

## Session 2: Increasing Awareness of Language, Literacy, and Power

LA 2.1—Teachers should be in small groups and will use the form in the link to answer the questions. Once each group member has completed the writing, they will discuss the 4 bullet points together. They need to create a small poster explaining their understanding and beliefs about teaching literacy and language to ELs. As a whole class at the end of this activity, discuss the benefits of allowing students to do a quick think or quick write before they tackle the work. This is what they did in this learning activity.

LA 2.2—Assign teachers to a group of 3, each group with at least one person representing elementary and secondary teachers. Each person in the group takes one of the articles and writes notes about the important parts of their article. Then they share their learning from the articles together in the group. They will create a VENN diagram together, with one side representing elementary teachers, and the other side representing secondary teachers. After completing the chart, discuss as a class some of the points that were shared together in the center of the VENN. Also discuss the final questions with the group.

LA 2.3—Teachers open the literacy profiles link and find the student named Carlos' critical incident. Once they read this incident, they need to summarize the information together. They discuss the dilemma Carlos represents for the teacher. Now, in groups of 5, they will use the worksheet in the other link in the activity. Each person in the group will read another person's critical incident in the first link. In turn, each person presents their student and they all record notes on the worksheet in the second link. Finally, they will try to identify students they work with or have worked with that matches one of the profiles they have read.

LA 2.4—In a group of three, teachers study Makoto focusing on her literacy needs. They watch her case study (refer to the directions at the bottom of the learning activity to get this). Teachers also study her WIDA scores and her DIBELS. Then they write cognitive, social-affective, and linguistic goals for Makoto.

HW 2.1—Reflection. This follows the pattern set in homework for session 1. Every week, each teacher should identify an EL practice that they want to infuse into their practice. Here is where they report on what they tried and how it went, followed by how to include it more often as they teach.

HW 2.2—This has them read three articles about literacy-rich classroom environments. They include articles on both elementary and secondary levels. Each should read all of them, because some of each article could apply to either level. They need to follow this up with a self-evaluation regarding how literacy-rich their own classroom is. They now fill out the worksheet included in the last link. They need to bring this form with them next week.

HW 2.3—Teachers make a final selection of the unit they want to adjust to better meet the needs of ELs. It must be at least 5 lessons. They need to read the 2 articles in the links provided. Then they fill out the Unit Instructional Planning Guide to begin their work. This needs to be brought to session 3.

HW 2.4—Teachers will open up the form for the literacy profile, and they will begin filling in the Definitions, Strengths, Needs, and Current Realities. If they can't answer them all, they need to look for that information or assess the 2 students. Then they look up the WIDA proficiency levels for speaking and writing, and listening and reading. They leave section 2 (goals) blank for now.

HW 2.5—This homework prepares teachers to learn about Cummins important theories about context and cognitive demand. They use the capturing ideas link to take notes. They review BICS and CALP and there is link to a website for more explanation. Then they explore the matrix idea, continuing to take notes. They now read an article about coercive and collaborative relationships. They need to bring this worksheet with them to session 3.



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