议程

- 定义过渡和扩展英语学习者的语言特征，并识别需要达到下一阶段听力、说话、阅读和写作技能的目标。
- 审查6+1特质的教学方法，并将其应用于第二语言学习者，同时使用文化响应性文本。
- 考虑使用儿童文学作为指导文本，以推动学生的叙述和说明性写作向前发展。
- 使用朗读、书预告片、录音书籍朗读和作者访谈作为推动英语学习者学术听力技能的一种方式。
- 探索协助即将退出的英语学习者，通过阅读儿童书籍来改进学生的学术词汇和写作技能，覆盖各种文体。

Nancy Cloud, Ed.D., Emeritus Professor, Rhode Island College
Providence, RI  ncloud@ric.edu
Let’s Learn About Transitioning and Expanding ELL Student Needs

NYS Proficiency Level Descriptions

Let’s Unpack the Performance Level Descriptions for Listening, Speaking, Reading and Writing, the ToMs and The New Language Progression Documents

What Do They Tell Us About What Students at Each Proficiency Level Can/Should Be Asked to Do?
Dimensions of Performance:

**Communicative task**—What the student is asked to do/performance task (identify, determine, organize, evaluate, integrate information/ideas)

**Linguistic Complexity/Language Expectation**- the amount and nature of spoken or written output expected; coherence/cohesion of ideas, sentence types (few words, short phrases, predictable sentences, simple sentences, expanded, complex or variety of sentence types)

**Level of Accuracy/Language Control** (expressive): numerous-to frequent-to occasional-to infrequent errors; errors totally-mostly-partially-minimally obscure meaning

**Level of Support**: Substantial, moderate, limited, high level of independence, no support

**Type of Support/Scaffolds**: use of instructional strategies or tools used to assist students in accessing content necessary for classroom understanding or communication and to help construct meaning from language (e.g. graphic organizers, pre-taught, pre-identified words and phrases), L1/L2

**Teaching Arrangements**: read alouds, partnerships, teacher-led, small groups, whole class, independent learning arrangements

**Vocabulary** – the amount of and precision of words or phrases expected; Focus on Tier 1, 2 (3) words (few, some, many)
NYS Proficiency Definitions

SPEAK WRITE

RECEPTIVE
EXPRESSIVE

READ LISTEN VIEW
### NEW LANGUAGE ARTS PROGRESSIONS (ESL/New Language)

#### Grade 6: Speaking and Listening 1

**Common Core Anchor Standard (SL.1):** Prepare for and participate effectively in a range of collaborative conversations with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

**Main Academic Demand:** Prepare and Participate in Collaborative Conversations.

**Grade Level Academic Demand:** Participate in Collaborative Conversations.

**Listening-Centered Activity:** Organize information on a discussion-reflection guide to identify and reflect on key ideas, as students participate in collaborative discussions in partnerships and/or small groups.

- **Entering:** Students need support to identify and reflect on key ideas, as students participate in collaborative discussions.
- **Emerging:** Students need support to identify and reflect on key ideas, as students participate in collaborative discussions.
- **Transitional:** Students need support to identify and reflect on key ideas, as students participate in collaborative discussions.
- **Expanding:** Students can identify and reflect on key ideas, as students participate in collaborative discussions.
- **Commanding:** Students can reflect on key ideas, as students participate in collaborative discussions.

---

### 2016 LISTENING Performance Level Descriptions

<table>
<thead>
<tr>
<th>Level</th>
<th>Entering</th>
<th>Emerging</th>
<th>Transitioning</th>
<th>Expanding</th>
<th>Commanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Student may, with substantial support, identify some words, phrases, or a few key ideas; simple sentences that signal important details, sequence, relationships, and/or conclusions; and/or the message or theme of a grade level spoken discourse.</td>
<td>Student can, with substantial support, identify some words, phrases, or a few simple sentences that signal important details, sequence, relationships, and/or conclusions; and/or the message or theme of a grade level spoken discourse.</td>
<td>Student can, with limited support, identify some words, phrases, or a few simple sentences that signal important details, sequence, relationships, and/or conclusions; and/or the message or theme of a grade level spoken discourse.</td>
<td>Student can, with limited support, identify most words, phrases, or simple sentences that signal important details, sequence, relationships, and/or conclusions; and/or the message or theme of a grade level spoken discourse.</td>
<td>Student can identify most words, phrases, or complete sentences that signal important details, sequence, relationships, and/or conclusions; and/or the message or theme of a grade level spoken discourse.</td>
</tr>
<tr>
<td>Level 2</td>
<td>Student may, with substantial support, identify some words, phrases, or a few key ideas; simple sentences that signal important details, sequence, relationships, and/or conclusions; and/or the message or theme of a grade level spoken discourse.</td>
<td>Student can, with substantial support, identify some words, phrases, or a few simple sentences that signal important details, sequence, relationships, and/or conclusions; and/or the message or theme of a grade level spoken discourse.</td>
<td>Student can, with limited support, identify some words, phrases, or a few simple sentences that signal important details, sequence, relationships, and/or conclusions; and/or the message or theme of a grade level spoken discourse.</td>
<td>Student can, with limited support, identify most words, phrases, or simple sentences that signal important details, sequence, relationships, and/or conclusions; and/or the message or theme of a grade level spoken discourse.</td>
<td>Student can identify most words, phrases, or complete sentences that signal important details, sequence, relationships, and/or conclusions; and/or the message or theme of a grade level spoken discourse.</td>
</tr>
<tr>
<td>Level 3</td>
<td>Student may, with substantial support, identify some words, phrases, or a few key ideas; simple sentences that signal important details, sequence, relationships, and/or conclusions; and/or the message or theme of a grade level spoken discourse.</td>
<td>Student can, with substantial support, identify some words, phrases, or a few simple sentences that signal important details, sequence, relationships, and/or conclusions; and/or the message or theme of a grade level spoken discourse.</td>
<td>Student can, with limited support, identify some words, phrases, or a few simple sentences that signal important details, sequence, relationships, and/or conclusions; and/or the message or theme of a grade level spoken discourse.</td>
<td>Student can, with limited support, identify most words, phrases, or simple sentences that signal important details, sequence, relationships, and/or conclusions; and/or the message or theme of a grade level spoken discourse.</td>
<td>Student can identify most words, phrases, or complete sentences that signal important details, sequence, relationships, and/or conclusions; and/or the message or theme of a grade level spoken discourse.</td>
</tr>
</tbody>
</table>

---

### Listening

#### GENERAL CLAIM 1

Students can determine information in grade-level spoken discourse.

**Target of Measurement 1**

- Students can identify words, phrases, or sentences that signal important individuals, main ideas, supporting ideas, concepts, events, part of view, and/or the message or theme of a grade level spoken discourse.
- Students can identify words, phrases, or a few key ideas; simple sentences that signal important individuals, main ideas, supporting ideas, concepts, events, part of view, and/or the message or theme of a grade level spoken discourse.
- Students can identify words, phrases, or a few simple sentences that signal important individuals, main ideas, supporting ideas, concepts, events, part of view, and/or the message or theme of a grade level spoken discourse.
- Students can identify most words, phrases, or simple sentences that signal important individuals, main ideas, supporting ideas, concepts, events, part of view, and/or the message or theme of a grade level spoken discourse.
- Students can identify most words, phrases, or complete sentences that signal important individuals, main ideas, supporting ideas, concepts, events, part of view, and/or the message or theme of a grade level spoken discourse.

#### TARGET OF MEASUREMENT 2

- Students can identify words, phrases, or a few key ideas; simple sentences that signal important details, sequence, relationships, and/or conclusions; and/or the message or theme of a grade level spoken discourse.
- Students can identify words, phrases, or a few simple sentences that signal important details, sequence, relationships, and/or conclusions; and/or the message or theme of a grade level spoken discourse.
- Students can identify most words, phrases, or simple sentences that signal important details, sequence, relationships, and/or conclusions; and/or the message or theme of a grade level spoken discourse.
- Students can identify most words, phrases, or complete sentences that signal important details, sequence, relationships, and/or conclusions; and/or the message or theme of a grade level spoken discourse.

#### Target of Measurement 3

- Students can determine the meaning of vocabulary in grade-level spoken discourse.
- Students can determine the literal meaning of words in grade-level spoken discourse.
- Students can determine the literal meaning of most of the words in grade-level spoken discourse.
- Students can determine the literal meaning of a few words in grade-level spoken discourse.
- Students can determine the literal meaning of Tier 1 and Tier 2 words in grade-level spoken discourse.

### NEW LANGUAGE ARTS PROGRESSIONS (ESL/New Language)

**Level 1 (Low Intermediate)**

- Students can identify words, phrases, or a few key ideas; simple sentences that signal important details, sequence, relationships, and/or conclusions; and/or the message or theme of grade level spoken discourse.
- Students can identify words, phrases, or a few simple sentences that signal important details, sequence, relationships, and/or conclusions; and/or the message or theme of grade level spoken discourse.
- Students can identify words, phrases, or a few simple sentences that signal important details, sequence, relationships, and/or conclusions; and/or the message or theme of grade level spoken discourse.
- Students can identify most words, phrases, or simple sentences that signal important details, sequence, relationships, and/or conclusions; and/or the message or theme of grade level spoken discourse.
- Students can identify most words, phrases, or complete sentences that signal important details, sequence, relationships, and/or conclusions; and/or the message or theme of grade level spoken discourse.

**Level 2 (Intermediate)**

- Students can identify words, phrases, or a few key ideas; simple sentences that signal important details, sequence, relationships, and/or conclusions; and/or the message or theme of grade level spoken discourse.
- Students can identify words, phrases, or a few simple sentences that signal important details, sequence, relationships, and/or conclusions; and/or the message or theme of grade level spoken discourse.
- Students can identify most words, phrases, or simple sentences that signal important details, sequence, relationships, and/or conclusions; and/or the message or theme of grade level spoken discourse.
- Students can identify most words, phrases, or complete sentences that signal important details, sequence, relationships, and/or conclusions; and/or the message or theme of grade level spoken discourse.

**Level 3 (Advanced)**

- Students can identify words, phrases, or a few key ideas; simple sentences that signal important details, sequence, relationships, and/or conclusions; and/or the message or theme of grade level spoken discourse.
- Students can identify words, phrases, or a few simple sentences that signal important details, sequence, relationships, and/or conclusions; and/or the message or theme of grade level spoken discourse.
- Students can identify most words, phrases, or simple sentences that signal important details, sequence, relationships, and/or conclusions; and/or the message or theme of grade level spoken discourse.
- Students can identify most words, phrases, or complete sentences that signal important details, sequence, relationships, and/or conclusions; and/or the message or theme of grade level spoken discourse.

---

### RECEPTIVE

#### 5 Levels of Literacy

- **Vocabulary**
  - Students can determine the meaning of words in grade-level spoken discourse.
  - Students can identify words, phrases, or a few key ideas; simple sentences that signal important details, sequence, relationships, and/or conclusions; and/or the message or theme of grade level spoken discourse.

---

### Reading-Centered Activity

- **Organize Information on a Discussion-Reflection Guide**
  - Students can determine the meaning of words in grade-level spoken discourse.
  - Students can identify words, phrases, or a few key ideas; simple sentences that signal important details, sequence, relationships, and/or conclusions; and/or the message or theme of grade level spoken discourse.

---

### Activity:

- **Prepare and Participate in Conversations, Expressing Their Points of View Clearly and Persuasively**
  - Students can determine the meaning of words in grade-level spoken discourse.
  - Students can identify words, phrases, or a few key ideas; simple sentences that signal important details, sequence, relationships, and/or conclusions; and/or the message or theme of grade level spoken discourse.

---

### Draft NLAP Speaking and Listening (SL)

**Version 4**

1/22/17
### Targets of Measurement: Writing

#### 2016 NYSESLAT TARGETS OF MEASUREMENT

<table>
<thead>
<tr>
<th>Claim</th>
<th>Anchor</th>
<th>Target of Measurement</th>
<th>Language Purpose/Function/Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GENERAL CLAIM 1</strong></td>
<td>ANCHOR 1</td>
<td>Students can structure thoughts and ideas in writing.</td>
<td>TOM.W.5–6.1 Students can use grade-appropriate language to orient the reader, logically develop ideas, and provide closure in a written text.</td>
</tr>
<tr>
<td></td>
<td>ANCHOR 2</td>
<td>Students can create and structure a written text.</td>
<td>TOM.W.5–6.2 Students can use grade-appropriate language to include precise details and indicate transitions in a written text.</td>
</tr>
<tr>
<td><strong>GENERAL CLAIM 2</strong></td>
<td>ANCHOR 3</td>
<td>Students can write about literary and informational texts and topics.</td>
<td>TOM.W.5–6.3 Students can use grade-appropriate language to provide narrative elements, precisely describe facts, and transitions between sequential events in a narrative.</td>
</tr>
<tr>
<td></td>
<td>ANCHOR 4</td>
<td>Students can create an informational written text.</td>
<td>TOM.W.5–6.4 Students can use grade-appropriate language to provide precisely stated and linked ideas, a variety of support, and closure to develop an informational text.</td>
</tr>
</tbody>
</table>
### General Claim 1

**Students can structure thoughts and ideas in writing.**

<table>
<thead>
<tr>
<th>Anchor 1</th>
<th>Entering</th>
<th>Emerging</th>
<th>Transitioning</th>
<th>Expanding</th>
<th>Commanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can create and structure a written text.</td>
<td>Writing lacks orientation, development of ideas, or closure.</td>
<td>Writing includes limited orientation, development of ideas using transitions, or closure.</td>
<td>Writing includes occasional attempts to include transitions or closure.</td>
<td>Writing may include occasional attempts to include closure.</td>
<td>Writing may include suitable inclusion of closure.</td>
</tr>
</tbody>
</table>

### Target of Measurement 1

Students can use any-grade-appropriate language to avoid the reader, logically develop ideas using transitions, and provide closure in a written text.

### General Claim 2

**Students can write about literary and informational texts and topics.**

<table>
<thead>
<tr>
<th>Anchor 2</th>
<th>Entering</th>
<th>Emerging</th>
<th>Transitioning</th>
<th>Expanding</th>
<th>Commanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can use words and phrases, including grade-level 1 and 2 words, to partially describe related ideas and facts in a written text.</td>
<td>Writing lacks orientation, development of ideas, or closure.</td>
<td>Writing includes limited orientation, development of ideas using transitions, or closure.</td>
<td>Writing includes occasional attempts to include transitions or closure.</td>
<td>Writing may include occasional attempts to include closure.</td>
<td>Writing may include suitable inclusion of closure.</td>
</tr>
</tbody>
</table>

### Target of Measurement 2

Students can use any-grade-appropriate words and phrases, including grade-level 1 and 2 words, to partially describe related ideas and facts in a written text.

---

### New Language Progressions-Writing

<table>
<thead>
<tr>
<th>Level of Language Development</th>
<th>Entering</th>
<th>Emerging</th>
<th>Transitioning</th>
<th>Expanding</th>
<th>Commanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral links</td>
<td>A. Use the target words and a revision guide to complete sentence starters that suggest a new approach to a partner’s writing, when giving feedback in partnership and/or teacher-led small groups.</td>
<td>B. Use the target words and a revision guide to complete sentence starters that suggest a new approach to a partner’s writing, when giving feedback in partnership and/or small groups.</td>
<td>C. Use a bank of phrases and a revision guide to suggest a new approach to a partner’s writing, when giving feedback in partnership, small group and/or whole class settings.</td>
<td>D. Use a revision guide to independently suggest a new approach to a partner’s writing, when giving feedback in partnership, small group and/or whole class settings.</td>
<td>E. Use a revision guide to independently suggest a new approach to a partner’s writing, when giving feedback in partnership, small group and/or whole class settings.</td>
</tr>
</tbody>
</table>

#### 1. Pre-identified Words

<table>
<thead>
<tr>
<th>Level of Language Development</th>
<th>Entering</th>
<th>Emerging</th>
<th>Transitioning</th>
<th>Expanding</th>
<th>Commanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral links</td>
<td>W. Use the target words and a revision guide to suggest a new approach with two or more paragraphs to develop and strengthen writing.</td>
<td>W. Use the target words and a revision guide to suggest a new approach with two or more paragraphs to develop and strengthen writing.</td>
<td>W. Use a bank of phrases and a revision guide to suggest a new approach with a short essay to develop and strengthen writing.</td>
<td>W. Use a revision guide to independently suggest a new approach with an essay to develop and strengthen writing.</td>
<td>W. Use a revision guide to independently suggest a new approach with an essay to develop and strengthen writing.</td>
</tr>
</tbody>
</table>

---

**Writing 2016 Writing Performance Level Descriptions – Grades 5–6**

<table>
<thead>
<tr>
<th>GENERAL CLAIM 1</th>
<th>Students can structure thoughts and ideas in writing.</th>
<th>Entering</th>
<th>Emerging</th>
<th>Transitioning</th>
<th>Expanding</th>
<th>Commanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anchor 1</td>
<td>Students can create and structure a written text.</td>
<td>Writing lacks orientation, development of ideas, or closure.</td>
<td>Writing includes limited orientation, development of ideas using transitions, or closure.</td>
<td>Writing includes occasional attempts to include transitions or closure.</td>
<td>Writing may include occasional attempts to include closure.</td>
<td>Writing may include suitable inclusion of closure.</td>
</tr>
</tbody>
</table>

### Target of Measurement 1

Students can use any-grade-appropriate language to avoid the reader, logically develop ideas using transitions, and provide closure in a written text.

---

### GENERAL CLAIM 2

**Students can write about literary and informational texts and topics.**

<table>
<thead>
<tr>
<th>Anchor 2</th>
<th>Entering</th>
<th>Emerging</th>
<th>Transitioning</th>
<th>Expanding</th>
<th>Commanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can use words and phrases, including grade-level 1 and 2 words, to partially describe related ideas and facts in a written text.</td>
<td>Writing lacks orientation, development of ideas, or closure.</td>
<td>Writing includes limited orientation, development of ideas using transitions, or closure.</td>
<td>Writing includes occasional attempts to include transitions or closure.</td>
<td>Writing may include occasional attempts to include closure.</td>
<td>Writing may include suitable inclusion of closure.</td>
</tr>
</tbody>
</table>

### Target of Measurement 2

Students can use any-grade-appropriate words and phrases, including grade-level 1 and 2 words, to partially describe related ideas and facts in a written text.

---

### New Language Progressions-Writing

<table>
<thead>
<tr>
<th>Level of Language Development</th>
<th>Entering</th>
<th>Emerging</th>
<th>Transitioning</th>
<th>Expanding</th>
<th>Commanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral links</td>
<td>A. Use the target words and a revision guide to complete sentence starters that suggest a new approach to a partner’s writing, when giving feedback in partnership and/or teacher-led small groups.</td>
<td>B. Use the target words and a revision guide to complete sentence starters that suggest a new approach to a partner’s writing, when giving feedback in partnership and/or small groups.</td>
<td>C. Use a bank of phrases and a revision guide to suggest a new approach to a partner’s writing, when giving feedback in partnership, small group and/or whole class settings.</td>
<td>D. Use a revision guide to independently suggest a new approach to a partner’s writing, when giving feedback in partnership, small group and/or whole class settings.</td>
<td>E. Use a revision guide to independently suggest a new approach to a partner’s writing, when giving feedback in partnership, small group and/or whole class settings.</td>
</tr>
</tbody>
</table>

---

### 2016 Writing Performance Level Descriptions – Grades 5–6

<table>
<thead>
<tr>
<th>GENERAL CLAIM 1</th>
<th>Students can structure thoughts and ideas in writing.</th>
<th>Entering</th>
<th>Emerging</th>
<th>Transitioning</th>
<th>Expanding</th>
<th>Commanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anchor 1</td>
<td>Students can create and structure a written text.</td>
<td>Writing lacks orientation, development of ideas, or closure.</td>
<td>Writing includes limited orientation, development of ideas using transitions, or closure.</td>
<td>Writing includes occasional attempts to include transitions or closure.</td>
<td>Writing may include occasional attempts to include closure.</td>
<td>Writing may include suitable inclusion of closure.</td>
</tr>
</tbody>
</table>

### Target of Measurement 1

Students can use any-grade-appropriate language to avoid the reader, logically develop ideas using transitions, and provide closure in a written text.
### Communicative Functions
- Identify, signal, refer to, provide, information, meaning of vocabulary, central ideas, details, evidence, conclusions, relationships, outline concepts, point of view, overall, telling narrative elements, theme or message, develop understanding ideas (not listing)

#### Levels
- **Entering**
  - Substantial Support
  - Example: Several simple sentences convey the literal meaning of some Tier 1 words
  - Possible strategies: Teacher-led small groups, Individual Support

- **Emerging**
  - Substantial Support
  - Example: Several simple, expanded, or complex sentences convey the literal meaning of some Tier 2 words and phrases
  - Possible strategies: Teacher-led small groups, Whole class

- **Transitional**
  - Substantial Support
  - Example: Several simple, expanded, or complex sentences convey the literal or figurative meanings of Tier 1 and Tier 2 words and phrases
  - Possible strategies: Teacher-led small groups, Whole class

- **Expanding**
  - Substantial Support
  - Example: Several simple, expanded, or complex sentences convey the literal or figurative meanings of Tier 1 and Tier 2 words and phrases
  - Possible strategies: Teacher-led small groups, Whole class

- **Commanding**
  - Substantial Support
  - Example: Several simple, expanded, or complex sentences convey the literal or figurative meanings of Tier 1 and Tier 2 words
  - Possible strategies: Teacher-led small groups, Whole class

#### Vocabulary Targets
- **Shade columns come from the Progressions, Rest from the Performance Level Descriptions and Targets of Measurement**

#### Language Expectations
- **How do language expectations change for (Tier 1 & Tier 2)**

<table>
<thead>
<tr>
<th>Language Expectations</th>
<th>Vocabulary Targets</th>
<th>Type of Support</th>
<th>Arrangement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering (for support)</td>
<td>Identify one word, phrases, or a few simple sentences</td>
<td>Substantial Support (Tier 1 &amp; Tier 2)</td>
<td>Teacher-led small groups, Whole class</td>
</tr>
<tr>
<td>Emerging (for support)</td>
<td>Identify one word, phrases, or a few simple sentences</td>
<td>Substantial Support (Tier 1 &amp; Tier 2)</td>
<td>Teacher-led small groups, Whole class</td>
</tr>
<tr>
<td>Transitional (for support)</td>
<td>Identify one word, phrases, or a few simple sentences</td>
<td>Substantial Support (Tier 1 &amp; Tier 2)</td>
<td>Teacher-led small groups, Whole class</td>
</tr>
<tr>
<td>Expanding (for support)</td>
<td>Identify one word, phrases, or a few simple sentences</td>
<td>Substantial Support (Tier 1 &amp; Tier 2)</td>
<td>Teacher-led small groups, Whole class</td>
</tr>
<tr>
<td>Commanding (for support)</td>
<td>Identify one word, phrases, or a few simple sentences</td>
<td>Substantial Support (Tier 1 &amp; Tier 2)</td>
<td>Teacher-led small groups, Whole class</td>
</tr>
</tbody>
</table>

*Shaded columns come from the Progressions, Rest from the Performance Level Descriptions and Targets of Measurement*
Tiered Vocabulary: Definitions and Examples

Definition: Tiered Vocabulary is an organizational framework for categorizing words and suggests implications for instruction. (This three-tier framework was developed by Isabel Beck and Margaret McKeown.)

Tier 1: Common, Known Words

Examples: big, small, house, table, family

Tier 1 words are basic, everyday words that are a part of most children’s vocabulary. These are words used every day in conversation, and most of them are learned by hearing family, peers, and teachers use them when speaking. These words are especially important for English language learners who may not be familiar with them.

Tier 2: High-Frequency Words (aka Cross-Curricular Vocabulary)

Examples: justify, explain, expand, predict, summarize, maintain

Tier 2 words include linguistically occurring words that appear in various contexts and play an important role in verbal functioning across a variety of content areas. These are general academic words and have high utility across a wide range of topics and contexts. Another way to think of Tier 2 Vocabulary is as cross-curricular terms. For example, the term “justify” and “predict” frequently appear in Science, Social Studies, and English texts.

Tier 3: Low-Frequency, Domain-Specific words

Examples: isotope, tectonic plates, carcinogens, mitosis, lithosphere

Tier 3 words are domain specific vocabulary. Words in this category are low frequency, specialized words that appear in specific fields or content areas. We anticipate that students will be unfamiliar with Tier 3 words. Beck suggests teaching these words as the need arises for comprehension in specific content areas.

Source: http://www.learningunlimitedllc.com/2013/05/tiered-vocabulary/ Resource Article for You

Speaking (5-6)

Communicative Functions: participate to/contribute to discussions, discuss a topic or text, ask questions, describe a character, provide information on a topic or text, describe sensory details, narrate/tell a story or process in sequence, analyze a topic or text, provide an opinion, express feelings

<table>
<thead>
<tr>
<th>Procedural Level</th>
<th>Language</th>
<th>Errors</th>
<th>Type of Support</th>
<th>Teaching Arrangements</th>
<th>Level of Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering</td>
<td>Short phrase</td>
<td>errors that fully obscure meaning</td>
<td>Tier 2 taught words and phrases to complete sentence starters; in new and home language</td>
<td>Teacher-led small group</td>
<td>Minimal support</td>
</tr>
<tr>
<td>Some ToMe not applicable</td>
<td>More simple sentences and expanded sentence</td>
<td>errors that contain errors in words and structure that partially obscure meaning</td>
<td>Tier 1 taught words and phrases to complete sentence starters; in new and home language</td>
<td>Partnerships, Small groups</td>
<td>Moderate support</td>
</tr>
<tr>
<td>Emerging</td>
<td>More complex sentences and expanded sentences</td>
<td>errors that contain errors in words and structure that partially obscure meaning</td>
<td>Tier 1 taught words and phrases to complete sentence starters; in new and home language</td>
<td>Teacher-led small group</td>
<td>Minimal support</td>
</tr>
<tr>
<td>Transitioning</td>
<td>More complex, expanded or complex sentences</td>
<td>errors that contain errors in words and structure that minimally obscure meaning</td>
<td>Tier 1 taught words and phrases; graphics in new and occasionally in the home language</td>
<td>Partnerships, Small groups, Whole class</td>
<td>Limited support</td>
</tr>
<tr>
<td>Expanding</td>
<td>More complex, expanded complex sentences</td>
<td>errors that contain errors in words and structure that minimally obscure meaning</td>
<td>Tier 1 taught words and phrases; graphics in new and occasionally in the home language</td>
<td>Partnerships, Small groups, Whole class</td>
<td>Largely Independent</td>
</tr>
<tr>
<td>Commanding</td>
<td>Uses a variety of simple, expanded and complex sentences and fluid language</td>
<td>errors that contain errors in word choice and structure that obscure meaning</td>
<td>Tier 1 taught words and phrases, knowledge of the topic, text or area, independently; in new language</td>
<td>Partnerships, Small groups, Whole class</td>
<td>No Support Needed</td>
</tr>
</tbody>
</table>

Shaded columns come from the Progressions; Rest from the Performance Level Descriptions and Targets of Measurement
Writing

### Writing (US)

#### Communicative Functions:
- Structure thought and ideas; create and structure written text; adapt vocabulary; orient the reader; develop ideas; precisely describe the detailed ideas and facts; provide closure; create a narrative; refer to characters, story details and events; write about informational texts and topics; precisely state and link ideas; provide support.

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Language</th>
<th>Organization</th>
<th>Vocabulary</th>
<th>Type of Support</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering</td>
<td>Blank or short phrase</td>
<td>Blurring includes transitions, development of ideas using transitions or closure</td>
<td>Blurring includes partial organization, development of ideas using transitions or closure</td>
<td>The words and ideas or facts are clear and precise, with minimal errors.</td>
<td>The pre-printed words and phrases or completed cloze paragraph. Low to medium support.</td>
</tr>
<tr>
<td>Emerging</td>
<td>Words, phrases and simple sentences</td>
<td>Blurring includes transitions, development of ideas using transitions or closure</td>
<td>Blurring includes partial organization, development of ideas using transitions or closure</td>
<td>The words and ideas or facts are clear and precise, with occasional errors.</td>
<td>The pre-printed words and phrases or completed cloze paragraph. Low to medium support.</td>
</tr>
<tr>
<td>Transitioning</td>
<td>Phrases, simple sentences and occasionally expanded and/or complex sentences</td>
<td>Blurring includes transitions, development of ideas using transitions or closure</td>
<td>Blurring includes partial organization, development of ideas using transitions or closure</td>
<td>The words and ideas or facts are clear and precise, with occasional errors.</td>
<td>The pre-printed words and phrases or completed cloze paragraph. Low to medium support.</td>
</tr>
<tr>
<td>Expanding</td>
<td>Simple, expanded and/or complex sentences</td>
<td>Blurring may include transitions, development of ideas using transitions or closure</td>
<td>Blurring includes partial organization, development of ideas using transitions or closure</td>
<td>The words and ideas or facts are clear and precise, with occasional errors.</td>
<td>The pre-printed words and phrases or completed cloze paragraph. Low to medium support.</td>
</tr>
<tr>
<td>Commanding</td>
<td>A variety of simple, expanded and complex sentences</td>
<td>Blurring may include transitions, development of ideas using transitions or closure</td>
<td>Blurring includes partial organization, development of ideas using transitions or closure</td>
<td>The words and ideas or facts are clear and precise, with occasional errors.</td>
<td>The pre-printed words and phrases or completed cloze paragraph. Low to medium support.</td>
</tr>
</tbody>
</table>

*Including previously taught transitional words, phrases & closure for Level 3 + up.*

---

**How do language expectations, errors, organization, vocabulary change for Writing?**

### How do language expectations, errors, organization, vocabulary change for Writing?

- **Writing includes sufficient orientation, logical development of ideas using transitions, and closure.**
  - Precise Grade Level Tier 2 words
  - Infrequent Errors
  - Commanding

- **Writing includes partial orientation, development of ideas using transitions, and closure.**
  - Occasional Errors
  - Some Grade Level Tier 2 words

- **Writing includes limited orientation, development of ideas using transitions and/or closure.**
  - Occasional errors, may obscure meaning
  - Few Grade Level Tier 2 words
  - Phrases, Simple Sentences + a few expanded and complex
Things I Can Use to Move Kids Forward:

RECEPTIVE:
- In-classroom supports to help them capture information through listening and reading
- Time to process information; chances to work with peers and the teacher to be sure they receive the information
- Teach strategies for capturing information through listening and reading (focused listening, code the text)
- Provide plentiful practice opportunities

EXPRESSIVE
- Offer tools to support them in expressing themselves well (graphic organizers, charts, templates)
- Offer editing checklists; writers tools (thesaurus), writing guides
- Provide models, demonstrations, coaching
- Use close reading to expand, refine language; dig into language

The 6 + 1 Traits Approach

Review of Essential Features
Key Teacher Resource Book

Let's Read the Entry by Monica Brown.
What impressed you?
Cite two memorable lines and tell why they resonated with you.

Pages 98-100
Also read Yuyi Morales
Pages 128-9
ASSessment Linked to Instruction

The 6 traits:
- Ideas
- Organization
- Voice
- Word Choice
- Sentence Fluency
- Conventions

www.nwrel.org
http://educationnorthwest.org/traits

6 + 1 Traits

https://www.youtube.com/watch?v=23af-ASifr4
Ruth Culham Introduction (2 minutes)

https://www.youtube.com/watch?v=S6BEyUmtUZ4
Mini Lessons in Middle Grades (1:36)

https://www.youtube.com/watch?v=GryFnZ7NEsw (2:36)
Dream Weavers/Mentor Texts/Reading as a Bridge to Writing

https://www.youtube.com/watch?v=vappZxnMzm8
Why Kids Need to See Themselves in Books (3 mins.)
6 Traits:
◊ Ideas
◊ Organization
◊ Voice
◊ Word Choice
◊ Sentence Fluency
◊ Conventions

+ 1
Presentation
Scholastic + 6 traits Resources

http://teacher.scholastic.com/products/scholasticprofessional/authors/culham.htm

Using Children’s Literature as Mentor Texts

To Move Narrative Writing Forward
## Teaching the Traits

### IDEAS: Chapter 2 (pp 21-22)
- Finding a topic
- Focusing the topic
- Developing the topic
- Using details

Choosing Mentor Texts:
Pages 23-24

*More than Prompts!*

### ORGANIZATION: Chp. 3 (p. 44)
- Creating the lead
- Using sequence and transition words
- Structuring the body
- Ending with a sense of resolution

Differences in Narrative, Informational and Opinion Writing--Pages 45-46
Using Mentor Texts: Pages 46-47

*Beware of Formulas!*
Organizing Your Classroom Library

- Ideas-blue
- Organization-orange
- Voice-green
- Word choice-red
- Sentence fluency-turquoise
- Conventions-purple

Our Children’s Books Referenced in Dream Wakers

For Teaching the Traits of Writing

- Grades 3-4
- Grades 5-6
- Grades 7-8
What Other Children’s Books Do You Use that Are Referenced in this Section?

Notice the traits other than **Ideas** that can be taught with books in your libraries.

**IDEAS**  Take a Book Walk From Pages 27-40

How many of the 27 books named are in your classroom/school library?

**ORGANIZATION**  Take a Book Walk From Pages 49-60

Notice the traits other than **Organization** that can be taught with books in your libraries.

What Other Children’s Books Do You Use that Are Referenced in this Section?

How many of the 26 books named are in your classroom/school library?
Voice, Word Choice, Sentence Fluency, Conventions

Notice the traits you can teach with each book; Create some of your own!

Homework!
In Each Chapter, Continue to Look for Listed Books in Your School/Classroom Library

Teaching the Traits

VOICE: Chapter 4
- Establishing a tone
- Conveying the purpose
- Creating a connection to the audience
- Taking risks to create voice

Choosing Mentor Texts—page 66
Energy; Expression

WORD CHOICE: Chapter 5
- Using strong verbs
- Using striking words and phrases
- Using specific and accurate words
- Choosing words that deepen meaning

Choosing Mentor Texts—page 84
Choosing words for audience and purpose
Let’s Read and Discuss

Read: Pages 85-86

What do you take away from this section about teaching word choice?

Word Choice: Page 93

Fiction

Qualities of Characters:

- Kindness
- Honesty
- Integrity
- Loyalty
- Compassion
- etc.

The Legend of Lucia Zenteno

Brainstorm in Spanish and English
Teaching the Traits

**SENTENCE FLUENCY: CHAPTER 6**
- Crafting Well-Built Sentences
- Varying Sentence Types
- Capturing Smooth and Rhythmic Flow
- Breaking the Rules to Create Sentence Fluency

Choosing Mentor Texts:
Pages 103-104

Reading Aloud To Give ELLs “Sentence Sense” in English

**CONVENTIONS: CHAPTER 7**
- Checking spelling
- Punctuating Effectively and Paragraphing Accurately
- Capitalizing Correctly
- Applying Grammar and Usage

Choosing Mentor Texts:
Pages 125-6

Mechanical Correctness is not Writing; it is Editing!
Ideas for Teaching Conventions with Picture Books—Pages 131-135

Person A: Read **Check it Out**

Person B: Read **Outta Here** & Air Quotes

Person C: Read **Snaps for Caps** or **Take It Out, Put it In**
1/22/17

+1 PRESENTATION

Overall Appearance
Neatness
Handwriting Quality
Use of White Space
Formatting (Font, Spacing, Headings, etc.)
Adding Visuals and Graphic Features (Pictures, Drawings, Illustrations, Maps and other Graphics)

Using Our 6 Children’s Books
To Teach Listening and Writing Skills to Transitioning and Expanding ELLs

Latino and Other Cultures
What is text complexity?

Common Core Model of Text Complexity

QUALITATIVE
meaning or purpose, structure, language conventionality, and clarity that knowledge demands
(Professional Judgment)

QUANTITATIVE
word length, word frequency, sentence length, text cohesion
(Computer Generated)

READER & TASK CONSIDERATIONS
Reader: motivation, knowledge, and experience
Task: purpose of, complexity, and types of questions posed
(Professional Judgment)

Quantitative Measures of Text Complexity

These metrics give different weights to the following proxies for semantic and syntactic complexity:

- Word Length
- Word Frequency
- Word Difficulty
- Sentence Length
- Text Length
- Text Cohesion

Research shows that no metric is better than the others at either predicting text difficulty or student performance on tests

ESL Website http://esl.ncwiseowl.org/
Quantitative Measures and the CCSS

The CCSS include a staircase of increasing text complexity from elementary through high school keyed against recalibrated Lexile scores

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>360L to 720L</td>
</tr>
<tr>
<td>Grade 4</td>
<td>480L to 830L</td>
</tr>
<tr>
<td>Grade 5</td>
<td>620L to 950L</td>
</tr>
<tr>
<td>Grade 6</td>
<td>690L to 1020L</td>
</tr>
<tr>
<td>Grade 7</td>
<td>780L to 1090L</td>
</tr>
<tr>
<td>Grade 8</td>
<td>820L to 1140L</td>
</tr>
</tbody>
</table>

Children’s Books: Grades 3-4

Fiction

Gr. Level 2.8
GRL = L
Lexile 580

Gr. Level 3.9
GRL = O
Lexile 730
Pura Belpre Award

http://www.ala.org/alsc/awardsgrants/bookmedia/belpremedal

http://www.ala.org/alsc/awardsgrants/bookmedia/belpremedal/belprepast

https://americanlibrariesmagazine.org/blogs/the-scoop/pura-belpre-award-to-celebrate-20th-year/


Celebrated Authors/Illustrators

Monica Brown

Lucia Gonzalez/Lulu Delacre
Table 1. Types of Biographies

<table>
<thead>
<tr>
<th>Type</th>
<th>Attributes</th>
<th>Notable Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Picture Book Biography</td>
<td><img src="image" alt="Picture Book Biography" /></td>
<td>• The Boy on Fairfield Street by Kathleen Krull</td>
</tr>
<tr>
<td>Simplified Biography</td>
<td><img src="image" alt="Simplified Biography" /></td>
<td>• Martin's Big Words by Doreen Rappaport</td>
</tr>
<tr>
<td>Partial Biography</td>
<td><img src="image" alt="Partial Biography" /></td>
<td>• A Picture Book of John Hancock by David &amp; Michael Adler</td>
</tr>
<tr>
<td>Complete Biography</td>
<td><img src="image" alt="Complete Biography" /></td>
<td>• Rosa by Nikki Giovanni</td>
</tr>
<tr>
<td>Collective Biography</td>
<td><img src="image" alt="Collective Biography" /></td>
<td>• The Snow Baby by Katherine Kuppatrick</td>
</tr>
<tr>
<td>Autobiography &amp; Memoir</td>
<td><img src="image" alt="Autobiography &amp; Memoir" /></td>
<td>• Before It Wiggles Away by Janet Wong</td>
</tr>
</tbody>
</table>

Adapted from Kiefer, Hepler, & Hickman, 2007
Celebrated Authors and Illustrators

Amada Irma Pérez

Jen Cullerton Johnson and Sonia Lynn Sadler

Children’s Books: Grades 7-8

Fiction

The Woman Who Outshone the Sun

Gr. Level 4.5
GRL = O
Lexile 860

Historical Fiction (Biography)

Sammy Lee

The Legend of Lucia Zenteno

Gr. Level 5.2
GRL = S
Lexile 880

Grade 7-8
Lexile 780-1140
Authors and Illustrators

Alejandro Cruz Martínez and Rosalma Zubizarreta-Ada (Translator)
Illustrator Fernando Olivera

Paula Yoo; Illustrator Dom Lee

Give 3 reasons

Why We Should Care About Who The Authors and Illustrators Are for the Books We Use with ELLs
Use Read Alouds, Book Trailers, Recorded Book Readings and Author Interviews as a Way of Moving ELL Academic Listening Skills Forward

Why Listening in a Second Language is Hard for Our Students:

- They are trying to understand every word
- They get left behind trying to work out what a previous word meant
- They just don’t know the most important words
- They don’t recognize the words that they do know
- They have trouble with different accents
- They lack listening stamina/they get tired
- They have a mental block or are distracted by background noise
- They can’t cope with not having visual images
Resource for You: Using Video in the Classroom

Using Video In The Classroom
An Activity Guide

Why Video?

Video is a powerful tool in today's classroom. It provides strong context through which to teach English. Meaning comes alive and it brings the outside world into the classroom and gives your teaching "reality". Video also provides all the paralinguistic features of language that audio only can't.

Nowadays, students are very much visual learners. Further, with the quick spread of broadband internet access, making the use of video in the classroom much more reliable. Video is a medium which is replacing print – Chris Anderson of TED goes as far as suggesting it is a "revolution" transcending that of the Gutenberg revolution. It is changing both the way we learn and the way we interact with each other.

Without a doubt, video is the future for all of us involved in education. Gone are the days where it took a high degree of technical know how and hours of set up to bring video into the classroom. Now the classroom is wired and connected. It's an exciting time to be both a teacher and a student. The world is our classroom.

Create Units with Connected Listening, Reading, Speaking, Writing

What I got from Listening; Viewing

What I got from Talking with My Partners

What I got from Reading; Studying Mentor Text

Writing

WRITING
Goals of a Listening Activity

- **Identification**: Recognizing or discriminating specific aspects of the message, such as sounds, unknown words, key words, grammar usage (past tense, etc.)
- **Orientation**: Determining the major facts about a message, such as topic, text type, setting
- **Main idea comprehension**: Identifying the higher-order ideas (author’s purpose, main arguments, etc.)
- **Detail comprehension**: Identifying supporting details
- **Replication**: Reproducing the message orally or in writing
Steps in a Listening Lesson: Pre-listening

This activity should establish the purpose of the listening activity and activate the schemata by encouraging the learners to think about and discuss what they already know about the content of the listening text. This activity can also provide the background needed for them to understand the text, and it can focus attention on what to listen for.

- assess students' background knowledge of the topic and introduce the linguistic content of the text
- provide students with the background knowledge necessary for their comprehension of the listening passage or activate the existing knowledge that the students possess

Sample Pre-listening activities:
- looking at pictures, maps, diagrams, or graphs
- reviewing vocabulary or grammatical structures
- reading something relevant
- Completing an anticipation Guide

Steps in a Listening Lesson: During the Listening

Caution: Keep writing to a minimum during listening! Why?????
The task should involve the listener in getting information and in immediately doing something with it.

Sample while-listening activities:
- listening with visuals
- filling in graphs and charts
- checking off items in a list
- listening for the gist
- Collecting answers to questions posed
Steps in a Listening Lesson: Post-listening

This activity should help the listener to evaluate success in listening.

- Choosing from alternatives such as pictures, objects, texts, or actions;
- Constructing semantic webs (a graphic arrangement of concepts or words showing how they are related)
- Performing a role play
- Engaging in a follow up writing or speaking task

Sources: Carol Van Duzer

Author Interview; Read Aloud; Book Talks

Author Interview
- https://www.youtube.com/watch?v=1RH1qta1Cu4
  - 2 minutes

Author Read Aloud: (to page 8)
https://www.youtube.com/watch?v=uvPC50wV1el

Read aloud in Spanish and English-10 minutes
- https://www.youtube.com/watch?v=Ughnlcazu0

Read aloud English version: 7 minutes
- https://www.youtube.com/watch?v=7h08_1R2wAw

Book Talk: (2 minutes) Level of Vocabulary
https://www.youtube.com/watch?v=CHJ4MldpxbU

Book Talk: (1 minute)
https://www.youtube.com/watch?v=Ja19kK8QDpo
Author Interview: Listening Activities

- Bilingual
- Biracial
- Nonconformist
- Freckles
- Juxtaposition

Listening for the Meaning of Words

Listening for Important Information

- Was it easy for her to get her book published?
- What did her uncle tell her was the way she got her freckles?
- Why do you think she wrote the book?

Book Talk Focused Viewing

Focused Viewing Activity: Book Talk Marisol McDonald

<table>
<thead>
<tr>
<th>What She Looks Like</th>
<th>What She Likes to Eat</th>
<th>Interesting Facts About the Book</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Author Interview; Read Aloud; Book Trailer

Author Talk About Her Books: (2:43)
https://m.youtube.com/watch?v=ztBvmCEqL5A

Read Aloud/Book Summary (5 minutes)
https://m.youtube.com/watch?v=Q39Edic218

Full Read Aloud: (some pronunciation issues)
https://www.youtube.com/watch?v=5GjXvTjduUg

Book Trailer: (2 minutes, no sound)
https://www.youtube.com/watch?v=EBH0OApvQc4

Teacher Resources: Prezi; Lesson Plans

The Zapotec Prezi
https://prezi.com/d3gg0klyhlfh/untitled-prezi/

Lessons:
whp.uoregon.edu/curricula2011/PRSilva/uit.doc
http://www.readwritethink.org/classroom-resources/lesson-plans/using-picture-books-explore-952.html?tab=4 (Session 2)
Listening Activities for Our Books

Informational: Biography

Biography: Grades 3-4

Author Lucia González Interview - 2 mins.
Colorin Colorado Videos - 4/10 Pura Belpre and 5/10 Storyteller’s Candle (how she researched the book)

http://www.colorincolorado.org/videos/meet-authors/luc%C3%ADa-gonzález

Illustrator: Lulu Delacre (researching the book)
https://m.youtube.com/watch?v=rDihe5SwP2Y
6 minutes; deciding on illustrations, use of collage
### Anticipation Guide

<table>
<thead>
<tr>
<th>My Opinion</th>
<th>My Partner's</th>
<th>Textbook</th>
<th>What DO YOU think?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. Pura Belpre wrote and published children's books.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Pura Belpre served the Latino community by telling stories in Spanish, not English.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Pura Belpre always lived and worked in Puerto Rico.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. Library services have always been provided in Spanish.</td>
</tr>
</tbody>
</table>

✓ Agree  
X Disagree

---

## Expand Outward to True Biographies

### Pura Belpre

**Biographical Notes**

Pura Belpre was a talented author and storyteller who worked as a children's librarian at the New York Public Library. She became the first Puerto Rican to be hired by the New York Public Library (NYPL) in 1936. Before her work at the NYPL, Belpre had spent some time working in the garment industry. Her Spanish language skills soon earned her a position as Puerto Rican Assistant in a branch of the public library at 135th Street in Harlem. Belpre became the first Puerto Rican to be a children's librarian.

**In 1929, due to the increasing numbers of Puerto Ricans settling in southwest Harlem, Belpre was hired by the New York Public Library (NYPL).**

In 1936, Belpre became the first Puerto Rican to be hired by the New York Public Library as a children's librarian. Her work there was instrumental in the development of the library's services to the Puerto Rican community.

In 1940, Belpre was invited to present a paper about her work at the American Library Association conference in Cincinnati. This was a significant moment in her career, as it marked her recognition as a leader in the field of children's librarianship.

Throughout her career, Belpre was a passionate advocate for the use of Spanish language materials in libraries. She wrote and re-interpreted Puerto Rican folk tales, which were largely absent from children's literature at the time. Her work helped to introduce children to the rich cultural heritage of Puerto Rico.

In addition to her work in the library, Belpre was also a prolific writer. She wrote and published several books for children, including "El día de los Reyes" (The Three Kings Day), which was inspired by a traditional Puerto Rican folktale. This story became the first Puerto Rican tale to be shared with children at a story hour in the public library.

Belpre's contributions to children's literature and librarianship were recognized with the establishment of the Pura Belpre Award in 1996. This award is given annually to recognize the importance of Latino culture in children's literature and the contributions of Latino librarians.

**In 1982, Pura Belpre died on July 1, leaving a rich literary legacy.**

---

*Source: Pura Belpre: A Guide to Resources on Her Life and Work, by the Puerto Rican Resource Center, Hunter College CUNY.*

*Image: Pura Belpre at a story hour in the library.*

---

*Copyright © Centro de Estudios Puertorriqueños, Hunter College CUNY 2013 Celebration*
Read Aloud: Storyteller’s Candle

How can you use the read aloud to promote active listening?

1 minute (author); p. 11

1 minute (author); p. 11

3 minutes (illustrator)

Read Page 6 of the book;

Listen to the illustrator from 1:18

Interview: 7 mins.

Biography: Grades 5-6

Role of L1
Capturing Different Accents

Biography in Spanish – 3 minutes

In her own words – 3 minutes (two URLs)

For second grade with Children’s Drawings (British English) – 3 minutes (Rate of Speech; High level of vocabulary)

Resource for Teachers:

http://kidworldcitizen.org/2012/04/24/introduce-kids-to-nobel-peace-prize-winner-wangari-maathai/
WANGARI MAATHAI
AND THE GREEN BELT MOVEMENT

UNESCO Series on Women in African History

http://unesdoc.unesco.org/images/0023/002301/230122e.pdf

TABLE OF CONTENTS

1 Introduction 5
2 Biography 7
3 Comic strip 8
4 Pedagogical unit 44
5 Bibliography 58
2 Biography

Wangari Maathai and the Green Belt Movement

Wangari Maathai (1940–2011), the first woman to obtain a PhD in East and Central Africa, was a scholar and an environmental and human rights activist. In 1977, she founded the Green Belt Movement, a non-governmental organisation, which encourages women to plant trees to combat deforestation and environmental degradation. To date, the Green Belt Movement has planted over 50 million trees.

In the face of regular opposition, she succeeded in deepening and expanding her engagement with local communities through an impressive network of national and international alliances, which made the Green Belt Movement a model women’s organization.

Increasingly aware that the environment was directly linked to issues of governance, peace and human rights, Maathai began to use her organization as a springboard in the struggle against abuses of power, such as land-grabbing or the illegal detention of political opponents.

She was eventually elected as a Member of Parliament upon Kenya’s effective return to multi-party democracy in 2002, also serving as Assistant Minister in the Ministry for Environmental and Natural Resources. In 2004, she was the first African woman to be awarded the Nobel Peace Prize.

Seeds of Change Trailer and Book Report

Book Trailer:
https://m.youtube.com/watch?v=Ug9ssHpdjg
(2:36)

What do you think about the rate of speech?

What words would you need to frontload?

Book Report:
https://m.youtube.com/watch?v=QaGj7YAXZU
Mining for Vocabulary--Text Read Aloud
https://m.youtube.com/watch?v=uLOjaDRKvbY

Word Catcher Activity

As you listen—
Jot down any strong/vivid verbs you hear
After we pause, compare with your neighbor

OR, listen for Tier 2/3 nouns
After we pause, compare with your neighbor

Wangari, Nderitu (brother)
Mugumo (tree)
Kikuyu (people)
Recently Located:

Illustrator Audio File on How She Illustrated the Book (2:32)

- [https://www.teachingbooks.net/book_reading.cgi?id=4917&a=1](https://www.teachingbooks.net/book_reading.cgi?id=4917&a=1)

Biography: Grades 7-8

Sammy Lee

Biography: (with historical footage)

[https://www.youtube.com/watch?v=rntQeLcihe8](https://www.youtube.com/watch?v=rntQeLcihe8)

3 minutes

& 1 minute update on his death in 2016:

[https://www.youtube.com/watch?v=8yoAYHuEmMc](https://www.youtube.com/watch?v=8yoAYHuEmMc)

Video (from his Alma Mater); 4 minute narration in his own words: (Memoir, Occidental College)

[https://www.youtube.com/watch?v=FlpReAAeeuc](https://www.youtube.com/watch?v=FlpReAAeeuc)

TeachingBooks.net

Sonia Lynn Sadler

Add to your Resource List!
Interview with Sammy Lee

Interview with Sammy Lee:
https://vimeo.com/41163125
8 minutes

How could you break up this video

Using Our Books To Advance the Writing Skills of Our Students By Focusing On:

- Word Choice
- Sentence Fluency
Close Reading Strategies—
for Language Development

1. Observe facts and details about the text.
2. Read with a pencil in hand, and annotate the text. Underline or highlight key words and phrases.
3. Look for patterns in the text—details that convince us of our location or the feelings of characters.
4. Why were these words or phrases selected? Notice interesting words (precise vocabulary) and the use of figurative language.
5. Ask questions; interpret meanings.
6. Look at style, tone conveyed through word choice, sentence structures.

Use Small Segments: Do a Close Reading

CLOSE READING
anchor chart

CLOSE READERS
DO THESE THINGS

- Read the text slowly at least twice ➤ x 2
- Get the gist of what the text is about ★
- Circle words you aren’t sure of and try to figure them out
- Reread, annotate, and underline key vocabulary
- Use the text to answer questions
- Gather evidence from the text
- Talk with each other about what you think it means
- Read again to summarize or answer specific questions
Annotating the Text

- **Circle** powerful words or phrases
- **Underline** words or phrases you do not understand
- **?** Raises a question
- **!** Something that surprises you
- **➡** Draw an arrow when you make a connection to text, ideas, or experiences
- **EX** When author provides example
- **1, 2, 3,…** Numerate arguments, important ideas, or key details
- **Write** important thoughts in the margin

---

**Word Choice**

Focusing Heavily on Word Choice to:

Refine and Expand the Vocabulary of Level 3 and 4 Students (Transitioning/Expanding)
What Words Would You Choose To Work On?

Hikarou shivered wide as she walked home from school with her cousin Santiago. The icy afternoon wind tore at their hands and burned their faces. It was the last week of school before winter break. It was also Hikarou’s first New Year in New York.

The winter surprised Hikarou. She had never felt so cold before. Only a few months earlier, Hikarou had traveled with her family from Puerto Rico to New York on a large ship called El Pez. The journey took five days. Now the summer sun seemed very far from El Berrio.

And so Hikarou and Santiago rushed home as fast as they could to warm their hands by the old stove.

The next day, everyone came for fun and fun. Outside, the snow was high as the trees. Inside the library, the kids huddled in an open fireplace and the storyteller’s candle Hikarou.

The room was filled with children and adults. Everyone spoke in Spanish and in English.

"Ay, qué bello! Qué bello!”

The reading room had become an island in the Caribbean. A group of children were singing "Qué belleza" while others waited impatiently for the show.

At the signaturas todas se sentaron, al juzgar, al observar. Algunas se asomaron desde los techos. Desde la biblioteca, los ojos soñaban con la historia de la victoria de los venezolanos. La historia de El Pez, que todavía es una leyenda en el corazón de Hikarou.

Grades 3-4
What Words Would You Choose To Work On?

Expanding the words students know and use:
What words would you focus on for Level 3 and 4 Students on these pages?

Expanding the words students know and use:
What words would you choose to work on for Level 3 and 4 Students on these pages?

"Dear Miss M.,

I have stories for you! I found a job in a factory, and we're living in a small town near El Monte, not of Los Angeles. It's not at all the same. Nothing seems normal. I've never seen so many stars in the sky or so many colors in the sky or so many colors in my life. Sometimes I feel like I'm in a different world. I'm learning to be a nurse, and I'm learning to be a teacher. I'm learning to be a writer. I'm learning to be a person."

Miss M.,

Annie, your student

---

Page 1

"Some," Wangari's mother called. She beheaded her young daughter near a tall tree with a wide, smooth trunk and a crown of green, oval leaves.

"The leaves," her mother whispered.

"The leaves," Wangari's mother whispered.

"The leaves," Wangari said. "It's home to many. It feeds many."

She shook the small branch over the tree's trunk. She searched her fingers over the rough bark.

"This is the mango tree," her mother said. "It's home to many. It feeds many."

She shook off the small branch from a lower branch, and gave it to her daughter. Wangari ate the delicious fruit, past as geckos and elephants did. High in the tree, birds chirped in their nests. The branches swayed with jumping monkeys.

"Your eyes," her mother whispered.

"Your eyes," Wangari said. "It's home to many. It feeds many."
Feel
Whispered
Spread
Smoothed
Feeds
Snapped
Chirped
Bounced

Multiple Meanings: e.g.
- Branch: division (office headquarters),
  turnoff (in a road, fork, tributary), area
  (field, topic, domain, sphere), part
  (section, division, department, wing, arm),
  bough (limb, stem, twig), split (divide,
  diverge)

"Feet," her mother whispered.
"Wangari spread her small hands near the tree's
trunk. She smoothed her fingers over the rough bark.
"This is the mangoes," her mother said, "it is home
to many. It feeds many too."
She snapped off a wild fig from a low branch, and
gave it to her daughter. Wangari ate the delicious fruit,
just as geckos and elephants did. High in the tree, birds
chirped in their song. The branches bristled with
jumping monkeys.
Differences in Vocabulary Teaching Across Types of Texts (Hiebert)

- The networks in narrative texts are synonyms related to story elements (e.g. traits, actions, emotions of characters, etc.)

<table>
<thead>
<tr>
<th>In the book</th>
<th>Beyond the Book</th>
</tr>
</thead>
<tbody>
<tr>
<td>beckoned</td>
<td>Invited</td>
</tr>
<tr>
<td></td>
<td>Enticed</td>
</tr>
<tr>
<td></td>
<td>Asked</td>
</tr>
<tr>
<td></td>
<td>Gestured</td>
</tr>
<tr>
<td></td>
<td>Called</td>
</tr>
<tr>
<td>spread</td>
<td>Reached</td>
</tr>
<tr>
<td></td>
<td>Spanned</td>
</tr>
<tr>
<td></td>
<td>Stretched</td>
</tr>
<tr>
<td>rough</td>
<td>Coarse</td>
</tr>
<tr>
<td></td>
<td>Rugged</td>
</tr>
<tr>
<td></td>
<td>Jagged</td>
</tr>
<tr>
<td></td>
<td>Sharp</td>
</tr>
<tr>
<td></td>
<td>Craggy</td>
</tr>
<tr>
<td>delicious</td>
<td>Appetizing</td>
</tr>
<tr>
<td></td>
<td>Delectable</td>
</tr>
<tr>
<td></td>
<td>Scrumptious</td>
</tr>
<tr>
<td></td>
<td>Tempting</td>
</tr>
<tr>
<td></td>
<td>Mouthwatering</td>
</tr>
</tbody>
</table>
The day Lucia Zenteno arrived, everyone in the village was astonished. No one knew where she came from. Yet they all saw that she was amazingly beautiful, and that she brought thousands of dancing butterflies and brightly-colored flowers on her skirts. She walked softly yet with quiet dignity, her long, unbraided hair flowing behind her. A loyal iguana walked at her side.

The woman who outshone the Sun
La mujer que brillaba más que el sol

There used to be a river that ran by the town, almost the same river that runs by there now. And people said that when Lucia Zenteno went there to bathe, the river fell in love with her. The water rose from its bed and began to flow through her shining black hair.

Cerca del pueblo había un río, casi el mismo que corre allí ahora y la gente decía que cuando Lucia Zenteno se fue a bañar al río, el río se enamoró de ella. El agua se salió de su cauce y comenzó a fluir suavemente por los negros cabellos de Lucia.

The sign at the swimming pool read, MEMBERS ONLY.

Ten-year-old Sammy was learning exactly what that sign meant—only ushers were permitted to enter even though it was a public pool. This was the practice in 1932. Sammy would have to wait until Wednesday, when people of color were allowed to go inside. In the meantime, he would get no relief from the blazing California summer sun.

Sammy clutched the chain-link gate. He peered in envy at the children splashing and swirling in the water. He watched as a boy stood on the diving board and held out his arms. The boy flew high in the air and broke the surface of the water with hardly a splash. I want to learn how to do that, Sammy thought.

For his final dive in the 10-meter platform event, Sammy decided to perform the forward three-and-a-half somersaults. This was a very dangerous move. The slightest miscalculation in timing could lead to a serious, even fatal, injury.

Sammy faced a crowd of thousands. His mouth was dry. He heard the sound of water splashing against the sides of the pool, the murmur of the people, the beating of his heart.

Never before had Sammy felt such intense pressure. He had trained eleven years for this—a moment that would last barely thirteen seconds from the time he dived to when the scores would be revealed.

MEMBERS ONLY EXCEPT WEDNESDAY
Expanding and Transitioning Student’s Sentence Structure Repertoires

Helping Students Construct Ever More Complex Sentences
Use Picture Books as Mentor Texts to Expand the Types of Sentences Used by Transitioning and Expanding Students

- **Simple**: One independent clause
  - Example: The dog barks.

- **Compound**: Two independent clauses separated by a semicolon or a comma & conjunction
  - Example: The pirate captain lost the treasure map, but he still found the buried treasure.

- **Complex**: One independent clause and one or more dependent clauses
  - Example: Because the soap was too cold, I warmed it in the microwave.

- **Compound-Complex**: Two independent clauses and one or more dependent clauses
  - Example: Though Michael enjoys watching comedies, he rented the latest spy thriller, and he enjoyed it very much.

Jot Down The Pages to Look At!

In your grade level fiction and historical fiction/biography texts
At the end of the day, Ms. Apple hands me a note:
I open it and it says:

Ms. Apple,
I want you to know that I love you just the way you are.
Because the Mariana McDonald that I love is a creative,
unique, bilingual, Panamanian-Spanish-American soccer-playing
artist and simply amazing!
Ms. Janette Apple
I skip all the way home.

The next day, like every day on their way to school, Hildanar,
Santana, and Tir Mano passed a tall building with windows that
seemed to invite those inside. This building was different from the dark
apartment buildings that towered from one street corner to the other.
"Tir Mano, what's inside?" Hildanar asked. "Can we go in?"
"That's the library," Tir Mano replied, "and libraries are not for some mistakes you see.
Now you, for great fun like "vita" ask Santana.
We don't speak English, and the people in there don't
speak Spanish," she said to them. And so it was that they never went inside.

As always, as thousands of days de came to a close,
Hildanar, Santana, and Tir Mano passed in front of a gray building
with large windows. The three girls said:

Building Complex
Sentences

- Estamos de camino a la escuela.
- Y se para frente grande como tal?
- Pregunto Santana.
- Necesitamos de hacer otro juego y aún más hasta el final. - Le dije.
- Ya es que nunca encuentran.
My best friend Kelli and I walked to the park today. We passed Don Nacho at corner store and the woman at the deli shop, threw hands blazing like flaming hot wings as they worked the dough over the griddle.

At the park we braided each other’s hair and pretended never to notice each other. We each picked out a smooth, heart-shaped stone to remind us always of our friendship.

The next day, Don Nacho and the tortilla shop lost business since we were late, and I don’t think I’ll ever find a friend like her in California.

You’re lucky your family will be together soon, Michael. Here’s a picture and a letter from Kelli.

---

Dear Aunt Family,

I have been picking peppers and strawberries in the fields of Delano. I live north of Los Angeles, among ninety ugly oldammers [sic] who tend to stay up until 11 p.m. instead of living like normal Americans. There is a man born in the fields named Chuck; he’s a bit of a mess. I often wonder if I could ever become like him. I know that no one has ever been like him, and I don’t think I’ll ever find a friend like her in California.

So far, getting your green cards has been a journey for everyone, for we are not the only family trying to start a new life here. Please be patient. It will be tough before we are all together again.

Hugs and Kisses, Kelli

---

Grades 5-6

Building Complex Sentences

In 2004 Wangari won the most prestigious peace prize in the world, the Nobel Peace Prize. It had never before been awarded to an African woman or an environmentalist.

Standing in front of an audience of people from around the world, far from her village, Wangari remembered her girlhood lessons of the maasai and that she understood that persistence, patience, and commitment—to an idea as small as a seed that is tall as a tree that reaches for the sky—must be planted in every child’s heart.

"Young people, you are our hope and our future," she said.

And then, as she had done so many times before, Wangari planted a tree.
Lucia went down to the river one last time to say good bye. As always, the water rose to greet her and began to flow through her glorious hair. But this time when she tried to comb the river out of her hair, the river would not leave her.

And so, when Lucia Zenteno left the village, the river and the fishes and the otters went with her, leaving only a dry, winding riverbed, a serpent of sand where the water had been.

Where once there had been green trees and cool breezes, now no more rain fell, no birds sang, no otters played. The people and their animals suffered from thirst. People began to understand, as never before, how much the river, the fishes, the otters, even the trees and birds had meant to the village. They began to understand how much the river had loved Lucia Zenteno.

Sammy started working at different hospitals in California, but he missed diving. So he found a pool near each hospital and practiced diving after his shifts ended. Still dreaming of the Olympics, Sammy entered the national diving championship in 1946. Even though he did not have much time to train for the event, Sammy won the high-platform dive with the highest score ever.

Despite his achievements, Sammy continued to face discrimination. Once, after performing at a diving exhibition with his friends, Sammy was forbidden from entering a restaurant to have dinner with them. And Sammy was still restricted from using some pools except on assigned days.

Instead of getting angry over such unfair treatment, Sammy decided to prove his worth at the upcoming 1948 Olympic Games in London. He received special permission from the army to take off time for training.
Using Children’s Literature as Mentor Texts

To Move Informational Writing Forward

Types of Writing to Work On (CCSS)

- EXPLANATORY/EXPLANATORY
- Explanatory articles about given subjects/topics
- Telling/retelling
- How to articles
- Recipes
- News stories

- DESCRIPTIVE
- Descriptive passages—describe places, people, events, situations or locations in a highly detailed manner
- Poetry
- Journal or diary writing
- Nature writing

Purpose: Explain

Purpose: Describe in Detail
Types of Writing to Work On (CCSS)

- ARGUMENT/PERSUASION
  - Taking a stand and providing reasons, arguments and justifications for that stand
  - Opinion and editorial newspaper pieces
  - Advertisements
  - Reviews (books, movies, etc.)
  - Letter of recommendation
  - Letter of complaint

- NARRATIVE
  - Tell a story or event; has characters and dialogue; events
  - Novels
  - Short stories
  - Poetry
  - Autobiographies, biographies
  - Anecdotes
  - Oral Histories

Purpose: Persuade, Argue
Purpose: Narrate a story/event

Ideas for Teaching Writing With Our Books
Lee and Low Teacher’s Guide Ideas

1. Let students work in small groups to write one-act plays based on various scenes in the story.
2. Have students research other Nobel Peace Prize winners. Let each student choose her or his favorite winner and write a short essay describing why the person deserved the award and why the person is the student’s favorite winner.
3. Pretend you are a reporter assigned to interview Wangari Maathai after she is released from jail. Write a list of questions you would ask in the interview.
4. This book has won numerous awards. Make a list of reasons why you might give this book an award. Then use these reasons to write a persuasive paragraph explaining why an organization should honor the book.
Lee and Low Teacher’s Guide Ideas

Have students respond in reader's journals, in oral discussion, or in written form.

1. Do you think Wangari is a brave person? Why? Was she scared of anything when she was younger? If so, what? How did she cope with her fear? (Argument)

2. Talk about what drove Wangari to help the environment and the women of Kenya. Do you think she is a hero? Why or why not?

3. In 2004, Wangari Maathai won one of the most important prizes in the world, a Nobel Peace Prize. How do you think she felt when she won? What do you think are the effects of her having won this prize? (Description)

Lee and Low Teacher’s Guide Ideas

Have students respond in reader's journals, in oral discussion, or in written form.

4. Do you know anyone who has attributes or qualities similar to those of Wangari Maathai? Tell us about this person. Where do you think these attributes and qualities come from? (Comparison/Contrast; Explanation)

5. How does this book affect your thinking about the environment and the way people can help preserve and restore places that are in danger? (Summary)

6. If you could choose one thing to change about the world, what would it be. How would you go about creating the change? (Creative Writing, Personal Essay)
Americans, Asian American interest wish for him to become a doctor. Over sixteen years Sammy faced numerous

5. Think of analogies for the following:

4. Make a real life analogy between the main character's special connection with nature.

In The Women Who Outshone the Sun, the woman is discriminated discrimination. In fact, the boy surprises the girl by treating her well.

Ciguapas who have their feet backwards can be compared with people polluting the water supply with do not let people stereotype others.

A woman who can hold the river in her hair can be compared with Fondo can communicate in his own special

**Writing Tools For Our ELL Teacher Toolbox**
Solutions:

**Models, Demonstrations**

- Word Boxes; Vocabulary Notebooks
- Graphic Organizers
- Sentence Frames; Sentence Starters
- Paragraph/Essay Frames
- Guides and Checklists

---

Solutions:

*Using Graphic Organizers to Deconstruct Text and Later to Guide Writing*
Chronological (Time Sequence)

- Cause/Effect
- Problem/Solution
- Description
- Enumeration
- Comparison/Contrast

---

Sequence Chain

<table>
<thead>
<tr>
<th>CHARACTERS</th>
<th>SETTING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Place:</td>
</tr>
<tr>
<td>2</td>
<td>Time:</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Title: 
Author: 
Illustrator: 

NAME: 

Which Tools Are You Using?

- Word boxes, word capturing tools (e.g. Vocabulary notebook, word maps)
- Graphic organizers; other types of visual tools (plot lines, etc.)
- Sentence frames, starters
- Essay/Paragraph frames
- Checklists
- Guides (Do’s and don’ts reminders)
- Step-by-step guides/supports

The Goal

Get Students to Use These Tools on Their Own

- Give Strategies
- Tactics
- Make Active
- Give Confidence
What will you do to help kids like Catarina improve their listening comprehension and writing?

She’s Almost There! Take her to the Finish Line!

Nancy Cloud
ncloud@ric.edu
nancycloud2@gmail.com