




# EDU3370 Group Lesson Plan for ELL students 2015

Preservice teacher/candidates will work in small groups to write and implement a standards- based lesson plan that applies the knowledge of socio-cultural, socio-political, and psychological variables to differentiate instruction showing that they understand ELL acquisition and apply current theories in this area. Although this is a lesson plan, the FSC lesson plan format does not have to be used. This can be done in a presentation format with each aspect thoroughly addressed. A suggested format would be: standards chosen, materials, instruction, guided practice, independent practice, and assessments. Each aspect listed below must be clearly addressed within the presentation.

	1.0 Insufficient	2.0 Satisfactory	3.0 Outstanding
1.0 ELL stages and variables to learning 	Plan includes: <ul style="list-style-type: none"> <li>• Identification of one variable and one stage of English language acquisition</li> </ul>	Plan includes: <ul style="list-style-type: none"> <li>• Identification of two variable and at least two stages of English language acquisition</li> </ul>	Plan includes: <ul style="list-style-type: none"> <li>• Identification of two variable and at least two stages of English language acquisition</li> </ul>
	1.0 Insufficient	2.0 Satisfactory	3.0 Outstanding
1.0 Materials, Instruction, and Practice 	Lesson plan includes: <ul style="list-style-type: none"> <li>• Materials and instruction include appropriate selections for ELL students based on ELL research</li> </ul>	Lesson plan includes: <ul style="list-style-type: none"> <li>• Materials and instruction include appropriate selections for ELL students based on ELL research</li> <li>• L1 language materials are included</li> </ul>	Lesson plan includes: <ul style="list-style-type: none"> <li>• Materials and instruction include appropriate selections for ELL students based on ELL research</li> <li>• L1 language materials are included</li> <li>• Instruction and/or activities are cited according to ELL theorist</li> </ul>
	1.0 Insufficient	2.0 Satisfactory	3.0 Outstanding
1.0 Assessment 	Lesson plan includes: <ul style="list-style-type: none"> <li>• Appropriate formal and informal assessments</li> </ul>	Lesson plan includes: <ul style="list-style-type: none"> <li>• Appropriate formal and informal assessments</li> <li>• Assessments include a minimum of one created criterion-referenced and one performance-based assessment.</li> </ul>	Lesson plan includes: <ul style="list-style-type: none"> <li>• Appropriate formal and informal assessments</li> <li>• Assessments include a minimum of one created criterion-referenced and one performance-based assessment</li> </ul>

## Outcomes Linked to Criteria

### Criterion: ELL stages and variables to learning

#### ESOL Standards (2012)

Section	Description
2.3.a	Understand and apply current theories of second language reading and writing development for ELLs from diverse backgrounds and at varying English proficiency levels.

Section	Description
2.3.d	Understand and apply knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs' L2 literacy development in English.

#### Reading Endorsement Competencies 2012

Section	Description
4.1	Understand and apply knowledge of socio-cultural, socio-political and psychological variables to differentiate reading instruction for all students.

Section	Description
4.2	Understand the stages of English language acquisition for English language learners and differentiate reading instruction for students at different levels of English language proficiency.

### Criterion: Materials, Instruction, and Practice

#### ESOL (K-12 Competencies & Skills) 2012

Section	Description

Section	Description
4	Choose appropriate learning tasks for students with limited L1 literacy and/or limited formal schooling.

## ESOL Standards (2012)

Section	Description
2.3.b	Demonstrate understanding of similarities and differences between L1 (home language) and L2 (second language) literacy development.

Section	Description
2.3.c	Demonstrate understanding of how L1 literacy influences L2 literacy development and apply this to support ELLs' learning.

Section	Description
2.3.e	Understand and apply knowledge of how principles of phonology, morphology, syntax, semantics, and discourse affect L2 reading and writing development.

Section	Description
3.2.j	Incorporate activities, tasks, and assignments that develop authentic uses of the second language and literacy to assist ELLs in learning academic vocabulary and content-area material.

Section	Description
3.3.a	Use culturally responsive/sensitive, age-appropriate and linguistically accessible materials for ELLs of diverse backgrounds and varying English proficiency levels.

## Reading Endorsement Competencies 2012

Section	Description
4.3	Understand and apply current theories of second language acquisition to differentiate instruction for English language learners of diverse backgrounds and various levels of prior education.

Section	Description
4.8	Select and use developmentally appropriate materials that address sociocultural and linguistic differences.

Section	Description
4.10	Differentiate reading instruction for English language learners with various levels of first language literacy.

## Criterion: Assessment

### ESOL (K-12 Competencies & Skills) 2012

Section	Description
2	Evaluate formal and informal assessments to measure oral language, literacy, and academic achievement.

Section	Description
3	Determine appropriate accommodations during formal and informal assessments of ELLs at varying English language proficiency levels.

## ESOL Standards (2012)

Section	Description
5.3.b	Understand and use criterion-referenced assessments appropriately with ELLs from diverse backgrounds and at varying English proficiency levels.