New Teacher Workshop
October 1, 2018
Grades 6-12

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

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
- Advancing Student Reading Comprehension and Writing Abilities: Working on Language Complexity
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
2018

www.the6principles.org

Illustrated with K-12 classroom practices, sample techniques, vignettes, charts and other graphics, and resource lists
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

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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

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P1: KNOW YOUR LEARNERS

P2: Create conditions for language learning

P3: Design high-quality language lessons

P4: Adapt lesson delivery as needed

P5: Monitor and assess language development

P6: Engage and collaborate within a community of practice
• 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.
**Principle 1: Know Your Learners**

**Principle 2: Create Conditions for Language Learning**

**Principle 3: Design High-Quality Lessons for Language Development**

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PRINCIPLE 1

KNOW YOUR LEARNERS
## 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>Life goals</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 Progressions

Differentiated Instruction

- Entering
- Emerging
- Transitioning
- Expanding
- Commanding

Amount, Complexity of Language Produced
Amount of Scaffolding Needed
Student Proficiency Levels Vary Across L, S, R, W: Understand Students’ Profiles

Receptive

Expressive
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

Targets of Measurement

NYSESLAT

Communicative Functions

Performance Level Descriptions

NYSESLAT

Proficiency Levels

Scaffolds; Supports; Grouping Arrangements

Language Output Expectations; Control

New Language Progressions

Dimensions of Performance:

- **Communicative task**—What the student is asked to do/performace 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, L1, pre-taught, pre-identified words and phrases)

- **Teaching Arrangements**: read alouds, partnerships, teacher-led small groups,

- **Vocabulary**—the amount of and specificity of words or phrases expected; Tier 1, 2 (3) words
COMMUNICATIVE TASK
ACCURACY /CONTROL
LANGUAGE COMPLEXITY
VOCABULARY FOCUS
GROUPING SUPPORT
SCAFFOLDING—L1 AMOUNT/TYPE
### 2016 LISTENING Performance Level Descriptions – Grades 9–12

<table>
<thead>
<tr>
<th>GENERAL CLAIM 1</th>
<th>Entering</th>
<th>Emerging</th>
<th>Transitioning</th>
<th>Expanding</th>
<th>Commanding</th>
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</thead>
<tbody>
<tr>
<td>Students can determine information in grade-level spoken discourse.</td>
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<tr>
<td><strong>Anchor 1</strong></td>
<td>Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in grade-level spoken discourse.</td>
<td>Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in grade-level spoken discourse.</td>
<td>Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in grade-level spoken discourse.</td>
<td>Student can identify most simple or some expanded or complex sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in grade-level spoken discourse.</td>
<td>Student can identify a variety of simple, expanded, or complex sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in grade-level spoken discourse.</td>
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<tr>
<td><strong>Target of Measurement 1</strong></td>
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<tr>
<td>Students can identify words, phrases, or sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in grade-level spoken discourse.</td>
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<tr>
<td><strong>Anchor 2</strong></td>
<td>Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine grade-level spoken discourse.</td>
<td>Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine grade-level spoken discourse.</td>
<td>Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine grade-level spoken discourse.</td>
<td>Student can identify most simple or some expanded or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine grade-level spoken discourse.</td>
<td>Student can identify a variety of simple, expanded, or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine grade-level spoken discourse.</td>
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<tr>
<td><strong>Target of Measurement 2</strong></td>
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<td>Students can identify words, phrases, or sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine grade-level spoken discourse.</td>
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<tr>
<td><strong>Anchor 3</strong></td>
<td>Student may determine the literal meaning of some Tier 1 words and their impact in grade-level spoken discourse.</td>
<td>Student can determine the literal meaning of some Tier 1 and a few Tier 2 words and their impact in grade-level spoken discourse.</td>
<td>Student can determine most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words, including the cumulative meaning of words and phrases, and their impact in grade-level spoken discourse.</td>
<td>Student can determine most of the literal and some of the figurative or connotative meanings of Tier 1 and Tier 2 words, including the cumulative meaning of words and phrases, and their impact in grade-level spoken discourse.</td>
<td>Student can determine most of the literal and figurative, or connotative meanings of Tier 1 and Tier 2 words, including the cumulative meaning of words and phrases, and their impact in grade-level spoken discourse.</td>
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<td><strong>Target of Measurement 3</strong></td>
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<tr>
<td>Students can determine the literal, figurative, or connotative meaning of Tier 1 and Tier 2 vocabulary, including the cumulative meaning of words and phrases, and their impact in grade-level spoken discourse.</td>
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02/09/2015; rev. 09/30/15
### NEW LANGUAGE ARTS PROGRESSIONS (ESL/New Language)

<table>
<thead>
<tr>
<th>Common Core Anchor Standard (SL.3):</th>
<th>Common Core Grade 9–10 Standard (SL.9–10.3):</th>
<th>Main Academic Demand</th>
<th>Grade Level Academic Demand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate a speaker’s point of view, reasoning and use of evidence and rhetoric.</td>
<td>Evaluate a speaker’s point of view, reasoning and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</td>
<td>Evaluate a Speaker’s Point of View</td>
<td>Evaluate a Speaker’s Point of View, Evidence and Rhetoric Identify Distorted Evidence</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5 Levels of Language Development</th>
<th>Entering (Beginner)</th>
<th>Emerging (Low Intermediate)</th>
<th>Transitioning (High Intermediate)</th>
<th>Expanding (Advanced)</th>
<th>Commanding (Proficient)</th>
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</thead>
<tbody>
<tr>
<td>RECEPTIVE</td>
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<tr>
<td>Oracy and Literacy Links</td>
<td>Listening-Centered Activity: Organize pretaught words and phrases on a T-chart that compares and contrasts sound reasoning and evidence with fallacious reasoning and distorted evidence, to evaluate a speaker’s point of view, as an audio recording is played in partnership and/or teacher-led small groups.</td>
<td>Listening-Centered Activity: Organize preidentified words and phrases on a T-chart that compares and contrasts sound reasoning and evidence with fallacious reasoning and distorted evidence, to evaluate a speaker’s point of view, as an audio recording is played in partnership and/or small group settings.</td>
<td>Listening-Centered Activity: Organize phrases and sentences on a partially completed T-chart that compares and contrasts sound reasoning and evidence with fallacious reasoning and distorted evidence, to evaluate a speaker’s point of view, as an audio recording is played in partnership, small group and/or whole class settings.</td>
<td>Listening-Centered Activity: Organize information on a T-chart that compares and contrasts sound reasoning and evidence with fallacious reasoning and distorted evidence, to evaluate a speaker’s point of view, as an audio recording is played in partnership, small group and/or whole class settings.</td>
<td>Listening-Centered Activity: Organize information when taking notes independently, to compare and contrast sound reasoning and evidence with fallacious reasoning and distorted evidence, to evaluate a speaker’s point of view, as an audio recording is played in partnership, small group and/or whole class settings.</td>
</tr>
<tr>
<td></td>
<td>Reading-Centered Activity: Organize pretaught words and phrases on a T-chart that identifies the speaker’s main idea(s), sound reasoning and evidence, to identify and evaluate evidence used by the speaker, when reading a speech or position paper in the new and/or the home language.</td>
<td>Reading-Centered Activity: Organize preidentified words and phrases on a T-chart that identifies the speaker’s main idea(s), sound reasoning and evidence, to identify and evaluate evidence used by the speaker, when reading a speech or position paper in the new and/or the home language.</td>
<td>Reading-Centered Activity: Organize phrases and sentences on a partially completed T-chart that identifies the speaker’s main idea(s), sound reasoning and evidence, to identify and evaluate evidence used by the speaker, when reading a speech or position paper in the new and, occasionally, in the home language.</td>
<td>Reading-Centered Activity: Organize information on a T-chart that identifies the speaker’s main idea(s), sound reasoning and evidence, to identify and evaluate evidence used by the speaker, when reading a speech or position paper in the new language.</td>
<td>Reading-Centered Activity: Organize information in a note-taking guide, independently, to identify and evaluate the speaker’s main idea(s), sound reasoning and evidence used, when reading a speech or position paper in the new language.</td>
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</tbody>
</table>
## Targets of Measurement: Writing

<table>
<thead>
<tr>
<th>Claim</th>
<th>Anchor</th>
<th>Target of Measurement</th>
<th>Language Purpose/Function/Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GENERAL CLAIM 1</strong>&lt;br&gt;Students can structure thoughts and ideas in writing.</td>
<td><strong>ANCHOR 1</strong>&lt;br&gt;Students can create and structure a written text.</td>
<td><strong>TOM.W.9–12.1</strong>&lt;br&gt;Students can use grade-appropriate language to orient the reader, logically organize and connect ideas, and provide closure in a written text.</td>
<td>produce:&lt;br&gt;a clear introduction or orientation ideas presented and connected in an organized manner concluding words or phrases</td>
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<td></td>
<td><strong>ANCHOR 2</strong>&lt;br&gt;Students can adapt vocabulary appropriately when writing.</td>
<td><strong>TOM.W.9–12.2</strong>&lt;br&gt;Students can use grade-appropriate words and phrases, including grade-level Tier 2 and Tier 3 words, to precisely describe detailed ideas and facts in a written text.</td>
<td>provide or describe:&lt;br&gt;an individual, an event, a place, or an idea precisely precise, relevant details precise, relevant facts, claims, or evidence grade-level Tier 2 and Tier 3 words to explain ideas, claims, or evidence</td>
</tr>
<tr>
<td><strong>GENERAL CLAIM 2</strong>&lt;br&gt;Students can write about literary and informational texts and topics.</td>
<td><strong>ANCHOR 3</strong>&lt;br&gt;Students can create a narrative written text.</td>
<td><strong>TOM.W.9–12.3</strong>&lt;br&gt;Students can use grade-appropriate language to provide or refer to multiple characters, well-chosen details, sequenced events, and closure to develop a narrative text.</td>
<td>establish or develop:&lt;br&gt;narrative elements (a narrator, characters, setting, events, situation) well-chosen descriptive details to create precise images a well-sequence, cohesive narrative closure to a narrative</td>
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<tr>
<td></td>
<td><strong>ANCHOR 4</strong>&lt;br&gt;Students can create an informational written text.</td>
<td><strong>TOM.W.9–12.4</strong>&lt;br&gt;Students can use grade-appropriate language to provide precise, well-chosen, cohesive claims and evidence; a variety of support; and closure to develop an informational text.</td>
<td>produce or develop:&lt;br&gt;a topic with claims and evidence well-chosen evidence (facts and details) to support a claim or an opinion logical transitions and connections between ideas to create cohesion closure to a topic</td>
</tr>
</tbody>
</table>
### Listening (9-12)

**Communicative Function:** identify, determine, evaluate, integrate...narrative elements, key details, characteristics, facts, descriptors, claims, evidence, examples, opinions, reasons, sequence of events, problem/solution; cause/effect, argument and support, theme or message; provide information; determine development of ideas (not Entering)

<table>
<thead>
<tr>
<th>Proficiency Levels</th>
<th>Language Expectations</th>
<th>Vocabularily Focus</th>
<th>Type of Support scaffolds</th>
<th>Teaching Arrangements</th>
<th>Level of Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering</td>
<td>Identify a few words</td>
<td>That...</td>
<td>Organize pre-taught</td>
<td>Read aloud</td>
<td>Substantial</td>
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<tr>
<td></td>
<td>Short phrases</td>
<td></td>
<td>words in a main idea</td>
<td>Partnerships</td>
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<td></td>
<td>Predictable sentences</td>
<td></td>
<td>web</td>
<td>Teacher-led groups</td>
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<td></td>
<td>(that...)</td>
<td></td>
<td>In new or home language</td>
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<tr>
<td>Emerging</td>
<td>Identify some words,</td>
<td>Determine the</td>
<td>Organize pre-identified</td>
<td>Read Aloud</td>
<td>Moderate</td>
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<td>phrases, simple</td>
<td>meaning of some</td>
<td>words in main idea</td>
<td>Partnerships</td>
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<td>Tier 1 and a few</td>
<td>web</td>
<td>Teacher-led groups</td>
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<tr>
<td></td>
<td>Tier 2 words and</td>
<td>Tier 2 words and</td>
<td>In new or home</td>
<td>Whole class</td>
<td>Limited Support</td>
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<td></td>
<td>their impact</td>
<td>phrases and their</td>
<td>language</td>
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<td>impact</td>
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<td>Determine most of</td>
<td>Organize phrases and</td>
<td>Read Aloud</td>
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<td>the literal and</td>
<td>sentences on partially</td>
<td>Partnerships</td>
<td>Independent</td>
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<td>sentences and a few</td>
<td>a few of the</td>
<td>completed main idea</td>
<td>Teacher-led groups</td>
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<td>Tier 1 and Tier 2</td>
<td>figurative or</td>
<td>web</td>
<td>Whole class</td>
<td>Limited Support</td>
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<td>words and phrases</td>
<td>connotative</td>
<td>In new or home language</td>
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<td></td>
<td>and their impact</td>
<td>meanings of Tier 1</td>
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<td>and Tier 2 words</td>
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<td>their impact</td>
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<tr>
<td>Expanding</td>
<td>Identify most simple</td>
<td>Determine most of</td>
<td>Complete a main idea</td>
<td>Small group</td>
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<td>or some expanded</td>
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<td>web</td>
<td>Whole class</td>
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<td>In new language</td>
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<td>connotative</td>
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<td>their impact</td>
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<td>Commanding</td>
<td>Identify a variety</td>
<td>Determine most of</td>
<td>Create or complete a</td>
<td>Small group</td>
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<td>main idea web</td>
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<td>and complex</td>
<td>some of the</td>
<td>In new language</td>
<td>Individual</td>
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<td>their impact</td>
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</tbody>
</table>

* Shaded columns come from the Progressions; Rest from the Performance Level Descriptors.
### How do language expectations change for **Listening**?

<table>
<thead>
<tr>
<th>Proficiency Levels</th>
<th>Language Expectations</th>
<th>Vocabulary Targets</th>
<th>Type of Support Scaffolds</th>
<th>Teaching Arrangements</th>
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<td><strong>Entering</strong></td>
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<td>Organize pre-taught words</td>
<td>Read aloud Partnerships</td>
<td>Substantial support</td>
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<td>Short phrases</td>
<td>meaning of some Tier</td>
<td>in a main idea web</td>
<td>Teacher-led groups</td>
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<tr>
<td><strong>Emerging</strong></td>
<td>Identify some words,</td>
<td>Determine the literal</td>
<td>Organize pre-identified</td>
<td>Read Aloud Partnerships</td>
<td>Moderate Support</td>
</tr>
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<td>phrases</td>
<td>meaning of some Tier</td>
<td>words in main idea web</td>
<td>Teacher-led groups</td>
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<tr>
<td></td>
<td>Few simple sentences</td>
<td>and a few Tier 2</td>
<td>In new or home language</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(that...)</td>
<td>words and their</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Transitioning</strong></td>
<td>Identify most phrases,</td>
<td>Determine most of the</td>
<td>Organize phrases and</td>
<td>Read Aloud Partnerships</td>
<td>Limited Support</td>
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<td>literal and a few of</td>
<td>sentences on partially</td>
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<td></td>
<td>a few expanded or</td>
<td>the figurative or</td>
<td>completed main idea web</td>
<td>Whole class</td>
<td></td>
</tr>
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<td>complex sentences</td>
<td>connotative meanings</td>
<td>In new or home language</td>
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<td></td>
<td>(that...)</td>
<td>of Tier 1 and Tier 2</td>
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<td>words and phrases and</td>
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<td></td>
<td>their impact</td>
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<tr>
<td><strong>Expanding</strong></td>
<td>Identify most simple</td>
<td>Determine most of the</td>
<td>Complete a main idea web</td>
<td>Small group Whole class</td>
<td>Largely Independent</td>
</tr>
<tr>
<td></td>
<td>or some expanded</td>
<td>literal and some of</td>
<td>In new language</td>
<td>After teacher modeling</td>
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<td>the figurative or</td>
<td></td>
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<td>(that...)</td>
<td>connotative meanings</td>
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<td>of Tier 1 and 2</td>
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<td></td>
<td></td>
<td>words and phrases an</td>
<td></td>
<td></td>
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<tr>
<td><strong>Commanding</strong></td>
<td>Identify a variety of</td>
<td>Determine most of the</td>
<td>Create or complete a</td>
<td>Small group Whole class</td>
<td>No Support Needed</td>
</tr>
<tr>
<td></td>
<td>simple, expanded and</td>
<td>literal, figurative</td>
<td>main idea web</td>
<td>Individual</td>
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</tr>
<tr>
<td></td>
<td>complex sentences</td>
<td>or connotative meanings</td>
<td>In new language</td>
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<td>(that...)</td>
<td>of Tier 1 and 2</td>
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<td></td>
<td>words and phrases and</td>
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</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 Levels</th>
<th>Language Expectations</th>
<th>Vocabulary Targets</th>
<th>Type of Support Scaffolds</th>
<th>Teaching Arrangements</th>
<th>Level of Support</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Entering</strong></td>
<td>A few words&lt;br&gt;Short phrases&lt;br&gt;Predictable sentences that indicate, signal, refer to information, a claim, evidence, a message, theme, sequence, connections, relationships among ideas, conclusions, cause-effect, problem-solution, opinion-reasons; development of ideas (not Entering)</td>
<td>Determine the literal meaning of some Tier 1 words and their impact in text</td>
<td>Organize pre-taught words in a main idea web, graphic organizer in new or home language</td>
<td>Read aloud&lt;br&gt;Partnerships&lt;br&gt;Teacher-led groups</td>
<td>Substantial Support</td>
</tr>
<tr>
<td>Anchor 4 and 5 don’t apply to Entering involve text structures</td>
<td>Some words, phrases&lt;br&gt;Few simple sentences that...</td>
<td>Determine the literal meaning of some Tier 1 and a few Tier 2 words and their impact in text</td>
<td>Organize pre-identified words in main idea web, graphic organizer in new or home language</td>
<td>Read Aloud&lt;br&gt;Partnerships&lt;br&gt;Small groups</td>
<td>Moderate Support</td>
</tr>
<tr>
<td><strong>Transitioning</strong></td>
<td>Most phrases, simple sentences and a few expanded or complex sentences that...</td>
<td>Determine most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words and phrases and their impact in text; use context clues &amp; textual information to determine meaning</td>
<td>Organize phrases and sentences on partially completed main idea web, graphic organizer in new or home language</td>
<td>Read Aloud&lt;br&gt;Partnerships&lt;br&gt;Small groups&lt;br&gt;Whole class</td>
<td>Limited Support</td>
</tr>
<tr>
<td><strong>Expanding</strong></td>
<td>Most simple or some expanded or complex sentences that...</td>
<td>Determine most of the literal and some of the figurative or connotative meanings of Tier 1 &amp; 2 words and phrases and their impact in text; use imagery to find meaning</td>
<td>Organize main idea and supportive details after teacher modeling; with a glossary in new language</td>
<td>Partnership&lt;br&gt;Small group&lt;br&gt;Whole Class</td>
<td>Largely Independent</td>
</tr>
<tr>
<td><strong>Commanding</strong></td>
<td>A variety of simple, expanded and complex sentences that...</td>
<td>Determine most of the literal, figurative or connotative meanings of Tier 1 &amp; 2 words and phrases and their impact in text</td>
<td>Organize information on a note taking guide in new language</td>
<td>Partnership&lt;br&gt;Small Group&lt;br&gt;Whole Class&lt;br&gt;Individually</td>
<td>No Support Needed</td>
</tr>
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</table>

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**How much text can students read in their new language?**

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<th>Type of Support Scaffolds</th>
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<th>Level of Support</th>
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<tr>
<td><strong>Entering</strong></td>
<td>A few words</td>
<td>Determine the literal</td>
<td>Organize pre-taught</td>
<td>Read aloud</td>
<td>Substantial support</td>
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<td>meaning of some Tier 1</td>
<td>words in a main idea</td>
<td>Partnerships</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Predictable sentences</td>
<td>and their impact in text</td>
<td>web; graphic organizer</td>
<td>Teacher-led groups</td>
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<td></td>
<td>that indicate, signal,</td>
<td></td>
<td>In new or home language</td>
<td></td>
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<td></td>
<td>refer to information,</td>
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<tr>
<td></td>
<td>a claim, evidence, a</td>
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<td>message, theme, etc.</td>
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<tr>
<td><strong>Emerging</strong></td>
<td>Some words, phrases</td>
<td>Determine the literal</td>
<td>Organize pre-identified</td>
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<td>Moderate Support</td>
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<td>Few simple sentences</td>
<td>meaning of some Tier 1</td>
<td>words in main idea</td>
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<td>that...</td>
<td>and a few Tier 2 words</td>
<td>web; graphic organizer</td>
<td>Small groups</td>
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<td></td>
<td>and their impact in text</td>
<td>In new or home language</td>
<td></td>
<td></td>
</tr>
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<td><strong>Transitioning</strong></td>
<td>Most phrases, simple</td>
<td>Determine most of the</td>
<td>Organize phrases and</td>
<td>Read Aloud</td>
<td>Limited Support</td>
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<td>sentences and a few</td>
<td>literal and a few of the</td>
<td>sentences on partially</td>
<td>Partnerships</td>
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<tr>
<td></td>
<td>expanded or complex</td>
<td>figurative or</td>
<td>completed main idea</td>
<td>Small groups</td>
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<td>sentences that...</td>
<td>connotative meanings</td>
<td>web; graphic organizer</td>
<td>Whole class</td>
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<td>of Tier 1 and Tier 2</td>
<td>In new or home language</td>
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<td>words and phrases and</td>
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<td>information to determine meaning</td>
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<td>Organize main idea</td>
<td>Partnership</td>
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<td>literal and some of the</td>
<td>and supportive details</td>
<td>Small group</td>
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<td>sentences that...</td>
<td>figurative or</td>
<td>after teacher modeling;</td>
<td>Whole Class</td>
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<td>connotative meanings</td>
<td>with a glossary</td>
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<td></td>
<td>of Tier 1 &amp; 2 words and phrases and their impact in text; use imagery to find meaning</td>
<td>In new language</td>
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<td>Organize information</td>
<td>Partnership</td>
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<td>literal, figurative or</td>
<td>on a note taking guide</td>
<td>Small Group</td>
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<td>sentences that...</td>
<td>connotative meanings</td>
<td>In new language</td>
<td>Whole Class</td>
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<td>Individually</td>
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* Shaded columns come from the Progressions; Rest from the Performance Level Descriptions and Targets of Measurement.*
### 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 (L1)</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>
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</tbody>
</table>
**Speaking (9-12)**

**Communicative Function:** contributes to a conversation, conveys relevant details, asks questions, clarifies information, provides details, facts, describes phenomena, contributes to a conversation/discussion, paraphrases information, retells or narrates a story or a process in sequence, presents main points in a coherent manner, expresses an opinion or claim supported by reasons, conveys reliability of information or evidence presented, justifies response, analyzes a topic or evaluates evidence.

<table>
<thead>
<tr>
<th>Proficiency Levels</th>
<th>Language Expectations</th>
<th>Errors</th>
<th>Vocabulary Targets</th>
<th>Type of Support Scaffolds</th>
<th>Type of Support</th>
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<tbody>
<tr>
<td><strong>Entering</strong> Some ToMs not applicable</td>
<td>Uses a few words Short phrases Predictable sentences</td>
<td>Response may contain errors that totally obscure meaning</td>
<td>Use common Tier 1 and grade level Tier 2 words and short phrases</td>
<td>Use sentence starters with or without graphics; New and home language</td>
<td>Limited Support</td>
</tr>
<tr>
<td><strong>Emerging</strong></td>
<td>Uses phrases and simple sentences</td>
<td>Response may contain errors in words and structure that mostly obscure meaning</td>
<td>Use words and short phrases including common grade level Tier 2 words; Describe ideas and facts</td>
<td>Use word bank; graphics New and home language</td>
<td>Limited Support</td>
</tr>
<tr>
<td><strong>Transitioning</strong></td>
<td>Uses simple sentences and expanded sentences</td>
<td>Response may contain errors in words and structure that partially obscure meaning</td>
<td>Use words and phrases including a few grade level Tier 2 &amp; 3 words; Describe detailed ideas and facts</td>
<td>Partnerships Small groups Whole class</td>
<td>Limited Support</td>
</tr>
<tr>
<td><strong>Expanding</strong></td>
<td>Uses simple, expanded or complex sentences</td>
<td>Response may contain some errors in words and structure that minimally obscure meaning</td>
<td>Use words and phrases including some grade level Tier 2 &amp; 3 words; Describe detailed ideas and facts</td>
<td>Use previously completed graphic organizer, T chart New language</td>
<td>Largely Independent</td>
</tr>
<tr>
<td><strong>Commanding</strong></td>
<td>Uses a variety of simple, expanded and complex sentences and fluid language</td>
<td>Response contains few or no errors in word choice and structure that obscure meaning</td>
<td>Use words and phrases including grade level Tier 2 and 3 words; Offer precisely detailed descriptions</td>
<td>Use knowledge of the topic or text independently; New language</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>
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<tr>
<th>Item Level</th>
<th>0</th>
<th>1</th>
<th>2</th>
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<tbody>
<tr>
<td><strong>Emerging</strong></td>
<td>- Responds with “yes,” “no,” or “I don’t know”</td>
<td>- Uses multiple words, short phrases, or sentences to respond</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>- Uses one word to respond</td>
<td>- Partially expresses thoughts and ideas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Does not express a complete thought or idea</td>
<td>- Frequent errors may obscure meaning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Non-response</td>
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</tr>
<tr>
<td></td>
<td>- Unintelligible</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Responds completely in a language other than English</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Transitioning</strong></td>
<td>- Responds with “yes,” “no,” or “I don’t know”</td>
<td>- Uses multiple words to respond</td>
<td>- Uses connected phrases or a simple sentence to respond</td>
</tr>
<tr>
<td></td>
<td>- Uses one word to respond</td>
<td>- Partially expresses thoughts and ideas</td>
<td>- May use multiple sentences</td>
</tr>
<tr>
<td></td>
<td>- Does not express a complete thought or idea</td>
<td>- Frequent errors may obscure meaning</td>
<td>- Expresses complete thoughts and ideas relevant to the topic</td>
</tr>
<tr>
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<td>- Errors may totally obscure meaning</td>
<td></td>
<td>- Occasional errors in words and structures may obscure some meaning</td>
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<td>- Non-response</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>- Unintelligible</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>- Responds completely in a language other than English</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expanding</strong></td>
<td>- Responds with “yes,” “no,” or “I don’t know”</td>
<td>- Uses connected phrases or a simple sentence to respond</td>
<td>- Uses connected simple sentences to respond</td>
</tr>
<tr>
<td></td>
<td>- Uses at most multiple words to respond</td>
<td>- Expresses complete thoughts and ideas relevant to the topic</td>
<td>- May use limited expanded sentences</td>
</tr>
<tr>
<td></td>
<td>- Does not express complete thoughts and ideas</td>
<td>- Occasional errors in words and structures may obscure some meaning</td>
<td>- Expresses connected and complete thoughts and ideas relevant to the topic</td>
</tr>
<tr>
<td></td>
<td>- Frequent errors may obscure meaning</td>
<td></td>
<td>- Infrequent errors in words and structure may obscure some meaning</td>
</tr>
<tr>
<td><strong>Commanding</strong></td>
<td>- Responds with “yes,” “no,” or “I don’t know”</td>
<td>- Uses connected simple sentences to respond</td>
<td>- Uses connected expanded sentences</td>
</tr>
<tr>
<td></td>
<td>- Uses at most connected phrases or a simple sentence to respond</td>
<td>- Expresses connected and complete thoughts and ideas relevant to the topic</td>
<td>- Generates a fluid response using linking words and phrases to sequence complete thoughts and ideas relevant to the topic</td>
</tr>
<tr>
<td></td>
<td>- May express complete thoughts and ideas</td>
<td>- Infrequent errors in words and structure may obscure some meaning</td>
<td>- No errors or infrequent errors that do not obscure meaning</td>
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<tr>
<td></td>
<td>- Occasional or frequent errors in words and structures may obscure meaning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficiency Levels</td>
<td>Language Expectations</td>
<td>Errors</td>
<td>Organization</td>
</tr>
<tr>
<td>--------------------</td>
<td>-----------------------</td>
<td>--------</td>
<td>--------------</td>
</tr>
<tr>
<td>Entering</td>
<td>A few words, short phrases, predictable sentences</td>
<td>Writing includes numerous errors; errors may totally obscure meaning</td>
<td>Writing lacks orientation, organized or connected ideas or closure; lacks development</td>
</tr>
<tr>
<td>Emerging</td>
<td>Some words, phrases, few simple sentences</td>
<td>Writing includes frequent errors; errors may obscure meaning</td>
<td>Writing includes basic orientation, organized or connected ideas or closure; basic development</td>
</tr>
<tr>
<td>Transitioning</td>
<td>Most phrases, simple sentences and a few expanded or complex sentences</td>
<td>Writing includes frequent errors; errors may obscure meaning</td>
<td>Writing includes limited orientation, logically organized or connected ideas, and/or closure; limited development</td>
</tr>
<tr>
<td>Expanding</td>
<td>Most simple or some expanded or complex sentences</td>
<td>Writing includes occasional errors; errors do not obscure meaning</td>
<td>Writing includes partial orientation, logically organized and connected ideas and closure; partial development</td>
</tr>
<tr>
<td>Commanding</td>
<td>A variety of simple, expanded and complex sentences</td>
<td>Writing includes infrequent errors; errors do not obscure meaning</td>
<td>Writing includes sufficient orientation, logically organized and connected ideas and closure</td>
</tr>
</tbody>
</table>

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

Simple Sentences + a few expanded and complex

Frequent errors

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

Transitioning

Simple Sentences + some expanded or complex

Occasional Errors

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

Expanding

A variety of simple, expanded and complex

Infrequent Errors

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

Precise Grade Level Tier 2 + 3 words

Some Grade Level Tier 2 + 3 words

Simple Sentences + a few expanded and complex
**Listening (5-6)**

**Communicative Functions:** identify, signal, refer to, provide, information, meaning of vocabulary, central ideas; details, evidence, conclusions, relationships; describe concepts, points of view, events; develop narrative elements; theme or message; determine development of ideas (not Entering)

<table>
<thead>
<tr>
<th>Proficiency Levels</th>
<th>Language Expectations</th>
<th>Vocabulary Targets</th>
<th>Type of Support Scaffolds</th>
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<tbody>
<tr>
<td><strong>Entering</strong></td>
<td>Identify a few words</td>
<td>Determine the literal</td>
<td>Organize pre-taught words</td>
<td>Partnerships Teacher-led</td>
<td><strong>Substantial support</strong></td>
</tr>
<tr>
<td><em>Some ToMs don’t apply</em></td>
<td>Short phrases or Predictable sentences (that signal important individuals, main ideas, key details, concepts, events, points of view, message; story or topic, description, sequence, relationships, connections, conclusions, and/or evidence)</td>
<td>meaning of some Tier 1 words</td>
<td>and phrases on a table or graphic organizer in new and/or home language</td>
<td>small groups</td>
<td></td>
</tr>
<tr>
<td><strong>Emerging</strong></td>
<td>Identify some words, phrases or a few simple sentences (that...)</td>
<td>Determine the literal meaning of some Tier 1 and a few Tier 2 words</td>
<td>Organize pre-identified words and phrases on a (partially completed) table or graphic organizer; In new and/or home language</td>
<td>Partnerships Teacher-led small groups Small groups</td>
<td><strong>Moderate Support</strong></td>
</tr>
<tr>
<td><strong>Transitioning</strong></td>
<td>Identify most phrases, simple sentences or a few expanded or complex sentences (that...)</td>
<td>Determine most of the literal and a few of the figurative meanings of Tier 1 and Tier 2 words and phrases</td>
<td>Organize phrases and sentences on a (partially completed) table or graphic organizer; In new and occasionally in the home language</td>
<td>Partnerships Small groups Whole class</td>
<td><strong>Limited Support</strong></td>
</tr>
<tr>
<td><strong>Expanding</strong></td>
<td>Identify most simple and some expanded or complex sentences (that...)</td>
<td>Determine most of the literal and some of the figurative or connotative meanings of Tier 1 and 2 words &amp; phrases</td>
<td>Organize sentences/information on a table or graphic organizer In new language</td>
<td>Partnerships Small group Whole class</td>
<td><strong>Largely Independent</strong></td>
</tr>
<tr>
<td><strong>Commanding</strong></td>
<td>Identify a variety of simple, expanded and complex sentences (that...)</td>
<td>Determine most of the literal, figurative or connotative meanings of Tier 1 &amp; 2 words and phrases</td>
<td>Organize information on a self-created table or graphic organizer independently In new language</td>
<td>Partnerships Small group Whole class</td>
<td><strong>No Support Needed</strong></td>
</tr>
</tbody>
</table>

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

<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>1. S/R, L, W</td>
<td>60</td>
<td>62</td>
<td>67</td>
<td>51</td>
<td>235</td>
<td>3</td>
</tr>
<tr>
<td>2. L, R, S/W</td>
<td>56</td>
<td>30</td>
<td>52</td>
<td>30</td>
<td>168</td>
<td>1</td>
</tr>
<tr>
<td>3. R, L, S/W</td>
<td>47</td>
<td>30</td>
<td>53</td>
<td>30</td>
<td>160</td>
<td>1</td>
</tr>
<tr>
<td>4. R, L, S, W</td>
<td>52</td>
<td>46</td>
<td>55</td>
<td>30</td>
<td>183</td>
<td>2</td>
</tr>
<tr>
<td>5. 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>7. S, L, R, W</td>
<td>56</td>
<td>65</td>
<td>53</td>
<td>44</td>
<td>218</td>
<td>2</td>
</tr>
</tbody>
</table>
Where Are The First 4 Students in the Range? Low Mid High ???

<table>
<thead>
<tr>
<th>Grade</th>
<th>Entering Scale Score</th>
<th>Emerging Scale Score</th>
<th>Transitioning Scale Score</th>
<th>Expanding Scale Score</th>
<th>Commanding Scale Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>120–212</td>
<td>213–244</td>
<td>245–263</td>
<td>264–315</td>
<td>316–360</td>
</tr>
<tr>
<td>4</td>
<td>120–181</td>
<td>182–228</td>
<td>229–265</td>
<td>266–310</td>
<td>311–360</td>
</tr>
<tr>
<td>7</td>
<td>120–169</td>
<td>170–212</td>
<td>213–249</td>
<td>250–299</td>
<td>300–360</td>
</tr>
<tr>
<td>9</td>
<td>120–175</td>
<td>176–220</td>
<td>221–262</td>
<td>263–317</td>
<td>318–360</td>
</tr>
<tr>
<td>10</td>
<td>120–175</td>
<td>176–220</td>
<td>221–262</td>
<td>263–317</td>
<td>318–360</td>
</tr>
<tr>
<td>11</td>
<td>120–178</td>
<td>179–220</td>
<td>221–262</td>
<td>263–317</td>
<td>318–360</td>
</tr>
<tr>
<td>12</td>
<td>120–178</td>
<td>179–220</td>
<td>221–262</td>
<td>263–317</td>
<td>318–360</td>
</tr>
</tbody>
</table>
Potential Proficiency Bands*  
For SCALED 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!**
Dear Parent/Guardian of Jane,

We are pleased to provide you this report about Jane’s performance on the New York State English as a Second Language Achievement Test (NYSESLAT) that was administered in the spring of 2016 to all English Language Learners/Multilingual Learners (ELLs/MLLs). The scores from this test provide one way to understand student English language development. However, these scores do not tell the whole story about what Jane knows and can do.

For more information about this test, the New York State standards, and how you can help Jane, go to: www.p12.nysed.gov/biling/bilinged/parent-information/home.html

**Jane’s English Language Proficiency Level is Emerging**

<table>
<thead>
<tr>
<th>Commanding</th>
<th>Expanding</th>
<th>Transitioning</th>
<th>Emerging</th>
<th>Entering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has met the State standard to demonstrate proficiency and is now designated as a Former ELL/MLL entitled to receive two years of ELL/MLL services.</td>
<td>As an ELL/MLL, shows great independence in advancing his or her academic language skills.</td>
<td>As an ELL/MLL, shows some independence in advancing his or her academic language skills.</td>
<td>As an ELL/MLL, has some dependence on supports and structures to advance his or her academic language skills.</td>
<td>As an ELL/MLL, has great dependence on supports and structures to advance his or her academic language skills.</td>
</tr>
</tbody>
</table>

**Jane’s Total Scale Score**

**Percentiles**

*District* 500% *State* 500%

Jane did the same or better than 50% of students in the district who took this test.

Jane did the same or better than 50% of students in the state who took this test.

**English Language Proficiency Areas/Modalities**

**Listening**

Students listen to determine information and develop ideas in grade-level academic discussions

Jane’s Scale Score X

**Speaking**

Students use grade-appropriate language to contribute to discussions about academic texts and topics.

Jane’s Scale Score X

**Reading**

Students read grade-level academic texts to determine information and develop ideas.

Jane’s Scale Score X

**Writing**

Students use grade-appropriate language to structure thoughts and ideas in writing, about literary and informational texts and topics.

Jane’s Scale Score X

These scale scores range from 30-90

As per Information Reporting Services (IRS), outside of NYC, Districts/Schools requesting Scale Scores rather than Raw Scores from their Level 1 Data Provider (RIC/Scanning Center). In NYC the DOE already supplies Scale Score information to schools via various ATS reports including the RLAT.
State Percentile Rank: The State Percentile Rank compares your child’s scale score to the scale scores of the rest of the students in the State at the same grade level who took the NYSESLAT this year.

Overall Proficiency Level: The Overall Proficiency Level indicates the level of performance that your child achieved on the NYSESLAT based on his or her Total Scale Score. The NYSESLAT has five performance levels.

Total Scale Score: The Total Scale Score is determined by the number of points that your child earned on the NYSESLAT. A scale is used so that the test results will mean the same thing year after year even though different students are taking the test with different questions. The higher the number of points your child earned, the higher his or her scale score will be. Scale scores are most meaningful when they are associated with a performance level. The table to the right of the Total Scale Score shows the ranges associated with each performance level for your child’s grade level.

District Percentile Rank: The District Percentile Rank compares your child’s scale score to the scale scores of the rest of the students at the same grade level who took the NYSESLAT this year. Percentile ranks are reported on a scale of 1–99. For example, if your child has an Overall District Percentile Rank of 60, it means that your child’s scale score was the same or higher than that of 60% of all students in the district who took the NYSESLAT. The higher the Overall District Percentile Rank, the better your child did compared to other students in the district.

Modality scores provide additional information about how your child performed. The higher the modality score, the better your child performed on that specific modality. As described above, modality scores are added to create a Total Scale Score.

Scale Score Range: The Scale Score Range for each modality of the 2017 NYSESLAT is 30–90. In other words, all scores on each modality will be a number within this range.

Perf Level (Parent Report)

1. Total Scale Score
2. District Percentile Rank
3. State Percentile Rank
4. Overall Proficiency Level
5. Listening/Speaking/Reading/Writing Scale Scores
6. Scale Score Range

Always Know the levels of your students in listening, speaking, reading and writing.
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!
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”
What issues do you face in getting or using your language proficiency data?
The Main Goals of Stand Alone and Integrated ENL Classes
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 and understanding abbreviations
- 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 all genre of English in culturally appropriate ways
- Give students’ confidence; help them draw on L1 to support production of L2
### Teach Content

- Make sure your students are learning the essential content of the unit
- Help your students acquire the valued dispositions, skills and strategies of the academic discipline
- Address the *Next Generation Grades 6-12 Learning Standards for Literacy in History/Social Studies (Or Science and Technical Subjects or ELA)*

### Teach Language & Develop Literacy

- Teach your students the academic language of each discipline (words, phrasing, grammar, discourse structures)
- Go beyond vocabulary to teach common grammatical structures present in disciplinary material
- Integrate the teaching of reading and writing skills into each content unit
- Give systematic language and literacy practice while teaching content

---

**What Are Your Goals in Integrated ENL?**
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.
Collaboration: Roles of Each Teacher

- Sharing Expertise
- Developing Expertise Together in Co-Planning, Co-Teaching to Meet the Needs of ELLs
What Does The Blueprint Ask of Us?

All teachers are teachers of English Language Learners (ELLs) and need to plan accordingly.

District and school communities leverage the expertise of bilingual, ESL, and Language Other Than English (LOTE) teachers and support personnel while increasing their professional capacities.
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
An Example With Literary and Informational Texts Concerning The Bill of Rights
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)
Use the Academic Vocabulary List! (AVL, Gardner)

Choosing **Academic Vocabulary** that appears frequently in academic texts
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>study</td>
<td>137208 study (n) 137208 study (v) 18872 studied (j) 215 studiously (r) 58 studious (j) 41 studying (n) Edu 20</td>
</tr>
<tr>
<td>2</td>
<td>develop</td>
<td>128974 development (n) 63590 develop (v) 52543 developing (j) 9039 developmental (j) Edu 5716 developed (j) 3813 developer (n) 2526 developmentally (r) Edu 573 underdeveloped (j) 376 undeveloped (j) 283 underdevelopment (n) His 214 redevelopment (n) 144 redevelop (v) 48 developing (n) Law 18</td>
</tr>
<tr>
<td>3</td>
<td>group</td>
<td>125012 group (n) 122011 grouping (n) Edu 1744 subgroup (n) 1603 group (v) 1398 intergroup (j) Soc 559 regroup (v) His 172 grouped (j) Edu 34 regrouping (n) Edu 20</td>
</tr>
<tr>
<td>4</td>
<td>system</td>
<td>116141 system (n) 116176 systematic (j) 4400 systematically (r) 1815 subsystem (n) Sci 796 unsystematic (j) 196</td>
</tr>
<tr>
<td>5</td>
<td>relate</td>
<td>114267 relationship (n) 30744 relate (v) 28592 relation (n) 23869 related (j) 6944 relational (j) 1448 unrelated (j) 1388 interrelated (j) 731 interrelationship (n) 364 relatedness (n) 434 interrelation (n) Hum 191</td>
</tr>
<tr>
<td>6</td>
<td>research</td>
<td>112649 research (n) 83325 researcher (n) 25445 research (v) 3870</td>
</tr>
<tr>
<td>7</td>
<td>social</td>
<td>103635 social (j) 90744 socially (r) 389 antisocial (j) Med 1080</td>
</tr>
<tr>
<td>8</td>
<td>result</td>
<td>96016 result (n) 72083 result (v) 20138 resulting (j) 3063 resultant (j) 732</td>
</tr>
<tr>
<td>9</td>
<td>use</td>
<td>93271 use (v) 184698 use (n) 64527 user (n) 14141 useful (j) 11584 used (j) 6037 usefulness (n) 1229 useless (j) 1022 usable (j) 737 misuse (n) 626 reuse (v) Sci 503 unused (j) 380 reuse (n) 260 usefully (r) 247 reusable (j) Sci 139 misuse (v) 227 usability (n) Sci 144 unusable (j) 112 useable (j) as uselessness (n) Hum 43 misused (j) 2 uselessly (r) 17</td>
</tr>
<tr>
<td>10</td>
<td>provide</td>
<td>93212 provide (v) 93212 provider (n) Med 6708 provided (c) 4620 providing (c) 233</td>
</tr>
<tr>
<td>11</td>
<td>however</td>
<td>90906 however (r) 90906</td>
</tr>
<tr>
<td>12</td>
<td>increase</td>
<td>85843 increase (v) 35289 increase (n) 18135 increased (j) 12996 increasingly (r) 12280 increasing (j) 3445</td>
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<tr>
<td>13</td>
<td>experience</td>
<td>79681 experience (n) 56641 experience (v) 20056 experienced (j) 3084 experiential (j) Edu 901 inexperienced (j) 476 inexperience (n) 132</td>
</tr>
<tr>
<td>14</td>
<td>level</td>
<td>79201 level (n) 79162 level (j) Edu 3115 level (v) 1145 high-level (j) 417 leveling (n) 76 leveling (j) 46 leveler (n) 21 leveled (j) 12 levelly (r) Soc 1</td>
</tr>
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<td>15</td>
<td>process</td>
<td>78679 process (n) 64436 process (v) 6739 processing (n) 8538 processor (n) Sci 3972 processed (j) Med 235 unprocessed (j) Med 89 reprocess (v) Law 41</td>
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<td>culture</td>
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<td>history</td>
<td>77164 history (n) 33474 historical (j) 19615 historian (n) His 7708 historically (r) 4079 historic (j) 1441 prehistory (n) 239 historicity (n) Hum+Rel 194 historicism (n) Hum 165</td>
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<tr>
<td>18</td>
<td>active</td>
<td>76010 activity (n) 55155 active (j) 14938 activist (n) 4607 actively (r) 4000</td>
</tr>
</tbody>
</table>
Which of these words do you think will be on the AVL Word Family List?

- Freedom
- Amend(ment)
- Guarantee
- Prevent
- Govern(ment)
- Official
- Constitution
- Liberty(ies)
- Activist
- Security

- Protect
- Limit
- Rule
- Involve
- Right
- Censor

Words that Cut Across Academic Disciplines
These are the words on the AVL Word Family List—Which 6 would you practice and why?

- Freedom
- Amend(ment)
- Guarantee
- Prevent
- **Govern**(ment)^453
- Official
- **Constitute**(ion)^396
- Liberty(ies)
- **Activist**(active)^18
- **Security**(secure)^1152
- **Protect**^290
- **Limit**^105
- **Rule**^1963
- **Involve**^134
- Rights^1077
- Censor
How First Amendment rights have evolved

The right to assemble in peaceful protest is one right granted by the First Amendment. In this photo, Occupy Wall Street demonstrators stand and cheer in front of the George Washington statue on Wall Street in New York City as they celebrate the protest's sixth month, March 17, 2012. AP Photo/John Minchillo

"Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances." — First Amendment to the Constitution

The First Amendment protects several basic liberties. They are freedom of religion, speech, press, petition and assembly. It is not always easy to understand what this amendment means. Judge after judge has tried to define the limits of these freedoms. The definitions have changed throughout American history, and the process continues today.

Freedom Of Religion

The First Amendment guarantees freedom of religion in two sections. The first is the "establishment" clause. It prevents the government from having an official religion. The second is the "free exercise" clause, which says that people can worship as they please. The phrase "separation of church and state" does not appear in the First Amendment, and...
Has tried
Have changed
Have rejected
Have banned
Have identified

Protecs
Means
Guarantees
Prevents
Says
Conflicts
How First Amendment rights have evolved

The right to assemble in peaceful protest is one right granted by the First Amendment. In this photo, Occupy Wall Street demonstrators stand and cheer in front of the George Washington statue on Wall Street in New York City as they celebrate the protest’s sixth month, March 17, 2012. AP Photo/John Minchillo

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The books lay like great mounds of fishes left to dry. The men danced and slipped them. Titles glittered their golden eyes, falling, gone.
"Kerosene! They pumped the cold fluid from the numbered 451 tanks strapped to their backs. They coated each book, they pumped rooms full of it. They hurried downstairs, Montag staggered after them in the kerosene fumes.
"Come on, woman!"
The woman knelt among the books, touching the drenched leather and cardboard titles with her fingers while her eyes accused Montag.
"You can't ever have my books," she said.
"You know the law," said Beatty. "Where's your common sense? None of those books mean anything to each other. You've been locked up here for years with a regular damned Tower of Babel and you got nothing out of it! The people in those books never lived. Come on now!"
She shook her head.
"The whole house is going up;" said Beatty, The men walked clumsily to the door. They glanced back at Montag, who stood:<n>"You're not leaving her here?" he protested.
"She won't come."
"Force her, then!"
Beatty raised his hand in which was concealed the igniter. "We're due back at the station. These fanatics always try suicide; the pattern's familiar."
Montag placed his hand on the woman's elbow. "You can come with me."
"No," she said. "Thank you, anyway."
What Language Styles Can You Teach?

Highly Descriptive Language; Using Sensory Images

The books lay like great mounds of fishes left to dry. The men danced around them. Titles glittered their golden eyes, falling, gone.

"Kerosene! They pumped the cold fluid from the numbered 451 tanks slowly. They coated each book, they pumped rooms full of it. They hurried downstairs, Montag staggered after them in the kerosene smell.

"Come on, woman!"

The woman knelt among the books, touching the drenched leather and dust titles with her fingers while her eyes accused Montag. "You can't ever have my books," she said.

"You know the law," said Beatty. "Where's your common sense? None of those books agree with each other. You've been locked up here for years with a regular damned Tower of Babel. Snap out of it! The people in those books never lived. Come on now!"

She shook her head.

"The whole house is going up;" said Beatty, The men walked clumsily to the door. They glanced back at Montag, who was standing there. "You're not leaving her here?" he protested.

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Montag placed his hand on the woman's elbow. "You can come with me."

"No," she said. "Thank you, anyway."

Figurative language: metaphors, similes, personification, hyperbole, and symbolism

Conversational Language: Commands, Greetings, Retorts, Common Expressions
Primary Ways of Teaching Content

Getting Content In and Getting Language Out: Key Approaches
Sheltered Instruction Strategies:

Sheltered Instruction for ELLs

- Rate of Speech
  - Use of L1
  - Front-loading
  - Confirmation Checks
  - Visual Graphic Supports
  - Social Supports

Vocabulary
Background Knowledge

Cloud, 2015
How First Amendment rights have evolved

The right to assemble in peaceful protest is one right granted by the First Amendment. In this photo, Occupy Wall Street demonstrators stand and cheer in front of the George Washington statue on Wall Street in New York City as they celebrate the protest's sixth month, March 17, 2012. AP Photo/John Minchillo

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The First Amendment protects several basic liberties — freedom of religion, speech, press, petition and assembly. It is far from easy to interpret what this amendment means, and court case after court case has tried to define the limits of these freedoms. The definitions have changed throughout American history, and the process continues today.

Freedom Of Religion

The First Amendment guarantees freedom of religion in two sections. The first is the "establishment" clause, which prevents the government from having an official religion. The second is the "free exercise" clause, which says that people can worship as they please. The phrase "separation of church and state" does not appear in the First Amendment, and
WORK WITH YOUR PARTNER TO COMPARE THE TWO TEXTS.

ANSWER THESE QUESTIONS:

• How does the content change?
• How does the content stay the same?

• What are some of the concepts that would be new to ELs who recently arrived in the US?

• What background knowledge is needed?
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

Discover the Bill of Rights, Patricia Brinkman, Benchmark Education; Lexile 290
Scaffolding for Text Complexity

- Introducing background knowledge
- Immersing students in more complex language exposure and usage that makes a difference in their ability to access knowledge
- Engaging students with carefully selected or constructed graphic organizers that make the structure of the text visible
- Modeling how to interpret the meaning of texts that use more complex approaches, like satire or rhetorical argument
- Engaging pairs or teams of students with more challenging texts as “buddies” and giving them opportunities to reflect on those texts through discussions with each other or through “buddy” journals
- Making 20 percent of their class reading “stretch” texts that help them reach beyond their reading level
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
#5 TPT Hold-ups

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

Use a selection of relevant choices that are prepared beforehand. For example, could be facial expressions, seasons, school subjects, locations, etc.

---

**Number Card Hold-Ups**

Numbered card may be used with sample math problems, multiple choice, or selecting form options provided at the onset. These should be created beforehand.

---

**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.

---

**True/Not True Hold-Ups**

These cards can be used to check for understanding or with predictions. Statements must be carefully created before instruction to ensure they are clear and concise. You could also consider adding True with modifications and Unable to determine as options.

---

**Multiple-Choice Hold-Up**

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.

---

Excerpts from Chapter 5 Total Participation Techniques, Hmmein & Hmmein, pp. 49-57
What is one thing that the first amendment protects?

Freedom of speech, etc.

Name something not protected by the first amendment?

Blocking traffic when protesting, etc.
WORK TOGETHER: MAKE SOME QUESTIONS FOR HOLD UPS

#5 TPT Hold-Ups

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

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These cards can be used to check for understanding or with predictions. Statements must be carefully created before instruction to ensure they are clear and concise. You could also consider adding “true” with modifications and unable to determine as options.

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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.

Excerpts from Chapter 5 Total Participation Techniques, Himmele & Himmele
pgs.49-57
**CLASSROOM-READY TPTs**

Work on developing prompts that require higher-order thinking so that students are more likely to arrive at deep and meaningful understandings.

1. **5 On-the-Spot TPTs**
   - **On-the-Spot TPTs** allow you to quickly gauge student understanding of concepts being taught. They are activities that require little or no advance preparation.
   - **Think-Pair-Share**
     - Ask students a question or prompt, then have them turn to a neighbor or assigned partner and discuss.
   - **Quick-Writes**
     - Select a prompt for students to discuss and give them a specified amount of time to write an answer (three minutes).
   - **TIP**
     - Follow up with a Pair-Share for student collaboration and discussion.
   - **Quick-Draws**
     - Select a major concept in your lesson, then ask students to reflect on the meaning of the concept and create a visual image to represent it.
   - **Mouth It**
     - When teaching foundational skills, ask all students to mouth the response, “air write” it, or whisper it to a neighbor.
   - **Ranking**
     - Select items, concepts, and events that can be analyzed. Ask students to rank the items based on specified criteria and provide justification for their choices.

2. **2 Hold-Up TPTs**
   - Hold-Up TPTs are interaction-based activities that use response cards. These activities improve interaction and participation, but they do require some planning time.
   - **Number Cards**
     - Create number cards (how many you need will vary based on answer choices). Ask students a question such as “Show me a number greater than ___” or “Show me a prime number.” Students use the number cards to show a correct answer.

3. **Categorizing and Sorting**
   - Ask students to sort them into like piles around the room and create category titles based on the features. For sorting, you determine the names and features of the groups, then ask students to sort items within these piles. For both, ask students to justify their thinking.

4. **True/Not True**
   - Create four cards for each student: True, Not True, True with Modifications, and Unable to Determine. Ask students a question that they answer by holding up the appropriate card.

5. **Concept Analysis TPTs**
   - Concept Analysis TPTs help you support students as they summarize and analyze important concepts. They also require advance planning because they need to be integrated with key ideas.

6. **Anticipatory Guides**
   - Create True/Not True statements. Have students read the statements and predict responses based on what they know of the subject and then pair-share their responses and rationales. Then use a True/Not True hold-up to see class responses.

7. **Line-Ups**
   - Select a question for the class. Give students time to reflect. Ask students to stand in two parallel lines of the same length and discuss the question with the person across from them.

8. **Network Review Sessions**
   - Prepare one to four prompts for discussion, and give students time to think about each. Ask students to find someone to whom they have not yet spoken and discuss responses to one prompt. After a few minutes, have students switch to a new partner and discuss another prompt.

9. **Bounce Cards**
   - Model good and bad discussions with a student for the class to observe. Show students how to discuss, summarize, and ask about ideas. Have students create cards with sentence starters to help them in classroom discussions. Allow students to practice using the cards.

10. **Total Participation Techniques to Engage Students**
    - **Benefits of TIPs**
      - Engage students actively in the learning process by providing opportunities for them to participate in activities that require them to think critically.
    - **WHAT ARE TOTAL PARTICIPATION TECHNIQUES?**
      - Total Participation Techniques (TIPs) are teaching techniques that engage students actively in the learning process by providing opportunities for them to participate in activities that require them to think critically.
    - **THE RIPPLE EFFECT**
      - The Ripple is a visual way to model teaching techniques and visualize the impact of TIPs on student learning.
    - **Examples of TIPs**
      - Think-Pair-Share, Quick-Writes, Quick-Draws, Mouth It, Ranking, Hold-Up TPTs, Categorizing and Sorting, True/Not True, Concept Analysis TPTs, Anticipatory Guides, Line-Ups, and Network Review Sessions.

11. **Quick-Reference Guide**
    - This guide provides quick references to Total Participation Techniques (TIPs) for engaging students in active learning. It includes examples of TIPs and their benefits in the learning process.
Steps of:

**Numbered Heads Together**

1. Students Number Off
2. Teacher Poses Question
3. Heads Together
4. Teacher Calls a Number
AGREE or DISAGREE:

_______ Guy Montag is conflicted.
Your reason:

_______ Clarisse McClellan is an idealist.
Your reason:

_______ Professor Faber is a coward.
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 → open-ended 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.
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.

Graphic Organizers

CAPTURE THE IMPORTANT INFORMATION
SELECT GRAPHIC ORGANIZERS THAT MATCH THE TEXT STRUCTURE
MATCH THE TEXT STRUCTURE

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

Graphic Organizer as Mediator
Help your students classify ideas and communicate more effectively. Use graphic organizers to structure writing projects, to help in problem solving, decision making, studying, planning research and brainstorming. Select a Graphic Organizer from the following list of links:

- Clock
- Describing Wheel
- Flow Chart
- Ice-Cream Cone
- ISP Chart (Information, Sources, Page)
- Problem-Solution Chart
- Spider Map
- Story Map 3
- Time-Order Chart

- Cluster/Word Web 1
- E-Chart
- Four-Column Chart
- Idea Rake
- KWL Chart
- Observation Chart
- Sandwich
- Step-by-Step Chart
- T-Chart
- Tree Chart

- Cluster/Word Web 2
- Fact and Opinion
- Garden Gate
- Idea Wheel
- KWS Chart
- Persuasion Map
- Sense Chart
- Story Map 1
- Ticktacktoe
- Venn Diagram

- Cluster/Word Web 3
- Five W's Chart
- Goal-Reasons Web
- Inverted Triangle
- Ladder
- Planning Chart
- Sequence Chart
- Story Map 2
- Time Line

You have permission to print and copy these pages for classroom use.
## LANGUAGE TABLES FOR TALKING

<table>
<thead>
<tr>
<th>CHAPTER X</th>
<th>Guy Montag</th>
<th>Granger</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAYING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FEELING</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Language Strategies for Academic Interaction**

**Expressing an Opinion**
I think/believe that
In my opinion
From my perspective
From my point of view

**Drawing Conclusions**
Based on my experience, it seems that
The data suggests that
Based on __, I assume that
After reading __, I conclude that

**Agreeing**
I agree with (a person) that
I share your point of view.
My perspective/experience is similar to __’s.
My idea builds upon __’s.

**Disagreeing**
I don’t quite agree.
I disagree (somewhat, completely).
I see it differently.
I have a different point of view.

**Asking for Clarification**
What do you mean by __?
Will you explain that again?
I have a question about __.
I don’t quite understand __ (the directions).

**Paraphrasing**
So what you are saying is that
In other words, you think
If I understand you correctly, your opinion/suggestion is that

**Reporting a Partner’s Idea**
__ indicated that
__ pointed out to me that
__ emphasized that
__ shared with me that

**Reporting a Group’s Idea**
We decided/agreed/determined that
We concluded that
Our group sees it differently.
We had a different approach.

**Soliciting a Response**
What do you think?
We haven’t heard from you yet.
Do you agree?
What are your thoughts?

**Holding the Floor**
As I was saying
What I was trying to say was
If I could finish my thought
I’d like to complete my thought.

**Offering a Suggestion**
Maybe we could try
You/We might think about __.
You/We might consider trying __.

**Interjecting an Idea**
Can I say something?
Can I add an idea?
I have another approach/idea.

---

**Gathering Contributions**
- What should we write?
- What do you think makes sense?
- Do you have a suggestion?
- We haven’t heard from you yet.

**Confirming Contributions**
- I see what you mean.
- That’s an interesting example.
- Now I understand your perspective.
- I share your point of view.

**Clarifying Contributions**
- I don’t quite understand what you mean by __.
- I have a question about __.
- Will you explain what you meant by __?
- What makes you think that?

**Rephrasing Contributions**
- In other words, you think __.
- So, what you are saying is that __.
- So, you are recommending that __.
- If I understand you correctly, your idea is __.

**Reporting Contributions**
- My partner, __, and I discussed _____.
- My partner and I/group decided/agreed on this response: __.
- One example my partner offered was __.
- As a group, we determined that the correct _____ is __.

---

Kate Kinsella Partner Discussion How To
Expressing an Opinion
I think/believe that . . .
It seems to me that . . .
In my opinion . . .

Predicting
I guess/predict/imagine that . . .
Based on . . ., I infer that . . .
I hypothesize that . . .

Asking for Clarification
What do you mean?
Will you explain that again?
I have a question about that.

Paraphrasing
So you are saying that . . .
In other words, you think . . .
What I hear you saying is . . .

Soliciting a Response
What do you think?
We haven’t heard from you yet.
Do you agree?
What answer did you get?

Acknowledging Ideas
My idea is similar to/related to _____’s idea.
I agree with (a person) that . . .
My idea builds upon _____’s idea.

Reporting a partner’s idea
_____ indicated that . . .
_____ clarified that . . .
_____ pointed out to me that . . .
_____ emphasized that . . .

Partner and Group Reporting
We decided/agreed that . . .
We concluded that . . .
Our group sees it differently.
We had a different approach
TALK MOVES

- https://www.teachingchannel.org/videos/developing-communication-skills
- 5th grade Soc. St. - 1:36 mins.
- 8th grade ELA - 2:35 mins.

- Agree Disagree
- Revoicing
- Apply Own Reasoning
- Restating

Talk Moves =

Kind, purposeful classroom discussion where everyone’s voice is heard and valued!
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
“Knowledge of more than one language and culture is advantageous for all students.”

(TESOL, 1997)
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

Function------función
(-tion/-ción)
Election----elección

Prosperity----prosperidad
(-ity/-idad)
reality—realidad
Find other examples from our article of words or sentence structures you could compare crosslingually

<table>
<thead>
<tr>
<th>Word Forms</th>
<th>Sentence Patterns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Petition- petición</td>
<td>Has tried..... ha intentado</td>
</tr>
<tr>
<td>Definition- definición</td>
<td>Have changed.... han cambiado</td>
</tr>
<tr>
<td>Constitution- Constitución</td>
<td>Most people.... la mayoría de la gente</td>
</tr>
<tr>
<td></td>
<td>Many court cases... muchos casos judiciales</td>
</tr>
</tbody>
</table>
Tools that Assist in Using Home Language to Support Classroom Learning
COGNATES

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

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

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

TalkingPoints meaningfully connects teachers and families by meeting them where they are, without language barriers, through accessible technology.

Heejae Lim, Executive Director

TalkingPoints was founded by Heejae Lim. As a Korean immigrant student, she saw the difference between her friends with English-speaking parents who were deeply involved in their education versus non-English speaking parents who struggled to be involved. Heejae is passionate about parent engagement as a big driver of the achievement gap in the US, and wants to empower teachers and families to work together to change it.

Previously, Heejae worked for McKinsey & Company, mainly for the social sector and education practice. She is a Stanford Graduate School of Business, Oxford and LSE graduate and an Echoing Green Fellow.

Nancy Lee, VP of School Engagement

Nancy brings over ten years of experience in education to her role as VP of School Engagement. As a classroom teacher in Anacostia, Washington DC and head of a literacy program for low-income students in San Francisco, she witnessed the power of partnering with parents in their children’s education to close the achievement gap.

Prior to working in the nonprofit sector, Nancy worked with teachers and families in supporting students’ learning at home as a Family Literacy Representative. Nancy earned a master’s degree in Education with a concentration in Policy, Organization, and Leadership Studies (POLS) from Stanford University and a bachelor’s degree in East Asian Studies from Boston University.
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
Advancing Student Reading and Writing: Working to Advance Language Complexity
What Is Language Complexity?

Let’s See What Different Experts Have Said and then Summarize for Ourselves
What makes texts complex for ELLs when reading?

- Informational density
- Words with multiple meanings
- Lack prior knowledge about the topic
- Unfamiliar with sociocultural, historical context
- Unfamiliar with cultural expectations regarding:
  - Text structure
  - Supporting arguments & selecting evidence
  - Concise, precise language

(Bunch, Kibler, & Pimental, 2012; Quinn, Lee, & Valdes, 2012; Wong Fillmore, & Fillmore, 2012)
Challenges for ELLs: Informational Texts (Chamot, 2009)

- **Vocabulary**—
  - Multiple meanings (social & across content areas, e.g. table, seat (of government), etc.)

- **Discourse**—
  - Text organization & style of writing in scientific or historical texts
  - Discussions that focus on precision and logical reasoning

- **Grammar**—
  - Passive voice, if . . . Then constructions
  - Lengthy clauses & noun phrases
## Language Complexity—Density

<table>
<thead>
<tr>
<th>Low</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length ranges from a word to paragraphs</td>
<td></td>
</tr>
<tr>
<td>• No/little variation in words and/or phrases in sentences/paragraphs; consistent use of language</td>
<td></td>
</tr>
<tr>
<td>• Repetition of key words/phrases/sentences reinforces information</td>
<td></td>
</tr>
<tr>
<td>• Language is used to present critical/central details</td>
<td></td>
</tr>
<tr>
<td>• No/little abstraction; language reflects more literal/concrete information; illustrative language is used; language is used to define/explain abstract information</td>
<td></td>
</tr>
<tr>
<td>• Graphics and/or relevant text features reinforce critical information/details</td>
<td></td>
</tr>
<tr>
<td>Length ranges from a word to paragraphs</td>
<td></td>
</tr>
<tr>
<td>• Some variation in words and/or phrases in sentences/paragraphs</td>
<td></td>
</tr>
<tr>
<td>• Repetition of key words/phrases/sentences introduces new or extends information</td>
<td></td>
</tr>
<tr>
<td>• Language is used to present critical/central details, but non-essential detail also is presented</td>
<td></td>
</tr>
<tr>
<td>• Some abstraction; language <em>may or may not</em> be used to define/explain abstract information; illustrative language <em>may or may not</em> be used; technical words/phrases are used</td>
<td></td>
</tr>
<tr>
<td>• Graphics and/or relevant text features <em>may or may not</em> reinforce critical information/details</td>
<td></td>
</tr>
</tbody>
</table>
# Language Complexity—Construction

<table>
<thead>
<tr>
<th>Simple</th>
<th>Complex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mostly common/familiar words/phrases; no/few uncommon words/phrases, compound words, gerunds, figurative language, and/or idioms</td>
<td>Some common/familiar words/phrases; some uncommon words/phrases, compound words, gerunds, figurative language, and/or idioms</td>
</tr>
<tr>
<td>Language is organized/structured</td>
<td>Language <em>may or may not</em> be organized/structured</td>
</tr>
<tr>
<td>Mostly simple sentence construction</td>
<td>Varied sentence construction, including complex sentence construction</td>
</tr>
<tr>
<td>No/little passive voice</td>
<td>Some passive voice</td>
</tr>
<tr>
<td>Little variation in tense</td>
<td>Variation in tense</td>
</tr>
<tr>
<td>Mostly one idea/detail per sentence</td>
<td>Multiple ideas/details per sentence</td>
</tr>
<tr>
<td>Mostly familiar construction</td>
<td>Some less familiar/irregular construction</td>
</tr>
<tr>
<td>(e.g., ’s for possessive; s and es for plural)</td>
<td>Some less familiar text features</td>
</tr>
<tr>
<td>Mostly familiar text features</td>
<td>(e.g., pronunciation keys, text boxes)</td>
</tr>
<tr>
<td>(e.g., bulleted lists, bold face)</td>
<td></td>
</tr>
</tbody>
</table>

---

**Language Demands and Complexity**

Edynn Sato and Peter Worth

Minneapolis, MN    August 5, 2009

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<table>
<thead>
<tr>
<th>FACTOR</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genre</td>
<td>The genre is the type of text and refers to a system by which fiction and nonfiction texts are classified. Each genre has characteristic features.</td>
</tr>
<tr>
<td>Text Structure</td>
<td>The structure is the way the text is organized and presented. It may be narrative, as in most fiction and biographical texts. Factual texts are organized categorically or topically and may have sections with headings. Writers of factual texts use several underlying structural patterns to provide information to readers: enumeration, chronological sequence, comparison/contrast, cause/effect, and problem/solution. The presence of these structures, especially in combination, can increase the challenge for readers.</td>
</tr>
<tr>
<td>Content</td>
<td>The content refers to the subject matter of the text—the concepts that are important to understand. In fiction, content may be related to the setting or to the kinds of problems characters encounter. In factual texts, content refers to the topic being focused on. Content is considered in relation to the prior experience of readers.</td>
</tr>
<tr>
<td>Themes and Ideas</td>
<td>The themes and ideas are the big ideas that are communicated by the text. A text may have multiple themes or a main theme and several supporting themes or ideas.</td>
</tr>
<tr>
<td>Language and Literary Features</td>
<td>Written language is qualitatively different from spoken language. Fiction writers use dialogue, figurative language, and other kinds of literary structures. Factual writers use description and technical language. In hybrid texts, you may find a wide range of literary language.</td>
</tr>
<tr>
<td>Sentence Complexity</td>
<td>Meaning is mapped onto the syntax of language. Texts with simpler, more natural sentences are easier to process. Sentences with embedded and conjuncted clauses make a text more difficult.</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Vocabulary refers to the meaning of words and is part of our oral language. The more the words are accessible to readers in terms of meaning, the easier a text will be. An individual's reading and writing vocabularies are words that they understand and can also read or write.</td>
</tr>
<tr>
<td>Words</td>
<td>A text contains printed words that must be recognized and solved. The challenge in a text partly depends on the number and difficulty of the words that the reader must solve by recognizing them or decoding them. A text that contains a great many of the same common words makes a text more accessible to readers.</td>
</tr>
<tr>
<td>Illustrations</td>
<td>The illustrations are the drawings, paintings, or photographs that accompany the text and add meaning and enjoyment. In factual texts, illustrations also include graphic representations that provide a great deal of information readers must integrate with the text. Illustrations are an integral part of a high-quality text. Increasingly, fiction texts include a range of graphics.</td>
</tr>
<tr>
<td>Book and Print Features</td>
<td>The book and print features are the physical aspects of the text—what readers engage with in terms of length, size, and layout. Book and print features also include tools like the table of contents, glossary, pronunciation guide, index, and sidebars.</td>
</tr>
</tbody>
</table>
So What Is Language Complexity? What Makes a Text Complex for Students?
What Can We Do With This Information?
SO WHAT?
Consider genre;
Control language complexity; length
Control density of unknown vocabulary
Incorporate visual support
Increase visual support
Help students use text features while...
• Build background knowledge before during and after reading
• Frame the text to aid students in handling informational density (provide or jointly build outlines, graphic organizers)
• Teach multiple meaning words and expand vocabulary by teaching palettes of semantically related but precise-meaning words
• Ensure that students capture precise meanings of terms used
• Help “unpack” lengthy clauses and noun phrases (the interstellar medium of star forming galaxies; market efficiency mechanisms; baseball game ticket price increase proposal)
• Use of the passive voice in formal writing (impersonal) the crops are harvested…..
• Gain experience with major text organization patterns and styles of writing
There have been court cases on the subject of freedom of religion. They deal with rejecting prayer in public schools and denying government financial aid to religious schools. They also include banning polygamy (the practice of having more than one spouse), restricting poisonous snakes and drugs in religious services and limiting the right to decline medical care for religious purposes. There are some religions that use poisonous snakes and illegal drugs for religious purposes.
Types of Sentences

Simple
- One independent clause
  - The dog barks.

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

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

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

Expand the Length and Complexity of Sentences Used by All Students
Improving your writing by:
Adding adjectives
Adding adverbs
Adding prepositional phrases
Replacing verbs
Combining sentences

http://www.teacherspayteachers.com/Store/Classroom-In-The-Middle
Copyright Sharon Fabian 2013
Add adjectives to describe a person, place, or thing.

Left and rear are adjectives. They describe the word wheel.

The wheel came loose.

The left, rear wheel came loose.
Hint: Use a thesaurus to find interesting adjectives.

Look up one ordinary word.

THESAURUS

great: wonderful, stupendous, prodigious, admirable, terrific, super-duper, exceptional, awesome, first-class, marvelous

Find lots of interesting words!

http://www.kidthesaurus.com/
Add adverbs to tell how or when the action is done.

*Rover barked.*

*Rover never barked loudly.*

*Never* and *loudly* are adverbs. They tell when and how Rover barked.

Rover barked.

Rover never barked loudly.
Hint:
Use a thesaurus to find interesting adverbs, too.

Look up one ordinary word.

now: immediately, straightaway, at this time, directly, at once, promptly, on the double, pronto

Find lots of interesting words!
Which adverbs would you choose to improve the following sentence?

My baby brother talked and chewed his food.

never quickly neatly now actively happily afterwards soon slurpily independently rudely sloppily concurrently
Replace common verbs with more specific ones.

*Serenaded* is a more specific verb than *sang.*

Ryan sang.

Ryan serenaded Josie with a romantic ballad.
Hint: This is another good time to use a thesaurus.

Look up one ordinary word.

Find lots of interesting words!

sing: warble, whistle, harmonize, chant, serenade, belt out, croon, chirp, vocalize

http://www.kidthesaurus.com/
Add prepositional phrases to give more information.

On my uncle’s house is a prepositional phrase. It adds important information to the sentence.

The tree fell.

The tree fell on my uncle’s house.
Combine simple sentences to make longer, more interesting ones.

*Because* is a conjunction that is used to combine sentences.

My backpack was heavy. I sat down to rest.

I sat down to rest *because* my backpack was heavy.
Here are some conjunctions that you can use to combine sentences.

**Coordinating Conjunctions**
for, and, nor, but, or, yet, so

**Subordinating Conjunctions**
because, since, when, if, after, before, unless, until, while (and there are more)
### Conjunctions to Teach:

<table>
<thead>
<tr>
<th>Coordinating</th>
<th>Subordinating</th>
<th>Correlative</th>
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<tbody>
<tr>
<td>And</td>
<td>After</td>
<td>Both…and</td>
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<tr>
<td>But</td>
<td>Although</td>
<td>Not only…but</td>
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<tr>
<td>Or</td>
<td>As</td>
<td>Also</td>
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<tr>
<td>Yet</td>
<td>As if</td>
<td>Not…but</td>
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<tr>
<td>For</td>
<td>As long as</td>
<td>Either…or</td>
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<tr>
<td>Nor</td>
<td>As though</td>
<td>Neither…nor</td>
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<tr>
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<td>Because</td>
<td>Whether…or</td>
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<td>Before</td>
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<td>While</td>
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Source: [http://grammar.ccc.commnet.edu/grammar/conjunctions.htm](http://grammar.ccc.commnet.edu/grammar/conjunctions.htm)
At the time, men were drafted and forced to serve in the military.

From then on, free speech would not be protected if a person was a clear danger to U.S. security.

For over 100 years after the Constitution, the First Amendment protected these freedoms.

_______, Thomas Jefferson wrote that the First Amendment was designed to build a wall of separation between church and state.

_______, there have been court cases on the subject of freedom of religion.

_______, Charles Schenck was arrested for sending flyers to men that encouraged them to ignore their draft notices.
Transitional Level Writing

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

Transitioning

Simple Sentences + a few expanded and complex

Frequent errors

Few Grade Level Tier 2 + 3 words
Sample 1

Prompt: Compare and contrast pure speech to speech-plus to symbolic speech as defined in this article. Then give an example from your own experience to illustrate each type of speech.

Female, 11 years old, Gr. 6, Portuguese speaker, Transitioning Proficiency Overall

Pure-Speech is equal. Speech-Plus and Symbolic Speech are equal because all of them are about thoughts and Ideas. For example Pure speech is like a paragraph of thoughts and Ideas. Speech-Plus is word or actions, like when you are protesting you are doing a speech-Plus. And Symbolic Speech is a point of view but People can use Symbolic Speech to express their point of view like wearing a black armband is symbolic Speech.
Compare and contrast Pure speech to speech-Plus to Symbolic speech.

Pure speech is written or spoken thoughts and idea. Speech-Plus involves words and actions like protesting. Symbolic is visual.

These three are all the same because they’re all speech. They are also different because they are different speech.
What will you do to help kids like Karina succeed in your class?
Reflections on the Day

I plan to....

What helped me most was.......

One thing I would change is........
Nancy Cloud
ncloud@ric.edu
nancycloud2@gmail.com