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

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

www.caslonpublishing.com

Teaching Adolescent English Language Learners
Essential Strategies for Middle and High School

Nancy Cloud
Judah Lakin
Erla Leininger
Laura Maxwell

What’s In our Book?

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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/perform 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)
ACCURACY /CONTROL
LANGUAGE COMPLEXITY
VOCABULARY FOCUS
SCAFFOLDING—L1 AMOUNT/TYP
COMMUNICATIVE TASK
GROUPING SUPPORT

NYS Proficiency Definitions

READ LISTEN VIEW
Receptive Expressive

SPEAKWRITE
Listening

2016 LISTENING Performance Level Descriptions—Grades 3–12

GENERAL CLAIM 1: Students can determine information in grade-level spoken discourse.

Target of Measurement 1: Students can identify words, phrases, sentences, and/or 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 2: Students can identify words, phrases, sentences, and/or 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 3: Students can determine the meaning of vocabulary in grade-level spoken discourse.

Target of Measurement 4: Students can identify words, phrases, sentences, and/or 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 5: Students can determine the meaning of vocabulary in grade-level spoken discourse.

New Language Progressions—Listening

NEW LANGUAGE ARTS PROGRESSIONS (ESL/New Language)

Listening

2016 LISTENING Performance Level Descriptions—Grades 3–12

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Target of Measurement 4: Students can determine the meaning of vocabulary in grade-level spoken discourse.

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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>GENERAL CLAIM 1</td>
<td>ANCHOR 1</td>
<td>TOM.W.9–12.1</td>
<td>Students can create and structure a written text.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Students can use grade-appropriate language to orient the reader, logically organize and connect ideas, and provide closure in a written text.</td>
</tr>
<tr>
<td></td>
<td>ANCHOR 2</td>
<td>TOM.W.9–12.2</td>
<td>Students can create and structure a written text.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Students can use grade-appropriate language to orient the reader, logically organize and connect ideas, and provide closure in a written text.</td>
</tr>
<tr>
<td>GENERAL CLAIM 2</td>
<td>ANCHOR 3</td>
<td>TOM.W.9–12.3</td>
<td>Students can create and structure a written text.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Students can use grade-appropriate language to orient the reader, logically organize and connect ideas, and provide closure in a written text.</td>
</tr>
<tr>
<td></td>
<td>ANCHOR 4</td>
<td>TOM.W.9–12.4</td>
<td>Students can create and structure a written text.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Students can use grade-appropriate language to orient the reader, logically organize and connect ideas, and provide closure in a written text.</td>
</tr>
</tbody>
</table>

Legend:
- **Sensory Supports**
  - Real-life objects (e.g., models)
  - Manipulatives
  - Pictures/photographs
  - Illustrations, diagrams & drawings
  - Magazines & newspapers
  - Physical activities
  - Videos & Films
  - Broadcasts
  - Models & figures

- **Graphic Supports**
  - Charts
  - Graphic organizers
  - Tables
  - Graphs
  - Timelines
  - Number lines

- **Interactive Supports**
  - In pairs or partners
  - In triads or small groups
  - In a whole group
  - Using cooperative group structures
  - With the lesson (Web sites) or software programs
  - In the native language (L1)
  - With mentors
### Speaking (9-12)

**Communicative Function:** contributes to a conversation, conveys relevant ideas, asks questions, clarifies information, provides details, facts, describes phenomena, contributes to a conversation/discussion, paraphrases information, retells or narrates a story or a process in sequence, presents an opinion or provides a persuasive stance or claim supported by reasons, conveys reliability of information or evidence presented, compiles summary, analyzes a topic, evaluates 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>Scaffolds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering</td>
<td>Few words; short phrases; Predictable sentences</td>
<td>Response may contain errors in words and structure that partially obscure meaning</td>
<td>Use complete full and short phrases of Tier 2 and grade level Tier 2-2 words and short phrases</td>
<td>Support with an organiser; T-chart; Home language</td>
<td>Whole class</td>
</tr>
<tr>
<td>Emerging</td>
<td>Few words and simple sentences</td>
<td>Response may contain errors in words and structure that totally obscure meaning</td>
<td>Use complete full and short phrases of Tier 2 and grade level Tier 2-2 words</td>
<td>Substantial support; Small group; Whole class; Whole class</td>
<td>Whole class</td>
</tr>
<tr>
<td>Transiting</td>
<td>Uses simple and expanded sentences</td>
<td>Response may contain errors in words and structure that partially obscure meaning</td>
<td>Use complete full and short phrases of Tier 2 and grade level Tier 2-2 words; Describe detailed ideas and facts</td>
<td>Substantial support; Small group; Whole class</td>
<td>Whole class</td>
</tr>
<tr>
<td>Expanding</td>
<td>Uses simple, expanded, and complex sentences and few language errors</td>
<td>Response may contain errors in words and structure that minimally obscure meaning</td>
<td>Use complete full and short phrases of Tier 2 and grade level Tier 2-2 words; Describe detailed ideas and facts</td>
<td>Substantial support; Small group; Whole class</td>
<td>Whole class</td>
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<tr>
<td>Commanding</td>
<td>Uses a variety of simple, expanded, and complex sentences and few language errors</td>
<td>Response may contain errors in words and structure that minimally obscure meaning</td>
<td>Limited support</td>
<td>No support needed</td>
<td></td>
</tr>
</tbody>
</table>

*Refer to the Progression Chart from the Performance Level Descriptions for Levels and Targets of Measurement.*

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### Writing (9-12)

**Communicative Function:** creates and structures a section; text provides an organisation of an idea, expresses opinion, sequence, describes, detail ideas, organize, connect ideas, provide claims and evidence; facts, provide closure, exploits, develops a narrative, development of claims and evidence, characterizes, details events, closes

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<th>Organization</th>
<th>Vocabulary Targets</th>
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<th>Arrangements</th>
<th>Level of Support</th>
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<tr>
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<td>Few words; short phrases; Predictable sentences</td>
<td>Writing includes occasional errors in words that may obscure meaning</td>
<td>Use complete full and short phrases of Tier 2 and grade level Tier 2-2 words and short phrases; Give simple ideas and facts</td>
<td>Substantial support; Teacher-led group</td>
<td>Partnerships; Small groups</td>
<td>Independent support</td>
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**How do the scaffolds and supports change for Speaking?**

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

---

Nancy Cross, Ed.D. 2016; NancyCross2@gmail.com
Writing

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

Simple Sentences + a few expanded and complex

Simple Sentences + some expanded or complex

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

Occasional Errors

Some Grade Level Tier 2 + 3 words

Commanding

A variety of simple, expanded and complex

Frequent Errors

Few Grade Level Tier 2 + 3 words

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

Inrequent Errors

Precise Grade Level Tier 2 + 3 words

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

Chapter 7
Note Making

• Students record notes from printed materials
  o During reading

Note Taking: Evidence of Listening Comprehension

• Students record notes from information presented orally
  o During teachers’ lectures
  o From multimedia viewed
  o During class discussion

Reviewing Students’ Notes Can Show Us What They are Capturing

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?
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>
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<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>
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</table>

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

- Ask and Answer Questions
- Make Comments; Elaborate on your Notes
- Make Connections
- Circling unknown words
- Underlining/Asterisk
- Exclamation points for important information

“Talking to Your Notes” page 158
Checklist for Summaries
p. 164

- 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.

Engaging in Focused Viewing

PRACTICING ACTIVE LISTENING
Gathering Information from Videos

**Focused Viewing**

<table>
<thead>
<tr>
<th>What it looked like</th>
<th>What it felt like to be in</th>
<th>How people coped</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dust storm; dust</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Huddle in shacks</td>
<td></td>
<td></td>
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<tr>
<td>Cloths; gum tape</td>
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<tr>
<td>Black blizzard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blot out the sun</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sand blow, grains of sand, hurt/pain</td>
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<td></td>
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<td>Static charge, electricity</td>
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<tr>
<td>Plagues</td>
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</tr>
</tbody>
</table>

**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-rBhbkytm0

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-rBhbkytm0
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 the starting point of every exchange and ask the students to predict words or utterances. 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, growing clouds, static electricity, dust, blot out the sun, towering wall, suffocating 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=x2CiDaUYr90&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
Connecting Listening to Reading of Speeches

Connected Listening to Writing of Biographies

Work Across Genre in a Unit

Use Leveled Materials to Lead into Original Historic Documents
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 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/
speeches:

Thos who have made this possible have done so because they understood that democracy can only be preserved and we nation safeguarded by the strict observance of fair dealing. Those who have made this possible will be forever honored because they acted to preserve what is most precious to a democracy — the freedom of speech.

I am deeply grateful to our past leaders for their service and sacrifice. Without them, our country would not be where it is today. Their contributions have laid the foundation for our future success.

Thank you for your support and for believing in our country's potential. Together, we can build a brighter tomorrow for all Americans.
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 de Newsela on 07/04/13

Word Count: 789

Spanish Version

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 desempleado, la población no tenía dinero y estaba desanimada. Roosevelt ayudó a los estadounidenses a recuperar la fe en sí mismos y trajo 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.

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
In his opening paragraph, Roosevelt says the American people need "to concert action in an emergency." What is the definition and connotation of the word "emergency," or "to concert action?" A definition is an authoritative meaning of a word that is distinct from its denotation. What does Roosevelt mean by this statement? *

* In his opening paragraph, Roosevelt says the American people need "to concert action in an emergency." What is the definition and connotation of the word "emergency," or "to concert action?" A definition is an authoritative meaning of a word that is distinct from its denotation. What does Roosevelt mean by this statement? *

**TEXT-DEPENDENT QUESTIONS**

1. Roosevelt begins by saying, "on the first or foremost, we must endeavor..." What does this sentence set the tone for Roosevelt's speech? What is the tone of his speech? *

2. Roosevelt uses "we" and "our" through the rest of the speech. Why might this be? *

3. Members of the audience should feel reassured when the president says that the challenges ahead are not so formidable as to make them feel incapable of overcoming them. What can you infer about the American people from this statement? **

4. The American people have the ability to get the country moving again. What are the challenges that Roosevelt believes the American people are facing? What does he plan to do about these challenges? **

5. The American people have the ability to get the country moving again. What are the challenges that Roosevelt believes the American people are facing? What does he plan to do about these challenges? **

6. Roosevelt plans to "wage a war" on the economic crisis impacting the United States. To advance, what must the American people do? **

7. Roosevelt uses "we" and "our" through the rest of the speech. Why might this be? *

8. The American people have the ability to get the country moving again. What are the challenges that Roosevelt believes the American people are facing? What does he plan to do about these challenges? **

9. In his opening paragraph, Roosevelt says the American people need "to concert action in an emergency." What is the definition and connotation of the word "emergency," or "to concert action?" A definition is an authoritative meaning of the word that is distinct from its denotation. What does Roosevelt mean by this statement? *

10. The American people have the ability to get the country moving again. What are the challenges that Roosevelt believes the American people are facing? What does he plan to do about these challenges? **

**PERFORMANCE ASSESSMENTS**

Give students the following writing task:

In this speech, President Roosevelt utilizes a number of different rhetorical appeals and strategies to engage his audience and build support for his plans for the country. Which appeal or strategy does he use the most effectively? Your evidence should include identification of Roosevelt's use of specific rhetorical appeals, analysis of word choice, tone, and other literary devices.

Your response should:

- Have a clear claim that provides an analysis, not a summary, of the speech.
- Use specific examples of the techniques used in the speech to support your claim.
- Use words, phrases, or clauses to link the major sections of your text.
- Avoid cant or casual language to create a formal tone.
- Provide a concluding statement that supports the arguments presented.
- Be proofread to ensure correct grammar, punctuation, and spelling.
President Franklin Delano Roosevelt greets drought-stricken farmers in North Dakota, 1936.
Franklin Delano Roosevelt was born in 1882 in New York. He was an only child of extremely wealthy parents and 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.

**Presidential Profile: Franklin D. Roosevelt**

By White House Historical Association, adapted by Newsela staff on 07.04.13

Word Count 531

---

Franklin Roosevelt greatly admired one of his other cousins, President Theodore Roosevelt. 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 did not let polio stop him. When he became president, Roosevelt said in a famous speech that "the only thing we have to fear is fear itself."

---

When he became president, Roosevelt said in a famous speech that "the only thing we have to fear is fear itself."

---

On March 4, 1933, Franklin Delano Roosevelt assumed the presidency when the Great Depression was at its worst. During the depression, millions of Americans were out of work and the United States was in a deep economic slump. Franklin Roosevelt helped the American people restore their faith in themselves and bring 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."

---

Work with a Partner

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

What Did You Notice?

---

In the middle of the Great Depression, when millions of Americans were out of work and the United States was badly struggling, Franklin Delano Roosevelt was elected president. 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."

---

Polio Did Not Hold Him Back

Born in 1882 in Hyde Park, New York, Roosevelt was an only child. His parents were very rich and he attended Harvard University and Columbia Law School. On St. Patrick's Day, 1905, he married his distant cousin Eleanor Roosevelt. Roosevelt was attracted to his cousin, President Theodore Roosevelt. He was elected to the New York Senate in 1910 and served as the 28th Governor of the State of New York. In 1932, he was the Democratic candidate for vice president.

---

Privileged Early Years

Born in 1882 in Hyde Park, New York, Roosevelt was an only child of extremely wealthy parents and 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.

---

Warm Up: Preparation for the Audio Input

---
Listen to Video Bio After Reading

How Could The Readings Help Your Understanding of the Video?

https://www.youtube.com/watch?v=qK425UseTwM
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

PHOTOJOURNALIST
Dorothea Lange’s work-American Masters PBS
https://m.youtube.com/watch?v=FjVhCwQOQJ4

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
Listening to Write

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

Chapter 8
Types of Writing to Work On (CCSS)

<table>
<thead>
<tr>
<th>EXPLANATORY/INFORMATIONAL</th>
<th>DESCRIPTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Explanatory articles about given subjects/topics</td>
<td>• Descriptive passages—describe places, people, events, situations or locations in a highly detailed manner</td>
</tr>
<tr>
<td>• Telling/retelling</td>
<td>• Poetry</td>
</tr>
<tr>
<td>• How to articles</td>
<td>• Journal or diary writing</td>
</tr>
<tr>
<td>• Recipes</td>
<td>• Nature writing</td>
</tr>
<tr>
<td>• News stories</td>
<td></td>
</tr>
</tbody>
</table>

Purpose: Explain

Purpose: Describe in Detail

Types of Writing to Work On (CCSS)

<table>
<thead>
<tr>
<th>ARGUMENT/PERSUASION</th>
<th>NARRATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Taking a stand and providing reasons, arguments and justifications for that stand</td>
<td>• Tell a story or event; has characters and dialogue; events</td>
</tr>
<tr>
<td>• Opinion and editorial newspaper pieces</td>
<td>• Novels</td>
</tr>
<tr>
<td>• Advertisements</td>
<td>• Short stories</td>
</tr>
<tr>
<td>• Reviews (books, movies, etc.)</td>
<td>• Poetry</td>
</tr>
<tr>
<td>• Letter of recommendation</td>
<td>• Autobiographies, <strong>biographies</strong></td>
</tr>
<tr>
<td>• Letter of complaint</td>
<td>• Anecdotes</td>
</tr>
<tr>
<td></td>
<td>• Oral Histories</td>
</tr>
</tbody>
</table>

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

- 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: _______________________ 

<table>
<thead>
<tr>
<th>CHARACTERS</th>
<th>SETTING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Place:</td>
</tr>
<tr>
<td></td>
<td>Time:</td>
</tr>
</tbody>
</table>

NAME: ____________________________
Other Visuals to Provide An Understanding of the Writing Task

Narrative/Short Story Checklist

- Plot
  - You introduce the character(s) and a problem situation or conflict.
  - These events occur in various places or situations related to the problem or conflict.
  - The events lead toward suspense and anticipation for the outcome.
  - There is a theme or turning point for the main character.
  - There is a conclusion of events.

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

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

- Theme
  - There is a theme or meaning to the story.

Habitat/ECOSYSTEM writing

A valuable way to learn to write, and introduce literary poetry at the same time, is through Habitat writing. In Habitat writing, students can see any size ecosystem and particular goals as a model to develop their own individual pieces of prose or poetry. Habitat writing can be used with any genre, but it usually works better with creative genres. Choose poems with a lot of natural imagery and literary devices or poems with a strong pattern that students can pick out. (pp. 187-188 in Book)

Graphic Organizer

For Drafting

Rubric

For Editing

On Pages 187-188 in Book
Use Checklists and Rubrics

Chapter 8: Filled With Teacher Tools

5 Paragraph Essay Rubric

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</th>
<th>Retelling Guides by Content Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>History</td>
</tr>
<tr>
<td>Tell the setting of the novel (time period and location).</td>
<td>Choose a historical event. Describe the events that led up to this moment in history. Name the countries/regions of the world involved. Give details about the actual event—where it took place, how long it lasted, etc. Give all key details. How did the historical event end (whether a conflict, civilization, exploration, etc.)?</td>
</tr>
</tbody>
</table>

Source: Adapted from Tennessee State Education, "Reading in the Content Areas: Content Area Reading Course 3081 Syllabus at http://www.tennessee.gov/tennessee/education/content_area_reading_course_3081_syllabus.pdf for an example of how to incorporate retelling in content area instruction.

Content Area Retelling Guides, p. 193
### Help ELLs Understand the Difference Between Paraphrasing vs. Summarizing

<table>
<thead>
<tr>
<th>Paraphrasing</th>
<th>Summarizing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Someone else’s idea in your own language</td>
<td>Only the most important points</td>
</tr>
<tr>
<td>Completely changing the original text</td>
<td>Communicating the main idea</td>
</tr>
<tr>
<td>Using new words and sentence structure</td>
<td>Condensing a larger amount of information into a smaller amount</td>
</tr>
<tr>
<td>Providing a reference</td>
<td>Using one’s own words</td>
</tr>
<tr>
<td></td>
<td>Providing a reference</td>
</tr>
</tbody>
</table>

**Helpful Resources**

- [Paraphrase vs. Summarize](http://educatoral.com/paraphrase-vs-summarize.html)

---

**Persuasive Essay**

**Writing a Persuasive Essay**

**Writing a Persuasive Essay**

**Checklist**

- **Summary Do’s and Don’ts**
  - Include the main idea, theme, and supporting details.
  - Include a clear introduction and conclusion.
  - Avoid excessive use of quotations.

**Writing a Persuasive Essay**

**Persuasive Essay**

**Basic Elements:**

1. **Introduction Paragraph:**
   - Present a thesis or topic.
   - State your position on the topic.
   - State your supporting reasons.

2. **Body Paragraphs:**
   - Type 2 type of evidence supporting reasons.
   - Support the thesis or topic.

3. **Conclusion Paragraph:**
   - Summarize the main points and restate the thesis.
   - Call for action or conclusion.

---

**Page 197**
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
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
- *Years of Dusk* by Albert Marrin: Gr. 6.8, Lexile 1120
- *Children of the Dust Bowl* by Jerry Smalley: Gr. 9.0

Gr. 9.3, Lexile 1040

More Dust Bowl Literature to Consider

- *The Grapes of Wrath* by John Steinbeck: Lexile 460-1240 across the chapters; Average 680
- *Dust to Eat* by Michael Cooper: Lexile 1120
- *Whose Names Are Unknown* by Grace Krulik: Gr 8; Lexile 1160

Gr. 7.4, Guided Rdg W, DRA 60
Chapter & Title | Lexile Measure
---|---
1. Wind, Dust, and Anger (Intercalary) | 1050L
2. Tom Joad's Return | 770L
3. The Turtle's Journey (Intercalary) | 1240L
4. Tom Meets Jim Casy | 820L
5. The Tenant Farming System (Intercalary) | 830L
6. The Empty Joad Farm | 720L
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) | 470L
12. Highway 66 (Intercalary) | 1200L
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) | 1020L

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.
Let's practice

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

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

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

Take this paragraph and write a long descriptive sentence telling about the mess inside the house. Start with "The house, …..."
Using Dust Bowl Literature to Advance Writing:
Close Reading (with Audio Support) to Advance Vocabulary Knowledge and Skills

Chapter 6

Movie Trailer

Setting the Tone For Reading

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

CLOSE READERS
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

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

2006 National Book Award for Nonfiction
Copse=thicket

Audio Excerpts: Audio 1 (copy/paste)

https://www.curriculet.com/c/142568-the-worst-hard-time
Common Core Standards Tied to the Book
Audio Support

The Craft of Reading Fiction like a Writer

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Use Small Segments: Do a Close Reading

Throughout the Great Plains, a native passes more nothing than something. Or so it seems. An hour past by on the same straight line and then appears a new one on a step—Tulsa, Texas, or Omaha, Nebraska. The towns have slipped away, being at some point without funeral or proper burial.

In other plains, sprawl of life anchors it on a midas side, as Laura’s write was justified in adrift while looking to higher ground. Here is a good-faith church built above, but with only the roof joints still visible. In the distance is a copse of distant trees, the hokes of orchards dried to a brittleness like charred. And he is, in a schoolhouse, with just the chimney and two walls still standing. Then you are home and into marking, out of marklessness earth. Once, the posts met on an idea that something could come from a think of the southern plains to make life better than it was in a place that was Eliud, an O’Leary, or a Montana had left. The four posts now sit here, face, or move, or out of the ground. They are bound here but for the moms that joke through layers of dust.

In those early posts and collapsed homestead like the story of this place, how the great grassland in the world was turned inside out, how the great brain sway, up the sky and down from a saddle, theブランドs coming to and from the west to the east. In parts of Nebraska, Kansas, Colorado, New Mexico, Oklahoma, and Texas, it seems on many days as if a curtain were being drawn across a vast stage at world’s end. The land here is a way that had never been seen before, and it did so as a time when one out of every four babies was not out of health. The people who were here, the new west, they were left and are still trying to make sense of the earth that turned on them, much as they love the place, their desert country. Was it a minute to bring it? Will they be the last generation to inhabit the southern plains? And some feel deep sadness—for the land’s future and their part in it. Outside Isabelle was long ago, in an old woman was found reading a Dust Bowl diary written by her husband. Her neighbor’s name...
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 under death. Fields were bare,
scraped to barren and useless. Every inch of
rain and snow was going to mean the survival of the
weaker. One late winter day in 1933, a blizzard
began to portend over the western plains. Arid land,
the hot and dry, disappeared. Lightning struck in
waves of dust, rain and snow. The streets stopped
at the corners, but the winds had no mercy. Houses
in Boise City, buried in snow, looked like in the
northwest. The wind was howling, and the snow
was piling up. It was a cold and miserable day.

Just like in the movies, the blizzard swept in.

The temperature fell more than twenty degrees in an hour.

Ten days later, the storm passed through:

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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>
</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

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Use Small Segments: Do a Close Reading

- Subject matter or content
- The purpose or theme
- The type or form of poem
- Mood, tone, atmosphere
- The sounds of words.
- Language and words used
- The five senses
- Personal opinion and response
- Figurative language
- The arrangement of words
- What to consider when reading a poem.
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
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

<table>
<thead>
<tr>
<th>ELA Practices (Proficiencies), from CCSS:</th>
<th>Social Studies Practices, from NYSED SS Framework:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate independence</td>
<td>Gather, interpret and use evidence</td>
</tr>
<tr>
<td>Build strong content knowledge</td>
<td>Apply chronological reasoning and consider causation</td>
</tr>
<tr>
<td>Respond to the varying demands of audience, task, purpose, and discipline</td>
<td>Compare and contextualize</td>
</tr>
<tr>
<td>Comprehend as well as critique</td>
<td>Apply geographic reasoning</td>
</tr>
<tr>
<td>Value evidence</td>
<td>Analyze economics and economic systems</td>
</tr>
<tr>
<td>Use technology and digital media strategically and capably</td>
<td>Engage in, and value, civic participation</td>
</tr>
<tr>
<td>Come to understand other perspectives and cultures</td>
<td></td>
</tr>
</tbody>
</table>

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Greg Ahlquist, 2013 NYS Teacher of the Year  
Social Studies Teacher, NYSED Consultant, May 5, 2016

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

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### Gathering Evidence

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

of the manor, surrounded by an enigmatic monolith, sitting in the house of Texas Ranch. And when black used to hold an investigation, any person on a gray in the room, the geography required went home on the city and ordered his guard means to shut them down. Black was supposed to be remove who was quickly working the head of receiving a football station. All that the geography meant that their alienation was taking place during his years in office.

This had led up to the spring of 1928. March after March, going onto the heights of the growing money, there was no rain. The sky was white and hot, and much could not be mitigated for the best to the citizens. White Bill knew people to fight cancer with facts. The weather got worse in the man. But the process?
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

The Worst Hard Time

Bottom of Page 112, Top of Page 113
Use of 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>Description</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>Discuss</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 present.</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 exactly 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 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>

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

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