

LA 2.4 Makoto's Literacy Profile



Learning Outcome

Employ theories of acquisition of a primary and new language in instruction.

Assessment: 25 pts.

TA: 45 Minutes

Pedagogical Intent

Teachers can better serve English learners when they know how to determine strengths and weaknesses of each student. This results in lessons prepared to support them as they develop literacy in a second language.

Student Position

Students have begun to explore literacy from a second language perspective. After viewing Makoto's case study, they will make observations of her literacy development and her strengths and weaknesses.

Instructions

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1. Students will complete a Literacy Profile for Makoto in groups, focusing specifically on her literacy needs. Use the following to complete Section 1 of [Makoto's Literacy Profile](#):

LA 2.4 Makoto's Literacy Profile

- Watch Makoto's video case study as a class. (See directions below.)
- Divide into groups of three, analyze [Makoto's Case Study Notes](#).
- Include her WIDA scores (listening 4 or 5, speaking 4, reading 4, and writing 4)
- Her DIBELS score is at grade level.

Note: Some of Makoto's test scores may seem confusing—take what you can from it, but don't spend time figuring it out and analyzing it.

2. To complete Section 2 (Goals), make cognitive, linguistic, and social/affective goals that will improve her literacy skills.

Viewing Makoto's Video Case from Second Language Literacy Case: A Video Ethnography

Directions:

- Go to telldcases.byu.edu Username: telldcases Password: video
- Go to TELL 430, click on Second Language Literacy Case
- Once you get to the case, you will notice that Makoto is the first probe listed for the following studies: Who Am I?, Who Am I as a Reader? Families, and Classrooms.
- Be sure to watch the Makoto segments. You might review the perspectives about Makoto (these are the tabs listed at the top) or any of the expert quotes and commentary that is more general.



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