LA 7.2 Center 2: Responding to ELs Language and Literacy Development through Input and Interaction

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and skills to construct learning environments that support development of English language proficiency: literacy, academic, and cognitive development. (footnote language and definition) Assessment: 25 pts. TA: 20 Minutes	Teachers can gather to critique and respond to their Unit Plan and Lessons. They can use the critique to improve these lessons specifically and their teaching practice more generally.	Students have learned how to recognize, honor, and draw on prior knowledge and cultural experiences in their teaching. They have learned how to identify where students are in learning language and developing literacy. They know how to design lessons and assessments that elicit student knowledge and promote learning.

Instructions

How to Run the Center: For this center, you will meet in groups of 4 for 20 minutes. Have someone keep time as you work in pairs to review unit plans. The center will be divided into five 4 minute segments. Give each person a number from 1 to 4. Use the following sequence for this learning activity:

- First 4 minutes: review learning activity and what you will be doing.
- Second 4 minutes: 1 and 2 review 1's unit plan/3 and 4 review 3's unit plan
- Third 4 minutes: 1 and 2 review 2's unit plan/ 3 and 4 review 4's unit plan
- Fourth 4 minutes: 1 and 3 review 1's unit plan/ 2 and 4 review 2's unit plan

- Fifth 4 minutes: 1 and 3 review 3's unit plan/ 2 and 4 review 4's unit plan

Activity:

1. Look for and point to evidence of language and literacy development throughout the lesson plan. Consider the following questions to guide your discussion.
    - Does the unit plan **intentionally** teach listening, speaking reading and writing?
    - Does the unit plan provide opportunities for students to learn the language of instruction (how formal/school language is used vs. informal/social language)?
    - Does the unit provide modeling, eliciting, probing, restating, clarifying, questioning, and praising in authentic and meaningful academic conversations and writing opportunities?
    - Does the unit encourage student to use content language and vocabulary?
    - Are students encouraged to use native language and English in instructional activities?
    - What evidence is there of comprehensible input?
    - How was the unit revised to attend to a variety interactions to build the literacy skills of ELLs?
2. Use the LLD (language and literacy development), Input, and Interaction rows of the notes table to record ideas you want to include in your Explanatory Document.

Raty, M. , Gallagher, E. , Wootton, T. , Graham, R. , Teemant, A., Rice, M., & Pinnegar, S. E. (2019). *Developing Second Language Literacy*. EdTech Books. Retrieved from https://edtechbooks.org/second_language_literacy