New Teacher Workshop
October 29, 2018
Grades K-5
P.S. 25 Bilingual School
9:00 AM-2:40 PM

Nancy Cloud, Ed.D., Professor Emerita
Rhode Island College, Providence, RI
ncloud@ric.edu

Agenda

- Using TESOL’s 6 Principles for Exemplary Teaching of English Learners as a Framework to Guide Your Teaching
- Understanding the 5 ENL Proficiency Levels and What Students of Each Proficiency Level Can Do
- The Main Goals of Stand Alone and Integrated ENL
- Planning for Language and Content Learning in Integrated ENL Content Classes
- The Role of L1 in L2 Classrooms: When, How and Why to Use L1 in an ENL Classroom
A Word About Handouts

We have made copies of materials you need during the workshop to participate in the planned activities.

You will be given access to the Powerpoint after the workshop so that you can have access to all other slides should you wish to review or reproduce any of them or link to the URLs provided.

Using TESOL's 6 Principles for Exemplary Teaching of English Learners as a Framework to Guide Your Teaching
The 6 Principles Writing Team

Helene Becker, Norwalk Public Schools, CT
Nancy Cloud, Rhode Island College
Andrea Hellman, Missouri State University
Linda New Levine, ESL/EFL Consultant, Vero Beach, FL
Deborah Short, Academic Language Research & Training, VA

Foreword by Jim Cummins
Additional support from Sherry Blok and Karen Woodson

www.the6principles.org
The 6 Principles Book Chapters

• Chapter 1: A Vision for Exemplary English Language Teaching
• Chapter 2: What Teachers Should Know About English Language Development To Plan Instruction
• Chapter 3: The 6 Principles for Exemplary Teaching of English Learners
• Chapter 4: Additional Roles for Teachers of English Learners
• Chapter 5: Establishing a Culture of Shared Responsibility
• All educational personnel
  ✓ respect, affirm, and promote students’ home languages and cultural knowledge and experiences as resources;
  ✓ celebrate multilingualism and diversity;
  ✓ support policies that promote individual language rights and multicultural education;
  ✓ help prepare students to be global citizens.

www.the6principles.org
# Important Characteristics to Know About English Learners

<table>
<thead>
<tr>
<th>Access to supportive resources</th>
<th>Educational background</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home language</td>
<td>Socio-emotional status</td>
</tr>
<tr>
<td>Cultural background</td>
<td>Learning preferences</td>
</tr>
<tr>
<td>Level of proficiency</td>
<td>Cultural knowledge</td>
</tr>
<tr>
<td>Life experiences</td>
<td>Interests</td>
</tr>
<tr>
<td>Home language literacy level</td>
<td>Gifts and talents</td>
</tr>
<tr>
<td>Home language oral proficiency</td>
<td>Future Life goals; Family Plans to Remain in US</td>
</tr>
<tr>
<td>Special needs</td>
<td>Sociopolitical context of home country</td>
</tr>
</tbody>
</table>

**Rate these as:**
1. Must Know
2. Should Know
3. Good to Know, If Possible to teach well
Other Important Student Characteristics

- Length of Time in the US
- Amount and Location of Prior Schooling in the US (Public/Private)
- Countries in Which Educated/Schooling Patterns in those Countries
- Family Composition/Family Situation
- Any Trauma or Special Considerations

Anything else?

What questions do you have about the 6 principles and how you might use them?
Understanding the 5 ENL Proficiency Levels and What Students of Each Proficiency Level Can Do

ENL Proficiency Levels
Differentiated Instruction

- Entering
- Emerging
- Transitioning
- Expanding
- Commanding

Amount, Complexity of Language Produced
Amount of Scaffolding Needed
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

New Language Progressions

Scaffolds; Supports; Grouping Arrangements

Targets of Measurement NYSESLAT

Communicative Functions

Performance Level Descriptions NYSESLAT

Language Output Expectations; Control

Proficiency Levels


COMMUNICATIVE TASK

ACCURACY /CONTROL

LANGUAGE COMPLEXITY

VOCABULARY FOCUS

GROUPING SUPPORT

SCAFFOLDING—L1 AMOUNT/TYPE
### Listening (Grades 1-2)

<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><strong>Entering (includes Tier 0)</strong></td>
<td>Identify a few words, short phrases or simple sentences (that signal or describe the important individual, idea, event, a narrator, and/or the main idea, key details) and/or relationships in grade level spoken discourse</td>
<td>Determine the meaning of Tier 1 words</td>
<td>Partnerships</td>
<td>Whole class</td>
<td>Substantial support</td>
</tr>
<tr>
<td><strong>Emerging (includes Tier 0)</strong></td>
<td>Identify some words, phrases or a few simple sentences (that signal or describe the important individual, idea, event, a narrator, and/or the main idea, key details) and/or relationships in grade level spoken discourse</td>
<td>Determine the meaning of some Tier 1 and few Tier 2 words</td>
<td>Partnerships</td>
<td>Small group, Whole class</td>
<td>Substantial support</td>
</tr>
<tr>
<td><strong>Transitional</strong></td>
<td>Identify most phrases, simple sentences or a few expanded sentences (that signal or describe the important individual, idea, event, a narrator, and/or the main idea, key details) and/or relationships in grade level spoken discourse</td>
<td>Determine the meaning of most Tier 1 and few Tier 2 words</td>
<td>Partnerships</td>
<td>Small group, Whole class</td>
<td>Limited support</td>
</tr>
<tr>
<td><strong>Expanding</strong></td>
<td>Identify most simple or some expanded sentences (that signal or describe the important individual, idea, event, a narrator, and/or the main idea, key details) and/or relationships in grade level spoken discourse</td>
<td>Determine the meaning of most Tier 1 and some Tier 2 words</td>
<td>Partnerships</td>
<td>Whole class</td>
<td>Largely independent</td>
</tr>
<tr>
<td><strong>Commanding</strong></td>
<td>Identify variety of simple or expanded sentences (that signal or describe the important individual, idea, event, a narrator, and/or the main idea, key details) and/or relationships in grade level spoken discourse</td>
<td>Determine the meaning of Tier 1 and some Tier 2 words</td>
<td>Partnerships</td>
<td>Whole class</td>
<td>No Support Needed</td>
</tr>
</tbody>
</table>

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

### Reading (Grades 1-3)

<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><strong>Entering (Tier 0 &amp; 1)</strong></td>
<td>Identify a few words, short phrases or simple sentences (that signal or describe the important individual, idea, event, a narrator, and/or the main idea, key details) and/or relationships in grade level spoken discourse</td>
<td>Identify the meaning of a few Tier 1 words</td>
<td>Teacher-led group</td>
<td>Informational support</td>
<td></td>
</tr>
<tr>
<td><strong>Emerging (Tier 0 &amp; 1)</strong></td>
<td>Identify some words, phrases or a few simple sentences (that signal or describe the important individual, idea, event, a narrator, and/or the main idea, key details) and/or relationships in grade level spoken discourse</td>
<td>Determine the meaning of some Tier 1 and few Tier 2 words</td>
<td>Teacher-led group</td>
<td>Informational support</td>
<td></td>
</tr>
<tr>
<td><strong>Transitional</strong></td>
<td>Identify most phrases, simple sentences or a few expanded sentences (that signal or describe the important individual, idea, event, a narrator, and/or the main idea, key details) and/or relationships in grade level spoken discourse</td>
<td>Determine the meaning of most Tier 1 and few Tier 2 words</td>
<td>Teacher-led group</td>
<td>Informational support</td>
<td></td>
</tr>
<tr>
<td><strong>Expanding</strong></td>
<td>Identify most simple or some expanded sentences (that signal or describe the important individual, idea, event, a narrator, and/or the main idea, key details) and/or relationships in grade level spoken discourse</td>
<td>Determine the meaning of most Tier 1 and some Tier 2 words</td>
<td>Teacher-led group</td>
<td>Informational support</td>
<td></td>
</tr>
<tr>
<td><strong>Commanding</strong></td>
<td>Identify variety of simple or expanded sentences (that signal or describe the important individual, idea, event, a narrator, and/or the main idea, key details) and/or relationships in grade level spoken discourse</td>
<td>Determine the meaning of Tier 1 and some Tier 2 words</td>
<td>Teacher-led group</td>
<td>Informational support</td>
<td></td>
</tr>
</tbody>
</table>

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

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10/28/18
### Writing (Grades 1-2)

<table>
<thead>
<tr>
<th>UDL Strategies</th>
<th>Language Support</th>
<th>Teaching Arrangements</th>
<th>Level of Support</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Entering</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Simple sentences</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
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<tr>
<td><strong>Emerging</strong></td>
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<tr>
<td>Simple sentences</td>
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<tr>
<td><strong>Transitioning</strong></td>
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<tr>
<td>Simple sentences</td>
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</tr>
<tr>
<td><strong>Expanding</strong></td>
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<tr>
<td>Simple sentences</td>
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</tr>
<tr>
<td><strong>Commanding</strong></td>
<td></td>
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<tr>
<td>Simple sentences</td>
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</tbody>
</table>

### Expressive Writing (Grades 6-9)

<table>
<thead>
<tr>
<th>UDL Strategies</th>
<th>Language Support</th>
<th>Teaching Arrangements</th>
<th>Level of Support</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Entering</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Simple sentences</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Emerging</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Simple sentences</td>
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<td></td>
</tr>
<tr>
<td><strong>Transitioning</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Simple sentences</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Expanding</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Simple sentences</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
How do language expectations and support change for reading as students go from Transitioning to Expanding?

<table>
<thead>
<tr>
<th>Level</th>
<th>Language Expectations</th>
<th>Vocabulary Target</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 simple sentences (that signal importance individually, make ideas, key details, concept-oriented, point(s) of view, message, story, or scenario)</td>
<td>Describe the literal meaning of some Tier 1 words</td>
<td>Independent support</td>
<td>Teacher-led small group</td>
<td>Substantial support</td>
</tr>
<tr>
<td>Emerging</td>
<td>Identify a few simple, expanded, or complex sentences (that...)</td>
<td>Describe the literal and some of the figurative or conversative meanings of Tier 1 and Tier 2 words</td>
<td>Independent support</td>
<td>Teacher-led small group</td>
<td>Limited Support</td>
</tr>
<tr>
<td>Transitioning</td>
<td>Identify a few simple, expanded, or complex sentences (that...)</td>
<td>Describe some of the literal and some of the figurative or conversative meanings of Tier 1 and Tier 2 words</td>
<td>Independent support</td>
<td>Teacher-led small group</td>
<td>Substantial support</td>
</tr>
<tr>
<td>Expanding</td>
<td>Identify a few simple, expanded, or complex sentences (that...)</td>
<td>Describe some of the literal and some of the figurative or conversative meanings of Tier 1 and Tier 2 words</td>
<td>Independent support</td>
<td>Partnership or home language</td>
<td>Limited Support</td>
</tr>
<tr>
<td>Commanding</td>
<td>Identify a few simple, expanded, or complex sentences (that...)</td>
<td>Describe some of the literal, figurative, or conversative meanings of Tier 1 and Tier 2 words</td>
<td>Independent support</td>
<td>Partnership or home language</td>
<td>Substantial support</td>
</tr>
</tbody>
</table>

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

Which of these do you always use?
Which of these could you use more with students?

Figure 3G: Examples of Sensory, Graphic and Interactive Supports

<table>
<thead>
<tr>
<th>Sensory Supports</th>
<th>Graphic Supports</th>
<th>Interactive Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Real-life objects (real)</td>
<td>Char</td>
<td>In pain or partners</td>
</tr>
<tr>
<td>Manipulatives</td>
<td>Graphic organisers</td>
<td>In triads or small groups</td>
</tr>
<tr>
<td>Pictures &amp; photographs</td>
<td>Tables</td>
<td>In a whole group</td>
</tr>
<tr>
<td>Illustrations diagrams &amp; drawings</td>
<td>Graphs</td>
<td>Using cooperative group structures</td>
</tr>
<tr>
<td>Magazines &amp; newspapers</td>
<td>Timelines</td>
<td>With the Internet (Web sites) or software programs</td>
</tr>
<tr>
<td>Physical activities</td>
<td>Number lines</td>
<td>In the native language (1.1)</td>
</tr>
<tr>
<td>Videos &amp; Films</td>
<td></td>
<td>With mentors</td>
</tr>
<tr>
<td>Broadcasts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Models &amp; figures</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Use with Fidelity

How do language expectations and errors change for Speaking?

<table>
<thead>
<tr>
<th>Proficiency Levels</th>
<th>Language Expectations</th>
<th>Errors</th>
<th>Type of Support</th>
<th>Teaching Arrangements</th>
<th>Level of Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering</td>
<td>Short phrases or Predictable sentences</td>
<td>Response may contain errors in words and structure that totally obscure meaning</td>
<td>Use pre-taught words and phrases to complete sentence starters; In new and home language</td>
<td>Teacher-led small groups</td>
<td>Substantial support</td>
</tr>
<tr>
<td>Emerging</td>
<td>Short phrase and simple sentences</td>
<td>Response may contain errors in words and structure that mostly obscure meaning</td>
<td>Use pre-identified words and phrases to complete sentence starters; In new and home language</td>
<td>Partnerships; Small groups</td>
<td>Moderate support</td>
</tr>
<tr>
<td>Transitioning</td>
<td>Short simple, expanded and complex sentences</td>
<td>Response may contain errors in words and structure that partially obscure meaning</td>
<td>Use previously completed graphic organizer; In new language</td>
<td>Partnerships; Small groups; Whole Class</td>
<td>Limited support</td>
</tr>
<tr>
<td>Expanding</td>
<td>Short simple, expanded or complex sentences</td>
<td>Response may contain some errors in words and structure that minimally obscure meaning</td>
<td></td>
<td>Partnerships; Small groups; Whole Class</td>
<td>Largely Independent</td>
</tr>
<tr>
<td>Commanding</td>
<td>Elaborated, extended, and complex sentences and fluid language</td>
<td>Response may contain few or no errors in word choice and structure that obscure meaning</td>
<td></td>
<td>Partnerships; Small groups; Whole Class</td>
<td>No Support Needed</td>
</tr>
</tbody>
</table>

* Shaded columns come from the Progressions; Rest from the Performance Level Descriptions and Targets of Measurement.
2016 NYSESLAT Speaking Rubric
Grades Kindergarten through 12

<table>
<thead>
<tr>
<th>Item Level</th>
<th>0</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emerging</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Transitioning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expanding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commanding</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Writing (in L1)**

<table>
<thead>
<tr>
<th>Proficiency Levels</th>
<th>Language Functions</th>
<th>Errors</th>
<th>Organization</th>
<th>Vocabulary</th>
<th>Type of Target</th>
<th>Teaching Arrangements</th>
<th>Level of Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Minimal Support</td>
</tr>
<tr>
<td>1</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Basic Support</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Some L1 Support</td>
</tr>
</tbody>
</table>

**Expressive**

1. How do language expectations change for Writing?
2. How does organization and vocabulary change?

<table>
<thead>
<tr>
<th>Transitioning</th>
<th>Expanding</th>
<th>Commanding</th>
<th>Expressive</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Grouping**

- Minimal simple sentences and occasionally expanded and/or complete sentences
- Multiple errors in words and structures with frequent errors in words and complete thoughts obscure meaning
- Use words and phrases including Tier 1 and a few Tier 2 words to express ideas
- Required: complete graphic organizer Tier 1 & a graphic organizer in their home language

**Scaffolding**

- Minimal simple sentences and occasionally expanded and/or complete sentences
- Multiple errors in words and structures with frequent errors in words and complete thoughts obscure meaning
- Use words and phrases including Tier 1 and a few Tier 2 words to express ideas
- Required: complete graphic organizer Tier 1, a graphic organizer in their home language

**Scaffolding-Amount/Type**

- Minimal simple sentences and occasionally expanded and/or complete sentences
- Multiple errors in words and structures with frequent errors in words and complete thoughts obscure meaning
- Use words and phrases including Tier 1 and a few Tier 2 words to express ideas
- Required: complete graphic organizer Tier 1, a graphic organizer in their home language

*Including previously taught transitional words, phrases & clauses for Level 2 + up

Writing

Simple Sentences + a few expanded and complex

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

Simple Sentences + some expanded or complex

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

Simple Sentences + a few expanded and complex

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

Few Grade Level Tier 2 + 3 words

Frequent errors

Occasional errors

Midway errors

Infrequent errors

Commanding

A variety of simple, expanded and complex

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

Precise Grade Level Tier 2 + 3 words

Planning for a Multi-Level Class

Fill in the Chart With Your Partner for Speaking:
Person A: Fill in Expectations
Person B: Fill in Scaffolding and Support
Then Share!
Potential Proficiency Bands* For SCALE Scores by Skill area

<table>
<thead>
<tr>
<th>Scaled Scores</th>
<th>Proficiency Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-42</td>
<td>Entering</td>
</tr>
<tr>
<td>43-54</td>
<td>Emerging</td>
</tr>
<tr>
<td>55-66</td>
<td>Transitioning</td>
</tr>
<tr>
<td>67-78</td>
<td>Expanding</td>
</tr>
<tr>
<td>79-90</td>
<td>Commanding</td>
</tr>
</tbody>
</table>

*These are not confirmed ranges; they are very rough estimates, just breaking the total point spread from 30-90 into regular intervals for the 5 proficiency levels—USE WITH EXTREME CAUTION!

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4th Grade Transitioning and Expanding Students

<table>
<thead>
<tr>
<th>Skill Profile</th>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
<th>Total Score</th>
<th>Proficiency Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. S, L, W, R</td>
<td>74</td>
<td>90</td>
<td>60</td>
<td>62</td>
<td>286</td>
<td>4</td>
</tr>
<tr>
<td>3. S, R, L, W</td>
<td>67</td>
<td>81</td>
<td>68</td>
<td>38</td>
<td>254</td>
<td>3</td>
</tr>
<tr>
<td>4. S, L, R, W</td>
<td>70</td>
<td>79</td>
<td>61</td>
<td>56</td>
<td>266</td>
<td>4</td>
</tr>
</tbody>
</table>

Notice the Profile of Skills! Don’t Stop with Just the Overall NYSESLAT or NYSITELL Score!
## Scale Score Ranges for Determining English Language Proficiency

To determine a student's overall proficiency level, find the student's total scale score in the scale score ranges on this chart.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Entering</th>
<th>Emerging</th>
<th>Transitioning</th>
<th>Expanding</th>
<th>Commanding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Scale Score</td>
<td>Scale Score</td>
<td>Scale Score</td>
<td>Scale Score</td>
<td>Scale Score</td>
</tr>
<tr>
<td>K</td>
<td>120-212</td>
<td>213-244</td>
<td>245-263</td>
<td>264-315</td>
<td>316-360</td>
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<tr>
<td>1</td>
<td>120-170</td>
<td>171-215</td>
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<tr>
<td>3</td>
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<td>217-258</td>
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<td>229-265</td>
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<td>6</td>
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<td>213-249</td>
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<td>318-360</td>
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<td>263-317</td>
<td>318-360</td>
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<td>120-178</td>
<td>179-220</td>
<td>221-262</td>
<td>263-317</td>
<td>318-360</td>
</tr>
</tbody>
</table>

Where Are Your Students in The Proficiency Level Range?

How Can This Analysis Help You Plan?
What are Students Profiles Showing? (Parent Report)
**What do you notice?**

**NYSSSLAT 2017-2018 GRADE 3 TEST RESULTS**

**BLODNIK**

**NYSSSLAT 2017-2018 GRADE 3 TEST RESULTS**

**What do you notice?**

**NYSSSLAT 2017-2018 GRADE 3 TEST RESULTS**

**What do you notice?**
What do you notice?
What do you notice?

Balance the Four Skills in the Integrated ENL Class

- Don’t favor Reading and Writing Over Listening and Speaking

- According to Saunders, Goldberg and Marcelletti (2013) “ELD Instruction Should Incorporate Reading and Writing But Should Emphasize Listening and Speaking”
What issues do you face in getting or using your language proficiency data?
### The Main Goals of Stand Alone and Integrated ENL Classes

#### Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

<table>
<thead>
<tr>
<th>ENGLISH PROFICIENCY LEVEL</th>
<th>ENTERING (Beginning)</th>
<th>EMERGING (Intermediate)</th>
<th>TRANSITIONING (Advanced)</th>
<th>EXPANDING (Professional)</th>
<th>STAFFING/PERSONNEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH INSTRUCTIONAL TIME (MINIMUM)</td>
<td>1 unit of study per week (180 min.)</td>
<td>1 unit of study per week (180 min.)</td>
<td>1 unit of study per week (180 min.)</td>
<td>1 unit of study per week (180 min.)</td>
<td>6-22 certified ESOL teacher</td>
</tr>
<tr>
<td>STAND-ALONE ENL</td>
<td>1 unit of study in ENL (90 min.)</td>
<td>1 unit of study in ENL (90 min.)</td>
<td>1 unit of study in ENL (90 min.)</td>
<td>1 unit of study in ENL or other Content Area (180 min.)</td>
<td>6-22 certified ESOL teacher and a K-8 certified elementary school teacher</td>
</tr>
<tr>
<td>INTEGRATED ENL</td>
<td>1 unit of study in ENL/ELA (90 min.)</td>
<td>1 unit of study in ENL/ELA (90 min.)</td>
<td>1 unit of study in ENL/ELA (90 min.)</td>
<td>1 unit of study in ENL/ELA or other Content Area (180 min.)</td>
<td>A certified ESOL teacher and a 5-8 certified content area teacher (ELA, Math, Science, or Social Studies)</td>
</tr>
<tr>
<td>FLEXIBILITY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A certified ESL teacher and a 5-8 certified content area teacher</td>
</tr>
<tr>
<td>TOTAL</td>
<td>200 minutes per week</td>
<td>180 minutes per week</td>
<td>180 minutes per week</td>
<td>180 minutes per week</td>
<td>6-22 certified ESOL teacher and a K-8 certified elementary school teacher</td>
</tr>
</tbody>
</table>

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.

The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(j)(2) of this Title. All programs must be provided during the school day.

What Are Your Goals in Stand-Alone ENL?

**Advance Language**
- Teach both social and academic English
- Teach students how English works—the forms and structures of English
- Over time, help students perform all needed communicative functions (name, label, compare, describe, explain, defend, refute, deny, complain, etc.) in culturally appropriate ways
- Advance students’ vocabulary knowledge (range and precision)
- Advance students’ language complexity

**Advance Literacy**
- Give students strategies for decoding English words (phonics, sight words)
- Give students strategies for comprehending passages they read in their second language
- Advance students’ writing abilities in English; particularly the variety and complexity of their written language; range of text organization strategies
- Help students produce narrative, informational and argumentative genre of English in culturally appropriate ways
- Give students’ confidence; help them draw on L1 to support production of L2
What Are Your Goals in Integrated ENL?

<table>
<thead>
<tr>
<th>Teach Content</th>
<th>Teach Language &amp; Develop Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Make sure your students are learning the essential content of the unit</td>
<td>• Teach your students the academic language of each discipline (words, phrasing, grammar, discourse structures)</td>
</tr>
<tr>
<td>• Help your students acquire the valued dispositions, skills and strategies of the academic discipline</td>
<td>• Go beyond vocabulary to teach common grammatical structures present in disciplinary material</td>
</tr>
<tr>
<td>• Address the NYC/NYS Next Generation Standards in Science, Social Studies, Mathematics and ELA</td>
<td>• Integrate the teaching of reading and writing skills into each content unit</td>
</tr>
<tr>
<td></td>
<td>• Give systematic language and literacy practice while teaching content</td>
</tr>
</tbody>
</table>

What Does The Blueprint Ask of Us?

Engage all English Language Learners in instruction that is grade-appropriate, academically rigorous, and aligned with the New York State Prekindergarten Foundation for the Common Core and P-12 Common Core Learning Standards
IDEAS YOU WANT TO SHARE ABOUT STAND-ALONE OR INTEGRATED ENL?

CHALLENGES YOU FACE?

Planning for Language and Content Learning in Integrated ENL Content Classes
Core Idea: Earth’s Systems (ESS2)

ESS2.D: Weather and Climate

By the end of grade 5: Weather is the minute-by-minute to day-by-day variation of the atmosphere’s condition on a local scale. Scientists record the patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next.
PK–8 Curricula Implementation Timeline

<table>
<thead>
<tr>
<th>Grade PK</th>
<th>Unit 10: Transformation</th>
</tr>
</thead>
</table>

K-ESS2-1: Use a model to explain the major physical and chemical processes that have changed Earth’s surface over time (P-ESS2-1)

K-ESS3-1: Ask questions and use evidence to determine if a prominent body of evidence supports a scientific idea (P-ESS3-1)

KS2.E: Weather and Climate
- Weather is the combination of sunlight, wind, snow, or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (P-ESS2-1)

KS2.F: Natural Hazards
- Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and to these events. (P-ESS2-1)

KS3.D: Causes and Effect
- Simple tools can be designed to gather evidence to support or refute student ideas about causes. (P-ESS2-1)

Connections to Engineering, Technology, and Applications of Science
- Interdependence of Science, Engineering, and Technology
- Interdependence of Science, Engineering, and Technology
- Interdependence of Science, Engineering, and Technology
- Interdependence of Science, Engineering, and Technology
- Interdependence of Science, Engineering, and Technology
- Interdependence of Science, Engineering, and Technology

Connections to Engineering Design Practices (EDPs): 1,2,3,4,5

10/28/18
Grade K  | Unit 4: Our Weather

**Unit Overview:**
Unit 4 is a culmination of the year's work in gathering weather data and discovering patterns. Simple qualitative observation terms are expected when describing weather (e.g., sunny, cloudy, windy, and cool), accompanied by quantitative observation data (e.g., the number of sunny, windy, cloudy, and snowy days in a month and/or the school year), as well as the patterns observed on a daily, weekly, and monthly basis. The purpose of weather forecasting is introduced as a necessity for preparing for both common and severe weather conditions. Students revisit temperature as they study the effect of sunlight on Earth's surface, and design structures to protect against the heat and light from the sun. Students practice asking questions and defining problems, in addition to planning and carrying out investigations when looking at ways to lessen the impact of the weather on one's community. This unit stresses the many ways that humans depend on technologies in their daily lives.

**Essential Question:**
How can we analyze and interpret weather data to best protect ourselves from sunlight and severe weather?

**Performance Expectations:**
Students who demonstrate understanding can:

- **K-PS3-1.** Make observations to determine the effect of sunlight on Earth’s surface.
  - **Clarification Statement:** Examples of Earth's surface could include sand, soil, rocks, and water.
  - **Assessment Boundary:** Assessment of temperature is limited to relative measures such as warmer/cooler.

- **K-PS3-2.** Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.
  - **Clarification Statement:** Examples of structures could include umbrellas, canopies, and tents that minimize the warming effect of the sun.

- **K-ES3-1.** Use and share observations of local weather conditions to describe patterns over time.
  - **Clarification Statement:** Examples of qualitative observations could include descriptions of the weather (such as sunny, cloudy, rainy, and snowy); examples of quantitative observations could include numbers of sunny, windy, and rainy days in a month. Examples of patterns could include that it is usually cooler in the morning than in the afternoon and the number of sunny days versus cloudy days in different months.
  - **Assessment Boundary:** Assessment of quantitative observations limited to whole numbers and relative measures such as warmer/cooler.

- **K-ES3-2.** Ask questions to obtain information about the purposes of weather forecasting to prepare for and respond to severe weather.
  - **Clarification Statement:** Emphasis is on local forms of severe weather and local resources available for preparedness measures.

The performance expectations above were developed using the following elements from the NRC document A Framework for K-12 Science Education:
Grade 3: Weather Hazards; Climate

Grade 4: Weathering

5: Atmosphere; Hydrosphere
Earth Systems
Featured Texts for Warm/Cold Fronts
Topic

- **Come On, Rain!**
  - Reading Level 3.9
  - Lexile 780
  - GRL=P  DRA = 38

- **What Will the Weather Be?**
  - Reading Level 3.6
  - Lexile 500
  - GRL=O  DRA = 34

**Storybook; Narrative Information Book**

ESS2: Earth Systems
ESS2.D Weather and Climate

Planning Your Language Objectives

**Language Form**
- Sounds of Language (/th/ in weather)
- Form of words (nouns, pronouns, verbs, adjectives, adverbs)
- Structure of sentences; sentence patterns
- Length, Complexity of Sentences
- Connectors; Cohesive ties

**Language Functions**
- Kinds of communicative tasks students must accomplish (name, tell, compare, describe, explain, apologize, insult, request)

**Language Style**
- Formal vs. informal/casual
- Social vs. academic
- Colloquial Language (idioms; common similes, metaphors)

**Language Content & Use**
- Semantics (vocabulary; phrasing; tone)
- Pragmatics (intended meanings; language as used in different contexts)
Identifying and working on Social and Academic Language

**Social Language**
- Sunny, warm, hot, humid, foggy, cool, windy, partly cloudy, cloudy, drizzling, raining, downpour, stormy, thunder, lightening, thunderstorm, snowing, cold, snowstorm, blizzard, freezing, clear

**Academic Language**
- Combination, precipitation, forms, temperature, weather=state of the atmosphere, meteorology=study of the weather, climate, predict, warm/cold fronts, thermometer, storm, watch, warning, water vapor, condensation, stratus, cumulus, nimbus, cirrus, degrees, etc.

https://www.youtube.com/watch?v=uwTinezUx-Y

https://www.youtube.com/watch?v=e5UTaPV-Dig

Use the Academic Vocabulary List! (AVL, Gardner)

Choosing **Academic Vocabulary** that appears frequently in academic texts
<table>
<thead>
<tr>
<th>Term</th>
<th>Frequency</th>
<th>Definition</th>
<th>Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. study</td>
<td>13705</td>
<td>the act of studying or the subject matter studied</td>
<td>studying the subject matter</td>
</tr>
<tr>
<td>2. develop</td>
<td>12897</td>
<td>the act of developing or the process of development</td>
<td>the development of a new technology</td>
</tr>
<tr>
<td>3. group</td>
<td>12010</td>
<td>a collection of individuals sharing a common characteristic</td>
<td>grouping people based on their common characteristics</td>
</tr>
<tr>
<td>4. system</td>
<td>11615</td>
<td>a set of interconnected parts forming a whole</td>
<td>a system of interconnected parts forming a whole</td>
</tr>
<tr>
<td>5. relate</td>
<td>11405</td>
<td>to have a connection or relationship with another element</td>
<td>to relate a concept to another concept</td>
</tr>
<tr>
<td>6. research</td>
<td>11264</td>
<td>the act of studying or the subject matter studied</td>
<td>the act of researching a subject matter</td>
</tr>
<tr>
<td>7. detail</td>
<td>10836</td>
<td>a small part or a particular aspect</td>
<td>a detail in the research paper</td>
</tr>
<tr>
<td>8. result</td>
<td>9851</td>
<td>the outcome of an action or process</td>
<td>the result of a scientific experiment</td>
</tr>
<tr>
<td>9. use</td>
<td>9375</td>
<td>to put to use or to utilize</td>
<td>to use a scientific instrument to obtain results</td>
</tr>
<tr>
<td>10. provide</td>
<td>93212</td>
<td>to give or to supply</td>
<td>to provide a resource to the research team</td>
</tr>
<tr>
<td>11. however</td>
<td>69086</td>
<td>add the opposite meaning to another word</td>
<td>however, opposite meaning of the word</td>
</tr>
<tr>
<td>12. increase</td>
<td>63845</td>
<td>to grow in amount or to become bigger</td>
<td>the increase in the number of participants in the study</td>
</tr>
<tr>
<td>13. experience</td>
<td>7863</td>
<td>the act of experiencing or the act of undergoing an event</td>
<td>the experience of the research participants</td>
</tr>
<tr>
<td>14. level</td>
<td>78201</td>
<td>a position or a degree of excellence</td>
<td>the level of the research participants</td>
</tr>
<tr>
<td>15. process</td>
<td>78679</td>
<td>the act of proceeding or the act of going through</td>
<td>the process of conducting the research</td>
</tr>
<tr>
<td>16. culture</td>
<td>74979</td>
<td>the act of being cultural or the act of having cultural characteristics</td>
<td>the culture of the research participants</td>
</tr>
<tr>
<td>17. history</td>
<td>77104</td>
<td>the act of studying history</td>
<td>the history of the research</td>
</tr>
<tr>
<td>18. active</td>
<td>74810</td>
<td>to be in action or to be involved in an activity</td>
<td>the active participation in the research</td>
</tr>
</tbody>
</table>

**Finding AVL words in the informational weather book**

*What Will the Weather Be?*  
By Lynda Devill  
Illustrated by Carolyn Croll
Meteorologists, people who study the weather, try to predict where fronts will form.

They measure the temperature of the air at different places around the earth. They find out where the warm air is and where the cold air is.

Which 6 Would You Focus On If Teaching Students About the Weather?

AVL Words

- Ground\textsuperscript{856}
- \textbf{Predict}\textsuperscript{252}\textsuperscript{/Predictable}
- Prepare\textsuperscript{1411}
- Instrument\textsuperscript{266}
- Computer\textsuperscript{1121}
- Direction\textsuperscript{1378}
- Print\textsuperscript{703}
- Expect\textsuperscript{596}
- Depend\textsuperscript{216}
- Change(s)\textsuperscript{28}
- Occur\textsuperscript{122}

- Grow\textsuperscript{149}
- Cause\textsuperscript{1471}
- Form\textsuperscript{24}
- Measure\textsuperscript{48}
- Direction\textsuperscript{1378}
- Imagine\textsuperscript{1172}
- Appear\textsuperscript{1864}
- Study\textsuperscript{1}
- Mark\textsuperscript{817}
- Strong\textsuperscript{463}
What Language Forms Can You Teach?

Use of Introductory clauses: When air pressure is low,…
As more air rises,…

What Language Forms Can You Teach?

3rd person (sing/pl) (fronts change, warm front passes, sky clears)
Modals: may (might; could; should)
3rd person (sing/pl) (meteorologists measure, water vapor makes, water rises, meteorologists measure)

Meteorologists measure the amount of water vapor, or humidity, in the air. Water vapor is what makes air feel damp, or humid. Lots of water vapor rises from the ocean. That is why air along coastlines feels humid.

Air rises into the sky when air pressure is low.

Water vapor in the air turns into liquid and clouds form.

As more air rises, the pressure gets lower and lower. Rain or snow may fall when the air pressure is low.

Use visuals for practicing giving scientific explanations and using complex language and academic vocabulary.
"Come on, Rain!" Tess pleads to the sky as listless vines and parched plants droop in the endless heat. Then the clouds roll in and the rain pours. Tess, her friends, and their mothers join in together in a rain dance to celebrate the shower that renews both body and spirit.

What about Children’s Literature? What Language Goals are Possible?

https://www.youtube.com/watch?v=rx0CyLNSolK
Word Work: Forms of words

- Endless, listless senseless

- Absolutely, Suddenly

- Sizzling, frowning, broiling, crackling-dry, glancing, pressing

FOCUS ON VIVID VERBS

chase  twirl
splash  sway
squeal  tromp
whoop  romp
make a  reel
racket  swing
rush out  laugh
skid  get a
fling off  soaking
toss  
join  
shimmy  
sparkle  
Streaks  

Regular and Irregular Verbs
Comparative & Superlative Adjectives

- Hot
- Long
- Tall
- Thin
- Wet
- Hard
- New
- Wide
- Big
- Cool
- Heavy
- Bold

- Deep
- Fresh
- Clean
- Moist
- Sweet
- Dim
- Slick

Good
Better
Best

What Language Functions Could You Practice In Follow Up Tasks?

ACTIVITIES:

Exploring weather instruments (weather instrument stations)

Explaining cold fronts

Collecting Weather Data/Weather Reports

Answer questions
Tell
Explain
Describe
Name, List
Make observations
Predict
Show
Draw and Label
What Language Styles Can You Teach?

- Polite Requests; Emphatic Speech
  - May I.......?
  - Yes, you may
  - No, you may not
  - Absolutely not!

Primary Ways of Teaching Content

Getting Content In and Getting Language Out: Key Approaches
Weather and Climate: What is weather?

Weather is how hot, cold, wet or dry it is outside. It has to do with the air. The air determines the weather. Weather can be warm and sunny. Or it can be wet and stormy. It changes every day.

The weather is important to people. It has a big effect on their lives. Weather affects how people feel outside. It affects how much food they can grow.

Some weather is dangerous. A tornado or blizzard can be deadly. So weather can also affect people’s safety.

By Encyclopaedia Britannica, adapted by Newsela staff on 04.27.17

Word Count 434
Level 380L

This article is available at 5 reading levels at https://newsela.com.

Grade 2
Grade 3
WORK WITH YOUR PARTNER TO COMPARE THE TWO TEXTS.

ANSWER THESE QUESTIONS:

- How does the content change?
- How does the content stay the same?
- How does the language change?
- How does the language stay the same?
- Would ELs be familiar with snow, sleet, hail, blizzards? The Fahrenheit temperature scale?

What makes texts complex?

- **Quantitative:** Reading level of texts in relation to the reading level of your ELLs
- **Qualitative aspects:** (pictorial support, amount of text per page, layout, in text support, etc.)
- **Reader:** Background knowledge of learner, interest in topic; L1 literacy level, reading strategies known, etc.
- **Task:** What the learner is expected to do while/after reading

This is exactly what you can adjust to support learners!
Ways In to Learn the Content

- L1 Versions (if literate); Audio or multimedia versions in L1
- Photo texts/visual presentations with limited literacy (PowerPoints)
- Simplified presentations using Plain English (Storyboard; adapted versions; Lexile controlled versions)
- Stair-Step Books (progressively more demanding set of texts on same topic/subtopic)
- Audio/Multimedia Versions in L2

Trade Books with Strong Visual Support: Tap Skills Low Readers Bring to Text

- Use of visuals to support understanding
- Reading bold text, titles, captions
- Reading charts/graphs/maps

Lexile 380; GRL=I
Rain starts as water on the ground. Water in oceans and lakes evaporates into the air. Evaporate means to turn into vapor. Vapor is tiny drops of water. The drops are so small they float in the air.

Water vapor rises high into the sky. The tiny drops get colder and stick to dust in the air. The water and dust form clouds. Clouds turn dark as the water drops grow bigger. Rain falls when the water drops are heavier than the air.

Benchmark Education Books

Predicting the Weather

We can measure weather, too. We use tools to measure the weather. We can measure the temperature.

Reading Level G
BR-410Lexile
Rain starts as water on the ground. Water in oceans and lakes evaporates into the air. Evaporate means to turn into vapor. Vapor is tiny drops of water. The drops are so small they float in the air.

Water vapor rises high into the sky. The tiny drops get cooler and stick to dust in the air. The water and dust form clouds. Clouds turn dark as the water drops grow bigger. Rain falls when the water drops are heavier than the air.

Read your excerpt from this text. Notice what facts it teaches.
Four Key Approaches for Getting Content In and Getting Language Out

- Total Participation Techniques (TPTs)
- Cooperative Learning Tactics
- Graphic Organizers and Charts
- Sentence Frames, Starters; Talk Moves

**LET’S APPLY SOME TOTAL PARTICIPATION TECHNIQUES**

### #5 TPT Hold-ups

#### How they work:
Each Hold-Up works in the same way generally:
1. Ask students to think about and discuss their responses to a set of prepared questions.
2. Before students hold up their cards, have them pair-share or confer in small groups. They should not hold up their cards until told to do so.
3. Give students a cue to show their cards, such as “hold it up” (in the target language).
4. Students hold their cards up. Selected students may provide the rationale they used to make their selection.

#### Selected-Response Hold-ups
Selected-Response Hold-ups often involve students choosing from a set of prepared options. This can be used in any grade level and subject area.

#### Number Card Hold-up
Numbered cards can be used with sample math problems, multiple-choice options, or selecting from a list of numbers.

#### True/Not True Hold-Up
These cards can be used to check for understanding or to verify predictions. Statements must be carefully created beforehand to ensure they are clear and concise.

#### Multiple-Choice Hold-up
Multiple-Choice Hold-ups involve students choosing from a set of possible answers, typically presented on a whiteboard or through a digital platform.

#### Whiteboard Hold-up
These can be used for students to write or draw their answer on a whiteboard or whiteboard-like surface. They then hold up their whiteboard to display their answer.

Excerpts from Chapter 5, Total Participation Techniques, Himmele & Himmele, pg. 49-57
WHITE BOARD HOLD UPS

Topic

#5 TPT Hold-ups

- Selected-response Hold-ups
- Number Card Hold-Ups
- True/Not True Hold-Ups
- Multiple-Choice Hold-ups
- Whiteboard Hold-ups

WORK TOGETHER: MAKE SOME QUESTIONS FOR HOLD UPS

#5 TPT Hold-Ups

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Excerpts from Chapter 5
Total Participation Techniques, Himmele & Himmele
pgs.49-57

WORK TOGETHER: MAKE SOME QUESTIONS FOR HOLD UPS

#5 TPT Hold-Ups

*Selected-response Hold-ups*
The instructor or student chooses the set of prepared questions. The students answer the questions individually or in small groups. Selected students may provide the rationale they used to make their selection.

*Number Card Hold-Ups*
Numbered cards may be used with sample math problems, multiple choice, or selecting form options provided at the onset. These should be created beforehand.

*True/Not True Hold-Ups*
These cards can be used to check for understanding or with predictions. Statements must be carefully created beforehand to ensure they are clear and concise. You could also consider adding True with modifications and Unable to determine as options.

*Multiple-Choice Hold-Ups*
The teacher creates and projects questions with possible answers (e.g., A, B, C, D) Students make a choice and when given the signal hold up the letter of their choice.

*Whiteboard Hold-Ups*
These can be used for students to write or draw their answer on a "whiteboard" or whiteboard-like surface. They then hold up their whiteboard to display their answer.

*Yes* *No*
NUMBERED HEADS TOGETHER

1. Students Number Off
2. Teacher Poses Question
3. Heads Together
4. Teacher Calls a Number
PARAPHRASE PASSPORT

Students earn a "passport" to speak by accurately paraphrasing their partner's ideas.

STEPS:
1) Students are paired.
2) Teacher assigns a discussion topic.
3) One student in the pair shares an idea.
4) Before the partner can share, he or she must paraphrase what was last said.
5) The student whose statement was paraphrased indicates whether the speaker has correctly captured their meaning.
6) The discussion continues.


OPINIONNAIRE

AGREE or DISAGREE:

_______ Weather has a big effect on people's lives.
Your reason:

_______ A change in air pressure can signal a storm.
Your reason:

_______ Meteorologists are scientists.
Your reason:
MIX-PAIR-SHARE

1. Students mix around the room.
2. Teacher calls “Pair.”
3. Students pair up with the person closest to them and give a high five. Students who haven’t found a partner raise their hands to find each other.
4. Teacher asks a question and gives think time.
5. Students share with their partners using:
   - Timed pair share: opening or lengthy responses
   - Rally Robin: list

INSIDE-OUTSIDE CIRCLE

1. Students pair up, then the class forms two concentric circles with Partner A on the inside and Partner B on the outside. Partners face each other.
2. Pose a question and Partner A shares his/her answer with Partner B. Then Partner B shares his/her answer.
3. Direct either the inside circle or the outside circle to rotate either clockwise or counter clockwise.
4. Once the students have rotated they have a new partner and steps 2-3 are repeated.
CAPTURE THE IMPORTANT INFORMATION
SELECT GRAPHIC ORGANIZERS THAT MATCH THE TEXT STRUCTURE

LANGUAGE TABLES FOR TALKING

<table>
<thead>
<tr>
<th>Weather Fronts</th>
<th>Cold Front</th>
<th>Warm Front</th>
</tr>
</thead>
<tbody>
<tr>
<td>Air mass</td>
<td>stable</td>
<td>unstable</td>
</tr>
<tr>
<td>Temperature range</td>
<td>Cool/cold</td>
<td>warm</td>
</tr>
<tr>
<td>Amount of Humidity</td>
<td>dry</td>
<td>moist</td>
</tr>
</tbody>
</table>
Use Mentor Text As a Model (to guide oral reporting; later writing of informational texts)

**Definitional Language**
- A hygrometer measures humidity

**Explicit Verbs**
- Measure
- Rises
- Feel (damp, humid)

**Precise and/or scientific terms**
- Water vapor
- Humidity
- Damp
- Humid

MATCH THE TEXT STRUCTURE

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

Graphic Organizer as Mediator
The Water Cycle

http://www.eduplace.com/graphicorganizer/
### Sentence Starters/Scripting

<table>
<thead>
<tr>
<th>Agreeing</th>
<th>Adding</th>
<th>Sharing your thinking</th>
<th>Disagreeing</th>
<th>Asking Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>I agree because...</td>
<td>I want to add to that...</td>
<td>I think that...</td>
<td>I disagree because...</td>
<td>Can you explain that?</td>
</tr>
<tr>
<td>I like your point because...</td>
<td>I also think that.....</td>
<td>I knew that......... because...</td>
<td>I don’t agree with that because...</td>
<td>Can you repeat that?</td>
</tr>
</tbody>
</table>

### Talk Moves

- **Agree/Disagree**
- **Revoicing**
- **Apply Own Reasoning**
- **Restating**

#### Links
- [Developing Communication Skills](https://www.teachingchannel.org/videos/developing-communication-skills)
- 5th grade Soc. St.-1:36 mins.
- [Teaching ELLs to Participate in Discussions](https://www.teachingchannel.org/videos/teaching-ells-to-participate-in-discussions-ousd)
- 8th grade ELA-2:35 mins.
Planning Your Language Objectives

**Language Form**
- Sounds of Language
- Form of words (nouns, pronouns, verbs, adjectives, adverbs)
- Structure of sentences; sentence patterns
- Length, Complexity of Sentences
- Connectors; Cohesive ties

**Language Functions**
- Kinds of communicative tasks students must accomplish (name, tell, compare, describe, explain, apologize, insult, request)

**Language Style**
- Formal vs. informal/casual
- Social vs. academic
- Colloquial Language (idioms; common similes, metaphors)

**Language Content & Use**
- Semantics (vocabulary; phrasing; tone)
- Pragmatics (intended meanings; language as used in different contexts)

What challenges do you face in constructing or implementing your language objectives?
The Role of L1 in L2 Classrooms: When and How to Use L1 in an ENL Classroom (*Translanguaging*)

Why Use L1 in an ENL Classroom?

- Home language can help ELLs engage with complex content and texts
- Home language can strengthen students’ academic language abilities (*crosslingually*)
- Home language use draws on students’ bilingualism and ways of knowing as learning tools
- Home language use helps ELLs develop socioemotionally with strong bilingual identities
Use L1 to Reinforce Content Learning, Make Learning Memorable & Enjoyable; Recycle Key Terms

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

1 A VISION FOR EXEMPLARY ENGLISH LANGUAGE TEACHING

“Knowledge of more than one language and culture is advantageous for all students.” (TESOL, 1997)

www.the6principles.org
When to Use L1 in an L2 Classroom (Translanguaging):

- Brainstorming before writing to gather all ideas
- As a temporary placeholder for a word or phrase the learner wants to use but doesn’t know yet in English

To Help Students Notice Ways Their Two Languages Work Similarly

Important ---importante
Air---aire
Part---parte

humidity---humedad
precipitation—precipitación
scientist---científico
meteorologist---meteorólogo
Find other examples from our article of words or sentence structures you could compare cross-lingually

<table>
<thead>
<tr>
<th>Word Forms</th>
<th>Sentence Patterns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instrument—instrumento</td>
<td>It rained yesterday—Llovió ayer</td>
</tr>
<tr>
<td>Thermometer—termómetro</td>
<td>Warm days are humid</td>
</tr>
<tr>
<td>Barometer—</td>
<td>Satellites collect weather information—los satélites recopilan información meteorológica</td>
</tr>
<tr>
<td>Satellite—</td>
<td></td>
</tr>
</tbody>
</table>

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How to Use L1: Tools and Resources
COGNATES

http://spanishcognates.org/search/node/

http://spanishcognates.org/search/node/cell
TRANSLATION RESOURCE FOR YOU

- Talking Points
- http://talkingpts.org/

TRANSLATED TEXT MESSAGES ON PHONES

Communicate with families in 20+ languages

- Albanian
- Arabic
- Burmese
- Chinese (Simplified)
- Chinese (Traditional)
- English
- Farsi
- French
- German
- Gujarati
- Haitian
- Creole
- Hindi
- Korean
- Nepali
- Polish
- Portuguese
- Punjabi
- Russian
- Somali
- Spanish
- Swahili
- Tagalog
- Turkish
- Urdu
- Vietnamese

More to come...
VOICE TRANSLATOR PRO—BP MOBILE


Languages: English, Dutch, French, German, Italian, Japanese, Korean, Portuguese, Russian, Spanish, Swedish
VOICE TRANSLATE BY VOLGAN SHPITZ


Languages: English, Dutch, French, German, Italian, Japanese, Korean, Portuguese, Russian, Simplified Chinese, Spanish, Swedish, Traditional Chinese, Turkish

OTHER VOICE TRANSLATOR APPS

- Google Translate
- iTranslate Voice
- My Language Pro
- Say Hi Translate
What will you do to help kids like Maritza succeed in your class?

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