Curriculum for FLANG 302
Biliteracy Development in Dual Language Immersion Classrooms

Course Description:

Integration of theory, research-based best practices, and instructional strategies to support teachers in developing, scaffolding, differentiating, and assessing literacy learning for language majority and minority students in dual language immersion contexts.

Course Learning Outcomes:

● Teach initial literacy skill development and build on students’ oracy skills as a foundation for reading and writing in the immersion language
● Support students’ transfer of literacy skills between L1 and L2 in order to construct metalinguistic bridges between the two languages
● Select instructional materials and strategies that facilitate the development of reading and writing skills in two languages
● Plan, implement, and scaffold literacy instruction that emphasizes the development of vocabulary and academic language
● Scaffold authentic texts and differentiate literacy instruction for struggling learners according to the linguistic and cultural backgrounds of language majority and minority students
● Holistically assess students’ progress in reading and writing in two languages, and use assessment results to inform instruction

UNIT 1: Foundations of Biliteracy Development

Learning Outcome: Support students’ transfer of literacy skills between L1 and L2 in order to construct metalinguistic bridges between the two languages

Unit Can Dos:

1) I can explain how teaching for biliteracy is different from teaching for monolingual literacy.

2) I can identify the implications of teaching a minority language within a majority culture.

3) I can apply principles of biliteracy development.

4) I can recognize students’ “Funds of Knowledge” and apply this knowledge to my instruction.
## Unit Assessment:

### Biliteracy Learner Profile:
I can create a biliteracy learner profile (background, family, funds of knowledge) for a student by collecting and analyzing data obtained from observing the learner and communicating with his or her parents and teacher. I can identify important instructional implications based on the learner profile I create.

## Contextualized Experience(s):

### Virtual Observation:
In-class video observation of several different students with different learner profiles

### Case Studies of Learners with Different Profiles

### Field Experience:
Discuss the learning needs of the students in your field experience

## Key Content:

1. Definition of Biliteracy ("literacy squared")
2. Programmatic & Curricular Implications of Monolingual v. Multilingual Perspective on Biliteracy Development
3. Instructional implications of 3 Sociolinguistic Premises
4. Key Characteristics of Simultaneous/Sequential Bilingual Development (general, cultural, academic)
5. Student Profiles
6. Teacher Profiles [Self-assessment, Reflection, & Establishing Professional Learning Networks (PLNs) and Professional Learning Communities (PLCs)]
7. Intro. to the Bridge & Contrastive Analysis for DLI

## Texts & Materials:

1. Beeman & Urow (2013) - Ch. 1, Foundations in Teaching for Biliteracy
2. Beeman & Urow (2013) - Ch. 2, Students: A Multilingual Perspective
4. True Colors Test

## Possible Interactive Activities (that engage learners in DOING something with content):
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- Syllabus Wish List on MeetingWords
- **Literacy Link** Class Opening Routine
- Defining Biliteracy: What were these students trying to say? (Knapp)
- Biliteracy Buzzword Bingo (Montgomery)
- Monolingual v. Multilingual Perspectives Sorting Activity (Beeman Website)
- Three Sociolinguistic Premises for Teaching for Biliteracy Discussion Worksheet (Beeman Website)
- Three Sociolinguistic Premises for Teaching for Biliteracy Word Sort
- Biliteracy Grab-a-Word (Montgomery)
- Sociolinguistic Premises Scenario Application Line Up Activity (Beeman Website)

**Beeman & Urow, Ch. 2**

- True Colors Quiz & Activities
- Collaboratively Crafting a Student Profile (My apple is like a DLI student because...)
- Student Profile Case Study Sorting Activity

**Beeman & Urow, Ch. 3**

- Teacher Profiles: Reader’s Theater on Professional Learning Communities in Dual Language Immersion
- Teacher Self-Reflection Survey (Beeman & Urow, p. 45)

**Other Possible Activities:**

- True/False Jeopardy: What does the research say about DLI?
- DLI v. ESL Instructional Practices Contrast Worksheet (p. 6 of handout)

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### UNIT 2: Developing Initial Literacy Skills

**Learning Outcome:** Teach initial literacy skill development and build on students' oracy skills as a foundation for reading and writing in the immersion language

**Unit Can Dos:**

1. I can explain the concept of “balanced literacy.”
2. I can describe difference between “top down” and “bottom-up” approaches to literacy development.
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<tr>
<td>3) I can build literacy on a foundation of oral language.</td>
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<td>4) I can plan interactive, bottom-up activities that progressively develop initial literacy skills (phonological and orthographic awareness, phonics, fluency, etc.) in the immersion language.</td>
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</table>

**Unit Assessment(s):**

**Contextualized, Well-balanced, Interactive Literacy Lesson Plan:** I can use my mentor teacher as a resource to help me develop a carefully contextualized, well-balanced, interactive literacy lesson plan for a particular grade level that also includes targeted bottom-up skill building (syllabic, on-set rime, and phonemic awareness, phonological and orthographic awareness, and word study), interactive activities, and contrastive analysis.

**Microteaching Presentations in Small Groups:** I can facilitate an interactive “bottom-up” literacy activity in my target language.
Introduction to Utah DLI Curriculum Materials: Invite DLI Directors to provide an overview of literacy materials in each immersion language, including scope and sequence by grade level.

Guided Virtual Observation: In-class video observation of lessons in several different immersion languages that strategically and progressively develop literacy (to model how to observe, what to notice, how to take notes, and how to conduct a professional debrief).

Field Experience Literacy Lesson Observations: 15 visits during literacy time in the immersion language (including visits to other grade levels and partner teacher’s classrooms during literacy time).

Fishbowl Discussion: To collaboratively discuss field experience observations.

Guest Speakers:
- Decoding - Current DLI teachers/literacy leaders - Go over word study in each language
- Fluency - Include findings from research on one-minute timed readings and repeated/timed writings in Chinese & Spanish w/ video
- Counterbalanced Approach - Adapting existing materials to better support balanced literacy development
- Balanced Literacy - Balanced literacy presentation from ACTFL

Utah Foreign Language Association Conference: Attend DLI presentations.
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<th>Key Content</th>
<th>Texts &amp; Materials</th>
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<tr>
<td><strong>Limited Time</strong> - DLJ Literacy Instruction = 15% of immersion day (Grades 1-3) &amp; 50% (Grades 4-6)</td>
<td>1) Balanced Literacy Terms (p. 3)</td>
</tr>
<tr>
<td><strong>Environmental Print</strong> - Extending the Concept of “Immersion.” Preparing a literacy-rich environment</td>
<td>2) Culatta, Culatta, Aslett, &amp; Wilson (2005) – Balanced Literacy</td>
</tr>
<tr>
<td><strong>Routines &amp; Procedures</strong> - Establishing classroom routines and procedures that support literacy development</td>
<td>3) National Institute for Literacy (2000) - Put Reading First, Ch. 1 (Phonemic Awareness), Ch. 2 (Phonics), Ch. 3 (Fluency), Ch. 4 (Vocabulary), Ch. 5 (Text Comprehension)</td>
</tr>
<tr>
<td><strong>Foundation of Oral Language</strong> - Establishing a foundation of oral language by linking sound, print, and meaning (sound-symbol correspondence)</td>
<td>4) Herrera, Perez, Escamilla (2015) - Ch. 7 (Fluency in Practice)</td>
</tr>
<tr>
<td><strong>Decoding</strong> - Developing students’ decoding skills through word study</td>
<td>5) Beeman &amp; Urow (2013) - Ch. 9, Word Study &amp; Fluency: The Dictado and Other Authentic Strategies</td>
</tr>
<tr>
<td>Phonological Awareness</td>
<td>6) Escamilla (1999) - Teaching (Balanced) Literacy in Spanish</td>
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<tr>
<td>• Syllabic Awareness</td>
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<td>• Onset-Rime Awareness</td>
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<td>• Phonemic Awareness</td>
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<td>• Phoneme Isolation</td>
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<td>• Phoneme Identity</td>
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<td>• Phoneme Substitution</td>
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<td>• Oral Segmentation</td>
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<td>• Oral Blending</td>
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<td>• Oral Rhyming</td>
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<td>Morphologic &amp; Orthographic Awareness</td>
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<td><strong>Fluency</strong> - Building automaticity to free cognitive resources for comprehension (Instructional strategies for developing reading fluency)</td>
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<td><strong>Metalinguistic Awareness</strong> - Developing students’ metalinguistic awareness and transfer skills through contrastive analysis (bridging)</td>
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### Balanced Literacy - Top-down/bottom-up and interactive approaches

7) For Instructors: Herrera, Perez, Escamilla (2015) - Ch. 3 & 4 (Phonological awareness and phonics)

8) For instructors: Escamilla (Lora Lotte??) (Fluency)

### Key Activities (that engage learners in DOING something with content)

- Videotape a Literacy Lesson - With permission, videotape a literacy lesson from their field placement, edit it down to 5 minutes with GoReact, Playposit, or Vialogues, present it to the class with PearDeck, and discuss how it's organized

### Other Possible Activities:

**Beeman & Urow, Ch. 4**

- Review of DLI Core Instructional Strategies
- **Effective Strategies for Teaching for Biliteracy** (pp. 8-10 of handout)
- **Biliteracy Unit Framework & Activities Word Sort**
- **Strategies for Teaching for Biliteracy** (4-skills Brainstorming Worksheet)
- **Standards Check**

### UNIT 3: Planning for Contextualized Biliteracy Development

**Learning Outcome:** Plan, implement, and scaffold literacy instruction that emphasizes the development of vocabulary and academic language

**Unit Can Dos:**

1) I can select a narrative or expository text from my targeted grade-level language arts curriculum, develop pre-, during, and post-reading activities that build literacy skills over a 10-day period.
2) I can scaffold literary texts in the immersion language to make them more accessible to immersion learners.

**Unit Assessment:**

**Well-scaffolded 10-Day Literacy Plan:** I can select a narrative or expository text from my targeted grade-level language arts curriculum and develop well-scaffolded pre-, during, and post-reading activities that build literacy skills over a 10-day period.

**Contextualized Experience(s):**

Lesson Plan Analysis – Locate, analyze, and annotate a literacy lesson plan in terms of how well the teacher uses culturally authentic materials, pedagogy, and technology to develop learners’ biliteracy skills in the context of academic content.

**Guest Speakers:**

- 10-day Literacy Plans - Samples of these based on the Utah Model
- Academic Language – Key principles and strategies for developing it

**Key Content: (10-Day Plan)**

**Embedding Literacy Development Across the Curriculum** - Attending to literacy during content instruction by purposefully using authentic literacy materials and integrating language, content, and culture

**Scaffolding Literacy Development**
- Vygotsky’s (1978) Zone of Proximal Development
- Definition of “Scaffolding” (Bruner, et. al)
- Implications for Lesson Planning

**Writing Objectives** – Writing objectives that integrate language, content, and culture

**Pre-, During, & Post-reading** – Planning lessons that include pre-, during, and post-activities

**Texts & Materials**

1) *Utah DLI Proficiency Targets*

2) Beeman & Urow (2013) - Ch. 4, Planning the Strategic Use of Two Languages

3) Beeman & Urow (2013) - Ch. 5, Language Resources, Linguistic Creativity, & Cultural Funds of Knowledge
### Activating & Building Background Knowledge
- Selecting pre-reading activities that activate students' prior knowledge and experiences, build schema, and develop vocabulary

### Guided Reading
- Strategies for meaningful, repeated reading of a text (i.e., choral, echo, group, partner, etc.), including whole group, explicit, interactive teaching

### During Reading Activities
- Interactive strategies that invite students to make multiple passes through a text for different purposes
  - Extract both literal and figurative meaning
  - Focus on language patterns
  - Communicate across all three modes of communication
  - Purposefully model and apply good reading comprehension strategies

### Reading Comprehension
- Strategies for reading comprehension that extend beyond just decoding, such as obtaining meaning from context, leveraging genre conventions, and close reading skills

### Counterbalance Activities
- Noticing
- Awareness (Contrastive Analysis - Using “bridging”/contrastive analysis to help learners focus on form, develop metalinguistic awareness, and transfer L1 literacy skills to L2)
- Production
  - Control
  - Communicative Production for Meaningful Purposes
- Writing for Academic Purposes (Written & Oral Presentational Communication with Purposeful Feedback)

### Vocabulary & Academic Language Development
- Strategies for expanding academic vocabulary

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<thead>
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<tbody>
<tr>
<td>4) Escamilla, et al. (2014)</td>
<td>Reading, Ch. 3 (pp. 42 - 50)</td>
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<tr>
<td>5) Beeman &amp; Urow (2013)</td>
<td>Ch. 6, Building Background Knowledge</td>
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<td>6) Beeman &amp; Urow (2013)</td>
<td>Ch. 7, Reading Comprehension</td>
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<tr>
<td>7) Herrera, Perez, Escamilla (2015)</td>
<td>Ch. 6 (Strategies-based Comprehension)</td>
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<tr>
<td>8) Mimi Met article</td>
<td>Vocabulary and academic language</td>
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<tr>
<td>9) Kate Kinsella/Close reading (annotations)</td>
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<tr>
<td>10) Critically Reading the Word &amp; the World: Building Intercultural Understanding Through Literature</td>
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### Key Activities (that engage learners in DOING something with content)

- **Text Selection:** Evaluate culturally authentic texts and select three on the same topic that recycle academic content and vocabulary in ways that build proficiency.

- **Writing Integrated Objectives:** Write an integrated objective for each topic provided by the instructor (or the texts selected for the previous activity).

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<td>10 Quick Ways to Analyze Literature for Racism &amp; Sexism</td>
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<td>16</td>
<td>For Instructors: Cloud, Genesee, Hamayan (2009) - Ch. 4, Academic Language</td>
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<tr>
<td>17</td>
<td>For Instructors: Herrera, Perez, Escamilla (2015) - Ch. 5, Vocabulary</td>
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- Cognates
- Word roots, prefixes, and suffixes
- Synonyms and antonyms
- Compound words
- Word families
- Transitional words and phrases
- Content-specific vocabulary
- Moving from concrete to abstract
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- **Pre-reading Activity Development**: Develop a pre-reading activity that activates and builds background knowledge

- **Analyze a Text**: Analyze a text to identify key language patterns and features of academic language that are present in the text, then plan scaffolding to support learners in acquiring them

- **During Reading Activity Development**: Select a guided reading strategy and prepare an interactive during reading activity that builds academic language and close reading skills

- **Field Experience Assignment 1**: Tutor a struggling reader?

- **Field Experience Assignment 2**: Facilitate literacy circles or reading groups?

**Other Possible Activities**:

- **Beeman & Urow, Ch. 5**
  - Frayer Model

**UNIT 4: Developing Writing Skills**

**Learning Outcome**: Select instructional materials and strategies that facilitate the development of reading and writing skills in two languages.

**Unit Can Dos**:

1) I can identify and explain the stages of writing development (or in Chinese, a well-sequenced writing lesson).

2) I can develop a writing activity based on the Language Experience Approach.

3) I can create and facilitate a dictation activity.

**Unit Assessments**

1) **Writing Lesson Plan**: I can develop a writing assignment and an accompanying lesson plan that guides students through the writing
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<tr>
<th>Process (modeled writing, shared writing, collaborative writing, independent writing).</th>
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<td><strong>2) Language Experience Approach Lesson:</strong> I can facilitate a writing activity based on the Language Experience Approach.</td>
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<tr>
<td><strong>3) Dictation Activity:</strong> I can create and facilitate a dictation activity.</td>
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#### Contextualized Experience(s):

- **Language Experience Approach Video:** Watch a video of a DLI teacher guiding students through a lesson that uses the Language Experience Approach.
- **Dictation Video:** Watch a video of a DLI teacher facilitating a dictation activity.

### Key Content:

1. **Developmental Stages of Writing**
2. **Writing Process:** Developing a Writing Lesson - Modeled writing, shared writing, collaborative writing, independent writing (including brainstorming topics, planning writing, pre-writing, revising, and editing).
3. **Research on Writing** - Common problems in the writing of language learners.
4. **Instructional Strategies** - Best practices for developing initial writing skills and writing fluency:
   - Multisensory Practice
   - Graphic Organizers
   - Scaffolding the Writing Process: Language Experience Approach
   - Journals & Dialogue Journals
   - Dictations
   - Timed Writing
   - Bridging
5. **Building Writing Proficiency** - Proficiency-based

### Texts & Materials:

- 1) Beeman & Urow (2013), Ch. 8, *Writing: A Multilingual Perspective*
- 2) Escamilla, et. al, (2014) - Ch. 4, *Teaching Approaches to Develop Biliterate Writing* (pp. 54-57)
- 3) Cloud, Genesee, Hamayan, Ch. 6, *Connecting Reading & Writing*
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<table>
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<tr>
<th>Strategies for Progressively Shifting Writing Proficiency</th>
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<tr>
<td>● Sentence-building</td>
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<td>● Elaboration</td>
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<tr>
<td>● Complex sentences</td>
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<tr>
<td>● Transitional words and phrases</td>
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<tr>
<td>● Academic language</td>
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<tr>
<td>● Mentor texts</td>
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<tr>
<td>● Cultural conventions</td>
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6) Providing Effective Feedback on Writing

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<th>Feedback Strategies</th>
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<tr>
<td>● Responding to content</td>
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<td>● Focused correction</td>
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<tr>
<td>● Self-evaluation</td>
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<td>● Peer editing</td>
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<td>● Writer’s Workshop/Writing conferences</td>
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Key Activities (that engage learners in DOING something with content):

**Stages of Writing Development:** Have students look at a longitudinal collection of samples of an individual student’s writing from Kindergarten to 6th grade and identify the stage of writing development demonstrated by each piece.

**Journals:** Review the weekly journal of a typical student to identify the student’s perceptions, strengths, weaknesses, and how journal writing changed his own perceptions of his language skills.

**Learning Centers:** Have students try each of the writing proficiency activities in class.

**Analyze Student Work:** Have students analyze writing samples from K-12 learners to identify strengths, weaknesses, and patterns of error.

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UNIT5: Assessing Biliteracy Development

**Learning Outcome:** Holistically assess students’ progress in reading and writing in two languages, and use assessment results to inform instruction.
## Unit Can Dos:

1. I can identify the ACTFL Proficiency Level of student literacy products.
2. I can design activities and assignments that progressively improve student performance on targeted skills.
3. I can use the ACTFL Proficiency Guidelines to create a developmentally appropriate rubric that structures a writing assignment and provides meaningful feedback to students.
4. I can integrate formative assessments into my writing activities.

## Unit Assessments:

1. **Standards-in-Practice In-Class Rating Activity:** I can examine samples of student work and identify students’ level of performance according to the ACTFL Proficiency Guidelines.
2. **Writing Assignment:** I can collaboratively design activities and formative assessments that progressively improve student performance toward a targeted skill.
3. **Writing Assignment Rubric:** I can develop a rubric (targeted toward a specific grade level and proficiency level) to provide meaningful feedback about learner performance on a writing assignment.

## Contextualized Experience(s):

**Sample Student Work:** Analyze sample student work from DLI learners to identify common issues in writing development in their target language.

**Rubric Rating:** Rate sample student work in small groups based on state rubrics for writing as a prelude to discussing the potential advantages and disadvantages of rubrics as well as interrater reliability.

## Key Content:

1. **Types of Assessment**
   - Formative v. Summative
   - Performance v. Proficiency
   - Classroom v. Standardized

## Texts & Materials:

1. Beeman & Urow (2013), (Assessment included in Ch. 7,8,9)
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<table>
<thead>
<tr>
<th>2) Aligning Literacy Assessments with National Standards</th>
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<tbody>
<tr>
<td>- ACTFL Proficiency Guidelines &amp; Rating Scale</td>
</tr>
<tr>
<td>- NCSSFL/ACTFL Global Benchmarks</td>
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<td>- NCSSFL/ACTFL Global Can Do Statements</td>
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<td>- Utah Core Standards</td>
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| 2) Cloud, Genese, Hamayan (2009) – Ch. 6, Assessment |

| 3) Aligning Literacy Assessments with Objectives: Developing Can Do Statements |

| 3) For Instructors: Herrera, Perez, Escamilla, Ch. 9 for instructor background |

| 4) Developing Rubrics for Integrated Performance Assessment Tasks |

| 4) Shrum & Glisan, Ch. 9 |

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<th>5) Using &amp; Reporting Classroom Assessment Data</th>
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<tr>
<td>- Student Proficiency Reports</td>
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<td>- Reading Running Record</td>
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| 5) Standardized Tests - AAPPL in 3rd and 5th grade+ |

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<tr>
<th>6) Key Activities (that engage learners in DOING something with content)</th>
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<tr>
<td>- <strong>Formative Assessment Rotation Review:</strong> Lots of examples of different low-prep ways to formatively assess writing</td>
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<tr>
<td>- <strong>Rubric Sharing Fishbowl:</strong> Examples of many different types of writing tasks and rubrics for assessing them</td>
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<tr>
<td>- <strong>Writing Sample Analysis:</strong> Examine writing samples at different levels of proficiency in various languages from the ACTFL Proficiency Guidelines website</td>
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<tr>
<th>Other Possible Activities:</th>
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<tr>
<td>- Ideas for teaching learners to peer and self-assess, especially in secondary DLI</td>
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| UNIT6: Differentiating Literacy Learning for Struggling Learners |
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<th><strong>Learning Outcome:</strong></th>
<th>Scaffold authentic texts and differentiate literacy instruction for struggling learners according to the linguistic and cultural backgrounds of language majority and minority students</th>
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</table>
| **Unit Can Dos:**      | 1) I can select research-based adaptations to instruction to support struggling learners.  
                          2) I can design effective interventions for struggling learners. |
| **Unit Assessments:**  | 1) **Learning Centers:** I can develop and facilitate engaging, interactive, literacy learning activities that struggling students can complete independently or in small groups.  
                          2) **Mock IEP Conference:** Given a case study of a struggling learner, I can collaborate with others to facilitate a mock IEP conference.  
                          3) **Intervention Plan:** Given a profile of a struggling learner, I can collaborate with others to design an intervention plan. |
| **Contextualized Experience(s):** | **Learning Centers:** Engage students with content from the reading for this unit using learning centers  
                              **Video of IEP Conference:** Show the video clip of the IEP conference from the documentary *The First Year*, then discuss similarities and differences to IEP conferences for DLI students  
                              **Guest Speakers:** DLI Directors or Classroom Teachers |
| **Key Content:**       | 1) Profiles of Typical Struggling Learners in DLI  
                          2) Diagnosing Learners Who Struggle  
                          3) Supporting Learners Who Struggle Through Scaffolding & Personalized, Differentiated Learning Strategies |
| **Texts & Materials:** | 1) Fortune & Menke (2010) - *Struggling Learners and Language Immersion Education*, Ch. 4 & Ch. 5 |
## Key Activities (that engage learners in DOING something with content):

Invite a DLI teacher to come in (or Skype in) and present the profiles of several struggling learners in their classroom. Have students research possible interventions, develop an intervention plan and present it to the teacher. After receiving feedback from the teacher on the plan, have students prepare materials to support the targeted students and share them with the teacher.

## Other Possible Activities:

Online Simulations