

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



Learning Outcome	Pedagogical Intent	Student Position
<p><b>Employ theories of acquisition of a primary and new language in instruction</b>  <b>Assessment: 50pts.</b>  <b>Due: Session 3</b></p>	<p><b>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.</b></p>	<p><b>Students have begun to explore literacy from a second language perspective. After viewing Makoto's case study and analyzing it, they will analyze the language and literacy strengths and needs of a more and less proficient ELL.</b></p>

## 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 [Literacy Profile of an English Learner](#) worksheet:

- Use [WIDA Performance Definitions for Speaking and Writing](#), and [WIDA Performance Definitions for Listening and Reading](#) 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](https://edtechbooks.org/second_language_literacy)