

Preview - Module 5 - ESOL Strategies for Lesson Planning

Preservice teachers will apply their understanding of ESOL instructional strategies and assessment practices by analyzing and modifying an existing lesson plan to better support English Language Learners (ELLs). The preservice teacher will submit an annotated/revised lesson plan highlighting or annotating all modifications clearly. The preservice teacher will also provide a written explanation or presentation that is 3-5 pages or 5-7 slides with detailed notes connecting each modification to the relevant ESOL competencies. The preservice teacher will:

Select an Existing Lesson Plan

Choose a standards-based lesson plan from any content area (from curriculum materials, online resources, or a teacher colleague).

- The instructor may provide you with a lesson plan if needed.

Analyze the Lesson for ELL Access

Evaluate the lesson through the lens of ESOL competencies:

- Integration of listening, speaking, reading, and writing
- Support for ELLs at varying English proficiency levels
- Accessibility for students with limited formal schooling (LFS)
- Inclusion of differentiation, accommodations, and scaffolds
- Opportunities for authentic, real-world tasks
- Use of assessment strategies (formal, informal, self-, peer-, performance-based)
- Incorporation of technology to enhance engagement and learning

Modify the Lesson Plan

For each lesson component, provide specific modifications and strategies:

- Instructional strategies: scaffolds, visuals, sentence frames, cooperative structures, multisensory activities
- Assessment adaptations: checklists, rubrics, authentic performance tasks
- Differentiation strategies: tiered tasks, small group or individualized support
- Language objectives: explicitly state what students will communicate in spoken and written English

- Technology integration: apps, interactive platforms, multimedia tools
- Ensure all modifications align with Florida Standards and ESOL competencies

Justify Your Modifications

Write an accompanying explanation that:

- Describes the original lesson and its potential challenges for ELLs
- Explains each modification and links it explicitly to competencies such as:
 - Supporting L2 listening and speaking
 - Promoting reading and writing for ELLs from varied backgrounds
 - Planning for LFS students
 - Using assessment to guide instruction and accommodations
 - Selecting authentic, multisensory, and engaging tasks
- Shows how your changes foster a student-centered, collaborative, and linguistically responsive classroom environment

Points

40

Submitting

a text entry box, a media recording, or a file upload

| Due | For | Available from | Until |
|-----|----------|----------------|-------|
| - | Everyone | Nov 14 at 12am | - |

EDU 3279 ESOL Strategies for Lesson Planning 2025

| Criteria | Ratings | | | |
|---|---|---|---|--|
| <p>Developing Listening, Speaking, and Literacy Skills</p> <p>ESOL C&S 6.1, 6.2, 6.3, 6.7, 6.8</p> <p>ESOL 3.2b, 3.2c, 3.2e, 3.2f</p> <p>TPI 2.1.1.1</p> | <p>4 pts Advanced</p> <p>Strategies effectively develop listening and speaking skills for academic and social contexts, supporting language acquisition while addressing diverse proficiency levels.</p> | <p>3 pts Proficient</p> <p>Strategies develop listening and speaking but may not address all proficiency levels equally or consistently.</p> | <p>2 pts Developing</p> <p>Strategies mention listening and speaking skills but lack sufficient detail or differentiation for proficiency levels.</p> | <p>1 pts Novice</p> <p>Strategies do address listen and speaking effectively.</p> |
| <p>Adapting Instruction for ELLs & Students with Limited Formal Schooling (LFS)</p> <p>ESOL 4.1d</p> <p>TPI 2.1.1.9, 2.1.1.10, 2.2.3.1</p> <p>UCC C</p> <p>ESOL C&S 9.3</p> <p>SACSCOC 2.5</p> <p>KTS 5.8</p> | <p>4 pts Advanced</p> <p>Strategies explicitly address students with limited formal schooling (LFS) and incorporate appropriate adaptations of curricular materials based on ELL proficiency levels and prior knowledge.</p> | <p>3 pts Proficient</p> <p>Strategies acknowledge LFS students and offer adaptations for some proficiency levels, but these may be inconsistent.</p> | <p>2 pts Developing</p> <p>Strategies briefly mention LFS students and adaptations but lack detailed implementation.</p> | <p>1 pts Novice</p> <p>Strategies do address students with limited formal schooling or provide clear adaptations for proficiency levels.</p> |
| <p>Language Functions & Writing Development</p> <p>TPI 2.1.1.5</p> <p>ESOL C&S 3.11, 6.4, 6.5, 6.6</p> <p>ESOL 3.2g</p> <p>UCC B</p> | <p>4 pts Advanced</p> <p>Strategies identify language functions (e.g., communicating needs, desires) and develop writing skills through a range of activities, including expository, narrative, persuasive, informative, and comparison-contrast writing.</p> | <p>3 pts Proficient</p> <p>Strategies address language functions and writing development with adequate variety, but may lack depth in some areas.</p> | <p>2 pts Developing</p> <p>Strategies mention language functions and writing development but do not incorporate enough varied activities.</p> | <p>1 pts Novice</p> <p>Strategies do not clearly integrate language functions or provide adequate support for writing development.</p> |

| Criteria | Ratings | | | |
|--|--|--|--|---|
| <p>Authentic & Contextualized Learning Tasks</p> <p>ESOL 3.2d</p> <p>TPI 2.2.4.1, 2.2.4.2</p> | <p>4 pts Advanced</p> <p>Strategies include real-world, contextualized tasks that allow ELLs to use English meaningfully across academic and social contexts, ensuring content relevance and engagement.</p> | <p>3 pts Proficient</p> <p>Strategies include authentic tasks, but the integration of real-world context or student engagement may need further development.</p> | <p>2 pts Developing</p> <p>Strategies mention authentic tasks but lack clear connection to real-world or contextualized learning</p> | <p>1 pts Novice</p> <p>Strategies do not include authentic contextualized</p> |
| <p>Multisensory Instructional Activities</p> <p>TPI 10.1.1.1</p> <p>SACSCOC 3.5</p> <p>KTS 5.8, 5.13</p> | <p>4 pts Advanced</p> <p>Strategies include multisensory instructional activities that effectively integrate listening, speaking, reading, and writing, meeting the needs of ELLs at varying English proficiency levels.</p> | <p>3 pts Proficient</p> <p>Strategies include multisensory activities, but their implementation may not fully meet the needs of all proficiency levels.</p> | <p>2 pts Developing</p> <p>Strategies mention multisensory activities but lack integration across the four language skills.</p> | <p>1 pts Novice</p> <p>Strategies do not include multisensory activities.</p> |
| <p>Culturally Responsive & Accessible Materials</p> <p>ESOL C&S 7.1, 7.2</p> | <p>4 pts Advanced</p> <p>Strategies evaluate and select culturally responsive and linguistically accessible materials, including L1 resources, appropriate for ELLs at varying proficiency levels.</p> | <p>3 pts Proficient</p> <p>Strategies select culturally responsive materials, but their accessibility for ELLs of all proficiency levels may be limited.</p> | <p>2 pts Developing</p> <p>Strategies mention culturally responsive materials but do not explain how they will meet the needs of ELLs at varying proficiency levels.</p> | <p>1 pts Novice</p> <p>Strategies do not include culturally responsive or linguistically accessible materials</p> |
| <p>Technology & Digital Resource Integration</p> | <p>4 pts Advanced</p> | <p>3 pts Proficient</p> | <p>2 pts Developing</p> | <p>1 pts Novice</p> |

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| <p>TPI 2.1.1.9</p> | <p>Strategies apply appropriate language objectives and state-approved content standards, effectively incorporating technology (e.g., Internet, software, computers) to enhance ELL instruction.</p> | <p>Strategies integrate technology, but may not fully align with language objectives or content standards.</p> | <p>Strategies mention technology but do not connect it to language objectives or content standards.</p> | <p>Strategies do not include technology or digital resources.</p> |
| <p>Differentiation, Assessment, & Learning Experiences ESOL C&S 6.9, 8.3, 11.1 UCC D TPI 2.1.1.8, 2.2.1.5, 2.2.2.1, 2.2.2.2, 2.2.2.3 KTS 5.8</p> | <p>4 pts Advanced Strategies provide clear differentiation based on ELL proficiency levels, including appropriate accommodations during both formal and informal assessments. Includes alternative assessments (e.g., performance-based, peer- and self-assessments) to evaluate content area learning for ELLs.</p> | <p>3 pts Proficient Strategies include differentiation and assessment accommodations, but some elements may lack clarity or specificity in their implementation.</p> | <p>2 pts Developing Strategies mention differentiation or assessment accommodations, but their application is vague or incomplete.</p> | <p>1 pts Novice Strategies do not adequately address differentiation or assessment accommodations.</p> |
| <p>Creating an Inclusive & Collaborative Classroom Environment SACSCOC 2.7 TPI 2.2.1.1, 2.2.1.2, 2.2.1.3, 2.2.1.4 KTS 5.11</p> | <p>4 pts Advanced Strategies effectively create an engaging, challenging, and collaborative student-centered classroom that fosters acceptance, tolerance, and diversity.</p> | <p>3 pts Proficient Strategies support inclusivity and collaboration, but some aspects need more development to fully foster an inclusive environment.</p> | <p>2 pts Developing Strategies mention collaboration or inclusivity, but the approach is underdeveloped.</p> | <p>1 pts Novice Strategies do not address collaboration or inclusivity.</p> |

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|--|---|--|--|---|
| Alignment with Florida Standards/Benchmarks ESOL C&S 8.1 UCC A, F | 4 pts Advanced Strategies are clearly aligned with Florida Standards/Benchmarks and demonstrate a thorough understanding of their application to instruction for ELLs. | 3 pts Proficient Strategies are aligned with Florida Standards/Benchmarks, but some areas may lack full integration. | 2 pts Developing Strategies mention Florida Standards/Benchmarks, but the connection to instruction is unclear or insufficient. | 1 pts Novice Strategies do not align with Florida Standards/Benchmarks. |

Total Points: 40