

Applied Linguistics Week 7– Assignment Matrix

Objectives	Assignment Uploads/Reminders	Discussion Questions	Required Readings
<p>2.2.b. Recognize the importance of ELLs’ home languages and language varieties, and build on these skills as a foundation for learning English.</p> <p>2.2.c. Understand and apply knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs’ learning of English.</p> <p>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.</p> <p>2.3.e. Understand and apply knowledge of phonology, morphology, syntax, semantics, and discourse affect L2 reading and</p>	<p>Respond to the following in the Word document provided:</p> <p>Given the students’ grades and level of proficiency in each language domain, list the WIDA Can Do Descriptors that correlate to that student’s English language proficiency (ELP) level for each language domain. Then, list ways you could differentiate your instruction and classroom assessments to better align with the students’ levels of proficiency</p>	<p>Describe a listening/speaking activity you could use in class to develop either the BICS (Basic Interpersonal Communicative Skills) or CALP (Cognitive Academic Language Proficiency) of students.</p> <p>Post a positive, constructive response to at least one of your online colleague's original postings.</p>	<ul style="list-style-type: none"> • Read all content, links and activities in Week 7 • Extending English Language Learners' Classroom Interactions Using the Response Protocol by Kathleen A.J. Mohr, Eric S. Mohr

writing development.			
Course Resources VIDEO SESSION # 10 – The 4 Language Skills https://youtu.be/u01H8OHHmh8 http://www.brainexplorer.org/			