

LA 5.6: Center 5: Selecting a Text with Purpose



Learning Outcome	Pedagogical Intent	Student Position
Employ theories of first and second language acquisition in teaching literacy.	Teachers can design and implement instruction in their content that supports ELs in developing academic language.	Students have learned about defining content and language objectives, supporting the development of academic language, Literacy guidelines for ELs, and developing literacy focused classrooms. They are now ready to deepen their understanding about supporting their students reading skills.
Employ theories of first and second language acquisition in teaching content area subjects.		
Assessment: 25 pts.		
TA: 25 Minutes		

Instructions

1. Turn to the summary of [Literacy Strategies in the Mathematics Classroom](#). Read it and make notes on the reading that are relevant to your content. You can also record any ideas on the key ideas worksheet.
2. Discuss the reading with your group. Consider:
3. How does this article help you see the language of math differently?
 - Consider and make notes on one of these questions:
 - How can you apply these concepts to the language of your content area (secondary professionals)?
 - Or How can you apply these ideas to the various content areas you teach (elementary professionals)?
 - Identify the meaning making processes of your discipline
4. Given your learning so far considering vocabulary teaching, comprehension, and text structures and the activities you have been thinking about consider:
 - How can you explicitly teach the meaning-making processes within your discipline with the texts in this unit?
5. Take a minute to consider each of these questions and jot notes in answer to them.
 - What is the purpose of the text you chose for this unit?
 - What content, concepts, and language do you want to teach? (Refer to your notes from the video segment on comprehension (AVG 5.1) from your homework.)
 - Review the words you selected for vocabulary study. Reconsider them and adjust your plan if needed.
 - Have you made the content, concepts, and language explicit to the students? How? (Consider these questions in light of your plans to teach vocabulary and academic language)
6. Share your answers with a partner and listen to their thinking and make additions to your notes.



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