Ed 323: Teaching Methods for English Language Learners  
Spring 2013  
Professor Deborah L. Norland

The content of Ed 323 provides an introduction to historical and contemporary theories and methods of English as a second language instruction with an emphasis on methodologies for teaching reading, writing, listening, and speaking with pronunciation skills within the context of content areas grounded in academic and social/cultural language goals. The course also includes a practicum in Postville, IA with English language learners, K – 5.

Class  
Tuesday and Thursday, 12:45 – 2:15 Preus 100 (1st level corner classroom)

Office  
Koren 116

Office phone  
x 1546

Home phone  
382-3423

e-mail  
norlandd@luther.edu

Office Hours  
MWF 9:30 – 11:00 and arranged HOWEVER, I am also supervising a student teacher the first seven weeks and may be in her classroom during the stated office hours.

Required Text


Recommended Texts


**Other Informative Titles**


Notable web sites:

- www.esl.about.com
- www.nwrel.org
- www.tesol.org
- www.nabe.org
- www.eslcafe.com

**Objectives**

1.0 Understand theories and research in language acquisition and development supporting ELLs’ English language, literacy learning within the context of content-area achievement.

2.0 Recognize, understand, and apply major theories and research related to the nature and role of culture in ELL instruction.

2.1 Demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement.

3.0 Know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs from diverse backgrounds using standards-based ESL and content curriculum.

3.1 Know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and
writing while supporting ELLs’ access to the core curriculum by teaching language through academic content.

3.2 Know and use a wide range of standards-based materials, resources, and technologies in ESL and content teaching.

4.0 Understand the history, research, educational public policy, and current practice in the field of ESL teaching and applying this to inform learning and teaching.

5.0 Seize professional growth opportunities and demonstrate the ability to build partnerships with colleagues, students, and teachers serving as an advocate for all ELLs.

Alignment with the Mission of Luther College
- Affirms the liberating power of faith and learning
- Embraces diversity
- An education that disciplines minds and develops whole persons equipped to understand and confront a changing society
- Strive to be a community where students and faculty are enlivened and transformed by encounters with one another, by the exchange of ideas, and by the life of faith and learning.

Requirements
1. Paper demonstrating an understanding of major theories and research about three immigrant populations and the affect of cultural identities, language, learning, and school achievement on learning and teaching. Students will focus on at least three different cultural groups, including Somali, Guatemalan, and Afghani. Include the role of parents in the education of their children from two perspectives, home country and the USA (100 points).
2. Two lesson plans using the modified SIOP lesson template in this syllabus. All lessons must include content from either a 6th or 9th grade social studies or science textbook. (125 points each)
3. Two lesson plans using the modified SIOP lesson template in this syllabus designed for beginning ELLs in K, 1, or 2 based on the content of the Postville K-2 curriculum. (125 points each)
4. Running record and reflection of partnership activities with the Postville primary ESL students, teachers, and staff. (50 points)
5. Graphic organizer of the history, research, educational public policy, and current practice, including types of programs, in the field of ESL teaching. (50 points)
6. Resource notebook for K-12: Activities and literature for newcomer, beginning and intermediate levels of English language proficiency for each grade (500 points)
7. Classroom blueprint for ELLs (50 points)

Attendance and participation policy:
Attendance is fundamental for the understanding and development of the learning process and for professionalism. Students are required to attend all classes. Students are also required to prepare for the class. Lack of preparation warrants loss of points (1 – 5 depending on the student’s behavior). Please notify me of any upcoming absences, just as you will notify your principal when you are teacher. Absences are excused only for emergencies, documented illness, or events endorsed by Luther College. Attendance and absences affect the final grade. Student will lose five (5) points for each unexcused absence.

Policies on late or missing work:
Students will lose points for late or missing work (1 – 5 points depending on the assignment).
<table>
<thead>
<tr>
<th>TESOL STANDARD</th>
<th>Course</th>
<th>LC Competency</th>
<th>Assignment/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1.a. Language as a System-Candidates demonstrate understanding of</td>
<td>Linguistics 131, 242 (or</td>
<td>Comp. 10: Subject Matter Specialization</td>
<td>Modified SIOP Lesson Plans and Resource notebook</td>
</tr>
<tr>
<td>language as a system, including phonology, morphology, syntax, pragmatics and</td>
<td>Anthro 103) Ed 323</td>
<td>Comp 5: Instructional Strategies</td>
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<tr>
<td>semantics, and support ELLs as they acquire English language and literacy in</td>
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<td>order to achieve in the content areas.</td>
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<td>Standard 1.b. Language Acquisition and Development-Candidates understand and</td>
<td>Ed 323, practicum,</td>
<td>Comp 5: IS Comp 6: Planning</td>
<td>Modified SIOP Lesson Plan and resource notebook</td>
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<tr>
<td>apply theories and research in language acquisition and development to support</td>
<td>student teaching</td>
<td>Comp 1: L Comp 4: LEnv</td>
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<tr>
<td>their ELLs’ English language and literacy learning and content-area</td>
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<tr>
<td>achievement.</td>
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<tr>
<td>Standard 2. Culture as It Affects Student Learning-Candidates know, understand,</td>
<td>Ed 323, Linguistics</td>
<td>Comp 5: IS Comp 6: PI Comp 2: DL Comp 1:</td>
<td>Paper: Before, during, and after course content</td>
</tr>
<tr>
<td>and use major theories and research related to the nature and role of culture in their instruction. They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement.</td>
<td>242 or Anthro 103, Ed 240</td>
<td>L Comp 4: LEnv</td>
<td></td>
</tr>
<tr>
<td>Standard 3.a. Planning for Standards-Based ESL and Content Instruction-Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. They plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum</td>
<td>Ed 323 and practicum, student teaching</td>
<td>Comp 5: IS Comp 6: PI Comp 2: DL Comp 1: L Comp 4: LEnv</td>
<td>Modified SIOP Lesson Plans: Development, teaching in practicum, and student teaching</td>
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<tr>
<td>Classroom Blueprint</td>
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<tr>
<td>Resource file</td>
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<tr>
<td>Advanced organizer</td>
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<td>Standard 3.b. Implementing and Managing Standards-Based ESL and Content Instruction-Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Candidates support ELLs’ access to the core curriculum by teaching language through academic content.</td>
<td>Ed 323 and practicum, student teaching</td>
<td>Comp 5: IS Comp 6: PI Comp 10: SMS Comp 1: L Comp 2: DL Comp 4: LEnv</td>
<td>Modified SIOP Lesson Plans: Development, teaching in practicum, and student teaching</td>
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<tr>
<td>Resource notebook</td>
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<tr>
<td>Standard 3.c. Using Resources and Technology Effectively in ESL and Content Instruction-Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching</td>
<td>Ed 323, practicum, and Student Teaching</td>
<td>Comp 3: Communication Comp 5: IS Comp 6: PI Comp 10: SMS</td>
<td>Running Record of activities during practicum/partnership</td>
</tr>
</tbody>
</table>
Standard 4.a. Issues of Assessment for English Language Learners - Candidates demonstrate understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations.

| Standard 4.b. Language Proficiency Assessment - Candidates know and can use a variety of standards-based language proficiency instruments to show language growth and to inform their instruction. They demonstrate understanding of their uses for identification, placement, and reclassification of ELLs. |
| Ed 324, practicum and student teaching | Comp 7: Assessment | Paper comparing different assessment tools: Johns Basic Reading Inventory, ELDA, Harcourt AGS Stanford English Proficiency Tests (Ballad & Tighe), CTB McGraw Hill Language Assessment Scales, and ACCESS for ELLs English Language Proficiency Test (WIDA Consortium), assisting in assessment of ELDA during the practicum in Postville |

Standard 4.c. Classroom-Based Assessment for ESL - Candidates know and can use a variety of performance-based assessment tools and techniques to inform instruction for in the classroom.

| Standard 5.a. ESL Research and History - Candidates demonstrate knowledge of history, research, educational public policy, and current practice in the field of ESL teaching and apply this knowledge to inform teaching and learning. |
| Ed 323 and Ed 240 | Comp 1: L Comp 2: DL Comp 4: LEnv Comp 5: IS Comp 6: PI | Graphic Organizer: Before, during, and after course content |

Standard 5.b. Professional Development, Partnerships, and Advocacy - Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students’ families, serve as community resources, and advocate for ELLs.

| Ed 323 practicum, Ed 240, and student teaching | Comp 8: Reflection Professional Development Comp 9: Relationships | Partnership with Postville – Ed 323 and Ed 324, Running record of activities and reflections based on interactions with students, teachers, parents, administrators, and LC prof Resource notebook |

Competency 1: Student Learning
The Luther Educator
1.1 understands how children learn and develop.
1.2 provides learning opportunities that support the student learner's intellectual, career, social, and personal development.

Competency 2: Diverse Learners
The Luther Educator
2.1 understands how children differ in their approaches to learning.
2.2 provides learning opportunities supporting the diverse learner's intellectual, social and personal development.

Competency 3: Communication
The Luther Educator
3.1 uses knowledge of effective verbal, nonverbal, and media communication techniques and other
forms of symbolic representation.
3.2 fosters active inquiry, collaboration, and supportive interaction in the classroom.
3.3 uses media and technology appropriately and effectively.

**Competency 4: Learning Environment**
The Luther Educator
4.1 understands individual and group motivational theories and behavior.
4.2 creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
4.3 maintains an effective classroom management system.

**Competency 5: Instructional Strategies**
The Luther Educator
5.1 understands a variety of instructional strategies (for critical thinking) and
5.2 uses these strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

**Competency 6: Planning Instruction**
The Luther Educator
6.1 demonstrates knowledge of subject matter, students, the community, and curriculum goals.
6.2 effectively plan instructions based on knowledge of subject matter, students, the community, and curriculum goals.

**Competency 7: Assessment**
The Luther Educator
7.1 understands formal and informal assessment tools and strategies.
7.2 Uses the tools and strategies to evaluate the continuous intellectual, social and physical development of each learner.

**Competency 8: Reflection & Professional Development**
The Luther Educator
8.1 continually evaluates the effects of individual choices and actions on students, parents, and other professionals in the learning community.
8.2 actively seeks out opportunities to grow professionally.

**Competency 9: Relationships with Parents, Colleagues, and the Larger Community**
The Luther Educator
9.1 fosters relationships with parents, schools, colleagues, and organizations in the larger community.

**Competency 10: Subject Matter Specialization**
The Luther Educator
10.1 understands the central concepts, tools of inquiry, and structures of the discipline(s).
10.2 creates learning experiences that make the aspects of subject matter meaningful for students.

**Learning Support Services**
**Student Academic Support Center.** The Student Academic Support Center (SASC) helps students develop confidence in their abilities and achieve their potential. The center's services, based on best practices in learning assistance, include
needs assessment, student-to-student tutoring, and one-on-one instruction with professional staff. In collaboration with faculty and other staff, SASC coordinates specialized services for students with disabilities. Go to http://www.luther.edu/sasc/ for information regarding SASC.

**Student Support Services.** The Student Support Services (SSS) project at Luther College is designed to help eligible students maximize their academic potential and achieve their professional and personal goals. SSS offers individualized tutoring, writing assistance, academic advising, career counseling, and personal support, in addition to small study groups, study skills workshops, and leadership opportunities.

**Disability Accommodations**
Luther College is committed to providing equal educational and employment opportunities for individuals with disabilities, in accordance with state and federal law and regulations, including the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act.

*Students who have concerns about a disability should register with Disability Services in the Student Academic Support Center (SASC), Preus Library, Extension 1270. Eligibility for Disability Services is based on documentation of a disability by a licensed professional provided by the student. Once documentation has been approved, Disability Services will work with the student to develop a plan of accommodations and auxiliary services to ensure equal access to all educational opportunities. It should be noted that no accommodation plan can be developed until the intake and documentation process is completed. Luther College policy and federal disability law emphasize that students are responsible for making timely and reasonable requests for accommodations and services. ([https://reason.luther.edu/sasc/disabilities/](https://reason.luther.edu/sasc/disabilities/))

**Academic Integrity Policy**
The Honor System shall apply to all aspects of a student’s academic life. This means tests, quizzes, examinations, and assigned written or oral work of any kind are expected to be the work of the student alone (unless otherwise assigned or approved) and that failure to observe this requirement shall be considered a violation of the Honor System. The Honor System prohibits the giving or receiving of information to or from students who write the test at another time.

Plagiarism of any sort involves presenting someone else's intellectual output as one's own. One kind consists in unauthorized collaboration on an assignment. Discussing and studying together are legitimate and desirable. But joint efforts should not extend to planning and writing something together that is supposed to show one's individual grasp of the matter at hand (unless the assignment specifically requires such collaboration).

Another kind of plagiarism consists in using someone else's work (in whole or in part) in a test, a paper, a lab report, or some other context where one is expected to be doing independent work. The most obvious form is to quote someone else's words (or use data, or diagram, or musical score, etc.) without showing the material is borrowed. But it is also plagiarism to rewrite (paraphrase) someone else's argument, without acknowledging the source; changing the wording does not cancel the debt. Of course, matters of common knowledge need not be credited to a source; to be safe, however, one should not assume anything is common knowledge unless one has seen it mentioned in print more than once without a reference to some source of information.

Academic integrity also prohibits the making of unauthorized copies of copyrighted material, including software and any other non-print media, as well as theft or defacement of print and non-print library materials.

**Tentative Course Schedule and Disclaimer - Dates May Change:**
The schedule is tentative and may be amended as the course progresses to accommodate the learning needs of the students. Activities may also change depending on learning needs of the students.

<table>
<thead>
<tr>
<th>Date</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 31</td>
<td>Course introduction, review of the syllabus</td>
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<tr>
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<td>In-class writing activity</td>
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<tr>
<td>February 5</td>
<td>English learners in 21st century classrooms</td>
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<td></td>
<td>Revise papers</td>
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<td></td>
<td>Begin graphic organizer</td>
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<tr>
<td>February 7</td>
<td>Language and language acquisition</td>
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<td></td>
<td>Social and academic language handout</td>
</tr>
<tr>
<td></td>
<td>Strategies developed from the acquisition theories of Behaviorist, Innatist, Interactionist</td>
</tr>
<tr>
<td></td>
<td>Add to graphic organizer</td>
</tr>
</tbody>
</table>
February 12  Classroom practices for effective English learner instruction
Oral language development in second language acquisition
Review of the lesson plan template
Group activity: Developing a lesson plan for Beginning second grade English learners using
wordless picture book
Graphic Organizer DUE

February 14  Emergent Literacy: English learners beginning to write and read (5)
Model LEA
Group activity: Develop a lesson using LEA for beginning 6th grade English learners in science

February 19  Classroom blueprint due
Words and meanings: English learners’ vocabulary development (6)
TPR
Multimedia Vocab Review
Vocabulary development through poetry

February 21  English learners and process writing (7)
Semantic map for writing
Concept map for writing and vocabulary development
Guided writing procedure
Cubing

February 26  Reading and literature instruction for English learners (8)
DRTA
LEA
Pattern book activity
Think-Aloud
Story map activity

February 28  Content reading and writing: Pre reading, during reading, and post reading (10)
March 5  Stage metaphor
March 7  Pre reading
March 12  Structured Overview with pics
March 14  Anticipation – Reaction Guide
March 19  Listen Read Discuss
March 21  ReQuest
Reciprocal Questioning of pictures procedure
Teiciprocal Teaching
Question Only
Anticipation Reaction Guide
Prereading Graphic Organizer
DRTA
KWL + (pre guided and post reading)
Vocabulary Development Before Reading
Keyword vocabulary
Subjective Approach to vocabulary
Motor Imaging
Brainstorming List Group Label
Semantic Word Map with pictures
Concept Circles
Magic Squares
Guided Writing Procedure
Knowledge Rater
Guided Reading
About Point
Three Level Guide
Process Guides
Reasoning Guides
Graphic Organizer

Post Reading
  Guided Reading Procedure
  Note Cue
  Inside Outside Circle
  Find Someone Who
  Paired Strolling

Vocabulary before and after reading
  Typical to Technical Meaning Approach
  Subject Area Vocabulary Reinforcement
  Cultural Academic Trivia
  Themed Vocabulary Study
  Multimedia Vocabulary Review
  Contextual Redefinition
  Semantic Feature Analysis

Writing after reading
  Cubing
  Opinion Proof

Discussion after reading
  Developmental Discussion
  Fishbowl
  Jigsaw
  Discussion Web

March 21  Lesson Plan for 6th or 9th grade DUE

March 23 – April 1: Spring Break
April 2  Review of Postville textbooks: Rigby and REACH
April 4  Preparing for Postville
          Resource notebook due
April 9  Postville
April 11 Postville
          Lesson plan for K, 1, or 2 due

April 16 Postville
April 18 Postville
          Lesson plan for K, 1, or 2 due
April 23 Postville
April 25 Postville
April 30 Postville
          Lesson plan for 6th or 9th grade due
May 2  Postville

May 7  Running Record and Reflection DUE
      Discussion and Evaluation of Postville experiences
May 9  In-class writing assignment
May 14 Final: Sharing of resource notebooks
Lesson Plan Template
Extended Format for Developing Lesson Plans for English Language Learners
Deborah L. Norland, Professor

Name __________________________ Date __________________

Grade level ______________________________________________________

Subject/Unit/Theme ________________________________________________

Citation of the text(s) used __________________________________________

Name and brief description of the strategy ______________________________

Research supporting the strategy _____________________________________

_________________________________________________________________

* Strengths of the strategy __________________________________________

_________________________________________________________________

* Weaknesses or caveats _____________________________________________

_________________________________________________________________

References of research base (APA) ____________________________________

_________________________________________________________________

Further reading for more information on research relevant to the strategy __

_________________________________________________________________

ESL Standards ______________________________________________________

CORE connections _________________________________________________

Content Standard(s) ________________________________________________

LC ED Competencies with Rationale __________________________________

_________________________________________________________________

Media including all of the following: young adult and/or children’s literature, films/DVDs/videos, music, visual arts, dance (APA citations) __

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

Content Objectives ________________________________________________

_________________________________________________________________
Language Objectives
Social

Academic

Cultural, Affective Objectives and/or considerations: at least one idiom, aphorism (adage), reference to a USA holiday, custom, social media, pop culture, et al

Key Vocabulary

Supplementary Materials

**Potential Considerations**

<table>
<thead>
<tr>
<th>Preparation</th>
<th>Scaffolding</th>
<th>Grouping Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Adaptation of content</td>
<td>o Modeling</td>
<td>o Whole class</td>
</tr>
<tr>
<td>o Links to background</td>
<td>o Guided practice</td>
<td>o Small groups</td>
</tr>
<tr>
<td>o Links to past learning</td>
<td>o Independent practice</td>
<td>o Partners</td>
</tr>
<tr>
<td>o Strategies incorporated</td>
<td>o Comprehensible input</td>
<td>o Independent</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Integration of Processes</th>
<th>Application</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Reading</td>
<td>o Meaningful</td>
<td>o Individual</td>
</tr>
<tr>
<td>o Writing</td>
<td>o Linked to objectives</td>
<td>o Group</td>
</tr>
<tr>
<td>o Listening</td>
<td>o Promotes engagement</td>
<td>o Written</td>
</tr>
<tr>
<td>o Speaking</td>
<td>o Activities connected to all objectives</td>
<td>o Oral</td>
</tr>
<tr>
<td>o CAL</td>
<td></td>
<td>o Connected to all objectives</td>
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</tbody>
</table>

**Motivation** *(may be part of the strategy)*

**Strategy** – *activation of language and content objectives, interaction, feedback*

Original steps of the strategy
Application of the strategy: Develop a script of the interactions among the teacher and students

Assessment of content learning
Assessment of your teaching
Assessment of language

Adaptations for different levels of content knowledge
Adaptations for different levels of learning
Gifted and talented
Students with learning disabilities
Appropriate variation of the strategy (if this is not applicable, explain)

Lesson Plan Grading Criteria

<table>
<thead>
<tr>
<th>Strategy ____________________________</th>
<th>Name ____________________________</th>
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<tbody>
<tr>
<td>Date ________________________________</td>
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</table>

Unit/theme/text identified 5

Name and brief description of the strategy 5

Supporting research, explanation, and future reading 5

Standards, LC competencies with rationales 5
  Cogent
  Logical
  Relevant

Media including young adult and/or children’s literature, films/DVDs/videos, music, visual arts, dance 10

Objectives stated in learner terms 20
  Content objectives
  Language
  Cultural/affective

Lesson development
  Motivation 5
  Strategy
    Original steps 10
    Application of steps 25
  Assessment 5
  Adaptations 10
  Variation 5

Mechanics 10
  References listed in APA format
  Adherence to elements of style
  Natural, interesting voice

Quality Points

<table>
<thead>
<tr>
<th>Total</th>
<th>125 possible points</th>
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</table>

Criteria for Running Record

<table>
<thead>
<tr>
<th>Content</th>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization and presentation</td>
<td>15</td>
</tr>
<tr>
<td>Mechanics</td>
<td>5</td>
</tr>
</tbody>
</table>

50
Criteria for the graphic organizer of the history, research, educational public policy, and current practice in the field of teaching English language learners: The chart below is only one idea.

<table>
<thead>
<tr>
<th>History: Events with dates</th>
<th>Research: Theory, dates, researcher</th>
<th>Educational policy: Policy and dates</th>
<th>Current practice, including types of programs Practice/program and location</th>
<th>Other significant ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>35</td>
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<tr>
<td>Organization</td>
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<tr>
<td>Mechanics</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
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Criteria for Classroom Blueprint

<table>
<thead>
<tr>
<th>Content</th>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>13</td>
</tr>
<tr>
<td>Mechanics</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
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</tbody>
</table>

Criteria for Resource Notebook

Presentation(APA)/Spelling/General Mechanics/Organization: Language proficiency, grade, and developmental levels clearly articulated 25

Literature for each grade level and language level (newcomer, beginner and intermediate): Brief rationale for including each book w/ short annotations of the titles--- APA 75

Music, art (including pictures and posters), dance/movement for each grade level and language level (newcomer, beginner and intermediate) 60

Reading activities for each grade level and language level (newcomer, beginner and intermediate) 50

Writing activities for each grade level and language level (newcomer, beginner and intermediate) 50

Listening activities for each grade level and language level (newcomer, beginner and intermediate) 50

Speaking activities for each grade level and language level (newcomer, beginner and intermediate) 50

Computer activities/games for each grade level and language level (newcomer, beginner and intermediate) 50

Board and card games for each grade level and language level (newcomer, beginner and intermediate) 50

Ideas for building relationships with parents and the community 25
<table>
<thead>
<tr>
<th>Quality points</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>500</td>
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</table>