

## **Discussion Board #1: Introductions (Community Building)**

**Due:** Week 1

**Points:** 10 points (initial post due Thursday; 2 peer responses due Sunday)

**TPEs:** 7.2, 7.6

### **Assignment:**

Introduce yourself to your classmates. Share your background, why you chose to pursue a teaching credential, and what you hope to gain from this course. Reflect on the importance of literacy instruction in diverse classrooms. Respond thoughtfully to at least two peers, asking questions or sharing connections.

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## **Discussion Board #2: Assessment – Using Data for Instruction**

**Due:** Week 6

**Points:** 10 points (initial post due Thursday; 2 peer responses due Sunday)

**TPEs:** 4.1, 5.1, 5.3, 7.2, 7.6

### **Assignment:**

Review a sample formative reading assessment report provided in Canvas. Discuss how teachers can use assessment data to inform their instructional decisions, especially for students with diverse learning needs. Explain why ongoing progress monitoring is essential for effective teaching. Engage with two classmates by comparing assessment interpretations and instructional ideas.

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## **Discussion Board #3: Differentiation – ELL/SPED Applications**

**Due:** Week 10

**Points:** 10 points (initial post due Thursday; 2 peer responses due Sunday)

**TPEs:** 3.1, 3.2, 4.4, 7.2, 7.10

### **Assignment:**

Explore differentiated instructional strategies for English learners and students with special needs. Share one approach you believe is effective for supporting literacy development in diverse classrooms and explain why. Discuss how UDL and MTSS frameworks guide differentiation. Respond to two peers by reflecting on how their strategies might complement or challenge your own thinking.

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## **Discussion Board #4: Lesson Planning – Vocabulary and Academic Language**

**Due:** Week 12

**Points:** 10 points (initial post due Thursday; 2 peer responses due Sunday)

**TPEs:** 4.1, 4.7, 7.7

### **Assignment:**

Examine the role of vocabulary development and academic language in reading comprehension. Describe a strategy you would use to teach academic vocabulary to a multilingual learner or English learner. Discuss how this strategy supports content understanding and language growth. Provide meaningful feedback to at least two classmates about their proposed strategies.

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## **Discussion Board #5: Foundational Skills & Multilingual Learners**

**Due:** Week 8

**Points:** 10 points (initial post due Thursday; 2 peer responses due Sunday)

**TPEs:** 3.1, 3.2, 7a, 7c

### **Assignment:**

Discuss how foundational literacy skills instruction should be adapted for multilingual and English learner students who are developing oral English proficiency and literacy in their home language. Reference the ELA/ELD Framework and principles of cross-language transfer. Share an example of how you might differentiate phonics or phonemic awareness instruction for these learners. Respond thoughtfully to at least two peers' posts.

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## **Discussion Board #6: Language Development and Multiliteracy**

**Due:** Week 14

**Points:** 10 points (initial post due Thursday; 2 peer responses due Sunday)

**TPEs:** 4.1, 4.7, 7.7, 7c, 7d

### **Assignment:**

Reflect on ways to foster oral and written language development that includes vocabulary knowledge, syntax, discourse understanding, and multiliteracy skills such as digital and multimedia text comprehension. Discuss how you would create an inclusive classroom environment that supports translanguageing and culturally responsive practices. Engage with two classmates by comparing approaches to academic language support.