

ESOL/Bilingual Endorsement Program

ESOL/BILINGUAL WORK SAMPLE REQUIREMENTS

Listed below are work sample requirements unique to TCE 510 ESOL/Bilingual Internship students. See the ESOL/Bilingual Work Sample Scoring Guide for a complete list of all requirements.

- If your work sample is for TCE 510 only, it must include at least 5 lesson plans.
- If you are using the same work sample for TCE 510 and TCE 410 (part-/full-time student teaching), you must include ESOL strategies and Oregon ELP for ELD standards in all 10 lesson plans.
- ESOL/Bilingual-endorsement candidates must write and teach the work sample in Spanish, using the Spanish equivalent of Oregon ELP for ELD standards.

ESOL/Bilingual-Specific Work Sample Requirements	
Contextual Aspects	<ul style="list-style-type: none"> • Describe language context of school and classroom. • Describe both ELD and sheltered instructional program models for ELLs. • Describe assessed language levels and needs of 3 ELLs (including ELPA level). • Describe ELL adaptations used, considering language strengths and needs of 3+ ELLs.
Conceptual Framework	<ul style="list-style-type: none"> • Demonstrate social justice perspective in at least one lesson. • Integrate language development and content standards (for science, math, social studies, etc.). • Include Oregon English Language Proficiency for ELD standards, which can be found at http://www.ode.state.or.us/teachlearn/real/standards/sbd.aspx. The Spanish equivalent can be found at http://www.ode.state.or.us/search/page/?id=791. • Differentiate standards for at least two language proficiency levels.
Instructional Plans	<ul style="list-style-type: none"> • Follow the ESOL Lesson Plan format. • Use ESOL strategies (from Herrell & Jordan text) in each lesson. • Align each lesson to ELP for ELD standards.
Assessment Strategies & Analysis of Learning	<ul style="list-style-type: none"> • Include ESOL assessment strategies. • Provide scored work samples and analyzed data for 3 ELLs. • Discuss progress towards ELP standards by implementing a pre- and post-assessment that measure standards-based language gains.
Final Unit Reflections	<ul style="list-style-type: none"> • Include concerns about students' language development when reflecting on your unit.
Work Sample Packet Contents	<ul style="list-style-type: none"> • ESOL/Bilingual Work Sample Documentation sheet • ESOL/Bilingual Work Sample Title Page • Table of Contents Page • CD with a copy of the entire ESOL/Bilingual Work Sample • Copy of scored ESOL/Bilingual Work Sample Scoring Guide • Log of 90-contact hours (including date, time, school location, and class activity) • 2 Formal Observation Forms from your University Supervisor

Sample Lesson Plan

Title: Comparative Adjectives and César Chávez/Martin Luther King Jr.

Grade Level: 3rd Grade

Length: 55 minutes

Materials Needed:

- Matrix of comparative adjectives (see attached)
- Overhead projector/document camera
- Post-its (small size to cover each box in the matrix)
- Binder paper
- Venn diagram (completed) with Cesar Chavez and Martin Luther King Jr.
- White board and dry erase markers

Standards/Goals:

Oregon Common Curriculum Goals and Benchmarks

Social Science:

SS.03.CG.03 Identify ways that people can participate in their communities and the responsibilities of participation.

SS.03.SA.03 Identify and compare different ways of looking at an event, issue, or problem.

English Language Proficiency (ELP) Standards

Function: Contrasting

Target Form: Comparative Adjectives

Differentiated Levels:

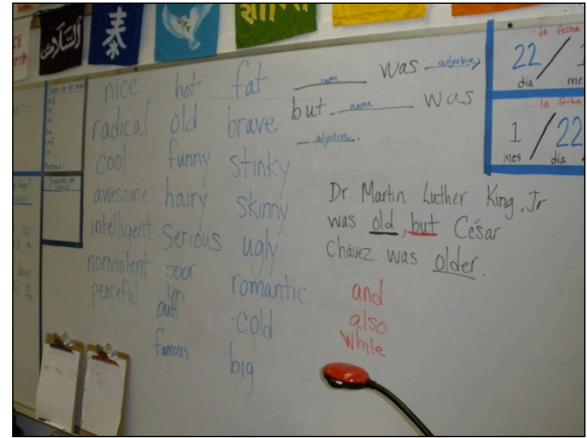
- EP.EI.11 **Early Intermediate:** Sentences with subject/verb/adjective showing similarities and differences.
- EP.IN.11 **Intermediate:** Subject/verb/adjective *like* ____ *but* ____ subject/verb/adjective
- EP.AD.11 **Advanced:** Approximately used idiomatic phrases and contrasting words (e.g., *whereas*, and *in contrast*)

Lesson Objectives:

Language Objective: Using the list of adjectives (from a class brainstorm) and sentence frame on the board, students will be able to write at least 5 sentences comparing or contrasting Cesar Chavez and Martin Luther King, Jr. using comparative adjectives (e.g., famous/more famous, old/older, pretty/prettier). For example, the sentence structure should be: “Martin Luther King, Jr. was ***old***, but Cesar Chavez was ***older***.”

Students at advanced and proficient levels may elect to use words such as *and*, *however*, *whereas*, *in contrast*, or *while* instead of *but*, and they may choose to do 2 or more sentences comparing other figures such as Barack Obama. Students at beginning or early-intermediate language levels should create simple noun/verb/adjective sentences and demonstrate use of **simple** adjectives with “er” ending such as old/older, smart/smarter, or nice/nicer (e.g., Cesar Chavez is old. Martin Luther King Jr. is older.).

Content Objective: Using the completed Venn diagram on the bulletin board, students will be able to choose information to write at least five historically accurate statements that compare and contrast important characteristics (e.g., fame, age, actions, death, historical significance) about Cesar Chavez and Martin Luther King, Jr.



Anticipatory Set:

Teacher says, “Boys and girls, remember when we watched Barack Obama’s inauguration then the next day listened to MLK Jr.’s speech?” She also reminds them about the four historical figures (including Cesar Chavez) that they have been studying in social studies. She walks to the bulletin board in the back of the room, where the Venn diagram of MLK Jr. and Cesar Chavez is hung. Yesterday students sorted sentences about the men into three categories: (1) only MLK Jr., (2) only Cesar Chavez, or (3) both men. Teacher says that they will work on using words (and information from the Venn diagram) to make sentences to describe MLK Jr. and Cesar Chavez today.

Instructional Procedure:

Part 1: 15 minutes

Teacher puts the matrix under the document camera (projector). She shows the word “big” in the first column. She tells the students that this pen is big (shows pen) but this other pen is “_____” (pauses for students to answer: “bigger”). Then she shows the word on the matrix. Then she shows an even bigger pen and seeks the word “biggest” from the students. Teacher continues in this way moving down and across the matrix, explaining differences in spelling patterns [Spelling patterns include: (1.) Simply add “er”; (2.) double final consonant before adding “er”; (3.) Change “y” to “i” before adding “er”; (4.) Complete change in word--good/better/best; (5.) Add “more” or “most”]

ESOL strategy #3: Using Realia Teacher holds up a marker, pen, pencil, eraser, or paper clip to demonstrate each set of adjectives. (See attached matrix.)

Part 2: 15 minutes

Teacher starts by asking a volunteer to say what an adjective is. She asks students for adjectives relevant to MLK Jr. and Cesar Chavez, which she writes on the board (e.g., famous, old, radical, peaceful).

Part 3: 5 minutes

Teacher models how to choose an adjective (e.g., old) and creates a sentence about both men. She writes the sentence on the board.

“Martin Luther King, Jr. was **old**, but Cesar Chavez was **older**.”

Sentence frame:

_____(name)_____ was _____(adjective)_____, but _____(name)_____ was _____(comparative adjective)_____.

Teacher asks for other words that can be used instead of *but* (e.g., *and*, *however*, *while*) and suggests that students who want to try something harder can use these. She also suggests that people can write about other figures like Barack Obama if they at least do 3 sentences about MLK Jr. and Cesar Chavez.

Part 4: 20 minutes

Teacher hands out binder paper and provides time for guided practice in writing sentences. Students can work cooperatively with classmates at table. Teacher will work with small groups of children, especially to help differentiate instruction for ELLs.

ESOL strategy #18: Cooperative work with peers

Adaptations for Students with Special Needs:

Students who have trouble recalling information about the two historical figures or who need visuals can get the trade books on Cesar Chavez and MLK Jr. that are on display throughout the room. Students who have trouble working in groups can choose to work alone, if needed. Students are seated heterogeneously at tables and can work collaboratively with tablemates. Early finishers can write as many sentences as they wish, and they can write comparative sentences about other people (e.g., mother, father, Barack Obama, etc.). The teacher will work with small groups, assisting needy students.

Adaptations for ELL Students:

- *Realia* (Herrell and Jordan, p. 24): use concrete objects like pencils, pens, markers, paper clips to demonstrate the comparative adjectives
- *Cooperative Learning* (Herrell and Jordan, p. 105): students work in heterogeneous groups at tables to complete their sentences
- *Language focus lessons* (Herrell and Jordan, p. 44): focus on language that enables comparisons between historical figures

Closure:

Teacher or assistant in small groups asks students to read their sentences to each other.

Assessment:

Teacher will listen to small-group readings of sentences and watch for appropriate use of sentence structure, adjective form, and accurate content. The teacher will collect the students' work and review them for language use and content knowledge. Teacher will base assessment of understanding on three components:

- Social Studies content: do students provide accurate details about Chavez and King
- Language form: do students use *comparative adjectives* correctly
- Language function: do students make accurately structured sentences *to contrast*

Comparative Adjectives Matrix

Long	Longer	Longest
Smart	Smarter	Smartest
Hot	Hotter	Hottest
Heavy	Heavier	Heaviest
Happy	Happier	Happiest
Good	Better	Best
Bad	Worse	Worst
Beautiful	More beautiful	Most beautiful
Sour	More sour	Most sour