

SLO#3: Demonstrate knowledge of major theoretical bases for language minority students in a curriculum module (related to the teaching of reading/language arts and/or critical literacy).

Based on a needs assessment for English Language Learners and heritage speakers, candidates will interpret the results for instructional purposes. The Audit consists of a personal, school and community analysis of the resources and challenges in teaching reading/language arts to culturally and linguistically diverse students. Using knowledge of major research studies related to language structure and use, as related to the teaching of reading/language in two languages, the final product of the signature assignment is a curricular program incorporating principles of biliteracy and cross-

Fall 2014-Present 1

 ${\bf \$} udent\hbox{-}to\hbox{-}student interaction, linguistic production$

SDAIE strategies

Differentiation by proficiency level in L2

Connections with other disciplines, content areas

Multicultural literature

Explicit home connections

Critical pedagogy

Linguistic objective

Explicit L1 integration

Fall 2014-Present 2

Fall 2014-Present 3