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THE SCHOOL DISTRICT OF PHILADELPHIA

Provided by the Office of Multilingual Curriculum and Programs (OMCP). For questions or additional guidance, please contact Donna Sharer at (215) 400-6369 or via email at dsharer@philasd.org.

August 2018

The School District of Philadelphia, Office of Multilingual Curriculum and Programs
(OMCP)

Linguistic Development

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Course Description

Linguistic Development is an elective for newcomer high school students who either have limited and/or interrupted formal schooling. Students who will benefit from an additional course to build on their English social language and introduce them to academic English and content may also take the course. Linguistic Development is in addition to ELD 1 English and ELD 1 Humanities. Linguistic Development may be considered an intervention.

Goals for the Course

Goals of the course include (1) building on students' "funds of knowledge" / prior knowledge and experiences, (2) engaging students in meaningful language practices in the four language domains (reading, writing, speaking, listening) with appropriate scaffolds, (3) learning in context real-world (Tier 1 & 2) and academic vocabulary (Tier 2 & 3) and grammar, and (4) participating in purposefully planned oral language develop in conjunction with developing literacy skills.

Core Materials

Core Text

Classroom sets of the *Oxford Picture Dictionary, 3rd Edition (2016)*

Varies by school: *Oxford Picture Dictionary, 3rd Edition (2016) in Spanish, French, Arabic, Chinese and Vietnamese*

Teacher Resource Center Access Code Card

www.opdtrc.com (no expiration)

- Detailed lesson plans for each topic (167 lessons)
- Class Audio Program for each topic
- Classroom activities for many topics
- Assessment Program with tests for every topic. Each unit includes 3 levels of a reading / content pre-assessment – the “Multilevel Reading Test” - that is related to the unit topic. In addition, there are leveled assessments for each lesson.
- 20 original videos aligned with topics
- *Newsela* news articles and comprehension questions aligned with topics
- Images for over 4,000 vocabulary terms
- Multilevel listening worksheets
- Grammar worksheets
- Vocabulary worksheets
- Pronunciation worksheets (aligned with audio program)

Additional Resources:

- Vocabulary Teaching Handbook
- College and Career Readiness Toolkit
- Reading Library (9 readers with audio, answer keys and teaching notes)
- Multilevel stories (lower, and higher-level versions of the 12 stories in the Picture Dictionary)
- Answer keys for the workbooks
- Video scripts
- Family Literacy Handbook and worksheets (English and Spanish)

Standards based resources:

- Correlation to Common Core State Standards (see “Additional Resources” / “Correlations”) PA Core Standards are similar to the (National) Common Core Standards.
To align Common Core State Standards with PA Core Standards see

PA Core Standards Crosswalk for Common Core Standards: <https://tinyurl.com/yc2auqeh>

- Correlation to WIDA Can Do Descriptors (Key Uses) (see “Additional Resources” / “Correlations”) (see opdtrc.com for complete list)

Oxford Picture Dictionary (OPD) Reading Library (see “Additional Resources”)

The reading library “provides the contextual practice students need to learn and retain new vocabulary. They also give students an opportunity to practice extensive reading, develop reading skills, and apply a variety of reading strategies.”

Each book has four chapters.

Before reading: build on prior knowledge, build schema, preview the book, make predictions, introduced key vocabulary

Post-reading: check comprehension of content and vocabulary, developing reading skills and strategies.

After reading: apply what they learned to real-world situations.

Students also work collaboratively on activities related to the reading topic to develop communication skills and make connections to daily life.

OPD Topic / Unit	Strand	OPD Reader	Reading Strategy
Unit 1: Everyday Language A Classroom (pgs. 6 – 7) Studying (pgs. 8 – 9) Succeeding in School (pg. 10)	Academic	<i>Annette Succeeds in Class</i>	Problems and Solutions: Identifying problems and solutions in a text
Unit 2: People Families (pgs. 34 – 35) Childcare and Parenting (pgs. 36 – 37)	Civics	<i>Finding Good Childcare</i>	Compare and Contrast: Identifying similarities and/or differences
Unit 4: Food Fruit, Vegetables, Meat and Poultry, Seafood and Deli (pgs. 68 – 71) The Farmers’ Market (pgs. 84 – 85)	Academic	<i>Healthy Eating</i>	Fact and Opinion: Discriminating between fact and opinion
Unit 4: Food A Restaurant (pgs. 82 – 83)	Workplace	<i>A Big Night at Maria’s Cafe</i>	Main Idea / Detail: Finding main ideas and details
Unit 7: Community The Library (pg. 135)	Academic	<i>A New World at the Library</i>	Sequencing: Identify a sequence of events in a text
Unit 7: Community Department of Motor Vehicles (DMV) (pgs. 138 – 139)	Civics	<i>Driving in the City</i>	Cause and Effect: Identifying cause-and-effect relationships in a text

Unit 7: Community The Bank (pg. 134)	Civics	<i>A Busy Morning at the Bank</i>	Organizing: Arranging information in way that enables interpretation and understanding
Unit 10: The Workplace A Hotel (pg. 192)	Workplace	<i>An Important Guest at the Shelton Hotel</i>	Drawing Conclusions: Interpreting text to determine a conclusion.
Unit 11: Academic Study Mathematics (pgs. 204-205) Unit 9: Job Search Jobs and Occupations A-P, pgs. 170-172)	Workplace	<i>Math and Max</i>	Summarizing: Restating information briefly from a text.

Teacher iTools Classroom Presentation Tools

- Book-on-screen
- Class audio at point of use (comprehension, pronunciation)
- OPD videos
- Whole-class interactive activities for vocabulary practice

Additional Online Resources

Adapted / Amplified Nonfiction

Newsela: <https://newsela.com/>

Free edition

News articles with ELA, Science, Math and Social Studies content

Listed by grade level and Lexile level

News in Levels: <https://www.newsinlevels.com/>

World News for Students

3 levels

Some news stories include a video

Tween Tribune: <https://www.tweentribune.com/>

Smithsonian News Articles by grade spans

Listed by Lexile level within grade spans

Articles in Spanish and English

Adapted / Amplified Fiction

Adapted Literature and Lessons: www.ric.edu/sherlockcenter/wwslist.html

Search by grade level, author and title

Illustrated sentences

Reading Skills Stories

Pre-reading, reading, comprehension questions, writing prompts

Grouped by level (1 – 8)

Group 1: http://resources.marshalladulthoodeducation.org/reading_skills.htm

Group 2: <http://resources.marshalladulthoodeducation.org/stories2.htm>

Adapted / Amplified Fiction and Non-fiction

Common Lit (leveled library of books, articles, etc.) <https://www.commonlit.org/>

Grades 3 - 12; aligned with Common Core; dictionary look-up; translated in 13 languages

For the Teachers: <http://www.fortheteachers.org/>

Differentiated lessons and materials created by teachers

Readworks: <https://www.readworks.org/>

Free content and curriculum with integrated tools and formative assessments

Early Literacy

Reading Skills Assessment for pre-literate students:

<http://www.mcedservices.com/ESL/Littest.html>

abc English: <http://www.teachabcenglish.com/>

Focus on basic English communication and reading skills starting with the English alphabet. Some free online materials.

Introductory Units / Bridges to Academic Success

<http://bridges-sifeproject.com/>

Please contact Donna Sharer (dsharer@philasd.org) for a set of the introductory unit.

Unit 1 (29 lessons / 5 – 6 weeks): Students and teacher build classroom community and share information about identity. Students develop and analyze an Identity Chart about who they are as they connect oral language to print. Students build confidence in four language domains with a focus on oral language. Students learn (or review) the English alphabet. Students read and respond in writing to text – *Tsion's Life*. The unit concludes with students writing their own book. (L1 support in Haitian Creole, Bengali, Spanish, Karen, and Arabic.)

Word Sorts / Word Study

Word sorts are a set of words or terms that are useful for (1) previewing vocabulary or building background knowledge before a lesson or reading, (2) facilitating student discussion or review after reading or after a lesson, (3) language study – comparing and classifying different types of words by morphology, spelling patterns, pronunciation, etc. and (4) facilitating academic conversation and oral language development over the topic of the sort – students need to discuss and understand the terms in order to decide how to sort them.

For more information:

<https://educators.brainpop.com/video/esl-learning-strategy-video-using-word-sort/>

<https://www.youtube.com/watch?v=-eH5KiH9lgw>

<http://www.elltoolbox.com/words-their-way.html#.WY4hmtPyvUp>

A sample word sort / word study for the Oxford Picture Dictionary, Unit 1, Lesson 1.12, Measurements, is included on page 12.

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<https://www.youtube.com/watch?v=-eH5KiH9lgw>

<http://www.elltoolbox.com/words-their-way.html#.WY4hmtPyvUp>

https://www.lz95.org/classes/wordstheirway_sweider/ (Power Points)

A sample word sort / word study for the Oxford Picture Dictionary, Unit 1, Lesson 1.12, Measurements, is included on page 12.

Vocabulary Review Jigsaw

Vocabulary Review Jigsaw is a collaborative way to review – not teach - content vocabulary and terms. Students work in groups of four to combine the clues and guess the 12 target words.

- (1) Select 12 key vocabulary items or terms from the unit. Create an answer key card.
- (2) Select categories for clues and create 4 cards per term: (a) first letter, (b) number of syllables, (c) last letter, and (d) a working definition of the term based on knowledge stressed in class.

For example: (a) The first letter is “I.” (b) There are four syllables. (c) The last letter is “S.”
(d) The word means “a triangle with two equal sides.”

- (3) Teacher models the jigsaw activity. All four clues must be heard before guessing the term.
- (4) In each team of four students, students have a card (A, B, C, or D). Each student reads the first clue on his or her card. After hearing 4 clues, students guess the correct terms and write down the answer. This continues with clues 1 – 3. Then, students exchange cards and a new student has card A, B, C, and D. This continues until the students have determined the 12 terms.

A sample vocabulary review jigsaw for the Oxford Picture Dictionary, Unit 1, Lesson 1.12, Measurements, is included on pages 10 – 11.

Google File / Sharing Materials

If you would like to be added to a Google Folder to share materials / information, please send your name / email to Donna Sharer, dsharer@philasd.org.

The Oxford Picture Dictionary, 3rd Edition has 12 topics or units. Each topic / unit has 9 to 21 subtopics. Each subtopic has a detailed lesson plan for a total of 167 lessons. Each unit concludes with a story. Note: Units 9 and 3 may be saved for the end of the academic year.

<p>1. Everyday Language Story: <i>Same and Different</i> Pgs. 28 – 29</p> <p><i>Enduring Understandings:</i> Daily routines help create structure at school and in life. Effective oral communication helps build connections to others and opportunities for learning. Tone of voice, gestures and visual assist are components of communication.</p> <p><i>Essential Questions:</i> What language helps us communicate needs and ideas at school, at home and with teachers and friends? How do we describe daily routines and everyday objects?</p>	<p>2. People Story: <i>A Family Reunion</i> Pgs. 44 – 45</p> <p><i>Enduring Understandings:</i> All people and families are not the same, but share commonalities. People of different backgrounds share and celebrate life events and feelings.</p> <p><i>Essential questions:</i> What language will I need to successfully describe my family and myself? How do I identify and describe my important life events? What language do I need to convey feelings?</p>	<p>4. Food Story: <i>A Farmers' Market</i> Pgs. 84 – 85</p> <p><i>Enduring Understandings:</i> Learning terms for food, grocery shopping, and measurement are an important part of everyday life. Food and kitchen safety contribute to good health. Learning how to dialogue when grocery shopping or ordering food allows for more specific communication.</p> <p><i>Essential Questions:</i> What language will I need to buy and/or order fruit, vegetables and other food? How do I identify methods for keeping for safe?</p>
<p>5. Clothing Story: <i>A Garage Sale</i> Pgs. 102-103</p> <p><i>Enduring Understandings:</i> Clothes are for protection, safety and style. Different cultures have different clothing traditions and attitudes toward appropriate clothing. Clothing for work and school may be different from clothing for play.</p> <p><i>Essential Questions:</i> What language will I need to buy and/or sell clothes? What language will I need to understand clothes I need for school? Cold weather? Warm</p>	<p>6. Health Story: <i>A Health Fair</i> Pgs. 124-125</p> <p><i>Enduring Understandings:</i> Health and safety are an important part of everyday life. Learning the terms for body parts, common symptoms and injuries and how to dialogue with a medical professional allows for more specific communication about an essential part of life.</p> <p><i>Essential Questions:</i> What language will I need to identify ways to take care of my health? What language will I need to identify common physical and</p>	<p>7. Community Story: <i>Community Cleanup</i> Pgs. 152 – 153</p> <p><i>Enduring Understandings:</i> Learning terms to navigate a city's buildings, businesses, services and streets is an important part of everyday life. Understanding money, banking and the postal mail are important life skills. Learning a country's citizenship requirements and legal system provide ways to participate and enforce equal rights. Public safety includes feeling safe on the street to safe online and preparing for a natural disaster.</p>

<p>weather? What language will I need to understand clothes associated with different occupations?</p>	<p>emotional illnesses? What language will I need to identify and understand basic safety?</p>	<p><i>Essential Questions:</i> What language will I need to navigate the city’s streets and services? What language will I need to understand money, banking and the postal system? How can we participate in civic life? What do I need to know about safety during a national disaster, walking on the street to going online?</p>
<p>8. Transportation Story: <i>A Road Trip</i> Pgs. 166 – 167</p> <p><i>Enduring Understandings:</i> Public transportation is an important method of traveling around the city. Everyone – walker, bikers and drives – must obey traffic rules and signs.</p> <p><i>Essential Questions:</i> What language will I need to use public transportation? How can I make sure I understand and can explain traffic rules and signs?</p>	<p>9. Job Search Story: <i>Frist Day on the Job</i> Pgs. 180-181</p> <p><i>Enduring Understandings:</i> To plan for a career, we need to understand career options, preparation and training. In school we learn “hard” and “soft” job skills. Learning the language of an occupation and how to prepare for a job interview is necessary to secure a job. When choosing an occupation, we need to consider the work environment, our interests, and skills.</p> <p><i>Essential Questions:</i> What language will I need to use in a job or college interview? What language will I need to interact with a boss and co-workers? Where do I want to work in the future? Outside? Inside? Alone? With other people? Do I want to sit? Do I want to move? What skills do I need?</p>	<p>11. Academic Study Story: <i>A Graduation</i> Pgs. 226 – 227</p> <p><i>Enduring Understandings:</i> Each academic discipline has distinct language and ways of thinking, speaking and writing. Digital literacy includes technical, research and safety skills. Learning about the environment and all living and non-living things helps us survive and thrive.</p> <p><i>Essential Questions:</i> What language will I need in science, math, writing, and history? What language will I need to be a wise creator and consumer of technology? What do we need to know and understand about our environment to contribute to the health of the planet?</p>
<p>12. Recreation Story: <i>A Birthday Party</i> Pgs. 246 – 247</p> <p><i>Enduring Understandings:</i> There are many types of indoor and outdoor recreation including sports, hobbies and</p>	<p>10. The Workplace Story: <i>First Day on the Job</i> Pgs. 180 – 181</p> <p><i>Enduring Understandings:</i> There are many different occupations that require different training, learning and skills.</p>	<p>3. Housing Story: <i>The Tenant Meeting</i> Pgs. 64 – 65</p> <p><i>Enduring Understandings:</i> People create homes in a variety of locations and spaces. People need to communicate to</p>

entertainment. <i>Essential Questions:</i> What language do I need to participate in different types of recreation?	<i>Essential Questions:</i> What language do I need to learn and understand for different jobs or occupations? What is the difference between “soft” and job skills?	understand each other. <i>Essential Questions:</i> What language do I need to discuss types of homes, items in a home and to maintain a home?
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Sample Unit Curriculum Map

Unit 1: Everyday Language	Materials	WIDA Can Do Descriptors (Key Uses) Core Standards
<p><i>Enduring Understandings:</i> --Daily routines help create structure at school and in life. --Effective oral communication helps build connections to others and opportunities for learning. --Tone of voice, gestures and visual assist are components of communication.</p> <p><i>Essential Questions:</i> --What language helps us communicate needs and ideas at school, at home and with teachers and friends? --How do we describe daily routines and everyday objects?</p> <p><i>Reading Strategies:</i> Brainstorming / Build on Prior Knowledge Read aloud / Think aloud Choral read Pair work Multilevel Stories Previewing (visuals,</p>	<p>Oxford Picture Dictionary (OPD), Unit 1 – Everyday Language (Pgs. 2 – 29)</p> <p style="text-align: center;"><i>OPD Website</i></p> <p><u>Images:</u> Art for all vocabulary terms by unit</p> <p style="text-align: center;">-----</p> <p><u>Grammar Worksheets:</u> Personal Information 1.2; Money, 1.19</p> <p><u>Pronunciation Worksheets:</u> School Topic 1.3, The Telephone, 1.10, Numbers, 1.11, Time, 1.13, Prepositions, 1.18</p> <p><u>Listening Worksheets:</u> Personal Information, 1.2; A Classroom, 1.4; Weather, 1.9; Shopping, 1.20</p> <p><u>Vocabulary Worksheets:</u> Meeting and Greeting, 1.1.; Personal Information, 1.2; School, 1.3; Studying, 1.5; Succeeding in School, 1.6; Everyday Conversation, 1.8; The Telephone, 1.10; Calendar Events, 1.15; Describing Things, 1.16; Prepositions, 1.18; Same and Different, 1.12</p> <p><u>Newsela Articles:</u> (1) A new country – a new soccer field (1.3) (2) A farmer fights insects and hopes for rain during a dry time in Utah(1.9) (3) Faster than the blink of an eye, vipers (and other snakes) can strike (1.16)</p>	<p>WIDA Can Do Descriptors</p> <p><i>ELP Standard 1: Social and Instructional Language</i> --Form general ideas based on information from speakers, media or print in a series of related sentences and shared with a partner --Carry our requests and follow instructions from peers or teachers with L1 support --Follow simple commands pertaining to classroom routines using illustrations --Complete forms read orally with identifying information or produce facts about self --Complete real-life forms from models --Answer WH questions that express likes and dislikes from visuals --Rephrase or recite phrases or sentences involved in problem solving using models and visual support in L1 or L2 with a partner --State preferences for types of music, food, games or recreational activities from illustrated examples in a small group --Follow everyday conversations with teachers or other adults with clarification in L1</p> <p><i>ELP Standard 2: The Language of Language Arts</i></p>

<p>headings, bold print, etc)</p> <p><i>Vocabulary Strategies:</i> Categorize words Sentence frames / sentence starters / word box Visuals / label Authentic, meaningful conversations Vocabulary Review Jigsaw Word Sorts</p> <p><i>Grammar Focus:</i> Ask and answer WH questions Ask and answer Yes/No questions Simple present (to have) Contractions There is / There are Present continuous (be + verb + ing)</p> <p><i>Academic Language:</i> (See College and Career Readiness Toolkit under Additional Resources)</p> <p><u>Introduce more abstract vocabulary with concrete</u></p>	<p style="text-align: center;">-----</p> <p><u>Vocabulary MP3s:</u> A Classroom, 1.4, A Day at School, 1.7; Weather, 1.9; Numbers, 1.11; Measurements, 1.12; Time, 1.13; The Calendar, 1.14; Colors, 1.17; Money, 1.19; Shopping, 1.20</p> <p><u>Class Audio:</u> Every lesson has a class audio of the text. For example, “Meeting and Greeting” has an audio with “Say, ‘Hello.’ Ask: “How are you?”</p> <p><u>Videos:</u> Personal Information, 1.2; Weather, 1.9; Shopping, 1.2</p> <p style="text-align: center;">-----</p> <p><u>Classroom Activities Teaching Notes:</u> Flash Cards: 1.2, 1.14 Picture Differences: 1.3, 1.16, 1.17, 1.18 Take a Stand, 1.3, 1.5, 1.6 Charades Cards, 1.4, 1.5, 1.6, 1.8 Drawing Dictation, 1.4, 1.14, 1.16, 1.18 Round Table Label, 1.4, 1.18 Sentence Marker, 1.4, 1.16, 1.17 Guess What? Cards, 1.6, 1.8, 1.15, 1.19, 1.20 Twin Grid, 1.9, 1.14 Group Writing, 1.10, 1.13, 1.14, 1.15, 1.16 Information Exchange, 1.10, 1.11, 1.13 Role Play, 1.16, 1.17, 1.20, 1.21 Survey, 1.16, 1.19, 1.20</p> <p><u>Assessments:</u> Multilevel Reading Tests, Unit 1 Meeting and Greeting, 1.1; Personal Information, 1.2; School, 1.3; A Classroom, 1.4; Studying, 1.5; Succeeding in School, 1.6; A Day at School, 1.7; Everyday Conversation, 1.8; Weather, 1.9; The Telephone, 1.10; Numbers, 1.11; Measurements, 1.12; Time, 1.13; The Calendar, 1.14; Calendar Events, 1.15; Describing</p>	<p>ELP Standard 3: The Language of Math --Rephrase or recite phrases or sentences involved in problem solving using models and visual support in L1 or L2 with a partner --Sequence sentences to show how to solve problems using visual support and confirm with a partner</p> <p>--Express personal preference and give reasons for selection from visuals --Display data sets in charts, tables or graphics according to written directions in small groups</p> <p><i>ELP Standard 5: The Language of Social Studies</i> --Answer yes/no or choice questions in visually supported surveys with a partner</p> <p>PA Core Standards</p> <p><i>Same and Different (Pgs. 28 – 29)</i></p> <p>Informational Text <u>Key Ideas and Details</u> C.C.1.2.9-10.A: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CC.1.2.9.10.B: Cite strong and relevant textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject. CC.1.2.9-10.E: Analyze in detail how an author’s ideas or claims are developed and refined... in a text.</p> <p><u>Craft and Structure</u> C.C.1.2.9-10.F: Analyze how words</p>
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<p><u>vocabulary:</u></p> <p>similar, culture, identify, authority, administrate, variety, individually, various, achieve, evaluate, assist, approach, create, data, process, appropriate, function, multicultural, categorize, features, design, economy, finances, purchase, credit, identical, features, consequence, individuality, role, significant</p>	<p>Things, 1.16; Colors, 1.17; Prepositions, 1.18; Money, 1.19; Shopping, 1.20; Same and Different, 1.21</p> <p><u>OPD Reader:</u> Aligned with A Classroom (pgs. 6 – 7), Studying (pgs. 8-9) and Succeeding in School (pg. 10)</p> <p><i>Annette Succeeds in Class</i> Reading strategy: Problems and Solutions (identifying problems and solutions in a text)</p>	<p>and phrases shape meaning and tone in texts.</p> <p><u>Integration of Knowledge and Ideas</u> C.C.1.2.9-10.G: Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.</p> <p>Literature <u>Key Idea and Details</u> C.C.1.3.9-10.A: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences... CC.1.3.9-10.C: Determine a theme or central idea o a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details...</p> <p><u>Craft and Structure</u> C.C.1.3.9-10.I: Determine or clarify the meaning of unknown and multiple-meaning words and phrases...</p>
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Appendix

Academic Vocabulary – Academic Word List (Coxhead, 2000)

The Oxford Picture Dictionary includes suggestions for including abstract vocabulary for each lesson. The terms are academic but also may occur in daily conversation and/or reading. The authors advocate introducing academic vocabulary “as part of meaningful conversation or texts;” this will help students see and hear the terms outside of class. Introducing collocations or a co-occurring word is important to developing students’ fluency in speaking and writing.

ACADEMIC WORDS YOU CAN TEACH WITH OPD TOPICS			
Topics	RED term is on the topic page * highest frequency on AWL **second highest frequency AWL	Defining words in the context of the topic or illustration on the topic page	Common expressions and phrases (collocations)
The Telephone	data*, identity*, ID*	I don't know that phone number so I don't know the identity of the caller. I'm so glad I have caller ID. The data on your phone includes text messages and photos.	Caller ID data plan
Numbers	process*	A process has many steps. The first step, second step, third step, etc. What's a process you do every day? What are the steps?	slow process
Measurements	calculate, estimate*	Can you give me a rough estimate of the box's measurements? It looks to me like it's 2 feet by 3 feet.	estimate the cost, size; rough estimate
Time	appropriate**	In the U.S., it's appropriate to arrive early for an interview. It is not appropriate to arrive early for a party.	appropriate behavior
The Calendar	availability*	You want an appointment in May? I'll need to check my availability. I'm very busy in May.	check [your] availability
Calendar Events	function*, multicultural	December is a month of multicultural celebrations. Hanukah, Kwanza and Christmas are all celebrated during the winter season. I can't get any work done in December! I don't function well because I don't sleep and I eat too much!	function well function smoothly
Describing Things	categorize**, features**	We can categorize these photos according to the way they look: pictures that are beautiful, pictures that are good, and pictures that are bad. They have a cute baby. All his features are cute: his nose, his mouth, his chin and his eyes, too!	categorize according to...

ACADEMIC WORDS YOU CAN TEACH WITH OPD TOPICS

Topics	RED term is on the topic page * highest frequency on AWL **second highest frequency AWL	Defining words in the context of the topic or illustration on the topic page	Common expressions and phrases (collocations)
Meeting and Greeting	similar*, culture**	"Hello" sounds similar to words like Hola and Allo. What other greetings are similar between countries?	similar to similarities between
Personal Info	identity*	When someone takes your personal information and your social security card, that person can take your identity. This is called identity theft.	identity theft
School	authority*, administrate**	Principals, assistant principals and counselors are school administrators. Our teacher is an authority on U.S. history. He knows everything about it!	administrative staff
A Classroom	variety*	Binders come in a variety of sizes and colors. I have a 2-inch blue binder. My friend has a 3-inch pink binder.	a variety of...
Studying	individually*, various*	People like to study in various ways, in groups, alone or individually, with the teacher, without the teacher.	various ways
Succeeding School	achieve**, evaluate**, grade	Your grade is an evaluation of your work and participation in class. A 95% means that you did an outstanding job.	achieve a goal achieve results
A Day at School	assists**	The young man often assists the book clerk. Today he's helping her by carrying some books upstairs.	assist someone with something
Everyday Conversation	approach*	It can be difficult to approach people and start a conversation. They may get nervous when you walk up to them. It can be easier to talk when you are standing in a line with people.	approach someone to do something
The Weather	create*	This storm is terrible. I can't see the road! Bad weather creates problems for drivers.	create a problem; create problems; create a difficult situation

ACADEMIC WORDS YOU CAN TEACH WITH OPD TOPICS

Topics	RED term is on the topic page * highest frequency on AWL **second highest frequency AWL	Defining words in the context of the topic or illustration on the topic page	Common expressions and phrases (collocations)
Colors	design**, discriminate	The website design is very colorful! It shows 18 different colors on the page. Individuals with colorblindness cannot see the difference between red and green. They cannot discriminate between red and green.	discriminate between
Prepositions	item**	The items in this store are on the walls, behind the cashier, under the counters---they're everywhere!	Individual item, single item
Money	economy*, finances*	When the US economy is good, the dollar is strong. Bankers manage people's finances or their money.	strong economy, weak economy
Shopping	purchase**, credit**	I would like to purchase this lamp. How much is it?	make a purchase/purchase
Same and Different	identical, features**	The two girls have identical features. They both have the same dark hair, large brown eyes, and long nose. It's difficult to know who is Anya and who is Manda.	identical twins identical

Vocabulary Review Jigsaw – Unit 1, Lesson 1.12, Measurements

Vocabulary Review Jigsaw
Measurements

Student A

1. The word starts with the letter **I**
2. The word starts with the letter **C**
3. The word starts with the letter **H**
4. The word starts with the letter **L**
5. The word starts with the letter **W**
6. The two words start with the letter **O**
7. The two words start with the letter **O**
8. The word starts with the letter **F**
9. The word starts with the letter **M**
10. The word starts with the letter **F**
11. The word starts with the letter **D**
12. The word starts with the letter **P**

Vocabulary Review Jigsaw
Measurements

Student B

1. The word has **ONE** syllable.
2. The word has **FOUR** syllables.
3. The word has **ONE** syllable.
4. The word has **ONE** syllable.
5. The word has **ONE** syllable.
6. The two words have **ONE** syllable each.
7. The two words have **ONE** syllable each.
8. The word has **ONE** syllable.
9. The word has **ONE** syllable.
10. The word has **TWO** syllables.
11. The word has **THREE** syllables.
12. The word has **TWO** syllables.

Vocabulary Review Jigsaw
Functions

Student C

1. The last letter is **H**
2. The last letter is **R**
3. The last letter is **T**

Vocabulary Review Jigsaw
Functions

Student D

1. It means *a small unit of length used in the U.S.*
2. It means *“a small unit of length used in most of the world. It is 1/100th of a*

4. The last letter is **H**
5. The last letter is **H**
6. The last letter of the two words is **E**
7. The last letter of the two words is **F**
8. The last letter of the two words is **T**
9. The last letter is **E**
10. The last letter is **N**
11. The last letter is **L**
12. The last letter is **T**

meter."

3. It means "*is one way we measure a box or triangle.*
It is also means how tall something or someone is."
4. It means "*the distance along a line or curve or one way to measure a box.*" "*It is how long an event lasts.*"
5. It means "*the distance from one side to another side.*" "*It is how wide a box is.*"
6. It means "*all of the circle or pie.*" "*It is 1 or 1.00.*"
7. It means "*one of two equal parts.*" "*It is $\frac{1}{2}$ or .5.*"
8. It means "*a way to measure length. It is 12 inches.*"
9. It means "*a way to measure distance. It equals 1.6 kilometers.*"
10. It means "*a number that means a part of a whole.*" "*An example is $\frac{3}{5}$.*"
11. It means "*a number with a dot (.) between the part of the number that equal s 1 and the part of the number less than one.*" "*An example is 3.35.*"
12. It means "*out of 100.*" "*An example is 50%.*"

Vocabulary Review Jigsaw
Measurements

Answers

1. inch (in.)
2. centimeter (cm.)
3. height
4. length
5. width
6. one whole
7. one half
8. foot (feet)
9. mile
10. fraction
11. decimal
12. percent

Word Sort: Measurement (Unit 1, Lesson 1.12)

one whole 1	one half $\frac{1}{2}$	one third $\frac{1}{3}$	one fourth $\frac{1}{4}$
one eighth $\frac{1}{8}$	Inch	Centimeter (cm)	mile
foot / feet (ft)	Yard (yd)	Meter (m)	Kilometer (km)
fraction	Decimal	percent	divide
calculate	Measure	convert	height
length	Depth	width	ruler

Sample categories: (1) short vowels (fraction, inch, width, kilometer, decimal, (2) long vowels (mile, divide, ruler, meter, feet), (3) final consonant digraph and blend (depth, height, length, width) (4) fractions (one half, one third, one fourth, one eighth), (5) distance terms (kilometer, meter, mile, yard, foot/feet, centimeter, inch), (6) measurement terms (height, measure, inch, centimeter, yard, foot/feet, ruler), (7) silent “e” (measure, calculate, divide, mile), (8) two syllable words (divide, percent, measure, fraction, ruler, meter), (9) abbreviations (km, kilometer, cm, centimeter, meter, m, foot, ft, yard, yd), (10) fractions written numerically ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{8}$)

Short vowels	Long vowels	Final consonant diagraph and blend	Two syllable words

Fractions	Distance Terms	Measurement Terms	Fractions written numerically (as numbers)

Silent “e”	Two syllable words	Final consonant diagraph and blend	Abbreviations

Office of Multilingual Curriculum and Programs Promising Practices

OMCP has identified five practices that will have high impact on outcomes for English Learners (ELs). These five practices are aligned to the Danielson Framework, and are what we look for in all classes (both content and ESOL) that support ELs. Teachers can use this tool to identify steps towards making their instruction more effective for ELs. This tool can also be used to guide and inform instructional feedback. The practices are adapted from the *Go To Strategies* (see below).

Go To Strategies: Scaffolding Options for teachers of English Learners

by Linda New Levine, Laura Lukens, and Betty Ansin Smallwood for Project EXCELL

Copy of the document: <https://tinyurl.com/gnnpe9v>

5 core principles: (1) focus on academic language, literacy and vocabulary; (2) link background knowledge and culture to learning, (3) increase comprehensible input and language output, (4) promote classroom interaction, and (5) stimulate higher order thinking and the use of learning strategies.

<http://www.cal.org/what-we-do/projects/project-excell/the-go-to-strategies>

Go To Strategies Matrix: <https://tinyurl.com/yaxka6qn>

The GO TO Strategies Matrix: Scaffolding Options for Teachers of English Language Learners, K-12

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	<ul style="list-style-type: none"> Use physical gestures to accompany oral directives. Modify *Teacher Talk. Label visuals and objects with target vocabulary. Introduce Cognates to aid comprehension. Ask for Signal Responses to check comprehension. 	<ul style="list-style-type: none"> Give two step Contextualized directions. Restate/rephrase and use *Patterned Oral Language routines. Model Academic Language and vocabulary. Ask for Total Physical Responses from students. 	<ul style="list-style-type: none"> Provide graphics or objects to sequence steps in a process. Check Comprehension of all students frequently. Use *Wait Time. Provide Anticipation Guides for previewing content reading. 	<ul style="list-style-type: none"> Compare/contrast relationships from auditory information using a Venn Diagram. Require students to restate and rephrase from auditory input as in *Paraphrase Passport. 	<ul style="list-style-type: none"> Outline lectures on the SmartBoard. Use *Video Observation Guides. Confirm students' prior knowledge of content topics. Extend content vocabulary with multiple examples and non-examples.
Speaking	<ul style="list-style-type: none"> Provide wall charts with illustrated academic vocabulary. Ask simple WH (who, what, when, where), yes-no or either-or questions. Elicit *Choral Responses. Encourage participation in group chants, poems, and songs. 	<ul style="list-style-type: none"> Use 10-2 structures. Assign roles in group work. Use Clock Buddies. Use Numbered Heads Together. Use *Think-Pair-Share-Squared. Develop Key Sentence Frames for pair interactions. 	<ul style="list-style-type: none"> Provide Graphic Organizers or notes to scaffold oral retelling. Prompt for academic language output. Use Think-Pair-Share. Repeat and Expand student responses in a *Collaborative Dialogue. 	<ul style="list-style-type: none"> Require full sentence responses by asking open ended questions. Use Varied Presentation Formats such as role plays. * Scaffold oral reports with note cards and provide time for prior practice. Use Reader's Theatre to scaffold oral language growth. 	<ul style="list-style-type: none"> * Structure debates requiring various points of view with graphic organizers and/or outlines. Require the use of academic language. Require oral reporting for summarizing group work. Include oral presentations in the content classroom.
Reading	<ul style="list-style-type: none"> Preview the text content with pictures, demos, charts, or experiences. Pair students to read one text together. Preview text with a Picture Walk. Use Choral Reading. Use *Teacher Read Alouds. 	<ul style="list-style-type: none"> Use Card Sorts. Use K-W-L charts before reading. Use the Language Experience Approach. Provide a list of important concepts on a graphic organizer. Use *Shared Reading and/or simplify the text. 	<ul style="list-style-type: none"> Provide a content vocabulary Word Bank with non-linguistic representations. Teach skimming for specific information. Use Teach the Text Backwards. Use 4 to 1 for main ideas from text. Use *Guided Reading. 	<ul style="list-style-type: none"> Model the creation of a Story Map from a narrative. Provide Question Answer Relationship questions for student pairs to research. Use Directed Reading Thinking Activity. Use Cornell Notes. Use *Jigsaw Reading to scaffold independent reading. 	<ul style="list-style-type: none"> Require computer and library research. Ask students to analyze text structure and select an appropriate Graphic Organizer for summarizing. Use *Reciprocal Teaching to scaffold independent reading.
Writing	<ul style="list-style-type: none"> Require students to label visuals and/or create language balloons. Require vocabulary notebooks with L1 translations or non-linguistic representations. Provide *Key Sentence Frames with word and picture banks. 	<ul style="list-style-type: none"> Teach note taking on a Graphic Organizer. Use a Roving Chart in small group work. Use Interactive Journals. Use *Think-Write-Pair-Share. Provide Cloze sentences with a Word Bank. 	<ul style="list-style-type: none"> Require Learning Logs for summaries of learning. Use Text to Graphics and Back Again. Teach Signal Words (comparison, chronology, cause -effect, and listing) for academic writing. Provide *Cloze paragraphs with a *Word Bank. 	<ul style="list-style-type: none"> Provide Rubrics and exemplars to scaffold writing assignments. Teach and utilize the writing process. Provide an outline for the standard five-paragraph essay. Provide *Report Frames for independent, structured, content writing. 	<ul style="list-style-type: none"> Require academic writing and the use of target academic vocabulary. *Teach the process of writing a research paper. Address students' cultures in differing genres of writing. Hold frequent writing conferences with teacher and peers.

*Starred strategies are described in the summary document on the following page, "The Go To Strategies Matrix: Scaffolding Across Language Proficiency Levels."

Levine, L. N., Lukens, L. & Smallwood, B. A., (2013). *The GO TO strategies: Scaffolding options for teachers of English language learners, K-12*. For Project EXCELL, a partnership between the University of Missouri- Kansas City and North Kansas City Schools, funded by the US Department of Education, PR Number T195N070316.

Promising Practices for English Language Learners

<p>The Office of Multilingual Curriculum and Programs (OMCP) has identified five practices that will have high impact on outcomes for English Language Learners (ELLs). These five practices are aligned to the Danielson Framework, and are what we look for in <u>all</u> classes (both content and ESOL) that support ELLs. Teachers can use this tool to identify steps towards making their instruction more effective for ELLs. This tool can also be used to guide and inform instructional feedback. For supports or suggestions in any of these areas, contact OMCP.¹</p>	
<p>Focus on Academic & Disciplinary Language Do students use academic language/disciplinary language in meaningful ways?</p>	
Danielson Alignment	<p>1c Setting Instructional Outcomes 1e Designing Coherent Instruction 2b Establishing a Culture for Learning 3a Communicating with Students 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning</p>
Promising practices for ELLs	<ul style="list-style-type: none"> • Students have many opportunities to use and utilize academic/disciplinary language in a variety of meaningful ways • Academic/disciplinary language is learned in context with attention to both “bricks” (e.g. key vocabulary and concepts) and “mortar” (e.g. signal words and phrases) language (Dutro, Moran, 2003) • Academic/disciplinary language is modeled and clarified through the use of visuals, graphic organizers, gestures, etc. • Students are expected to produce academic/disciplinary language both orally and in writing through planned and purposeful guided practice
Research and rationale	<p>ELLs who appear to be fully fluent in English may nonetheless struggle to express themselves effectively in academic settings (Cummins, 2000; Scarcella, 2003; Short & Echevarria, 2005). Research shows that students should be explicitly taught, in context, the language skills they need to succeed in the classroom (Saunders & Goldenberg, 2010). As ELLs use more complex forms of language to accomplish interesting tasks, they learn more content and their language skills improve (Zwiers, O’Hara, & Pritchard, 2014).</p>
<p>Link Background Knowledge, Interest and Culture to Learning Is the content of the lesson linked to students’ background knowledge, interest, or culture?</p>	
Danielson Alignment	<p>1e Designing Coherent Instruction 2c Managing Classroom Procedures 3a Communicating with Students 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning 4a Reflecting on Teaching</p>
Promising practices for ELLs	<ul style="list-style-type: none"> • Teachers explicitly link concepts and texts to students’ cultural and linguistic backgrounds, and explicitly link past learning with new concepts • Teachers establish interest and focus for learning new concepts
Research and rationale	<p>Numerous studies show that students perform better when their home culture and background knowledge are welcomed, respected and incorporated into the academic environment (Doherty, Hilberg, Pinal, & Tharp, 2003; Gonzalez, Moll & Amanti, 2005; Nieto, 1999).</p>

¹ Adapted from Levine, L. N., Lukens, L. & Smallwood, B. A. (2013). *The GO TO strategies: Scaffolding options for teachers of English language learners, K-12*. For Project EXCELL, a partnership between the University of Missouri- Kansas City and North Kansas City Schools, funded by the US Department of Education, PR Number T195N070316.

Increase Comprehensible Input and Language Output	
<i>Do students comprehend complex input and produce complex output appropriate to grade-level standards?</i>	
Danielson Alignment	1e Designing Coherent Instruction 2c Managing Classroom Procedures 3a Communicating with Students 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning 4a Reflection on Teaching
Promising practices for ELLs	<ul style="list-style-type: none"> Teachers differentiate materials and content for English proficiency levels using WIDA Can Do Descriptors and Model Performance Indicators (MPIs) as a guide Teachers implement specific techniques to make the content comprehensible (sensory, graphic, and interactive supports), and make strategic use of L1 (first language) through translanguaging practices Students have multiple opportunities to produce complex language (oral and written) in meaningful ways and with appropriate scaffolds (e.g. modeling, language frames, graphic organizers, etc.) Activities and tasks are designed to encourage and support extended use of language (not one-word answers)
Research and rationale	ELLs learn both through the language they encounter (input) and the language they produce (output). Input should be at a level that is challenging but nonetheless comprehensible (Krashen, 1985). ELLs benefit from many of the teaching practices that are effective for all students; however, these learners also require modifications to make instruction meaningful (August & Shanahan, 2006, 2010). Students learning rigorous content in a language they do not speak or comprehend completely requires specialized teaching techniques to make the message understandable (Echevarria, Vogt & Short, 2012). Students retain more language and content concepts when they create and communicate original messages (Swain, 1985; Walqui, 2006).
Promote Quality Classroom Interaction	
<i>Do students participate in <u>extended</u> interactions/discussions on academically relevant and challenging texts/topics/content?</i>	
Danielson Alignment	1c Setting Instructional Outcomes 1e Designing Coherent Instruction 2b Establishing a Culture for Learning 3a Communicating with Students 3b Using Questioning and Discussion Techniques
Promising practices for ELLs	<ul style="list-style-type: none"> Students have multiple opportunities to interact in deliberate and sustained conversations on academically relevant and challenging texts/topics/content Tasks are structured for extended interaction and discussion, and students actively participate in using language to co-construct knowledge and meaning Interactive tasks and activities include appropriate scaffolds, such as sentence starters and word banks, that are removed or modified based on need Discussion activities require all students to participate with multiple opportunities to provide corrective feedback
Research and rationale	Conversation builds oral language, which is a foundation for reading and writing (Roskos, Tabors & Lenhart, 2009). ELs' vocabulary, grammar, and pronunciation develop faster when there are opportunities for interaction in the classroom using the language being learned (Mackey & Goo, 2007). Students develop abilities to communicate complex ideas when there are many opportunities for authentic interactions with others (Zwiers, O'Hara & Pritchard, 2014).

Communicate Instructional Objectives with Students, Assess Frequently and Provide Feedback to Students Do students know what they are supposed to learn and receive feedback on their learning?	
Danielson Alignment	1c Setting Instructional Outcomes 1e Designing Coherent Instruction 2b Establishing a Culture for Learning 3a Communicating with Students 4c Communicating with Families
Promising practices for ELLs	<ul style="list-style-type: none"> • Instructional objectives are presented and stated in student-friendly language and/or are made accessible through images or explanation • Teachers refer to instructional objectives throughout the lesson so that students understand what they are supposed to learn • Teachers check frequently for comprehension/understanding, using a variety of formal and informal assessment techniques, to assess and promote student learning of language and content • Teachers respond to students' needs and provide feedback to students, and adjusts instruction in response to assessment of student learning with the goal of students monitoring their own learning
Research and rationale	<p>ELLs need multiple opportunities to see and hear modeling of the target language, to try and modify their language output, with teachers offering specific feedback that describes progress and focuses on areas for revision. (Zwiers, 2008). Using formative assessment on a regular basis has a strong effect on student learning, and can help raise achievement for below-grade level students while also benefitting all students. Students who are involved in assessing their own learning significantly out-perform students who are not involved (Black and Wiliam, 1998).</p>

Quality Teaching for English Learners (QTEL) – <https://qtel.wested.org/>

QTEL provides a framework / foundation for planning and instruction for 6th – 12th grade just as Comprehensive Literacy provides a framework / foundation for planning and instruction for K-5.

QTEL Principles

From Walqui, A & van Lier, L. (2010) *Scaffolding the Academic Success of Adolescent English Language Learners: A Pedagogy of Promise*. San Francisco, CA: WestEd; pp. 84, 85, 152, 155, 169, 174.

Principles	Goals	Objectives
<i>Sustain Academic Rigor</i>	<ol style="list-style-type: none"> Promote deep disciplinary knowledge Engage students in generative disciplinary concepts and skills Engage students in generative cognitive skills (higher order thinking) 	<ul style="list-style-type: none"> Develop central ideas in the discipline first, postponing interesting but secondary details Establish interconnections among central ideas of the disciplines Deepen understanding of themes over time Have students anchor new knowledge to central concepts to build understanding Have students apply familiar central ideas or strategies to their emerging understanding of new concepts Invite students to build increasingly complex explanations of disciplinary concepts and processes Have students combine facts and ideas to synthesize, evaluate, and generalize Have students build arguments, solve problems, and construct new meanings and understandings
<i>Hold High Expectations</i>	<ol style="list-style-type: none"> Engage students in tasks that provide high challenge and high support Engage students (and teacher) in the development of their own 	<ul style="list-style-type: none"> Provide students with activities that are robust, but flexible enough to allow multiple entry points: all students, regardless of where they start, will benefit from participation Scaffold students' ability to participate in the activities Ensure that students are asked to engage in increasingly more complex tasks Treat students as if they already possess the abilities you are seeking to develop Conduct metacognitive activities so that students gain knowledge of how to learn, how to monitor their progress, and how to self-correct Provide practice in the use of academic tools and activities

	<p>expertise</p> <p>3. Make criteria for quality work clear for all</p>	<p>so that students appropriate them over time</p> <ul style="list-style-type: none"> • Encourage students to support each other in their development • Encourage students to support each other in building academic stamina • Use rubrics to spell out expected quality of work • Encourage students to take risks and to work hard to master challenging academic work
<i>Engage Students in Quality Interactions</i>	<p>1. Engage students in sustained interactions with teacher and peers</p> <p>2. Focus interactions on the construction of knowledge</p>	<ul style="list-style-type: none"> • Invite students to go beyond brief, single responses and to elaborate, illustrate, and connect to their interlocutors' ideas • State explicitly that constructing new understandings is hard work, that is requires listening intently to interlocutors, making sense of what they are saying, and deciding how to respond, either by agreeing and providing further evidence or by disagreeing and stating why this is the case • Ask students to focus on the coherence of what they are saying (Are they staying with the main ideas? Are they making sense?) and to deepen their understanding by making connections to related ideas
<i>Sustain a Language Focus</i>	<p>1. Promote language learning in meaningful contexts</p> <p>2. Promote disciplinary language use</p> <p>3. Amplify rather than simplify communications</p> <p>4. Address specific language issues judiciously</p>	<ul style="list-style-type: none"> • Provide explicit examples, for example, formulaic expressions, of how to mark agreement, disagreement, and other moves in response to an interlocutor or text. • Focus on social purpose of genre, audience, structure, and specific language of disciplinary texts; have students practice deconstructing and creating similar texts. • Give rich and varied examples, looking at difficult concepts from several angles. • Focus corrective feedback on fluency, complexity, or accuracy, but not at the same time

<i>Develop Quality Curriculum</i>	1. Structure opportunities to scaffold learning, incorporating the goals above	<ul style="list-style-type: none"> • Set long-term goals and benchmarks • Use a problem-based approach with increasing interrelated lessons • Use a spiraling progression • Make connections between subject matter and students' reality • Build on students' lives and experiences
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QTEL Unit / Lesson Planning: Three Moments in a Lesson and Sample Tasks

Preparing Learners	Sample Tasks
<ul style="list-style-type: none"> • Focus attention on concepts to be developed • Activate / build on background knowledge • Introduce essential new vocabulary in context • Connect lessons to students' experiences 	Think-Write-Pair-Share Quick-Write / Round-Robin Anticipatory Guide or Extended Anticipatory Guide Knowledge Rating Scale Novel Ideas Only Jig-Saw Project Frayer Model List – Group – Label (vocabulary)
Interacting with Text / Concepts / Content	Sample Tasks
<ul style="list-style-type: none"> • Deconstruct text; focus on understanding a chunk and reconnect a chunk to the emerging whole text • Establish connections between ideas within text • Work collaboratively to discuss, evaluate, predict, check for understanding, summarize, etc. 	Teacher Model Double-entry Journal / Triple-Entry Journal Reading with a Focus / Viewing with a Focus Clarifying Bookmark or Partner Clarifying Bookmark Reading Aloud in Four Voices Partner Reading and Discussion Novel Ideas Only Four Corners Carousel
Extending Understanding	Sample Tasks
<ul style="list-style-type: none"> • Re-create text in a new genre or create new text to represent new understanding • Apply newly gained knowledge to novel situations or use to problem-solve • Connect ideas learned to other ideas and experiences outside the text - compare, synthesize, evaluate, create, critique, problem solve, etc. 	Collaborative Mind Mirror / Monologue Collaborative Poster Famous Phrases Create, Exchange, Assess Collaborative (Dialogue) Writing Literary Elements Famous Phrases Gallery Walk

Google Docs / Teacher Created Lesson Plans

Additional materials are in a Google Doc folder. If you would like the Google folder, email dsharer@philasd.org for access to the Google Docs.

Pennsylvania Department of Education for English Learners

English Learner Overlay (Standards):

<http://www.pdesas.org/Page/Viewer/ViewPage/15>

English Learners Basic Education Circulars (BECS), July 2017

<https://tinyurl.com/y86q9svj> (22 Pa. Code 4.26)

The School District of Philadelphia Policy #138 / English Language Development and Bilingual Education Program

<https://www.philasd.org/src/wp-content/uploads/sites/80/2018/01/Policy-138.pdf>

District, School and Teacher Responsibilities

<https://tinyurl.com/yda7g34u>

WIDA

WIDA is an educational consortium of 39 state education agencies and 200 international schools. ACCESS testing is developed by WIDA. The mission of WIDA is to advance academic language development and academic achievement for children and youth who are culturally and linguistically diverse. WIDA's Can Do Philosophy is grounded on students' assets and contributions to the classroom and community. Lastly, WIDA challenges linguistic discrimination, cultural biases and racism in education.

WIDA English Language Development Standards: <https://www.wida.us/standards/eld.aspx>

WIDA Can Do Descriptors and Key Uses Edition:

https://www.wida.us/standards/CAN_DOs/

Scaffolds Supports (WIDA)

Sensory	Graphic
<ul style="list-style-type: none"> ○ Real life objects (Realia) / concrete objects / Physical models ○ Manipulative (measurement tools, models, scientific instruments, etc.) ○ Pictures / photos ○ Visual representations (illustrations, diagrams, drawings, etc.) / Cartoons ○ Videos / broadcasts / audio books ○ Newspapers / magazines ○ Gestures / Physical movement ○ Music / songs / chants ○ Posters / display 	<ul style="list-style-type: none"> ○ Charts / Tables ○ Graphs ○ Timelines ○ Number lines ○ Graphic organizers ○ Graphing paper ○ Number lines ○ Timelines ○ Maps ○ Rubrics ○ Study guides / Guided Notes
Interactive	Verbal and Textual*
<ul style="list-style-type: none"> ○ Whole group ○ Small group ○ Partner (turn-&-talk) ○ Cooperative groups (think/write/pair/share) ○ Triads ○ Interactive websites / software ○ Mentor / coach ○ L1 (home or first language) ○ Word to Word Dictionary / Picture Dictionary ○ Jigsaw activities 	<ul style="list-style-type: none"> ○ Labeling ○ Teacher Modeling / Monitoring ○ Repetition ○ Paraphrasing / Summarizing ○ Guiding, clarifying, probing questions ○ Leveled questions (5Ws) ○ Questioning prompts / cues ○ Word banks / phrase banks / word walls ○ Sentence starters / sentence frames / discussion frames / formulaic expressions ○ Cloze paragraphs / sentences ○ Talk moves (structured academic conversations: re-voicing/clarifying, restating, reasoning, adding on, wait time) ○ Wait time

*Visual and textual from Halla Jmourko

Tools

Scaffolding Planning Template

(adapted from WIDA Scaffolds (2012) and Staehr Fenner and Snyder, Unlocking English Learner's Potential, (2017))

Lesson:	
Background of ELs (e.g. home language, ACCESS level(s), etc.):	
Categories of Scaffolds	Possible Scaffold
Materials and Resources	<ul style="list-style-type: none"> ○ Graphic organizers ○ Charts / tables ○ Photos, pictures, maps, graphs / graphing paper ○ Timelines / number lines ○ English / bilingual glossaries or dictionaries ○ Word - to - word dictionaries ○ Home language materials ○ Reduced linguistic load (labeling, word banks, sentence frames, sentence starters, formulaic expressions, discussion frames, talk moves / structured academic conversations) ○ Sensory supports (realia, manipulatives, illustrations / diagrams, audio books, diagrams, posters, videos, music /chants, gestures, magazines / newspapers, displays)
Instruction	<ul style="list-style-type: none"> ○ Pre-identified and pre-teach ESSENTIAL vocabulary (academic / disciplinary terms, morphology) ○ Build on prior knowledge / instruction of background knowledge ○ Repetition, paraphrasing, summarizing, wait time ○ Modeling ○ Guiding, clarifying, probing questions, leveled questions (5 Ws/H) ○ Read/think-aloud, chunk text (reconnect to whole), scan the text/text structure, echo reading, choral read, read with a partner, read in L1, reading in 4 voices, make connections between ideas within a text, embed vocabulary instruction (morphology, cognates, etc.), etc. ○ Create formative assessments to monitor progress / plan instruction
Student grouping	<ul style="list-style-type: none"> ○ Structure pair / triad work ○ Structured small-group work (collaborative groups) ○ Teacher-led small-group work

Scaffolding Lesson Plan Checklist

(adapted from Quality Teaching for English Learners (QTEL) (2010), Walqui and van Lier and Staehr Fenner and Snyder, Unlocking ELs' Potential, (2017))

Checklist	Yes	No
1. Determine the strengths and needs of ELs in relation to the language demands of the lesson. Sets goals for both content and language learning to support ELs progress in their acquisition of English.		
2. Determine the possible challenges in the text / concepts based on both the content and language demands (word, sentence, discourse).		
3. Determine how to extend understanding (summative) - re-create the text in a new genre, apply newly gained knowledge to novel situations / problem-solve, connect ideas learn to ideas outside of the text, etc.		
4. Preparing the learners: tasks (strategies) to activate or build prior knowledge		
5. Preparing the learners: analyze the language demands of the lesson and identify areas that may be challenging for ELs.		
6. Preparing the learners: Develop a list of ESSENTIAL vocabulary to introduce in context. Determine how to provide opportunities to practice the vocabulary in the lesson.		
7. Determine specific aspects of language use to focus on during lesson (e.g. grammar / syntax / sentence level and discourse complexity / paragraph level).		
8. Interacting with texts / concepts / content: Determine how to effectively group students in order to support their learning of content and acquisition of English.		
9. Interacting with texts / concepts / content: Determine how to provide opportunities to practice key concepts in varied ways using multiple modalities (tasks/strategies, materials, instruction, grouping).		
10. Prepare scaffolded materials to support ELs of varying proficiency levels (e.g. graphic organizers, formulaic expressions, visuals, materials in L1, etc.)		
11. Determine how to assess student learning (formative) and, if appropriate, how to scaffold the assessments.		

Checklist for Increasing Academic-Language Awareness

(adapted from Staehr Fenner and Snyder, *Unlocking ELs' Potential*, 2017)

1. Select a text.
2. What is the purpose for teaching the text? (content, structure, language, etc.)
3. Use the checklist of analyze the elements of the text's language.

Awareness-Building Questions

Vocabulary (Word Level)	Text information	Example(s) found in the text	Teach this feature?
Are there everyday words that may be unfamiliar to students? (e.g. run, cat, etc.)	Yes/No		Yes/No
Are there general academic words that may be unfamiliar? (e.g. analyze, critique, compare, etc.)	Yes/No		Yes/No
Based on the vocabulary, is a mini-lesson on word-learning strategies necessary or generative? (e.g. words with multiple meanings, cognates, determine meaning in context, morphology, etc.)	Yes/No		Yes/No
Are there disciplinary specific or technical terms that may be unfamiliar?	Yes/No		Yes/No
Grammar or Syntax (Sentence Level)	Text information	Example(s) found in the text	Teach this feature?
Are there aspects of grammar that may be challenging for ELs? (e.g. clauses, verb tense, interrogatives, count / non-count nouns, passive voice, idioms, etc.)	Yes/No		Yes/No
Is there any syntax (arrangements of words and phrases) that might be confusing?	Yes/No		Yes/No
Are there any conventions that may be new or confusing? (e.g. punctuation, spelling, etc.)			

Organization (Discourse Level)	Text information	Example(s) found in the text	Teach this feature?
Type of text (e.g. text, lab report, word problem, narrative essay, etc.)			Yes/No
Purpose of the text (e.g. persuade, inform, entertain, etc.)			Yes/No
How is the text organized or structured? (e.g. description, cause / effect, comparative /contrast, problem / solution, chronological, sequence, etc.)			Yes/No
Are there markers of sequence or relationships between ideas? (e.g. in addition, therefore, first, etc.)	Yes/No		Yes/No
Sociocultural Level	Text information	Example(s) found in the text	Teach this feature?
Does the text assume any experience, background knowledge, and/or awareness for students to understand it?	Yes/No		Yes/No
Does the text assume a perspective or point of view that may conflict with the student's culture, belief system(s), heritage or national origin? (e.g. interpretation of historical event, religious values, etc.)	Yes/No		Yes/No
Could the students' first language and/or home culture impact their understanding of the text?	Yes/No		Yes/No

Determining the language focus and opportunities in a lesson

(adapted from *A Focus on Language: Understanding and Producing Language*, Walqui & Hernandez, 2001)

For students to participate in the class and complete the formative and summative assessment, what language do students need to produce (speaking, writing) and understand the text and their peers (reading, listening)?

What language do students need to...

	Understand the content / concepts / themes?	Explain / apply their understanding(s) to the content / concepts / themes?	Participate in a discussion about the content / concepts / themes?
Purpose (genre)			
Ideas			
Organization of the text			
Language of the genre and communication*			
Sentences / clauses			
Vocabulary (disciplinary and technical terms)			
Spelling			

*Language of the genre and communication

Biography may be written in the past tense and in chronological order

Cause / effect essays: nouns (cause / reason, effect, consequence, results),

transitions (as a result, therefore, first, initial)

verbs (cause, contributes to, is responsible for, is due to)

Reflecting on Your Cultural Beliefs to consider when working with SLIFEs

Topic	Cultural Considerations ²
Role of teacher in class	<p>The role of the teacher may vary between collectivist and individualist cultures. Collectivist cultures are those in which group goals and needs are generally placed above individual needs. In contrast, individualist cultures tend to value individual goals, individual rights, and independence. Students from collectivist cultures (e.g., Mexican, Korean, Somali) may have been taught that they should show respect for teachers at all times by carefully listening to their teacher and not asking questions or disagreeing (Rothstein-Fisch & Trumbull, 2008). Group harmony is considered most important. In contrast, students from individualist cultures (e.g., Australian, German, U.S.) recognize that they will be valued for speaking out for their unique ideas and opinions. They also tend to expect a more student-centered approach to teaching and learning.</p>
Student participation in discussions	<p>Whether SLIFE are from high context cultures or low context cultures may impact how they participate in discussions. In high context cultures (e.g., Afghanistan, El Salvadoran, Thai) it is expected that individuals will gain meaning from the context or situation, and some ideas may be assumed rather than stated. In contrast, members of low context cultures (e.g., Swiss, Israeli, U.S.), are less likely to rely on the situation and other contextual elements (e.g., body language or tone of voice) and tend to communicate information more directly. As a result, students from high context cultures may participate in discussions differently than students from low context cultures.</p> <p>In addition, students from a collectivist culture may believe that the survival and success of the group ensures the well-being of the individual, so that by considering the needs and feelings of others, one protects oneself. Harmony and interdependence of group members are stressed and valued. This sense of values may make it difficult for a student from a collectivist culture to disagree with another student (Rothstein-Fisch & Trumbull, 2008).</p>
Student non-verbal communication	<p>Nonverbal communication patterns can vary greatly from culture to culture, and the rules regarding these behaviors are often unspoken (Steinberg, 2007). SLIFE may need explicit guidance in cultural expectations in this area. For example, the personal distance that two speakers are expected to maintain when speaking may vary between cultures. In the United States, it is considered strange to stand extremely close to someone you are conversing with. Eye contact is another example. Some SLIFE may come from cultures where it is considered impolite to look an adult in the eye or direct eye contact is a perceived challenge (e.g., Asian, African, and Latino cultures). Eye contact between opposite sexes is often seen as inappropriate in Middle Eastern cultures.</p>
Independent versus collaborative learning	<p>Students from collectivist cultures (e.g., Japanese, Brazilian, and Indian) may value working together interdependently rather than working alone independently. Contributing to a group's well-being is valued more than one's individual achievement (Rothstein-Fisch & Trumbull, 2008). In contrast, students from individualist cultures</p>

² Staehr Fenner, D. & Snyder, S. (2017). Unlocking English learners' potential: Strategies for making content accessible. CA: Corwin, pp. 36-37.

Topic	Cultural Considerations²
	(e.g., Greek, New Zealand, U.S.) may see greater value in working independently towards individual goals and achievement.

SLIFE Scheduling Planning Document³

Areas for Consideration	Consideration Responses	Notes and/or Recommendations
SLIFE Demographics		
1. How many SLIFE are you currently serving?		
2. Where are they from and what home languages do they speak?		
3. What types of strengths do they bring with them?		
4. What are some specific challenges that they have (e.g., home literacy skills)?		
Program Model		
5. What type of program model are you currently using with SLIFE?		
6. Are you providing focused academic support (e.g., stand-alone classes, tutoring, after-school class)? If so, how?		
7. Are you providing the socio-emotional supports that SLIFE may need? If so, how?		

³ Adapted from Decapua, A. Smathers, W. & Tang, F. (2009). *Meeting the needs of students with interrupted schooling: A guide for educators*. Ann Arbor, MI: University of Michigan Press.

Areas for Consideration	Consideration Reponses	Notes and/or Recommendations
8. What opportunities do your ESOL teachers and content teachers have to collaborate and/or co-teach? What opportunities do they have for co-planning?		
9. Is your program schedule flexible so as to meet the varied needs of SLIFE students (including students who may have other responsibilities)?		
10. Does your schedule allow for opportunities for community collaboration?		
11. How are you evaluating whether or not the program model is working for the SLIFE that you serve?		
Staff		
11. How many ESOL and/or bilingual teachers are working with your SLIFE population?		
12. What opportunities do your ESOL and/or bilingual teachers have to share strategies for working with SLIFE with content teachers?		

Overcoming Barriers to SLIFE Family Engagement

Barriers to SLIFE Family Engagement	Possible Solutions
Language	<ul style="list-style-type: none"> Parent liaisons Bilingual counselors / BCAs Phone trees Translated materials Language Line
Transportation	<ul style="list-style-type: none"> Ride to school event Ride sharing resources Information about SEPTA Meet families in the community versus only at school
Time	<ul style="list-style-type: none"> Flexibility (AM and PM) Parent survey to determine best times
Childcare	<ul style="list-style-type: none"> Offer at events Coordinate with FACE office
Understanding of school system	<ul style="list-style-type: none"> Work with FACE on school system SILFE family events meetings School tours Community volunteers
Fear	<ul style="list-style-type: none"> Demonstrate support Adult Education programs Family support groups
Other	<ul style="list-style-type: none"> Flexible times for meetings – AM and PM Send text / email in L1 - Talking Points (http://talkingpts.org/) Language Line - 1 - 866 - 874 - 3927 (each school has its own access code)

Welcoming Environment Checklist⁴

Criteria	Yes	Somewhat	No	Improvement Ideas
1. School has photos, maps, flags, or other representative images from students' home cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. School has bilingual staff or volunteers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. School provides a family room where families can access resources and use a computer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. School and classroom libraries include bilingual books and resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. School sponsors multicultural and/or SLIFE-friendly events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. School staff learn a few phrases in students' home languages and/or learn about students' home cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. There is a system in place to connect new SLIFE arrivals with other SLIFE families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. School tours are offered in families' home languages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

⁴ Adapted from Breiseth, L., Robertson, K., & Lafond, S. (2011). A guide for engaging ELL families: Twenty strategies for school leaders. Retrieved from http://www.colorincolorado.org/sites/default/files/Engaging_ELL_Families_FINAL.pdf

Criteria	Yes	Somewhat	No	Improvement Ideas
9. Registration and other essential information is provided year-round in families' home languages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A. Goals for improvement				
1.				
2.				
B. Steps I will take				
1.				
2.				
3.				
C. Who I will collaborate with				
D. Support and / or resources I need				

Recommendations for Engaging SLIFE Families⁵

Recommendations	Examples
1. Learn about your SLIFE population	Home countries and/or countries of birth, home languages, interests, educational backgrounds
2. Integrate the cultural traditions of SLIFE families throughout the school	Learn about the cultural holidays of your students and avoid scheduling tests or significant events on these days
3. Create a welcoming environment for SLIFE	Make sure families know how to get into the building (e.g., if building is locked during the day); include bilingual books in the library and classroom
4. Make a personal connection with families	Have a back-to-school event for SLIFE families to get to know administrators, teachers, and staff
5. Show that you value families' home languages	Share information in multiple languages; hire bilingual staff
6. Find ways to communicate with SLIFE parents	Ask families how they like to receive information and in what language; create a parent phone tree for families that share the same home language
7. Make the enrollment process manageable for SLIFE parents	Provide translated copies of all forms; use interpreters to share essential school information
8. Make the enrollment process accessible all year long	Families enrolling in the middle of the year should have access to the same forms and procedures as those enrolling at the beginning of the year.
9. Provide opportunities for parents to learn more about important topics and skills	Offer workshops in the home languages of families on such topics as gifted and talented programs, parent teacher conferences, and standardized testing.
10. Look for ways that SLIFE parents can help with children's schoolwork	Encourage families to ask their children what they learned during the day and read to their children in their home language

⁵ This document is adapted from Breiseth, L., Robertson, K., & Lafond, S. (2011). *A guide for engaging ELL families: Twenty strategies for school leaders*. For the complete document, go to http://www.colorincolorado.org/sites/default/files/Engaging_ELL_Families_FINAL.pdf

Recommendations	Examples
11. Look for ways that SLIFE parents can participate and volunteer	Invite parents to speak in their child’s class about a hobby, their job, or their home country
12. Think outside the box about parent engagement	Have small focus groups to learn more about families’ priorities for their children and what type of events they would like to participate in
13. Consider alternative schedules, locations, and kinds of events	Offer choices in when to meet; meet in families’ neighborhoods
14. Look for the successes	Identify the big and small ways that families support their children
15. Encourage SLIFE parents to take on leadership roles	Provide interpreters so that SLIFE parents can take part in discussions; develop a SLIFE branch of the PTA
16. Look for ways to make parent leadership more sustainable	Designate parent leaders in each language group
17. Build partnerships with the local community	Invite members of the community to inform families about the services they provided (e.g., librarian)
18. Get to know your neighbors	Inform school neighbors about opportunities to tutor, volunteer, or donate to the school
19. Solicit ideas	Ask staff, families, and students’ ideas for better engaging SLIFE families
20. Look for the funding	Look for grants to support SLIFE family outreach

At my school, I would like to...	In order to do this, I will take the following steps:
1.	
2.	
A. Who will I collaborate with?	
B. Support and resources I need	

SLIFE Materials Checklists

Adapted from WIDA, 2015; Custodio & O’Loughlin, 2017; DeCapua & Marshall, 2015; Texas Education Agency, n.d.

Instructions

1. Use the Checklist 1 to analyze the material you are considering using with SLIFE. Check the boxes in which the criteria are met considering your specific students and their skills and needs. No material will or is required to meet all the criteria.
2. If you decide the material you have selected needs to be adapted for your SLIFE, refer to Checklist 2 for considerations for adaptation. Check the boxes to plan how you will adapt the material.

Checklist 1. Considerations for Materials Selection for SLIFE

Criterion	How Lesson/Activity Meets Criterion
1. Connection with content learning objectives	<input type="checkbox"/>
2. Age appropriate, engaging, selection	<input type="checkbox"/>
3. Validates prior experience and knowledge	<input type="checkbox"/>
4. Accessible reading level and language	<input type="checkbox"/>
5. Visual supports	<input type="checkbox"/>
6. Home language support	<input type="checkbox"/>
7. Skill-building	<input type="checkbox"/>
8. Availability for access beyond school	<input type="checkbox"/>

Checklist 2. Considerations for Materials Adaptation for SLIFE

Criterion	Plan to
1. Select a short passage to begin (increase length)	<input type="checkbox"/>
2. Make it immediately relevant	<input type="checkbox"/>
3. Build on the experience and knowledge of your SLIFE	<input type="checkbox"/>
4. Amplify text (highlight key information, add images and headings, etc.)	<input type="checkbox"/>
5. Shorten sentences to begin; increase length	<input type="checkbox"/>
6. Simplify, repeat grammatical structures to begin; increase complexity	<input type="checkbox"/>
7. Pre-teach or gloss KEY vocabulary; spiral use of vocabulary throughout lesson /unit	<input type="checkbox"/>
8. Reduce workload	<input type="checkbox"/>

Student Survey - Getting to Know our Students

Name:	Country / Place of origin:												
Student home language(s):	Family home language(s):												
Home language(s) literacy level (read and write): _____ Advanced (fluent) _____ Intermediate _____ Novice	<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 5px;"> <tr> <th colspan="2" style="text-align: center; padding: 5px;">English proficiency scores</th> </tr> <tr> <td style="padding: 5px;">Composite</td> <td style="width: 100px;"></td> </tr> <tr> <td style="padding: 5px;">Speaking</td> <td></td> </tr> <tr> <td style="padding: 5px;">Reading</td> <td></td> </tr> <tr> <td style="padding: 5px;">Listening</td> <td></td> </tr> <tr> <td style="padding: 5px;">Writing</td> <td></td> </tr> </table>	English proficiency scores		Composite		Speaking		Reading		Listening		Writing	
English proficiency scores													
Composite													
Speaking													
Reading													
Listening													
Writing													
Education experiences (e.g. amount of time in US schools, educational experience in home country / place of origin, any interrupted formal schooling, IEP, etc.)													
Family background: (e.g. the student lives with..., siblings / family members in school, family separation, family reunification, etc.)													
Student interests:													
Student plans and/or goals:													

From *Unlocking English Learners' Potential: Strategies for Making Content Accessible* by Diane Staehr Fenner and Sydney Snyder. Thousand Oaks, CA: Corwin. (2017)

Progress Monitoring

HS English Language Development Progress Report Level 1 (Entering)

Year: _____

Student's Name: _____ Grade: _____ Teacher: _____ Course: _____

✓ = On Track

✓+ = Met

X = Not Met

E = Exceeded

Listening: Level 1 (Entering)	1	2	3	4
<p>Newcomers will move to a Level 1 (Entering) in listening, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> • Process recounts by • Matching everyday oral content related words and phrases to pictures, diagrams, or photographs • Selecting resources, places, products, or figures from oral statements and visual supports • Process explanations by • Ordering events or stages of phenomena from oral statements • Identifying words and phrases related to sequence • Process arguments by • Matching oral information to pictures, diagrams, or photographs that show points of view • Distinguishing words and phrases related to opinions or facts from oral statements • Discuss by • Representing one's ideas using various media • Responding to yes and no questions posed by the group • Using nonverbal signals to demonstrate engagement in conversations 				
Speaking: Level 1 (Entering)	1	2	3	4
<p>Newcomers will move to a Level 1 (Entering) in listening, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> • Recount by • Naming and briefly describing content topics using visual support (e.g., posters, diagrams, pictures) • Answering select yes/no or Wh questions • Explain by • Ordering events or stages of phenomena with sequential language (e.g., first, next, step 1) • Using words and phrases to identify visually supported phenomena • Argue by • Relating points of view with visual support (e.g., posters, photographs) • Stating pros and cons listed visually on a topic • Discuss by • Representing one's ideas using various media • Responding to yes and no questions posed by the group • Using nonverbal signals to demonstrate engagement in conversations 				

Reading: Level 1 (Entering)	1	2	3	4
<p>Newcomers will move to a Level 1 (Entering) in listening, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> • Process recounts by • Matching key content-related terms and ideas to images, graphs, icons, or diagrams • Sequencing illustrated text of narrative or informational events • Process explanations by • Identifying key words and phrases that describe the topics or phenomena • Recognizing sequence statements and illustrations that describe phenomena • Process arguments by • Matching media (e.g., posters, photos, banners) with point of view words and phrases • Connecting characters/historical figures with positions or stances on various issues 				
Writing: Level 1 (Entering)	1	2	3	4
<p>Newcomers will move to a Level 1 (Entering) in listening, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> • Recount by • Listing content words or phrases that relate to the topic • Including images, diagrams, and charts to add details to the topic • Explain by • Producing short responses to questions using word/phrase banks • Labeling charts, graphs, timelines, or cycles to describe phenomena • Argue by • Selecting words and phrases to represent points of view • Listing pros and cons of issues 				

Teacher Comments:

Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4

HS English Language Development Progress Report Level 2 (Emerging)

Year: _____

Student's Name: _____ Grade: _____ Teacher: _____ Course: _____

✓ = On Track

✓+ = Met

X = Not Met

E = Exceeded

Listening: Level 2 (Emerging)	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
<p>Students in a Level 1 (Entering) will move to a Level 2 (Beginning) in listening, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> • Process recounts by • Matching oral descriptions of characters or main events in content related topics • Following modeled oral commands • Process explanations by • Sequencing steps in processes or procedures described orally • Comparing information, symbols, or icons on charts or tables described orally • Process arguments by • Recognizing the pros or cons of issues from short oral statements • Identifying claims in oral statements • Discuss by • Asking and answering questions • Communicating need for clarity of messages • Recognizing intonation used to achieve various purposes of communication 				
Speaking: Level 2 (Emerging)	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
<p>Students in a Level 1 (Entering) will move to a Level 2 (Beginning) in speaking, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> • Recount by • Restating information using content-specific terms • Providing examples of content-related information previously studied • Explain by • Naming properties, characteristics or features of illustrated content related topics • Posing and responding to Wh questions that relate to phenomena • Argue by • Responding to oral or written claims • Offering facts or opinion statements as appropriate to discussion • Discuss by • Asking and answering questions • Communicating need for clarity of messages • Recognizing intonation used to achieve various purposes of communication 				

Reading: Level 2 (Emerging)				
	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
<p>Students in a Level 1 (Entering) will move to a Level 2 (Beginning) in reading, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> • Process recounts by • Identifying patterns specific to narrative or informational text (e.g., orientation, presentation of events, conclusion) • Locating main ideas in a series of related sentences • Process explanations by • Identifying different types of connectors that show relationships between topics and phenomena • Differentiating between technical and everyday vocabulary that describe phenomena • Process arguments by • Making connections between statements that make claims and those providing evidence • Distinguishing language that identifies facts and opinions 				
Writing: Level 2 (Emerging)				
	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
<p>Students in a Level 1 (Entering) will move to a Level 2 (Beginning) in writing, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> • Recount by • Following patterns specific to narrative or informational text (e.g., orientation, presentation of events, conclusion) • Sequencing narratives or informational text using linking words and phrases • Explain by • Using transitions and connectors to show causal relationships or procedures • Choosing every day or technical language to describe phenomena • Argue by • Expressing claims with evidence (e.g., “Socialism is a good government system because...”) • Listing content related ideas that represent different points of view on issues 				

Teacher Comments:

Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4

HS English Language Development Progress Report Level 3 (Developing)

Year: _____

Student's Name: _____ Grade: _____ Teacher: _____ Course: _____

✓ = On Track

✓+ = Met

X = Not Met

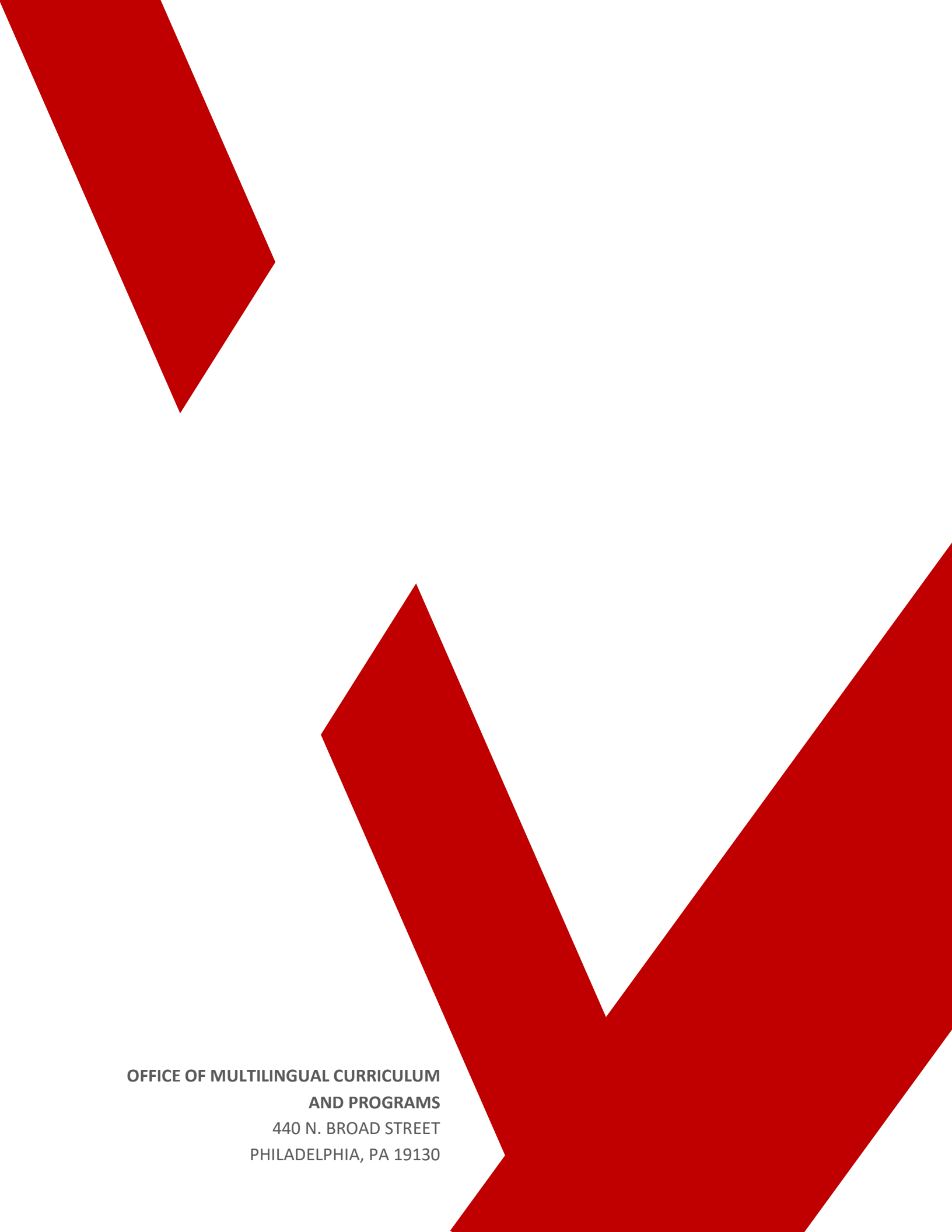
E = Exceeded

Listening: Level 3 (Developing)	1	2	3	4
<p>Student will move from a Level 2 (Beginning) to a Level 3 (Developing) in listening, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> • Process recounts by • Identifying main ideas from short content-related oral presentations • Classifying examples of genres read aloud (e.g., types of narration) • Process explanations by • Recognizing relationships in a series of oral statements • Identifying causes for particular events or phenomena in short oral presentations • Process arguments by • Organizing information related to different perspectives presented orally • Identifying language choices that represent specific points of view from a series of oral statements • Discuss by • Suggesting creative ways to resolve communication issues • Clarifying one's own ideas using a variety of strategies (e.g., analogies or metaphors, paraphrasing) • Asking clarifying questions in a respectful manner 				
Speaking: Level 3 (Developing)	1	2	3	4
<p>Student will move from a Level 2 (Beginning) to a Level 3 (Developing) in speaking, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> • Recount by • Posing and responding to questions in small group discussions • Describing the sequence of processes, cycles, procedures, or events with details • Explain by • Connecting causes to effects in a series of statements • Sequencing processes, cycles, or procedures in short extended discourse • Argue by • Stating claims matched to evidence using a series of related sentences • Suggesting details or reasons to reinforce points of view • Discuss by • Suggesting creative ways to resolve communication issues • Clarifying one's own ideas using a variety of strategies (e.g., analogies or metaphors, paraphrasing) • Asking clarifying questions in a respectful manner 				

Reading: Level 3 (Developing)	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
<p>Student will move from a Level 2 (Beginning) to a Level 3 (Developing) in reading, by demonstrating mastery of the following Can Do Descriptors: <u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> • Process recounts by • Recognizing lexical chains that show how characters and ideas are labeled across the text • Identifying detailed descriptions, procedures, and information in paragraphs • Process explanations by • Identifying how language provides clarity and precision in describing topics or phenomena • Summarizing information with diagrams, models, flow charts, or illustrations • Process arguments by • Identifying their purposes and audiences • Evaluating the strength of evidence statements 				
Writing: Level 3 (Developing)	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
<p>Student will move from a Level 2 (Beginning) to a Level 3 (Developing) in writing, by demonstrating mastery of the following Can Do Descriptors: <u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> • Recount by • Summarizing content-related material • Including important information and related details • Explain by • Choosing words and phrases to provide precise details, descriptions, comparisons, and ordered procedures • Integrating headings, introductory statements, and other features to organize text • Argue by • Justifying reasons or opinions with evidence • Summarizing opposing positions with evidence 				

Teacher Comments:

Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4

The background features several large, solid red geometric shapes. In the top left, there is a downward-pointing triangle. In the bottom right, there is a large, complex shape resembling a stylized 'V' or a chevron, composed of several triangular and quadrilateral sections. The text is positioned in the white space between these shapes.

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