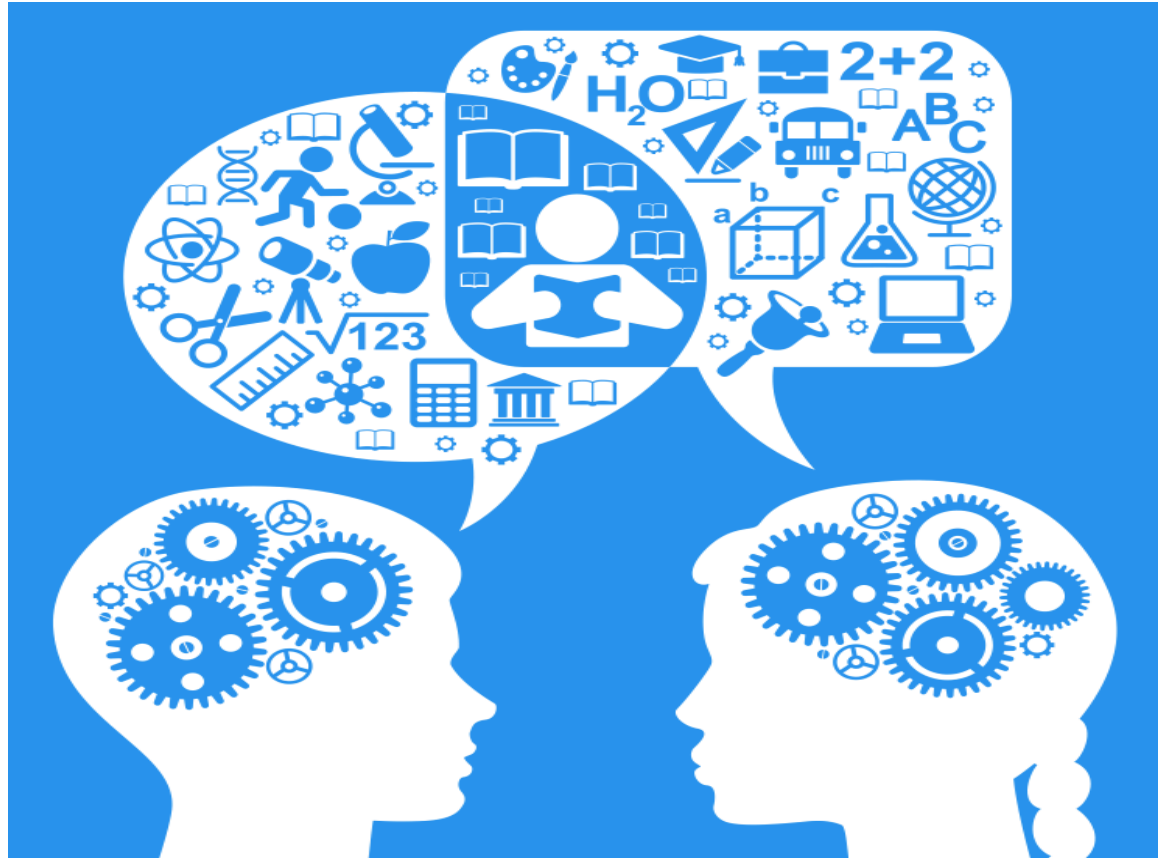




# SFUSD Multilingual Pathways Department



## English Language Development Toolkit

# ESSENTIAL PLANNING COMPONENTS FOR DESIGNATED ELD

## Purpose for Using Language (Depth of Knowledge DOK + Bloom's Taxonomy)

DOK 1: Recall and Reproduction		DOK 2: Skills & Concepts	DOK 3: Strategic Thinking	DOK 4: Extended Thinking	
Remember	Understanding	Applying	Analyzing	Evaluating	Creating
<ul style="list-style-type: none"> <li>○ Identify/Name/List</li> <li>○ Recall/Retell</li> <li>○ Sequence</li> <li>○ Describe</li> </ul>	<ul style="list-style-type: none"> <li>○ Interpret</li> <li>○ Infer</li> <li>○ Predict</li> <li>○ Summarize</li> </ul>	<ul style="list-style-type: none"> <li>○ Apply</li> <li>○ Experiment</li> <li>○ Calculate</li> <li>○ Classify/Categorize</li> </ul>	<ul style="list-style-type: none"> <li>○ Analyze/Deconstruct</li> <li>○ Identify Cause &amp; Effect</li> <li>○ Compare &amp; Contrast</li> <li>○ Identify Main Idea &amp; Supporting Details</li> </ul>	<ul style="list-style-type: none"> <li>○ Critique</li> <li>○ Evaluate/Judge</li> <li>○ Hypothesize/Formulate Questions</li> <li>○ Take &amp; Support a Position</li> </ul>	<ul style="list-style-type: none"> <li>○ Create</li> <li>○ Plan/Construct</li> <li>○ Produce</li> </ul>

### Example Products and Assessments

Illustrations, Timelines, Student-Generated Definitions, Labeling, Lists, Personal Notes, Emailing, Tweeting, Blogging, Journals (Science, Social Studies, Reading, Writing...), Note-taking	Illustrations, Recitations, Summaries, Explanations, Show & Tell, Examples, Lists, Labeling, Outlines, Journals, Note-taking, Personal Notes, Emailing, Tweeting, Blogging	Illustrations, Simulations, Readers Theater, Sculptures, Demonstrations, Presentations, Interviews, Performances, Diaries, Note-taking, Journals Blogging	Illustrations, Surveys, Abstracts, Reports, Graphing, Spreadsheets, Checklists, Charts, Outlines, Essays, Note-taking, Personal Notes, Emailing, Tweeting, blogging	Illustrations, Debates, Panel, Reports, Evaluations, Investigations, Verdict, Conclusion, Persuasive: Speech and/or Essay, Personal Notes, Emailing, Tweeting, Blogging	Illustrations, Essays, Film, Narrative, Articles, Plan, Projects, , New Game, Songs, Poetry, Rap, Media Product, representational art, Slide presentations, Advertisement, Emailing Performances, Blogging...
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### Recommended Instructional Sequence for Designated ELD

Instructional Sequence	Session 1	Session 2	Session 3	Session 4	Session 5
	<b>Interacting in Meaningful Ways</b>				
	<b>Interacting in Meaningful Ways</b> A. Collaborative B. Interpretative C. Productive		<b>Learning About How English Works</b> A. Structuring Cohesive Texts B. Expanding and Enriching Ideas C. Connecting and Condensing Ideas		<b>Production: Presentation</b>
<b>Learning Objective</b>	Students will be able to...	Students will be able to...	Students will be able to...	Students will be able to...	Students will be able to...
<b>Connection</b>	What do you know... Today we will...	Yesterday we.... Today we will....	Yesterday we.... Today we will....	Yesterday we.... Today we will....	Yesterday we.... Today we will....
<b>Engage</b>	Visual Text/Task Talk Wide and Close Read	Text Talk (Written) Wide and Close Read	<ul style="list-style-type: none"> <li>Close and Shared Read of text</li> <li>Analyze paragraphs / words</li> <li>Deconstruct/reconstruct sentences/text</li> <li>Instructional conversations in groups about text and its specific structure(s)</li> <li>Building language with and through reading to scaffold writing</li> <li>Look at text cohesion</li> <li>Expand or enrich ideas</li> <li>Connect and condense ideas</li> </ul>	Review	
<b>*I Do – Watch, listen, adjust Teach/Facilitate/Model</b>	Model Talk About Text/Task	Model Talk About Text/Task		Share what we've learned	
<b>*We Do – Watch, listen, adjust Facilitate/Practice/Apply</b>	Talk About Text/Task	Talk About Text/Task		Presentation / Writing	
<b>*You Do – Watch, listen, adjust Independently Structured Practice/Apply</b>	Partner/Trio Talk about text	Partner/Trio Talk about text			
<b>*Closure/Reflect/Link</b>	Reflect: Partner Talk Write/Draw Community Circle Share	Reflect: Partner Talk Write/Draw Community Circle Share	Reflect: Partner Talk Write/Draw Community Circle Share	Reflect: Partner Talk Write/Draw Community Circle Share	Reflect: Partner Talk Write/Draw Community Circle Share
<b>*Note: Opportunity for Formative Assessment</b>					

# Essential Grade Level Planning Components for Designated ELD

Grade: \_\_\_\_\_ Spiral: \_\_\_\_\_ Week(s): \_\_\_\_\_ Theme: \_\_\_\_\_ Text(s): \_\_\_\_\_

Student Learning Outcome(s): \_\_\_\_\_ ELD Standard(s): \_\_\_\_\_

LANGUAGE PROFICIENCY LEVELS (No more than 2 Adjacent Levels for Designated ELD): EMERGING \_\_\_\_\_ EXPANDING \_\_\_\_\_ BRIDGING \_\_\_\_\_ FEP/EO \_\_\_\_\_

CONTENT		ELD STANDARDS	
<ul style="list-style-type: none"> <li>○ <b>Content area connections:</b> (How will designated ELD help students access content?)</li>   <li>○ <b>Content standards supported:</b></li>   <li>○ <b>Content learning outcomes related to language learning outcomes:</b></li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Connection(s) to ELD Standard(s):</b></li>   <li>○ <b>How do ELD standards amplify essential language connected to content?</b></li>   <li>○ <b>Language learning outcomes connected to content:</b></li> </ul>		
Purpose for Using Language	Key Vocabulary / Phrases in Context	Grammatical Structures in Context	
<b>GOAL(S)*</b>	<b>TALK MOVE(S):</b>	<b>INTERACTIVE STRUCTURE:</b>	
Differentiated Language Frames			
Early Emerging (Newcomer)	Emerging	Expanding	Bridging
<b>Prompts:</b>   <b>Responses:</b>	<b>Prompts:</b>   <b>Responses:</b>	<b>Prompts:</b>   <b>Responses:</b>	<b>Prompts:</b>   <b>Responses:</b>
<b>Assessments:</b>			
<b>Materials or resources I need: (Graphic Organizer(s), Anchor Charts, Visuals, Mentor Text, etc.):</b>			

\* CHOOSE FROM 3 GOALS AND 8 TALK MOVES



## Framing Questions for Lesson Planning

### Framing Questions for All Students

- What are the big ideas and culminating performance tasks of the larger unit of study? How does this lesson build toward them?
- What are the learning targets for this lesson, and what should students be able to do at the end of the lesson?
- Which clusters of CA CCSS for ELA/Literacy does this lesson address?
- What background knowledge, skills, and experiences do my students have related to this lesson?
- How complex are the texts and tasks that I will use?
- How will students make meaning, express themselves effectively, develop language, and learn content? How will they apply or learn foundational skills?
- What types of scaffolding, accommodations, or modifications will individual students need to effectively engage in the lesson tasks?
- How will my students and I monitor learning during and after the lesson, and how will that inform instruction?

### Add for English Learners

- **What are the English language proficiency levels of my students?**
- **Which CA ELD Standards amplify the CA CCSS for ELA/Literacy at students' English language proficiency levels?**
- **What language might be new for students and/or present challenges?**
- **How will students interact in meaningful ways and learn about how English works in collaborative, interpretive, and/or productive modes?**

# DESIGNATED ELD Daily Planning Template

Grade: \_\_\_\_\_ Proficiency Level: \_\_\_\_\_ Spiral: \_\_\_\_\_ Theme: \_\_\_\_\_ Session: \_\_\_\_\_

Content Standard(s): \_\_\_\_\_ ELD Standard(s): \_\_\_\_\_

Key Vocabulary:	Purpose for Using Language:	Language Structure/Conventions
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<b>Lesson Objective:</b>
<b>Connection:</b>
<b>Engage:</b>
<b>I Do:</b>
<b>We Do:</b>
<b>You Do:</b>
<b>Closure/Reflect/Link:</b>
<b>Materials needed:</b>

## Graphic Organizers Matched to Purpose for Using Language Across All Disciplines Language Arts, Mathematics, PE/Health, Science, Social Studies, VAPA

Graphic Organizer	Organizes	Purpose for Using Language	Interdisciplinary Connections
<b>1. Hierarchical</b>	Attributes, characteristics or components by association, organized by categories and sub categories	• Describing	Language Arts, Social Studies, Science, VAPA
		• Classifying & Categorizing	
<b>2. Venn Diagram</b>	Similarities and differences	• Comparing & Contrasting	ALL
		• Classifying & Categorizing	
<b>3. Story Map</b>	Character, setting, problem, main events, outcome/resolution	• Sequencing	Language Arts
		• Summarizing	
<b>4. Movie Strip/Timeline</b>	Steps in a process Time relationships Multi-step direction	• Describing	Language Arts, PE/Health, Social Studies, Science, VAPA
		• Sequencing	
		• Summarizing	
<b>5. Matrix</b>	Attributes, characteristics, events or text structure on an x/y axis	• Describing	ALL
		• Classifying & Categorizing	
		• Predicting	
<b>6. Fishbone</b>	Evidence to draw a conclusion; multiple causes leading to an outcome	• Cause & Effect	Language Arts, PE/Health, Social Studies, Science, VAPA
		• Analyzing	
		• Predicting	
<b>7. T-Chart</b>	Similarities and differences Text, plus what I know	• Inferring	ALL
		• Making Judgments/ Evaluating	
		• Predicting	
		• Comparing & Contrasting	
<b>8. Bubble Map</b>	Attributes, Brainstorming	• Describing	ALL
		• Classifying & Categorizing	
<b>9. Double Bubble Map</b>	Similarities and differences Attributes	• Describing	Language Arts, PE/Health, Social Studies, Science, VAPA
		• Comparing & Contrasting	
<b>10. Flow Map</b>	Use text clues to make conclusions	• Inferring	Language Arts, PE/Health, Social Studies, Science, VAPA
		• Evaluating	
		• Cause & Effect	
		• Predicting	
<b>11. Describing Wheel</b>		• Describing	ALL
		• Analyzing/Evaluating	
<b>12. Frayer Model</b>	Organizes central idea/word	• Describing	Language Arts, PE/Health, SS

# **Purpose for Using Language Toolkit**

Based on Webb's Depth of Knowledge + Bloom's Taxonomy

- 1. Identifying and Defining**
- 2. Describing (People, Places, Things)**
- 3. Sequencing**
- 4. Summarizing**
- 5. Classifying and Categorizing**
- 6. Comparing and Contrasting**
- 7. Cause and Effect**
- 8. Formulating Questions**
- 9. Inferring, Predicting or Hypothesizing**
- 10. Evaluating or Making Judgments**

# 1. Identifying and Defining

**Student uses language to:** identify people, places, and things; and to clarify and monitor ideas and events.

**Teachers use language to:** Introduce new words and ideas; to model new words and their pronunciation and establish a context for language use; to check students' comprehension; to provide comprehensible input and challenge and motivate students toward success in a new language.

**Examples:** Identify (name) people and objects; define (new words and concepts)

**Associated Tasks:** explain, give examples; describe; translate

**Vocabulary/Signal Words:** name (v); identify; synonym, antonym; translate; define, paraphrase; summarize

**Some Complex sentence patterns for definitions [Expanding and Bridging levels]:** An author is a person who writes books.

A phone/hammer/frying pan, refrigerator, etc. is a thing [tool, structure, etc.] we use to \_\_\_\_\_. A \_\_\_\_\_ is a kind of \_\_\_\_\_.

A \_\_\_\_\_ is a \_\_\_\_\_ [with attributes].

## Language Frames by ELD Level Descriptors

Early Emerging (Newcomer)	Emerging	Expanding	Bridging
<p>Teacher's questions in order of difficulty with answers often words or phrases rather than full sentences:</p> <p>* <b>Physical response (with pictures or objects):</b> Put the _____ on the table; Color the ____; Give me the ____. Point to _____. Which one is a _____? Show me ____.</p> <p>* <b>Yes/No Questions:</b> Is this a mammal? Yes. Does the lion eat meat? Yes.</p> <p>* <b>Or-Questions:</b> Is this a mammal, a bird, or an insect? Mammal.</p> <p>* <b>Wh- Questions: What kind of animal is this lion?</b> Mammal. How do you say 'carnivore' in (Spanish)? Carnívoro. Who can translate this into Spanish? (E.g., English to Spanish; and Spanish to English)</p>	<p>Teacher's questions in order of difficulty with answers often words or phrases rather than full sentences, but the teacher often rephrases and models their answers as input.)</p> <p>* <b>Physical response (with pictures or objects):</b> Point to/Show me ____.</p> <p>* <b>Yes/No and Or-questions:</b> "Is this a <u>carnivore</u>?" No. "Is a lion a carnivore or an omnivore?" Carnivore. T: "Yes, it's a carnivore.</p> <p>* <b>Wh-questions: What is a carnivore?</b> S: "An animal that eats meat." "Tell me/Give me two more animals that eat meat."</p> <p>"What's another way to say _____? What's another word for <u>fast</u>? (With familiar synonyms) Quick. "I'll say a word. You say the opposite. Tall." Short.</p>	<p>Student answers are increasingly in full sentences, but still with errors in grammar.</p> <p>T: "What's this?" (Picture) It's a lion. (Teacher asks for a definition or explanation): "What is a <u>mammal</u>? What is an <u>omnivore</u>?" A _____ is an animal with (characteristics). "What is an example of a <u>carnivore</u>?" A <u>lion</u> is an example of a carnivore. "Why?" Because it eats meat.</p> <p>"What's a synonym for ____" "What's an antonym for ____?"</p> <p>"What's the opposite of ____?" "What means the same as ____?"</p> <p>"Who can translate this <u>sentence / paragraph</u> into English?"</p>	<p>Asking for a definition or an explanation): "What is a <u>mammal</u>? What is an <u>omnivore</u>?" A _____ is an animal with (characteristics). "Give me an example of a <u>carnivore</u> and tell me why." A <u>lion</u> is a carnivore because _____</p> <p>"Give me a definition of these words: carnivore, omnivore, herbivore." A carnivore is _____.</p>



## **Visual supports and graphic organizers:**

- **Picture cards and realia**
- **Word bank (words generated in class activities) and individual word cards (3x5) to collect words**
- **Picture dictionaries; bilingual dictionaries**
- **Online resources such as dictionaries, Google Translate, and Wikipedia (many language options)**
- **Student dictionaries (bilingual and/or visual with English definitions).**
- **At bridging level, definitions may include parts of speech; sentences showing definition**
- **Graphic organizers: KWL, Concept Map**

## 2. Describing (People, Places, Things)

**Student uses language to:** describe people, places, and things to clarify and monitor ideas and events.

**Examples:** Describe characteristics (character traits), setting and objects.

**Associated Tasks:** explain, give examples, retell, summarize, create, critique, evaluate or distinguish.

**Vocabulary/Signal Words:** for example, for instance, in fact, as evidence, traits

**Graphic Organizers:** Describing Wheel, Bubble Map, Spider Map, Sensory Chart.

### Language Frames by ELD Level Descriptors

Early Emerging (Newcomer)	Emerging	Expanding	Bridging
<p><b>Teacher's questions in order of difficulty - with answers often words or phrases rather than full sentences:</b></p> <p><b>* Physical response:</b> Put the _____ on the table. Color the ____; Give me the ____. Point to _____. Show me _____.</p> <p><b>* Yes/No Questions:</b> Is this <u>red</u>? Yes.</p> <p><b>* Or-Questions:</b> Is he <u>tall</u> or <u>short</u>? Tall.</p> <p><b>* Wh-Questions: What color is it?</b> Red.</p> <p><b>* What does ____ look like?</b> Tell me one word.</p> <p><b>Guessing game:</b> What is it? It doesn't have arms or legs. It lives in water. What is it?" Fish</p>	<p><b>What does ____ look like?</b> _____ has _____. The/ A _____ has _____.</p> <p><b>What kind of _____ is _____?</b> She/he/it is a _____.</p> <p><b>What is a _____?</b> It is a _____.</p> <p><b>What color/shape is the _____?</b> It is _____.</p> <p><b>Let's describe this (animal) (Cooperatively build a description, word bank, fill in a web)</b></p>	<p><b>Describe a _____.</b> A _____ has _____ and _____.</p>	<p><b>How would you describe _____?</b> _____ is a _____. She/He/It can _____ and _____.</p> <p><b>Describe _____ including some of its major characteristics.</b> Some of _____ major characteristics are _____ and _____.</p>

# 3. Sequencing

**Student uses language to:** sequence objects, ideas, or events

**Examples:** Describe/make a timeline, cycle, continuum, narrative sequence

**Associated Tasks:** Organize, develop, discover, complete, process, outline, order

**Vocabulary/Signal Words:** sort, categorize, select, belongs to, fits into, features, traits, qualities, quantities, types, characteristics, an example of, list. First, second, third, fourth, fifth, in the beginning, in the middle, at the end;

**Grammar:** Sequences are often in the past (what happened?), in the future (what is going to happen?) or in the simple present (what happens? — especially when describing scientific processes). These verb tenses will be difficult for ELD students to master for many years and will need direct instruction and scaffolded writing supports.

**Graphic Organizers:** Chart, Timeline, Movie Strip, Life Cycle

**Language Frames by ELD Level Descriptors**

Early Emerging (Newcomer)	Emerging	Expanding	Bridging
<p><b>Physical Response:</b> Let's put these <u>days of the week</u> into order from first to last. Which one is first? Monday.</p> <p><b>Which one is next?</b> Tuesday.</p> <p><b>Then ... After that?</b></p> <p><b>Which letter of the alphabet comes after C?</b> <b>What letter comes before H?</b></p>	<p><b>What happened first? (Second, later, last, etc.)</b> First (second, later, etc.), _____.</p> <p><b>What did you do first?</b> First I _____. In the beginning I _____. Next, _____. Then, _____.</p> <p><b>Let's put these words into alphabetical order.</b></p>	<p><b>What happened after _____?</b> Following <u>this event</u>, _____.</p> <p><b>Let's put these events into sequence from oldest to the most recent...</b></p>	<p><b>What occurred/happened prior to _____?</b> Prior to _____ it/he/she _____.</p> <p>In the first phase/stage, _____.</p> <p><b>Let's put these events into chronological order...</b></p>

# 4. Summarizing

**Student uses language to:** identify, report or describe information

**Examples:** Recount information presented by teacher or text; retell a story or personal experience.

**Associated Tasks:** Retell, recount, reorder, paraphrase, summarize, give examples, explain, conclude, describe, restate, rewrite, prepare or give in your own words.

**Vocabulary/Signal Words:** for this reasons, in brief, in short, to sum up, in conclusion, finally, overall

**Grammar:** Summarizing (recalling events, and paraphrasing) is often done in the past tenses and scientific processes or habitual actions are summarized in the simple present. At the *emerging level*, students can summarize with the help of sequenced pictures; they will gain more control of these tenses in the *expanding and bridging levels*.

**Graphic Organizers:** Story Map, Web, Bubble Map

## Language Frames by ELD Level Descriptors

Early Emerging (Newcomer)	Emerging	Expanding	Bridging
<p><b>Physical response after listening to a story:</b> (With pictures of key events)...</p> <p>* What happened first? (Pictures or key events put into sequence)</p> <p><b>Yes/No and Or-Questions:</b> “Then what happened? Did Goldilocks break the chair first?” No – She eat their breakfast.</p>	<p><b>What is the story about?</b> It is about a/an _____.</p> <p>With pictures of key events: “Let’s retell the story with the pictures. You say, ‘First, Then, Next...’ and we’ll tell the story again.”</p>	<p><b>What happened in the story?</b> In summary, _____ because _____. In short, _____ because ____.</p> <p><b>What is the main idea?</b> The main idea is _____. More sequence words: At first, then, after that, next, finally, at last, in conclusion.</p>	<p><b>What is the story about?</b> The story is about _____. In addition, _____. Consequently, _____.</p> <p><b>What is the main idea?</b> The main idea is _____. In addition, _____, as well as _____.</p> <p><b>What is your thesis?</b> (For writing)</p>

# 5. Classifying and Categorizing

**Student uses language to** group objects, people or ideas according to their characteristics.

**Examples:** Describe/explain why A is an example and B is not.

**Associated Tasks:** classify, break down, arrange, organize, categorize, construct, create, generate, or group.

**Vocabulary/Signal Words:** sort, categorize, select, belonging, fits into, features, traits, qualities, quantities, types, characteristics, examples of, list.

**Graphic Organizers:** Hierarchical Organizer, Table Chart, Bubble Map

## Language Frames by ELD Level Descriptors

Early Emerging (Newcomer)	Emerging	Expanding	Bridging
<p><b>Teacher's questions in order of difficulty with answers often words or phrases rather than full sentences:</b></p> <p><b>Physical response:</b> Visually: Put the <u>mammals</u> together into this group. Act out: Pretend you are one of these animals. Act like the animal and we will try to guess ...</p> <p><b>*Yes/No and Or-questions:</b> Does this animal go here (into category), or here (another category)?</p> <p><b>(Answers will be partial sentences, and may need to be translated.)</b></p>	<p><b>What does a/an ___ have?</b> A ___ has/does not have ____.</p> <p><b>What is a _____?</b> A/an ___ is a _____.</p> <p><b>What is the _____ like?</b> It is _____.</p> <p><b>How can we group _____?</b> We can group _____ by ____.</p> <p>Look at this group (of animals. How are they alike?"</p> <p>How are they different? (Answers may be in partial or ungrammatical sentences, which the teacher may then rephrase as further language input.)</p>	<p><b>How are they similar/different?</b> Both ___ and ___ have ____. They both ___ but ___ does not.</p> <p><b>Describe why ___ is ____.</b> _____ is _____ because _____.</p> <p><b>What does ___ look, sound, feel, smell, or taste like?</b> It ___ like _____.</p> <p><b>How many categories are there?</b> There are ___ categories. They are ____, ____, and ____.</p> <p><b>What could go in the category of _?</b> _____ and ___ fit into the category of _____.</p> <p><b>How can we classify _____?</b> We can classify ___ according to _____.</p>	<p><b>What characteristics do ___ have in common?</b> _____ have _____ and _____ characteristics in common.</p> <p><b>What traits do ___ have in common?</b> _____ have _____ and _____ in common.</p> <p><b>What types of ___ are represented here?</b> _____ types are represented.</p> <p><b>What could go in the category of ___?</b> _____, ____, and ___ fit into the category of _____, while ___ would fit into the category of _____.</p>

# 6. Comparing and Contrasting

**Student uses language to:** Describe similarities and differences in objects or ideas.

**Examples:** Make/explain a graphic organizer to show differences and similarities; write in bullet or paragraph format to specify differences and similarities; categorize/organize terms or ideas; verbal clarification of differences and similarities through questioning or pairing activities.

**Associated Tasks:** Distinguish, compare, contrast, group, identify, illustrate, point out, recognize, separate, describe, attribute, differentiate

**Vocabulary/Signal Words:** However, but, as well, on the other hand, not only... but also, either... or, while, although, unless, similarity, yet, compared with, similar to, different than, as opposed to, alternatively, by contrast, in spite of, nevertheless, regardless, but others, still, then again, likewise, greater than, less than, more than, \_\_\_-er than, most \_\_\_\_\_, \_\_\_\_\_-est...

**Grammar:** comparative/superlative adjectives, adverbs

**Graphic Organizers:** Venn Diagram, T Chart, Double Bubble Chart

## Language Frames by ELD Level Descriptors

Early Emerging (Newcomer)	Emerging	Expanding	Bridging
<p><b>Physical Response and short answers.</b>  <b>“Let’s look at an orange and a lemon. How are they the same?</b> Fruit. Have seeds.  <b>Are they both juicy?</b> Yes. <b>Do they both come from trees?</b> Yes  <b>How are they different?</b> Size  <b>Are they the same color?</b> No. Orange and yellow.  <b>What about taste. How does the lemon taste?</b>            Sour.  <b>How does the orange taste?</b>            Sweet.  <b>Let’s look at the shape.</b>  <b>What shape is the orange?</b>            Round.  <b>Is the lemon round?</b>  <b>Let’s look at the size.</b>  <b>Which one is bigger?</b></p> <p><b>Recognize/match math symbols and words/phrases:</b>            &lt;, &gt;, =, (less than, greater than, equal to)</p>	<p><b>What is different/same?</b> It is ____.</p> <p><b>How are ____ and ____ the same/alike?</b>            They both have ____ and ____.</p> <p><b>_____ and _____ are different?</b>  <b>How?</b> _____ have _____.</p> <p>Let’s compare: What’s the difference between <u>A</u> and <u>B</u>?            Which is <u>bigger</u>: <u>A</u> or <u>B</u>?            Which one is the <u>biggest</u>?</p> <p><b>Let’s put these in order from the smallest to the biggest.</b></p> <p><b>Let’s compare amounts and numbers:</b>            T, “Is 10 greater than or less than 8?”            S, “10 is greater than 8”            “8 is less than 10”            “6 + 4 is equal to 10”</p> <p><b>Recognize/match math symbols and words/phrases:</b> &lt;, &gt;, =, (less than, greater than, equal to)</p>	<p><b>What is/are the similarities/difference between ____ and ____?</b>            _____are more _____ than _____ because they _____.</p> <p><b>How are they similar/different/alike?</b>            One similarity/difference between _____ and _____ is _____.            _____ and _____ are similar because they both _____.</p> <p>Which character do you think is most like you? Why?</p>	<p><b>Explain how your ideas are similar or different.</b>            ____ and ____ are similar to each other because they both ____.</p> <p><b>Can you distinguish between __ and __?</b>            The differences are __ and ____.</p> <p><b>Can you explain how are they different?</b>            _____ and _____ are rather different because while _____ has _____, _____ is _____. Whereas _____ is _____.</p> <p>_____ is _____. Similar/In contrast, _____ is _____.</p> <p>How are (two characters in a story) similar? Different?</p>

# 7. Cause and Effect

**Student uses language to:** describe why and how relationships and patterns exist between events, ideas, people, processes, problems; Identify consequences that led to the outcome.

**Examples:** Make a graphic organizer to define the events leading up to the outcome or the possible outcomes based on a particular cause

**Associated Tasks:** Analyze relationships and patterns

**Vocabulary/Signal Words:** therefore, consequently, thus, as a result of, since, in order to, if \_\_\_\_ then \_\_\_\_, due to, for this reason.

**Graphic Organizers:** Chart, Map Flow, Fishbone

## Language Frames by ELD Level Descriptors

Early Emerging (Newcomer)	Emerging	Expanding	Bridging
<p><b>Why is (character in a story) sad?</b>            “Chair broken”  <b>T (recasting):</b> Yes, Baby Bear’s chair is broken. That’s why he’s crying.”            “What’s the matter?”</p> <p><b>Why did (something happen)? Yes-No with possible answers:</b> “Because he’s happy?” “No.”</p> <p><b>Why? and short answers:</b>            Because...</p> <p><b>Why did Goldilocks eat the breakfast? Why did she sleep?</b>            Because she hungry/tired.</p>	<p><b>What happened?</b>            It _____.</p> <p><b>“Why did Frosty the Snowman melt?</b>            [Because...] The sun.</p> <p><b>Why is _____ ?</b>            [It is ____] because _____.</p> <p>_____ is _____.</p> <p><b>With some obvious reasons:</b>  <b>Why do you have an umbrella? Why are you wearing a coat?</b></p>	<p><b>What caused _____ to ____?</b>            _____ caused _____ to _____.</p> <p><b>Why does _____ decide to ____?</b>            _____ decided to _____ because _____.</p> <p><b>Why did _____ ?</b>            The _____ because _____.</p> <p>With some serious science questions: Why is the ice polar melting?            How can we stop it from melting? Why do we need to save water? Why do we recycle? Why do we have P.E.?</p>	<p><b>What effect did _____ have on _____?</b></p> <p><b>What were the results of?</b>            As a result of _____, _____ .</p> <p><b>Why is _____ ?</b>            _____ is _____ because _____.</p> <p>The _____ became _____ due to the fact that _____.</p>

# 8. Formulating Questions

**Student uses language to:** observe and explore; acquire information; inquire

**Examples:** Use who, what, when, where, why, and how to gather information

**Associated Tasks:** Define, identify, indicate, label, match, recall, record, clarify, analyze, evaluate, monitor

**Vocabulary/Signal Words:** clarify, monitor, who, what, when, where, why, how

**Graphic Organizers:** Question Map, Web, Cornell Note-taking

## Language Frames by ELD Level Descriptors

Early Emerging (Newcomer)	Emerging	Expanding	Bridging
<p><b>Important questions for newcomers to recognize, and later produce as full sentences (in order of difficulty):</b></p> <p><b>Yes-No: Is this a book?</b> Or-question: Is this a _____, a _____ or a _____?</p> <p><b>Wh-questions:</b> What is this _____? What color...? How many...? Where...? What time...? When...? How old...? How...?</p> <p><b>Questions can be used in guessing games (questions are first modeled by the teacher):</b> <b>Student guessing about a hidden picture:</b> Q: "Is it a lion?" A: No. T: "Guess how much money I have." Q: "Do you have 20 cents?" A: "More." 21 questions, hangman, Fish card game ("Do you have a/any _____?" etc.</p>	<p><b>What is _____?</b> It is _____.</p> <p><b>Who is / Who did _____?</b> Name is _____/did _____.</p> <p><b>What happened?</b> It _____.</p> <p><b>Where/When did it happen?</b> In the _____.</p> <p>Why did (story character) do (something)? Partial answers: Because...</p> <p>How often?</p> <p>Questions needed for guessing games.</p>	<p><b>Why did _____ _____?</b> _____ because _____.</p> <p><b>How did _____?</b> _____ by _____.</p> <p><b>How do you know _____?</b> In the text, _____.</p> <p><b>Why would (character) _____?</b> _____ because _____.</p>	<p><b>Why did _____ _____, and why didn't _____ _____?</b> _____ because _____, while _____ didn't _____ because _____.</p> <p><b>If _____, then why would _____?</b> _____ because _____.</p> <p>What was (character's) motive for...?</p> <p>What was the author's purpose (in writing this)?</p> <p>Did you find any examples of bias or stereotypes in this story?</p>



# 9. Inferring, Predicting, & Hypothesizing

**Student uses language to:** make inferences, predict implication, and hypothesize.

**Examples:** Describe reasoning process (inductive or deductive); generate hypotheses to suggest causes or outcomes; describe observations using multiple senses.

**Associated Tasks:** Predict, restate, represent, rewrite, summarize, give examples, evidence, supporting details, reconstruct, synthesize, explain, create, construct.

**Vocabulary/Signal Words:** guess, conclude, estimate, speculate, believe, draw a conclusion, due to, since, in light of...

**Graphic Organizers:** Flow Map, Chart, Matrix, Scientific Method Sequence Chart

**Language Frames by ELD Level Descriptors**

Early Emerging (Newcomer)	Emerging	Expanding	Bridging
<p><b>Look at these pictures</b> (show kids showing emotions). <b>Is he/she happy/sad?</b> Sad. <b>Show me how you know.</b> (Points to smile, tears, etc. inferring from pictures)</p> <p><b>What do you predict? What do you think will happen next?</b> (When shown a predictable sequence or from a familiar story)</p>	<p><b>What do you predict will happen?</b> I guess/believe/think _____.</p> <p><b>What do you predict?</b> I predict/imagine that _____.</p> <p><b>What do you think?</b> I think that _____.</p>	<p><b>What do you infer? Why?</b> I infer that _____ based on _____.</p> <p><b>What do you predict? Why?</b> Based on _____, I predict _____.</p> <p><b>Why do you think ____?</b> I think _____ because _____.</p>	<p><b>What do you infer? Why?</b> I infer based on _____ and _____.</p> <p>I anticipate that _____ due to _____.</p> <p><b>Explain your hypothesis on ____.</b> Given _____, I hypothesize that _____.</p> <p><b>What evidence leads you to propose that hypothesis?</b> Because I know _____, I foresee that _____.</p>

# 10. Evaluating / Making Judgments

**Student uses language to:** assess and verify the worth of an object, idea or decision.

**Examples:** Identify criteria; Explain priorities; Indicate reasons for judgment, Justify stance/decision

**Associated Tasks:** Appraise, analyze, argue, assess, compare, contrast, criteria, criticize, critique, decide, describe, determine, distinguish, evaluate, interpret, judge, justify, validate, verify, test, rank, rate, relate

**Vocabulary/Signal Words:** judge, critique, assess, because, value, worth, based on, judgment, favorable, unfavorable, reason, evaluation, features, according to, for example, in fact, most important

**Graphic Organizers:** Chart/Table, PMI: Plus Minus, Interesting Chart, Multi Flow Map

## Language Frames by ELD Level Descriptors

Early Emerging (Newcomer)	Emerging	Expanding	Bridging
<p><b>Which one do you like the most: this one or this one?</b> (Pointing) This one. T: Oh, you like chocolate the most.</p> <p><b>Showing pictures: What is your favorite kind of ice cream? Is it vanilla?</b> (Pointing to picture) No. <b>Is it chocolate?</b> Yes.</p> <p><b>Let's make a graph: Who likes chocolate the most? Raise your hand.</b></p>	<p><b>What is your favorite _____?</b> [My favorite ___ is] ____.</p> <p><b>What is your opinion?</b> [My opinion is/ I think] ____.</p> <p><b>How do you feel?</b> I feel ____.</p> <p><b>Is this right/wrong?</b> I think it is ____.</p> <p><b>Do you agree / disagree with (name)?</b></p> <p><b>Physical response:</b> Line up (on a continuum): If you really like____, move over there. If you are not sure, move over there. If you really don't like____, move over there.</p>	<p><b>What would happen if you __?</b> It would ___ and ___ because ____.</p> <p><b>What is your opinion on ___?</b> <b>Why?</b> My opinion is ____ because ____.</p> <p><b>Which events could not have happened?</b> ____ could not have happened, because ____.</p> <p><b>Why did _____ changes occur?</b> ____ occurred because ____.</p> <p><b>What was the problem with ___?</b> (The problem was that) ___ the ____.</p> <p><b>What are the advantages / disadvantages of...?</b> <b>What's good/bad about...?</b></p> <p><b>Let's vote: Are you for or against this idea?</b></p> <p><b>What did you decide to do?</b> I decided to ____.</p>	<p><b>How or why is this significant/valuable?</b> After reviewing _____, this is significant/valuable because ____.</p> <p><b>Explain why you determine that?</b> Based on ___ I determine that ____.</p> <p><b>Can you evaluate the positive and negative qualities of ___?</b> My evaluation of ____ is complicated. The positive qualities are ____ and the negative qualities are ____.</p>

## FORMATIVE AND SUMMATIVE ASSESSMENTS BY CYCLE AND USES

CYCLE	METHOD	INFORMATION	USES/ACTION
<b>SHORT-TERM</b>			
Minute-by-minute	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Questions (teachers and students)</li> <li>• Instructional Tasks</li> <li>• Student discussions</li> <li>• Written work/representations</li> </ul>	<ul style="list-style-type: none"> <li>• Students' current learning status</li> <li>• Relative difficulties and misunderstandings,</li> <li>• Emerging/partially formed ideas,</li> <li>• Full understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Keep going,</li> <li>• Stop and find more,</li> <li>• Provide oral feedback to individuals,</li> <li>• Adjust instructional moves in relation to student learning status (e.g., act on "teachable moments").</li> </ul>
Daily Lesson	Planned and placed strategically throughout the lesson: <ul style="list-style-type: none"> <li>• Observation, Student discussions</li> <li>• Questions (teachers &amp; students)</li> <li>• Written work/representations/ Instructional tasks</li> <li>• Student self-reflection (e.g., quick write)</li> </ul>	<ul style="list-style-type: none"> <li>• Students' current learning status</li> <li>• Difficulties/misunderstandings</li> <li>• Emerging or partially formed ideas/concepts</li> <li>• Full understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Continue with planned instruction</li> <li>• Instructional adjustments in this or in the next lesson</li> <li>• Find out more</li> <li>• Feedback to class or individual students (oral or written)</li> </ul>
Weekly	<ul style="list-style-type: none"> <li>• Student discussions and work products</li> <li>• Student self-reflection (example: (content area journaling, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Students' current learning status relative to lesson's learning goals</li> <li>• Have students met the goal(s)?</li> <li>• Are they nearly there?</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional planning for start of new week</li> <li>• Feedback to students (oral or written)</li> </ul>
<b>MEDIUM-TERM</b>			
End-of-unit or project	<ul style="list-style-type: none"> <li>• Student work artifacts (portfolio, writing project, presentation)</li> <li>• Use of rubrics</li> <li>• Student self-reflection (short survey)</li> <li>• Other teacher-created medium-term assessments</li> </ul>	Status of student learning relative to unit learning goals	<ul style="list-style-type: none"> <li>• Grading, Reporting</li> <li>• Teacher reflection on effectiveness of planning and instruction</li> <li>• Teacher grade level/departmental discussions of student work</li> </ul>
Quarterly Interim/ Benchmark	<ul style="list-style-type: none"> <li>• Portfolio, Oral reading observation</li> <li>• F&amp;P, SRI, IW, other.</li> <li>• CLA (common Learning Assessment)</li> <li>• QIA for Language Proficiency</li> <li>• Other Tests</li> </ul>	Status of achievement of intermediate goals toward meeting standards (results aggregated and disaggregated)	<ul style="list-style-type: none"> <li>• Making within-year instructional decisions.</li> <li>• Monitoring, reporting; grading; same-year adjustments to curriculum programs</li> <li>• Teacher reflection on effectiveness of planning and instruction</li> <li>• Readjusting professional learning priorities and resource decisions</li> <li>• Grouping, placement, and monitoring</li> </ul>
<b>LONG-TERM</b>			
Annual	<ul style="list-style-type: none"> <li>• Smarter Balanced (SBAC)</li> <li>• Summative Assessments</li> <li>• CELDT</li> <li>• Portfolio</li> <li>• District- or school-created test</li> </ul>	Status of student achievement with respect to standards (results aggregated and disaggregated)	<ul style="list-style-type: none"> <li>• Judging students' overall learning</li> <li>• Gauging student, school, district, and state year-to-year progress</li> <li>• Monitoring, reporting and accountability</li> <li>• Reclassification and placement (e.g., ELs)</li> <li>• Adjustments to following year's instruction, curriculum, programs;</li> <li>• Final grades and Certification</li> <li>• Professional learning prioritization and resource decisions</li> <li>• Teacher reflection (individual/grade level/department) on overall effectiveness of planning and instruction</li> </ul>



## Instructional Strategies and Structures to Support Language Instruction Throughout the Year

**Anticipatory KWL Chart:** Before reading a selection, hearing a selection or viewing a video students are asked to complete the first two sections of the chart, "What I already know about..." and "What I'd like to find out about..." After the information is presented students complete the "What I learned..." section. Responses are shared with a partner.

**Anticipatory Guide:** Students receive a series of statements related to a reading selection, lecture or video. They indicate AGREE or DISAGREE. After the information is presented, students check to see if they were correct.

**Brainstorming:** Students work as a whole group with the teacher, or in small groups. Begin with a stimulus such as a word, phrase, picture, or object and record all responses to that stimulus without prejudice. Pre-writing or INTO strategy. The students give ideas on a topic while a recorder writes them down. The students should be working under time pressure to create as many ideas as possible. All ideas count; everything is recorded. More ideas can be built on the ideas of others.

**Carousel Brainstorming:** Each small group has a poster with a title related to the topic of the lesson. Each group uses a different colored marker to write 4 to 5 strategies/activities that relate to their topic. Students rotate to all the other posters, reading them and adding 2 to 3 more strategies. Students discuss the results.

**Character Matrix:** In groups, students create a grid, which lists the characters horizontally on the left and character traits vertically across the top. The students determine the traits used. Group members decide if each character possesses each of the traits and writes "yes" or "no" in the appropriate box.

**Choral Reading:** Groups of students chorally present a poem, or other reading selection. One person reads the title, author, and origin. Each person says at least one line individually. Pairs of students read one or more lines. Three students read one or more lines. All students read an important line.

**Clustering/Mapping:** Students, in large or small groups (or individually) begin with a word circled in the center, then connect the word to related ideas, images, and feelings which are also circled. Pre-writing strategy.

**Comprehension Checks:** The teacher or students read the selection aloud. Intermittently, the teacher asks for verbal and nonverbal comprehension checks ("raise your hand", "thumbs up for 'yes'", "thumbs down for 'no'." The teacher uses a variety of question types: *Right There, Think and Search, On My Own* (See QAR, Day One.)

**Co-op:** Students work in teams to complete a project. The steps are: student-centered class discussion, selection of student study teams, team building and skill development, team topic selection, mini-topic selection, mini-topic preparation, mini-topic presentations, preparation of team presentations, team presentations, evaluation.

**Cooperative Dialogue:** 1. Students number off one through four. 2. Each student pairs with another student from a different group who has the same number. 3. Following the timeline from the article that was previously read each pair writes a dialogue between two characters in the passage. 4. Pairs are selected to present dialogues in chronological order to the class. Activity is designed to be a text re-presentation."

**Cooperative Graphing:** This activity involves graphing information based on a survey. Each group of four will take a survey of how many countries each has visited (or other teacher-determined information). A bar graph is then developed. Each person in the group is responsible for one aspect of the graph, and signs name on the chart along with their area of responsibility. Jobs are: survey group members and record results, construct the graph, write names and numbers on the graph, write title and assist with graph construction. Each person in the group describes his/her part of the graph to the class.

**Corners:** Cooperative activity used to introduce a topic. The teacher poses a question or topic along with four choices. On a 3x5 card students write their choice and the reasons for it. Students go to the corner of the room representing their choice. In their corner, students pair up and share their reasons for selecting that corner. The topic is discussed. Example: the corners could be labeled cone, cube, pyramid, and sphere with information about each figure provided. Students go to the corner, learn about the figure, and return to teach other team members.

**Directed Reading-Thinking Activity:** This is a group activity to get students to think about the content of a fiction or non-fiction reading selection. The steps are 1) Students predict what they will read and set purposes for reading. 2) Students read the material. 3) Students discover if their predictions and hypotheses are confirmed.

**Famous Person Mystery:** Place a famous person on the back of each student. Without looking, students try to guess who the person is by asking questions that require only yes/no.

**Graphic Organizers:** Graphic organizers are charts, graphs, or diagrams, which encourage students to see information as a component of systems rather than isolated facts. Students may complete these as they read or view a presentation.

**Group Discussion, Stand Up and Share, and Roam the Room:** After the teacher asks a question, students discuss and report their group findings to the class. Teams may share their best answer on the board at the same time or on an overhead transparency. When a student has something important to share with the class, he or she stands up. When one person from each group is standing, the teacher calls on one of these students for a response. If others have a similar response, they sit down. Students move around the room to view the work of other teams. They return to their teams to Round Robin share what they have learned.

**Hot Topics:** Students title a sheet *Hot Topics*. It is kept in an accessible place in their notebooks or portfolios. Students brainstorm with the teacher on topics of interest related to the content of the course. Each student writes down at least ten Hot Topics and adds to the list throughout the year. Students occasionally choose one Hot Topic and write in depth on the topic as a class assignment or as homework. These may be included in their portfolios.

**Idea Starts:** Use a prompt for writing, such as a quote, a photo, words from a vocabulary list, an article, a poem, opening lines to a story, an unusual object, a film, or a guest speaker to get students started.

**Image and Quote with Cooperative Poster:** Groups of four are formed. Students read a selection. Each chooses a quote and an image that have impact for them. Share. Groups come to consensus on favorite image and quote. Each student takes one colored pen. All members participate and each uses a chosen color to draw the group image and write the quote on easel paper. Each member signs the poster with his or her pen. Posters are shared.

**Inside-Outside Circle:** Students are arranged into two equal circles, one inside the other. Students from the smaller inside circle face those in the outer larger circle and vice versa. Students ask each other questions about a review topic. These may be either teacher or student generated. Students from one of the circles rotate to either the left or right. Teacher chooses how many steps and in which direction. Another question is asked and answered.

**Interactive Reading Guide:** Working in groups, students write down everything they know about a reading topic. Then, they write three questions they want to have answered by the selection. Each student reads a short first section silently; then students retell the information with a partner. Next, the first \_\_\_ pages (teacher's choice) are read aloud in the group, each person taking a turn to read. Then, the group predicts four things that will be discussed in the next section. The groups finish reading the chapter silently. Each person writes four thinking questions for a partner to answer. (Why do you think? Why do/did \_\_\_? How does \_\_\_ relate to your life or experiences? Compare \_\_\_ to \_\_\_. What if \_\_\_? Predict \_\_\_) Papers are exchanged and answers are given to each other's questions. Finally, with a partner, a chart or diagram is drawn to illustrate the main points of the chapter.

**In-Text Questions:** Students answer teacher-constructed questions about a reading selection as they read it. Questions are designed to guide students through the reading and provide a purpose for reading. Students preview In-Text questions first then answer them as they read the article. Students review their answers with their small group, then share them with the whole group.

**Jigsaw:** 4-6 people per home team. Name the teams. Within each team, numbers from 1 to 4. All ones form an "expert group," as do twos, threes, and fours. Each expert group is assigned a part to read (or do). Experts take 15 minutes to read, take notes, discuss, and prepare presentations. Return to home teams. Each expert takes 5 minutes to present to home team

**Language Experience Approach:** This is a reading strategy based on a common experience. The students dictate a story to the teacher, who then records the story. The teacher then uses the reading as a practice on word recognition, sentence patterns, and vocabulary items.

**Novel Ideas:** Groups of four are formed. Each group member has a sheet of paper with the team name or number in the corner. Each person writes, "We think a story/selection entitled (insert appropriate title) might be about..." Each person then has one minute to list what he or she thinks the story might be about. For example, a story entitled "Eleven" might be about a football team, roll of dice, etc. Each person draws a line. Members equitably share their lists. As each member shares, other members add new ideas to their lists. Groups then take turns standing in a line and reading their possible topics for the whole group. Topics may not be repeated. All students add new or "novel" ideas, not on their lists.

**Numbered Heads Together:** A 5-step cooperative structure used to review basic facts and information. Students number off 1 to 4. Teacher asks a question. Students consult one another to make sure everyone can answer the question. Teacher randomly picks a number from 1 to 4. Those students with that number raise their hand: Teacher randomly chooses one of the groups. The group member with the previously- selected number answers the question. After the student responds, the other teams may agree with a thumbs up or a thumbs down hand signal. Teacher may ask another student to add to the answer if an incomplete response is given.

**Open Mind Diagram:** Each person in a group of four uses a different colored marker to participate in the poster creation. Students draw a shape of a head and, inside the head, write words, quotes from the story, symbols and pictures. Words can be made into pictures of parts of the face.

**Pairs Check:** Cooperative pairs work on drill and practice activities. Students have worksheets. One student answers the first question while another acts as the coach. When the coach believes the answer is correct, roles are reversed. Then this pair can check with the other pair on the team. If all agree, then the process continues. If they do not agree, students try one more time to figure out the answer, or ask for help from the teacher.

**Pantomime-A-Tale:** This technique can be used with fiction or nonfiction reading selections. Divide an article into sections. Each group prepares their assigned section as a pantomime. One group member reads the section, with pauses, and three members who act it out without using words. Rehearsal is important, so allow time for it.

**Pass the Picture:** Each person in a group has a visual of a person. A blank sheet of paper is clipped to the back. The teacher asks a question (e.g., "What is his/her name?"). Students write the answer in a complete sentence on the blank paper. Students then pass the visual and the paper to the student on the right. The teacher continues asking questions and students continue writing the answer, then passing the visual to the right for 6-8 questions. At the end, each student will have a descriptive paragraph for each visual. Each student takes a visual and shares it with the group while reading **the final** paragraph description.

**Picture This:** This activity is useful as a vocabulary or concept review. A blank paper is divided into eight sections. Students draw pictures or symbols to represent words or major concepts. Students are not to label the drawings. Students exchange papers with a partner and partners try to correctly label each other's drawings.

**Pie Graph:** Using the results of the Multiple Intelligences inventory students draw a pie graph representing how they are smart on a paper plate. Students may color, make designs, or draw symbols for each section. Students can determine the size of each section by creating a fraction that represents each intelligence. The total number of checks is the denominator and the number of checks for that section is the numerator. This fraction can then be changed to a percent by dividing the numerator by the denominator.

**Posters:** BEYOND activity students create a poster in small groups. The following list describes types of posters that the teacher may assign. Illustrated Timeline Tell the plot or sequence on a timeline, with pictures that depict the events. Movie Poster Advertise the content from a lesson by creating a movie poster complete with ratings, pictures, actors, descriptions, and comments by a critic.

**Comic Strip:** Create a 6-paneled comic strip of the lesson content. Image and Quote Choose an image and quote from the lesson content that are representative or important. Poster should include a title. Advertisement Choose an item from the lesson content and make a newspaper or magazine ad for it.

**PQRST Study Strategy:** Preview: Student skims the title, side headings, pictures and graphics to identify writer's generalization. Question: Student identifies questions that the writer is going to answer during the reading. Read: Student reads to obtain answers to the questions and takes notes. Summarize: Student summarizes the information regarding each question posed. Test: Student tests the generalization against the supporting information to see if the author has enough information to support the generalization.

**Question-Answer Relationship (QAR):** Students learn strategies for answering questions. QAR points out the sources for different kinds of questions. Here are the three types of answers: Right There answers are located directly in the reading; Think and Search answers are "between the lines." Reader need to analyze, make inference and/or predict the answer based on the information in the reading. On My Own answers are "beyond the lines." Readers must base the answer on their own experience.

**Quick-drawing:** Students sketch ideas that relate to a topic. Pre-writing or INTO strategy.

**Quick-write:** Pre-reading or pre-writing focus activity. Students are asked to respond to a question in writing for 5 minutes. Emphasis is on getting thoughts and ideas on paper. Grammar, spelling, style are not important.

**Quick-writing:** Students quickly respond to a prompt without self-editing. If students get stuck they can repeat phrases over and over until a new idea comes to mind. Pre-writing or INTO strategy.

**RAFT:** used in any content area to reinforce information and check for understanding. Individuals or groups of students write about information that has been presented to them. The teacher determines the role of the writer, audience, format, and topic (RAFT). For example, in a science class, students write using the following RAFT - Role of Writer is cloud; Audience is Earth; Format is weather report; Topic is explanation of upcoming thunderstorms.

**Ranking and Consensus Building:** Students individually rank items in a list from least important to most important. Each group or pair comes to a consensus on the order.

**Read Around Groups:** After completing a writing assignment, students are divided into groups of equal size. A group leader collects the group's papers then, in a clockwise direction, passes them to the next group. Each member of the group receives one paper then reads it. Readers star a line they especially like. One minute is allowed for reading and marking each paper. At signal the students pass the paper to the person on the right. After reading the papers of one group, the group chooses one paper to read aloud to the class. If time allows, groups may continue to pass papers until everyone has read all the papers.

**Reader Response Chart:** Students draw a T-chart on their paper. On the left side they write 3 interesting quotes from the story and on the right side students respond to the quote with personal reactions, memories, questions, compare/contrast, etc.

**Reading Circles/ Book Clubs:** Once students choose a book from a selection of 4 to 5 titles, they form a group with those reading the same book. Students read and solve the teacher-designed activities that relate to their book. The group shares with the class what they have learned from their reading.

**Reciprocal Teaching:** Two students read a passage together. Each may have a text or they may share a text. Student A reads one paragraph aloud, then asks Student B one or two good questions. B answers (or explains why (s)he cannot). A and B discuss questions and answers. The process is repeated in reverse.

**Reflections:** Students reflect, in writing, on what was learned, what was confusing, and connections of this lesson to other lessons/other content areas/real world. Students may also reflect on their progress as a student, what to do differently next time, or what was liked about the topic.

**Same-Different:** In pairs, students sit across from but different, pictures. Their job is to fill out what is the same and what is different in their pictures, without seeing what the other sees. Each student has a recording sheet. Students alternate recording the similarities and differences they find.

**Send-A-Problem:** Each student on a team makes up a review question and writes it on a 3x5 card. The writer asks the question of the other members of the team. When everyone agrees on an answer, it is written on the back of the card. The teams then send their review questions to another team. Teams respond by having one student read the first question. Each team member writes down an answer. Team members then compare and discuss their answers. If they agree, they turn the card over to see if they concur with the sending team. If not, they write their answer on the back of the card as an alternative answer. A 2<sup>nd</sup> student reads the next question, and so on. The stacks of cards are sent to a 3<sup>rd</sup>, then a 4<sup>th</sup> group until all teams have had a chance to answer all questions. When the cards return to the senders, the teacher provides an opportunity to discuss and clarify

**Startling Statements:** Students are told not to look at the startling statement that they have on their backs. They circulate asking five others to provide an estimate for an answer. After finding the average of the five estimates provided by others, students look at their statements (questions) and write their own estimate if they disagree with the average.

## Interacting in Meaningful Ways: Planning Template

Lessons		Session 1	Session 2	Session 3	Session 4	Session 5 <i>End of week objective</i>
<b>Language Objectives</b> <i>Students will be able to...</i>						
<b>Sample Sentence Frames</b>	<b>Example Prompts Based on Talk Moves</b>					
	<b>Example Responses by Proficiency Level</b>					
	<b>Newcomer (B)</b>					
	<b>Emerging (B/EI)</b>					
	<b>Expanding (EI/I)</b>					
	<b>Bridging (I/EA/A)</b> <b>English Only</b>					
<b>Grammatical Forms and Vocabulary by Proficiency Level</b>						

**NOTE ON STRUCTURES THAT FACILITATE INTERACTING IN MEANINGFUL WAYS:** Choose appropriate structures based on grade level and purpose for interaction. Teach structures over time.

<b>I Do</b> Teacher Models Language	Model, Explain and Practice	Model, Explain and Practice	Model, Explain and Practice	Model, Explain and Practice	Model, Explain and Practice
<b>We Do</b> <ul style="list-style-type: none"> <li>• Students practice language with teacher</li> <li>• Engaging strategies to build academic conversations</li> </ul>					
<b>You Do</b> Student Independent Practice					
<b>Wrap Up/Reflection</b>					



**Formative Assessment Ideas**

<b>Classroom Environment and Norms</b>	<b>Setting Purpose and Rationale</b>	<b>Behaviors and Listening</b>	<b>3 Goals &amp; 8 Talk Moves</b>



## Suggestions to Jump Start Designated ELD for the First 15 Days and Beyond

### Youtube.com Scaffolds and Activities for ELD

#### Morning Meeting

- I minute Greeting:  
<https://www.youtube.com/watch?v=nvqY5ybRcng>
- First Day of School: Signal:  
<https://www.youtube.com/watch?v=CojZQIhaRBw>
- Hit the Floor Morning Meeting Greeting:  
<https://www.youtube.com/watch?v=EM0XK8fTDDs>
- First Day of School: Lining Up:  
<https://www.youtube.com/watch?v=qArU7TjSBV0>
- Sample Morning Meetings:  
<https://www.youtube.com/watch?v=oW6n7Diprtc>
- First Grade Morning Meeting:  
<https://www.youtube.com/watch?v=CwTAo32POc8>

#### Community Circle / Energizers

- Energizers! Popcorn's in the Popper:  
<https://www.youtube.com/watch?v=Koi-EDhYixA>
- Energizers! Let's Get the Rhythm:  
<https://www.youtube.com/watch?v=6XDQutQdHBI>
- Energizers! Check My Beat:  
<https://www.youtube.com/watch?v=kxYbzGkno4A>
- Energizers! Double This Double That:  
<https://www.youtube.com/watch?v=g4ea2GmBqFo>
- Energizers! People to People:  
<https://www.youtube.com/watch?v=g4ea2GmBqFo>
- Energizers! Shark Attack:  
<https://www.youtube.com/watch?v=LmC6Qyjk8cw>

This is not an exhaustive list. They come from: <https://www.responsiveclassroom.org>. The Responsive Classroom has posted many examples on [www.youtube.com](http://www.youtube.com) that can be used with students to learn the “how to’s” of the activities. We recommend that you also draw from activities you already have in place for morning meeting and community circle. Morning meeting and community circle are perfect opportunities to provide every student with the opportunity to develop language through everyday routines.