives in lesson planning.

CROSS COURSE CONNECTIONS
How can curriculum and pedagogy respond to meet a wide range of learners' needs?

LEARNING OUTCOMES/OBJECTIVES
Upon completing this unit, students will be able to:
- Understand what is meant by integrated ELD.
- Describe how SDAIE, ALD, and other language supports are part of integrated ELD.
- Understand the difference between designated and integrated ELD.

READINGS
Li, N. (Ed.). (2016). *Teaching ELLs across content areas: Issues and strategies.* Part 2 Teaching ELLs across the curriculum (Chapters 3–8). JIGSAW- based on content areas.

CCSS-ELD online training

ASSIGNMENTS

Assignment	Due Date	Grading
Group Planning for Integrated ELD lesson	Ongoing	n/a
Class time	Varies	2 points

Unit 10
Week 13

LITERACY AND LANGUAGE INSTRUCTION

INTRODUCTION
In this unit, candidates discuss reading and writing instruction for ELLs including issues and techniques in bilingual and second language programs. Practices in bi-literacy and promoting English learner proficiency in academic language are highlighted.

CROSS COURSE CONNECTIONS
How can curriculum and pedagogy be individualized and personalized?

LEARNING OUTCOMES/OBJECTIVES
Upon completing this unit, students will be able
to:
- Understand the role of first language literacy development in reaching high levels of second language literacy and discuss reading and writing instruction for ELs.
- Analyze instructional programs that aim to develop second language literacy.
- Understand what it means to develop a comprehensive literacy program for ELs.
- Identify language and literacy demands across curricula and effective literacy practices for ELs.

READINGS
Peregoy, S., & Boyle, O. (2017). Reading and literature instruction for English learners. In *Reading, writing, and learning in ESL* (pp. 338–395).

Rubinstein-Avila, E. (2003). Conversing with Miguel: An adolescent English language learner struggling with later literacy development. *Journal of Adolescent & Adult Literacy, 47*(4), 290–301.

CA ELA/ELD Framework (Grade level chapter as applicable)
http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwintro.pdf

Goldenberg, C., & Coleman, R. (2012). The Common Core challenge for ELLs. *Principal Leadership,* pp. 46–51.

ASSIGNMENTS

Assignment	Due Date	Grading
Learning Activity: Planning with the ELD standards	By your class time session	2 points
Task 5- Video Analysis: Supporting the needs of English language learners	By your class time session in Week 14	10 points

Group Planning for Integrated ELD lesson	Ongoing	n/a
Class time	Varies	2 points

Unit 11
Week 14

FACILITATING THINKING, DEVELOPING LANGUAGE

INTRODUCTION
This unit focuses on literacy and language connections. Starting with an understanding of literacy as a meaning-making process that moves from simple to complex thinking processes, students will learn how to deconstruct thinking to understand the language demands on students as thinking becomes more complex. Engaging in this metacognitive process will help students learn to scaffold thinking for English learners.

CROSS COURSE CONNECTIONS
How can we choose strategies that encourage student engagement in learning?

LEARNING OUTCOMES/OBJECTIVES
Upon completing this unit, students will be able
to:
- Understand thinking skills; basic, critical, creative, and problem solving.
- Deconstruct critical and creative thinking processes.
- Determine thinking scaffolds to guide ELs in meeting the CCSS/ELD standards.

READINGS

Peregoy, S., & Boyle, O. (2017). *Reading, writing, and learning in ESL.*
Chapter 10: Content Reading and Writing: Prereading and during reading, pp. 396–437.
Chapter 11: Content Reading and Writing: Postreading strategies, pp. 438–494.

CA ELA/ELD Framework, Chapter 11 Implementing high-quality ELA/Literacy and ELD instruction
ASSIGNMENTS

Assignment	Due Date	Grading
Learning Activity: Scaffolding Thinking	By your class time session	2 points
Integrated ELD Group Lesson Plan	By your class time session	5 points
Integrated ELD Group Lesson Presentation	By your class time session	5 points
Class time	Varies	2 points

Unit 12
Week 15

POST-ASSESSMENT: Complete the post-assessment online prior to coming to class in Week 15. We will use your ideas to guide our class discussion.

EFFECTIVE EXPRESSION: Oral and Written

INTRODUCTION
This unit focuses on supporting English learners to transfer their thinking into comprehensible output, in both written and oral forms. Students will learn to deconstruct written discourse in order to scaffold writing for English learners across the curriculum. Oral discourse will be discussed with a focus on the need for students to engage in critical discussions with diverse partners.

CROSS COURSE CONNECTIONS
What does learning look like? How do you know learning has occurred (i.e., What is your evidence that learning occurred?)?

LEARNING OUTCOMES/OBJECTIVES
Upon completing this unit, students will be able to:
- Identify written discourse across the curriculum.
- Deconstruct writing to scaffold instruction for English learners.
- Understand the role of oral rehearsals in the writing process for English learners.
- Understand the need for ample and diverse opportunities to use language, written and oral, to develop academic language.

READINGS
Peregoy, S., & Boyle, O. (2017). English learners and process writing. In *Reading, writing, and learning in ESL* (pp. 286–336). New York, NY: Pearson.

Zwiers, J. (2007). Academic classroom discussions. In *Building academic language: Essential practices for content classrooms, grades 5-12* (pp. 101–134). New York, NY: John Wiley & Sons.

Mora-Flores, E. (2008). *Writing instruction for English learners*. Thousand Oaks, CA: Corwin Press. (available on ARES)

ASSIGNMENTS

Assignment	Due Date	Grading
Learning Activity: Analyzing Written Discourse	By your class time session	2 points

Individual Integrated ELD lesson plan	By your class time session	10 points
Class time	Varies	2 points