Planning Effective ENL Instruction K-8

June 29 and 30, 2017
Newtown High School, Library
8:30 AM to 3:00 PM

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Professor Emerita
Rhode Island College
Providence, RI
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• Foundations of Literacy Instruction in a Second Language (continued)
• Planning integrated ENL instruction for ELA
• Selecting Texts for ELLs; Differentiated Use of Materials with ELLs; Preparing ELLs for Grade Level Texts
• Promoting Listening, Speaking, Reading, Writing
• How and When to Use the Native Language in ENL Classrooms
Teacher Reference Book

Solid Foundation

From Research to Practice
Heinemann, 2009
Ways L₁ and L₂ Literacy are Different

According to the NLP on Language Minority Children and Youth (2006), for ELLs, comprehension must be given priority to ensure that students see reading and writing as meaningful and functional activities. For learning to read in English as a second language, the following rank order is recommended:

- Comprehension
- Vocabulary
- Phonemic awareness
- Decoding/encoding
- Fluency

Why do these make sense for second language learners of English?
We know that L1 Skills and knowledge facilitate learning to read in English—this includes:

- phonological awareness,
- knowledge of cognate vocabulary,
- reading comprehension strategies and emergent literacy skills—knowledge of print, letter names and letter-sound correspondence.

Riches and Genesee and Genesee and Geva, 2006
1. Identify the students’ stage of development.
2. Use scaffolded activities to help the learners acquire the behaviors associated with the next level.
3. Provide lots of modeling and time to practice.
4. Monitor the students’ learning.
• Meaning-centered
• Tap or build background knowledge ("funds of knowledge")
• Use familiar themes; topics
• Teach small skills in a story or book frame
• Show how English works (model/demonstrate)
Principles of Emergent Literacy Instruction

1. Literacy activities should be meaningful, interesting and interactive to engage and motivate students.

2. Literacy instruction should build on and expand ELLs’ oral language skills in English and link to their background knowledge.

3. Reading and writing skills should be taught directly and modeled for students--in a meaningful way.

4. The component skills of literacy should be taught systematically, but in an integrated and meaningful fashion. High frequency words can be taught as sight words.
Principles of Emergent Literacy Instruction (Continued)

5. Reading instruction should be connected with writing instruction so that each can build on the other.

6. Give students lots of opportunities to read and write.

7. Literacy Instruction must address all aspects of literacy—both reading and writing—for social and academic purposes.

8. Literacy at school must connect to and build on literacy experiences in the home and community.
Good Book

ORAL LANGUAGE

GUIDED READING & CLOSE READING: TEACH SKILLS & STRATEGIES

CONNECT TO INTERESTING WRITING ACTIVITIES; CROSS THE DIFFERENT TYPES OF WRITING: NARRATIVE, DESCRIPTIVE, INFORMATIONAL, PERSUASIVE

TAP BUILD BACKGROUND KNOWLEDGE

MEANINGFUL LEARNING CONTEXT
Remember
How Much Modification is Needed?

When should I scaffold? Not?
ENL Proficiency Levels

Differentiated Instruction

Let's Review What Kids Can Do At Each Proficiency Level from Entering to Expanding

Remember
Amount, Complexity of Language Produced
Amount of Scaffolding Needed
# Planning for a Multi-Level Class

## Resource 8.2 Differentiated Assignment/Assessment Template

### Differentiated Assignment/Assessment Template

**Assignment:**

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Fully English Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language-Based Expectations:</td>
<td>Language-Based Expectations:</td>
<td>Language-Based Expectations:</td>
<td>Language-Based Expectations:</td>
<td>Language-Based Expectations:</td>
<td>Language-Based Expectations:</td>
</tr>
</tbody>
</table>

**Standards-Based Content or Topic (from the curriculum):**

| Scaffolding and Support: | Scaffolding and Support: | Scaffolding and Support: | Scaffolding and Support: | Scaffolding and Support: | Scaffolding and Support: |

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Copyright © 2010. Caslon, Inc. All rights reserved. The first purchaser may photocopy this page for classroom and personal use.
Scaffolding

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

<table>
<thead>
<tr>
<th>Sensory Supports</th>
<th>Graphic Supports</th>
<th>Interactive Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Real-life objects (realia)</td>
<td>• Charts</td>
<td>• In pairs or partners</td>
</tr>
<tr>
<td>• Manipulatives</td>
<td>• Graphic organizers</td>
<td>• In triads or small groups</td>
</tr>
<tr>
<td>• Pictures &amp; photographs</td>
<td>• Tables</td>
<td>• In a whole group</td>
</tr>
<tr>
<td>• Illustrations, diagrams &amp; drawings</td>
<td>• Graphs</td>
<td>• Using cooperative group structures</td>
</tr>
<tr>
<td>• Magazines &amp; newspapers</td>
<td>• Timelines</td>
<td>• With the Internet (Web sites) or software programs</td>
</tr>
<tr>
<td>• Physical activities</td>
<td>• Number lines</td>
<td>• In the native language (L1)</td>
</tr>
<tr>
<td>• Videos &amp; Films</td>
<td></td>
<td>• With mentors</td>
</tr>
<tr>
<td>• Broadcasts</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Balance the Four Skills in the Integrated ENL Class

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

• According to Saunders, Goldenberg and Marcelletti (2013) “ELD Instruction Should Incorporate Reading and Writing But Should Emphasize Listening and Speaking”
LEARNING ABOUT OUR CHILDREN’S TEXTS
## Typical Reader Measures, by Grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reader Measures, Mid-Year 25th percentile to 75th percentile (IQR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Up to 280L</td>
</tr>
<tr>
<td>2</td>
<td>230L to 580L</td>
</tr>
<tr>
<td>3</td>
<td>360L to 720L</td>
</tr>
<tr>
<td>4</td>
<td>480L to 830L</td>
</tr>
<tr>
<td>5</td>
<td>620L to 950L</td>
</tr>
<tr>
<td>6</td>
<td>690L to 1020L</td>
</tr>
<tr>
<td>7</td>
<td>780L to 1090L</td>
</tr>
<tr>
<td>8</td>
<td>820L to 1140L</td>
</tr>
<tr>
<td>9</td>
<td>880L to 1170L</td>
</tr>
<tr>
<td>10</td>
<td>920L to 1200L</td>
</tr>
<tr>
<td>11</td>
<td>940L to 1210L</td>
</tr>
<tr>
<td>12</td>
<td>950L to 1220L</td>
</tr>
</tbody>
</table>

**Lexiles for Beginning Readers:**

**Early Reading Indicators:**
Here's the text features the early-reading indicators evaluate and the text complexity variables they examine.

<table>
<thead>
<tr>
<th>NINE TEXT COMPLEXITY VARIABLES</th>
<th>INDICATORS</th>
</tr>
</thead>
</table>
| 1. Text Density | **Structure Indicator**  
Looks at what is going on with text as a whole by evaluating the degree of repetition and patterning (e.g., repeated phrases) in the text. Repeated phrases lower the Structure Indicator. |
| 2. Phrase Diversity  | **Syntactic Indicator**  
Looks at what is going on at the sentence level by evaluating the complexity within sentences and across sentences. |
| 3. Non-Compressibility | **Semantic Indicator**  
Looks at what is going on with the words used by evaluating the challenge of word meanings in a text. |
| 4. Intersentential Complexity | **Decoding Indicator**  
Looks at parts of the words, like vowel and consonant patterns, and sounds by evaluating the patterns of letters in a word. |
| 5. Age of Acquisition  |  |
| 6. Word Rareness  |  |
| 7. Abstractness |  |
| 8. Monosyllable  |  |
| 9. Decoding Demand  |  |
| 9. Syllable Count |  |

Get a deeper look at text features and how they contribute to the text complexity.

These early-reading indicators are assigned a level of difficulty for comparison with typical K-2 books. Below are two examples of how two books could have similar Lexile measures but have different text characteristics, and consequently their early-reading indicator profiles are quite different.
Get a deeper look at text features and how they contribute to the text complexity.

These early-reading indicators are assigned a level of difficulty for comparison with typical K–2 books. Below are two examples of how two books could have similar Lexile measures but have different text characteristics, and consequently their early-reading indicator profiles are quite different.

<table>
<thead>
<tr>
<th>All Birds Have Feathers</th>
<th>INDICATORS</th>
<th>VERY LOW DEMAND</th>
<th>VERY HIGH DEMAND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structure Indicator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Syntactic Indicator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semantic Indicator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decoding Indicator</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

All Birds Have Feathers Text:
A chick has feathers. A duck has feathers. A penguin has feathers. A turkey has feathers. A parrot has feathers. This peacock has big, bright feathers. All birds have feathers.
Comparing Guided Reading, Reading Recovery and DRA Levels to Grade Levels and to Lexiles

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>DRA Levels</th>
<th>Lexile Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergent</td>
<td>1-2</td>
<td>0-20</td>
</tr>
<tr>
<td>Early</td>
<td>1-2</td>
<td>0-20</td>
</tr>
<tr>
<td>Grade 1</td>
<td>6-10</td>
<td>20-40</td>
</tr>
<tr>
<td>Grade 2</td>
<td>6-10</td>
<td>20-40</td>
</tr>
<tr>
<td>Grade 3</td>
<td>10-12</td>
<td>40-60</td>
</tr>
<tr>
<td>Grade 4</td>
<td>12-14</td>
<td>60-80</td>
</tr>
<tr>
<td>Grade 5</td>
<td>14-16</td>
<td>80-100</td>
</tr>
<tr>
<td>Grade 6</td>
<td>16-18</td>
<td>100-120</td>
</tr>
</tbody>
</table>
Selecting Texts for ELLs

Differentiated Use of Materials with ELLs
Our Three Texts

- **Entering/Emerging**: Leo and the Butterflies by Jan Reynolds
- **Transitioning**: Raymond’s Perfect Present by Therese On Louie, illustrated by Suling Wang
- **Transitioning/Expanding/Commanding**: CELEBRATE! Connections Among Cultures by Jan Reynolds
Leo and the Butterflies
by Jan Reynolds

Overview:
Meet a young boy named Leo who lives in Costa Rica. Learn all of the things Leo knows about the butterflies that live in the rainforest near his home.

DRA 18/20
Guided Reading Level = J
Grade 2 Reading Level

Getting Ready to Read

1. Introduce the concept and vocabulary by asking open-ended questions:
   - What kinds of things might you find in a garden?
   - Tell me what you know about butterflies. Where might you see lots of butterflies?
   - What do you think a rainforest is? Tell me what you know about rainforests.

2. Connect children's past experiences with the book vocabulary:
   - Ask children to use the title and photograph on the cover to predict what they would expect to read about in the story.
   - Show the back cover and read the copy. Ask children to think about what Leo might teach them about butterflies.
   - Have children suggest some words they might read in the book.
   - Give children the book and have them look through it. Ask them to look for some hints about what happens in the story. Make sure
Related Informational Texts

Reading Level 3.6, Lexile 590, Mary Fox, Heinemann Library

https://books.google.com/books/about/A_Visit_To_Costa_Rica.html?id=zX1nGfyvylIC

Reading Level 4.1; GRL = P; Lexile 710, Tracey West, Lerner Publications

Related Informational Texts

GRL = Q, Lexile 860, ATOS 5
By Sharon Katz Cooper, Capstone Press

Butterflies

https://www.amazon.com/dp/1433335875/ref=rdr_ext_tmb#reader_1433335875

Lexile 190
Gr. 1.2
GRL= H
(Leo book is level J)
1. Which parts of Raymond’s Perfect Present do you connect with the most? Why?
2. Describe your mother, grandmother, or mother figure in as much detail as possible. What does she like to do? What kind of music or games does she like? What is her favorite food? What do you know about her childhood? What do you do to make her laugh or feel better?
3. Although Raymond’s mother organized for Raymond to stay with Mr. and Mrs. Silver when she is in the hospital, Raymond has a lot of time by himself after school. How much freedom should parents give their children?
4. Raymond’s mother remembers her childhood growing up on a farm. Describe a place you remember warmly from your life.
5. Describe the best gift you have ever received. What makes it so special to you? Who gave you the gift and what was the occasion?
6. Raymond lives in a city and his mother grew up on a farm. Where would you most want to live: in a city, a suburb, or the country?
7. When you feel lonely, stressed, or sad, what are your coping or survival strategies? How do you manage stress? Write a letter to Raymond with ideas on how he can cope when his mother is in the hospital and he wants to help.
8. Despite Raymond’s best efforts, his flowers wilt before his mother can see them. When have you ever failed at something and what did you learn as a result of that experience?
9. Mr. and Mrs. Silver step in to take care of Raymond. Who outside your family has made a difference in your life and what were the circumstances? How did you show appreciation?

ELL Teaching Activities
(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–6)
(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)
These strategies might be helpful to use with students who are English Language Learners.

1. Assign ELL students to partner-read the story with strong English readers/speakers. Students can alternate reading between pages, repeat passages after one another, or listen to the more fluent reader.
2. Have each student write three questions about the story. Then let students pair up and discuss the answers to the questions.
3. Depending on students’ level of English proficiency, after the first reading:
   • Review the illustrations in order and have students summarize what is happening on each page, first orally, then in writing.
   • Have students work in pairs to retell either the plot of the story or key details. Then ask students to write a short summary, synopsis, or opinion about what they have read.
4. Have students give a short talk about what they admire about one of the characters in the story.
5. The book contains several content-specific and academic words that may be unfamiliar to students. Based on students’ prior knowledge, review some or all of the vocabulary. Expose English Language Learners to multiple vocabulary strategies. Have students make predictions about word meanings, look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, list synonyms and antonyms, create an action for each word, and write a meaningful sentence that demonstrates the definition of the word.

ATOS 3.1
Guided Reading Level = M
High 2nd/Mid 3rd
Seed to Plant

Reading Level 3.4, Lexile 660, GRL = M

https://www.amazon.com/Seed-Plant-Gail-Gibbons/dp/0823410250#reader_08

Reading Level 1/2; GRL + H

https://books.google.com/books/about/A_Seed_Was_Planted.html?id=gaFaAQAAQBAJ

http://www.deltapublishing.com/proddetail.cfm?cat=8&toc=95&stoc=0&pronum=4892
**CELEBRATE!**
CONNECTIONS AMONG CULTURES

BY JAN REYNOLDS

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**DRA = 40**
**GRL = R**
**Grade Level 6.3**
**Lexile 1060 (6th-8th)**

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**Reading Level**
*Reading Level: Grades 3-4
Interest Level: Grades 1-5
Guided Reading Level: R
*Reading level based on the Spache Readability Formula

**Themes**
World Cultures, Celebrations and Traditions, Communities, Human Experiences, Music, Dance, Environments

With captivating photographs and text, this book presents a fascinating look at the celebrations of various cultures around the world. The text describes the unique traditions followed by these groups and also highlights the underlying similarities and connections of these forms of human expression. The indigenous peoples covered in the book are: the Tibetans and Sherpas of the Himalaya, the Tuareg of the Sahara, the Aborigines of Australia, the Sami of northern (Arctic) Europe, the Yanomami of the Amazon Basin, the Inuit of northern North America, and the Balinese of Indonesia. School Library Journal praised "the excellent-quality photographs and the brief, engaging text con[ig]uring together to promote the theme: 'We are one human family celebrating life on Earth!'"

**Background**
Author/photographer Jan Reynolds has traveled the world and has lived with the families featured in the book. She says, "I wanted to learn more about what people around the world honor as sacred and important in their lives. That's why I searched far and wide for indigenous tribes, as a way of walking back into the past. I wanted to learn about the basic ways of human expression. . . . Participating in rituals and celebrations gave me a window into human culture in a way nothing else could. . . . I hope readers will come away with a feeling that we as human beings, are so much alike."

**Teaching Tip**
As students head back to school, their horizons will expand. New friends, new teachers, and new ideas will open up new worlds. *Celebrate! Connections Among Cultures* is the perfect back-to-school book because it is a joyous example of the remarkable new worlds that students will encounter.
Cultural Celebrations

https://www.amazon.com/Children-Just-Like-Me-Celebrations/dp/0789420279/ref=pd_sim_14_1?_encoding=UTF8&pd_rd_i=0789420279&pd_rd_r=ASEQCHYE0FJ31F455GZ2&pd_rd_w=EThBA&pd_rd_wg=KdoDB&psc=1&refRID=ASEQCHYE0FJ31F455GZ2

Reading Level 5.0

https://www.amazon.com/Kids-Around-World-Celebrate-Festivals/dp/047134527X/ref=sr_1_1?keywords=Kids+Around+the+World+Celebrate&ie=UTF8&qid=1496410281&sr=1-1&keywords=Kids+Around+the+World+Celebrate
Create Units with Connected Listening, Reading, Speaking, Writing

- What I got from Listening; Viewing
- What I got from Talking with My Partners
- What I got from Reading Leveled Text
Planning ENL Instruction

Planning integrated ENL instruction for ELA and Social Studies
ANALYZING OUR TEXTS TO IDENTIFY LANGUAGE DEMANDS AND LANGUAGE LEARNING OPPORTUNITIES
Our Three Texts

**Leo and the Butterflies**
- DRA: 18/20
- Guided Reading Level: J
- Grade Level: 2nd
- Lexile: 1060 (6th-8th)

**Raymond’s Perfect Present**
- DRA: 40
- GRL: R
- Grade Level: 6.3
- Lexile: 1060 (6th-8th)

**CELEBRATE!**
- DRA: 18/20
- Guided Reading Level: M
- High 2nd/Mid 3rd
Our Three Texts

- Leo and the Butterflies
  - Entering/Emerging

- Raymond’s Perfect Present
  - Transitioning

- CELEBRATE!
  - Transitioning/Expanding/Commanding
Types of Language Objectives

**Linguistic** vs. **Communicative**

- Pronunciation
- Vocabulary
- Grammar (Word, Sentence Structure)
- Discourse/Genre (Passage Structure)
- Communicative functions
- Developmental Sequence of Output Expectations
Source: Dee Gardner, RITELL Conference, Fall 2015

Grammar

Vocabulary
Finding language objectives in our texts

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

ELLs need more than just the key content vocabulary!

We will use this framework
Differentiate Your Language Objectives

• Choose language that matches the proficiency of the learner

• For early proficiency students—basic vocabulary, basic sentence patterns, not much complexity

• For later proficiency students—advanced vocabulary, complex sentence patterns, demonstrate how to achieve greater sentence length and complexity
### Instructional Planning for Integrated ENL Instruction

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

Source: Based on Access to Academics: Planning Instruction for K-12 Classrooms with ELLs (Gibert + Enzie-Slavat, 2011, Pearson)
### Planning Instruction for ELLs in Integrated Content Area Classes

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Based on Access to Academics: Planning Instruction for K-12 Classrooms with ELLs (Egbert + Ernst-Slavit, 2011, Pearson)
### Anticipation Guide

Use the following anticipation guide to preview a story before you read it. Before reading, mark whether or not you agree or disagree with each statement. After reading the story, fill in the page number where you found the answer to each statement, tell whether or not you were right, and reflect on what you found.

<table>
<thead>
<tr>
<th>Agree/Disagree</th>
<th>Page #</th>
<th>Were you right?</th>
<th>Reflect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
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<td>5.</td>
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<td>6.</td>
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<tr>
<td>7.</td>
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</tbody>
</table>

Write 3 Statements as you Listen that Could Be Used for The Anticipation Guide
**Leo and The Butterflies**
- Where Costa Rica is located
- Rainforest habitat
- Plants, animals, insects
- Farm, garden
- A week (length of time)
- Mail; mailings
- Museum

**Background Knowledge**

**Raymond’s Perfect Present (Gifts)**
- Apartments, hospitals
- Single parents and how they manage
- Window sill; ledge, sidewalk
- Cities vs. farms (rural areas); park
- Hardware store
- Flowers, vegetables, plants, seeds
- Growing plants in flower pots
- Insects, butterflies; Birds (pigeons)

**Celebrate Connections Among Cultures**
- Native Peoples: Inuit, Yanomami, Tuarg, Tibetans/Sherpas, Aborigines, Sami, Balinese (see end of book)
- Native dress; traditions
- Shaman; monks; spirits
- Rocks, roots, seeds, ashes
- Reindeer, wolf, caribou, camel; turquoise, coral, amber; musical instruments
- Hunts, huts
- Creator; creation

**Challenging terrain**
Using Video to Frontload Background Information Prior to Reading

--Watch rate of speech
--Look at visual support while audio plays—helpful in explaining content shared?
--Length of video (2-3 minutes optimal)
--Play several times using active listening activities (focus students’ viewing; stop to discuss in 1 minute segments; use supplemental visuals as needed)
--OK for ELLs enrolled in integrated elementary classrooms?
What did you think of this video? How did I support it?

Host plant= plants butterflies lay their eggs on

What Do Butterflies Like?

monarch butterfly

fritillary butterfly
Let’s Try A Focused Viewing Activity!

A. What kinds of flowers do butterflies like and why?
B. How can butterflies get water?
C. What do larvae/caterpillars eat to grow?

Bonus Question: Why do butterflies need a sunny location?
BUILD BACKGROUND THROUGH THE NATIVE LANGUAGE
How Should We Use the L1 Version of the Book?

Leo y las mariposas

por Jan Reynolds

Tenemos muchas selvas tropicales en mi país.
Me gusta visitar la selva tropical que está cerca de mi casa.
Es muy húmeda y está llena de plantas.

En la selva tropical viven muchos animales e insectos.
Cuando paseo por la selva tropical,
lo que más me gusta es buscar mariposas.
Numbers and Variety in Costa Rica; Body parts; camouflage, pollination; butterfly stages of growth—slow motion (10 minutes)
Planning Instruction for ELLs in Integrated Content Area Classes

<table>
<thead>
<tr>
<th>Background Knowledge to Build</th>
<th></th>
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</tr>
</tbody>
</table>

Based on Access to Academics: Planning Instruction for K-12 Classrooms with ELLs (Egbert + Ernst-Slavit, 2011, Pearson)
WordFact#6: The networks in informational texts are topical with interrelated concept clusters.
Expand Verbs in Use!

Go beyond common verbs: is/are, have, like, go, see, make, look, know

- Cover
- Drink
- Lay
- Holds

- Hatch
- Spins (Spun)
- Hangs
- Turn into
- Show
- Mail
- Visit
Vivid Verbs

- Pass by
- Deliver
- Hurry
- **Appear**
- Present (to her)
- Accept
- Tap
- Hold Out
- Warm (v)
- Display

- Water (v)
- **Emerge**
- Sprout
- Invite
- Be Pleased
- **Droop**
- Beg
- Fade
- **Flutter**
- Drag

- Scatter
- Arrive
- Lie Awake
- Bounce off
- Shine
- Strut
- Strip
- Chatter
- Argue
Adverbs

• Briskly
• Suddenly
• Carefully
• Neatly
• Finally
• Really
• Busily
**VOCABULARY**
(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)
(Reading Standards, Craft and Structure, Strand 4)

The story contains several content-specific and academic words and phrases that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary below. Encourage a variety of strategies to support students' vocabulary acquisition: look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, create a specific action for each word, list synonyms and antonyms, and write a meaningful sentence that demonstrates the definition of the word.

<table>
<thead>
<tr>
<th>CONTENT SPECIFIC</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>hospital</td>
<td>apartment</td>
<td>hardware store</td>
<td>soil</td>
<td>ledge</td>
<td>shoots</td>
<td></td>
<td></td>
</tr>
<tr>
<td>buds</td>
<td>armchair</td>
<td>scarlet</td>
<td>tongues</td>
<td>nectar</td>
<td>stalks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pigeon</td>
<td>windowsill</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| ACADEMIC                 |              |              |              |          |          |       |       |
| supposed to              | dim          | quiet        | briskly      | appeared | dazzling |       |       |
| noticed                  | exclaimed    | displayed    | instructions | sprouted | blur     |       |       |
| emerged                  | strange      | machines     | insects      | departed | cheerful |       |       |
| pleased                  | bloom        | drooped      | fluttered    | scattered | awful    |       |       |
| strutted                 | chattered    | disappointment| bare        |          |          |       |       |

*Raymond’s Perfect Present* by Theres On Lee, illustrated by Xiuling Wang
Adjectives

- Good
- Three, two
- Warm
- Long
- Ancestral
- Great
- Unique
- Throaty
- Close (friends)
- Rhythmic
- Upcoming
- Strong
- Parched, dry
- Frozen, raw
- Thick
- Traditional
- Hand-carved
- Elaborate
- Lower, middle
- Important
- Hollow
- Wild, etc. etc.
Word Work: Forms of Words

Compound Words:
- Sunlight
- Nighttime
- Fireworks
- Pathways
- Harvesttime
- Seashell
- Everyone

Word Endings:
- tion
  Celebration
  Relaxation
- ity
  Festivity
  Community
- er
  Leader, healer
- al
  Traditional
  Musical
Vocabulary
Write the words “Celebrate” and “Celebrations” on the chalkboard. Beneath them write the words listed below. Explain that these twenty words appear in the book. Pair students with partners and assign two or more words to each team. Have the teams:
  * find each assigned word in the book
  * look up the word in a dictionary
  * use the word in an original sentence about the book

- gather
- leader
- parade
- ancestor
- decorate
- blessing
- hero
- fireworks
- occasion
- spirit
- festivities
- community
- picnic
- ancient
- fortune
- honor
- village
- traditional
- commemorate
- symbolizes
Actively Build All of the Vocabulary Sets As You Teach Reading and Writing!

4 Vocabulary Sets
Montgomery
Choosing Vocabulary to Teach

Trying It Out

Chapter 4

Page 136 ff
Frontloading Vocabulary

SELECTING VOCABULARY TO TEACH

INSURING COMPREHENSION

PROVIDING PRACTICE
**Vocabulary Self-Awareness**

### VOCABULARY IN CONTEXT

<table>
<thead>
<tr>
<th>word</th>
<th>I recognize it in context, I think it has something to do with</th>
<th>I have never seen the word before, so to learn about it I will</th>
<th>I have heard of the word, but I don’t know what it means. To understand it, I am going to</th>
<th>I know the word, it means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

**Candidate Words**

**Individualize Vocabulary Work!**
## Meaning Making

### Word Builder

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Word</th>
<th>Suffix</th>
<th>New Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>brisk</td>
<td>-ly</td>
<td>蒴ly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>hurry</td>
<td>-ing</td>
<td>蒴ing</td>
<td></td>
</tr>
<tr>
<td>un</td>
<td>comfort</td>
<td>-able</td>
<td>蒴able</td>
<td></td>
</tr>
</tbody>
</table>

Find Three More Words You can “build” with prefixes and suffixes.
Find Words that You Would Highlight Using This Word Study Template

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>cover</strong></td>
<td></td>
</tr>
<tr>
<td>Part of speech:</td>
<td></td>
</tr>
<tr>
<td>- Noun</td>
<td></td>
</tr>
<tr>
<td>- Verb</td>
<td></td>
</tr>
<tr>
<td>- Adjective</td>
<td></td>
</tr>
<tr>
<td>- Adverb</td>
<td></td>
</tr>
<tr>
<td><strong>hatch</strong></td>
<td></td>
</tr>
<tr>
<td>Part of speech:</td>
<td></td>
</tr>
<tr>
<td>- Noun</td>
<td></td>
</tr>
<tr>
<td>- Verb</td>
<td></td>
</tr>
<tr>
<td>- Adjective</td>
<td></td>
</tr>
<tr>
<td>- Adverb</td>
<td></td>
</tr>
</tbody>
</table>

Sentence:

---

I Did

You Do
**Vocabulary Sketches**

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Sketch</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>net</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>egg</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>caterpillar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cocoon</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Name: ____________________

Teacher’s Notebook.com
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>rainforest</td>
<td></td>
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</table>

**Characteristics**

**Examples**

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

<table>
<thead>
<tr>
<th>Forms of Language (Grammar) to Practice</th>
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Based on Access to Academics: Planning Instruction for K-12 Classrooms with ELLs (Egbert + Ernst-Slavit, 2011, Pearson)
Mentor Texts

USING OUR TEXTS AS MENTOR TEXTS TO TEACH ENGLISH AND TO GIVE PRACTICE USING ENGLISH
Components of Academic Language

Bricks: vocabulary

Mortar: Grammar/syntax/form

Foundation: Language functions

Zwiers, 2008
Ragan (2005) argues that three areas of language cause students particular difficulties in handling content texts:

1. **vocabulary** (words with subject-specific meanings, multi-word phrases, technical terms),

2. **grammatical structures** (particular tenses, sentences with multiple embedded clauses) and

3. **cohesive devices** (linking clauses; conjunctions).
Forms of Language

Leo and The Butterflies
- Regular/irregular past tense
- Present tense
- Noun as modifier (butterfly farm, garden)
- Compound words (rainforest, everywhere, landscape)
- Simple, compound, complex sentences
- Prepositional phrases
- When clauses
- Cohesive ties ("these")

Raymond’s Perfect Present
- Possessives
- Time clauses, introductory clauses, relative clauses
- Simple, compound, complex sentences
- Past tense, past perfect (had lived, had tapped)
- Adverbs
- Gerunds
- Use of dialogue; declarative; interrogative, exclamatory sentences

Celebrate Connections Among Cultures
- Present tense
- Prepositional phrases
- Introductory clauses; relative clauses
- Compound, complex sentences
- Infinitive form (to celebrate)
- Modifying clauses (definitional phrases)
- Cohesive ties ("this")
- Passive (called a xxx)
### Planning Instruction for ELLs in Integrated Content Area Classes

<p>| | |</p>
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*Based on Access to Academics: Planning Instruction for K-12 Classrooms with ELLs (Egbert + Ernst-Slavit, 2011, Pearson)*
TEXT STRUCTURE

Chapter 4
Page 141

Chronological (Time Sequence)
Cause/Effect
Problem/Solution
Description
Enumeration
Comparison/Contrast
Graphic Organizers for Note Taking

Analyze the text structure

Choose a graphic organizer that matches the text structure

Provide models and demonstrations

Compare student products
Text Structure

Leo and The Butterflies
- Sequential/Chronologic
- Descriptive
- Enumeration

Raymond’s Perfect Present
- Sequential
- Description

Celebrate Connections Among Cultures
- Enumeration
- Description
CELEBRATE!
CONNECTIONS AMONG CULTURES
BY JAN REYNOLDS

Ways We Celebrate

Concept Map: Extended Web

Name: ________________________  Date: ____________
Needs of a Plant
Stages of Growth in a Butterfly
### Signal Words for Text Structures

**Enumeration/List and Describe**
- first, second, third
- to begin with
- next
- then
- finally
- also
- most important
- until

**Time Order/Sequence**
- now
- before
- after
- on (date)
- at (time)
- when
- earlier
- always
- later
- into (for example, into the evening)

**Compare/Contrast**
- however
- but
- and yet
- either . . . or
- as well as
- on the other hand
- likewise
- similarly
- not only . . . but also
- although
- yet
- as opposed to
- nevertheless

**Cause/Effect**
- because
- consequently
- therefore
- as a result
- as opposed to . . .
- if . . . then
- since
- thus
- due to . . .
- led to . . .
- so that

**Problem/Solution**
- A way this can be solved . . .
- The problem is . . .
- One solution to this . . .
- A solution might be . . .
- An explanation for this . . .
- The challenge is . . .
- The key is . . .
- The answer is . . .
- A resolution for . . .
- The difficulty is . . .
- The trick is to . . .
Transition Words

Words that can be used to show **location:**
- above
- behind
- by
- near
- throughout
- across
- below
- down
- off
- to the right
- against
- beneath
- in back of
- onto
- under
- along
- beside
- in front of
- on top of
- among
- between
- inside
- outside
- around
- beyond
- into
- over

Words that can be used to show **time:**
- while
- first
- meanwhile
- soon
- then
- after
- second
- today
- later
- next
- at
- third
- tomorrow
- afterward
- as soon as
- before
- now
- next week
- about
- when suddenly
- during
- until
- yesterday
- finally

Word that can be used to **compare** two things:
- likewise
- also
- while
- in the same way
- like
- as
- similarly

Words that can be used to **contrast** two things:
- but
- still
- although
- on the other hand
- however
- yet
- otherwise
- even though

Words that can be used to **emphasize a point:**
- again
- truly
- especially
- for this reason
- to repeat
- in fact
- emphasize

Words that can be used to **conclude or summarize:**
- finally
- as a result
- to sum up
- in conclusion
- lastly
- therefore
- all in all
- because

Words that can be used to **add information:**
- again
- another
- for instance
- for example
- also
- and
- moreover
- additionally
- as well
- besides
- along with
- other
- next
- finally
- in addition

Words that can be used to **clarify:**
- that is
- for instance
- in other words
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Based on Access to Academics: Planning Instruction for K-12 Classrooms with ELLs (Egbert + Ernst-Slavit, 2011, Pearson)
Reading Comprehension Strategies

- Summarizing as you go
- Taking notes as you read; Determine importance
- Ask Questions
- Using Text Features (bolding; Glossing Re: Main Ideas)
- Reading Headings and Subheadings
- Reading Pull-Out Boxes, Captions
- Re-reading difficult or dense text
- Monitor comprehension
- Visualize
Three High Mileage Reading Comprehension Strategies
GIST: Exploring Tough Text

• SELECT THE TEXT (a few paragraphs or short sections of text)
• MODEL THE STRATEGY
  – Teacher reads aloud the text and thinks aloud about how s/he will summarize the passage.
  – Discuss how to write summary statements.
• PRACTICE THE STRATEGY
  – Teacher & Students practice together with the next section of text; teacher reads the text aloud and students help the teacher create the summary statement
  – Students work in pairs or small groups to read the next section and create their own summary statements
• COMPARE & EVALUATE
  – Groups share and compare their summaries with the rest of the class
  – The class evaluates the statements for clarity, conciseness, and relevance.
Adaptations of GIST for ELs

• Limit the sentence length for each summary statement.
• After several sections, combine the summary statements into a 20, 40, or 50 word summary statement/paragraph.

Limiting sentence length helps Transitioning and Expanding ELs make concise summarizing statements and paragraphs and become familiar with American expectations of expository writing.
About-Point Activity Sheet

Text: __________________________
Page: __________ Paragraph or Section: __________________________

This section is about __________________________, and the point is __________________________

Text: __________________________
Page: __________ Paragraph or Section: __________________________

This section is about __________________________, and the point is __________________________

Text: __________________________
Page: __________ Paragraph or Section: __________________________

This section is about __________________________, and the point is __________________________

Text: __________________________
Page: __________ Paragraph or Section: __________________________

This section is about __________________________, and the point is __________________________

Metacognitive Strategies
### Agree-Disagree: Before and After

<table>
<thead>
<tr>
<th>Before Reading</th>
<th>After Reading</th>
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</thead>
<tbody>
<tr>
<td><strong>Agree</strong></td>
<td><strong>Agree</strong></td>
</tr>
<tr>
<td><strong>Disagree</strong></td>
<td><strong>Disagree</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statement</th>
</tr>
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<tbody>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
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</tbody>
</table>

**Comprehension Strategies for English Language Learners**

- Frame Sentences
- Question Guides
- Graphic Organizers
- Reciprocal Teaching
- Card Retelling
- Signal Words
- And more!

**Leo and the Butterflies**

by Jan Reynolds

**Anticipation Guide**
### Planning Instruction for ELLs in Integrated Content Area Classes

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Based on Access to Academics: Planning Instruction for K-12 Classrooms with ELLs (Egbert + Ernst-Slavit, 2011, Pearson)
Map/Graph Skills

- Photographs
- Maps
- Diagrams (Labeled Diagrams)
- Drawings/Illustrations
- Captions
- Explanations of Figures
- Marginal Gloss
- Speech Bubbles
- Insets

- Charts
- Tables
Graphic/Map Skills

Leo and The Butterflies
- Photographs
- Maps
- Insets
- Explanation of photograph (Magnification explanation)
- Labeled drawing

Raymond’s Perfect Present
- Illustrations
- Environmental print

Celebrate Connections Among Cultures
- Photographs
- Map
- Pull-out sidebar/Map key
### Planning Instruction for ELLs in Integrated Content Area Classes

| Background Knowledge to Build |  |
| Academic Vocabulary to Develop |  |
| Forms of Language (grammar) to Practice |  |
| Text Structure to Support (Discourse Structure) |  |
| Reading Skills and Strategies to Practice |  |
| Map/Graphic Skills to Practice |  |
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Based on Access to Academics: Planning Instruction for K-12 Classrooms with ELLs (Egbert + Ernst-Slavit, 2011, Pearson)
Major Communicative Functions

- State, tell, retell
- Name, Label
- Identify
- Compare
- Describe
- Sequence events
- Explain how
- Defend
Using the Native Language as a Scaffold

How and When to Use the L1 in an ENL Class
Appropriate Uses

- Building background knowledge
- Clarifying misunderstandings; confusion if it cannot be clarified in English
- Brainstorming before writing
- “Double” reading—reading the same book in the native language to deepen comprehension
- Extension activities at home
Getting Language Practice

Songs
Chants
Performance Poetry
Practicing Academic Listening and Speaking

Choosing Videos For Beginners:
- Rate of speech, pauses
- Repeating vocabulary
- Good visuals to go along with the words
- Short video—2-3 minutes max.
- Interesting to watch more than once

Techniques When Showing Videos
- Frontload Vocabulary
- Freeze Frame
- Pause, Replay
- Discuss After Each Section
- Capture Gist
Songs for Practice

Shows a flower on a window sill
https://www.youtube.com/watch?v=LptFkJeDwtU

1 minute song
https://www.youtube.com/watch?v=dUBIQ1fTRzI

The planting song
2:39
https://www.youtube.com/watch?v=a44NFSiIn54
The Needs of a Plant
My Garden
This is my garden, I'll plant it with care,
Here are the seeds I'll plant in there,
The sun will shine,
The rain will fall,
The seeds will sprout and grow up tall.
Planting

I took a little seed one day
About a month ago.
I put it in a pot of dirt,
In hopes that it would grow.

I poured a little water
To make the soil right.
I set the pot upon the sill,
Where the sun would give it light.

I checked the pot most every day,
And turned it once or twice.
With a little care and water
I helped it grow so nice.

Dick Wilmes
A Chorus of Cultures
More Performance Poetry

Maytime Magic
A little seed
For me to sow . . .
A little earth
To make it grow . . .
A little hole,
A little pat . . .
A little wish,
And that is that.

A little sun,
A little shower . . .
A little while,
And then—a flower!

—Mabel Watts
Developing Written Language Proficiency

Advancing writing with ELLs of all proficiency levels
<table>
<thead>
<tr>
<th>Trait:</th>
<th>What to Work On:</th>
</tr>
</thead>
</table>
| IDEAS         | • Finding a topic; Focusing the topic  
• Developing the topic  
• Using details |
| PRESENTATION  | • Creating the lead; Structuring the body  
• Using sequence and transition words  
• Ending with a sense of resolution |
| VOICE         | • Establishing a tone; Conveying the purpose  
• Creating a connection to the audience  
• Taking risks to create voice |
| WORD CHOICE   | • Using strong verbs; Using striking words and phrases  
• Using specific and accurate words  
• Choosing words that deepen meaning |
| SENTENCE      | • Crafting Well-Built Sentences  
• Varying Sentence Types  
• Capturing Smooth and Rhythmic Flow |
| FLUENCY       | CONVENTIONS                                                                 |
|               | • Checking spelling; Capitalizing Correctly  
• Punctuating Effectively and Paragraphing Accurately  
• Applying Grammar and Usage |
| Presentation  | Overall Appearance; Neatness; Formatting (Font, Spacing, Headings); Adding Visuals and Graphic Features |

6 + 1 Traits
Give Practice

http://www.readwritethink.org/files/resources/interactives/diamante/
Concrete/Diamante Poetry

line 1  noun (topic)
(the subject of the poem)
line 2  2 adjectives  line 3: 3 -ing verbs  line 4  4 nouns or short phrase
line 5  3 -ing verbs
line 6: 2 adjectives  line 7: 1 synonym for the noun/topic

Puppy
Sweet, young
Running, sleeping, playing
Ball, Leash, Treats, Yard
Barking, Eating, Fetching
Playful, silly
Pup
Concrete/Diamante Poetry

Flower
Butterfly

**Line 1:** noun (topic)
*(the subject of the poem)*

**Line 2:** 2 adjectives

**Line 3:** 3 -ing verbs

**Line 4:** 4 nouns or short phrase

**Line 5:** 3 -ing verbs

**Line 6:** 2 adjectives

**Line 7:** 1 synonym for the noun/topic
Storyboarding - Insert Project Name
My storyboard about:
Beginning

Middle

End

Name _______________________________________________    Date ______________________

Story Map 3
Write notes in each section.

Tips for beginners
How to make a Two-Tab Point of View Book Foldable

1. Fold a piece of (4 ¼” x 5 ½”) paper in half horizontally (like a hamburger).

2. Fold it in half again horizontally (like a hamburger).

3. Unfold the paper (just once so that it is still folded in half) and cut up the valley (along the edge of the paper at the center where you can see the crease) to the mountain top.

4. Example:
   Glue the Two Point of View Windows on the outside tabs. Put the name or an illustration of the character in the window. On the inside compare the different perspectives (points of view) of these characters. (see below)
Types of Writing to Work On (CCSS)

EXPLANATORY/INFORMATIONAL
- Explanatory articles about given subjects/topics
- Telling/retelling
- How to articles
- Recipes
- News stories

Purpose: Explain

DESCRIPTIVE
- Descriptive passages—describe places, people, events, situations or locations in a highly detailed manner
- Poetry
- Journal or diary writing
- Nature writing

Purpose: Describe in Detail
Types of Writing to Work On (CCSS)

**Argument/Persuasion**
- Taking a stand and providing reasons, arguments and justifications for that stand
- Opinion and editorial newspaper pieces
- Advertisements
- Reviews (books, movies, etc.)
- Letter of recommendation
- Letter of complaint

**Narrative**
- **Tell a story or event;** has characters and dialogue; events
- Novels
- Short stories
- Poetry
- Autobiographies, **biographies**
- Anecdotes
- Oral Histories

**Purpose:** Persuade, Argue

**Purpose:** Narrate a story/event
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ncloud@ric.edu
nancycloud2@gmail.com