The Metropolitan Center for Research on Equity and the Transformation of Schools
The NYS Statewide Language Regional Bilingual Education Resource Center at NYU Presents:

Building Oral Academic Language and Moving Transitioning and Expanding ELLs Towards Complex Writing (Grades 1-5)

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Rhode Island College, Providence, RI
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9:00 AM - 2:40 PM
Agenda

✛ Using Our NYSESLAT Scores to Drive Instruction; Understanding Proficiency and How to Advance It

✛ Moving Word Knowledge Forward: Strategies that Lead Transitioning and Expanding ELLs to Advance Their Academic Vocabulary in Systematic Ways (Range and Precision)

✛ Advancing the Writing Skills of Transitioning and Expanding ELLs —Expanding Sentence Length and Complexity
  ✳ Advancing Descriptive Writing
  ✳ Advancing Explanatory Writing
  ✳ Advancing Opinion/Argumentative Writing
  ✳ Advancing Biographical Writing (Narrative Writing)

✛ Connecting Our Academic Literacy Work with STEM Instruction and with NYC Science Standards
Understanding Students’ Proficiency Levels to Move them Forward

Understanding the 5 ENL proficiency levels and how to differentiate instruction for ELLs
<table>
<thead>
<tr>
<th>Skill Profile</th>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
<th>Total Score</th>
<th>Proficiency Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. S, L, W, R</td>
<td>74</td>
<td>90</td>
<td>60</td>
<td>62</td>
<td>286</td>
<td>4</td>
</tr>
<tr>
<td>3. S, R, L, W</td>
<td>67</td>
<td>81</td>
<td>68</td>
<td>38</td>
<td>254</td>
<td>3</td>
</tr>
<tr>
<td>4. S, L, R, W</td>
<td>70</td>
<td>79</td>
<td>61</td>
<td>56</td>
<td>266</td>
<td>4</td>
</tr>
</tbody>
</table>

Don’t Stop with Just the Overall NYSESLAT or NYSITELL Score!

Notice the Profile of Skills!
**ATTACHMENT G**
**NYSESLAT 2016**
**SCALE SCORE RANGES FOR DETERMINING ENGLISH LANGUAGE PROFICIENCY**

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Entering</th>
<th>Emerging</th>
<th>Transitioning</th>
<th>Expanding</th>
<th>Commanding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Scale Score</td>
<td>Scale Score</td>
<td>Scale Score</td>
<td>Scale Score</td>
<td>Scale Score</td>
</tr>
<tr>
<td>K</td>
<td>120–212</td>
<td>213–244</td>
<td>245–263</td>
<td>264–315</td>
<td>316–360</td>
</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>

**Where Are Your Students in The Proficiency Level Range?**

- Low, Mid, High?
How Can This Analysis Help You Plan?
JANE DOE
SCHOOL NAME
2015-2016 GRADE 6 TEST RESULTS

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

PERCENTILES

DISTRICT

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

STATE

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

JANE’S TOTAL SCALE SCORE

X

JANE’S 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
What are Students Profiles Showing? (Parent Report)

**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.

**Your Child’s 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, the higher his or her scale score will be. Scale scores are meaningful when your child earned, the higher his or her score more will be. Scale scores are associated with a 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 points of the rest of the students at the same grade level who took the NYSESLAT this year. Percentile points are associated with a performance level for your child's grade level.

**ENTERING**

**EMERGING**

**TRANSITIONING**

**EXPANDING**

**COMMANDING**

**Listening/Speaking/Reading/Writing Scale Scores:** Scale scores for each modality (Listening, Speaking, Reading, and Writing) are calculated based on points earned on groups of questions on the NYSESLAT that measure those skills. Modality scale 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.
ENL Proficiency Levels

Differentiated Instruction

Entering  Emerging  Transitioning  Expanding  Commanding

Amount, Complexity of Language Produced
Amount of Scaffolding Needed
Let’s Review What Kids Can Do At Each Proficiency Level from Entering to Expanding
Dimensions of Language

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

Proficiency Levels

Targets of Measurement
NYSESLAT

Performance Level Descriptions
NYSESLAT

Communicative Functions

New Language Progressions

Scaffolds; Supports; Grouping Arrangements

Language Output Expectations; Control

COMMUNICATIVE TASK

ACCURACY/CONTROL

LANGUAGE COMPLEXITY

VOCABULARY FOCUS

GROUPING SUPPORT

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

**Communicative Functions:** identify, signal important individuals, relationships, ideas, key details, story, narrative elements, narrator and/or the main idea, a description, a comparison or contrast of information, a cause and effect, a reason given by the author, or be able to determine the meaning of Tier 1 ad some Tier 2 vocabulary in grade level spoken discourse.

<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>Enter (excludes TOM 4)</td>
<td>Identify a few words, short phrases or predictable sentences (that signal or describe important individuals, ideas, events, a narrator, and/or the main idea, key details, sequence and/or relationships in grade level spoken discourse)</td>
<td>Determine the meaning of a few Tier 1 words</td>
<td>Organize illustrated or pre-taught words and phrases on a graphic organizer with prompting and support <em>(to identify or clarify information presented orally and build from the ideas of others)</em> In new and/or home language</td>
<td>Partnerships Teacher-led small groups</td>
<td>Substantial support</td>
</tr>
<tr>
<td>Emerging (excludes TOM 4)</td>
<td>Identify some words, phrases or a few simple sentences (that...)</td>
<td>Determine the meaning of some Tier 1 and a few Tier 2 words</td>
<td>Organize illustrated, pre-identified words and phrases on a (partially completed) graphic organizer with prompting and support <em>(to...)</em> In new and occasionally in the home language</td>
<td>Partnerships Small group Whole class</td>
<td></td>
</tr>
<tr>
<td>Transitioning</td>
<td>Identify most phrases, simple sentences or a few expanded sentences (that...)</td>
<td>Determine the meaning of most Tier 1 and a few Tier 2 words</td>
<td>Organize a bank of words, phrases and/or sentences on a partially completed graphic organizer with prompting and support <em>(to...)</em> In new and occasionally in the home language</td>
<td>Partnerships Small group Whole class</td>
<td></td>
</tr>
<tr>
<td>Expanding</td>
<td>Identify most simple or some expanded sentences (that...)</td>
<td>Determine the meaning of most Tier 1 and some Tier 2 words</td>
<td>Organize sentences/information on a graphic organizer with prompting and support <em>(to...)</em> In new language</td>
<td>Partnerships Small group Whole class</td>
<td>Largely Independent</td>
</tr>
<tr>
<td>Commanding</td>
<td>Identify a variety of simple or expanded sentences (that...)</td>
<td>Determine the meaning of Tier 1 and some Tier 2 words</td>
<td>Organize information on a self-created graphic organizer independently <em>(to...)</em> In new language</td>
<td>Partnerships Small group Whole class</td>
<td>No Support Needed</td>
</tr>
</tbody>
</table>

- Shaded columns come from the Progressions; Rest from the Performance Level Descriptions and Targets of Measurement
**Reading (Grades 1-2)**

**Communicative Functions:** identify, signal or describe important individuals, relationships, ideas, key details of events, a narrator and/or the main idea, text structures, narrative elements, a description, a comparison or contrast, a reason given by the author, as well as the meaning of words, phrases and sentences in grade level spoken texts.

<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> TOM 4 &amp; 5 Not Applicable</td>
<td>Identify a few words, short phrases or predictable sentences <em>(that signal important individuals, ideas, a story, events, a narrator, and/or the main idea, or describe key details, sequence of events and/or relationships in a grade level text)</em></td>
<td>Determine the meaning of a few Tier 1 words</td>
<td>Organize pre-taught words and phrases on a web; chart; graphic organizer (to answer questions about a text or identify the main idea and key details of a text; make connections between text elements, events, ideas, concepts or steps in a procedure; describe characters or events; or determine or clarify word meaning and effect, etc.) In new or home language</td>
<td>Partnerships Teacher-led groups</td>
<td>Substantial support</td>
</tr>
<tr>
<td><strong>Emerging</strong> TOM 4 &amp; 5 Not Applicable</td>
<td>Identify some words, phrases and a few simple sentences <em>(that...)</em></td>
<td>Determine the meaning of some Tier 1 and a few Tier 2 words</td>
<td>Organize pre-identified words and phrases on a web; chart; graphic organizer <em>(to...)</em>; In new and/or home language</td>
<td>Partnerships Small groups</td>
<td>Moderate Support</td>
</tr>
<tr>
<td><strong>Transiting</strong></td>
<td>Identify most phrases, simple sentences and a few expanded sentences <em>(that...)</em></td>
<td>Determine the meaning of most Tier 1 &amp; a few Tier 2 words</td>
<td>Organize phrases &amp; sentences on a partially completed web, chart or graphic organizer <em>(with or without a bank of phrases and short sentences)</em> <em>(to...)</em>; In new &amp; occasionally, the home language</td>
<td>Partnerships Small groups Whole class</td>
<td>Limited Support</td>
</tr>
<tr>
<td><strong>Expanding</strong></td>
<td>Identify most simple or some expanded sentences <em>(that...)</em></td>
<td>Determine the meaning of most Tier 1 &amp; some Tier 2 words</td>
<td>Organize sentences/information on a web; chart graphic organizer, after teacher modeling <em>(or with prompting and support—e.g. glossary)</em> <em>(to...)</em> In new language</td>
<td>Partnership Small group Whole Class</td>
<td>Largely Independent</td>
</tr>
<tr>
<td><strong>Commanding</strong></td>
<td>Identify variety of simple or expanded sentences <em>(that...)</em></td>
<td>Determine the meaning of Tier 1 &amp; some Tier2 words</td>
<td>Organize information on a self-created web; chart; graphic organizer, independently <em>(to...)</em>; In new language</td>
<td>Partnership Small Group Whole Class</td>
<td>No Support Needed</td>
</tr>
</tbody>
</table>

* Shaded columns come from the Progressions; Rest from the Performance Level Descriptions and Targets of Measurement
<table>
<thead>
<tr>
<th>Proficiency Levels</th>
<th>Language Expectations</th>
<th>Errors</th>
<th>Type of Support Scaffolds</th>
<th>Teaching Arrangements</th>
<th>Level of Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering</td>
<td>Does not respond or uses words or short phrases</td>
<td>Response may contain errors that totally obscure meaning</td>
<td>Use illustrated pre-taught words and phrases &amp; completed graphic organizers to complete sentence starters *(to ask and answer questions, gather or clarify information, give descriptions and participate in collaborative conversations); In new and home language</td>
<td>Partnerships Teacher-led small groups</td>
<td>Substantial support</td>
</tr>
<tr>
<td>Emerging</td>
<td>Uses phrases and simple sentences</td>
<td>Response may contain errors in words and structure that mostly obscure meaning</td>
<td>Use pre-identified words and phrases &amp; completed graphic organizers to complete sentence starters <em>(to....)</em>; In new and home language</td>
<td>Partnerships Small groups</td>
<td>Moderate Support</td>
</tr>
<tr>
<td>Transitioning</td>
<td>Uses simple sentences and/or compound sentences</td>
<td>Response may contain errors in words and structure that partially obscure meaning</td>
<td>Use word/phrase/sentence bank <em>(to....)</em> In new and occasionally in the home language</td>
<td>Partnerships Small groups Whole class</td>
<td>Limited Support</td>
</tr>
<tr>
<td>Expanding</td>
<td>Uses simple, expanded and/or compound sentences</td>
<td>Response may contain some errors in words and structure that minimally obscure meaning</td>
<td>Use previously completed graphic organizer or glossary, after teacher modeling <em>(to....)</em> In new language</td>
<td>Partnerships Small Groups Whole Class</td>
<td>Largely Independent</td>
</tr>
<tr>
<td>Commanding</td>
<td>Uses simple, expanded and compound sentences and fluid language</td>
<td>Response contains few or no errors in word choice and structure that obscure meaning</td>
<td>Use previously completed graphic organizer or knowledge of the topic <em>(e.g. facts &amp; details)</em> independently <em>(to....)</em>; In new language</td>
<td>Partnerships Small groups Whole class</td>
<td>No Support Needed</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Proficiency Levels</th>
<th>Language Expectations</th>
<th>Errors</th>
<th>Organization</th>
<th>Vocabulary Targets</th>
<th>Type of Support Scaffolds</th>
<th>Teaching Arrangements</th>
<th>Level of Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering</td>
<td>Words or Short phrases</td>
<td>Writing includes numerous errors; errors may totally obscure meaning</td>
<td>Writing lacks introduction or completion/development of thoughts, feelings and ideas or lacks development of events in sequence or of an opinion</td>
<td>Use the most frequent words to describe a thought, a feeling, or an idea</td>
<td>Use pre-taught words &amp; phrases to complete a cloze paragraph *(that introduces a book or topic, recounts events, includes facts or definitions or states an opinion supported by reason and provides closure); New or home language</td>
<td>Partnerships Teacher-led groups</td>
<td>Substantial support</td>
</tr>
<tr>
<td>Emerging</td>
<td>Words, phrases and occasionally simple sentences</td>
<td>Writing includes frequent errors; errors may obscure meaning</td>
<td>Writing includes basic introduction and completion/development of thoughts, feelings, or ideas; development of two or more events in sequence; an opinion</td>
<td>Use common words and short phrases to describe thoughts, feelings, or ideas</td>
<td>Use pre-identified words and phrases to complete several cloze paragraphs (that...); In the new and/or home language</td>
<td>Partnerships Small groups</td>
<td>Moderate Support</td>
</tr>
<tr>
<td>Transitioning</td>
<td>Phrases, simple sentences &amp; occasionally expanded and/or compound sentences</td>
<td>Writing includes occasional errors; errors may obscure meaning</td>
<td>Writing includes limited introduction and completion of thoughts, feelings, and/or ideas; limited development of descriptions or two or two more events in sequence; an opinion</td>
<td>Use a few grade-level words and phrases to describe detailed, thoughts, feelings, and/or ideas</td>
<td>Use a word bank or previously completed graphic organizer to develop a short paragraph or essay (that...); New &amp; occasionally in home language</td>
<td>Partnerships Small groups Whole class</td>
<td>Limited Support</td>
</tr>
<tr>
<td>Expanding</td>
<td>Simple, expanded and/or compound sentences</td>
<td>Writing may include occasional errors; errors do not obscure meaning</td>
<td>Writing includes partial introduction and completion of thoughts, feelings, and ideas; partial development of two or more events in sequence; an opinion with a reason</td>
<td>Use some grade-level words and phrases to describe detailed thoughts, feelings, and ideas</td>
<td>Use previously completed graphic organizer or a glossary and a teacher-provided model to develop a short essay (that...); New language</td>
<td>Partnerships Small groups</td>
<td>Largely Independent</td>
</tr>
<tr>
<td>Commanding</td>
<td>A variety of simple, expanded and compound sentences</td>
<td>Writing may include infrequent errors; errors do not obscure meaning</td>
<td>Writing includes sufficient introduction &amp; completion of thoughts and ideas, sufficient development of two or more events in sequence; an opinion with a reason</td>
<td>Use grade level words and phrases to describe thoughts, feelings and ideas</td>
<td>Use information (knowledge of the text/topic) independently to develop a multi-paragraph essay (that...); New language</td>
<td>Partnerships Small groups Independently</td>
<td>No Support Needed</td>
</tr>
</tbody>
</table>

See original sources for more detail

Nancy Cloud, Ed.D. (2018) nancycloud2@gmail.com
### 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>Type of Support Scaffolds</th>
<th>Teaching Arrangements</th>
<th>Level of Support</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Entering</strong></td>
<td>Identify a few words Short phrases or Predictable sentences (that signal important individuals, main ideas, key details, concepts, events, points of view, message; story or topic description, that...)</td>
<td>Organize pre-taught words and phrases on a table or graphic organizer</td>
<td>Partnerships Teacher-led small groups</td>
<td>Substantial support</td>
</tr>
<tr>
<td><strong>Some ToMs don’t apply</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Emerging</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/or home language</td>
<td>Teacher-led small groups Small groups</td>
</tr>
<tr>
<td><strong>Transitioning</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 Tier 2 words &amp; phrases</td>
<td>Organize sentences/information on a table or graphic organizer In new language</td>
<td>Partnerships Small groups Whole class</td>
</tr>
<tr>
<td><strong>Expanding</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>
</tr>
<tr>
<td><strong>Commanding</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Shaded column names from the Preprogrammed Test Data sheet*
### Reading (5-6)

**Communicative Functions:** identify, determine central ideas/information, key details, topic or theme, key narrative elements, meaning of vocabulary; evidence, conclusions; describe events, sequence of events, connections, relationships among ideas; 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>
<th>Teaching Arrangements</th>
<th>Level of Support</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Entering</strong></td>
<td>Identify a few words Short phrases or Predictable sentences *(that signal important individuals, main ideas, key details, sequence, connections, evidence, etc.)</td>
<td>Determine the literal meaning of some Tier 1 words</td>
<td>Organize pre-taught words and phrases on a web; chart; graphic organizer In new or home language</td>
<td>Read aloud Partnerships Teacher-led groups</td>
<td>Substantial support</td>
</tr>
<tr>
<td><em>Some ToMs not applicable</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Emerging</strong></td>
<td>Identify some words, phrases and 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 web; chart; graphic organizer In new and/or home language</td>
<td>Read Aloud Partnerships Small groups</td>
<td>Moderate Support</td>
</tr>
<tr>
<td><strong>Transitioning</strong></td>
<td>Identify 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 &amp; Tier 2 words</td>
<td>Organize phrases and sentences on (using a bank of phrases and short sentences or a partially completed...) web; chart; graphic organizer In new, and occasionally, the home language</td>
<td>Read Aloud Partnerships Small groups Whole class</td>
<td>Limited Support</td>
</tr>
<tr>
<td><strong>Expanding</strong></td>
<td>Identify 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</td>
<td>Organize sentences/information on a web; chart; graphic organizer after teacher modeling (or with prompting and support-e.g. glossary) In new language</td>
<td>Partnership Small group Whole Class</td>
<td>Largely Independent</td>
</tr>
<tr>
<td><strong>Commanding</strong></td>
<td>Identify 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</td>
<td>Organize information on a self-created web; chart; graphic organizer, independently; In new language</td>
<td>Partnership Small Group Whole Class</td>
<td>No Support Needed</td>
</tr>
</tbody>
</table>

* Shaded columns come from the Progressions; Rest from the Performance Level Descriptions and Targets of Measurement
### How do language expectations and errors change?

<table>
<thead>
<tr>
<th>Proficiency Levels</th>
<th>Language Expectations</th>
<th>Errors</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>Uses a few words, Short phrases or Predictable sentences</td>
<td>Response may contain errors that totally obscure meaning</td>
<td>Use pre-taught words and phrases to complete sentence starters; In new and home language</td>
<td>Partnerships Teacher-led small groups</td>
<td>Substantial 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 pre-identified words and phrases to complete sentence starters; In new and home language</td>
<td>Partnerships Small groups</td>
<td>Moderate Support</td>
</tr>
<tr>
<td><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 word bank; graphics In new and occasionally in the home language</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 previously completed graphic organizer In new language</td>
<td>Partnerships Small Groups Whole Class</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 knowledge of the topic, text or issue, independently; In new language</td>
<td>Partnerships Small groups Whole class</td>
<td>No Support Needed</td>
</tr>
</tbody>
</table>

*Shaded columns come from the Progressions; Rest from the Performance Level Descriptions and Targets of Measurement.*
**Writing (5-6)**

**Communicative Functions:** structure thoughts and ideas; create and structure written text, adapt vocabulary; orient to text, describe detailed ideas and facts; provide closure; create a narrative; refer to characters, story details and events, write about topics, precisely state and link ideas, provide support.

<table>
<thead>
<tr>
<th>Proficiency Levels</th>
<th>Language Expectations</th>
<th>Errors</th>
<th>Organization</th>
<th>Vocabulary Targets</th>
<th>Type of Support Scaffolds</th>
<th>Teaching Arrangements</th>
<th>Level of Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitioning</td>
<td>Phrases, simple sentences &amp; occasionally expanded and/or complex sentences</td>
<td>Writing includes occasional errors; errors may obscure meaning</td>
<td>Writing includes limited orientation, development of ideas using transitions, and closure</td>
<td>grade level Tier 2 words; Describe ideas or facts</td>
<td>Use words and phrases including Tier 1 and a few grade level Tier 2 words; Describe detailed ideas and facts</td>
<td>Partnerships Teacher-led groups</td>
<td>Limited Support</td>
</tr>
<tr>
<td>Expanding</td>
<td>Simple, expanded and/or complex sentences</td>
<td>Writing includes occasional errors; errors do not obscure meaning</td>
<td>Writing includes partial orientation, development of ideas using transitions, and closure</td>
<td>Use words and phrases including Tier 1 and grade level Tier 2 words; Describe detailed ideas and facts</td>
<td>Use previously completed graphic organizer &amp; a teacher-provided model to write an essay; New language</td>
<td>Partnerships Small groups</td>
<td>Largely Independent</td>
</tr>
<tr>
<td>Commanding</td>
<td>A variety of simple, expanded and complex sentences</td>
<td>Writing may include infrequent errors; errors do not obscure meaning</td>
<td>Writing includes sufficient orientation, logical development of ideas using transitions, and closure</td>
<td>Use words and phrases including Tier 1 and grade level Tier 2 words; Describe precisely detailed ideas and facts</td>
<td>Use knowledge of the text/topic independently to write a multiple-paragraph essay; New language</td>
<td>Partnerships Small groups Independently</td>
<td>No Support Required</td>
</tr>
</tbody>
</table>

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

**GROUPING SUPPORT**

**SCAFFOLDING—AMOUNT/TYP**

*including previously taught transitional words, phrases & clauses for Level 3 + up*  

## Planning for a Multi-Level Class

Fill in the Chart With Your Partner for Writing:

- **Person A:** Fill in Expectations
- **Person B:** Fill in Scaffolding and Support

Then Share!
Sharks!

Advancing Vocabulary and Writing While Accessing STEM Topics; Women in Science; NYC Connections; Bicultural Role Models
(Plant) Animal Structures and Functions Across the Grades

**Grade 1:** What Animals Need to Live; Adaptations, Traits

**Grade 2:** Plant Diversity

**Grade 3:** Plant and Animal Adaptations; Animal Structures; Growth, Survival, Reproduction

**Grade 4:** Animals and Plants in Their Environments; Food Chains/Webs

**Grade 5:** Exploring Ecosystems
An organism’s external physical features can enable it to carry out life functions in its particular environment. (5.1b)

Each animal has different structures that serve different functions in growth, survival, and reproduction. (3.1a)

— Wings, legs, or fins enable some animals to seek shelter and escape predators.
— The mouth, including teeth, jaws, and tongue, enables some animals to eat and drink.
— Eyes, nose, ears, tongue, and skin of some animals enable the animals to sense their surroundings.
— Claws, shells, spines, feathers, fur, scales, and color of body covering enable some animals to protect themselves from predators and other environmental conditions, or enable them to obtain food.
— Some animals have parts that are used to produce sounds and smells to help the animal meet its needs.
— The characteristics of some animals change as seasonal conditions change (e.g., fur grows and is shed to help regulate body heat; body fat is a form of stored energy and it changes as the seasons change).

Some animals, including humans, move from place to place to meet their needs. (5.2d)
Math: Measurement in feet, inches (length)---miles (depth), miles per hour (speed)

Always Consider:
Rate of Speech

Use to Help ELLs with Pronunciation of Terminology

Recorded Books:
https://www.recordedbooks.com/title-details/9781436168748

With Video:
https://www.youtube.com/watch?v=7iiihvYrWbg
ELA/Literacy Standards

ELA/Literacy

**RI.3.3:** Describe the relationship between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text using language that pertains to time, sequence, and cause/effect.

**RI.3.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area.

**RI.3.7:** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

**W.3.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**W.3.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ELA Standards

**W.3.6:** With guidance and support from adults, use technology to produce and publish writing.

**W.3.7:** Conduct short research projects that build knowledge about a topic.

**SL.3.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

**SL.3.3:** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**L.3.3:** Use knowledge of language and its conventions when writing, speaking, reading or listening.

**L.3.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibility from an array of strategies.
Biography: Culturally-Diverse Women Scientists

Informational and Fictional Shark Texts

Introducing our Text Set
Use Text Sets

- Provide students with opportunities to **learn the same high-frequency vocabulary** across a number of books, words that they can use in their own early writing.

- Permit students to **develop schema** associated with a particular theme and build networks of related concepts to talk and write about.

- Help students **build confidence and fluency** in reading; they have encountered these words and phrases before!

- **Develop comprehension skills** so they can tackle new books
Why text sets?

✧ CCSS explicitly call for reading sets of related texts
✧ Within a grade level, there should be an adequate number of titles on a single topic that would allow children to study that topic for a sustained period (NGA + CCSSO, 2010)
✧ Standard 9 asks children to identify similarities in and differences between two texts on the same topic
✧ This includes informational text on children’s websites; recorded books and so forth

(Nell Duke, Educational Leadership November, 2013)
Looking at Text Difficulty

A staircase of increasing text complexity from elementary through high school keyed against Lexile scores

What makes a text rigorous?
HOW TO ESTIMATE A TEXT’S COMPLEXITY FOR A READER

READER

What do my students know about this text’s topic? Author? Literary devices/themes/language that appear in this text?

TEXT

How many levels of meaning does the text contain? How many allusions to other texts or culture appear in the text? What sorts of complex/abstract words appear in the text? Is there lots of figurative language? Are there sentence structures that contain multiple ideas? Are graphics used to convey information? Are there shifts in point of view, time, or storylines that make comprehension challenging?

TASK

What will my students be asked to do with this text? How familiar is this task?

QUALITATIVE

What is the Lexile, Flesch-Kincaid or reader level according to text leveling software?

QUANTITATIVE
GRL = G  
DRA = 12  
Grade 1  
Approx. Lexile 225

Level J  
Approx. Lexile 400-425  
2nd Gr.
Lexile 660
GRL = M
Gr. Level 4.0

Level not reported
Calculated as Lexile 720
Gr. Level 5
The biggest sharks in the ocean are gentle creatures with tiny teeth. The white shark, basking shark, and the smaller megamouth shark all eat small animals and are called planktivores (page 13). These facts and many others that Laurence Pringle presents in Sharks! will surprise many of your students whose images of sharks may well be anything but gentle. Introduce them to the truth with Sharks!

This classroom guide is designed to give your students ways to extend their knowledge and understanding of sharks while connecting to classroom curricula in science, language arts, art, and research, as well as Common Core State Standards. (You’ll find CCSS delineated after each suggested activity.)

Before Reading

Introduce your students to Bob Cranston, a scientist who is studying sharks at viking.nationalgeographic.com/audience/kids/animals/pets-kids/wild-detectives-kids-shark-detective. What characteristics of sharks is the key to this scientist’s detective’s new dress for attracting sharks? What are some of the methods sharks use to find food?

What else do your students know about sharks? Make a list of what they tell you. Now view the second video that presents a few shark facts. Apples.com sharks videos do kid-friendly H0N8R609F3.

Scroll down to the “Shark fact video” section. Then click on Five Facts with Friends. What are some of the facts that your students listed before they viewed this video? Which are of the facts they included wrong according to the video? As you read Laurence Pringle’s Sharks, take note of which facts the book confirms.

Have your students write letters to Bob Cranston telling him what they thought of the shark video. The letters can include questions about how he got into the field of shark study and how his work benefits science. You can mail their letters to:

Bob Cranston
3170 Calle de Talar
Bonsall, CA 92003

RI 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8

Matters of Fact

Common Core goals encourage students to build knowledge in all subjects and to focus learning in a variety of disciplines with text-based evidence. These “matters of fact” questions help accomplish these goals:

1. What do sharks have instead of bony skeletons?
2. Describe sharks’ teeth. Why are they so important for survival?
3. How do sharks move through the water?
4. Sharks have two methods of reproduction. What are they?
5. What is the greatest threat to sharks’ survival?

RI 4.1, 4.2, 4.3

Language Arts: Vocabulary

Common Core State Standards encourage students to build their domain-specific vocabulary, which is essential for understanding the complex texts they are reading. There are many scientific words and phrases in Sharks! with which your students are unfamiliar. As they come across a new word they should write it in their student journals. Have them look up its definition. The words they write should include: cartilage, gill slits, denticles, and plankton.

RI 4.1, 4.2, 4.3

Research; Art; Math

Create a “shark” filled with sharks in your classroom to give your students a real sense of the variety of sizes and kinds of sharks. Paint a backdrop of the sea using Meryl Henderson’s Illustrations as inspiration. Study the pictures with your students closely. Look especially at pages 16–27. Take notes of the colors, the textures, sense of movement, and plants. Hang your big or heavy paper on the longest wall in your room or in the hallway and set your students to painting their underwater mural. Assign each student one of the sharks in the book. Each will have to color back the book to see the contours of “their” shark and note its size. Sharks can range in size from 25 centimeters (about 10 inches) to as much as 18 meters (about 44 feet). Setting up a scale for your mural will depend on how many rooms you have. A small scale is 10:1; a shark on the mural will be about 1 inch long and the whole shark will be about 4 feet 7 inches long. Students will want to do some research beyond the book as well before they begin creating “their” shark.

Then have each student make their shark on paper or heavy paper, label it, write in the size and one fact about it (either from the book or from research) and frame the shark in your room.

RI 4.1, 4.2, 4.3

Science; Social Studies; Art

“The most white shark is the most fearsome—and feared—of all sharks.

Marine Biologist

Recorded Books:
https://www.recordedbooks.com/title-details/9781436168748

Lexile 890 Gr. Level 4.8

https://books.google.com/books?id=zTK7XVTpkHgC&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false
http://ocean.si.edu/sharks
Shark Lady Versions

http://ruthchew.com/about-the-books/Shark-Lady.htm

Lexile 730/750
GRL = N
Gr. Level 4.0-4.9

Lexile 770
GRL = Q
Gr. Level 4.5

Biographical Fiction
Moving Word Knowledge Forward

Expanding and Refining Transitioning and Expanding Students’ Vocabulary
Elfrieda Hiebert
TextProject.org
Word Facts and Word Instruction

http://textproject.org/assets/library/powerpoints/
Word Facts/A Generative Vocabulary

Vocabulary Researcher

Slides to Follow Are From:
http://www.textproject.org/archive/presentations/the-first-key-to-unlocking-complex-text-a-generative-vocabulary/

http://textproject.org/resources/word-zones-list
Elfrieda Hiebert: Word Facts and Generative Word Strategies

www.textproject.org

[YouTube Video]

https://www.youtube.com/watch?v=k7CH1zI9xyo

To 9:30

<table>
<thead>
<tr>
<th>Word Facts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. More rare words in texts than talk.</td>
</tr>
<tr>
<td>2. Many more English words than school time.</td>
</tr>
<tr>
<td>3. Small group of words does heavy lifting in text.</td>
</tr>
<tr>
<td>4. Words are part of families.</td>
</tr>
<tr>
<td>5. Networks in narratives and sets of synonyms.</td>
</tr>
<tr>
<td>6. Networks in texts are topics.</td>
</tr>
<tr>
<td>7. Concrete words faster than abstract ones.</td>
</tr>
</tbody>
</table>

---

Use Generative Word Strategies—Especially with **Transitioning and Expanding Students!**
GENERATIVE WORD INSTRUCTION

Elfrieda Hiebert
TextProject.org
Generative Word Strategy #1:

- Teach students to anticipate that complex texts will have many new words and that their generative word knowledge will assist them in figuring out new words.

Teach them to NOTICE and CAPTURE new words (vocabulary notebooks, cards)

*Graves Concept of “Word Consciousness”*

http://www.textproject.org/archive/presentations/the-first-key-to-unlocking-complex-text-a-generative-vocabulary/
# Vocabulary Notebook

<table>
<thead>
<tr>
<th>New Word and Illustration</th>
<th>Pronunciation</th>
<th>Definition in Your Own Words</th>
<th>Sentence and/or Connections</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
Making a Vocabulary Notebook

den

home for a bear
Book Trailer-Motivator
Write down 1-3 potentially new verbs for Transitioning and Expanding ELLs

Shark Lady Trailer:

https://www.youtube.com/watch?v=enpBVnm3CvY&t=21s
Book Trailer
Write down 1-3 potentially new adjectives for Transitioning and Expanding ELLs

https://www.youtube.com/watch?v=RwPsWTukuzw
Swimming with Sharks Trailer

Lexile 770
GRL = Q
Gr. Level 4.5
Generative Word Strategy #2

• Expose students to many new topics and the vocabulary associated with those topics, including “stories” about how words work and their histories.
denticle

Small toothlike structure

dent, denti Latin root that means tooth, teeth

Other terms: dentist, dentistry, denture, dental (floss; appointment; records; hygenist), dentifrice (powder/paste for cleansing); dentin (ivory substance that is the major part of teeth)
How words work

Prefix /un-/:
- usual/unusual
- balanced/unbalanced
- filtered/unfiltered
- harmed/unharmed
- protect/unprotected

Suffix /-y/:
- bone/bony
- scratch/scratchy
- point/pointy
- blood/bloody
- sand/sandy
Generative Word Strategy

#3

- Teach students about the multiple uses of many words
  - Multiple meanings
  - Multiple parts of speech
  - Multiple uses of phrases and idioms

http://www.textproject.org/archive/presentations/the-first-key-to-unlocking-complex-text-a-generative-vocabulary/
<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning 1</th>
<th>Meaning 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pen</td>
<td>Something you write with</td>
<td>Something you put animals (fish, sharks) in</td>
</tr>
<tr>
<td>Current</td>
<td></td>
<td></td>
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<tr>
<td>Mission</td>
<td></td>
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<tr>
<td>Mind</td>
<td></td>
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<tr>
<td>Train</td>
<td></td>
<td></td>
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<tr>
<td>School</td>
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<tr>
<td>Organ</td>
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</tbody>
</table>
Generative Word Strategy #4:

• Teach students words in families, not just single words.
  ♦ Attend to compounding as well as inflected endings (i.e., ed, ing, s, ‘s’, er, est) and derivatives (i.e., prefixes and suffixes)

http://www.textproject.org/archive/presentations/the-first-key-to-unlocking-complex-text-a-generative-vocabulary/
### Morphology Kit

<table>
<thead>
<tr>
<th>Noun-Making Suffixes</th>
<th>Verb-Making Suffixes</th>
<th>Adjective-making suffixes</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ment</td>
<td>-ate</td>
<td>-acious, icious</td>
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<tr>
<td>-ness</td>
<td>-ify</td>
<td>-y</td>
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<tr>
<td>-ation, sion</td>
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<td>-able, ible</td>
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</tbody>
</table>

What About –s; -ed; -ing?

**Derivation vs. Inflection**

change category vs. change meaning without changing category
### Generative Word Strategy #5

- Teach students about the rich networks of similar-meaning words from which authors of narratives choose words for traits/attributes, emotions, motion, and communication.

#### Story Word | Beyond the Story
--- | ---
glide | Move, coast, slide, slip, drift, pass through, sail, flow
explore | Look into, investigate, research, search, examine, seek, hunt
plunge | Dive, jump, leap, dip, descend, fall, immerse
discover | Invent, find out, detect, identify, locate, observe, recognize, learn
determined | Firm, intent, persistent, resolute, serious, single-minded, tenacious

Generative Word Strategy #6

- With the vocabulary of informational texts, teach students about relationships among concepts of critical topics
**Body Parts and Functions**

- **Skin**: Made up of denticles; picks up changes in water current and temperature.
- **Teeth and Jaw**: Hold prey. Sharp jagged edges cut prey. Used to tear, bite, crush food.
- **Electro-reception**: Senses electric fields given off by prey.
- **Tail; Fins**: Steer, keep balance, swim.
- **Gill Slits**: Arranged in pairs, water flows into mouth; out through slits or openings; blood vessels take oxygen from the water.
- **Eyes Ears & Nostrils**: See, hear, smell prey.
Generative Word Strategy #7

• When appropriate, introduce new concepts with pictures and illustrations.

Use an Accordion Book as An Option

http://www.textproject.org/archive/presentations/the-first-key-to-unlocking-complex-text-a-generative-vocabulary/
FIND THE SHARK PARTS

WORD BANK
pectoral fin  second dorsal fin  pelvic fin
caudal fin  gill openings  nostril
first dorsal fin
Discuss These Generative Word Instruction Strategies: Which Strategies Are You Using Regularly? Which Would You Like to Do More Of?

✦ Teach multiple uses of words
✦ Teach words in families
✦ Teach similar meaning words with narrative texts (thesaurus)
✦ Teach word networks with informational texts
www.textproject.org
Article on Generative Vocabulary with David Pearson:
Sharks!

Oral Language Development: Advancing Academic Listening and Speaking—Expanding the Words and Phrases Kids Are Capturing and Using
Create Units with Connected
Listening, Reading, Speaking, Writing

What I got from Listening;
Viewing

What I got from Talking with My Partners

What I got from Reading;
Studying Mentor Text

Writing
Word Study

Listen for 3-4 of these Words & Phrases

Razor-sharp teeth
Sensory organs
Listen, feel, respond
Vibrations
Unique
Sensitive
Muscle twitch
Travel & Navigate
Prey
Thrive

Sense of touch, hearing, smell (olfactory sense), taste and sight
ampullae lorenzini; electroreceptors
Word Study

While Learning About A Shark’s Sense of touch, hearing, smell (olfactory sense), taste and sight

Capture the Meaning Of:
- Razor-sharp teeth
- Sensory organs
- Listen, feel, respond
- Vibrations
- Unique
- Sensitive
- Muscle twitch
- Travel & Navigate
- Prey
- Thrive

Which 2-3 would you focus on for Transitioning and Expanding?
Sharks are unusual in many ways. Most fish have a bony skeleton, but a shark does not have a bone in its body. Its skeleton is made of a strong material called cartilage. You can feel cartilage in your own ears and nose.
Shark Facts; Useful Terminology*

<table>
<thead>
<tr>
<th>Sense</th>
<th>Facts and details; terminology</th>
</tr>
</thead>
</table>
| 1. Teeth and Jaw | • Arranged in rows; one behind the other  
• Shaped like triangles; sharp points hold prey; jagged edges cut prey  
• Teeth are replaced by others when lost or broken  
• Used to tear, bite and crush food  
• Jaw is very strong |
| 2. Tail and Fins | • Strong; tail swings from side to side  
• Made of cartilage; no bones in a shark's body  
• Have a caudal or tail fin, pelvic fin, pectoral fin, dorsal or back fin  
• Fins help a shark steer, keep its balance and keep it from sinking  
• You can see the dorsal or back fin as a shark slices through water |
| 3. Eyes       | • Extremely sensitive to light  
• Able to see where light is dim |
| 4. Sense of Hearing | • Powerful sense; hear at a distance  
• Can hear prey before they can smell  
• Inner ears pick up low frequency sounds and vibrations  
• Sense vibrations and sound to catch prey |
| 5. Nostrils   | • Under their snout  
• Only used for smelling  
• Highly sensitive |
| 6. Gill Slits | • Organs that help a shark breathe  
• Located behind a shark's head on both sides of body  
• Have five, six, or seven pairs of gill slits  
• Water flows into the mouth and out through the gill slits  
• Sharks take oxygen from the water through blood vessels  
• They swim to get the oxygen they need to live |
| 7. Skin       | • Picks up small changes in water current and temperature  
• Made up of denticles; rough and scratchy to the touch  
• As it grows, denticles fall off and are replaced by new, bigger ones |

*Taken from across our Text Set
Sharks are special. They are different from other animals, even other fish. Here are some of the things that make sharks special.

1. Explain how a shark uses teeth and how they taste. Give some facts about shark teeth.
2. Discuss the advantage of a shark having cartilage in its tail. Compare and contrast cartilage and bone.
3. Describe a shark’s vision; kinds of light conditions in which they can see.
4. Describe sounds they can hear.
5. Discuss the purpose of a shark’s nostrils.
6. Discuss the number, location and purpose of a shark’s gill slits.
7. Discuss and describe denticles.
**Sharks are special.**

They are different from other animals, even other fish. Here are some of the things that make sharks special.

**EYES:** Sharks can see better in dim light than people. Some sharks like bright colors and shiny things. They look for them as they swim.

**NOSTRILS:** Sharks use these only to smell. Sharks breathe by taking water in through their gills and mouth.

**JAWS AND MOUTH:** Sharks' jaws have many rows of teeth. Sharks can have thousands of teeth! They do not use their tongues to taste. They use the skin inside their mouths.

**EARS:** Sharks' ears are inside their head. Sharks can hear sounds that are far away.

**SKIN:** Most fish have smooth scales. Sharks are covered with scales called denticles. They look like tiny teeth. Ouch! This skin is so rough that it can scratch.

**GILLS:** All fish have gills. But only sharks have many gill slits on each side of their head. Sharks can have five, six, or seven pairs of gill slits.

**FINS:** All sharks have fins. Fins help keep sharks from tipping over as they swim.

**TAIL:** Sharks can bend and twist their tails. That's because there are no bones in sharks' tails—of anywhere else in sharks' bodies. Instead of bones, sharks have rubbery tissue called cartilage. You have cartilage, too—in the tip of your nose, for instance!

**Wow! A great white shark's tooth can be this big!**

This is the cartilage of a shark!
### Language Tables for Talking

<table>
<thead>
<tr>
<th>Shark Body Structures</th>
<th>What It Is Made Of</th>
<th>How it Helps a Shark Survive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skeleton</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electro-Sensors</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Try It!**
Three-Tab Fold

Cartilage  Denticles  Gills

Fins, Teeth, Electro-Sensors

Foldable for Vocabulary Practice

OR
6-Tabs Foldable

- isosceles
- equilateral
- acute
- right
- obtuse
Another Vocabulary Foldable

<table>
<thead>
<tr>
<th>Outside View</th>
<th>Inside View</th>
</tr>
</thead>
<tbody>
<tr>
<td>slither</td>
<td>The snake slithered across the ground.</td>
</tr>
<tr>
<td>vehicle</td>
<td>Five vehicles drove by in two minutes.</td>
</tr>
<tr>
<td>identical</td>
<td>Are those two girls identical twins?</td>
</tr>
<tr>
<td>unique</td>
<td>Every snowflake is different and unique.</td>
</tr>
<tr>
<td>probability</td>
<td>The meteorologist said the probability of rain is 30% today.</td>
</tr>
</tbody>
</table>

Created by Laura Candler ~ Teaching Resources ~ www.lauracandler.com
Vocabulary Foldable

Front Side

Word: denticles

Word: gill slits

Word: tail fins

Word: jaws; teeth

Word: nostrils

Back Side

Sentence

Definition

Sentence

Definition

Sentence

Definition

Sentence

Definition

Sentence

Definition
Inside-outside circle

**Method:**

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.

Or Do As a Line Up
Numbered Heads Together

Steps of:

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

Listening and Speaking

Insist on precise language
### Active Vocabulary Strategies

<table>
<thead>
<tr>
<th>Grab a Word</th>
<th>Winning Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>✩ Using masking tape, place a word under each student’s chair</td>
<td>✩ Divide the class in two.</td>
</tr>
<tr>
<td>✩ Ask students to grab the word, read it and place it on another student’s back</td>
<td>✩ Taking turns, a team member walks to the word wall and teacher points to a word.</td>
</tr>
<tr>
<td>✩ Students must walk around asking questions to discover their words</td>
<td>✩ The student pronounces the word and gives a definition or explanation.</td>
</tr>
<tr>
<td></td>
<td>✩ Correct words are taken down and given to the team. The team with the most cards wins!</td>
</tr>
</tbody>
</table>

*From Everyday Vocabulary Strategies*
*By Marilee Sprenger, ASCD, 2017*
*http://www.ascd.org/publications/quick-reference-guides.aspx*
**Active Vocabulary Strategies**

<table>
<thead>
<tr>
<th>Word Sorts</th>
<th>Snowstorm/Snowball</th>
</tr>
</thead>
<tbody>
<tr>
<td>✤ Distribute Index Cards that separately list vocabulary words, definitions and pictures/examples</td>
<td>✤ Each student writes a word from the current vocabulary list on a piece of scratch paper.</td>
</tr>
<tr>
<td>✤ Have students put the cards into the appropriate category (word, definition, example) and match them correctly</td>
<td>✤ The students scrunch up their papers and throw their “snowballs” into the air.</td>
</tr>
<tr>
<td>✤ The cards can be reused, or students can glue the cards into a chart to keep them as a study resource</td>
<td>✤ Each person picks up a snowball that lands close by and the class members take turns reading their word aloud and explaining or defining it.</td>
</tr>
</tbody>
</table>

*From 101 Strategies to Make Academic Vocabulary Stick* By Marilee Sprenger, ASCD, 2017

Active Vocabulary Strategies

❖ Vocabulary Walk

❖ Divide students into small groups and give each group a different vocabulary word along with a poster and markers.

❖ Have each group create a poster for their word complete with an illustration, description, and word used in a well-crafted expanded sentence.

❖ Put the posters up and have groups move from poster to poster writing questions or comments. Then revisit each poster with the class.

❖ Seven Up

❖ Assign students to pairs or small groups. Each group gets a different word and a sentence strip.

❖ The group jointly writes a sentence on their sentence strip that contains at least seven words, including the vocabulary word assigned, which they underline.

❖ Each group takes turns reading their sentence aloud while the rest of the class determines if the sentence makes sense. The class can revise as needed. Final sentences are posted around the room.

From 101 Strategies to Make Academic Vocabulary Stick By Marilee Sprenger, ASCD, 2017
Extract Vocabulary When Reading
“Noticing”
“Word Consciousness”

Helping Students Advance their Vocabulary

Partner A: Listen for Adjectives or Adverbs
Partner B: Listen for Vivid Verbs
The true story of Eugenie Clark, the "Shark Lady."

At nine years old, Eugenie Clark developed an unexpected passion for sharks after a visit to the Battery Park Aquarium in New York City. At the time, sharks were seen as mindless killing machines, but Eugenie knew better and set out to prove it. Despite many obstacles in her path, Eugenie was able to study the creatures she loved so much. From her many discoveries to the shark-related myths she dispelled, Eugenie made wide scientific contributions that led to her being nicknamed "Shark Lady."

Jess Keating is an author and zoologist who has tickled a shark, lost a staring contest against an octopus, and been a victim to the dreaded paper cut. Her first novel, How to Outrun a Crocodile When Your Shoes Are Untied, received a Starred Review from Kirkus and has been nominated for a Red Maple Award. She lives in Ontario, Canada, where she spends most of her time writing books for adventurous and funny kids.

Jordan Killam is a freelance advertising copywriter and journalist who only recently discovered a passion for narrating audiobooks. She frequently contributes to the Toledo City Paper and provides advertising copy for various outlets. She gets her kicks by facilitating a neighborhood wine club, appearing in community theater, shopping for vintage clothes and furniture, binging podcasts, and spending time on Kelley's Island in Lake Erie.

Marta Alvarez is a children's book illustrator whose artwork is characterized by happy colors and cute children and animals with red, healthy cheeks. She uses digital techniques to create her pictures, which gives her more freedom to experiment with color and texture. In her spare time, she loves playing with her cats, walking in the woods, watching movies, and drinking coffee with her friends. She lives in La Coruna, Spain.
Streaming Video of *Shark Lady* Through Public Library (Hoopla Digital)

https://www.hoopladigital.com/title/11969272
A diamante poem is a poem in the shape of a diamond. Each line uses specific types of words, like adjectives and -ing words. It does not have to rhyme.

**FORMAT:**

**Beginning topic**
- Adjective, adjective (about beginning topic)
- -ing word, -ing word, -ing word (about beginning topic)
- Four nouns – or – a short phrase (about both beginning and ending topics)
- -ing word, -ing word, -ing word (about ending topic)
- Adjective, adjective (about ending topic)

**Ending topic**

**TYPES:**

**SYNONYM DIAMANTE POEM**
This type describes one topic.

<table>
<thead>
<tr>
<th>Monsters</th>
<th>Creepy, sinister</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hiding, lurking, stalking</td>
<td></td>
</tr>
<tr>
<td>Vampires, werewolves, mummies, and zombies</td>
<td></td>
</tr>
<tr>
<td>Chasing, pouncing, eating</td>
<td></td>
</tr>
<tr>
<td>Hungry, scary</td>
<td></td>
</tr>
<tr>
<td>Creatures</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day</th>
<th>Bright, sunny</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laughing, playing, doing</td>
<td></td>
</tr>
<tr>
<td>Up in the east, down in the west</td>
<td></td>
</tr>
<tr>
<td>Talking, resting, sleeping</td>
<td></td>
</tr>
<tr>
<td>Quiet, dark</td>
<td></td>
</tr>
<tr>
<td>Night</td>
<td></td>
</tr>
</tbody>
</table>

**ANTONYM DIAMANTE POEM**
This type shows the differences between two opposite topics.

**Diamante Poem**

To create a diamante poem, use the poem frame below, which asks you to use different parts of speech to describe your topic.

- topic—a noun
- adjective adjective
- verb verb verb
- four-word phrase
- verb verb verb
- adjective adjective
- renaming noun

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</tr>
<tr>
<td>Quiet, dark</td>
</tr>
<tr>
<td>Night</td>
</tr>
</tbody>
</table>
write your poem

Line 1: Your beginning topic
Sharks

Line 2: Two adjectives about Sharks

Line 3: Three -ing words about Sharks

Line 4: Four nouns or a short phrase linking your topic or topics

Line 5: Three -ing words about Sharks

Line 6: Two adjectives about Sharks

Line 7: Your ending topic
Sharks

Poem Title: Sharks
The Most Important Traits for Moving Writing Forward:
Word Choice and Sentence Fluency (Variety)
## Mini-Lessons and Writing Conferences

<table>
<thead>
<tr>
<th><strong>Word Choice</strong></th>
<th><strong>Sentence Fluency</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>✩ Using specific action verbs; vivid verbs</td>
<td>✩ Using more sentence variety</td>
</tr>
<tr>
<td>✩ Using descriptive adjectives</td>
<td>✩ Creating longer and more detailed sentences</td>
</tr>
<tr>
<td>✩ Using qualifying adverbs</td>
<td>✩ Starting sentences different ways</td>
</tr>
<tr>
<td>✩ Using precise or technical words; using precise vocabulary</td>
<td>✩ (Gr. 3-5) Writing complex sentences using initial, medial and final clauses</td>
</tr>
</tbody>
</table>
How to Improve Your ESL Students’ Writing: Eliminating Simple Vocabulary

Take a look at these two groups of sentences:

1. I got a good sandwich yesterday from Tina’s. I was so happy!
2. I ate a delicious hummus and eggplant sandwich yesterday from Tina’s. I was overjoyed!

Okay, so which pair of sentences is better?

The second one, right? It’s more descriptive, and doesn’t use flat words like “got” and “good”.

Now consider this: which sentence would you expect to see written by an ESL student? That answer could very well depend on their teacher!

As an ESL writing teacher, it can get frustrating to read multiple student essays that contain simple vocabulary. Whether preparing students to move into regular academic classes or for TOEFL and IELTS, it’s important to motivate them to use the academic language that they have learned.

At lower levels of ESL, teachers accept the simple vocabulary because students are just starting to learn to use language in sentences. When those students reach higher levels, however, it’s important to teach them to incorporate these elements in order to turn their essays from bland to impressive.

Lower-level students can benefit from the following lessons, but those classes will not be as in-depth as what will be presented here.

### Identifying Crutch Words

Teachers must identify the words that they want to eliminate and provide reasons for the elimination.

Crutch words are vocabulary words students learned in earlier classes that students tend to use often. These words are generally vague, abstract terms that students fall back on when they can’t think of what to write. In many cases, this vocabulary is acceptable for conversation, but these students want to improve their essay writing skills.

The most common crutch words I’ve encountered are: good, bad, and get. Students would often write “a good/bad result,” when they could have written something more specific.

In higher-level classes, you can tell students at the beginning of the course that they should find replacements for such crutch words. In intermediate levels, you can progressively guide students away from the simple vocabulary.

To help students expand their vocabularies, here are some resources of topic-specific vocabulary lists – to be used when:

- **Traveling by airplane**
- **Enjoying the summer months**

### Notes on Using a Thesaurus

Intermediate ESL students should begin learning to use a thesaurus to improve their word choices. If you teach a class that requires timed essays, it’s best to suggest that students don’t rely on the thesaurus while writing. Altering the word choice in such essays can be saved for the final proofreading before the time has expired.

Even at higher levels, I have found students who didn’t understand that all the words listed as synonyms weren’t necessarily interchangeable. You should present a brief lesson on how to use a thesaurus for essay writing at the beginning of the semester.

### Long-term Results

Don’t expect students to improve in this aspect of their writing immediately. Some students will struggle to pick up on the effective vocabulary, but others will alter their writing sooner. You will need to reinforce the target vocabulary and possibly present this exercise in an abridged form again. The repetition of using synonyms in their revised essays will also lead to results throughout the semester.

I’ve had ESL students who were frustrated by the constant appearance of the letters “WC” on their essays. By the end of the semester, however, they had learned to avoid those crutch words and were able to write clearer, more concise sentences that added to their ideas rather than obscure the meaning.

Though lessons targeting specific weak vocabulary in essays, students will alter their writing habits and choose more appropriate academic vocabulary in the future, which will improve their performance in subsequent classes.

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**Bring English immersion to your classroom!**

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Expanding Sentence Length and Complexity

Helping Students Construct More Complex Sentences and Increase Sentence Variety
Stretching Sentences: Adjectives, Adverbs and Prepositional Phrases

https://www.youtube.com/watch?v=tFfK1d-raw0
Foldable

The cat sits.
The big cat sits.
The big cat sits happily.
The big cat sits happily on the chair.
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.

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

Find lots of interesting words!

http://www.kidthesaurus.com/
ABOUT

> ABOUT - act
> "Act" on the subject of
> "Set me about your advising.
> CONCERNING - have to do with
> "How you heard an avenue regarding your tail dog?"
> REGARDING - in connection with
> "I would like some information regarding Rights to Docks"

ACT

> "Act" as to do something in a certain way
> "My friend acted quickly and returned mail from the city water"

FUNCTION

> "Function" as to act properly or do a task as expected
> "I can't function when I'm tired"

OPERA

> "Operate" as to function or work, especially referring to a machine or device
> "The machine operates automatically when you push this button. You can operate the sprinkler while you watch"

ADMIT

> "Admit" as to state 1 agree that
> "Some admitted that they have eaten seven cookies. You have to admit that the view was worth the climb, don't you?"

ACKNOWLEDGE

> "Acknowledge" as admit to something, especially something you might have kept secret
> "Eddie acknowledged that he was scared during the movie"

CONFESS

> "Confess" as to admit that you have done something wrong
> "I confess to stealing the money from the drawer"

ADULT

> "Adult" as fully developed
> "An adult male gorilla weighs more than 300 pounds"

GROWN-UP

> "Grown-up" as for adults, not children
> "His grown-up manners make him seem older than he really is"

MATURE

> "Mature" as having reached full growth, unlike an adult
> "Mature peppers can taste more than 300 feet. I wouldn't like him better if he would only act more mature"

FULL-GROWN

> "Full-grown" as grown to full size
> "You should trim your dog before it is full-grown"

ripe

> "Ripe" as ready to be picked or eaten, advanced in years
> "Don't pick the tomatoes while they are ripe. Unlike Harry lived to the ripe old age of ninety-seven"

AFFECT

> "Affect" as to have an effect on something
> "Jennifer's accident affected her so badly she was unable to walk for months. How has all this rain affected the tourist industry?"

INFLUENCE

> "Influence" as to have an effect on someone or something so as to produce a change
> "I am not going to let the rain influence my decision to go camping this weekend"

IMPRESS

> "Impress" as to have an effect on someone's mind, especially to make people think highly of someone or something
> "Charlie's work greatly impressed his teacher. The whole class was impressed by the Statue of Liberty"

tip

> "In the most common or frequent uses of affect and affect, affect is a verb and effect is a noun. There is also a verb affect, which you should not confuse with effect. See the note on EFFECT."

- noun
- verb
- adjective
- adverb
- prepare
- preposition
- conjunction
Using the Longman Elementary Dictionary
Add adverbs to tell how or when the action is done.

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

Rover barked.

Rover never barked loudly.
Look up one ordinary word.

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

Find lots of interesting words!

Hint: Use a thesaurus to find interesting adverbs, too.

http://www.kidthesaurus.com/
Which adverbs would you choose to improve the following sentence?

My baby brother talked and chewed his food.
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.

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

Find lots of interesting words!

http://www.kidthesaurus.com/
Let’s Practice
Add an adverb or vivid verb to each sentence

Sharks routinely breathe by *inhaling* water slowly into their mouths as they *glide* along.
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)
Let's Practice

Combine Sentences with Your Partner

Sharks are not like other fish. Fish have smooth scales. Sharks' bodies are covered with scales called denticles that have sharp little teeth in them. Most fish skeletons are made of bone. Shark skeletons are not made up of bone but a softer elastic material called cartilage.
<table>
<thead>
<tr>
<th>Conjunctions to Teach:</th>
<th>Coordinating</th>
<th>Subordinating</th>
<th>Correlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>• And</td>
<td>✫ After</td>
<td>✫ Rather than</td>
<td>✫ Both…and</td>
</tr>
<tr>
<td>• But</td>
<td>✫ Although</td>
<td>✫ Since</td>
<td>✫ Not only…but</td>
</tr>
<tr>
<td>• Or</td>
<td>✫ As</td>
<td>✫ So that</td>
<td>✫ Also</td>
</tr>
<tr>
<td>• Yet</td>
<td>✫ As if</td>
<td>✫ Than</td>
<td>✫ Not…but</td>
</tr>
<tr>
<td>• For</td>
<td>✫ As long as</td>
<td>✫ That</td>
<td>✫ Either…or</td>
</tr>
<tr>
<td>• Nor</td>
<td>✫ As though</td>
<td>✫ Though</td>
<td>✫ Neither…nor</td>
</tr>
<tr>
<td>• So</td>
<td>✫ Because</td>
<td>✫ Till</td>
<td>✫ Whether…or</td>
</tr>
<tr>
<td></td>
<td>✫ Before</td>
<td>✫ Unless</td>
<td>✫ As….as</td>
</tr>
<tr>
<td></td>
<td>✫ Even if</td>
<td>✫ Until</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✫ Even though</td>
<td>✫ When</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✫ If</td>
<td>✫ Whenever</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✫ If only</td>
<td>✫ Where</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✫ In order that</td>
<td>✫ Whereas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✫ Now that</td>
<td>✫ Wherever</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✫ Once</td>
<td>✫ While</td>
<td></td>
</tr>
</tbody>
</table>

Source: [http://grammar.ccc.comm.net.edu/grammar/conjunctions.htm](http://grammar.ccc.comm.net.edu/grammar/conjunctions.htm)

Teach Signal Words/ Cohesive Ties
Use Texts as Mentor Texts to Expand the Types of Sentences Used by Transitioning and Expanding Students
But Eugenie’s work was just beginning. Eager to make discoveries of her own, Eugenie finally dove into the open ocean.

In the Red Sea, Eugenie collected hundreds of fish, including three new species that had not been discovered before.
On a research mission exploring the Palau Islands, Eugenie was diving alone when she encountered her first ever wild shark. She wasn’t afraid. Instead, she thought it was beautiful.
What strategies can you teach to make sentences longer and more complex?
Sharks swim by swinging their tails from side to side. The thresher shark stuns its prey with its tail fin, or caudal fin, which is as long as its body. A shark's other fins help it steer, keep its balance, and keep itself from sinking. When a shark swims along just below the surface of the water, you may see its back fin, or dorsal fin, slice through the water.

Blacktip reef shark—up to 6 feet long
First dorsal fin
Second dorsal fin
Caudal fin
Pectoral fin
Pelvic fin
Anal fin

Thresher sharks—up to 20 feet long

What strategies can you teach to make sentences longer and more complex?
## Connectives Chart

### Instruct / Recount / Sequence (Temporal Connectives)

| • first (second third etc.) | • finally | • then |
| • when | • next | • here |
| • now | • lastly | • hitherto |
| • at this point | • at this moment | • until then |
| • meanwhile | • next time | • soon |
| • after a while | • at once | • straightaway |
| • in the end | • afterwards | • previously |
| • before that | • on another occasion | • whenever |
| • since | • while | • later on |

### Compare / Discuss / Argue (Comparative Connectives)

#### To show a similarity or add a point

| • also | • in addition | • furthermore |
| • moreover | • additionally | • even |
| • let alone | • as well | • indeed |

#### To show difference or opposition to a point

| • however | • nevertheless | • on the other hand |
| • in contrast | • though | • in fact |
| • by contrast | • alternatively | • even so |
| • yet | • anyway | • differs from |
| • whereas | • on the contrary | • in other respects |
| • instead | • rather | • elsewhere |
| • but | • in spite of this | • in that respect |

#### To reinforce a point

| • besides | • anyway | • after all |
| • moreover | | |

### Explain

| • for example | • for instance | • in other words |
| • that is to say | • besides | • e.g. |
| • in that | | |

### List

| • first(ly) | • second(ly) etc. | • first of all |
| • finally | • lasty | • for one thing |
| • for another | • in the first place | • to begin with |
| • next | • in summation | • to conclude |

---

### Show cause or conditions (Causal Connectives)

| • so | • consequently | • then |
| • an effect of | • caused by | • hence |
| • otherwise | • in that case | • because |
| • yet | • still | • stemmed from |
| • despite this | • however | • as a consequence of |
| • all the same | • nevertheless | • though |
| • accordingly | • so as | • even though |
| • moreover | • an outcome of | • as a result of |
| | | • an upshot of |
| | | • under the circumstances |

### Exemplify / show results

| • for example | • for instance | • for one thing |
| • including | • these include | • as exemplified by |
| • these include | • accordingly | • as a result |
| • such as | • without | • through |
| • consequently | • therefore | • then |
| • therefore | • provided that | • since |
| • provided that | • unless | |
### Linking Words - A complete list of Transition Words & Conjunctions also called Cohesive Devices – Connecting Words

<table>
<thead>
<tr>
<th>Space / Location / Place</th>
<th>Time / Chronology / Sequence</th>
<th>Conjunction / Summary / Restatement</th>
<th>Subordinating</th>
<th>Correlative</th>
<th>Coordinating</th>
</tr>
</thead>
<tbody>
<tr>
<td>in the middle</td>
<td>at the present time</td>
<td>as can be seen</td>
<td>after</td>
<td>than</td>
<td>For</td>
</tr>
<tr>
<td>to the left/right</td>
<td>from time to time</td>
<td>generally speaking</td>
<td>rather than</td>
<td>rather than</td>
<td>And</td>
</tr>
<tr>
<td>in front of</td>
<td>sooner or later</td>
<td>in the final analysis</td>
<td>whichever</td>
<td>whichever</td>
<td>Nor</td>
</tr>
<tr>
<td>on this side</td>
<td>at the same time</td>
<td>all things considered</td>
<td>after all</td>
<td>after all</td>
<td>But</td>
</tr>
<tr>
<td>in the distance</td>
<td>up to the present time</td>
<td>as shown above</td>
<td>as long as</td>
<td>as long as</td>
<td>Or</td>
</tr>
<tr>
<td>here and there</td>
<td>to begin with</td>
<td>in the long run</td>
<td>as much as</td>
<td>as much as</td>
<td>Y</td>
</tr>
<tr>
<td>in the foreground</td>
<td>in due time</td>
<td>given these points</td>
<td>whereas</td>
<td>whereas</td>
<td>S</td>
</tr>
<tr>
<td>in the background</td>
<td>until now</td>
<td>as has been noted</td>
<td>that</td>
<td>that</td>
<td>OSS</td>
</tr>
<tr>
<td>in the center of</td>
<td>as soon as</td>
<td>in a word</td>
<td>Rel.Pro.</td>
<td>Rel.Pro.</td>
<td>OSS</td>
</tr>
<tr>
<td>adjacent to</td>
<td>in the meantime</td>
<td>for the most part</td>
<td>Concession</td>
<td>Concession</td>
<td>OSS</td>
</tr>
<tr>
<td>opposite to</td>
<td>as long as</td>
<td>after all</td>
<td>Who</td>
<td>Who</td>
<td>OSS</td>
</tr>
<tr>
<td></td>
<td>in a moment</td>
<td>in fact</td>
<td>Rel.Adj.</td>
<td>Rel.Adj.</td>
<td>OSS</td>
</tr>
<tr>
<td></td>
<td>without delay</td>
<td>ordinarily</td>
<td>Whenever</td>
<td>Whenever</td>
<td>OSS</td>
</tr>
<tr>
<td></td>
<td>in the first place</td>
<td>usually</td>
<td>whom</td>
<td>whom</td>
<td>OSS</td>
</tr>
<tr>
<td></td>
<td>all of a sudden</td>
<td>by and large</td>
<td>whomever</td>
<td>whomever</td>
<td>OSS</td>
</tr>
<tr>
<td></td>
<td>at this instant</td>
<td>to sum up</td>
<td>whose</td>
<td>whose</td>
<td>OSS</td>
</tr>
<tr>
<td>immediately</td>
<td>immediately</td>
<td>on the whole</td>
<td>when</td>
<td>when</td>
<td>OSS</td>
</tr>
<tr>
<td>quickly</td>
<td>traditionally</td>
<td>in any event</td>
<td>once</td>
<td>once</td>
<td>OSS</td>
</tr>
<tr>
<td>finally</td>
<td>exactly</td>
<td>in all</td>
<td>about</td>
<td>about</td>
<td>OSS</td>
</tr>
<tr>
<td></td>
<td>at that instant</td>
<td>in general</td>
<td>next</td>
<td>next</td>
<td>OSS</td>
</tr>
<tr>
<td></td>
<td>and</td>
<td>in summary</td>
<td>now</td>
<td>now</td>
<td>OSS</td>
</tr>
<tr>
<td></td>
<td>or</td>
<td>in conclusion</td>
<td>now that</td>
<td>now that</td>
<td>OSS</td>
</tr>
<tr>
<td></td>
<td>but</td>
<td>in short</td>
<td></td>
<td></td>
<td>OSS</td>
</tr>
<tr>
<td></td>
<td>and</td>
<td>in brief</td>
<td></td>
<td></td>
<td>OSS</td>
</tr>
<tr>
<td></td>
<td>&amp;</td>
<td>in essence</td>
<td></td>
<td></td>
<td>OSS</td>
</tr>
<tr>
<td></td>
<td>or</td>
<td>to summarize</td>
<td></td>
<td></td>
<td>OSS</td>
</tr>
<tr>
<td></td>
<td>&amp;</td>
<td>on balance</td>
<td></td>
<td></td>
<td>OSS</td>
</tr>
<tr>
<td></td>
<td>or</td>
<td>altogether</td>
<td></td>
<td></td>
<td>OSS</td>
</tr>
</tbody>
</table>

### Conjunctions

- **Comparison**
  - as ... as
  - just as ... so
  - both ... and
  - hardly ... when
  - scarcely ... when

- **Reason**
  - why
  - for what
  - as

- **Manner**
  - how
  - as though
  - as if

- **Condition**
  - provided that
  - hence
  - therefore

- **Concession**
  - though
  - although
  - even though
  - while

- **Subordinating**
  - if
  - only if
  - unless
  - until
  - when
  - since
  - till
  - whenever
  - by the time

- **Coordination**
  - and
  - but
  - or
  - nor

- **Correlative**
  - as ... as
  - just as ... so
  - both ... and
  - hardly ... when
  - scarcely ... when

- **Ordinating**
  - after
  - rather than
  - as much as
  - where

- **Time**
  - after all
  - in fact
  - in summary
  - in conclusion
  - in short
  - in brief
  - in essence
  - to summarize
  - on balance
  - altogether

- **Overall**
  - ordinarily
  - usually
  - by and large
  - to sum up
  - on the whole
  - in any event
  - in all

**Another Source for You**

[http://www.smart-words.org/linking-words/conjunctions.html](http://www.smart-words.org/linking-words/conjunctions.html)
### Linking Words - A complete list of Transition Words & Conjunctions also called Cohesive Devices – Connecting Words

#### Agreement / Addition / Similarity
- in the first place
- not only ... but also
- as a matter of fact
- in like manner
- in addition
- coupled with
- in the same fashion / way
- first, second, third
- in the light of
- not to mention
- to say nothing of
- equally important by the same token

#### Effect / Result / Consequence
- as a result
- under those circumstances
- in that case
- for this reason
- henceforth

#### Examples / Support / Emphasis
- in other words
- to put it differently
- for one thing
- as an illustration
- in this case
- for this reason
- to put it another way
- that is to say
- with attention to
- by all means

#### Opposition / Limitation / Contradiction
- although this may be true
- in contrast
- different from
- of course ..., but
- on the other hand
- on the contrary
- at the same time
- in spite of
- even so / though
- be that as it may
- then again
- above all
- in reality
- after all

#### Cause / Condition / Purpose
- in the event that
- granted (that)
- as / so long as
- on (the) condition (that)
- for the purpose of
- with this intention
- with this in mind
- in the hope that
- to the end that
- for fear that
- in order to
- seeing / being that
- in view of

#### Transition Words and Phrases

**Agreement / Addition / Similarity**
- again
- to
- and
- also
- then
- equally
- identically
- uniquely
- like
- as
- too
- moreover
- as well as
- together with
- of course
- likewise
- comparatively
- correspondingly
- similarly
- furthermore
- additionally

**Examples / Support / Emphasis**
- notably
- including
- like
- to be sure
- namely
- chiefly
- truly
- indeed
- certainly
- surely
- in fact
- in general
- in particular
- in detail
- to demonstrate
- to emphasize
- to repeat
- to clarify
- to explain
- to enumerate
- such as
- for example
- for instance
- to point out
- with this in mind

**Effect / Result / Consequence**
- although this may be true
- in contrast
- different from
- of course ..., but
- on the other hand
- on the contrary
- at the same time
- in spite of
- even so / though
- be that as it may
- then again
- above all
- in reality
- after all

**Opposition / Limitation / Contradiction**
- but
- (and) still
- unlike
- or
- (and) yet
- while
- besides
- as much as
- even though
- nonetheless
- regardless
- notwithstanding

**Cause / Condition / Purpose**
- if
- ... then
- unless
- provided that
- granted (that)
- as / so long as
- on (the) condition (that)
- for the purpose of
- with this intention
- with this in mind
- in the hope that
- to the end that
- for fear that
- in order to
- seeing / being that
- in view of

- in case
- if
- ... then
- unless
- provided that
- given that
- only / even if
- so that
- so as to
- owing to
- due to
- because of
- as
- since
- while
- lest

---

*Linking Words - A complete List - Sorted by categories Freely available from http://www.smart-words.org/ © 2013 Page 1 of 2*
Moving Writing Forward

- Descriptive Writing
- Explanatory Writing
- Opinion/Argumentative Writing
- Biographical Writing (Narrative)
Description: What are the Characteristics of Descriptive Text?

https://www.youtube.com/watch?v=agqgBkpCoY
Sharp teeth fill the shark’s mouth. The shark grabs the fish tight in its strong jaws. The fish cannot get away.

What descriptive strategies are being used?
Usage Note

Tight is used as an adverb following verbs that denote a process of closure or constriction, as squeeze, shut, close, tie, and hold. In this use it is subtly distinct from the adverb tightly.

Tight denotes the state resulting from the process, whereas tightly denotes the manner of its application. As such, tight is more appropriate when the focus is on a state that endures for some time after the activity has ended. The sentence She closed up the house tight suggests preparation for an impending blizzard. By the same token, it is more natural to say The windows were frozen tight than The windows were frozen tightly, since in this case the tightness of the seal is not likely to be the result of the manner in which the windows were frozen.

With a few verbs tight is used idiomatically as an intensive and is the only possible form: sleep tight; sit tight. Tight can be used only following the verb: The house was shut tight (not tight shut).

Slow vs Slowly: http://www.learnersdictionary.com/qa/Slow-Slowly-and-Flat-Adverbs
Most sharks have several rows of teeth shaped like triangles. When some teeth fall out, more grow in. A great white shark can have nearly 3,000 teeth!
Look at the descriptive language

What strategies can you point out to students using this page as a mentor text

The salt stung her eyes, but she didn’t want to miss a single fish. Constellations of sea stars speckled the pebbled sand. She imagined a silvery fin standing strong on her back, slicing through the ocean current.
It was Saturday, and Eugenie wanted to stay at the aquarium forever. She wanted to smell the damp, salty air and stare at the glittery rainbow of fish. She wanted to keep watching her favorite animals...

The sharks.
Explanation
# Explanation

## Preparation for Writing

- Gather Facts
- Gather Words
- Use a Thesaurus; Or Gather Words as You Read

## Writing Template: Explanation

<table>
<thead>
<tr>
<th>Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction:</td>
</tr>
<tr>
<td>General statement about the topic. Definition or a question. A brief description.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Explanation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Series of statements written in sequential order to explain:</td>
</tr>
<tr>
<td>How something works.</td>
</tr>
<tr>
<td>• What it is used for?</td>
</tr>
<tr>
<td>• What each part does?</td>
</tr>
<tr>
<td>• How the parts work together?</td>
</tr>
<tr>
<td>• How to use it?</td>
</tr>
<tr>
<td>OR</td>
</tr>
<tr>
<td>Why something happens.</td>
</tr>
<tr>
<td>• How and why it starts</td>
</tr>
<tr>
<td>• What happens next, why?</td>
</tr>
<tr>
<td>• What happens after that, why?</td>
</tr>
<tr>
<td>• What happens finally, why?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conclusion: summary or comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A summary or recommendation, general comment about use or history.</td>
</tr>
</tbody>
</table>
Listen and Explain: The Functions of a Shark’s Skeleton (Cartilage), Teeth, or Skin (Denticles)

- What it is
- How it functions
- Why it is useful to sharks
<table>
<thead>
<tr>
<th>Body Part</th>
<th>What it is like</th>
<th>How it helps sharks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skeleton</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teeth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skin</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Explanation. Body Parts (Stop at 2 mins)

https://www.youtube.com/watch?v=ZFk0xhqT5fQ
<table>
<thead>
<tr>
<th>Body Part</th>
<th>What it is like</th>
<th>How it helps sharks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skeleton</td>
<td>flexible rubbery tissue; soft, elastic material called cartilage</td>
<td></td>
</tr>
<tr>
<td>Teeth</td>
<td>pointy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jagged edges</td>
<td></td>
</tr>
<tr>
<td>Skin</td>
<td>Rough, scratchy; covered with denticles</td>
<td></td>
</tr>
</tbody>
</table>
Ensure that they use precise, technical language and expanded or complex sentences.
Biographies
Eugenie Clark

Marine Biologist

On Saturdays, Eugenie’s mother would sell newspapers at a downtown newspaper stand in New York City. The extra money was sorely needed, since Eugenie’s father had died when she was a baby. While her mother worked, Eugenie would spend her time at the local aquarium. It was there that her love of fish began. In addition to fish, Eugenie collected toads, salamanders, and snakes. When she joined the Queens County Aquarium Society, she became its youngest member.

After graduating from Hunter College in New York, Eugenie went to work for Carl Hubbs, a famous California ichthyologist (scientist who studies fish). When her studies with him were complete she worked at the Museum of Natural History in New York and attended classes at New York University. Next she was asked to go to the South Sea Islands to learn about poisonous fish. By this time, Eugenie had won many scholarships to study fish.

After she was married, Eugenie and her husband opened a marine lab in Florida where she set out to learn all she could about sharks. Special pens were built in the water to facilitate observations. While they lived in Florida, Eugenie and her husband had four children.

When the marriage ended, Eugenie and her children moved to Maryland where she taught at the University. Summers were spent on the Red Sea where Eugenie Clark first observed a fish, called the Moses sole, that sharks would not and could not eat. Further investigations of the Moses sole showed that it emits a poison which paralyzes sharks and acts as a natural repellent.

Dr. Eugenie Clark, who was born in 1922, still studies the underwater world.
<table>
<thead>
<tr>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Born in New York City</td>
<td></td>
</tr>
<tr>
<td>Father Died</td>
<td>Learned to Swim by this Year</td>
</tr>
<tr>
<td>Visited the New York Aquarium in Battery Park</td>
<td></td>
</tr>
<tr>
<td>Graduated High School at Age 16; Favorite Subject was Biology</td>
<td></td>
</tr>
<tr>
<td>Earned her B.A. at Hunter College in Zoology</td>
<td></td>
</tr>
<tr>
<td>Earned her M.A. at NYU; First Job as a Research Assistant at the Scripts Institute of Oceanography in La Jolla CA</td>
<td></td>
</tr>
<tr>
<td>Worked in the South Pacific US Office of Naval Research</td>
<td></td>
</tr>
<tr>
<td>Received Doctoral Degree NYU Major in Zoology</td>
<td></td>
</tr>
<tr>
<td>Started job at the University of MD, College Park</td>
<td></td>
</tr>
</tbody>
</table>
Eugenie Clark Bio: Start at 35 seconds-Stop at 2:29

https://www.youtube.com/watch?v=tKIUzMi2ROY
Eugenie Clark

Eugenie Clark, (born May 4, 1922, New York, New York, U.S.—died February 25, 2015, Sarasota, Florida), American ichthyologist noted for her research on poisonous fishes of the tropical seas and on the behaviour of sharks. She was also an avid marine conservationist.

Clark was born to an American father and a Japanese mother. Her father died when she was young, and she was supported by her mother and grandparents. On days when she accompanied her mother to work in Manhattan, Clark whiled away the hours at the New York Aquarium (then in Battery Park) and soon determined to study fish. She was further inspired by the writings of William Beebe, a pioneer in underwater research. She later studied zoology at Hunter College (B.A., 1942) and New York University (M.A., 1946), supporting herself at the latter school by working as a chemist for a plastics company.

Clark was a research assistant at the Scripps Institution of Oceanography in La Jolla, California, from 1946 to 1947. There she learned to dive with gear that predated the self-contained underwater breathing device developed by the U.S. military and later known as the scuba. (She would later become proficient with scuba gear as well.) In 1947 she was asked by the U.S. Fish and Wildlife Service to study the sea life of the Philippines but was detained by the F.B.I. because of concerns about her Japanese heritage and was ultimately unable to go. She worked at the Marine Biological Laboratory in Woods Hole, Massachusetts, in 1948. Clark was a member of the staff of the American Museum of Natural History, New York City, from 1948 to 1966. In 1949 the U.S. Office of Naval Research sent her to the islands of the South Seas to collect and identify species of poisonous fish; there she learned to free dive. As a Fulbright scholar (1951), she conducted research on the Red Sea from the Al-Ghardaqah Marine Biological Station in Egypt. At the time, the waters were virtually unexplored. Her research on the live-bearing reproduction of platy and swordtail fish earned her a doctorate from New York University in 1950. She was reported as being the first person in the United States to carry out successful artificial insemination experiments on fish.

In 1955—with funding from William H. Vanderbilt, grandson of shipping and railroad magnet Cornelius Vanderbilt—Clark helped found the Cape Haze Marine Laboratory in Placida, Florida; it moved to Siesta Key in 1960 and to Sarasota in 1978. Clark and her growing team of researchers collected and studied hundreds of fish species off the Florida coast. She served as its executive director until 1967; that year it was renamed the Mote Marine Laboratory. The year the lab was built, Clark was asked by a cancer researcher to capture some sharks so he could study their livers; that led to the creation of a pen for live sharks at the site. In 1958 Clark undertook research on shark behaviour, eventually training lemon sharks (and other species) to push a target in order to receive food. That research contradicted long-held assumptions that sharks lacked intelligence. Thereafter Clark, who also encountered sharks in the wild on her frequent dives, became an advocate for their conservation and attempted to dispel the public fear of the animals. She joined the faculty of the University of Maryland in 1968, becoming full professor in 1973 and emeritus in 1992. Clark made frequent expeditions into the field, particularly the Red Sea. She retired from teaching in 1999.

Clark made numerous studies of the fish in the order Tetraodontiformes (Plectognathi), which includes triggerfish, pufferfish, and filefish. She discovered that the Red Sea Moses sole (Pardachirus marmoratus), a type of flatfish, secretes a substance that is repulsive to sharks (1972). In 1973 she visited caves in Mexico where sharks had been reported to lie motionless and seemingly unreactive. She hypothesized that freshwater seeps in the caves helped the fish to shed parasites, an assertion borne out by the presence of parasite-eating remoras in the caves. In 1995 her team discovered that whale sharks give birth to live young. Clark also made numerous studies of the colonial garden eels of the Red Sea and of other fish species.

Clark was a frequent contributor to National Geographic magazine. She wrote the memoirs Lady with a Spear (1953) and The Lady and the Sharks (1969) and cowrote the children’s book The Desert Beneath the Sea (1991), about her investigations of the sandy floors of the Red Sea.

Timeline

Use introductory time clauses; Vary the way sentences begin

Ensure that Students Use Rich, Explicit Vocabulary and a Range of Sentence Types When Writing
Resources for You!
Eugenie grew up in a time when society had misconceptions about what a girl could or couldn’t do. Eugenie proved to the world that not only are sharks smart, beautiful animals, but as a girl, she could learn and practice science. In doing so, Eugenie made great contributions to the field of zoology.

If you could practice or study anything you wanted, what would it be?

Below, draw yourself doing what you would love to do when you grow up.
Sharks-Natl. Geo. Kids
https://kids.nationalgeographic.com/explore/youtube-playlist-pages/
youtube-playlist-sharks/

https://kids.nationalgeographic.com/videos/animal-jam/
youtube-tierney-sharks/
Recycle Content While Practicing Academic Language Learned

Six Senses

- Electro-Sensors
  Sense Prey

- Inner Ears
  Hearing

- Eyes
  Sight

- Skin, Denticles
  Touch

- Nostrils
  Smell

- Nodes; Buds
  Taste
Nancy Cloud
ncloud@ric.edu
nancycloud2@gmail.com