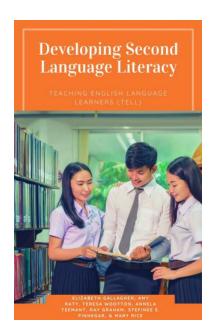
HW 2.4 More and Less Proficient ELL Student's Literacy Profiles



Learning **Pedagogical Intent Student Position** Outcome **Employ** theories of Teachers can better serve acquisition of **English learners when they** Students have begun to explore literacy from a know how to determine a primary and second language perspective. After viewing Makoto's new language strengths and weaknesses of case study and analyzing it, they will analyze the in instruction each student. This results in language and literacy strengths and needs of a more **Assessment:** lessons prepared to support and less proficient ELL. 50pts. them as they develop literacy in **Due: Session** a second language.

Instructions

- 1. Students will analyze the literacy strengths and needs of 2 ELL students; one more proficient in English and one less proficient. They will complete Section 1 of <u>Literacy Profile of an English Learner</u> worksheet:
 - Use <u>WIDA Performance Definitions for Speaking and Writing</u>, and <u>WIDA Performance Definitions for Listening and Reading</u> to estimate their students' WIDA scores.
- 2. Leave Section 2 (Goals) blank. Students will complete for later.





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