Maximizing Language Development During Integrated ENL Classes (Grades 6-12)

NYU/Steinhardt
NYS Statewide Language RBE-RN at the Metropolitan Center for Research and Equity

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November 20, 2017
8:30 AM - 2:30 PM

Agenda

- Create instructional profiles for your EL students to plan responsive language development for each ELL
- Analyze secondary science and social studies textbook chapters to identify language demands and language learning opportunities
- Tie instruction to city and state learning standards and to the bilingual progressions
- Plan to include appropriate supplemental materials for students who represent a range of proficiency and literacy levels
- Acquire strategies for actively engaging ELLs in language practice within integrated ENL/content area settings
- Discuss the use of the native language in integrated ENL Science and Social Studies classes
- Collaborate across ENL and content area partners during the workshop day in planning integrated ENL instruction that focuses on language learning and content area learning
It’s All About Instructional Planning and Delivery

Maximizing Language Development in an Integrated ENL Class

Understanding the Proficiency Profiles of your English Learners: Creating Instructional Profiles for ELLs to Plan Responsive Language Development for Each ELL in Your Integrated Content Area Class
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>
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<td>179-220</td>
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<td>263-317</td>
<td>318-360</td>
</tr>
</tbody>
</table>

1. Choose Grade 8 or 10.
2. Convert the Scores.
3. Create a Profile of Performance by listing best to worst skill (modality) areas (L, S, R, W)
4. Note the Overall Level of the Student (Entering, Emerging, etc.)
5. Note if they fall in the low, mid or high range of the level they are in.
6. Note if they are developing the 4 skills/modalities evenly or unevenly.

**How Can This Analysis Help You Plan?**
Potential Proficiency Bands*

<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!
Balance the Four Skills in the Integrated ENL Class

- Don’t favor Reading and Writing Over Listening and Speaking
- According to Saunders, Goldenberg and Marcelletti (2013) “ELD Instruction Should Incorporate Reading and Writing But Should Emphasize Listening and Speaking”

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 Leveled Text
Analyzing **Secondary Science** and **Social Studies** Texts to Identify Language Demands and Language Learning Opportunities

**Types of Language Objectives**

**Linguistic vs. Communicative**

- **Linguistic**
  - Pronunciation
  - Vocabulary
  - Grammar (Word, Sentence Structure)
  - Discourse/Genre (Passage Structure)

- **Communicative**
  - Communicative functions
  - Developmental Sequence of Output Expectations (Bilingual Progressions)
Grammar

Vocabulary

Source: Dee Gardner, RITELL Conference, Fall 2015

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**Finding language objectives in our texts**

<table>
<thead>
<tr>
<th>Grammar</th>
<th>Vocabulary</th>
<th>Functions</th>
<th>Discourse</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>The forms of language you will target (sounds, word parts, sentence structure)</td>
<td>The content compatible vocabulary you will target (key vocab. is taught to all)</td>
<td>The “Can Do” indicators; communicative functions appropriate to proficiency level</td>
<td>Organization of speech; writing</td>
<td>Tactics student will use to support successful communication</td>
</tr>
</tbody>
</table>

**ELLs need more than just the key content vocabulary!**

We will use this framework
Differentiate Your Language Objectives

- Choose language that matches the proficiency of the learner
- For early proficiency students—basic vocabulary, basic sentence patterns, not much complexity
- For later proficiency students-advanced (precise) vocabulary, complex sentence patterns, demonstrate how to achieve greater sentence length and complexity

Differentiated Grammar Teaching

<table>
<thead>
<tr>
<th>Beginner</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Transitioning</td>
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</tbody>
</table>
Let's Read Our Sample Social Studies and Science Texts

**Stock Market Crash**

**Cell Structure and Function**

**7-2 Eukaryotic Cell Structure**

More than 40% of the nation's banks fail. 1930-1933

8.02 million Americans are unemployed. 1931

USA WORLD

The stock market crashes. 1929

The first Academy Awards are presented. 1929

Jane Addams shares the Nobel Peace Prize. 1931

Army officers led by José Uriburu seize control of the government of Argentina. 1930

Japan invades Manchuria. 1931

The stock market crashes. 1929

Jane Addams shares the Nobel Peace Prize. 1931

Army officers led by José Uriburu seize control of the government of Argentina. 1930

Japan invades Manchuria. 1931

The Bonus Army arrives in Washington, D.C. 1932

Franklin Delano Roosevelt is elected president. 1932

Ibn Saud becomes king of newly-united Saudi Arabia. 1932

From prison, Mohandas K. Gandhi leads a protest against British policies in India. 1932

Adolf Hitler takes power in Germany. 1933

Japan withdraws from the League of Nations. 1933

More than 13 million Americans are unemployed. 1933

Visit the Chapter 22 links for more information related to The Great Depression Begins.
The Nation’s Sick Economy

As the prosperity of the 1920s ended, some Americans’ confidence grew.

TINA’S STORY

The Great Depression has had lasting effects on her life story and on her family.

The 1920s

Era of Confidence

A PERSONAL NOTE: ECONOMY

I learned about this chapter’s topic in school last year. It truly surprised me to learn that during the 1920s, people were very happy with the economy. However, I also learned that many people were not able to participate fully in the economic advances of the 1920s. Many people did not have savings, and nearly 80 percent of all families earned less than $100,000. Conversely, just 0.1 percent of the population earned $1,999 and under.

In the early 1920s, prices were rising faster than wages, creating an ever-widening gap between the rich and the poor. The LUSCIOUS CRUSTS

Although many economic factors contributed to the ever-growing inequality, three were particularly significant. First, they allowed banks to lend money to anyone, even those without stable income. This made it easy for people to buy expensive items on credit. Second, they allowed banks to lend money to companies, even those without stable income. This made it easy for companies to borrow money and invest in new projects. Third, they allowed banks to lend money to governments, even those without stable income. This made it easy for governments to borrow money and spend on new programs.

Today, people are still engaged in these activities. However, the distribution of wealth has changed. Today, a small percentage of the population controls a large percentage of the wealth. This is a problem. It is unfair to those who do not have access to the same opportunities as others. It is unfair to those who work hard but do not have the resources to support themselves and their families. It is unfair to those who dream of a better life but do not have the means to achieve it.

The 1920s wereDT

The Dow Jones Industrial Average

1920s ended, some Americans’ confidence grew.

Our section starts on next page

Analyzing Political Cartoons

Analyzing the political cartoon. (a) What do you think is the author’s main point? (b) How do you think the cartoonist is making this point? (c) What is the political issue that the cartoonist is addressing? (d) Do you think the cartoonist is successful in conveying this message? Why or why not?

The Stock Market Crashes

The Great Depression Begins

1. The Stock Market Crashes

The Dow Jones Industrial Average, which had become the most visible symbol of a prosperous American economy, started on the first day of October 1929. The stock market had been rising for years, and it was hoped that the future was bright. However, on October 29th, the stock market crashed. The Dow Jones Industrial Average dropped from 381 points to 33. The stock market had lost over $10 billion in value. This was a huge loss, and it had a significant impact on the economy.

2. Hoover Takes the Nation

Calvin Coolidge, the secretary of commerce under President Harding and Coolidge, was a mining engineer from Iowa who had never been in the government. He was not well known, but he was a good administrator. He was able to keep the government running smoothly, and he was able to keep the economy steady.

3. Economic Troubles on the Horizon

The election of 1928 was an overwhelming victory for Hoover. The message was clear: the economy was prosperous, and people were happy with Republican leadership. However, the election took place before the stock market crash. The economy was not doing well, and many people were losing their jobs. This was a problem, and it was one that Hoover would have to deal with.

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The trading floor in 2000.

declines.

cause unemployment to rise. Thus, trends were apparent. Those indicated by Skillbuilder Answers

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2.

HAPTER

1933

computers and the Internet.

large part due to the growth of

ing perhaps the most significant
roots, the NYSE is today undergo-

Despite remaining close to its

New York Stock

W

The stock market crash signaled the beginning of the

Financial Collapse

The stock market crash signaled the beginning of the Great Depression. The stock market crash was an unequal distribution of income and wealth.

WORLDWIDE SHOCK WAVES

The stock market crash was felt around the world. Shareholders who had invested money in stocks were particularly hit hard. They lost their savings and were left with large debts.

The world economy was hit by the stock market crash. Unemployment rates around the world rose, and people were forced to move to other countries to find work.

WORLDWIDE ACIONS:

The United States was not the only country affected by the stock market crash. In Europe, many countries experienced high unemployment rates and a decrease in trade.

1. For every 100 workers, a factory worker

2. Unemployment

3. Income and Spending

4. Bank Failures

5. Homeowner Families

6. Consumer Borrowing

7. Wages and Salaries

8. Stock Values

9. Wages and Salaries

10. Consumer Confidence

11. Farms and Farming

12. World Trade

Depression Indicators

The Great Depression Begins

The stock market crash was followed by a severe economic downturn. People lost their jobs, businesses failed, and the economy fell into a deep depression.

By 1933, the economy had not yet recovered from the stock market crash. However, the economic conditions were slowly improving.

The stock market crash marked the beginning of the Great Depression. The economy was in a state of crisis, and people were struggling to make ends meet.

The stock market crash was a major event in American history. It had a significant impact on the economy, and it led to a long period of hardship for many people.
Depression. More important was the impact that it had on people’s lives: the Statistical such as the unemployment rate tell only part of the story of the Great Depression. Effects on the American Family

Hardship and Suffering During the Depression

Main Idea

One American’s Story

Ann Marie Low lived on her parents’ North Dakota farm when the stock market crashed in 1929 and the Great Depression hit. Hard times were more familiar to them than luxury. But the worst was yet to come. In the early 1930s, a terrible drought hit the Great Plains, destroying crops and forcing millions of families to leave their farms. The April 23, 1934, low was an account in her diary.

During the Great Depression, many Americans have been

A Personal Voice

The drought and wind lasted for more than seven years. The Dust Bowl was a region of arid, dry land that stretched across the Great Plains of the United States, from Texas to Canada. It was once a fertile area, but over the years, farmers had removed the protective layer of prairie grasses. Farmers had then accelerated the land through overproduction of crops, and the prairie land became unstable and its climate. When the drought and winds

The Depression Devastates People’s Lives

Statistics such as the unemployment rate tell only part of the story of the Great Depression. More important was the impact that it had on people’s lives. The Depression brought hardship, illnesses, and hunger to millions.

The Dust Bowl

The region that was the hardest hit, including parts of Kansas, Oklahoma, Texas, and the Dakotas, Oklahoma, and Texas were a great hardship—but only one. By the end of the 1930s, hundreds of thousands of farm families had

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7-2 Eukaryotic Cell Structure

Comparing the Cell to a Factory

In some respects, the eukaryotic cell is like a factory. The first step is to look at the organization of a cell, such as a car in a factory. The cell is a complex structure with many different parts, and each part has a specific function. Just as a factory has a variety of machines and workers, the cell has a variety of organelles and processes.

Review Entire Chapter—Just Scan Visuals

Figure 7-2: The Nucleus

The nucleus contains the genetic material, DNA, which is essential for the cell's function. The nucleus is surrounded by the nuclear envelope, which regulates the movement of substances into and out of the nucleus. The nucleus is also involved in the production of RNA, which is necessary for the cell's survival.

Review Entire Chapter—Just Scan Visuals

Figure 7-3: Endoplasmic Reticulum

The endoplasmic reticulum (ER) is a network of membranous channels that helps synthesize and transport proteins and lipids. The rough and smooth ER are distinct types of ER, each with its own functions.

Review Entire Chapter—Just Scan Visuals

Figure 7-4: Mitochondria

Mitochondria are the powerhouses of the cell, where energy is produced through the process of aerobic respiration. They are surrounded by a double membrane and contain cristae, which are structures that increase the surface area for ATP production.

Review Entire Chapter—Just Scan Visuals

Figure 7-5: Golgi Apparatus

The Golgi apparatus is a stack of flattened sacs that modifies, sorts, and packages proteins and lipids for transport to other parts of the cell or for secretion.

Review Entire Chapter—Just Scan Visuals

Figure 7-6: Lysosomes

Lysosomes are organelles that contain enzymes that break down proteins, carbohydrates, lipids, and nucleic acids. They are involved in the degradation of materials that enter the cell.

Review Entire Chapter—Just Scan Visuals

Figure 7-7: Peroxisomes

Peroxisomes are organelles that are involved in the breakdown of fatty acids and the detoxification of some drugs and other chemicals.

Review Entire Chapter—Just Scan Visuals

Figure 7-8: Centrioles

Centrioles are small, tube-like structures that are involved in cell division. They are found near the nucleus and are essential for the formation of the mitotic spindle.

Review Entire Chapter—Just Scan Visuals

Figure 7-9: Cilia and Flagella

Cilia and flagella are hair-like structures that are involved in movement. Cilia are shorter and more numerous than flagella.

Review Entire Chapter—Just Scan Visuals

Figure 7-10: Nucleolus

The nucleolus is a region of the nucleus that is involved in the synthesis of ribosomes, which are essential for protein synthesis.

Review Entire Chapter—Just Scan Visuals

Figure 7-11: Cell Membrane

The cell membrane is a selectively permeable barrier that regulates the movement of substances into and out of the cell. It is composed of lipids, proteins, and carbohydrates.

Review Entire Chapter—Just Scan Visuals

Figure 7-12: Cell Wall

Cell walls are found in eukaryotic cells that have a cell wall, such as plants and fungi. They are rigid and provide support and protection for the cell.

Review Entire Chapter—Just Scan Visuals

Figure 7-13: Plasma Membrane

The plasma membrane is the boundary that separates the cell from its surroundings. It is composed of lipids, proteins, and carbohydrates.

Review Entire Chapter—Just Scan Visuals

Figure 7-14: Cell Junctions

Cell junctions are structures that allow cells to communicate and interact with each other. There are several types of cell junctions, including tight junctions, adherens junctions, and gap junctions.
Visuals added to aid students in having visual support

**Chloroplasts**
- Found only in plant cells
- Chloroplasts contain a green pigment called chlorophyll
- Chlorophyll is essential for photosynthesis, the process by which plants make food

---

**Visuals**
- Prokaryotic bacteria
- Eukaryotic cells
- Plant cell
- Chloroplast

---

**Figure 7.9 Golgi Apparatus**
- Shows the Golgi apparatus in a cell, with various carbohydrates and proteins being sorted and packaged for delivery.

---

**Figure 7.10 Mitochondria**
- Illustrates the internal structure of a mitochondrion, showing the cristae and matrix.

---

**Mitochondria and Chloroplasts**
- Both organelles are involved in energy production.
- Mitochondria contain DNA and are responsible for aerobic respiration.
- Chloroplasts contain chlorophyll and are involved in photosynthesis.

---

**How can you make a model of a cell?**
- Materials: cut-up paper, colorful paper, glue, scissors, markers
- Instructions:
  1. Cut out the parts of the cell.
  2. Glue and tape the parts together to form the model.

---

**Lab**
- Ignore Lab

---

**SKIM TO END: SUBHEADINGS**
Cytoskeleton

A supporting structure and a transportation system used by the cell in a manner similar to how you have a nervous system and a transportation system that supports and moves you is the cytoskeleton. The cytoskeleton is a network of protein filaments that helps the cell to maintain its shape. The cytoskeleton is also involved in movement. Microfilaments and intermediate filaments are two of the principal filaments that make up the cytoskeleton. The actin filaments are made up of a protein called actin. They form actin networks in some cells and form a network of filaments that supports the cell. Intermediate filaments are important in skin cells, such as keratin, located in the skin.

Microtubules, as shown in Figure 7.3, and other filaments make up the cytoskeleton. In many cells, they play vital roles in maintaining cell shape. Microtubules are also important in cell division, where they form a mitotic spindles to help move chromosomes to opposite ends of the cell during mitosis. In animal cells, microtubules are also used to form a part of the flagellar and cilia, where cilia are located over the surface of the cell to help move substances to and from the cell. The skeleton of cilia and flagella is made up of microtubules, which are known as the microtubular system. Flagella are used by some cells, such as sperm cells, to swim rapidly through fluids. Cilia and flagella can produce cilia-like movements to create movement that is useful for swimming or helping substances pass through the cell. The skeleton formed by cilia and flagella is used to move substances to and from the cell.

7.2 Section Assessment

1. True. Over 40% of the nation’s banks fail. 
2. The first Academy Awards are presented. 
3. More than 40% of the nation’s banks fail. 
4. Critical thinking involves the use of problem-solving skills to find solutions to a problem or question. 
5. The second Academy Awards are presented. 
6. What is a cell? How do cells communicate with each other?
### Background Knowledge

#### Stock Market Crash
- Dow Jones
- Stock Market
- Stocks
- Borrow/Buy on margin
- Speculate
- Credit (vs. Savings)
- Bankruptcy

#### Cell Structure
- Factory (for metaphor); jobs, tasks, functions, shipping
- Biologists
- DNA/RNA
- Molecules
- Protein, Carbohydrates
- Digestion
- Disease
- Power/Force/Pressure
Using Video to Frontload Background Information Prior to Reading

--Watch rate of speech
--Look at visual support while audio plays—helpful in explaining content shared? (I added a word box)
--Length of video (2-3 minutes optimal)
--Play several times using active listening activities (focus students' viewing; stop to discuss in 1 minute segments; use supplemental visuals as needed)
--OK for Transitioning/Expanding ELLs enrolled in integrated ENL content classes?

The Stock Market Crash

https://www.youtube.com/watch?v=ehy2jEeNuWk

Corporation, stock, stock exchange/stock market; Dow Jones Industrial Average, index, economic growth, economic analyst, trading, investor, economy, bankruptcy
### Focused Viewing

<table>
<thead>
<tr>
<th>A. List 3 things cells have in common</th>
<th>B. What are the two major categories of cells? How do they differ?</th>
<th>C. What are organelles? What does the nucleus do?</th>
</tr>
</thead>
</table>

Let’s Try A Focused Viewing Activity!

Cell Structure Video: Frontloading
[https://www.youtube.com/watch?v=URUJD5NEXC8](https://www.youtube.com/watch?v=URUJD5NEXC8)

How Did Focused Viewing Change Your Listening and Capturing of Information?
Planning Instruction for ELLs in Integrated Content Area Classes

- Academic Vocabulary
- Background Knowledge to Build
- Academic Vocabulary to Develop
- Forms of Language (Grammar) to Practice
- Text Structure to Support (Discourse Structure)
- Reading Skills and Strategies to Practice
- Map/Graphic Skills to Practice
- Communicative Functions Expected (Bilingual Progressions, with Differentiation for ELLs of Varied Proficiency Levels)

Based on Access to Academics: Planning Instruction for PK to 12 Content Area Classes (Ghitani + Ernst, 2011, Pearson)
Academic Vocabulary Levels (New Approach)

Dee Gardner, Academic Vocabulary List (AVL)

Examples of AVL Word Families

Dee Gardner, RITELL Conference, Fall 2015
Vocabulary

- Depression
- Economy (economist)
- Prosperity
- Election
- Stock Market
- Disaster
- Stocks; Bonds
- Price(s)
- Company/Firm/Business
- Worth
- Savings; Bank/Banking
- Unemployment

Superscript denotes an AVL word frequency

- Prosper
- Invest
- Rise
- Own
- Borrow
- Buy/Sell (Dump)
- Decline (crash, plunge)
- Increase
- Lose (a job; savings)
- Recover

Rich
Poor
Shrewd
Lucky/unlucky
Bankrupt

Dee Gardner, Academic Vocabulary List (AVL)
Cell vocabulary

- Eukaryotic cell
- Organelle
- Cytoplasm
- Nuclear envelope
- Chromatin
- Chromosome
- Nucleolus
- Ribosome
- Endoplasmic reticulum
- Golgi apparatus
- Lysosome
- Vacuole
- Mitochondrion
- Chloroplast
- Cytoskeleton
- Centriole
- DNA
- RNA
- Disease
- Digestion

Actively Build All of the Vocabulary Sets As You Teach Reading and Writing!

4 Vocabulary Sets
Montgomery
+ Trying It Out

Choose Vocabulary to Teach
Choose only 6-8 Words to Teach Intensively

+ Frontloading Vocabulary

SELECTING VOCABULARY TO TEACH

INSURING COMPREHENSION

PROVIDING PRACTICE
**Vocabulary**

- Depression
- Economy (economist)
- Prosperity
- Election
- Stock Market
- Disaster
- Stocks; Bonds
- Price(s)
- Company/Firm/Business
- Worth
- Savings; Bank/Banking
- Unemployment

**Word Jotting**

- Prosper
- Invest
- Rise
- Own
- Borrow
- Buy/Sell (Dump)
- Decline (crash, plunge)
- Increase
- Lose (a job; savings)
- Recover

**Cell vocabulary**

- Biologists
- Structures
- Protein
- Carbohydrate
- Membrane
- Molecule
- Pressure
- Power
- Force
- Bound

- Identify
- Pattern
- Controls
- Processes
- Contains
- Combines
- Condenses
- Synthesizes
- Converts
- Function

- Eukaryotic cell
- Organelle
- Cytoplasm
- Nuclear envelope
- Chromatin
- Chromosome
- Nucleolus

- Ribosome
- Endoplasmic reticulum
- Golgi apparatus
- lysosome
- Vacuole
- Mitochondrion
- Chloroplast

- Cytoskeleton
- Centriole
- DNA
- RNA
- Disease
- Digestion
# Vocabulary Self-Awareness

## Vocabulary In Context

<table>
<thead>
<tr>
<th>Word</th>
<th>Recognize it in context, I think it has something to do with</th>
<th>Have heard of the word, but don’t know what it means</th>
<th>I know the word, it means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Candidate Words

- Individualize
- Work!

### Individualize Vocabulary Work!

## Meaning Making

### Stock Market Crash

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Suffix</th>
<th>Stem</th>
<th>Next Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>invest</td>
<td>-ment</td>
<td>ment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-employ</td>
<td>-ment</td>
<td>ment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>rise</td>
<td>-lag</td>
<td>lag</td>
<td></td>
<td></td>
</tr>
<tr>
<td>plunge</td>
<td>-ing</td>
<td>ing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>save</td>
<td>-ings</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Drop the “e”
Cell Structure and Function

Identify Pattern Control Process Contain Combine Condense Synthesis Convert Function

What does it mean?

Word: ____________________________
Definition: ____________________________
Part of speech: ____________________________
Noun
Verb
Adjective
Adverb

Synonyms: ____________________________
Antonyms: ____________________________
Sentence: ____________________________

Word: ____________________________
Definition: ____________________________
Part of speech: ____________________________
Noun
Verb
Adjective
Adverb

Synonyms: ____________________________
Antonyms: ____________________________
Sentence: ____________________________

AVL Words

- Eukaryotic cell
- Organelle
- Cytoplasm
- Nuclear envelope
- Chromatin
- Chromosome
- Nucleolus
- Ribosome
- Endoplasmic reticulum
- Golgi apparatus
- Lysosome
- Vacuole
- Mitochondrion
- Chloroplast
- Cytoskeleton
- Centriole

Teacher's Notebook.com
Planning instruction for ELLs in integrated content area classes

- Background knowledge to build
- Academic vocabulary to develop
- Forms of language (grammar) to practice
- Text structure to support (discourse structure)
- Reading skills and strategies to foster
- Map/graphic skills to practice
- Communicative functions expected (bilingual progressions, with differentiation for ELLs of varied proficiency levels)

Forms of Language
Forms of Language

**Stock Market Crash**
- Irregular past tense verbs (rose, ran, bought, fell, sold, stuck, lost, burst, spent, withdrew, went)
- Time clauses (by 1928, in early September 1929, On October 24….)
- Other introductory clauses (Though…, although…. In reality,……)
- Modifiers (panicked investors, career politician, utmost confidence, prosperous economy, average American, etc.)

**Cell Structures and Functions**
- Passive voice (are known as, which is found, is shown in, is called, is spread, is passed, are assembled, are synthesized, are made, are attached, are involved)
- Adverbs (newly made, see patterns clearly)
- Introductory clauses (in the same way, in some respects)
- Prepositions/Prepositional phrases (throughout, to and from)

modifiers
- Panicked investors
- Career politician
- Overwhelming victory
- Utmost confidence
- Economic health/law
- Public office
- Prosperous economy
- Average Americans
- Quick profit
- Small percentage
- Frantically sell
- Shrewd investor
modifiers
- Specialized organs
- Major parts
- Hereditary information; genetic information
- Dense region
- Coded instructions
- Nuclear envelope; nuclear pores
- Steady stream
- Granular material
- Threadlike structures
- Internal membrane system
- Specialized tasks
- Serious human diseases
- Saclike structures
- Large central vacuole
- Outer/Inner membrane

Take It Into Writing: Expanding Sentence Structures

"Writing Is Thinking Through Strategic inquiry" (WITsi) Training Series

Friday, October 20, 2017 - From 8:30am – 2:40pm
Friday, November 17, 2017 - From 8:30am – 2:40pm
Friday, December 15, 2017 - From 8:30am – 2:40pm
Friday, January 19, 2018 - From 8:30am – 2:40pm

PARTICIPANTS MUST COMMIT TO ATTEND ALL FOUR WORKSHOPS.
@New York University
NY, NY 10003

WITsi 101 for ELL

This will be a four-day introductory workshop focused on improving the writing skills of long term ELLs. Participants will analyze student writing to identify skill gaps that can be addressed through Writing is Thinking (WIT) strategies. The sessions will involve both inquiry (analysis of student work) and response (designing WIT strategies to address the identified needs). The sessions will focus on sentence level strategies - those that form the heart of the WIT approach and that are most high leverage in developing writing, content knowledge, vocabulary, and reading comprehension simultaneously. These strategies are especially powerful for English language learners because they teach students how the English language works. Participants will learn to create WIT activities embedded in content and to design additional scaffolds or entry points for students at varying levels of English proficiency.

Other workshops (WIT 102 & 103) address paragraph and essay strategies. See www.witworkshops.com for descriptions of all available WIT workshops.

BY INVITATION ONLY
Writing Is Thinking strategic inquiry

High school students are facing fundamental writing skills required to express relationships and comprehend complex texts. To address this issue, students will engage in strategic inquiry and teach specific writing strategies across the content areas.

WITaI Sentence Strategies

1. FRAGMENTS: Can students recognize an incomplete or missing sentence and repair it?
   - Add students to a complete sentence with fragmented subjects and predicates:
     - John Quincy Adams

2. SENTENCE TYPES: Can students recognize and write the four types of sentences: statement, question, exclamation, and imperative?
   - Give students a picture and ask them to write sentences, using expressions underlined for (i).

3. BECAUSE/BUT: Do students have to use old-old, change direction, and shift focus? (2012)
   - Functions are like donkeys because

4. SUBORDINATE CONJUNCTIONS: Can students recognize and use a conjunction between two ideas that indicates time, place, cause, and effect?
   - Give students a sentence and ask them to use a conjunction between the two sentences for each task: movement, situation, time, or reason.

5. EXPANSION: Can students react in developed sentences?
   - Use old-old, question old-old, and change-old-old (2012).
   - Continue and write a complete sentence: at the rest of the
   - Continue using the bond bases because

6. SENTENCE COMBINING: Can students combine like ideas and eliminate repeated ideas to create more complex sentences with a variety of sentence structures?

7. APPROPRIATE: Can students check their content knowledge by adding strategically, reasonably?
   - Facebook droughts and parental speakers and subscriptions.

Most Effective Writing Strategies

Steve Graham and Dolores Perin identified 11 elements of current writing instruction found to be effective for improving students’ writing. This activity is designed to test and to see writing as a tool for learning.

1. Writing Strategies, which involved teaching students strategies for planning, revising, and editing their writing.
2. Summarization, which involved explicitly and systematically teaching students how to summarize texts.
3. Collaborative Writing, which used instructional arrangements in which students work together to plan, draft, revise, and edit their compositions.
4. Specific Product Goals, which assigned students specific, measurable goals for the writing they were to complete.
5. Word Processing, which used computer and word processors as instructional supports for writing.
6. Sentence Combining, which involves teaching students to construct more complex, sophisticated sentences.
7. Prewriting, which engages students in activities designed to help them generate or organize ideas for their compositions.
8. Inquiry Activities, which engaged students in analyzing immediate, concrete data to help them develop ideas and content for a particular writing task.
9. Process Writing Approach, which involves a number of writing instructional activities in a writing process approach to writing; writing for authentic audiences, personalized instruction, and cycles of writing.
10. Study of Models, which provides students with opportunities to read, analyze, and simulate models of good writing.
11. Writing for Content Learning, which uses writing as a tool for learning content material.

Writing: Most Effective Strategies to Improve Writing of Shakespeare in Middle and High School (2017)

The Anatomy of a Sentence

Simple Sentence

Contains only one independent clause.

I drink coffee in the morning.

Compound Sentence

Contains at least two independent clauses joined by a coordinating conjunction (and, but, for, yet, or, so, nor, or subordinating 

I drink coffee in the morning, and he drinks tea at night.

Complex Sentence

Contains an independent clause and a subordinating clause.

after
before
if
while
although
even though
unless
since
when
whenever

Even though I can help! I drink coffee in the morning.

Compound-Complex Sentence

Contains at least two independent clauses and at least one subordinating clause.

Even though it was snowing, I drink coffee in the morning and I drive tea at night.

February 2015

The English Academy

Bulleted Heads: the most removed data in February 27

Parent Teacher Conferences: March 26 & 27

Regesta: June 2, June 18-24

Last day of school: June 26

Teacher’s Corner

Useful Numbers

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Office Ext.</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Kizhi</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ms. Gutez</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mr. Mrble</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Description

guideline, assignments, activities, IEPs, other

a person & board member flag

www.flushinghighschool.org
Complete the sentences using because, but, and so.

Example: It’s snowing this morning because the temperature is below freezing.
It’s snowing this morning, but ____________________________.

1. I’m happy/not happy with my report card grades.

2. My favorite class is __________________ because ____________________________.

3. I want to graduate from high school in ___________ because ____________________________.

4. My friends are cutting school because ____________________________.

5. Make 3 sentences in your own words using because, but, and so.

Embedded Because, But, So Practice

During World War I crops such as wheat and corn were in high demand. But after the war, crop prices fell because demand decreased. Farmers’ income declined so Congress passed price supports. The government bought surplus crops at guaranteed prices and sold them on the world market.
Kids who recognize the text structure, comprehend better!
Graphic Organizers for Note Taking

Analyze the text structure

Choose a graphic organizer that matches
the text structure

Provide models and demonstrations

Compare student products

Stock Market Crash
Stock Market Crash

Sequence Chart

First...

Next...

Next...

Next...

Next...

Next...

And finally...

Stock Market Crash

Timeline for:
### Cell Structure and Functions

**Note Taking Template:**

<table>
<thead>
<tr>
<th>Cell Structure</th>
<th>Function(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<tr>
<td>2.</td>
<td></td>
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<tr>
<td>3.</td>
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<td>4.</td>
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<td>5.</td>
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<td>6.</td>
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<td>7.</td>
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<td>8.</td>
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<td>9.</td>
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<td>10.</td>
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<tr>
<td>11.</td>
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<tr>
<td>12.</td>
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<tr>
<td>13.</td>
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<tr>
<td>14.</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td></td>
</tr>
</tbody>
</table>

**Summary:**

---

**Planning Instruction for ELLs in Integrated Content Area Classes**

<table>
<thead>
<tr>
<th>Reading Comprehension Skills Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning Knowledge to Build</td>
</tr>
<tr>
<td>Academic Vocabulary to Develop</td>
</tr>
<tr>
<td>Forms of Language (Grammar) to Practice</td>
</tr>
<tr>
<td>Text Structure to Support (Discourse Structure)</td>
</tr>
<tr>
<td>Reading Skills and Strategies to Practice</td>
</tr>
<tr>
<td>Map/Graphic Skills to Practice</td>
</tr>
<tr>
<td>Communicative Functions Expected (Bilingual Progressions with Differentiation for ELLs of Varied Proficiency Levels)</td>
</tr>
</tbody>
</table>

Based on Access to Academics: Planning Instruction for ELLs in Subject Areas (Ghent & Good Hart, 2011, Pearson)
# Reading Comprehension Strategies

**Stock Market Crash**
- Summarizing as you go
- Taking notes as you read; Determine importance
- Ask Questions
- Using Text Features (bolding; Glossing Re: Main Ideas)
- Reading Headings and Subheadings
- Reading Pull-Out Boxes, Captions

**Cell Structures & Functions**
- Re-reading difficult or dense text
- Taking notes as you read
- Monitor comprehension
- Visualize
- Reading Headings and Subheadings
- Using Text Features (bolding; “key” symbols)

---

**Planning Instruction for ELLs in Integrated Content Area Classes**

- Background Knowledge to Build
- Academic Vocabulary to Develop
- Forms of Language (Grammar) to Practice
- Text Structure to Support (Discourse Structure)
- Map/Map Skills to Practice

---

**Map/Graph Skills**

Based on Access to Academics: Teaching ELLs in K-12 Content Area Classrooms (Hedges & Whitehurst, 2006; Ernst & Slavit, 2011, Pearson)
Map/Graph Skills

Stock Market Crash
- Timelines (with insets)
- Photographs
- Political buttons
- Political cartoons
- Line Graphs

Cell Structures and Functions
- Photographs
- Magnified Images
- Diagrams (Labeled Diagrams)
- Captions
- Explanations of Figures

Understanding Magnification Scales

Measuring
When you take a picture with a camera, you end up with a photograph. When scientists take a picture of what they see with a microscope, the result is a micrograph.

When you see a micrograph in a book or magazine, how do you know the size of the original object? The secret is to look for a measurement—the micrograph’s magnification. For example, the micrograph below shows bacteria found on a kitchen cutting board. Printed beside the image is x5,000. That’s the magnification. It means that if this micrograph, the bacteria are 5,000 times (the x stands for “times”) their actual size.

Practice the Skill
Now that you know the magnification “code,” study the micrographs of the cells pictured at right. Then use what you’ve learned about micro-measuring to answer the questions.
1. What is the magnification of each micrograph?
2. Which cell or type of cell has been magnified the most? The least?
3. Which cell or type of cell is the smallest in real life?

Check It Out
Suppose you have permission to photopy the picture of the Paramecium, and you enlarge it to twice its size. Would the magnification of x110 still be correct? Explain.
Planning Instruction for ELLs in Integrated Content Area Classes

<table>
<thead>
<tr>
<th>Communicative Functions</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Vocabulary to Develop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Language Development to Foster</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicative Functions (Discourse Structure)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Skills and Strategies to Foster</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Map/Graphic Skills to Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicative Functions Expected (Bilingual Progression: with Differentiation for ELLs of Varied Proficiency Levels)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Major Communicative Functions**

**Which for Entering? Emerging? Transitioning?**

**ENL Specialists**

**Stock Market Crash**
- State, tell, retell
- Describe
- Sequence events
- Explain causes and effects
- Explain the relationship between the stock market crash, bank failures and unemployment

**Cell Structures and Functions**
- Describe the function of....
- Describe the role of....
- Name functions of....
- Compare a cell to a factory
- Compare an animal cell to a plant cell
- Define.....
- Identify/Label
Communicative Functions (Bilingual Progressions) and Differentiating Instruction in your Integrated ENL Classroom

ENL Progressions
Differentiated Instruction

Amount, Complexity of Language Produced
Amount of Scaffolding Needed

Entering  Emerging  Transitioning  Expanding  Commanding
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

Communicative Functions

- Targets of Measurement
- NYSESLAT

Performance Level Descriptions

- NYSESLAT

Proficiency Levels

- Language Output Expectations; Control
### Dimensions of Performance:

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

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

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

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

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

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

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

**READ**

**LISTEN**

**VIEW**

**Receptive**

**Expressive**

#### Listening (P. 12)

<table>
<thead>
<tr>
<th>Proficiency Levels</th>
<th>Language Expectations</th>
<th>Vocabulary Targets</th>
<th>Type of Support Availability</th>
<th>Teaching Arrangements</th>
<th>Level of Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering (New ToM's don't apply)</td>
<td>Identify 10 words, phrases</td>
<td>Describe the literal meaning of some Tier 1 words and their impact</td>
<td>Read Aloud</td>
<td>Read-Aloud, Teacher-led groups</td>
<td>Minimal Support</td>
</tr>
<tr>
<td>Emerging</td>
<td>Identify 10 new words and sentences</td>
<td>Describe the literal meaning of some Tier 1 words and their impact</td>
<td>Read Aloud</td>
<td>Read-Aloud, Teacher-led groups</td>
<td>Moderate Support</td>
</tr>
<tr>
<td>Transitioning</td>
<td>Identify new words and sentences and a few expanded or complex sentences (first...)</td>
<td>Describe some of the literal and figurative meanings of Tier 1 and Tier 2 words and their impact</td>
<td>Read-Aloud, Partnerships</td>
<td>Teacher-led groups</td>
<td>Limited Support</td>
</tr>
<tr>
<td>Expanding</td>
<td>Identify new words and some expanded or complex sentences (first...)</td>
<td>Describe most of the literal and some of the figurative or connotative meanings of Tier 1 and Tier 2 words and their impact</td>
<td>Whole group</td>
<td>Whole class, after teacher modeling</td>
<td>Largely Independent</td>
</tr>
<tr>
<td>Commanding</td>
<td>Identify a variety of simple, expanded and complex sentences (first...)</td>
<td>Describe or complete a variety of literal and figurative or connotative meanings of Tier 1 and Tier 2 words and their impact</td>
<td>Whole group</td>
<td>Whole class, individually</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*
### How do vocabulary targets change for **Reading**?

<table>
<thead>
<tr>
<th>Proficiency Level</th>
<th>Language Characteristics</th>
<th>Vocabulary Targets</th>
<th>Type of Support Available</th>
<th>Teaching Strategies</th>
<th>Level of Support</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Entering</strong></td>
<td>Few words 1-sentence phrases</td>
<td>Inference the literal meaning of some Tier 1 words and their impact on text</td>
<td>Read aloud</td>
<td>Teacher-led groups</td>
<td>Minimal support</td>
</tr>
<tr>
<td><strong>Emerging</strong></td>
<td>More words 2-sentence phrases</td>
<td>Inference the literal meaning of some Tier 1 and Tier 2 words and their impact on text</td>
<td>Read aloud</td>
<td>Teacher-led groups</td>
<td>Minimal support</td>
</tr>
<tr>
<td><strong>Transitional</strong></td>
<td>More expanded or complex sentence(s)</td>
<td>Inference the literal meaning of some Tier 1 and Tier 2 words and phrases and their impact on text</td>
<td>Organize main ideas and support details about teacher modeling with a glossary in new language</td>
<td>Teacher-led, partnerships, small group</td>
<td>Moderate support</td>
</tr>
<tr>
<td><strong>Expanding</strong></td>
<td>More expanded or complex sentence(s)</td>
<td>Inference the literal meaning of some Tier 1 and Tier 2 words and phrases and their impact on text</td>
<td>Organize main ideas and support details about teacher modeling with a glossary in new language</td>
<td>Teacher-led, partnerships, small group</td>
<td>Independent</td>
</tr>
<tr>
<td><strong>Commanding</strong></td>
<td>A variety of expanded or complex sentence(s)</td>
<td>Inference the literal meaning of some Tier 1 and Tier 2 words and phrases and their impact on text</td>
<td>Organize main ideas and support details about teacher modeling with a glossary in new language</td>
<td>Teacher-led, partnerships, small group</td>
<td>Independent</td>
</tr>
</tbody>
</table>

* Shaded column come from the Fragments. Read from the Performance Level Descriptions and Targets of Measurement.

### How do the scaffolds and supports change for **Speaking**?

<table>
<thead>
<tr>
<th>Proficiency Level</th>
<th>Language Characteristics</th>
<th>Vocabulary Targets</th>
<th>Type of Support Available</th>
<th>Teaching Strategies</th>
<th>Level of Support</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Entering</strong></td>
<td>Few words 1-sentence phrases</td>
<td>Response may contain errors that totally obscure meaning</td>
<td>Support Tier 1 words and phrases in chunks</td>
<td>Teacher-led groups</td>
<td>Minimal support</td>
</tr>
<tr>
<td><strong>Emerging</strong></td>
<td>More words 2-sentence phrases</td>
<td>Response may contain errors in words and structure that partially obscure meaning</td>
<td>Support Tier 1 words and phrases in chunks</td>
<td>Teacher-led groups</td>
<td>Moderate support</td>
</tr>
<tr>
<td><strong>Transitional</strong></td>
<td>More words 3-sentence phrases</td>
<td>Response may contain errors in words and structure that partially obscure meaning</td>
<td>Support Tier 1 words and phrases in chunks</td>
<td>Teacher-led groups</td>
<td>Independent</td>
</tr>
<tr>
<td><strong>Expanding</strong></td>
<td>More words 4-sentence phrases</td>
<td>Response may contain errors in words and structure that partially obscure meaning</td>
<td>Support Tier 1 words and phrases in chunks</td>
<td>Teacher-led groups</td>
<td>Independent</td>
</tr>
<tr>
<td><strong>Commanding</strong></td>
<td>More words 5-sentence phrases</td>
<td>Response may contain errors in words and structure that partially obscure meaning</td>
<td>Support Tier 1 words and phrases in chunks</td>
<td>Teacher-led groups</td>
<td>Independent</td>
</tr>
</tbody>
</table>

* Shaded column come from the Fragments. Read from the Performance Level Descriptions and Targets of Measurement.
### Writing [9-12]

<table>
<thead>
<tr>
<th>Proficiency Levels</th>
<th>Language Expectations</th>
<th>Error Expectations</th>
<th>Organization</th>
<th>Vocabulary Target</th>
<th>Type of Support/ Scaffold</th>
<th>Teaching Arrangements</th>
<th>Level of Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering</td>
<td>High nouns, short phrases, predictable sentence structures</td>
<td>Writing includes occasional errors, errors do not obscure meaning</td>
<td>Writing includes limited orientation, logically organized ideas and closure, partial development</td>
<td>Writing includes formal, organized or connected ideas and closure</td>
<td>Substantial</td>
<td>Partnerships,Whole class</td>
<td>Independent</td>
</tr>
<tr>
<td>Emerging</td>
<td>More phrases, simple sentences</td>
<td>Writing includes occasional errors, errors may obscure meaning</td>
<td>Writing includes limited orientation, logically organized ideas and closure, limited development</td>
<td>Writing includes formal, organized or connected ideas and closure</td>
<td>Limited</td>
<td>Partnerships,Small group</td>
<td>Independent</td>
</tr>
<tr>
<td>Transitioning</td>
<td>More complex sentences and a few expanded or complex sentences</td>
<td>Writing includes occasional errors, errors do not obscure meaning</td>
<td>Writing includes formal, logically organized ideas and closure, partial development</td>
<td>Writing includes formal, logically organized ideas and closure</td>
<td>Moderate</td>
<td>Partnerships,Small group</td>
<td>Independent</td>
</tr>
<tr>
<td>Expanding</td>
<td>Few complex or some expanded sentences</td>
<td>Writing includes occasional errors, errors do not obscure meaning</td>
<td>Writing includes partial orientation, logically organized ideas and closure, partial development</td>
<td>Writing includes formal, logically organized ideas and closure</td>
<td>Limited</td>
<td>Partnerships,Small group</td>
<td>Independent</td>
</tr>
<tr>
<td>Commanding</td>
<td>A variety of simple, expanded and complex sentences</td>
<td>Writing includes occasional errors, errors do not obscure meaning</td>
<td>Writing includes partial orientation, logically organized ideas and closure, limited development</td>
<td>Writing includes formal, logically organized ideas and closure</td>
<td>Independent</td>
<td>Partnerships,Small group</td>
<td>Independent</td>
</tr>
</tbody>
</table>

**Have Same Charts for Grades 5-6**

Nancy Cloud, Ed.D., 2016, Nancycloud2@gmail.com

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### What Did You Notice:

**Planning for a Multi-Level Class**

**Differentiated Assignment/Assessment Template**

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Fully English Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language-Based Expectations:</td>
<td>Language-Based Expectations:</td>
<td>Language-Based Expectations:</td>
<td>Language-Based Expectations:</td>
<td>Language-Based Expectations:</td>
<td>Language-Based Expectations:</td>
</tr>
<tr>
<td>Scaffolding and Support:</td>
<td>Scaffolding and Support:</td>
<td>Scaffolding and Support:</td>
<td>Scaffolding and Support:</td>
<td>Scaffolding and Support:</td>
<td>Scaffolding and Support:</td>
</tr>
<tr>
<td>Standard-Based Context or Topic (from the curriculum):</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Scaffolding

**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 (realia)</td>
<td>- Charts</td>
<td>- In pairs or partners</td>
</tr>
<tr>
<td>- Manipulatives</td>
<td>- Graphic organizers</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 (L.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>

+ Tie Instruction to City and State Standards