Advancing the Academic Listening and Writing Abilities of High School Transitioning and Expanding ELLs (Grades 9-12)

NYS Statewide Language RBERN at the Metropolitan Center for Research on Equity and the Transformation of Schools New York University

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Agenda

• Define the language characteristics of Transitioning and Expanding ELLs and identify the target skills needed to reach the next stage of proficiency in listening, speaking, reading and writing
• Explore a model unit on the Dust Bowl in which students build academic listening and writing skills around Social Studies informational texts and Dust Bowl literature
• Explore strategies for assisting soon-to-exit ELLs with close reading of novels, biographies, speeches, informational and photo documentary texts; texts which become mentor texts for advancing students’ academic vocabularies and writing skills across the genre
Teacher Resource Book for this PD

What’s In our Book?

1 The Challenges of Secondary School for English Language Learners 1
   - The Challenge of Exciting Engagement in the United States 2
   - The Challenge of Learning Academic Language 2
   - The Challenge of EPSs for Secondary Schools 4
   - The Challenge of Being No. Arrived 6
   - The Challenge of Dispersed Indian Secondary Settings 7
   - The Challenges of Secondary Schools for ELLs 9
   - The Challenges of Secondary Schools for Highly Demanding Students 19
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2 Credit, Graduation, and Beyond 21
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   - Social Skills 57
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   - Evaluating Guidance Services 57
   - Evaluating Guidance Services 57

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   - Choosing Strategies 54
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   - Choosing Strategies 54
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   - Evaluating Strategy 54
   - Evaluating Strategy 54
   - Evaluating Strategy 54
   - Evaluating Strategy 54

Contents
Defining the Language Characteristics of Transitioning and Expanding ELLs

Identifying the Target Skills Needed to Reach the Next Stage of Proficiency in Listening, Speaking, Reading and Writing
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?
Understanding the 5 Proficiency Levels

**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

READ        LISTEN      VIEW
Receptive                                      Expressive

SPEAKWRITE
Listening

2016 LISTENING Performance Level Descriptions – Grades 11–12

| GENERAL CLAIM 1 | Students can determine information in grade-level spoken discourse.
|-----------------|--------------------------------------------------|
| Entering        | Student may, with substantial support, identify a few words, short phrases, or simple sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in grade level spoken discourse.
| Emerging        | Student can, with substantial support, identify some words, phrases, or a few simple sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in grade level spoken discourse.
| Transitioning   | Student can, with moderate support, identify some words, phrases, simple sentences, or a few complex sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in grade level spoken discourse.
| Expanding       | Student can identify some words, or simple sentences, or a few complex sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in grade level spoken discourse.
| Commanding      | Student can identify some words, or simple sentences, or a few complex sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in grade level spoken discourse.

Target of Measurement 1

Students can identify words, phrases, or sentences for signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in grade level spoken discourse.

Target of Measurement 2

Students can identify words, phrases, or sentences that signal important key details, sequences, connections, relationships, evidence, and/or interactions that develop or refine grade level spoken discourse.

Target of Measurement 3

Students can identify the meaning of vocabulary in grade level spoken discourse.

Anchor 1

Students can identify key narrative elements and central ideas in grade level spoken discourse.

Anchor 2

Students can identify words, phrases, and sentences used to develop or refine grade level spoken discourse.

Anchor 3

Students can determine the meaning of vocabulary in grade level spoken discourse.

Source: NEAP/IRECS

New Language Arts Progressions—Listening

NEW LANGUAGE ARTS PROGRESSIONS (ESL/New Language)

Grades 9-10: Speaking and Listening 3

Common Core Anchor Standard (SL.3): Evaluate a speaker’s point of view, reasoning and evidence used in the home language.

Common Core Grade 9–10 Standard (SL.9–10.3): Evaluate a speaker’s point of view, reasoning and evidence used in the home language.

Main Academic Demand: Evaluate a Speaker’s Point of View

Evaluate a Speaker’s Point of View

Grades 9-10: Speaking and Listening 3

Evaluate a Speaker’s Point of View

Reading-Centered Activity: Organize information on a T-chart that compares and contrasts sound reasoning and evidence with fallacious reasoning and distorted evidence, to evaluate a speaker’s point of view, as an audio recording is played in a partnership, small group, and/or whole class setting.

When acquiring a new language, using grade level texts and appropriate supports, students are able to:

1. Levels of Language Development
   - Entering (Beginning)
   - Emerging (Low Intermediate)
   - Transitioning (High Intermediate)
   - Expanding (Advanced)
   - Commanding (Proficient)

2. Receptive and Literacy Links
   - Listening-Centered Activity: Organize word and phrases on a T-chart that compares and contrasts sound reasoning and evidence with fallacious reasoning and distorted evidence, to evaluate a speaker’s point of view, as an audio recording is played in partnership and/or small group.
   - Reading-Centered Activity: Organize word and phrases on a T-chart that identifies the speaker’s main idea(s), sound reasoning and evidence, and identify and evaluate evidence used by the speaker, when listening to a speech or position paper.

3. In the new language:
   - In the new and/or the home language.

4. In the new language:
   - In the new and, occasionally, to the home language.

5. In the new language:
   - In the new language.
### Targets of Measurement: Writing

<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>TOM.W.9–12.1 Students can use grade-appropriate language to orient the reader, logically organize and connect ideas, and provide closure in a written text.</td>
<td>produce: a clear introduction or orientation ideas presented and connected in an organized manner concluding words or phrases</td>
</tr>
<tr>
<td></td>
<td>ANCHOR 2</td>
<td>TOM.W.9–12.2 Students can use grade-appropriate words and phrases, including grade-level Tier 2 and Tier 3 words, to precisely describe detailed ideas and facts in a written text.</td>
<td>provide or describe: an individual, an event, a place, or an idea precisely precise, relevant details</td>
</tr>
<tr>
<td><strong>GENERAL CLAIM 2</strong></td>
<td>ANCHOR 3</td>
<td>TOM.W.9–12.3 Students can use grade-appropriate language to provide or refer to multiple characters, well-chosen details, sequenced events, and closure to develop a narrative text.</td>
<td>establish or develop: narrative elements (a narrator, characters, setting, events, situation) well-chosen descriptive details to create precise images well-sequenced, cohesive narrative closure to a narrative</td>
</tr>
<tr>
<td></td>
<td>ANCHOR 4</td>
<td>TOM.W.9–12.4 Students can use grade-appropriate language to provide precise, well-chosen, cohesive claims and evidence; a variety of support; and closure to develop an informational text.</td>
<td>produce or develop: a topic with claims and evidence well-chosen evidence (facts and details) to support a claim or an opinion logical transitions and connections between ideas to create cohesive closure to a topic</td>
</tr>
</tbody>
</table>
### New Language Progressions-Writing

#### Levels of Language Development

<table>
<thead>
<tr>
<th></th>
<th>Entering (Beginner)</th>
<th>Emerging (Low Intermediate)</th>
<th>Transitioning (High Intermediate)</th>
<th>Expanding (Advanced)</th>
<th>Commanding (Proficient)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaking-Centered</strong></td>
<td>Use predictable words and phrases to describe events or characters of a real or imagined experience, when speaking in partnership, small group, and whole class settings.</td>
<td>Use predictable words and phrases to write simple, clear narrative paragraphs that use formal narrative techniques and precise language to describe real or imagined events supported by relevant, specific, and compelling details.</td>
<td>Use a word bank and predictably complex narrative organization to write a well-structured narrative essay that uses formal narrative techniques and precise language to describe real or imagined events supported by relevant, specific, and compelling details.</td>
<td>Use a glossary and teacher-provided models to develop a well-structured narrative essay that uses formal narrative techniques and precise language to describe real or imagined events supported by relevant, specific, and compelling details.</td>
<td>Use information independently, to describe real or imagined events supported by relevant, specific, and compelling details.</td>
</tr>
<tr>
<td><strong>Writing-Centered</strong></td>
<td>Use predictable words and phrases to write simple, clear narrative paragraphs that use formal narrative techniques and precise language to describe real or imagined events supported by relevant, specific, and compelling details.</td>
<td>Use a word bank and predictably complex narrative organization to write a well-structured narrative essay that uses formal narrative techniques and precise language to describe real or imagined events supported by relevant, specific, and compelling details.</td>
<td>Use a glossary and teacher-provided models to develop a well-structured narrative essay that uses formal narrative techniques and precise language to describe real or imagined events supported by relevant, specific, and compelling details.</td>
<td>Use information independently, to describe real or imagined events supported by relevant, specific, and compelling details.</td>
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</table>

#### Oracy and Literacy Links

- **Speaking-Centered**
  - Use predictable words and phrases to describe events or characters of a real or imagined experience, when speaking in partnership, small group, and whole class settings.
  - Use a word bank and predictably complex narrative organization to write a well-structured narrative essay that uses formal narrative techniques and precise language to describe real or imagined events supported by relevant, specific, and compelling details.

- **Writing-Centered**
  - Use predictable words and phrases to write simple, clear narrative paragraphs that use formal narrative techniques and precise language to describe real or imagined events supported by relevant, specific, and compelling details.
  - Use a word bank and predictably complex narrative organization to write a well-structured narrative essay that uses formal narrative techniques and precise language to describe real or imagined events supported by relevant, specific, and compelling details.
## Learning (8-12)

<table>
<thead>
<tr>
<th>Proficiency Levels</th>
<th>Language Expectations</th>
<th>Vocabulary Targets</th>
<th>Type of Support</th>
<th>Teaching Arrangements</th>
<th>Level of Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering</td>
<td>identify a few words (few phrases) and their meanings</td>
<td>determine the literal meaning of Tier 1 and Tier 2 words and phrases and their impact in text</td>
<td>Read Aloud</td>
<td>Partnership</td>
<td>Limited Support</td>
</tr>
<tr>
<td></td>
<td>(not entering)</td>
<td>determine the literal meaning of some Tier 1 words and their impact in new or home language</td>
<td>Read Aloud</td>
<td>Teacher-led groups</td>
<td>Moderate Support</td>
</tr>
<tr>
<td></td>
<td>simple sentences and few expanded or complex sentences</td>
<td>determine most of the literal and figurative or conversational meanings of Tier 1 and Tier 2 words and phrases and their impact in text</td>
<td>Read Aloud</td>
<td>Partnership</td>
<td>Both class</td>
</tr>
<tr>
<td></td>
<td>(that...)</td>
<td>organize main ideas in new language</td>
<td>Read Aloud</td>
<td>Whole class</td>
<td>Largely Independent</td>
</tr>
<tr>
<td></td>
<td>simple sentences and few expanded or complex sentences</td>
<td>determine most of the literal and figurative or conversational meanings of Tier 1 and Tier 2 words and phrases and their impact in text</td>
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<td></td>
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<td>determine most of the literal and figurative or conversational meanings of Tier 1 and Tier 2 words and phrases and their impact in text</td>
<td>Read Aloud</td>
<td>Whole class</td>
<td>Largely Independent</td>
</tr>
<tr>
<td></td>
<td>(that...)</td>
<td>write a one-page essay</td>
<td>Read Aloud</td>
<td>Whole class</td>
<td>No Support Needed</td>
</tr>
</tbody>
</table>

## Reading (9-12)

<table>
<thead>
<tr>
<th>Proficiency Levels</th>
<th>Language Expectations</th>
<th>Vocabulary Targets</th>
<th>Type of Support</th>
<th>Teaching Arrangements</th>
<th>Level of Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering</td>
<td>identify a few words (few phrases) and their meanings</td>
<td>determine the literal meaning of some Tier 1 words and their impact in new</td>
<td>Read Aloud</td>
<td>Partnership</td>
<td>Limited Support</td>
</tr>
<tr>
<td></td>
<td>(not entering)</td>
<td>determine the literal meaning of some Tier 1 words and their impact in new</td>
<td>Read Aloud</td>
<td>Teacher-led groups</td>
<td>Moderate Support</td>
</tr>
<tr>
<td></td>
<td>simple sentences and few expanded or complex sentences</td>
<td>determine most of the literal and figurative or conversational meanings of Tier 1 and Tier 2 words and phrases and their impact in text</td>
<td>Read Aloud</td>
<td>Partnership</td>
<td>Both class</td>
</tr>
<tr>
<td></td>
<td>(that...)</td>
<td>organize main ideas in new language</td>
<td>Read Aloud</td>
<td>Whole class</td>
<td>Largely Independent</td>
</tr>
<tr>
<td></td>
<td>simple sentences and few expanded or complex sentences</td>
<td>determine most of the literal and figurative or conversational meanings of Tier 1 and Tier 2 words and phrases and their impact in text</td>
<td>Read Aloud</td>
<td>Whole class</td>
<td>Largely Independent</td>
</tr>
<tr>
<td></td>
<td>(that...)</td>
<td>organize main ideas in new language</td>
<td>Read Aloud</td>
<td>Whole class</td>
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<tr>
<td></td>
<td>simple sentences and few expanded or complex sentences</td>
<td>determine most of the literal and figurative or conversational meanings of Tier 1 and Tier 2 words and phrases and their impact in text</td>
<td>Read Aloud</td>
<td>Whole class</td>
<td>Largely Independent</td>
</tr>
<tr>
<td></td>
<td>(that...)</td>
<td>write a one-page essay</td>
<td>Read Aloud</td>
<td>Whole class</td>
<td>No Support Needed</td>
</tr>
</tbody>
</table>
### Speaking (5-12)

**Communicative Function**: contributes to a conversation, conveys relevant details, asks questions, clarifies information, provides details; describes phenomena, contributes to a conversation, discussion, paraphrases information, retells or narrates a story or a process in sequence; presents new information, makes or supports an argument, suggests or promotes action, summarizes, analyzes a topic, or evidences an evidence.

<table>
<thead>
<tr>
<th>Proficiency Levels</th>
<th>Language Expectations</th>
<th>Errors</th>
<th>Vocabulary Targets</th>
<th>Type of Support</th>
<th>Scallops</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering: Note: Too low not applicable</td>
<td>Short phrases; Predictable sentences</td>
<td>Response may contain errors that partially obscure meaning</td>
<td>Use complete Tier 2 and grade level Tier 2 words and short phrases; Describe detailed ideas and facts</td>
<td>Support needed; Teacher-led groups</td>
<td>Help with graphic organizer or write a short essay; Tier 2 and grade level Tier 2 2 words and short phrases; Describe detailed ideas and facts</td>
</tr>
<tr>
<td>Emerging</td>
<td>Does, simple, and complex sentences</td>
<td>Response may contain errors that partially obscure meaning</td>
<td>Phrase and simple ideas and phrases that reasonably obscure meaning</td>
<td>Support needed; Teacher-led groups</td>
<td>Help with graphic organizer or write a short essay; Tier 2 and grade level Tier 2 2 words and short phrases; Describe detailed ideas and facts</td>
</tr>
<tr>
<td>Transitioning</td>
<td>Does, simple, and extended sentences</td>
<td>Response may contain errors in words and structure that partially obscure meaning</td>
<td>Use words and short phrases including a few grade level Tier 2 2 words and short phrases; Describe detailed ideas and facts</td>
<td>Large support; Whole class</td>
<td>Peer/teacher Small/Group Whole class</td>
</tr>
<tr>
<td>Expanding</td>
<td>Does, simple, and expanded sentences or complex sentences</td>
<td>Response may contain errors in words and structure that minimally obscure meaning</td>
<td>Use words and phrases including a few grade level Tier 2 2 words and short phrases; Describe detailed ideas and facts</td>
<td>Limited support; Teacher-led groups</td>
<td>Peer/teacher Small/Group Whole class</td>
</tr>
<tr>
<td>Commanding</td>
<td>Uses a variety of simple, expanded, and complex sentences and full language</td>
<td>Response contains few or errors in word choice and structure that obscure meaning</td>
<td>Use words and phrases including grade level Tier 2 and 3 words; Offer slightly detailed descriptions</td>
<td>No support needed</td>
<td>Peer/teacher Small/Group Whole class</td>
</tr>
</tbody>
</table>

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

### Writing (1-12)

**Communicative Function**: create and structure a sentence/text; provides an orientation or an idea, express opinions, sequence, describes, detail ideas, orient, organize, connect ideas, provide claims and evidence; facts, provide closure, explores, develop a narrative, development of claims and evidence, characters, details, events, closure.

<table>
<thead>
<tr>
<th>Proficiency Levels</th>
<th>Language Expectations</th>
<th>Errors</th>
<th>Organization</th>
<th>Vocabulary Targets</th>
<th>Type of Support</th>
<th>Teaching Arrangements</th>
<th>Level of Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering: Note: Too low not applicable</td>
<td>Short John, short sentences, and a few expanded or complex sentences</td>
<td>With errors; errors may obscure meaning</td>
<td>No organization or evidence given or unclear; limited development</td>
<td>New language and grade level Tier 2 words and short phrases; Give the required ideas and facts</td>
<td>Support needed; Teacher-led groups</td>
<td>Help with teacher-modified graphic organizer to write a short essay; Tier 2 and grade level Tier 2 2 words and short phrases; Give the required ideas and facts</td>
<td></td>
</tr>
<tr>
<td>Emerging</td>
<td>Does, simple, and extended or complex sentences</td>
<td>With errors; errors may obscure meaning</td>
<td>Writing includes partial orientation, logically organized and/or unclear; limited development</td>
<td>Include some grade level Tier 2 and grade level Tier 2 2 words and short phrases; Give the required ideas and facts</td>
<td>Large support; Whole class</td>
<td>Peer/teacher Small/Group Whole class</td>
<td></td>
</tr>
<tr>
<td>Transitioning</td>
<td>Most simple, simple sentences and a few expanded or complex sentences</td>
<td>Writing includes occasional errors; errors do not obscure meaning</td>
<td>Writing includes limited orientation, logically organized and/or unclear; limited development</td>
<td>Include some grade level Tier 2 and grade level Tier 2 2 words and short phrases; Give the required ideas and facts</td>
<td>Largely independent; Whole class</td>
<td>Peer/teacher Small/Group Whole class</td>
<td></td>
</tr>
<tr>
<td>Expanding</td>
<td>Most simple, simple sentences, and a few expanded or complex sentences</td>
<td>Writing includes occasional errors; errors do not obscure meaning</td>
<td>Writing includes limited orientation, logically organized and/or unclear; limited development</td>
<td>Include some grade level Tier 2 and grade level Tier 2 2 words and short phrases; Give the required ideas and facts</td>
<td>Largely independent; Whole class</td>
<td>Peer/teacher Small/Group Whole class</td>
<td></td>
</tr>
<tr>
<td>Commanding</td>
<td>A variety of simple, expanded, and complex sentences</td>
<td>Writing includes occasional errors; errors do not obscure meaning</td>
<td>Writing includes limited orientation, logically organized and/or unclear; limited development</td>
<td>Include some grade level Tier 2 and grade level Tier 2 2 words and short phrases; Give the required ideas and facts</td>
<td>No support needed</td>
<td>Peer/teacher Small/Group Whole class</td>
<td></td>
</tr>
</tbody>
</table>

Nancy Coad, Ed.D., 2016; NancyCoad2@gmail.com
Writing

Writing includes limited orientation, logically organized or connected ideas or closure; limited development

Writing includes partial orientation, logically organized or connected ideas and closure; partial development

Writing includes sufficient orientation, logically organized and connected ideas and closure

Simple Sentences + some expanded or complex

Simple Sentences + a few expanded and complex

Simple Sentences + a few expanded and complex

A variety of simple, expanded and complex

Few Grade Level Tier 2 + 3 words

Occasional Errors

Some Grade Level Tier 2 + 3 words

Infrequent Errors

Commanding

Infrequent Errors

Frequent Errors

Precise Grade Level Tier 2 + 3 words

Expanding

Transitioning

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, notes, templates)
• Offer editing checklists; writers tools (thesaurus), guides
• Provide models, demonstrations, coaching
• Use close reading to expand, refine language; dig into language
Building Academic Listening and Writing Skills around Social Studies Informational Texts and Dust Bowl Literature: A Model Unit
What Background Information do ELLs Need to Understand to Understand the Dust Bowl?

Frontloading the Unit: Building Needed Background Knowledge About the Dust Bowl States, US History and Geography; Topography

- Location of the Midwest (map skills); States Affected
- Westward Movement, Migration (tie to their own)
- The Great Depression and Recovery Efforts (hardships and resiliency)
- Franklin D. Roosevelt (US Presidents)
- Dust Bowl Photographers/Documentary Efforts (women in history; role of film/photographs)
- Conservation Efforts (ties to science of soil conservation)
- Crops Grown in the Midwest (importance of the wheat crop)
Use Dust Bowl Literature, Informational Texts, and Multimedia to work on Academic Listening and Writing Skills

• Ability to capture detail in English when listening to read alouds or to multimedia presentations (different regional speakers of English, speeches from the 1930’s, recorded texts)
• Ability to jot down notes when listening
• Ability to capture/interpret new words from context; use listening activities to cue vocabulary to work on
• Ability to write across the genre
• Expanding sentence types, text organizational skills
• Expanding academic vocabulary (Tier 2, 3)
• Decreasing errors (editing strategies)

Supporting Academic Listening for ELLs

And Note Taking

Chapter 7
Note Taking: Evidence of Listening Comprehension

<table>
<thead>
<tr>
<th>Note Making</th>
<th>Note Taking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students record notes from printed materials</td>
<td>Students record notes from information presented orally</td>
</tr>
<tr>
<td>During reading</td>
<td>During teachers’ lectures</td>
</tr>
<tr>
<td></td>
<td>From multimedia viewed</td>
</tr>
<tr>
<td></td>
<td>During class discussion</td>
</tr>
</tbody>
</table>

**Which one do you think we work on more?**

Factors that Affect Listening for L2 Learners

- Teacher/Student rate of speech
- Teacher/Student volume of speech
- Anxiety/Nervousness
- Background noise
- Distractions from classmates
- Other environmental and acoustical factors

**Think about it**

How Can You Help?
How Can You Help?

- ELLs may capture the words but not necessarily know how to write them down
- ELLs may not recognize the words being used and therefore have no ability to capture them or write them down
- ELLs may tune out from time to time or be so busy writing one thought that they lose the others

Facilitating Note Taking In Class: Nine Steps for Helping Students Take Better Notes

**Before a Note-Taking Exercise**
1. Provide students with a standard system of heading their notes.
2. Provide instruction on shorthand and abbreviation techniques.
3. Instruct students on how to recognize a teacher’s signal words.

**During a Note-Taking Exercise**
4. Alter your speech, delivery, and vocabulary.
5. Use visuals.
6. Provide already or partially completed notes.
7. Monitor student progress.

**After a Note-Taking Exercise**
8. Model how to talk to your notes.
9. Allow students to revise and edit notes.
# Teach Important *Listening* Signal Words to Kids

<table>
<thead>
<tr>
<th>Signal Word Categories</th>
<th>Signal Words</th>
<th>Interpret This As...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emphasis</td>
<td>mostly, main, important, especially, most importantly, specifically</td>
<td>This is <em>very</em> important. Write this down!</td>
</tr>
<tr>
<td>Compare/Contrast</td>
<td>but, although, on the other hand, conversely, though, on the contrary</td>
<td>A contrasting point to note. Write this down!</td>
</tr>
<tr>
<td>Cause/Effect</td>
<td>because, as a result, the reason for, due to, led to, created, brought about, hence, consequently, therefore, as a result of this</td>
<td>A detailed explanation that is making connections. Write this down! Make sure you know how it connects to information already provided</td>
</tr>
<tr>
<td>Ordinal/sequential, numbers/list</td>
<td>first, second, third, last, finally, ultimately, next</td>
<td>Providing a sequence or timeline. Write each point down! If you miss a point, ask your teacher to repeat that point.</td>
</tr>
<tr>
<td>Signal Word Categories</td>
<td>Signal Words</td>
<td>Interpret This As...</td>
</tr>
<tr>
<td>------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Specifics/elaboration</td>
<td>For example, such as, the following, that is to say, furthermore</td>
<td>Only write this down if you need examples or something to clarify the point</td>
</tr>
<tr>
<td>Summary</td>
<td>Basically, in short, in brief, in conclusion</td>
<td>Pay attention because this is the big idea (gist), write this down only if you do not have this in your notes already</td>
</tr>
<tr>
<td>Repetition</td>
<td>In other words, in addition, let me put that another way</td>
<td>Reinforces a point made, so pay attention. You do not need to write this down.</td>
</tr>
<tr>
<td>Hints to write information down</td>
<td>Here is something you should know, I wouldn't forget this point if I were you, remember this, this is particularly important, there are five things you have to know</td>
<td>This is very important. Write this down! Ask the teacher to repeat if you do not catch everything! Make sure you have this recorded correctly!</td>
</tr>
</tbody>
</table>

**Teach Kids How to Use Their Notes When they Study**

“Talking to Your Notes” page 158

- Ask and Answer Questions
- Make Comments; Elaborate on your Notes
- Make Connections
- Circling unknown words
- Underlining/Asterisk
- Exclamation points for important information
I used both my revised notes and the teacher’s notes to make this summary.

I have information in my summary that answers Who? What? Where? Why? And When?

I do not have any information that is not needed.

I attempted to order the information in a way that makes sense and puts connected ideas together.

I read other students’ summaries and used their work to make mine better.
Gathering Information from Videos

Support Academic Listening Comprehension

What it looked like | What it felt like to be in | How people coped

Word Box
Dust storm; dust
Huddle in shacks
Cloths; gum tape
Survivors
Drought, heat
End of the world
Black blizzard
Blot out the sun
Sand blow, grains of sand, hurt/pain
Static charge, electricity
Plagues
Practicing Active Listening with **Dictoglos**

- Select a short passage/video clip to read aloud or view.
- Teacher reads/plays the selection while students just listen.
- Teacher repeats the selection multiple times for independent note-taking
- Students collaborate to refine notes
- Passage is read/viewed to check for accuracy

https://www.youtube.com/watch?v=n-rBhbkvtm0

The Dust Bowl was a severe period of drought and dust storms throughout the 1930’s. Why did the dust bowl happen? How severe was the damage? The earliest explorers to the Great Plains region of North America determined that the area was unsuitable for agriculture. The territory even became known as the Great American Desert, because the lack of trees and water made the region relatively unattractive for settlement. However, in the decades following the Civil War, farmers began to settle the region and cultivate the fields under the long held, but mistaken belief, that rain will follow the plow. In the first three decades of the 1900’s, there were significant and continuous advances in farming technology, including better tractors, mechanized plowing, combines and more. From 1900 to 1920, the amount of farmland in the plains region doubled, and from 1925 to 1930, the amount of cultivated land tripled. However, farmers of the era used practices, which deprived the soil of its nutrients and increased the possibility of erosion. The heavy plowing had eliminated the natural grasses of the prairie that held the soil in place and maintained moisture. Then in 1930 a severe drought struck the Great Plains region, which lasted nearly the entire decade. The regions affected most by this drought were the panhandles of Texas and Oklahoma, western Kansas and a large portion of Colorado and New Mexico. The more than 1 million acres that was affected became collectively known as the Dust Bowl. As the drought grew worse, the topsoil turned to dust and blew away. The blowing dust generated enormous dust storms that reached as far east as Washington DC. The dust storms became known as black blizzards.

https://www.youtube.com/watch?v=n-rBhbkvtmo
Using Video with ELLs/Emergent Bilinguals

1. **Sound off / vision on (silent viewing)**
   This technique can be used to imitate the language activity about happening on the screen or to concentrate on language production through guessing or prediction tasks.

2. **Sound on / vision off**
   The students can guess the characters, setting, conditions etc.

3. **Pause / freeze – frame control**
   With sound on, the teacher can pause important moments in the plot and ask the students questions about the situation. They can comment on previous actions and predict following ones, too. The teacher can pause shots of characters’ faces and the students can comment on their facial expressions, their feelings, thoughts etc.

4. **Sound and vision on (listening and viewing comprehension)**
   The students get worksheets beforehand and have to fill it in during viewing.
   The students get worksheet after the viewing and have to fill in the correct answers or answer questions etc.
   The students are looking for specific information.
   The students are said what are they going to watch and are asked to guess what will they see / hear.
   After viewing, they can compare their guesses.
   The students are given the script and are asked to mark the direct speech.

5. **Jumbling sequences**
   The students watch pieces of a sequence in jumbled order and should decide what is the correct order.

6. **Split viewing**
   One half of the students see the sequence without sound, the other half can only hear the sound without pictures. Various activities can follow.
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.

PREPARATION: FRONTLOADING
LANGUAGE: ALWAYS IMPORTANT FOR ELLS

Word Catcher
DUST STORM VIDEOS TO DEVELOP DESCRIPTIVE VOCABULARY/PHRASES with “PICTURES IN YOUR HEAD”

History Channel.com

http://www.history.com/topics/dust-bowl/videos#black-blizzard

(dust storm; blizzard, storm, black, cloud, static electricity, dust, blot out the sun, towering clouds, dirt on the move; dates 1931-1934; disappearance of native grasses; exposure, soil erosion, atmosphere; environmental disaster; geography)

https://www.youtube.com/watch?v=x2CiDaUYr9o&app=desktop

(plow, prairie grass, wheat, farming, topsoil, erosion, drought, wind, failed crops, black blizzard, legends, livestock, exodus, destruction, conserve moisture)

Both videos: dates, measurements (tons, miles)

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
Connecting Listening to Reading of Speeches

Connected Listening to Writing of Biographies

Use Leveled Materials to Lead into Original Historic Documents

Work Across Genre in a Unit
What is text complexity?

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 Band</th>
<th>Old Lexile Ranges</th>
<th>CCR Lexile Ranges</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-3</td>
<td>450-725</td>
<td>420-820</td>
</tr>
<tr>
<td>4-5</td>
<td>645-845</td>
<td>740-1010</td>
</tr>
<tr>
<td>6-8</td>
<td>860-1010</td>
<td>925-1185</td>
</tr>
<tr>
<td>9-10</td>
<td>960-1115</td>
<td>1050-1335</td>
</tr>
<tr>
<td>11-CCR</td>
<td>1070-1220</td>
<td>1185-1385</td>
</tr>
</tbody>
</table>

ESL Website http://esl.ncwiseowl.org/
I am certain that my fellow Americans expect that on my inauguration as President I will assert my firm belief that in every dark hour of our national life, a leadership of frankness and vigor has met with that understanding and support which is essential to victory. I am convinced that you will again give that support to leadership in these critical days.

Our country has many problems. Values are bad. Taxes have risen. People cannot pay their savings. Millions were jobless. The U.S. dollar was decreasing. Roosevelt's first speech as president pointed out these problems and outlined a plan to overcome them all.

So, Americans want me to speak to them with truth and fairness. This is the time to speak the truth, truth, and nothing but truth. We must honestly face the problems in our country. Our country will endure as it has endured in the past. It will get better and thrive. The only thing we have to fear is fear itself. This terror stops our efforts to advance. In every dark hour of our national life, leaders have found understanding and support from the people. Without this support we cannot win. I am convinced that you will again give that support in these critical days.

And so, I say tonight that our greatest danger is not that the American Republic will perish; it is that it will cease to be what it ought to be and what it can be—that it will cease to be the leading exemplar of the democratic faith which inspired its creation.

It is a historic moment tonight. Tonight leadership is being tested. It is the first time that the citizenry of the United States has been called upon to demonstrate its faith in the democratic form of government.

I have called to you to speak the truth, the whole truth, frankly and boldly. Nor need we shrink from honestly facing conditions in our country today. This great Nation will endure as it has endured, will revive and will prosper. So let us begin the task of remaking America and this world we inherit from our forebears.

The American Republic will耐久性をもって存続し、回復し、発展する。その唯一の恐れは、それがその本来の形で存続し、発展し、発展することができないということである。それは、民主的な政治形式に信仰をもって、それが創設されたときの遺産を守ることである。その使命のために、私たちは真実を、真実の真実を、真剣に、もっぱらと明言しなければならない。この国が、その過去の栄誉に倠ぶ国を守ることは必要である。その唯一の恐れは、それがその本来の形で存続し、復活し、発展することができないということである。それは、民主的な政治形式に信仰をもって、それが創設されたときの遺産を守ることである。その使命のために、私たちは真実を、真実の真実を、真剣に、もっぱらと明言しなければならない。
How do the two texts differ?

- Vocabulary demands—more common everyday vocabulary vs. more technical and less common vocabulary
- Length and complexity of sentences
- Number of clauses
- Verb tenses (simple past tense vs. past progressive, past perfect)
- Directness of sentences vs. indirectness
- Use of academic phrasing common in history texts
- Overall word count
- Familiarity with the formulaic phrasing used in formal political speeches

Perfil presidencial: Franklin D. Roosevelt

By White House Historical Association, adapted by the redaction of Newsela on 07.04.13

Word Count 789

Franklin Delano Roosevelt asumió la presidencia de Estados Unidos cuando la Gran Depresión se encontraba en su peor momento. Durante ese tiempo, había mucha gente desempleada, la población no tenía dinero y estaba desanimada. Roosevelt ayudó a los estadounidenses a recuperar la fe en sí mismos y traer consigo esperanza, prometiendo acción rápida y vigorosa. En su discurso inaugural afirmó que "a lo único que debemos temer es al miedo".


Roosevelt se recupera de polio y se hace gobernador

Siguiendo el ejemplo de su primo, el Presidente Theodore Roosevelt, por quien sentía gran admiración, Franklin Roosevelt entró al servicio público por medio de la política, pero como demócrata, mientras que Theodore era republicano. Ganó la elección al Senado de Nueva York en 1910. El Presidente Woodrow Wilson lo nombró subsecretario de la marina de guerra y fue el candidato demócrata para vicepresidente en 1912.
Franklin D. Roosevelt’s First Inaugural Address: Listening while Reading (Doubling the Input)

On March 3, 1933, the newly elected president of the United States, Franklin D. Roosevelt, promises a country battered by the Great Depression a renewed prosperity, setting forth plans to put the government to work.

4 minutes Franklin D. Roosevelt’s First Inaugural Address
Part of CCSS Grade 9 Unit 2: The Novel--Honor

1) "First Inaugural Address" by Franklin D. Roosevelt, March 4, 1933

THE WHEATLEY PORTFOLIO

OVERVIEW

RATIONAL

Franklin Delano Roosevelt delivered this speech at a pivotal point in American history. The nation was in a state of economic collapse; the banks of the financial sector and the basic industry in 1933 expected business as usual across the country. The failure of banks seemed to signal the end of confidence in the business community as well as individual livelihood. The public had heard the latest stock market news and some optimism. The people had faith in the government’s ability to make moral economic decisions. Some even began to question the capitalist system as a whole. The First Inaugural Address focused on the government’s ability to act swiftly in response to the Great Depression. Roosevelt emphasized the need for strong leadership and unity in the nation’s response to the economic crisis. This was a period of significant change, and the nation’s leaders were tasked with demonstrating the ability to address the challenges of an unprecedented economic downturn.

ARGUMENTS FOR USE

Teachers may read the text aloud to have students complete the initial reading independently. Alternatively, the author’s or teacher’s notes of this speech can be shared online and shown to the class. This would give students an opportunity to explore the speech on their own. Students should develop an overall sense of the speech, begin to identify the main points that are essential to convey to the audience. By the end of the session, students should have a basic understanding of the content. Before the second reading, teachers could also review historical context and necessary background knowledge with their students.

COMMON CORE STATE STANDARDS ALIGNMENT

Focus Standards

SL.9-10.3: Evaluate the speaker’s point of view, reasoning, and use of evidence and other evidence, including visual, in making claims in a setting that the text has explicitly as well as implicitly drawn from the text.

SL.9-10.5: Analyze how specific perspectives and ... events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

VOCABULARY

Key words from the text may be unfamiliar to students or may be used in a different way than students have seen previously. Possible words for study include:

- cooperator
- arrogant
- incisive
- persistence
- impalpable
- frank, frankly, frankness
- catastrophic
- fluster
- minstrel
- vivid (as vivid and vivid)
- modulate
- witty
By using "we" he avoids a patronizing tone that might be inferred otherwise. This speech sets the tone for his presidency. Roosevelt's use of "common" suggests that he and many others are facing the concerns of rising taxes, the challenges ahead of them together. He has the ability to get the country moving again.

In his opening paragraph, Roosevelt says the American people need "no current strain in us an advance." What is the denotation and connotation of the word "retreat" or "advance." A definition is a word's literal or defined meaning. A connotation is an understood meaning the word has in addition to its definition. What does Roosevelt mean by this statement?

1. The American people have the ability to get the country moving again.

2. Roosevelt refers to the American people as "we." Why is this statement different than any other tone?

3. Roosevelt uses "the" in his opening sentence to refer to the American people. Another writer might have said "the American people." Why is the choice of pronoun important?

4. Roosevelt says "we" in his opening sentence to refer to the American people. Another writer might have said "the American people." Why is the choice of pronoun important?

5. Roosevelt uses "me" and "we" in his opening sentence to refer to the American people. Another writer might have said "the American people." Why is the choice of pronoun important?

6. What do Roosevelt state that "we" should do? Why would it be important to choose the word "we"?

7. Roosevelt says "we" in his opening sentence to refer to the American people. What are some of the implications of choosing this pronoun?

8. Roosevelt refers to the American people as "we." Why is this statement different than any other tone?
Intensifying the Message with Rap/Chants

WRITING BIOGRAPHIES:

READING TO WRITE

LISTENING TO WRITE

President Franklin Delano Roosevelt greets drought-stricken farmers in North Dakota, 1936.
Franklin Delano Roosevelt was born in 1882 in New York. His family was rich. He attended Harvard University and Columbia Law School. In 1905, he married his distant cousin Eleanor Roosevelt. Franklin Roosevelt admired one of his other cousins, President Theodore Roosevelt. Franklin won his first election in 1910 and became a senator in New York. In 1920, Roosevelt won the vice presidency. He did not win the election.

Roosevelt Combats Polio, Becomes Governor

When Franklin Roosevelt was 39 years old, he became very sick. He got polio. It is an illness that can leave people unable to walk or move. Roosevelt was helped a lot. The illness helped him get into legal moves. At the 1924 Democratic Convention, he surprised everyone. He walked in using crutches. Four years later, he became governor of New York.

Privileged Early Years

Born in 1882 in New York, Franklin was an only child. His parents were very rich and he lived a privileged life. He attended Harvard University and Columbia Law School. On St. Patrick’s Day, 1905, he married his distant cousin Eleanor Roosevelt.

Polio Did Not Hold Him Back

In the middle of the Great Depression, when millions of Americans were out of work and the United States was badly struggling, Franklin D. Roosevelt helped the American people with his many ideas. He brought hope and promised immediate action. When he became president, Roosevelt said in a famous speech that “the only thing we have to fear is fear itself.”

Roosevelt Helps the American People

Roosevelt helped the American people with his many ideas. He brought hope and promised immediate action. In his inaugural address at the beginning of his presidency, he said that “the only thing we have to fear is fear itself.”

Roosevelt Combats the Depression

In the middle of the Great Depression, when millions of Americans were out of work and the United States was badly struggling, Franklin D. Roosevelt helped the American people with his many ideas. He brought hope and promised immediate action. When he became president, Roosevelt said in a famous speech that “the only thing we have to fear is fear itself.”

President Roosevelt

Roosevelt became president during the worst of the Great Depression. It was a time when many people were out of work and the United States was in a financial slump. Franklin D. Roosevelt helped the American people restore their faith in themselves and brought hope as he promised prompt, strong action. In his inaugural address at the beginning of his presidency, he said that “the only thing we have to fear is fear itself.”

Preparation for the Audio Input

Warm Up:

Compare the Headings on Page 9-10 to pages 11-12

Compare the Number of Words

Compare the two Lead Paragraphs

Compare the Vocabulary and Phrasing

Polio的帮助

在大萧条时期，当数以百万计的美国人失业，美国正处于严重的经济崩盘中时，富兰克林·德拉诺·罗斯福帮助了美国人民。他的许多想法。他带来了希望，并承诺立即采取行动。当他还任总统时，罗斯福在著名演讲中说：“我们唯一需要害怕的，就是害怕本身。”

罗斯福帮助美国人民

罗斯福帮助美国人民，他的许多想法。他带来了希望，并承诺立即采取行动。在他的就职演说中，他说道：“我们唯一需要害怕的，就是害怕本身。”

总统罗斯福

罗斯福在最严重的经济萧条时期成为总统。这时，许多美国人失业，美国正处于严重经济的萎靡。富兰克林·德拉诺·罗斯福帮助了美国人民，他的许多想法。他带来了希望，并承诺立即采取行动。当他还任总统时，罗斯福在著名演讲中说：“我们唯一需要害怕的，就是害怕本身。”

准备音频输入

预热：

将一个搭档

比较第9-10页的大纲到第11-12页

比较词数

比较两个段落

比较词汇和用词
Listen to Video Bio After Reading

How Could The Readings Help Your Understanding of the Video?

https://www.youtube.com/watch?v=qK42SUeTwM
5 minute bio

Possible Listening Activities to Do After Listening to the Multimedia Bio:

• Circle words or phrases that were used in the biography
• Listen for the main life events (jot them down as you hear them)
• Order life events as a post-listening activity
• Relay the facts you captured to a partner; partner add details
• Circle facts/details you heard in the audio from a list created by the teacher
• Three truths and a lie: Identify the lie/truths
Use a Historical Figure’s Biography as a Model for Writing a Biography of Another Notable Person

Layer the Input: Listen then Read then Write
The Value of Repeated Practice for ELLs

video

14:42 But only play first part through her work in the Dust Bowl (to 5:57)

PHOTOJOURNALIST
Dorothea Lange’s work-American Masters PBS
https://m.youtube.com/watch?v=FlRcWOgUJ4g

Photographer Dorothea Lange and her husband were among the first to witness and to understand the causes of the huge migration to California in the 1930s: families were escaping the Dust Bowl. In this film excerpt, Lange talks about the first car she photographed before the country realized what was happening. American Masters’ Dorothea Lange (PBS)

Listen and Jot Down Important Details From Her Life
Compare What You Wrote with a Partner
More Resources:  *Team Read & Write*
*Oral Presentations in Class to Practice Speaking*

- [http://www.theartstory.org/artist-lange-dorothea.htm](http://www.theartstory.org/artist-lange-dorothea.htm)


**PBS Learning Media:**

- [https://www.britannica.com/biography/Dorothea-Lange](https://www.britannica.com/biography/Dorothea-Lange)


Using Fiction and Informational Texts as Mentor Texts for Advancing Student’s Academic Vocabularies and Writing Skills Across the Genres

Developing Writing Skills: Models, Mentor Texts and Multimedia Sources
Types of Writing to Work On (CCSS)

**EXPLANATORY/INFORMATIONAL**
- 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
Challenges and Solutions to ELL Writing Success

- Understanding and meeting high expectations (state writing standards)
- Expressing themselves authentically in a new language
- Acquiring basic writing fluency and ease
- Learning English sound-spelling correspondence (with automaticity)

Other Challenges for ELLs

- Lack of Background Knowledge
- Conventions of English
- Direct Writing Style Used in English (Discourse Patterns)
Solutions: Modifying the Writing Process for ELLs: The Five Mores

Modifying the Writing Process for ELLs
Pages 174-177

- More time
  - More time to work on and conference about assignments
  - More time to revise and edit with support
- More Models
- More Focused Editing
- More Welcoming, Flexible Publication
  - Sharing a “golden line”
  - A favorite passage or paragraph
  - The entire piece
Tools For Our Writing Teacher Toolbox to Use with ELLs

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
MATCH THE TEXT STRUCTURE

Chronological (Time Sequence)
Cause/Effect
Problem/Solution
Description
Enumeration
Comparison/Contrast

Sequence Chain

Title: ____________________________
Author: ____________________________
Illustrator: ____________________________

CHARACTERS | SETTING
---|---
| Place:
| Time:

1. ____________________________ | 2. ____________________________ | 3. ____________________________

4. ____________________________ | 5. ____________________________ | 6. ____________________________

NAME: ____________________________

Narrative/Short Story Checklist

1. Plot
   - You introduce the character(s) and a problem situation or conflict.
   - There are at least two events (secret or event revealed by the problem or conflict).
   - The events lead toward suspense and anticipation for the outcome.
   - There is a change or turning point for the main character.
   - There is a conclusion of events.

2. Setting
   - There is a time, location where the events happen.
   - There is place (may be general or specific) where the events happen.

3. Characters
   - There is one or more main characters.
   - Characters think, act, and talk to move the story.
   - There is a consistent point of view.

4. Theme
   - There is a topic or meaning to the story.

Narrative/Short Story

A narrative essay tells a story and introduces the story by the main character. At the
same time, it also introduces the story by using the main character. The story by the
main character is called a narrative. The main character tells the story and
introduces the story by using the main character. The story by the main character is
called a narrative. The main character tells the story and introduces the story by using
two different ways. The story by the main character is called a narrative. The
main character tells the story and introduces the story by using the main character.

Graphic Organizer

For Drafting

Rubric

For Editing

On Pages 187-188 in Book
## Use Checklists and Rubrics

### Chapter 8: Filled With Teacher Tools

#### Use Checklists

<table>
<thead>
<tr>
<th>Chapter 8: Filled With Teacher Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Checklist</strong></td>
</tr>
<tr>
<td><strong>Summary</strong></td>
</tr>
<tr>
<td><strong>Essential Strategies for Apple and High School</strong></td>
</tr>
</tbody>
</table>

#### 5 Paragraph Essay Rubric

**In Book On Page 196**

### FIGURE 8.8: 5-paragraph essay rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>1 Poor</th>
<th>2 Fair</th>
<th>3 Good</th>
<th>4 Satisfactory</th>
<th>5 Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Weaknesses</td>
<td>Strengths</td>
<td>Weaknesses</td>
<td>Strengths</td>
<td>Weaknesses</td>
</tr>
<tr>
<td>Body paragraphs</td>
<td>Weaknesses</td>
<td>Strengths</td>
<td>Weaknesses</td>
<td>Strengths</td>
<td>Weaknesses</td>
</tr>
<tr>
<td>Conclusion</td>
<td>Weaknesses</td>
<td>Strengths</td>
<td>Weaknesses</td>
<td>Strengths</td>
<td>Weaknesses</td>
</tr>
</tbody>
</table>

**In Book On Page 196**
Reader Response for ELLs

ELLs Need Explicit Instruction and Models
Guided Practice
Feedback

Chapter 8, page 182

<table>
<thead>
<tr>
<th>TABLE 8.3 Retelling Guides by Content Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
</tr>
<tr>
<td>Tell the setting of the novel (time period and location).</td>
</tr>
<tr>
<td>Name the main characters and their relationships to one another.</td>
</tr>
<tr>
<td>Summarize the events that take place in each chapter.</td>
</tr>
<tr>
<td>Describe how the novel ends.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Source: Adapted from Tennessee State Education, “Reading in the Content Areas: Retelling Guides,” p. 193.
**Help ELLs Understand the Difference Between Paraphrasing vs. Summarizing**

**Paraphrasing**
- Someone else’s idea in your own language
- Completely changing the original text
- Using new words and sentence structure
- Providing a reference

**Summarizing**
- Only the most important points
- Communicating the main idea
- Condensing a larger amount of information into a smaller amount
- Using one’s own words
- Providing a reference

Rubric: Persuasive Essays

Supports for Opinion Pieces
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

Using Dust Bowl Literature to Advance Language:
*Close Reading for Language Structures and Language Variety* to Push Students’ Language Forward
Dust Bowl Literature in Our Unit

- *Out of the Dust* by Karen Hesse
  - Gr. 5.3
  - Lexile 1120
  - GRL X

- *Years of DUST* by Albert Marrin
  - Gr. 6.8
  - Lexile 1120

- *Children of the Dust Bowl* by Jerry Newman
  - Gr. 9.0

More Dust Bowl Literature to Consider

- *The Grapes of Wrath* by John Steinbeck
  - Lexile 460-1240
  - Average 680

- *Dust to Eat* by Michael L. Cooper
  - Lexile 1120
  - GR 7.4
  - Guided Rdg W
  - DRA 60

- *whose names are unknown* by unknown
  - Gr 8; Lexile 1160
CHAPTER & TITLE
Lexile Measure
1
Wind, Dust, And Anger (Intercalary)
1185L
2
Tom Joad's Return
770L
3
The Turtle's Journey (Intercalary)
1185L
4
Tom Meets Jim Casy
770L
5
The Tenant Farming System (Intercalary)
830L
6
The Empty Joad Farm
670L
7
Car Salesmen (Intercalary)
460L
8
The Joad Family Reunited
770L
9
Selling Possessions (Intercalary)
610L
10
Leaving For California
770L
11
Vacant Houses, Vacant Land (Intercalary)
900L
12
Highway 66 (Intercalary)
1385L
13
Grampa And The Wilsons
640L
14
"I" Becomes "We" (Intercalary)
950L
15
Eating Places Along The Road (Intercalary)
750L
16
Keeping The Family Together
610L
17
Rules Of Conduct (Intercalary)
890L
18
Noah And Granma Depart
610L
19
California Landowners (Intercalary)
900L
20
Hooverville
560L
21
Great Owners And Inhabitants (Intercalary)
810L
22
The Government Camp
540L
23
Humble Activities (Intercalary)
680L
24
The Dance
620L
25
Corporate Farming (Intercalary)
1185L

To find additional guides, please visit Lexile.com/lexile-by-chapter.
Then when it seemed that things couldn’t get any worse, they did. The year was 1936. It hadn’t rained more than a few drops in the Panhandle for five straight years. One day the wind started to blow, and every day it blew harder and harder, as if nature were playing a cruel joke on the Okies. The wind blew the dry soil into the air, and every morning the sun rose only to disappear behind a sky of red dirt and dust. The wind knocked open doors, shattered windows and leveled barns.

It became known as the great Dust Bowl, and it was centered in the Panhandle near Goodwell, Oklahoma. From there it stretched to the western half of Kansas, the eastern half of Colorado, the northeastern portion of New Mexico and northern Texas. In these areas, and especially in the Panhandle, the dry winds howled for four long years, from 1936 to 1940. Frequently the wind blew more than fifty miles and hour, carrying away the topsoil and leaving only hard red clay, which made farming impossible.
Digesting and Interpreting
CAPTIONS And Visuals
What ideas/concepts are the photographs designed to capture?

Page 15 Heading: Mean Clouds

Captions:
The tractor and house of a dry farmer in Oklahoma.

Farming in Oklahoma. Drought and wind have ruined the field behind the farmer.

Now look at page 16 and discuss the captions and the visuals

Gr. 9.3
Lexile 1040

Techniques:
• Adjectives
• Serial Adjectives
• Vivid verbs
• Precise nouns
• Adverbs
• Prepositional phrases

Descriptive Language Study-
p. 18 in your Text Excerpt Packet

Take this paragraph and write a long descriptive sentence telling about the mess inside the house. Start with "The house, ……

The house was incredible. Dirt had blown into the house all week and the kitchen sank into the floor. The roof was dark and the windows were cracked. The air was thick with dust and smoke. There was no way to open the windows, and the only light came from the cracks in the walls. The floors were covered in dust, and the carpet was wet from the rain outside. The smell was overwhelming, and the scent of smoke was everywhere. The house was a mess, and it was clear that someone had been living there for a long time. The ceiling was sagging, and the walls were peeling. The only thing that was missing was the furniture.
Using Dust Bowl Literature to Advance Writing:
Close Reading (with Audio Support) to Advance Vocabulary Knowledge and Skills

Chapter 6

Movie Trailer

https://www.youtube.com/watch?v=UuNLGv-lrAM (1 min.)

https://www.youtube.com/watch?v=UvMi97wHxN4
(all three)
Advanced Placement United States History (APUSH)

Close Reading Strategies

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 figurative language. What did the writer want to convey?
5. Ask questions; interpret meanings.
6. Look at style, tone, structures, but most of all themes.
Use Small Segments: Do a Close Reading

The Worst Hard Time, Historical Nonfiction
9th grade reading level

Audio Excerpts: Audio 1 (copy/paste)

https://www.curriculet.com/c/142568-the-worst-hard-time

2006 National Book Award for Nonfiction
Copse=thicket
Audio Support

2. THOMAS HAN

Throughout the Great Plains, a winter passes more slowly than
something. Or so it seems. An hour pass by on the same straight line
and then appears a town on a stop... Today, Texas, or Illinois, Ne-
braska. The sea has slipped away, leaving at some point without
fear or proper burial.

In other places, winter's silence grows thick as a blanket, as
Lilly's winter was pulled to weeks while living in his ground. Here is
a wood without it's textures and with only the root joints still vis-
ible. In the distance is a crest of skeletal trees, the corners of orchards
dried to a lifeless life clothed. And it is that, the schoolhouse, with
just the chimney and two walls still standing. Then you are shown
ports, the radio's voice, out of nowhere, seen. Once, the paper's
account is given that something could come from a corner of the
south-facing plate to make life better -- and a place that is the one
in the city of the Elkhorn, in the city's side, in an O'Leary, or an O'Leary
had left. The three pores one day one face of stone were
out of the ground. They were broken here but for the faces that joke
through layers of dust.

In those water-painted, collapsed human is the story of this place,
how the greatest migration in the world was the sounded one, how
mobs cleared knew, being, as the sky and drenched down the suffoc-
ing air by the end of the world. In parts of Nebraska, Kansas, Colorado, New Mexico, Oklahoma, and Texas, it seemed on
many days as if a curtain were being drawn across a vast stage of
worldly end. The land is watered in a way that had never been seen
before, and it did so in a time when out of every four already
out of reach. The people who are here, the people who arrive here
are still trying to make sense of why the earth turned them. Much
as they love the place, their dreams decay. Was a minute to bring
out? Will they be the last generation to inhabit the southern plains?
And some feel deep sorrow — for the land's failure, and their part
in it. Outsize farms were long ago, as old woman was found serious
Burt Bowl diary written by her husband. Her neighbor was anno-

Audio (1)

THE WORST HARD TIME

1

11/14/16

DO THESE THINGS

- Read the text slowly at least twice
- 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
Read With A Pen
Annotating Marks
9th-12th

- 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

The Worst Hard Time, 9th grade reading level

Audio 2:
https://www.youtube.com/watch?v=3szOGQdKQNk

2006 National Book Award for Nonfiction
Audio Support

Big Blows

The land would not die by any death. Fields were bare, snipped to humps in places, heaving in others. The snow on the grass was gone, finished in thin lines, leaving in others. The trees carried snow and ice in some cases. With no appreciable rain for two years, even dunes were drooping in snow from the natural underground reservoirs. A late winter day in 1935, a battalion of heavy snow clouds moved over the state. Suddenly, the snow disappeared. Lights were turned on in some areas to see. The snow covered the town in order to see. The clouds dropped layers of snow, one after another, an aerial assault that covered streets in Boise City, buried houses, pockets of grass, and rolled over a big Willamette's eastern and the patch of ground where water had been to establish a garden with a snowstorm. They had to shovel foam to avoid being swallowed by the tangled prairie.

Mabel Lee Shaw watched the snow build up over the thickest clouds, settling in the walls of their rented house, spread over the chimney, onto the bedroom, onto the street. When she woke in the morning, the only clear part of her pillow was the outline of her head. She took the window in and around the snow edge, and the snow always found a way in. She turned never to eat a dinner out until ready to eat, to cook with hot pots covered, to leave no standing water out for long or it would turn to snow. She had decided to give up the cooking job that paid workman's compensation to her and start a family. Her husband, Charles, had at last opened his business, a funeral home in the rented house. Tons was supposed to be an enterprise to

Identify Tier 1 and Tier 2 Words

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
• Context Clues
  https://www.flocabulary.com/unit/context-clues/video/

• Descriptive Language
  https://www.flocabulary.com/unit/using-descriptive-language/video/

• Take Notes:
  https://www.flocabulary.com/unit/note-taking-methods/video/

Close Reading with Historical Fiction (Poetry, Rhyme)
OUT OF THE DUST
Out of The Dust: Using **Book Trailers**
(with Embedded Documentary Photography)

**Trailers to be Read/Viewed**
https://www.youtube.com/watch?v=QCyUxjsobHo

**Trailers that Involve Listening**
https://www.youtube.com/watch?v=T2rtj2lGdRg

Gr. 5.3
GRL X

**Use Small Segments:**
Do a Close Reading
Close Reading: Interpreting the Pronouns

"he tells us"
"he says"
"what’s at home here”?
"what’s meant to be here”?
"they (roots) hold onto the land"
"he and the land have a hold on each other"

But what about me?

Using Dust Bowl Literature to Teach Students How to Gather, Interpret and Use Evidence to Support their Position
Social Studies Practices

1. Gathering, Using, and Interpreting Evidence
2. Chronological Reasoning and Causation
3. Comparison and Contextualization
4. Geographic Reasoning
5. Economics and Economics Systems
6. Civic Participation

ELL Needs
Identified in Regents Results

Social Studies Practices

1. Gathering, Using, and Interpreting Evidence
2. Chronological Reasoning and Causation
3. Comparison and Contextualization
4. Geographic Reasoning
5. Economics and Economics Systems
6. Civic Participation
# CORE Area Instructional Practices

## ELA Practices (Proficiencies), from CCSS:
- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demands of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Come to understand other perspectives and cultures

## Social Studies Practices, from NYSED SS Framework:
- Gather, interpret and use evidence
- Apply chronological reasoning and consider causation
- Compare and contextualize
- Apply geographic reasoning
- Analyze economics and economic systems
- Engage in, and value, civic participation

---

Gathering Evidence

**Powtoon:** [https://www.youtube.com/watch?v=uzMOAllSvY](https://www.youtube.com/watch?v=uzMOAllSvY) (1 min).

**Teaching Channel:**
  (Child Labor topic)

**STUDY.COM**
- English: What does it mean to cite text evidence? 6:01

Supporting your writing with examples and evidence
- How to use Evidence 4 mins. (types of evidence to use)-SCI ex.

---

*Some statements have been modified in order to fit the purpose of the district project.*

Greg Ahlquist, 2013 NYS Teacher of the Year
Social Studies Teacher, NYSED Consultant, May 5, 2016
Preparing Students to Support their Position: Listening to Understand the Task

Essay:
Do you believe that push or pull factors were more prominent in the migration of farming families during the Dust Bowl? Cite evidence to support your thesis statement.

GEOGRAPHY: MIGRATION
https://www.flocabulary.com/unit/migration/video/

Page 21-23 Excerpt Packet

---

of the moment brainwashed with an anti-immigrant rhetoric, the laws.

and the laws.

The problem.

The problem.

GEOGRAPHY: MIGRATION
https://www.flocabulary.com/unit/migration/video/

Page 21-23 Excerpt Packet

---

of the moment brainwashed with an anti-immigrant rhetoric, the laws.

and the laws.

The problem.

The problem.
Supporting/Evaluating Claims with Evidence

**Author's Claim**

It was a third element—something new to the prairie ecosystem—that as really to blame (for the erosion): neglect.

(Page 112, top)

**Evidence Cited**

It was a third element—something new to the prairie ecosystem—that as really to blame (for the erosion): neglect.

(Page 112, top)
Use of the Text as a Mentor Text for Descriptive Language Techniques

Use the Text as a Mentor Text for Descriptive Language Techniques
Finally:
To Help Students Show What They Know--Teach Students What Key Words in Test Prompts Mean

Responding to Writing Prompts
To write an effective response to a writing prompt, you need to determine more than just your topic, audience, and form. You also need to be able to recognize the key words or directions in the prompt and know how to respond to these directions appropriately. Familiarizing yourself with the information in the following chart can help you do both of these things.

<table>
<thead>
<tr>
<th>Direction</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe, Identify, Define</td>
<td>Identify the main qualities or distinguishing characteristics of your subject, using specific facts or sensory details.</td>
</tr>
<tr>
<td>Recount, Narrate, Relate, Tell About</td>
<td>Present the sequence of events in a story or the steps in a process in chronological order. Use vivid verbs and sensory details.</td>
</tr>
<tr>
<td>Discern</td>
<td>Identify the key points or relationships, backing these up with examples, quotations, comparisons, and other details.</td>
</tr>
<tr>
<td>Explain</td>
<td>Present the main points or important steps in whatever you have been asked to explain, using facts, examples, and reasons to clarify what you mean.</td>
</tr>
<tr>
<td>Compare, Contrast</td>
<td>Show the ways in which two or more things are alike and the ways in which they differ, using examples and other details to support similarity and difference you point out.</td>
</tr>
<tr>
<td>Analyze, Evaluate, Review</td>
<td>Examine the main qualities of your subject to arrive at a conclusion about some aspect of it, such as how well the parts function together as a whole.</td>
</tr>
<tr>
<td>Show Causes and Effects</td>
<td>Present the reasons for and the results of a particular event or situation, using specific details to clarify precisely what happened.</td>
</tr>
<tr>
<td>Persuade, Convince, Express Your Opinion</td>
<td>State your point of view and support it with facts, statistics, examples, quotations, and other sound evidence.</td>
</tr>
<tr>
<td>Interpret</td>
<td>Explain in your own words the meaning of whatever you’ve been asked to interpret, supporting your ideas with facts and other details.</td>
</tr>
<tr>
<td>Summarize</td>
<td>Present a condensed version of a story or a process by relating only the main events or steps and showing how one leads to the next. Do not include supporting details or other types of elaboration.</td>
</tr>
</tbody>
</table>

What will you do to help kids like Karina improve their listening comprehension and writing?

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