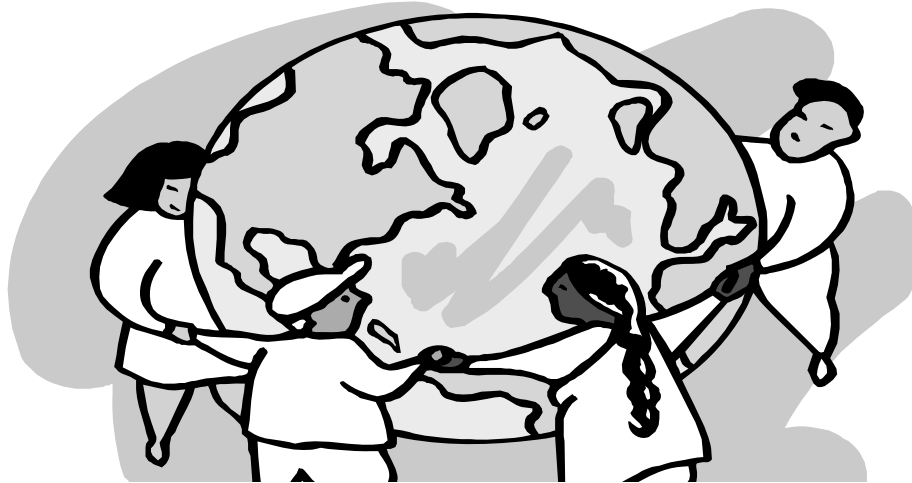


Dr. Virginia P. Rojas

**Building Academic
Language to
Support English
Learners**



Fall 2010

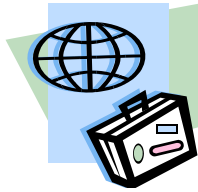
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What We Need to Know & be Able to Do



Dr. Virginia P. Rojas
ASCD Faculty
Fall 2010

Preview *Building Background*

#52 THINK PAIR SQUARE



✓ *alone look over the terms*

✓ *with a partner try to pair the words (synonyms, antonyms)*

✓ *with a partner try to square the terms (analogy)*



#18 MIX FREEZE GROUP

#8 FIND THE MYTHS

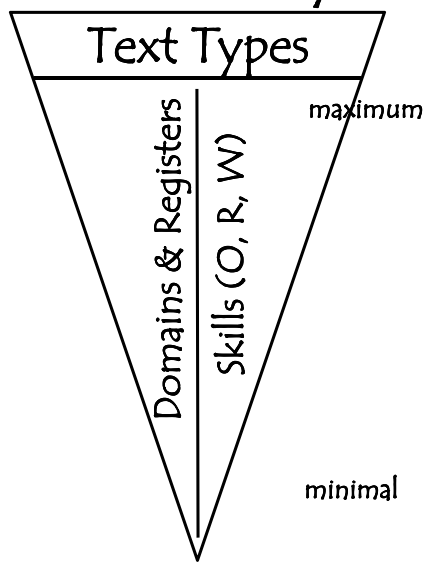


✓ *one partner reads a fib,
both discuss & decide if the
statement is true or not*

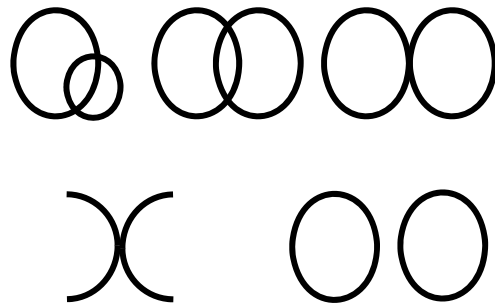
✓ *other partner checks the
response*

✓ *switch roles*

Demonstrating Proficiency



MT & Bilingualism



Know Who Our Students Are

	Newcomer	Long-term
Less Challenging	<ul style="list-style-type: none"> ➤ - BICS in English ➤ + CALP in Primary Language ➤ Strong Academic Record ➤ Motivated 	<ul style="list-style-type: none"> ➤ +BICS +CALP in English ➤ +BICS +CALP in Primary ➤ Strong Academic Record ➤ Motivated
More Challenging	<ul style="list-style-type: none"> ➤ - BICS in English ➤ - CALP in Primary Language ➤ Weak Academic Record ➤ Lacks motivation 	<ul style="list-style-type: none"> ➤ + BICS in both languages ➤ - CALP in neither ➤ Weak Academic Record ➤ Lacks motivation ➤ Learning Issues

Know Types of Programs

	English + primary language instruction	English-language instruction exclusively
Separate provision	<ul style="list-style-type: none"> ➤ Early-exit or transitional bilingual education ➤ Late-exit or developmental bilingual education ➤ One-way dual language or enrichment bilingual education ➤ Heritage schools 	<ul style="list-style-type: none"> ➤ Newcomer programs ➤ ESL pull out taught traditionally ➤ Content-based ESL pull out ➤ Sheltered instruction (cLAD, SIOP, ESLM)
Inclusive provision	<ul style="list-style-type: none"> ➤ Two-way dual language or bilingual education 	<ul style="list-style-type: none"> ➤ Collaborative sheltered immersion

Know & Do Curriculum

Content/ Grade/ Duration				The 'what' to teach
Essential Question(s)		Enduring Understanding(s)		
<u>I.</u> Content	<u>I.</u> Skills	<u>II.</u> Assessments	<u>III.</u> Learning Experiences	The 'how' to help 'all' learn



Teachers use so students can

'Integrated' Kindergarten

Content	Skills	Assessment	Learning Experiences
Language: & Literacy Folk Tales, Fables & Legends Social Studies: Chronological Time & Oral Traditions Science: Problem Solving & Technological Design Math: Geometric Shapes	Language Features: ✓ Narrative & expository <i>genres</i> (i.e. present tense, conjunctions, pronouns, adjectives & adverbs, passive vs. active verbs) ✓ Vocabulary (BICS & CALP) ✓ Personal Voice	Oral: ■ Retellings & explanations with timelines & posters Written: ■ RAFT (DI)	ESL: Prediction Sorters; Reading Guides; Information Grids; Group Summaries; LEA; Meaning Maps; Mentor Texts; Mini-Lessons; Sentence Scaffolds; Circle Shares; Text Frameworks; Semantic Continua & Grids; Interactive Clozes; Pass Around Writing; Vocabulary Cohesion Keys Reading: Story Grammars; Guided; Reciprocal Reading DI: RAFT; Writing Workshop; Literature Circles; Web Quests; Alternative Assignments Cooperative Learning: Partners; Paris Compare; Paraphrase Passport; Team Pair Solo; Draw What I Say Co-Teaching: Parallel; Alternative; Station; Peer; Team

Grade 3 Science

Content	Skills	Assessment	Learning Experiences
<p><u>Science Standard:</u> Apply scientific concepts, principles, & theories pertaining to the interactions among components of air, water, & land</p> <p><u>21st Century:</u> Information & Media Literacy; Communication Skills; Critical Thinking & Systems Thinking; Creativity & Intellectual Curiosity; Interpersonal & Collaborative Skills</p>	<p><u>ESL Skills:</u> Communicate information, ideas and concepts necessary for academic success in the content area of science</p> <p><u>Language Features:</u> ▪ Technical Vocabulary ▪ Report</p> <p>(list & describe past events for purpose of informing – past tenses, transitions, passive voice)</p>	<p>Over a two- to three-week period, students will:</p> <ul style="list-style-type: none"> ▪ use a range of oral, written & graphic formats to gather & interpret information (F); ▪ orally articulate understanding of content through sharing with peers (F); ▪ develop a model or poster of the water cycle (S); and ▪ write an explanation of what the model or poster represents. (S). 	<p>ESL Analogy Making; Question Consensus; Information Grids; Circle Shares; Know, Do, Write; Text Frameworks; Sentence Transformations; Language Logs</p> <p><u>Listening/ Reading:</u> Supported T-Notes</p> <p><u>Writing:</u> 4-2-1; Hennings Sequence</p> <p><u>DI:</u> Centers, Jigsaw; Multiple Materials; Schedule Chart</p> <p><u>Cooperative Learning:</u> Team Pair Solo; Build or Draw What I Say</p> <p><u>Co-Teaching:</u> Peer; Alternative; Support</p>

Grade 5 English Language Arts

Content	Skills	Assessment	Learning Experiences
<p><u>ELA Standard:</u> Read, write, listen, & speak for literary response and expression</p> <p><u>21st Century Standards:</u> Information & Media Literacy; Communication Skills; Critical Thinking; Creativity & Intellectual Curiosity; Interpersonal & Collaboration Skills; Self-Direction; Social Responsibility</p>	<p><u>ESL Skills:</u> Communicate information, ideas and concepts necessary for academic success in the content area of language arts</p> <p><u>Language Features:</u> Narrative Genre: active verbs; past tense; adjectives & adverbs; conjunctions; sentence opening variety; figurative language; personal voice.</p>	<p>Over a four- to five-week period, students will:</p> <ul style="list-style-type: none"> ▪ read a biography & conduct research (print & non-print) on the times and life of the person (F), ▪ discuss the biographies in literature circles (F); ▪ Use the writing process to introduce the character of the book emphasizing the impact of his/her life (S). 	<p>ESL: Google Translations; Rebus; Meaning Maps; Think Aloud Interpretations; Group Summaries; Academic Sentence Frames; Mentor Texts; Mini -Lessons; Trash & Treasure</p> <p><u>Reading Comprehension:</u> Q-Menu, QAR, Reading Guides; Story Maps; Check Those Facts</p> <p><u>Writing:</u> Divorce the Draft; Two-Column Count</p> <p><u>DI:</u> Literature Circle; Web Quests; Writers' Workshop</p> <p><u>Cooperative Learning:</u> Sages Share; Two Voices; Who Am I?</p> <p><u>Vocabulary:</u> Semantic Gradient Scales; Trait Maps; Verb Walls</p> <p><u>Co-Teaching:</u> Alternative; Station; Peer; Team</p>

Grade 7 Social Studies

Content	Skills	Assessment	Learning Experiences
<p>SS Standard: Use intellectual skills to demonstrate understanding of the independent world we live in (local, national, global)</p> <p>21st Century: Critical Thinking & Problem Solving; Contextual Learning Skills; Communication; Information & Media Literacy; Creativity & Innovation Skills; Collaboration Skills.</p>	<p>ESL Skills: Communicate information, ideas and concepts necessary for academic success in the content area of social studies</p> <p>Language Features: ✓ Report & Persuasive Genres Technical Vocabulary Verbs (present & passive tenses, modals) Noun Phrases Nominalization Inclusive/ exclusive pronouns Strong Adjectives Cause-Effect Connectives</p>	<p>Over a four-week period, students will:</p> <ul style="list-style-type: none"> *select a current social issue about which they will gather information (Internet & electronic library databases)(F); *participate in simulation or role-playing activities in which students grapple with the ethics of these issues (F); and *create a multimedia presentation to teach classmates their findings OR create a blog in which students debate alternatives that might be taken (S). 	<p>ESL: Google MT; Brainstorming; Interpretation Charts; Cooperative Constructions; Text Frameworks; Sentence Transformations ; Circle Shares; Point of View Discussion, Pass Around Writing; Mentor Texts ; Rate The Statements</p> <p>Gathering Info: Reading Guides (beg); Check Those Facts (int); Proposition Support (adv)</p> <p>Vocabulary: Magnet Summaries; Find Someone Who</p> <p>DI: Group Investigations; Multiple Materials; Socratic Seminar, Web Quests</p> <p>Cooperative Learning: Mix Pair Discuss ; Draw/ Build What I Say</p> <p>Co-Teaching: Parallel; Peer; Alternative; Station</p>

Grade 9 Science

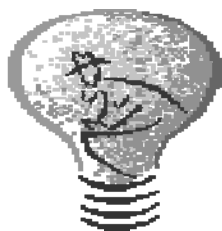
Content	Skills	Assessment	Learning Experiences
<p>Science Standard: reconstruct geological history by observing sequences of rock types & fossils to correlate bedrock at various locations</p> <p>21st Century: Information & Media Literacy; Communication Skills; Critical Thinking & Systems Thinking; Interpersonal & Collaborative Skills</p>	<p>ESL Skills: Communicate information, ideas and concepts necessary for academic success in the content area of science</p> <p>Language Features: ▪ Technical Vocabulary ▪ Factual Recount Genre</p> <p>(list & describe past events for purpose of informing – past tenses, transitions, passive voice)</p>	<p>Over a two- to three-week period, students will:</p> <ul style="list-style-type: none"> * use a range of oral, written & graphic formats to interpret information (F); *orally articulate understanding of content through sharing with peers (F); *develop a chronological model or time scale of major events in the formation of the earth (S); and *write a factual recount (S). 	<p>EAL: Analogy Making; Question Consensus; Information Grids; Circle Shares; Know, Do, Write; Text Frameworks; Sentence Transformations; Language Logs</p> <p>Listening/ Reading: Supported T-Notes</p> <p>Writing: 4-2-1; Hennings Sequence</p> <p>Differentiation: Jigsaw; Multiple Materials</p> <p>Cooperative Learning: Team Pair Solo ; Build What I Say</p> <p>Co-Teaching: Peer; Alternative; Support</p>

Grade 10 Math

Content	Skills	Assessment	Learning Experiences
<p><u>Math:</u> Understand and become proficient with the skills of mathematics, communicate mathematically, & become problem solvers by using appropriate tools & strategies (TRIGONOMETRIC FUNCTIONS)</p> <p><u>21st Century:</u> Information & Media Literacy; Communication Skills; Critical Thinking; Problem Identification, Formulation & Solution</p>	<p><u>ESL Skills:</u> Communicate information, ideas and concepts necessary for academic success in the content area of mathematics</p> <p><u>Language Features:</u> ✓ Procedural ✓ (conjunctions, imperatives, simple present verbs) ✓ Recount/Expository (verb agreement, cause/ effect & time connectors) ✓ Technical Vocabulary</p>	<p>Over a two- to three-week period, students</p> <p>*solve <u>problems</u> using computation (F);</p> <p>*present <u>written</u> explanations of problem solving process in e-journals (F);</p> <p>*prepare <u>oral</u> presentations of group projects that demonstrate conceptual understanding and application (F);</p> <p>*create a <u>test</u> with a variety of concepts and a <u>written reflection</u> of the problem/solving process (S).</p>	<p><u>ESL:</u> Think Aloud Summary; Interactive Clozes; Language Experience & Step Organizer; Bilingual Journals; 30-30-30 Scaffolding</p> <p><u>Reading:</u> KNWS</p> <p><u>Vocabulary:</u> Concept Definition Mapping ; Knowledge Rating Scale</p> <p><u>Differentiation:</u> TIERED Problems (Websites)</p> <p><u>Cooperative Learning:</u> Pairs Check; Pairs Compare ; Send A Problem; One Stray; Numbered Heads</p> <p><u>Co-Teaching:</u> Station; Peer; Complementary; Support</p>

Preview/Review

ALONE *read though the concepts*



'T' if you can teach it to others

'H' if you have heard of it

'?' if you have no idea what the concept refers to



Find Someone Who *can help answer the '?'*

Mentor Text & Minilesson

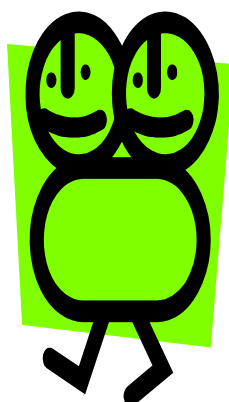
Content/ Grade/ Duration			
Essential Question(s)		Enduring Understanding(s)	
I. Content	I. Skills	Vocabulary	II. Assessments
CAN DO descriptors function + domain + language + instructional support		III. Learning Experiences ESL Tools Graphic Organizers Vocabulary Tools Reading Tools Writing Tools Cooperative Learning Tools Differentiation Tools	

The 'what' to teach

The 'how' to help 'all' ELL learn



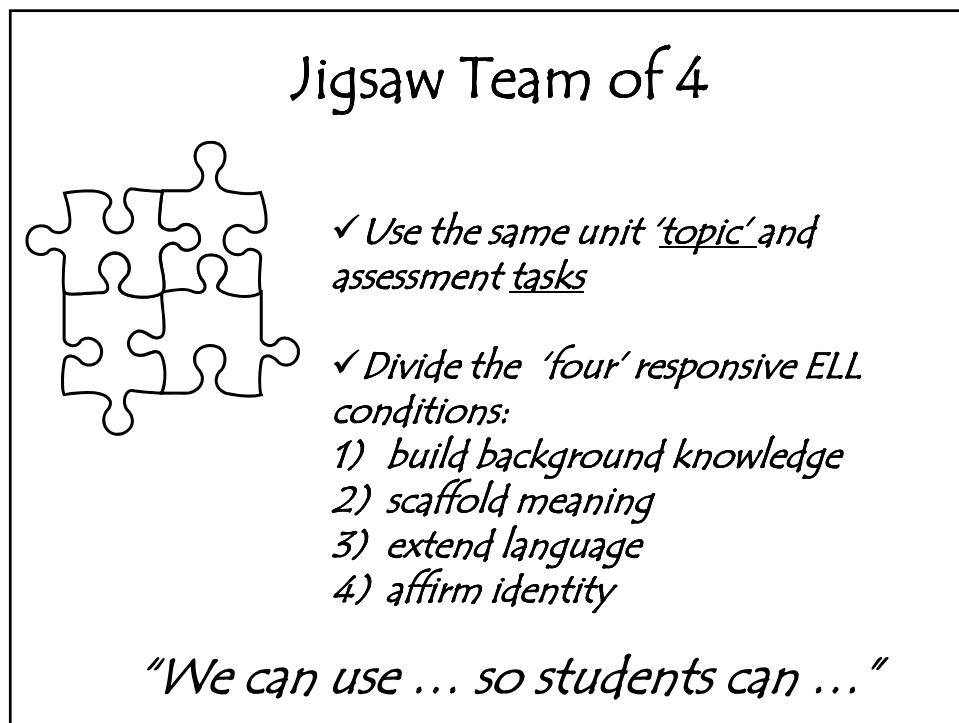
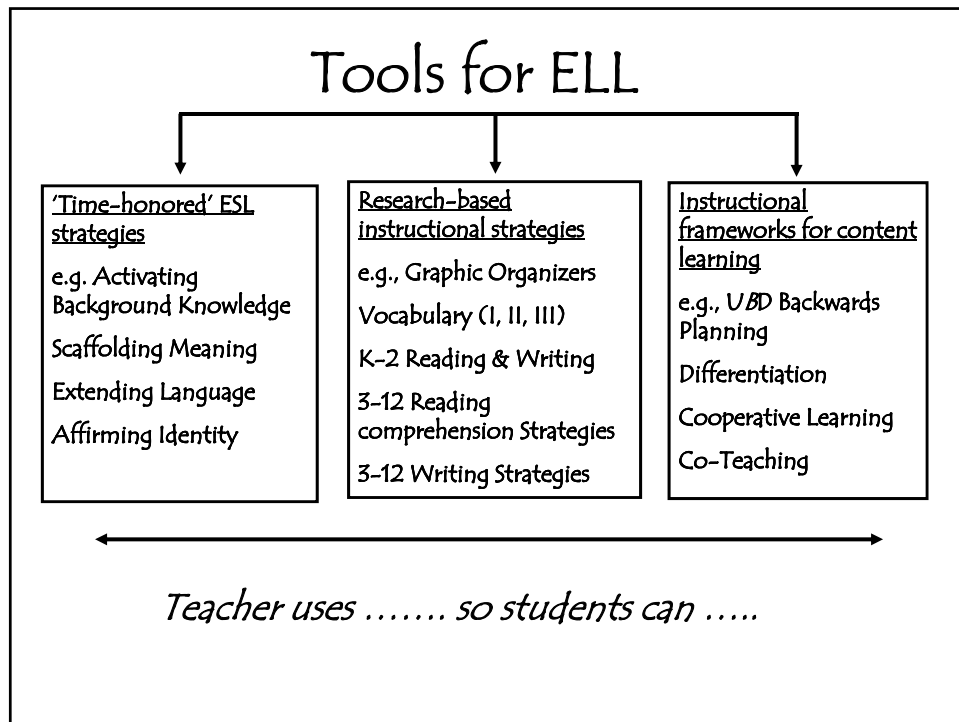
Mentor Units



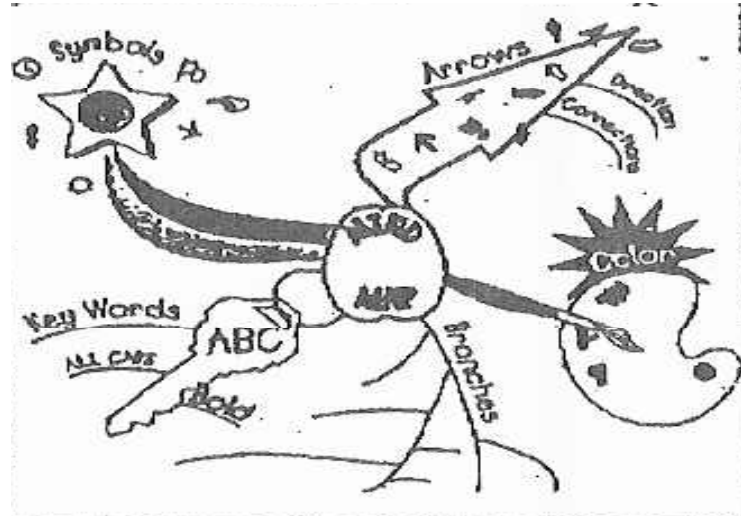
Partners *select one mentor unit to review:*

- ✓ Kindergarten
- ✓ Grade 3 Expository Writing
- ✓ Grade 5 Endangered Animals
- ✓ Grade 7 Science CAN DO
- ✓ Grade 9 Research Paper
- ✓ Grade 10 Math

Partners *assess the components of the mentor unit using the EAL Planning Checklist*



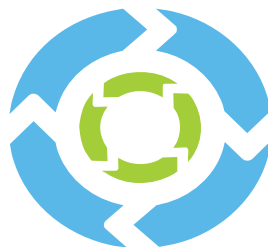
Mind Map Notes



#32 Rotating Review



ONE PERSON *is selected to stay and present*



TEAMS *rotate to view others' work*

Alternative Formative Tasks



☐ Spanish *science sheltered* lesson

☐ *ESL Self-Assessment Checklist*

☐ *ASCD ELL DVD Series #1 Vision*

☐ *WIDA CAN DO Practice*

#7 Find Someone Who *review*



✓ *can provide you with
one response*

✓ *can use yourself
once*

✓ *can use the trainer
once*

✓ *first ones done win
prizes*

Revisiting the Fibs

STATEMENT #1: Some schools and communities foster subtractive bilingualism while others promote additive bilingualism.

STATEMENT #2: Younger children are more effective language learners than older learners.

STATEMENT #3: Acquiring an additional language is completely different than acquiring one's first language.

STATEMENT #4: Acquiring a second language is different than learning a world language (or 'foreign' language) in which the focus is on the learning *about* a language rather than *in* a language.

STATEMENT #5: Most of the mistakes which second language learners make are due to interference from their primary language.

STATEMENT #6: Important variables impacting upon the second language acquisition success of learners include the following: the level and quality of proficiency one has in their primary language, language aptitude, age, motivation, and how comfortable one feels in the immersion environment (e.g. acculturation potential).

STATEMENT #7: It may take two years to attain a cognitively academic level of language proficiency; in other words, two years for English learners to be totally peer-competitive with English-proficient students in academic settings.

STATEMENT #8: There are many ways that teachers can speed up students' acquisition of an additional language.

STATEMENT #9: The difference between immersion and submersion programs is that immersion program teachers are trained to support second language acquirers not to 'sink or swim' through the use of specific instructional support (i.e. scaffolding) strategies.

STATEMENT #10: English language learners would best be served in separate ESL programs until they are proficient enough to be placed in rigorous academic programs.

STATEMENT #11: English language learners are underrepresented in gifted or honors programs and overrepresented in special needs programs.

STATEMENT #12: An advantage of dual-language instruction is that it promotes bilingualism for the linguistic majority and minority alike.

STATEMENT #13: When working with English language learners, it is important for teachers to differentiate expectations or standards while students are acquiring the new language.

STATEMENT # 14: Differentiating or scaffolding for English language learners means designing individualized lessons, depending on students' primary languages, cultural/ academic backgrounds and English language proficiency levels.

STATEMENT #15: Even when English language learners are proficient or peer-competitive in English with native- English students, it is necessary to use instructional strategies to support language development and academic achievement.

STATEMENT #16: The use of students' primary languages will hinder their success in English.

STATEMENT #17: English language learners should not be allowed to study another language when they are trying to learn English since this will confuse them and slow down the acquisition of English.

STATEMENT #18: An effective program for preparing English language learners for mainstream classrooms is the often-used pull-out, language-based model.

STATEMENT #19: ESL or sheltered instruction teachers can not meet all of the linguistic and academic needs of English language learners by themselves.

STATEMENT #20: English language learners need to be grouped by similar language proficiency levels since ESL teachers can not be expected to differentiate or scaffold for multilevel groups of students (as classroom teachers might be expected to do).

STATEMENT #21: Classroom teachers should not assess or grade English language learners with the same criteria (e.g. expectations) used for English-proficient students.

STATEMENT #22: The presence of too many English language learners lowers the standards of classrooms and schools since using effective instructional strategies for them in mainstream classrooms slows down the learning of the other students.

STATEMENT #23: Students' linguistic and academic development is delayed when they have to submit to semesters of instruction which adapt or water down subject matter using simplistic linguistic discourse.

STATEMENT #24: Assessing English Language Learners suspected of having a learning disability or special need can be done using the same procedures as those with native English students but should be conducted in students' primary languages as well.

STATEMENT #25: Teachers of English or academic content in English need to be native speakers of English.

Revisiting the Fibs

STATEMENT #1: Some schools and communities foster subtractive bilingualism while others promote additive bilingualism.

☐ True.

STATEMENT #2: Younger children are more effective language learners than older learners.

☐ Myth. Younger learners may be able to pronounce a new language with little or no accent and be able to perform developmentally-appropriate tasks which help them to be more effective acquirers. Younger learners are also less inhibited about the process of language learning and so often take more risks (e.g. another effective language acquisition behavior). However, older students are actually more *efficient* or effective language learners since they are cognitively mature in their own language. In other words, since they know the systems of their own language, many are able to efficiently learn another language.

STATEMENT #3: Acquiring an additional language is completely different than acquiring one's first language.

☐ Myth. Acquiring a second language is somewhat different than acquiring a first language. There are many parallels between acquiring a first and second language (i.e. errors are integral to the process, mastering the language takes about five years, acquisition and success are influenced by socio-cultural and cognitive variables). The most significant difference is that first language acquisition is more *fixed* while second language acquisition is more *variable*.

STATEMENT #4: Acquiring a second language is different than learning a world language (or 'foreign' language) in which the focus is on the learning *about* a language rather than *in* a language.

☐ True.

STATEMENT #5: Most of the mistakes which second language learners make are due to interference from their primary language.

☐ Myth. Most of the pronunciation mistakes second language learners make might be considered as interference from the primary language (i.e. an accent). Other kinds of mistakes, however, are more developmental in nature (i.e. morphological, syntactical, and semantic). EAL and classroom teachers need to monitor students' *errors* in order to keep track of their second language development and, just as important, to provide strategic feedback to students as they progress along a second language continuum of skills and expectations. Making mistakes is an essential part of the second language acquisition process, and English language learners must feel free to approximate increasingly-complex structures. As their proficiency increases, the number of errors decreases.

STATEMENT #6: Important variables impacting upon the second language acquisition success of learners include the following: the level and quality of proficiency one has in their primary language, language aptitude, age, motivation, and how comfortable one feels in the immersion environment (e.g. acculturation potential).

☐ True.

STATEMENT #7: It may take two years to attain a cognitively academic level of language proficiency; in other words, two years for English learners to be totally peer-competitive with English-proficient students in academic settings.

- ❑ Myth. Collier (1979) and Cummins (1984) found that when students are schooled in two languages, they usually take from 4 to 7 years to reach norms on standardized achievement tests. Younger students with no schooling in their own language may take as long as ten years to reach the norms. Calderon (2007) recently released research which found that it may take up to five to seven years when the pacing of instruction is too relaxed and not challenging enough in EAL programs and when mainstream classrooms are too difficult and there is no instructional scaffolding or support. These extreme practices in schools imply the balancing act between rigor, relevancy, and sensitivity we need all teachers of English language learners to achieve in their active teaching practices.

STATEMENT #8: There are many ways that teachers can speed up students' acquisition of an additional language.

- ❑ Myth. Research indicates that the rate of second language acquisition in an academic setting is not a function of *teacher impact*. However, teachers do have an impact on students' ultimate level of English proficiency attained (i.e. the quality of language proficiency at the end of schooling). Ten years from now, students may come back to thank you for teaching them English, but not for teaching them *fast*.

STATEMENT #9: The difference between immersion and submersion programs is that immersion program teachers are trained to support second language acquirers not to 'sink or swim' through the use of specific instructional support (i.e. scaffolding) strategies.

☐ True.

STATEMENT #10: English language learners would best be served in separate ESL programs until they are proficient enough to be placed in rigorous academic programs.

☐ Myth. A traditional approach to servicing English language learners has been one whereby they were to learn enough English to be able to enter mainstream classrooms (i.e. a sequential model of language acquisition and then academic achievement). Since research showed that this approach led to students falling behind academically, a current approach focuses on supporting English language learners to acquire language and achieve academically at the same time (i.e. a simultaneous model).

STATEMENT #11: English language learners are underrepresented in gifted or honors programs and overrepresented in special needs programs.

☐ True.

STATEMENT #12: An advantage of dual-language instruction is that it promotes bilingualism for the linguistic majority and minority alike.

☐ True.

STATEMENT #13: When working with English language learners, it is important for teachers to differentiate expectations or standards while students are acquiring the new language.

- ☐ Myth. It is important not to differentiate expectations or standards as then they are no longer standards. Traditionally, it has been assumed that English language learning is remedial in nature (again based on the deficit model). When English language learners are expected to meet the same standards, it is more akin to 'immersion.' Equity for English language learners is best achieved through instruction to meet expectations and not through the lowering of the expectations.

STATEMENT # 14: Differentiating or scaffolding for English language learners means designing individualized lessons, depending on students' primary languages, cultural/ academic backgrounds and English language proficiency levels.

- ☐ Myth. Differentiated or scaffolded instruction is not the same as individualized instruction. Effective curriculum for all students consists of the following stages: (1) identifying or setting expectations (i.e. standards), (2) designing evidence of the attainment of these expectations (i.e. assessment), (3) planning the learning experiences which will enable students perform well on the assessments, and (4) planning the ways in which to support differentiated or scaffolded learning experiences for diverse learners.

STATEMENT #15: Even when English language learners are proficient or peer-competitive in English with English-native students, it is necessary to use instructional strategies to support language development and academic achievement.

- ☐ True.

STATEMENT 16: The use of students' primary languages will hinder their success in English.

- ❑ Myth. A major problem facing English learners is often articulated as one of not knowing English, though in reality the real problem may be what can only be labeled as an “obsession with speaking English” since the general perception is that the more students use English, the faster they will acquire it. The way in which teachers and schools view students’ languages and language-usage patterns may have an even greater influence on their achievement. A shift in thinking is necessary to move away from such a perspective: all teachers need to understand how languages are acquired, how to develop an additive perspective concerning bilingualism, and how to consciously foster dual-language literacy. International schools need to move beyond what may be a monolingual paralysis: the goal of second language acquisition in international-school settings is the making of English-knowing balanced bilinguals - a concept inherently supported by the IB program (**not** English monolinguals or ambi-bilinguals who are bilinguals that are perfect in both languages). The reality is that English will most likely always be an additional of English language learners and not a ‘native language’ - just by definition.

STATEMENT #17: English language learners should not be allowed to study another language when they are trying to learn English since this will confuse them and slow down the acquisition of English.

- ❑ Myth. This myth has its genesis in the perception that second language acquisition suffers from *interference* - a once popular notion though now essentially dismissed in the research. Linguists and second language practitioners accept the concept that bilingualism is enabling rather than disabling and, again, many would easily argue the same for trilingualism. Continuing to conceive of sequential language acquisition as pedagogically sounder than simultaneous language acquisition resonates of the deficit model of bilingualism. Unfortunately, it is difficult to convince those who hold onto *monolingual* perceptions of language acquisition otherwise. Research on so called *at-risk* students’ potential success in studying another world language indicates that they can indeed be successful. Keep in mind that many variables such as motivation, feelings toward the target language and culture, and learning style also impact upon second language acquisition so a one-to-one correspondence is

far too simple a response (i.e. weak English proficiency = lack of success studying the host-country language). The issue of being really proficient in additional languages as an advantage for all children needs to be addressed. If so, then we must reflect again upon our notion of sequential language learning as a better approach than simultaneous language acquisition - whether it is for the English language learner or the English-proficient student learning another language.

STATEMENT #18: An effective program for preparing English language learners for mainstream classrooms is the often-used pull-out, language-based model.

- ☐ Myth. Neither traditional ESL pull-out programs (i.e. language-based curriculum) nor unprepared mainstream classes (i.e. mainstream teachers with no training) are suitable instructional environments for English language learners, especially when there is little to no articulation between the two. The questions of who *owns* English language learners, and why, resonate in this context. ESL teachers feel a need to protect students from what they see as potential discomfort or harm in mainstream classes. Classroom teachers feel mystified by students who do not share the language of the classroom and are often ill-equipped to support English language learners' academic achievement. The longer these sensitivities endure, the longer schools delay implementing an inclusive model of responsibility, whereby all teachers *own* English language learners alike.

STATEMENT #19: ESL or sheltered instruction teachers can not meet all of the linguistic and academic needs of English language learners by themselves.

- ☐ True.

STATEMENT #20: English language learners need to be grouped by similar language proficiency levels since ESL teachers can not be expected to differentiate or scaffold for multilevel groups of students (as classroom teachers might be expected to do).

- ❑ Myth. TESOL standards for English language learners (see www.TESOL.org) underscore the implementation of content-based EAL programs in order to provide English language learners immediate access to challenging, grade-level content and create a vision of academic success by describing the language proficiencies needed to attain the same high-level standards in content areas as English-proficient students. For this to happen, students need to be grouped and serviced by their respective grade levels rather than traditional language-proficiency levels. EAL teachers need to utilize the same kinds of instructional approaches for multilevel students as classroom teachers must; for example, differentiation, cooperative learning, process and developmental literacy strategies, and performance assessments. Besides, language acquisition is not linear, sequential or uniform so the concept of homogeneous language groups to facilitate language development is lost (e.g. think of the difference between 'foreign' and second language models and goals).

STATEMENT #21: Classroom teachers should not assess or grade English language learners with the same criteria (e.g. expectations) used for English-proficient students.

- ❑ Myth. The use of standards-based performance assessments to gather evidence of what students know and can do along with criteria given to students at the outset of instruction (e.g. rubrics) along with well-planned instructional scaffolds to support students *through* the rubric should be the focal point of an equitable grading system. EAL and classroom teachers can collaboratively use standards and evidence-based performance assessments to dismantle assumptions that attribute lack of success to lack of English proficiency by focusing instead on the ongoing and unwavering preparation of English language learners *for* academic success. The use of instructional scaffolding tools can support English language learners to attain the same criteria as their

English-background peers. Equity is provided through the instructional process and not by lowering expectations.

STATEMENT #22: The presence of too many English language learners lowers the standards of classrooms and schools since using effective instructional strategies for them in mainstream classrooms slows down the learning of the other students.

- ❑ Myth. This statement implies a perception that linguistic and cultural diversity is a deficit rather than a resource. Schools which have a majority of English language learners and display exemplary reform efforts share the following common characteristics: a school-wide vision of excellence that incorporates English language learners and creates a community of learners engaged in active inquiry, programs which develop English proficiency and cultivate primary-language skills, and a conscious effort to recruit and hire multilingual staff who are trained to support linguistically- and culturally-diverse students. Fortunately, the criteria for providing responsive learning environments for English language learners are similar to many of those for all students, including those for the gifted. Much of the academic literature today speaks to teachers about the need to create inquiry-based and learning-centered environments. These include: the articulation of what students should know and be able to do (i.e. standards or outcomes), the determination of acceptable evidence for this knowledge and behavior (i.e. evidence-based assessment), the planning of learning experiences to develop students' conceptual understandings, the utilization of process literacy strategies (i.e. reading and writing processes, open-ended and interpretational questioning techniques), and the use of instructional frameworks for diverse learners (i.e. backwards design of learning experiences, differentiation, cooperative learning, collaboration between classroom and learning-support teachers). Avoiding the *twin sins* of classrooms also contributes to an inquiry-based and learning-centered environment; namely, the use of topics and activities in elementary school not grounded in standards or outcomes and the issues of curriculum coverage and transmission of information in upper school.

STATEMENT #23: Students' linguistic and academic development is delayed when they have to submit to semesters of instruction which adapt or water down subject matter using simplistic linguistic discourse.

☐ True.

STATEMENT #24: Assessing English Language Learners suspected of having a learning disability or special need can be done using the same procedures as those with native English students as long as they are conducted in students' primary languages as well.

☐ True.

STATEMENT #25: Teachers of English or academic content in English need to be native speakers of English.

☐ Myth. It is not necessary to be a native speaker of a language in order to be an effective teacher of or in the language. It is necessary, however, to have a proficient level of performance in the language. Similarly, it is not necessary for ESL teachers to speak a language other than English though it can be very helpful! The globalization of English cries out with the need to come to terms with the 'internationalness' of English. Exposure to and acceptance of a variety of world Englishes is critical since that is the medium that most students will end up using in their futures. As the ever-increasing pool of nonnative teachers eventually outnumber native teachers, the English language teaching paradigm will undoubtedly be impacted upon.

ELL & Academic Success Concept Preview/ Review

_____	semi-bilingual vs. ambi-bilingual
_____	subtractive vs. additive bilingualism
_____	deficit (medical) vs. enrichment (ecological) model
_____	submersion vs. immersion language education
_____	language learning vs. language acquisition
_____	BICS vs. CALP language domains
_____	code mixing vs. code switching
_____	topical vs. essential questions
_____	language-led vs. content-led ESL curriculum
_____	summative vs. formative assessments
_____	fact-based vs. enduring understanding curriculum
_____	grammar-based vs. genre-based
_____	meaning making vs. meaning taking
_____	individualized vs. differentiated instruction
_____	traditional lesson vs. backwards planning
_____	tests vs. performance assessments
_____	quantitative vs. qualitative rubrics
_____	separate vs. inclusive program provision

Kinder'garden' PLANTS Integrated Curriculum Map

Content/ Context (know)	Skills (do)	Assessments (evidence)	Teachers use so students can ...
<p><u>Essential Question:</u> <i>How will our garden grow?</i></p> <p><u>Enduring Understanding:</u> <i>We are taken care of and we take care of.</i></p> <p><u>Science Standards:</u> <u>Scientific Inquiry</u> Develop explanations of natural phenomena in a continuing, creative process</p> <p><u>The Living Environment</u> Living things are both similar to and different from each other and non-living things (plant needs = air, water, nutrients & light to live)</p> <p>Plants have different structures that serve different functions (roots, stems, leaves, flowers)</p> <p>Describe the major stages in the life cycles of selected plants (lima beans)</p> <p>Describe how plants (and</p>	<p>Ask why questions & make predictions</p> <p>Recognizing simple patterns & connections</p> <p>Gather data in response to questions</p> <p>Collect & record data (pictographs)</p> <p>Sort & describe (use venn diagrams to compare)</p> <p>Answer simple questions using mostly English</p> <p>Stay on topic</p>	<p>Questions/ Predictions (F)</p> <p>Tables & Pictographs (F)</p> <p>Venn (F)</p> <p>Garden Science Journal (F) (see attached science activities for plants)</p>	<p><u>Daily Whole Group Oral Language:</u></p> <p>Read Aloud; Shared Reading; Choral Reading; Echo Reading; Patterned Reading; Do You Hear What I Hear; Prep; Reader-Generated Questions; Story Impressions</p> <p><u>Daily Small Group Oral Language in Work Centers each day:</u></p> <p><u>Reading/ Oral Center Possibilities:</u></p> <p>Recorded Reading</p> <p>Buddy Reading</p> <p>Guided Reading</p> <p>Independent Reading</p> <p>Letter/ Word Work</p>

Kinder'garden' PLANTS Integrated Curriculum Map

<p>animals) depend upon each other & other living things</p> <p><u>Geography Standard:</u> Draw maps & diagrams that serve as representations of places & physical features (garden)</p> <p>Investigate how people depend on and modify the physical environment (how plants are useful to us & us to them)</p> <p><u>Economics Standard:</u> Knows some ways people satisfy their basic needs by utilizing resources (Edible parts of plants: Roots - turnips, beets, carrots and potatoes/ Flowers and Leaves - lettuce, broccoli and cauliflower / Seeds - corn, peas and nuts/ Stems - celery, rhubarb and asparagus)</p> <p>Understands needs vs. wants/ production vs. consumption</p>	<p>Uses English phrases spontaneously</p> <p>Participates & responds during class discussions using mostly English</p> <p>Uses simple daily oral language</p> <p>Uses new vocabulary</p>	<p>Maps & Diagrams</p> <p>Role Plays (F)</p>	<p><u>Literacy Center possibilities (Literacy Tools):</u></p> <p>Language Experience Approach</p> <p>Writer's Workshop (DI)</p> <p>Handwriting Work</p> <p>Computer Work</p> <p>Creating Content-Related Books</p> <p>Talking Drawings</p> <p>Instant Storyteller</p> <p>Sketch to Stretch</p> <p>Split Screen</p> <p>Memory Box</p> <p><u>Related Center Possibilities:</u></p> <p>Science/ Social Studies Work</p> <p>Math Work (counting, graphing, measuring)</p> <p>Creative Work</p>
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Kinder'garden' PLANTS Integrated Curriculum Map

<p><u>Math Standards:</u></p> <p>Number Sense</p> <p>Shapes</p> <p>Probability & Statistics</p> <p>Measurement</p>	<p>Understand number systems (count 1 to 20)</p> <p>Sort by attributes (size, color, texture, shape)</p> <p>Determine what can be measured and how using appropriate tools, methods (snap tools or unsharpened pencils) (length, day & night for sunlight)</p> <p>Use non-standard units (finger lengths, paper clips, feet)</p> <p>Create & use representations to organize, record, & communicate ideas (pictographs)</p> <p>Create drawing. picture, sign to represent concept</p>	<p>Checklists (F)</p> <p>Measurements (F) (see attached Measure Plant Growth Activity)</p> <p>Pictograph Graph (F)</p> <p>Class Plant Growth Booklet (S)</p>	<p><u>Time Honored ESL Tools:</u></p> <p>Information Grids</p> <p>Prediction Starters</p> <p>Question Ladder</p> <p>Meaning Maps</p> <p>Pass Around Writing</p> <p>Sentence Scaffolds</p> <p>Sentence Frames</p> <ul style="list-style-type: none"> Cooperative Constructions (Predictable Charts as in <u>(name)</u> grew it!) <p>Bilingual Journals (Spanish class)</p> <p>Quotes of the Day</p> <p><u>Vocabulary Tools:</u></p> <p>Knowledge Rating Scale (III)</p> <p>Simon Says, Science Says (I, II, III)</p> <p>Open Word Sort of 'plants/ non-plants' (I, III)</p> <p>Semantic Gradient Scale (range of adjectives)</p> <p>Vocabulary Graphics (I, II,</p>
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Kinder'garden' PLANTS Integrated Curriculum Map

<p>ASV ELA Standards 1-4: demonstrates competence in listening/speaking/ Pre-reading Skills/ Pre-writing & Fine Motor Skills</p> <p>WIDA ESL Standards : ELL communicate information, ideas and concepts necessary for academic success in the content area of Science, Social Studies, Language Arts & Math</p>	<p><u>Listening/ Speaking:</u> Listen for a purpose</p> <p>Listen carefully to a variety of texts</p> <p>Identify & produce rhymes/ musical elements (phonological awareness)</p> <p>Use age-appropriate vocabulary to talk about experiences</p> <p>Take turns when speaking in a group/ Speak in phrases & sentences when required/ Speak audibly & with expressions/ Stay on topic</p> <p><u>Reading:</u> Recognize alphabet letters/ distinguish between vowels & consonants / Recognize the sounds that make up words / Point to words when read to (alphabet recognition & phonics/ print awareness)</p>	<p>Anecdotal Records (F)</p> <p>Checklists & Anecdotal Records (F) (including self-assessment checklists)</p>	<p>III) Vocabulary Concept Chain (I, II, III) Vocabulary Writing in Math (measurement) Wats It (I, III)</p> <p><u>Differentiation Tools:</u> Activity Guides Centers Choice Boards Group Investigations Schedule Chart Tiered Activities</p> <p><u>Cooperative Learning Tools:</u> (oral) #2 Blind Sequencing #7 Find Someone Who #8 Find The Fib #15 Line Ups #16 Lyrical Lessons #17 Draw/ Build What I Say #23 Pairs Check #26 Pairs Compare #36 Same Different #47 Team Pair Solo</p>
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Kinder'garden' PLANTS Integrated Curriculum Map

	<p>Use computer software to support early reading development</p> <p>Read aloud with expression (comprehension strategies/ fluency/ motivation to read)</p> <p><u>Writing:</u> Understand writing for a variety of purposes</p> <p>Write correct directionality / spaces between words/ awareness of punctuation</p> <p>Use letterstrings and temporary spelling to communicate ideas/ uses pacing between words</p> <p>Attempt to put words into sentence format/ uses classroom resources (including computer) to support development of early writing skills</p> <p>Draw detailed objects/ pictures & tells stories</p>	<p>Sentences (F)</p> <p>Pictures & Retelling (S)</p>	<p>#51 Telephone #56 What Am I?</p> <p><u>Co-Teaching Tools:</u> parallel; alternative; support; station; peer; team</p>
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Kinder'garden' PLANTS Integrated Curriculum Map

<p><u>The Arts Standard:</u> Actively engage in the processes that constitute creation & performance in the arts (dance, music, theatre, & visual arts)</p>	<p>Cuts simple shapes</p> <p>Create 3-D models</p> <p>Understands the characteristics of various mediums (2-D, 3-D, electronic images)</p>	<p>Shapes (F)</p> <p>Interactive Mural/ Models (F)</p> <p>(see attached <i>Bloomin' Good Art Activities</i>)</p> <p>Group Power Point Slides & Oral Presentation (S)</p> <p><i>Our Plant Movie</i></p>	<p>Picture Mnemonic Activities <i>Apples in the Meadow or Falling Apples.</i> After, the activity displayed to the right would be completed. The letter "a" outline would be painted (sponge) and the apple would be colored, cut and glued into the center of the letter outline</p>  <p>Using Visual Stimulus Tree Craft Activity After introducing the letter "t" for tree and trunk and its related sound from using the context of the reader <i>Trees</i>, the craft activity displayed to the left could be</p>
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Kinder'garden' PLANTS Integrated Curriculum Map

			<p>completed. The letter "t" could be painted and cut or traced on brown construction paper. The children would trace around the trunk to make a tree top out of green construction paper. A red bingo marker can be used to make the apples.</p> 
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Books: Jasper's Beanstalk (main); The Tiny Seed (Eric Carle); The Giving Tree (Shel Silverstein); A Tree is Nice by Berger, M.; Anna's Garden Songs by Steele, M.Q.; Discovering Trees by Brandt, K.; Eating the Alphabet by Ehlert, L.; From Seed to Plant by Gibbons, G.; Great Big Enormous Turnip by Tolstoy, A.; Growing Vegetable Soup by Ehlert, L.; Here a Plant, There a Plant... by Quackenbush, R.; In the Tall, Tall Grass by Fleming, D.; Jack and the Beanstalk by Pearson, S.; Lunch by Fleming, D.; Over in the Meadow by Keats, E.; Planting a Rainbow by Ehlert, L.; Plants that Never Bloom by Heller, R. ; Reason for a Flower by Heller, R.; Seed Song by Saksie, J.; Stone Soup by Brown, M.; Tree: A First Discovery Book by Scholastic; How a Seed Grows (Helene Jordan); Inch by Inch (David Mallett); Over in the Garden (Jennifer Ward); One Bean (Anne Rockwell); Flower Garden (Eve Bunting); In the Tall, Tall Grass (Denise Fleming); Dottie's Garden; The Surprise Garden (Zoe Hall); Ms. Rose's Garden (Elaine Greenstein); We Can Eat The Plants (Rozanne L. Williams); Munch, Muncha, Munca (Candace Fleming); A Seed is a Promise (Claire Merrill); The Carrott Seed (Ruth Krauss - also La Semilla de Zanahoria); Tops & Bottoms (Janet Stevens); The Kapok Tree; The Enormous Turnip (Kathy Parkinson); The Enormous Potato (Aubrey Davis); The Enormous Carrot (Vladimir Vagin); The Enormous Watermelon (Angie Bonthius)

Kinder'garden' PLANTS Integrated Curriculum Map

Phonemic Awareness/ Phonics

- ☐ Have students listen to tape-recorded sounds and identify the sounds.
- ☐ Have students practice recognizing words that rhyme.
- ☐ Have younger students clap and older students 'checkmark' for each sound pattern heard in an oral chant.
- ☐ Have younger students clap and older students 'checkmark' for each syllable heard in an oral chant.
- ☐ Set up a listening center with songs, poems and predictable books that contain rhymes.
- ☐ Have students match sounds and pictures.
- ☐ Have students identify words which don't fit a 'phonemic' pattern when the words are read aloud.
- ☐ Have students make booklets of illustrated alliterations.
- ☐ Have students use magnetic letters to sound out words OR to place combinations of letters together to build different words.
- ☐ Play bingo by having students place markers on pictures of objects whose names are spoken aloud.
- ☐ Have a pile of counters. Say a word aloud and have students repeat the word, moving a counter from the pile for each sound they hear in the word.
- ☐ Have students match plastic letters to letters on a mat/ board/ pocket chart. Students say the name of the letters as they match.
- ☐ Provide students with a 'sound box.' Have students place plastic letters in the boxes to represent the sounds they hear when a word is dictated to them.
- ☐ Provide students with word cards. Have the students group the words by common spelling patterns.
- ☐ Arrange letters on the desk. Call out a sound and have students pick up the matching letter.
- ☐ Have students sort letters by how they look (i.e. curves, lines, tall, short).
- ☐ Play 'Memory' or 'Concentration' to have students match identical letters.
- ☐ Model phonemic blending. Write a word and then say each sound as you spell using letters on top of the written word. Have students read the words and then practice on their own.

Grade 3 Expository Curriculum Map, RAFT & Rubric

Content/ Context (know)	Skills (do)	Assessments (evidence)	Teachers use so students can ...
<p><u>Expository Genre Essential Question:</u></p> <p><input type="checkbox"/> How can we communicate information to others?</p> <p><u>Enduring Understandings:</u></p> <p><input type="checkbox"/> Expository writing communicates information to a reader to share knowledge or to convey messages, instructions, and ideas.</p> <p><input type="checkbox"/> Writers must consider the audience when explaining or providing information.</p>	<p><input type="checkbox"/> <u>Illinois ELA Standard 5C:</u> Apply acquired information, concepts, and ideas to communicate ideas in a variety of formats.</p> <p><input type="checkbox"/> <u>Illinois ELA Standard 3B:</u> Compose well-organized and coherent writing specific purposes and audiences.</p> <p><input type="checkbox"/> <u>Illinois ELA Standard 3A:</u> Use correct grammar, spelling, punctuation, capitalization and structure.</p> <p><input type="checkbox"/> <u>Illinois ELA Standard 4B:</u> Speak effectively using language appropriate to the</p>	<p>Over a one- to two-week period,</p> <p><input type="checkbox"/> <u>TEAMS gather and organize information/ ideas</u> about a topic of their choice (formative),</p> <p><input type="checkbox"/> <u>PAIRS</u> use prewriting strategies to <u>plan</u> writing (formative),</p> <p><input type="checkbox"/> <u>SOLO composes</u> ideas (formative),</p> <p><input type="checkbox"/> <u>PAIRS</u> participate in peer and teacher conferences to <u>revise</u> ideas (i.e. develop paragraphs with focus, organization, elaboration, and integration) (formative),</p> <p><input type="checkbox"/> <u>TEAMS edit</u> for correct grammar,</p>	<p><u>Time-Honored ESL Tools:</u></p> <p>Activate Background Knowledge</p> <p><input type="checkbox"/> anticipatory reading guides</p> <p><input type="checkbox"/> ask, answer, record</p> <p><input type="checkbox"/> focused brainstorming</p> <p><input type="checkbox"/> information grids</p> <p><input type="checkbox"/> learning logs</p> <p>Scaffolding Meaning</p> <p><input type="checkbox"/> mentor texts</p> <p><input type="checkbox"/> mini-lessons</p> <p><input type="checkbox"/> pass around writing</p> <p><input type="checkbox"/> reading guides</p> <p><input type="checkbox"/> sentence scaffolds</p> <p><input type="checkbox"/> supported note taking</p> <p><input type="checkbox"/> task based rubric</p> <p>Extending Language</p> <p><input type="checkbox"/> academic sentence frames</p> <p><input type="checkbox"/> circle shares</p>

Grade 3 Expository Curriculum Map, RAFT & Rubric

	<p>situation and audience.</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>IELPS/ WIDA</u> <u>Standard 2:</u> ELL communicate information, ideas and concepts necessary for academic success in the content area of Language Arts <input type="checkbox"/> <u>Expository Text Features</u> ✓ Explanations often begin with a brief description of the activity or process. ✓ Explanations often have a logical sequence of events. ✓ How something works is explained OR reasons for a phenomenon are stated. ✓ Explanations can use cause/ effect 	<p>spelling, punctuation, capitalization, and structure (formative) and</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>orally present</u> their writing to their peers (summative). 	<ul style="list-style-type: none"> <input type="checkbox"/> know, do, write <input type="checkbox"/> language function walls <input type="checkbox"/> language logs <input type="checkbox"/> question ladder <input type="checkbox"/> sentence transformations <input type="checkbox"/> text frameworks <input type="checkbox"/> three-step extensions <input type="checkbox"/> trash & treasure <input type="checkbox"/> vocabulary cohesion keys <p>Affirming Identity</p> <ul style="list-style-type: none"> <input type="checkbox"/> google translations <input type="checkbox"/> wide reading <p><u>Graphic Organizer Tools:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> KWL <input type="checkbox"/> event chains <input type="checkbox"/> flow charts <input type="checkbox"/> fishbone (cause/effect) <input type="checkbox"/> PMI <p><u>Vocabulary Tools:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> 4-Square <input type="checkbox"/> Knowledge Rating Scale <input type="checkbox"/> Magnet Summaries
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Grade 3 Expository Curriculum Map, RAFT & Rubric

	<p>relationships: <i>then, as a consequence, so, if.</i></p> <p>✓ Conjunctions can be used to show time relationships: <i>first, then, following, finally</i></p> <p>✓ Explanations can be written in the timeless present tense (<i>are, happens, turns</i>).</p> <p>✓ Action verbs can be used (<i>falls, rises, changes</i>).</p> <p>✓ The nouns tend to be general rather than specific (<i>cars, boats, insects</i>).</p> <p>✓ Pronouns are used (<i>their, they, them</i>).</p>	<p><input type="checkbox"/> Stephens Elaboration Strategy</p> <p><input type="checkbox"/> Verb Walls</p> <p><input type="checkbox"/> Vocabulary Concept Chain</p> <p><input type="checkbox"/> Vocabulary Notebook</p> <p><input type="checkbox"/> Frayer Model</p> <p><u>Reading Tools:</u></p> <p><input type="checkbox"/> Check Those Facts!</p> <p><input type="checkbox"/> Concept Collection</p> <p><input type="checkbox"/> DRTA</p> <p><input type="checkbox"/> Elaborative Interrogation</p> <p><input type="checkbox"/> Investigative Teams</p> <p><input type="checkbox"/> Pen in Hand</p> <p><input type="checkbox"/> Q-Space</p> <p><input type="checkbox"/> ROW</p> <p><u>Writing Tools:</u></p> <p><input type="checkbox"/> cubing for prewriting</p> <p><input type="checkbox"/> discussion continuum for prewriting</p> <p><input type="checkbox"/> 4-2-1 for drafting</p> <p><input type="checkbox"/> two-column count for revising</p> <p><input type="checkbox"/> <i>don't to do</i> for editing</p>
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Grade 3 Expository Curriculum Map, RAFT & Rubric

			<p><u>Differentiation Tools:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Alternative Assignments <input type="checkbox"/> Multiple Materials <input type="checkbox"/> Web Quests <input type="checkbox"/> Writers' Workshop <p><u>Cooperative Learning Tools:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Find Someone Who <input type="checkbox"/> Circle the Sage <input type="checkbox"/> One Stray <input type="checkbox"/> Passport Paraphrase <input type="checkbox"/> Rotating Review <input type="checkbox"/> Similarity Groups <input type="checkbox"/> <u>Team Pair Solo *</u> <input type="checkbox"/> Timed Pair Share <p><u>Co-Teaching Tools:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Parallel <input type="checkbox"/> Alternative <input type="checkbox"/> Station <input type="checkbox"/> Peer <input type="checkbox"/> Team
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Grade 3 Expository Curriculum Map, RAFT & Rubric

ROLE	AUDIENCE	FORMAT	TOPIC
you	author	letter (beg or int)	why you like his/ her work (that you choose to read)
inventor	3 rd grade student	essay (adv)	the most significant invention ever made
nutritionist	principal	opinion (int)	healthy foods to serve in the cafeteria
President Obama	visitors	newscast article (int or adv)	U.S. 'must visit' places
3 rd grade student	1 st grade student	children's book (beg - adv)	the history of an everyday object (e.g. roller skates, ice cream)
your family	judges of a travel contest	application essay (int or adv)	where you would want to go and why
you (now)	you (grown up)	essay (int or adv)	explain why this would be an ideal job for you
you	a person you admire	journal (int or adv)	why they should win an award
author	children's magazine	illustrated article (beg)	the challenges of any sport
doctor	patient	advice poster (beg)	preventing a health problem (e.g. swine flu)

Grade 3 Expository Curriculum Map, RAFT & Rubric

	EXCEEDS Expectations	MEETS Expectations	APPROACHING
Gather information Illinois Standard #5C Performance Indicators	<input type="checkbox"/> I formulate questions <u>and use key words to identify</u> new information about my topic. <input type="checkbox"/> I use my KWL chart to <u>arrange my information in an orderly manner.</u> <input type="checkbox"/> I distinguish between relevant and irrelevant <u>main ideas and details during note taking.</u> <input type="checkbox"/> I summarize and <u>organize related information under main topics using one of the note taking strategies we learned. I justify my choice.</u>	<input type="checkbox"/> I formulate questions to help me find new information about my topic. <input type="checkbox"/> I use my KWL chart to locate information. <input type="checkbox"/> I distinguish between relevant and irrelevant information to take notes. <input type="checkbox"/> I summarize information about my topic using one of the note taking strategies we learned.	<input type="checkbox"/> I <u>start reading</u> about my topic. <input type="checkbox"/> I <u>forget</u> to use my KWL organizer. <input type="checkbox"/> I <u>write down everything</u> I can. <input type="checkbox"/> I <u>copy</u> information about my topic.

Grade 3 Expository Curriculum Map, RAFT & Rubric

<p>Use the writing process</p> <p>Illinois Standard #3B & 3A Performance Indicators</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I take into account the <u>audience in order to plan the ways in which I can communicate my explanation.</u> <input type="checkbox"/> I made sure that my sentences <u>focused on what I wanted to say because I kept reading my topic sentence.</u> <input type="checkbox"/> I added more details to support <u>mine and others' arguments</u> in our conferences. <input type="checkbox"/> I checked my draft for a <u>variety</u> of complete sentences. <input type="checkbox"/> I participated in an editing conference with a peer/ teacher. I proofread my own <u>and</u> 	<ul style="list-style-type: none"> <input type="checkbox"/> I can show which pre-writing strategy my teacher helped me use to plan my thoughts. <input type="checkbox"/> I made sure that my sentences to my main idea. <input type="checkbox"/> I added more details to support my main ideas when I revised my draft. <input type="checkbox"/> I checked my draft for complete sentences. <input type="checkbox"/> I participated in an editing conference with a peer/ teacher. I proofread my own work and made changes. 	<ul style="list-style-type: none"> <input type="checkbox"/> I <u>copied</u> the plan the teacher gave me. <input type="checkbox"/> I <u>wrote down</u> a bunch of sentences. <input type="checkbox"/> I wrote down the <u>same phases and sentences</u> I did before. <input type="checkbox"/> I <u>re-read</u> my draft. <input type="checkbox"/> I sat with others for editing but <u>my mistakes stayed the same.</u>
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Grade 3 Expository Curriculum Map, RAFT & Rubric

	<u>others</u> work and made changes.		
Rehearse oral presentation Illinois Standard #4B Performance Indicators	<input type="checkbox"/> I practice using presentation techniques like eye contact, volume, rate, & tone). <u>I ask for suggestions to improve and then I practice again.</u> <input type="checkbox"/> I demonstrate courtesy and respect for others. <u>I remind others to do the same when I need to.</u>	<input type="checkbox"/> I practice using presentation techniques like eye contact, volume, rate, & tone). <input type="checkbox"/> I demonstrate courtesy and respect for others.	<input type="checkbox"/> I <u>read my work aloud</u> to someone. <input type="checkbox"/> I <u>get distracted and I distract others</u> during oral presentations.

Grade 5 Curriculum Map & RAFT - Endangered Species

Content/ Context (know)	Skills (do)	Assessments (evidence)	Teachers use so students can ...
<p><u>WORLD GEOGRAPHY:</u> <u>6.2 How to apply geography to interpret the present and plan for the future (ST #18)</u></p> <p>6.2.1 knows and understands how the interaction of physical and human systems may shape present and future conditions on Earth, e.g. endangered animals</p> <p>6.2.3 knows and understands how to apply the geographic point of view to solve social and environmental problems by making geographically informed decisions, e.g. develop sound arguments for specific actions</p> <p><u>ESSENTIAL QUESTION:</u> Who is responsible and what can be done?</p> <p><u>ENDURING UNDERSTANDING:</u> Living things are designed to survive as a species, yet survival of some requires human action.</p>	<p><u>21st Century Standards:</u> Historical thinking skills such as analysis and interpretation, historical research, analysis and decision-making</p> <p>Investigates topic of choice using independent inquiry; active participation in classroom through cooperative learning; read, write, discuss, & debate; builds upon prior knowledge exploring a full range of culture found in World Regions</p> <p><u>ESL WIDA Standard:</u> ELL communicate information, ideas and concepts necessary for academic success in the content area of social studies</p> <p><u>Genres:</u> reporting, expository, persuasive</p> <p><u>Text Features:</u> Explanations use cause/ effect relationships (<i>first, then,</i></p>	<p>Over a two- to three-week period, students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>gather information</u> from a variety of sources (formative); <input type="checkbox"/> <u>complete a graphic organizer</u> (formative); and <input type="checkbox"/> <u>select and complete a RAFT assignment</u> which demonstrates understanding of the animal & reasons for endangerment (summative). 	<p><u>ESL Tools:</u> Reading/ Viewing/ Listening Guide; Supported Note Taking; Ask Answer & Record (coop); Learning Logs; Academic Sentence Frames; Language Function Wall; Mentor Text & Mini-lessons; graphic organizer for note taking (rebus or google translation); bilingual problem solution journal with parents</p> <p><u>Graphic Organizer Tools:</u> Cause/ Effect (fishbone); Problem Solving; Evaluation (PMI)</p> <p><u>Vocabulary Tools:</u> Semantic Feature Analysis; Vocabulary Concept Chain; Vocab Graphics; Click & Clunk; Knowledge Rating Scale; Magnet Summaries</p> <p><u>Reading Tools:</u></p>

Grade 5 Curriculum Map & RAFT - Endangered Species

	<p><i>following, finally</i>); passives are sometimes used; nouns tend to be more general than specific; reports have an opening statement and a series of facts logically ordered; present tense verbs used; factual descriptive language used; arguments need cause/ effect connectives (<i>so, consequently, stems from, gives rise to, because, brings about, leads to</i>); thought provoking questions and emotive language to appeal to reader's feelings needed</p>		<p>Concept Collection; Cornell Notes; Ethical Choices; Investigative Teams; Proposition Support; ROW; SPAWN</p> <p><u>Writing Tools:</u> Writers Notebook; Looping; Pair Talking; Two Column Count; Surprise; Teacher Conferences; Peer Editing</p> <p><u>Differentiation Tools:</u> RAFT; Group Investigations; Multiple Materials; Web Quests</p> <p><u>Cooperative Learning Tools:</u> #26 Partners; #30 Rally Table; #32 Rotating Review; #39 Similarity Groups</p> <p><u>Co-Teaching Tools:</u> Support; Parallel; Peer; Alternative</p>
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Grade 5 Curriculum Map & RAFT - Endangered Species

ROLE	AUDIENCE	FORMAT	TOPIC
ARTIST WITH A MESSAGE	VIEWERS	DRAWINGS & JOURNAL ENTRIES	REASONS WHY AN ANIMAL MAY BE ENDANGERED
SONG WRITER WITH A MESSAGE	LISTENERS	SONG (USE A POPULAR TUNE)	WHAT WE CAN DO & WHY WE MUST
ANIMAL ACTIVIST	NEWSPAPER READERS	COMIC STRIP & WORD BUBBLES	REASONS FOR ENDANGERMENT & SOLUTIONS TO HELP
ENDANGERED ANIMAL	SELF	DIARY ENTRIES	MY POINT OF VIEW
BLOG WRITER	BLOG READERS	ENTRIES	ENDANGERED ANIMALS
ANIMAL RESEARCHER	CITIZENS OF AFRICA	LETTER	HOW TO ENSURE SURVIVAL OF AN ENDANGERED ANIMAL

7th Grade Science Curriculum Lab Safety, Measurement, Scientific Inquiry

Essential Question(s):

What makes an investigation 'convincing' rather than 'speculative?'

What are the limits of scientific inquiry?

Duration: 4 weeks

Enduring Understanding:

Scientific inquiry is a process involving the testing of proposed explanations, the use of conventional procedures, & considerable ingenuity.

Content	Skills	Vocabulary	Assessments
<p>ILS Goal 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments, and solve problems.</p> <p>ILS Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts</p> <p>WIDA Standard 1: Social and Instructional Language Topics</p> <p>Instructions Use of Information Use of Register</p> <p>WIDA Standard 4: The Language of Science Topics</p> <p>Scientific Processes Scientific Tools or Instrument</p>	<p>11.A know & apply the concepts, principles, and processes of scientific inquiry</p> <p>3a. Formulate hypotheses that can be tested by collecting data</p> <p>3b. conduct experiments that control all but one variable</p> <p>3c. collect and record data accurately using consistent measuring and recording techniques</p> <p>3d. explain the existence of unexpected results in a data set</p> <p>3e. use data manipulation tools and quantitative and representational methods to analyze measurements</p> <p>3f. interpret and represent results to produce findings</p> <p>3g. report and display the process and results of a scientific investigation</p> <p>13.A know & apply the accepted practices of science</p> <p>3a. identify and reduce potential hazards in science</p>	<p>Conversions</p> <p>Hypotheses</p> <p>Investigations</p> <p>Experiments</p> <p>Proposals</p> <p>Safety Procedures</p> <p>Data</p> <p>Controlled Experiment</p> <p>Variables</p> <p>Charts, Tables, Graphs</p> <p>Cause-Effect Relationships</p> <p>Measuring</p> <p>Observing</p> <p>Describing</p> <p>Classifying</p> <p>Sequencing</p> <p>Reporting</p>	<ul style="list-style-type: none"> ❖ formulate <u>questions</u> about an issue & define <u>experimental procedures</u> for finding answers (formative) ❖ pursue scientific inquiry in order to develop explanations and to generate solutions to the question/ challenge in a <u>journal</u> (formative) ❖ prepare a <u>multimedia presentation</u> to share the results of investigations (formative) ❖ create a culminating <u>team project & report</u> that shows connections between science content and real-life settings (summative) w/ a task-based & self-evaluated rubric

7th Grade Science Curriculum Lab Safety, Measurement, Scientific Inquiry

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	activities		
ESL WIDA CAN DO Descriptors (function + domain + output + support) <u>FORMULATE QUESTIONS & DEFINE PROCEDURES</u> <p>SIFES, LEVELS I & II CAN <u>formulate</u> questions & <u>define</u> procedures <u>orally</u> using English <u>wh-questions</u> and <u>imperatives</u> with the support of an <u>event chain</u> or <u>cartoon narrative graphic organizer</u> and <u>academic sentence frames</u>, #26 Partners & #28 Q-Spinners or question ladders.</p> <p>LEVEL III CAN <u>formulate</u> questions & <u>define</u> procedures <u>orally</u> using English <u>wh-questions</u>, <u>imperatives</u>, and <u>conjunctions</u> that show time with the support of a <u>step graphic organizer</u>, <u>academic sentence frames</u>, <u>vocabulary cohesion keys</u>, #26 Partners, & #28 Q-Spinners or question ladders.</p> <p>LEVELS IV & V CAN <u>formulate</u> questions & <u>define</u> procedures <u>orally</u> using English <u>wh-questions</u>, <u>imperatives</u>, <u>conjunctions</u> and <u>detailed information</u></p>		Learning Experiences <u>ELL Tools:</u> Question Ladders (BB) Ask, Answer & Record (BB) Information Grids (SM) Pass Around Writing (SM) Mentor Texts & Minilessons (SM) Supported Note Taking (SM) Task-Based Rubric (SM) Academic Sentence Frames (EL) Know, Do, Write (EL) Sentence Transformations (EL) Cooperative Construction (EL) Bilingual Word Banks & Journals (AI) <u>Graphic Organizers:</u> Event Chain or Cartoon Narrative Step Flow Chart <u>Vocabulary Tools:</u> Knowledge Rating Scale	

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<p>with the support of a flow chart <u>graphic organizer</u>, <u>vocabulary cohesion keys</u>, <u>#26 Partners</u>, & <u>#28 Q-Spinners</u> or question ladders.</p> <p><u>JOURNALS</u></p> <p>SIFES CAN <u>explain pictorially & orally</u> (taped & then typed) <u>using their primary language or English</u> the sequence of events of how experiments work with the support of <u>bilingual word banks</u>, <u>rebus information grids</u>, <u>vocabulary concept chains</u>, and <u>pass around writing</u>.</p> <p>LEVEL I CAN <u>explain in writing using their primary language and English phrases (noun & verb phrases)</u> the sequence of events of how experiments work with the support of <u>bilingual word banks & journals</u>, <u>information grids</u>, <u>vocabulary concept chains</u>, and <u>pass around writing</u>.</p> <p>LEVELS II & III CAN <u>explain in writing using English sentences (noun & verb phrases)</u> the cause/effect relationships of the sequence of events with the support of <u>information grids</u>, <u>academic sentence frames</u>, <u>vocabulary concept chains</u>, and <u>pass around writing</u>.</p>	<p>Vocabulary Concept Chain</p> <p><u>Reading Tools:</u> X Marks the Spot</p> <p><u>Writing Tools:</u> 4-2-1 Free Write</p> <p><u>Differentiation Tools:</u> Group Investigations Multiple Materials (rebus) Projects</p> <p><u>Cooperative Learning Tools:</u> #16 Lyrical Lessons #17 Design What I Say #26 Partners #28 Question Spinners #32 Rotating Review #47 Team Pair Solo</p>
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7th Grade Science Curriculum Lab Safety, Measurement, Scientific Inquiry

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Duration: 4 weeks

Enduring Understanding:

Scientific inquiry is a process involving the testing of proposed explanations, the use of conventional procedures, & considerable ingenuity.

LEVELS IV & V CAN explain in writing using English compound-complex sentences and passive tenses cause/effect relationships with the support of information grids, mentor texts & minilessons, know, do, write, and sentence transformations.

MULTIMEDIA PRESENTATION

SIFES, LEVELS I & II CAN design a power point to orally present factual recounts of investigation results using English past tense to retell events and concluding comments with the support of bilingual word banks, supported note taking, cooperative constructions, #17 Design What I Say, group investigations, and #32 Rotating Review.

LEVELS III -V CAN design a power point to orally present factual recounts of investigation results using English past tense to retell events and concluding comments regarding the events with the support of supported note taking, cooperative constructions, #17 Design What I Say, group investigations, and #32 Rotating Review.

TEAM PROJECT & REPORT (real-life connection)

7th Grade Science Curriculum Lab Safety, Measurement, Scientific Inquiry

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Duration: 4 weeks

Enduring Understanding:

Scientific inquiry is a process involving the testing of proposed explanations, the use of conventional procedures, & considerable ingenuity.

SIFES, LEVELS I-V CAN gather information
to report orally using an opening statement (conclusion),
illustrated bullet statements, and technical vocabulary
with the support of knowledge rating scale, x marks the
spot, 4-2-1 Free Write, 4 x 4 jigsaw
(rehearsal), projects, #47 Team Pairs Solo, multiple
materials, and a task-based rubric.

Grade 9 Curriculum Map & Rubric - Research Paper

Content/ Context (know)	Skills (do)	Assessments (evidence)	Teachers use so students can ...
<p><u>SOCIAL STUDIES:</u> Historical thinking including comprehension; analysis and interpretation; research capabilities.</p> <p><u>ENGLISH LANGUAGE ARTS:</u> 1.14 Reading for Research Across Content Areas 2.2 Structures of Language 2.3 Writing: Showing Understanding of Ideas in Text 2.9 Applying Rules of Grammar & Usage</p> <p><u>ESSENTIAL QUESTION:</u> <i>What makes research convincing?</i></p> <p><u>ENDURING UNDERSTANDING:</u> Research can help us understand the past.</p>	<p><u>Benchmarks:</u> Read multiple sources of research (print & non-print) to support a thesis; Understand & demonstrate use of writing process; Know & apply the 6 +1 Traits of Writing; Demonstrate command of the structures of sentences, paragraphs, and text structures (proposition/ support); Selecting and summarizing key ideas; Organizing ideas using transition words/ phrases and writing a conclusion that provides closure; Use an organizational text structure appropriate to focus idea; Synthesize information and create a report; Applying rules of grammar, punctuation, spelling</p> <p><u>Genre:</u> report (an opening statement; a series of facts; logical sequence of facts; present tense verbs, technical terms linking & action verbs; descriptive language; nouns and noun phrases)</p>	<p>Over a five-week period, students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> select a topic and identify a <u>thesis statement</u> (formative); <input type="checkbox"/> <u>gather information and take notes</u> from a variety of identified sources (<u>bibliography</u>) (formative); <input type="checkbox"/> complete an <u>outline</u> (formative); <input type="checkbox"/> complete a <u>rough draft</u> (formative); and <input type="checkbox"/> <u>revise and edit</u> the final paper (summative). 	<p><u>ESL Tools:</u> google/ rebus text; reading guides; graphic organizer (p/s); learning logs; supported note taking; know, do, write; group summaries; circle shares; mentor text & mini-lessons; text frameworks; academic sentence frames; sentence transformations; rate the statements; vocabulary cohesion keys; trash & treasure; task-based rubric</p> <p><u>Vocabulary Tools:</u> click & clunk; vocab marks; magnet summaries</p> <p><u>Differentiation Tools:</u> multiple materials; web quests; writers workshop</p> <p><u>Cooperative Learning Tools:</u> #24 Paris Check; #45 Teammates Consult; #47 Team Pair Solo; #50 Team Mind Map</p> <p><u>Co-Teaching Tools:</u> parallel; alternative; station; support</p>

Grade 9 Curriculum Map & Rubric - Research Paper

	Exceeds Expectations	Meets Expectations	Approaches Expectations
<p>Reading for information</p> <p>_____ %</p>	<p>When we read for information, we make connections from our own or others' experiences and then come up with questions to set our purpose for reading.</p> <p>We preview and skim and scan the text to predict where we can locate the information we are looking for.</p> <p>We use signal words, context clues, prefixes and suffixes, word roots, grammar cues, glossaries and dictionaries to help us define words we need to understand in the text.</p> <p>We use comprehension strategies to complete our reading tasks and recheck our understanding.</p> <p>We discuss with others to help us understand our reading before we begin the writing process.</p>	<p>When we read for information, we think about what we might already know about the topic and then come up with questions about what we want to know more about.</p> <p>We read the captions and titles of texts and use the index to predict where we might find the information we are looking for.</p> <p>We use signal words, context clues, prefixes and suffixes, glossaries and dictionaries to help us understand words we don't know.</p> <p>We use comprehension strategies that we learn in class to do our reading tasks.</p> <p>We talk with one another about what we have read to help us understand before we begin the writing process.</p>	<p>We wait for the teacher to tell us what questions we are supposed to answer in our texts.</p> <p>We start reading from the beginning of the text to try and look for the answers to the questions.</p> <p>When we don't understand words or sentences, we wait for someone else to translate or tell us the answers.</p> <p>When we learn comprehension strategies in class, we do what the teacher tells us and wait for the bell to ring so we can stop.</p> <p>We tell each other the answers we know and copy them in our notebooks.</p>

Grade 9 Curriculum Map & Rubric - Research Paper

<p>Prewriting</p> <p>_____ %</p>	<p>We identify the purpose and audience for our writing. Based on our choice, we think about the tone and language we will need to use in order to capture the interest of our readers.</p> <p>We select a prewriting strategy or a combination of prewriting strategies (e.g. brainstorming, note taking, free writing, outlining, visualizing and paragraphing) to organize what we want to tell our audience and what we think our audience wants or needs to know.</p>	<p>We decide the type of writing we will use and who we are writing for. We come up with questions our reader may want us to answer.</p> <p>Then we look for information from our reading to answer our questions and keep track of where we get our information for our citations.</p> <p>We decide how we will organize and take our notes. We select a graphic organizer to record our notes in order to get ready for writing. We develop visuals to show the information (e.g. pictures, charts, diagrams) we want to tell our audience.</p>	<p>We wait for the teacher to tell us what we are supposed to write.</p> <p>We copy information from the reading into the graphic organizer the teacher gives us. We draw pictures because the teacher tells us to.</p>
<p>Drafting</p> <p>_____ %</p>	<p>We use our prewriting tools to get our main ideas into paragraphs and our visuals to support the information we want to convey. Using our notes and own experiences, we add details to tell more about the main ideas. We can</p>	<p>We use our graphic organizers and visuals to get our main ideas on paper. Using our notes, we add details to tell more about the main ideas and to make paragraphs. We can explain our details in our words.</p>	<p>We start to write when the teacher tells us to.</p>

Grade 9 Curriculum Map & Rubric - Research Paper

	<p>explain how our details support the main ideas. We make direct references to the text when needed with citations and quotes.</p> <p>Our paragraphs have topic and concluding statements to engage the reader.</p>	<p>Our paragraphs have topic statements and conclusions.</p>	<p>We write one big paragraph by copying what we had from our reading.</p>
<p>Revising</p> <p>_____ %</p>	<p>We go back to our draft to check for the organization of our ideas; sentence fragments; clear and concise sentences; a balance of simple and complex sentence patterns; word choice and usage; tone and voice; signal words which go with the type of writing we used.</p> <p>We make sure our introduction presents the controlling idea in an engaging way in order to make the reader want to know more about what we will say. We make sure our conclusion re-interprets the controlling idea and offers a new insight.</p>	<p>We go back to our draft to check for the organization of our ideas; sentence fragments; clear and concise sentences; a balance of simple and complex sentence patterns; word choice and usage; tone and voice; signal words which go with the type of writing we used.</p> <p>We make sure our introduction presents the controlling idea and gives the reader the necessary background. We make sure our conclusion re-states the controlling idea.</p>	<p>We copy our draft again but make some changes with words and sentences because our teacher tells us to.</p>

Grade 9 Curriculum Map & Rubric - Research Paper

	We ask our teacher and peers from our conferences for feedback about our writing in order to revise.	We use ideas from our teacher and peer conferences to make our writing better.	We keep copying the same ideas over and over, even after our teacher and peer conferences.
Editing _____ %	<p>Our writing is ready for error correction. We check for punctuation, italicization; capitalization, spelling; correct parts of speech like nouns, adjectives and adverbs, pronouns, conjunctions, prepositions, interjections; simple/ compound/ complex sentences especially verb agreement, infinitives and participles, clear antecedents, modifiers. We make changes to our writing again in order to improve what we want to say.</p> <p>We type our edited papers and use the tools on the computer for final editing. We edit the paper of at least one of our classmates during a peer editing conference. We put our informational</p>	<p>Our writing is ready for making sure that all of the errors are corrected. We check for punctuation, italicization; capitalization, spelling; correct parts of speech like nouns, adjectives and adverbs, pronouns, conjunctions, prepositions, interjections; simple/ compound/ complex sentences especially verb agreement, infinitives and participles, clear antecedents, modifiers.</p> <p>We type our edited papers and use the tools on the computer for final editing. We put our informational writing in our portfolios.</p>	<p>We copy our writing again. We guess about which errors we might have and try to correct them.</p> <p>We type our edited papers on the computer and put them away in our portfolios.</p>

Grade 9 Curriculum Map & Rubric - Research Paper

	writing in our portfolios which we revisit in order to reflect and improve.		
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Grade 10 Math Curriculum Map & Problem Solving Rubric

Content	Language Skills	Assessment	Teachers use ... so students can ...
<p>Math: Understand and become proficient with the skills of mathematics, communicate mathematically, & become problem solvers by using appropriate tools & strategies</p> <p>21st Century: Information & Media Literacy; Communication Skills; Critical Thinking; Problem Identification, Formulation & Solution; Collaborative Skills</p>	<p>ESL WIDA: Communicate information, ideas and concepts necessary for academic success in the content area of mathematics</p> <p>Language Features:</p> <ul style="list-style-type: none"> • Procedural (conjunctions, imperatives, simple present verbs) • Recount/Expository (verb agreement, cause/ effect & time connectors) • Technical Vocabulary 	<p>Over a two- to three-week period, students</p> <ul style="list-style-type: none"> ○ solve problems using computation (F); ○ present written explanations of problem solving process in e-journals (F); ○ prepare oral presentations of group projects that demonstrate conceptual understanding and application (S); ○ Create a test with a variety of concepts with a written reflection of the problem/solving process (S). 	<p>ESL: Think Aloud Summary; Interactive Clozes; Language Experience & Step Organizer; Bilingual Journals; 30-30-30 Scaffolding; Pass Around Writing</p> <p>Reading: KNWS</p> <p>Vocabulary: Concept Definition Mapping ; Knowledge Rating Scale</p> <p>Differentiation: TIERED Problems (Websites)</p> <p>Cooperative Learning: #24 Pairs Check; #26 Pairs Compare ; #37 Send A Problem; #22 One Stray; #21 Numbered Heads</p> <p>Co-Teaching: alternative, peer, support, complementary</p>

Grade 10 Math Curriculum Map & Problem Solving Rubric

	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	NEEDS ATTENTION
Identify the important information _____ %	<ul style="list-style-type: none"> My team talked through the problem together and came to an agreement on three important issues: <ol style="list-style-type: none"> how much of the information we were given was required to solve the problem, what other information we still needed, and the best ways to obtain that additional information. 	<ul style="list-style-type: none"> My team talked about these three important issues: <ol style="list-style-type: none"> how much of the information we were given was required to solve the problem, what other information we still needed, and the best ways to obtain that additional information. 	<ul style="list-style-type: none"> One of our team members decided on what information we needed to solve the problem, and the rest of us agreed.
Plan and carry out your problem solving strategy _____ %	<ul style="list-style-type: none"> We challenged ourselves to each come up with a separate strategy for solving the problem. Then, we: <ol style="list-style-type: none"> brainstormed any other ways to approach the problem, listed the benefits and drawbacks of each, and agreed on the strategy we thought would work best. We discussed the best way to break this complex problem down into its simpler parts, making sure we all agreed on what those simpler problems were and how to solve them. Before solving our problem, we discussed the details we had at hand and estimated our solution. We made a note of our estimation, both to see how close we 	<ul style="list-style-type: none"> Next, we talked through a number of strategy issues. We: <ol style="list-style-type: none"> brainstormed all the possible ways we knew to approach the problem, listed the benefits and drawbacks of each, and agreed on the strategy we thought would work best. We discussed the best way to break this complex problem down into its simpler parts. Before solving our problem, we discussed the details we had at hand and estimated our solution. We solved the simpler problems and then the major problem. We checked the final solution against our estimate and saw that it was reasonably 	<ul style="list-style-type: none"> My team talked about how to solve the problem, and one of us came up with a way that seemed reasonable. We agreed to take this approach. We talked about breaking the problem down into simpler parts, but decided it couldn't be. We took a guess as to what the solution would be. We attempted to solve the problem using the approach we had agreed on earlier. We checked the final solution against our estimate and saw that they didn't match. We worked backwards from the solution and found that our solution could not be justified this way. We decided that our solution was probably correct and that it was our method of working backwards

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Grade 10 Math Curriculum Map & Problem Solving Rubric

	<p>came after solving the problem and to have something to check against to ensure the solution was reasonable.</p> <ul style="list-style-type: none"> • We solved the simpler problems and then the major problem. • We checked the final solution against our estimate, and discussed why we thought our estimate was as close to (or as far from) the solution as it was. • We then worked backwards from the solution to make sure we'd gotten it right. We recorded our thoughts. 	<p>close</p> <ul style="list-style-type: none"> • We then worked backwards from the solution to make sure we'd gotten it right. 	<p>that was mistaken.</p>
<p>Communicate mathematically</p> <p>_____ %</p>	<ul style="list-style-type: none"> • Our presentation expresses the problem verbally, numerically, algebraically, and graphically, and we explain how one of these is the best choice for our purposes, drawing distinctions among the chosen representation and the others. • Using the results of our earlier discussion about approaches and their benefits & drawbacks, we provide and justify a correct, complete, coherent, and clear rationale for the thought process we used in solving the problem. • Our work is well organized, showing the solutions to the major task's sub-problems. All work is labeled and checked. 	<ul style="list-style-type: none"> • Our presentation expresses the problem in at least two of the following ways: verbally, numerically, algebraically, and graphically. We explain why one of these is the best choice for our purposes. • We provide and justify a correct, complete, coherent, and clear rationale for the thought process we used in solving the problem • Our work is well organized, showing the solutions to the major task's sub-problems. All work is labeled. 	<ul style="list-style-type: none"> • Our presentation expresses the problem in the way it was presented to us. • We rely on the one team member whose approach we used to explain our rationale. • Our work shows the solution to the main problem and some of the work. We labeled parts we understood.

3

CURRICULUM PLANNING CHECKLIST

ADAPTED: ROJAS, STRATEGIES FOR SUCCESS WITH ENGLISH LANGUAGE LEARNERS, ASCD, 2007.
WIGGINS & MCTIGHE, UNDERSTANDING BY DESIGN, ASCD, 2ND Ed., 2005

IDENTIFIED EXPECTATIONS: To what extent does the unit focus on the big ideas?

Are...

- ☐ *The understandings enduring, based on transferable, big ideas and concepts?*
- ☐ *The essential questions provocative and likely to generate inquiry around the central ideas (a linguistically-elaborate response rather than a short 'pat' answer)?*
- ☐ *Appropriate content goals (e.g. content goals or expectations) identified?*
- ☐ *Valid and unit-relevant content knowledge and skills (e.g. content descriptors) identified?*
- ☐ *Appropriate language goals identified (e.g. standards & benchmarks needed for assessment tasks with consideration to genre)?*

ASSESSMENT: To what extent do the assessments provide evidence of expectations (e.g. content & language standards & benchmarks)?

Are...

- ☐ *Students asked to provide evidence of their mastery of knowledge and skills through authentic performance tasks?*
- ☐ *The tasks evidence of benchmarks (i.e. formative) and standards (i.e. summative)?*
- ☐ *The tasks planned to inherently flow from formative to summative assessments as a means to prepare students along the way?*
- ☐ *The teachers systematically using the formative assessment data along the way for learning?*
- ☐ *The formative tasks differentiated for varying language-proficiency levels of English learners (i.e. scaffolded and not 'dummied down')?*
- ☐ *Criteria established in the form of qualitative checklists or rubrics?*
- ☐ *Students encouraged to self-assess?*

CURRICULUM PLANNING CHECKLIST

ADAPTED: ROJAS, STRATEGIES FOR SUCCESS WITH ENGLISH LANGUAGE LEARNERS, ASCD, 2007.
WIGGINS & MCTIGHE, UNDERSTANDING BY DESIGN, ASCD, 2ND Ed., 2005

LEARNING EXPERIENCES: To what extent does the learning plan prepare learners for success?

Will the students...

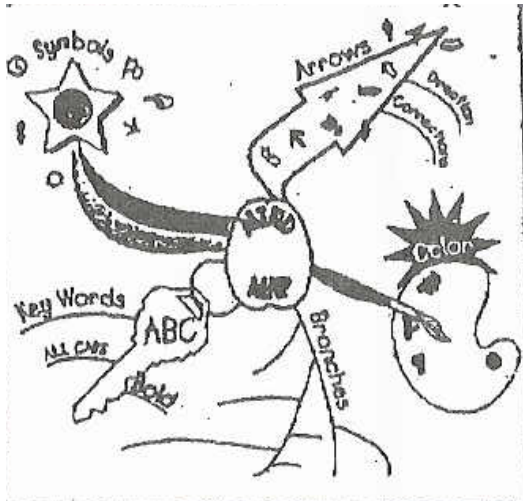
- ☐ *Know where they're going (the learning goals), why the material is important (reason for learning the content), and what is required of them (unit goal, performance requirements, and evaluative criteria)?*
- ☐ *Be engaged in digging into the big ideas (e.g. through inquiry, research, problem solving, and experimentation)?*
- ☐ *Be supported with specific ESL strategies to activate background knowledge, scaffold meaning, extend language, and affirm identity (i.e. responsive conditions for English language learners)?*
- ☐ *Be supported to attain the expectationsthrough the use of vocabulary, reading and writing strategies?*
- ☐ *Be engaged in verbal interaction with one another (e.g. cooperative learning strategies)?*
- ☐ *Be academically supported with differentiation strategies (i.e. material, task, strategy, and/ or grouping)?*
- ☐ *Have sufficient opportunities to rethink, rehearse, revise, and refine their work based upon timely feedback (i.e. a process focus on learning experiences)?*
- ☐ *Use technology to enhance their learning?*
- ☐ *Have an opportunity to meta-cognitively reflect on their learning and set goals?*

Is the learning plan...

- ☐ *Tailored and flexible to address the interests and learning styles of all students?*
- ☐ *Organized and sequenced to maximize engagement and effectiveness?*

Overall Design – To what extent is the unit coherent and doable for teachers? To what extent is teacher feedback used for revision? To what extent are teachers supported so they can support learners?

Mind Map Notes



Reprinted From Strategies for Success with English Language Learners
Self-Assessment Checklist ©VPRojas, ASCD, 2007

Note: Checklist has three components: (1) program, (2) school-wide attributes, and (3) instructional conditions.

Responsive Program Specifications	Exceeds	Meets	Needs Attention
1. We embrace our English language learners (ELL) as an asset to our school and do not feel that they 'pull down' our program, teaching or learning standards (<u>evidence</u> = no quota system to limit enrollment; ELL not considered as remedial or special needs).			
2. We have articulated language policies across the curriculum which honors <i>additive</i> bilingualism and emphasizes language acquisition and development as lifelong processes for students (<u>evidence</u> = policy statements to which the community and staff assent; understanding of students' primary languages as beneficial to and necessary for English language acquisition).			
3. We allow the use of students' primary languages as a tool <u>for</u> learning and are aware of and sensitive to variables which may cause students to use their primary language to avoid learning (<u>evidence</u> = language usage self-assessments; primary language materials; linguistic autobiographies; conferences; counseling support).			
4. We understand how long peer-competitive English proficiency takes and how variable the process is, and we understand how different variables impact upon ELL with distinct needs (<u>evidence</u> = profiles of students based on second language acquisition variables).			
5. We are sensitive to cultural identity issues among our learners (<u>evidence</u> = bias checklist for materials selection; awareness sessions on issues which could cause divisions among groups in school, whether it be students, teachers, or parents).			

6. We have an ecological program model for our ELL whereby EVERYONE understands and embraces their roles and responsibilities as teachers of ELL (<u>evidence</u> = a program whereby mainstream teachers are language sensitive and ESL teachers are content based; a program which is focused on long-term efforts and not short-term <i>fix it</i> solutions for a <i>problem</i>).			
7. We do not perceive the need for a separate ESL program as a safe haven for our ELL because all classrooms in our school are safe learning environments for all our students (<u>evidence</u> = empathetic teachers and peers; strive for excellence and equity resonates as mutual goals).			
8. Our program allows English language learners' access to grade-level content while they are learning English as per the 2006 TESOL standards for English language learners (<u>evidence</u> = ESL program model is content-based and supports grade-level core academic subjects; delivery of <u>one</u> curriculum to all students by classroom and ESL teachers collaboratively).			
9. We use an assessment framework to collect data on language proficiency and academic achievement (<u>evidence</u> : diagnostic, formative and summative classroom-based assessments; standardized assessments which are valid and reliable for our population).			
10. We participate in ongoing staff development efforts in order to learn to help <u>all</u> students learn and we reflectively 'transfer' our knowledge into classroom practice (<u>evidence</u> = study groups; courses & workshops; small scale investigations; peer coaching and mentoring; assessment teams).			
Responsive School-Wide Practices	Exceeds	Meets	Needs Attention
1. We conceive of and implement literacy within a -reading-and-writing-to-learn framework; reading and writing across the curriculum is a meta-goal for acquiring and synthesizing information (<u>evidence</u> = all teachers use language development strategies as a part of their disciplines; attention is explicitly paid to genre studies as a part of content in all subject areas; all classrooms use the reading and writing processes for learning).			

2. We avoid the <i>twin sins</i> of schooling; that is, topics and activities in elementary school and curriculum coverage and transmission of information in upper school (evidence = concepts and purposeful strategies in elementary school and depth of understanding and learning-centered strategies in upper school).			
3. We use a backwards planning curriculum model which identifies what we want students to know and be able to (Stage I); how we will collect evidence of what they know and can do (Stage II); and how we will plan learning experiences and instructional strategies to facilitate their attainment of the evidence (Stage III). We then build scaffolds to support ELL as a part of this process (Stage IV). (evidence = UbD, assessment-driven planning).			
4. We conceive of assessment as informative; i.e. assessment for learning so students can show 'what they got' through performance tasks; teachers can assist learners to 'get more' since tasks are multi-step and require coaching over time (evidence = formative and summative complex assessment model).			
5. We provide expectations to students before instruction and feedback after instruction along with instructional strategies to enable their progression (evidence = checklists; rating scales; analytic/ holistic/ task-based rubrics).			
6. Our classes emphasize problem-posing and solving through an inquiry model of learning (evidence = use of inquiry-based essential questions which are conceptual, overarching, open-ended, succinct, require elaborated responses, and have an information gap or some tension; identified complex assessment tasks as evidence of responses to these questions).			
7. Our classes are learning-centered meaning it is the students who are doing the doing (evidence = gradual release of responsibility model of learning which emphasizes that students do more than teachers to show			

what they know and can do).			
8. We hold high expectations for English Language Learners to use generated language and do not stop with scripted language tasks (evidence = NO ditto sheets; NO vocabulary or grammar skills practiced out of context; lots of complex tasks integrating all four language skills).			
9. We - mainstream and ESL teachers - collaborate in order to ensure that all learning experiences of English language learners are scaffolded or supported as necessary (evidence = co-planning; co-teaching; collaborated assessments).			
10. We practice three-way communication - among ELL parents, mainstream teachers, and ESL teachers (evidence = newsletters; conferences; meeting minutes; translators).			
Responsive Instructional Strategies	Exceeds	Meets	Needs Attention
1. We develop language through content by focusing on linguistic features/discourse markers of our disciplines (evidence = lessons with explicit content and implicit linguistic form and function).			
2. We plan instructional experiences and strategies only after we have designed evidence-based assessments (evidence = backwards design model of planning).			
3. We use the benchmarks or performance indicators from our curriculum to design our feedback tools, and we provide exemplars for learners to follow (evidence = assessment tasks with checklists, rating scales, or rubrics).			
4. We use portfolios to collect evidence of what students know and do and we conference with students to give them explicit strategies for improving their performance (evidence = portfolios full of projects, papers, checklists, rubrics, drafts, tapes, self-assessments).			
5. We identify the content and language skills (benchmarks or performance indicators) students are to master as a result of completing the			

assessment tasks, and we are proficient at targeting instructional strategies to the skills (evidence = lesson plans list content and language skills matched or aligned with instructional strategies).			
6. We utilize time-honored ESL scaffolds to make the content comprehensible to our ELL (evidence = visuals; demonstrations; paraphrasing; linguistic buddies; active hands-on materials; preview vocabulary; comprehension checks; graphic organizers).			
7. We consistently utilize five to ten research-based instructional strategies to develop vocabulary which may be new for all students (evidence = open word sorts; four dimensional word study; vocabulary graphics; knowledge rating scales).			
8. We consistently utilize five to ten research-based reading strategies to develop the comprehension skills of all students so reading becomes a tool for learning (evidence = Guided Reading; SSR; Collaborative Strategic Reading; Math Notes; SQR3; DRTA; Pen-in-Hand; T-Notes; PORPE; SPAWN; Proposition Support; an array of graphic organizers).			
9. We consistently utilize research-based instructional strategies to develop the writing skills of all students so writing becomes a tool for learning (evidence = cubing; 4-2-1 drafting; Hennings Sequence; exemplars; divorcing the draft; unsettling; writer's workshop).			
10. We utilize the instructional framework scaffold of cooperative learning to increase verbal interaction in our classes and to extend the classroom discourse beyond 'teacher asks question/ students respond one at a time' (evidence = students working together in structured groups so that they are talking to learn and are not passive recipients of teacher talk).			
11. We utilize the instructional framework scaffold of differentiation in order to provide multiple paths to learning for our diverse students (evidence = differentiation of material through jigsaw or literature circles; differentiation of tasks through tiered activities or learning menus; differentiation of instructional strategies through centers or			

curriculum compacting; differentiation of classroom configuration through flexible student groupings).			
12. We utilize the instructional framework scaffold of co-teaching with our ESL teachers in order to provide ELL' access to mainstream learning experiences (evidence = parallel teaching; alternative teaching; station teaching; team teaching).			
13. We consistently work with and listen to students in small groups whether it be with a group which needs support or with a group which needs to be extended (evidence = co-teaching; conferencing records).			
14. We use multiple sources of information and materials including technology (evidence = textbook is only one resource for learning; also use instructional software, internet investigations, SMART Boards).			
15. We develop students' metalinguistic awareness focusing on English- and primary-language usage patterns and on language development strategies to assist our ELL with their language acquisition (evidence = self-regulating tasks; self-assessments; learning strategies checklists). We do not have punitive language-usage policies in our classrooms, no matter how well-intended they may be.			

CAN DO DESCRIPTORS

FUNCTION + DOMAIN + OUTPUT + SUPPORT

BEGINNER CAN EXPLAIN IN WRITING USING L1 OR ENGLISH PHRASES
WITH SENTENCE FRAMES & WORD BANK

INTERMEDIATE CAN EXPLAIN IN WRITING USING ENGLISH SENTENCES
WITH VOCABULARY COHESION KEYS

ADVANCED CAN EXPLAIN IN WRITING USING ENGLISH COUMPOUND
COMPLEX SENTENCES WITH TWO-COLUMN COUNT DURING PEER REVISION
SESSION

SIFE CAN EXPLAIN IN WRITING USING L1 OR ENGLISH SENTENCES WITH
LANGUAGE EXPERIENCE APPROACH, TEXT FRAMEWORKS & LANGUAGE
FUNCTION WALLS

ELL CAN DO Descriptors

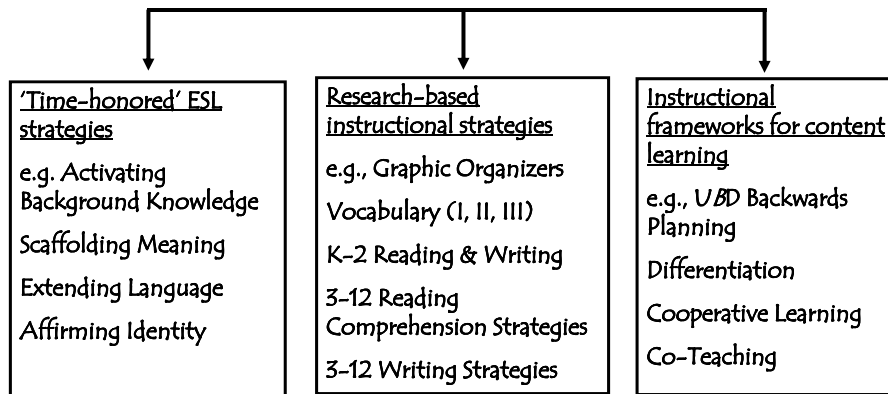
Stage III. Suggested Learning Experiences	
<u>CAN DO Descriptors</u> (function + domain + output + support)	<u>ELL TOOLS</u> <u>GRAPHIC ORGANIZERS</u> <u>VOCABULARY</u> <u>READING</u> <u>WRITING</u> <u>COOPERATIVE LEARNING</u> <u>DIFFERENTIATION</u>



Find Someone Who

Can distinguish between immersion vs. submersion	Can provide examples of <i>look fors</i> in classrooms from the DVD	Can describe 4 x 4 jigsaw	Can distinguish additive vs. subtractive	Can retell the big ideas learned today
Can distinguish between 'scaffolding' and 'differentiation'	Can describe academic sentence frames	Can describe the CAN DO descriptors	Can identify one change to be made in his/ her school	Can describe bilingual word banks
Can retell a myth they thought was true	Can describe anticipatory reading guides	Can commit to trying one new tool learned today	Can compare/contrast an ambi-semi-bilingual	Can describe a strategy for <i>extending language</i>
Can distinguish between BICS vs. CALP	Can describe a strategy for <i>activating background knowledge</i>	Can describe a qualitative 'process' rubric	Can describe a strategy for <i>scaffolding meaning</i>	Can describe a strategy for <i>affirming identity</i>

Know & Do 'Tools' for ELL



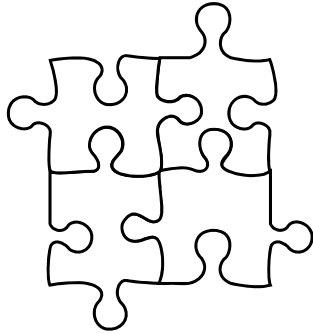
Teacher s use so students can

Vocabulary Tier Sort



SORT vocabulary words from your example into Tier I, II, or III

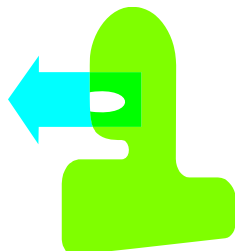
Jigsaw Tools



*JIGSAW vocabulary
tools among team
members*

*Find 'tools' in
appendices A, B, or C*

#22 One Stray



*✓ one person selected
to go to another team
and share vocabulary
tools*

✓ give all, get one back

Vocabulary *Mentor* Plans



✓ *Review vocabulary plan (elementary or secondary)*

✓ *Formula:
20%-60%-20%*

Centers

DVD II or III



Reading Tools



Co-Teaching Models



Writing Tools

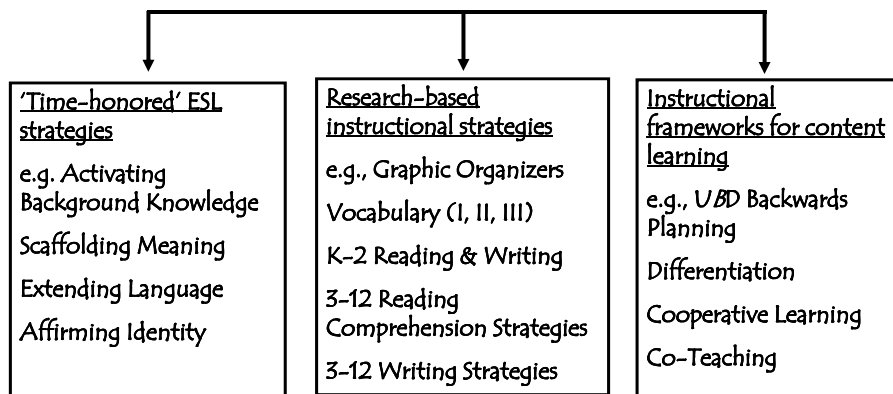
#35 Sages Share



Each *takes turn*
sharing information
from center

Notes

'Toolkit'



Teachers use so students can do
"with the support of....."

Differentiated Instruction

Clarifying

What It is ...

- Variation in content, process, and product based on teacher attention to student differences in interest, learning profile, and readiness
- Varied groupings of students dependent on thoughtful consideration of learning goals and student characteristics
- Proactive response to student differences as often as possible

... & isn't

- A brand new way of teaching
- IEPs for every student
- Tracking or ability grouping
- Constant group work
- Allowing students to work only on preferred topics or in preferred ways
- Occasional variation in teaching style or levels of questioning

Differentiation Framework

Material (content)	Task (student product)	Strategy (learning experiences)	Configuration (student groupings)
<ul style="list-style-type: none"> ▪ Multiple materials (i.e. leveled, MT,) ▪ Books on tape ▪ Highlighted or rebus text ▪ Varied topics for research ▪ Independent research options ▪ Interest centers ▪ Optional minilessons ▪ Compacting ▪ Online extension activities ▪ Mentors 	<ul style="list-style-type: none"> ▪ Product options to respond to varied interests or learning profiles ▪ Varied performance assessments (e.g. menus, TIC TAC TOE, RAFT) ▪ Varied choices or roles in performance assessments ▪ Varied timelines or check-in points ▪ Some choice of questions on tests & quizzes 	<ul style="list-style-type: none"> ▪ Varied strategies with meta-cognitive reflections (e.g. vocabulary, reading, writing) ▪ Varied journal prompts ▪ Choice of review tools and homework options ▪ Supportive technology ▪ Amount or kind of support available (e.g. centers) ▪ Various types of graphic organizers & supporting documents (e.g. reading/ listening guides, academic sentence frames) 	<ul style="list-style-type: none"> ▪ Opportunities to work alone, in pairs, or in small groups ▪ Choice of roles when in small groups ▪ Literature Circle roles ▪ Jigsaw groups

High Standards/ Expectations for ALL

TIC TAC TOE



Partners *select one row to complete*

Show your work on the page provided

Use the differentiation tools

#21 Numbered Heads Together



RAFT *Formative Choices*

Role	Audience	Format	Topic
Teachers	Selves	DI Self-Assessment Checklist	How we're doing
Teachers	Students	RAFT	Let's try it!
Teachers	Trainer	Anagram	Our CAN DO commitments
ELL	Teachers	Song	You can do so we can do ...

Share Out!



Tiers Overview

TIER I <hr/>	<p>These are the most basic words and expressions and do not need to be taught except to English learners. Examples are: <i>car, water, man, answer, make up your mind, once upon a time</i>. In ESL, we refer to these words and phrases as BICS (basic interpersonal communication skills).</p>
TIER II (A) <hr/> (B) <hr/>	<p>These are words that have importance and utility because they are in grade-level texts and appear frequently across a variety of academic domains (e.g. <i>power, cell, radical, right, leg, tree, prime, imaginary, round, simple, expression, dependent</i>).</p> <p>Polysemous (i.e. words that are used differently across the content areas) words are some of the most troublesome words (e.g. <i>trunk, set, ring, bad, slip, run, root</i>).</p> <p>These are function words which are needed to understand concepts and to output extended discourse (e.g. <i>because, due to, as a result, in order that, therefore ...</i> for cause and effect; <i>although, however, nevertheless, while ...</i> for contrast; <i>as well as, in addition to, likewise, by the way</i> for comparison; <i>for instance, in particular, such as</i> for giving examples). These are absolutely needed for CALP (see below).</p>
TIER III <hr/>	<p>These are low-frequency words that are limited to specific content areas. Although they are low-frequency words, they are very important for understanding content. For instance, <i>lathe, isotope, peninsula, osmosis, hyperbole, isosceles, corpus, sedentary, exacerbate</i>. In ESL, we refer to these as CALP (cognitive academic language proficiency).</p>

Sources: Calderón, M. (2007). Teaching Reading to English Language Learners, Grades 6-12: A Framework for Improving Achievement in the Content Areas, Corwin Press.

Vaughn, S. & Linan-Thompson, S. (2004). Research-Based Methods of Reading Instruction: Grades K-3, ASCD.

Zwiers, J. (2008). Building Academic Vocabulary: Essential Practices for Content Classrooms, IRA.

Directions: In the left-hand column, identify vocabulary that students would need to know and be able to do for the identified topic (some examples are provided). In the right-hand column, sort the vocabulary into the appropriate tier. Identify a possible assessment task and then add vocabulary needed for its completion.

K-2	Tier I	Tier II	Tier III
<p><u>Topic:</u> Describe the structures and functions of animals.</p> <p><u>Examples:</u> growth, wings, legs, fins, predators, teeth, jaws, tongue, ears, nose, senses, skin, claws, shells, spines, feathers, scales, body covering, protect, shed, season, surviving.</p> <p><u>Assessment Task:</u></p> <p>Students will draw pictures of animals and <u>orally describe and explain how and why</u> the animals have specific characteristics.</p> <p><u>What function words would students need to know and be able to use?</u></p>			

3-5	Tier I	Tier II	Tier III
<p>Topic: Many of the phenomena we observe on Earth involve interactions among components of air, water, and land.</p> <p>Examples: weather, temperature, wind speed and direction, precipitation, sky conditions (cloudy, sunny), recycled, evaporation, runoff, erosion, interaction, deposit, floods, hurricanes, earthquakes, material, gas, liquid, ice, changes.</p> <p><u>Identify Assessment Task:</u></p> <p>Students will make a poster of the water cycle with a <u>written explanation</u> of how it works and then <u>orally explain</u> their posters to their peers.</p> <p><u>What function words would students need to know and be able to use?</u></p>			

Math	Tier I	Tier II	Tier III
<p>Topic: Understand the skills of and become proficient in the skills of mathematics; communicate and reason mathematically, become problem solvers by using appropriate tools and strategies; determine what can be measured and how, using appropriate methods and formulas.</p> <p>Examples: calculate, compare, convert, distance, unit price, money, capacity, mass, volume, exchange rate table, levels of precision, magnitude, map scale, metric, protractor, relative error, proportions, calculator, equations, measurements, relationships, surface area, reasonableness, data, circle graph, double line graphs, double bar graphs, central tendency.</p> <p><u>Identify Assessment Task:</u></p> <p>Students will solve problems and <u>orally explain</u> how they arrived at their answers and keep a <u>written journal</u> of the principles and procedures.</p> <p><u>What function words would students need to know and be able to use?</u></p>			

History	Tier I	Tier II	Tier III
<p>Topic: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.</p> <p>Examples: culture, civilization, social, economic, customs, norms, values, beliefs, traditions, education, religion, ethnic, events, developments, connections, interactions, human condition, perspectives, artifacts, documents, achievements, accomplishments, environment, timeframe, connectedness, primary source, secondary source, interpretations, historian, judgment, frames of reference, research, Buddhism, Hinduism, Islam, Judaism, Taoism, colonialism, unification, timelines, consequences.</p> <p><u>Identify Assessment Task:</u></p> <p>Students will <u>write an essay</u>.</p> <p><u>What function words would students need to know and be able to use?</u></p>			

Science/ Health	Tier I	Tier II	Tier III
<p><u>Topic:</u> Students will understand human growth and development (throughout the life cycle) and recognize the relationship between behaviors and healthy development.</p> <p><u>Examples:</u> human, growth, life cycle, prevention, risk reduction, influences, evaluate, disease, fitness, personal, cells, systems, tissues, muscles, structures, functions, respiratory, genetic, interrelationship, environment.</p> <p><u>Identify Assessment Task:</u></p> <p>Students will prepare an <u>oral presentation</u> on the relationship between their behavior and their health.</p> <p><u>What function words would students need to know and be able to use?</u></p>			

Literature	Tier I	Tier II	Tier III
<p><u>Topic:</u> Students will read, write, listen, and speak for literary response and expressions.</p> <p><u>Examples:</u> characters, plot, setting, theme, dialogue, point of view, omniscient narrator, symbolism, metaphor, simile, personification, foreshadowing, critique, assumptions, biases, conflict, details, fallacies, interpretation, hidden, traditions, culture, paraphrase, analogies, climax, message, mood, motivation, resolution, events, conclude, voice, evaluate, flashback.</p> <p><u>Identify Assessment Task:</u></p> <p>Students will <u>orally participate in a literature circle discussion.</u></p> <p><u>What function words would students need to know and be able to use?</u></p>			

Music or Art	Tier I	Tier II	Tier III
<p><u>Topic:</u> Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present societies.</p> <p><u>Examples:</u> create, compose, perform, record, produce, range, improvise, interpretation, evaluation, relationships, cultural, repertoire, genres, styles, peoples, world, titles, well-known, examples.</p> <p><u>Identify Assessment Task:</u></p> <p>Students will make an <u>oral presentation</u> on the relationship between culture and expression.</p> <p><u>What function words would students need to know and be able to use?</u></p>			

Technology	Tier I	Tier II	Tier III
<p><u>Topic:</u> Computers as tools for design, modeling, information processing communication, and system control, have greatly increased human productivity and knowledge.</p> <p><u>Examples:</u> keyboard, system, central processing unit, drives, mouse, monitor, information, Internet sites, software, tool, draw, dimension, computer-aided design project, program, specifications, interfaced, assemble, connect, access, prototypical, model, interrelate, retrieve, presentations, impact, limitations, accuracy, spreadsheets, database, erroneous, graphics, electronically-stored, design</p> <p><u>Identify Assessment Task:</u></p> <p>Students will make an <u>oral presentation</u> detailing the procedures for a process.</p> <p><u>What function words would students need to know and be able to use?</u></p>			

Expert Jigsaw

DIRECTIONS

Each expert team is responsible for learning the vocabulary strategies assigned in the right-hand column. The following page is for note taking (i.e. pictures, mind map, ideas for classroom application). Strategies can be found IN APPENDICES A OR B.

Team I	Analogies, Frayer Model, Find Someone Who, Knowledge Rating Scale Circle the Sage
Team II	Alphabet Books, Character Trait Maps, Magnet Summaries, Paraphrase Passport Inside/ Outside Circle
Team III	Click and Clunk, Open Word Sort, Vocab-Marks, Making Words, Stir the Class
Team IV	Concept Definition Mapping, Semantic Feature Analysis, Vocabulary Graphics, Frayer Model Showdown
Team V	Connect-Two, Vocab Alert! Semantic Gradient Scale, Vocabulary Notebook or Journal, Flashcard Game
Team VI	Word Splash, Missing Words, Simon Says, Science Says Word of the Week, Mix Freeze Group
Team VII	Four Dimensional Word Study, 10 Most Important Words, Vocab Cards Vocab Story Map, Rally Table
Team VIII	4-Square Vocabulary Approach, Word Cards, Word Walls Word Boxes, Journals, Logs Find The Fib
Team IX	Wats-It, Word Family Tree, Vocab Concept Chain, Team Word Web, Team Statements
Team X	Word Chains, Tri-Bond, Vocab Writing in Math, Zip Close Pairs Compare

Expert Jigsaw

Strategy:		
Tier	Stage	Classroom Example

Strategy:		
Tier	Stage	Classroom Example

Strategy:		
Tier	Stage	Classroom Example

Expert Jigsaw

Strategy:		
Tier	Stage	Classroom Example

Strategy:		
Tier	Stage	Classroom Example

Knowledge Rating Scale ©Blachowicz & Fisher, 1996

TERM	DON'T KNOW IT YET	KNOW IT	CAN DESCRIBE HOW TO USE IT (TIER ?)	CAN DESCRIBE WHEN TO USE IT (STAGE ?)	CAN DECIDE WHICH CONTENT AREA I CAN USE IT FOR
Magnet Summaries					
Vocab Writing in Math					
Semantic Gradient Scale					
Character Trait Map					
Open Word Sort					
Tri-Bond					
Vocab Concept Chain					
Four Dimensional Study					
Knowledge Rating Scale					
Wats-it					

Planning for Vocabulary Usage

Grade Level: Pre-K or Kinder

EXPOSURE (20%): Picture walk before a read aloud focusing on specific words followed by a read aloud.

PRACTICE (60%): Open Word Sort Vocabulary Strategy - pairs of students sorting (pictures or words or both) using a specified criterion (i.e. words that rhyme, words that describe, words that name, words we know, words we like, etc).

#24 Pairs Compare Cooperative Learning Strategy so students can compare their sort with another pair orally (i.e. using a prompt if needed).

Students complete Word Cards alone, in pairs, or at centers.

#17 Draw What I Say Cooperative Learning Strategy (to draw pictures of selected cards (pairs seated back to back to work on listening skills as well).

Students *write* about their drawings (e.g. journal entry) and if some ELL students require more assistance, use the Language Experience Approach (ESL strategy).

MASTERY (20%): #35 Sages Share Cooperative Learning Strategy to have some students 'model' talking about their pictures (using the targeted words).

ASSESSMENT TASK: All students talk (retell) about their pictures using the targeted words (monitored or graded with speaking/ listening language continuum checklist).

Grade Level: 3rd

EXPOSURE (20%): Have students group words (e.g. descriptive adjectives) that they think might go together and then guess what the reading passage will be about. This is called the Open Word Sort strategy. Use pictures with words for emergent ELL.

PRACTICE (60%): Have students complete a web graphic organizer in pairs after they have read a passage (using reading strategies such as read aloud, shared reading, guided reading). Pair up linguistic buddies or assign doable tasks (word finder, recorder, timer) to groups of students OR split the class into groups as a preparation scaffold (each group generates words with the teacher) and then pair them up.

PRACTICE: Have students complete Semantic Gradient Scale vocabulary strategy before writing their own descriptive writing pieces in order to build their repertoires or ranges of descriptive adjectives. Create two or three centers in which students practice generating descriptive vocabulary (e.g. find-in-book center, match synonyms/ antonyms center, sort words center). Post the resultant scales on the wall so students can refer to them while drafting.

PRACTICE: Use the Cooperative Learning Strategy #17 Draw What I Say as a sharing activity (i.e. student reads draft to another student who has to draw what is heard while sitting back to back in order to help them realize as *writers* that descriptive words need to evoke precise images for *readers*).

MASTERY (20%): Students revise their descriptive pieces (using revising strategies like the looping or *surprise!* strategies from Rojas, Strategies for Success with ELL: An ASCD Action Toolkit, 2007)) and change words based on the criteria from the rubric (or rating scale in this case).

ASSESSMENT TASK: Students use a range of descriptive adjectives in their writing (have them transfer words they learned into writer's notebooks for future pieces).

Middle or High School Content Area

EXPOSURE (20%): Have students complete a Knowledge Rating Scale Vocabulary Strategy using vocabulary from the content area (either Tier II or III or a combination).

PRACTICE (60%): Have groups of students complete any of the following vocabulary strategies for the words they don't know: concept definition mapping, 4-square vocabulary, magnet summaries, Stephens Vocabulary Elaboration, visual structures, vocabulary graphics, vocabulary writing in math.

PRACTICE: Use the cooperative learning strategy #3 Circle-The-Sage so selected students can explain the meaning (concepts) of Tier II or III words.

PRACTICE: Now students are 'ready' to read text which is too difficult for them. Several reading strategies that can be used are the following: anticipation guides, coding, collaborative strategic reading, concept collection, group summarizing, interactive reading guides, KNWS, learning logs, Question Menu, or T-Notes (See Rojas, Strategies for Success with ELL: An ASCD Action Toolkit, 2007).

MASTERY (20%): Have students re-visit Knowledge Rating Scale to reflect on words they have learned after practicing and reading.

ASSESSMENT TASK: Have students use words in a RAFT Strategy (see examples of RAFT on next page). RAFT is an after reading-drafting strategy which differentiates 'role,' 'audience,' 'format,' and 'task.' Have students share their drafts with one another using strategies like #4 Corners, #22 One Stray, #26 Partners. Pair students up using #30 Rally Table if scaffolding is needed for some students to complete the RAFT assignments.

K-W-L-U-M

Topic _____ Name _____ Date _____

Before Reading		During Reading	After Reading	
What we think We KNOW	What we WANT to learn	What we LEARNED	How we will USE What we learned	What MORE we need to learn

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4-2-1 Free Write

Directions: (a) Read the article and then write the four big ideas on your organizer. (b) Pair up and share your ideas, selecting the two most important ideas from the lists. (c) As a pair, pair up with another pair to share the two ideas. Reach agreement on the single most important ideas. Write the idea down on chart paper. (d) After the group has decided on the most important idea, write freely for five minutes on that idea as if you were explaining it to someone who did not understand it. (e) Return to your groups and listen to each other's written responses.

Individually: Four Ideas

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Pairs: Two Central Ideas

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Groups of Four: The One Big Idea

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Free Write

--

#35 Sages Share Notes

Sage Topic	What I learned	How I will use it
Center #1: Reading Tools		
Center #2: Writing Tools		
Center #3: Co-Teaching Tools		
Center #4: DVD II or III		
Center #5: Q & A		

TIC-TAC-TOE

Directions: Select and complete one horizontal row with your partners (i.e. either two's or three's). Use the differentiation strategies which follow & show your work on the next page.

discuss how you might use three of the differentiation strategies in your class this year	identify three differentiation strategies you have already used in your class - then identify one you might like to try	select one differentiation strategy and actually design it to use for a unit this year
discuss how you might use the jigsaw strategy (i.e. think differentiation of material) in your class this year	discuss how you might use the TIC-TAC-TOE strategy (i.e. think differentiation of task) in your class this year	actually design either a jigsaw or a TIC-TAC-TOE strategy for a unit this year
sort the differentiation strategies into two piles: ones we might do and ones we won't do	discuss how you might use the 'do' strategies in your class this year	actually design one of the 'do' strategies for a unit this year
draft a summative assessment task	select a differentiation strategy that would work well with the task	Show how the differentiation strategy would allow inclusion of all students to work on the summative task

DISCUSSION & DESIGN EVIDENCE:

DIFFERENTIATION STRATEGIES

Alternative Assignments	These can include various ways for students to represent their understanding of a text they have read. Students might represent the main idea or message in the form of a drawing, a dramatic representation, or a written analysis. These can be assigned by the teacher or self-selected by the student.
Anchor Activities	These are tasks to which students automatically move as soon as they complete an assignment. They are a good way to help students cultivate the habit of using time wisely and with a clear purpose and should not be conceived of as busywork.
Agendas	A personalized list of tasks that a particular student must complete in a specified time. They usually take a student two to three weeks to complete, and a designated time of the day or period is set aside for this purpose. While students are working, teachers can move about to coach and monitor progress.
Centers or Stations	These are different spots in the classroom where students work on different tasks simultaneously (i.e. the tasks can be distinct or work in concert with one another). Not all students have to visit all locations all the time, nor do all students have to spend the same amount of time at any location. Sometimes the teacher decides who will go where and other times the students self-select.
Choice Boards	Changing assignments are placed in permanent pockets or folders. By asking a student to make a work selection from a particular pocket or folder, the teacher targets work toward student need and at the same time allows student choice.
Curriculum Compacting	This approach begins with a focus on student readiness and ends with an emphasis on student interest. Teachers assess students before a unit of study or development of a skill. Students who do well on the pre-assessment do not continue working on what they already know. Three-stage compacting documents what students know, identifies what students do not know yet, and develops a plan for what these students will do with the 'bought' time.

DIFFERENTIATION STRATEGIES

Complex Instruction	A collaborative instructional strategy which has students work together in heterogeneous groups to complete tasks that genuinely draw upon the skills of each of them in order to ensure that each student is indispensable to the work of the group as a whole. The tasks should be open ended, interesting, accomplishable in more than one way, challenging, & use a variety of expressive modalities (e.g. oral, reading & writing, media). The tasks should not be exclusively dependent on decoding, encoding, computation or memorization.
Entry Points	This has been described as a strategy for addressing varied intelligence profiles. Students explore a given topic through as many as five avenues; for example, narrational, logical-quantitative, foundational, aesthetic, or experiential.
4MAT	Based on several personality and learning inventories, this approach hypothesizes that students have one of four learning preferences. Teachers plan instruction for each of the four preferences during the course of several days on a given topic. Thus, some lessons focus on mastery, some on understanding, some on personal involvement and some on synthesis. All students take part in all approaches based on the belief that each learner has a chance to approach the topic through preferred modes and also to strengthen weaker modes.
Flexible Groupings	These are fundamental to the differentiated classroom. Students move into and out of small groups either by choice or by teacher assignment. Students work with many different classmates during a unit of study because groups do not stay the same for long periods of time; likewise students can work as a total class, alone, or in pairs.
Group Investigations	The teacher guides students through selection of topics and breaks the class into groups by learner interest. Then the teacher helps them with planning the investigation, carrying out the investigation, presenting findings, and evaluating outcomes both individually and as a group.

DIFFERENTIATION STRATEGIES

Homework	Many teachers begin differentiating assignments by creating more than one option for students. For example, students may respond to different questions or may read different books.
Independent Studies	This offers a tailor-made opportunity to help students develop talent and interest areas. Teachers systematically aid students in developing curiosity, pursuing topics that interest them, identifying intriguing questions, developing plans to find out more about those questions, managing time, setting goals and criteria for work, assessing progress, and presenting new understandings.
Jigsaw Activities	This is a popular cooperative learning strategy that divides the material to be studied into sections and makes individuals or groups responsible for learning and then teaching their section to the other students.
Learning Menus or Contracts	These are designed to give learners choices of tasks while still ensuring that each learner focuses on knowledge and skills designated as essential. Typically, they will include a 'main course' which students are required to complete in its entirety; 'side dishes' from which students must select a designated number of options; and 'desserts' which are optional extension or enrichment tasks. For older learners, the terms 'imperatives,' 'negotiables', and 'options' might be used in the form of a contract.
Literature Circles	Students may be assigned to read different texts connected by theme or genre or to select a text from possible titles. Then students can participate in discussion groups or produce an artifact such as a report or speech.
Multiple Texts & Resource Material	Using multiple texts and combining them with a wide variety of supplementary materials increases teachers' chances for reaching all students. Teachers can develop valuable differentiation resources by building a classroom library of varied-level texts, magazines, newsletters, brochures, and other print materials. Additionally, there is a rich array of materials available through the Internet, computer programs, audio and video materials, etc.

DIFFERENTIATION STRATEGIES

Orbitals	These are independent investigations revolving around some facet of the curriculum and lasting from three to six weeks. Students select their own topics and are guided by their teacher to develop more expertise on the topic and on the process of becoming an independent investigator.																				
Projects	Students explore a topic as investigators, researchers, or discoverers of knowledge. Several variations are available: (1) structured projects (e.g. build the tallest structure that will stand alone using the materials given), (2) topic-related projects (e.g. choose a political figure and create a collage), and (3) open-ended projects (e.g. develop an innovative product that would be useful to the elderly).																				
RAFT	<p>Students are provided choices for the ways in which they show that they know and can do (assessment tasks). The table or grid is designed as follows:</p> <table><tr><th>Role</th><th>Audience</th><th>Format</th><th>Topic</th></tr><tr><td>Nutritionist</td><td>Hungry Caterpillar</td><td>Menu</td><td>Eat healthier</td></tr><tr><td>One planet</td><td>Another planet</td><td>Venn</td><td>What I got that you don't</td></tr><tr><td>Pythagoras</td><td>Students</td><td>Letter</td><td>My theorem</td></tr><tr><td>Chinese student</td><td>Public</td><td>Political cartoon</td><td>Great Wall</td></tr></table>	Role	Audience	Format	Topic	Nutritionist	Hungry Caterpillar	Menu	Eat healthier	One planet	Another planet	Venn	What I got that you don't	Pythagoras	Students	Letter	My theorem	Chinese student	Public	Political cartoon	Great Wall
Role	Audience	Format	Topic																		
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One planet	Another planet	Venn	What I got that you don't																		
Pythagoras	Students	Letter	My theorem																		
Chinese student	Public	Political cartoon	Great Wall																		
Schedule Chart or Work Board	These are used by teachers to help organize class time and to help students work independently as they follow the schedule. What students do in a particular task can vary based on interest or need; the chart assigns names of students accordingly. Students then go to the designated tasks on the chart in the designated order.																				

DIFFERENTIATION STRATEGIES

Socratic Seminar	This is a discussion strategy that emphasizes thoughtful dialogue among the students without teacher intervention. In one model, all students sit in a circle and participate in an open-ended discussion based on teacher- or student-generated questions. Or students can sit in two concentric circles with the inner circle discussing and the outer circle listening (then they switch roles).
TIC TAC TOE	This seems like a positive way to present a variety of assignments. The assignments on the board can be arranged by rows representing degree of difficulty or learning preferences. A variation is to use the board for extension activities for students who have demonstrated the capacity to go beyond the core class assignments. Another variation is to have students complete three assignments, not necessarily in a row.
Tiered Activities	An instructional approach designed to have students of differing skill levels work with essential knowledge, understanding, and skill - but to do so at levels of difficulty appropriately challenging for them as individuals at a given point in the instructional cycle. Begin by developing one challenging activity squarely focused on the stated outcomes; then develop two to four different versions of the task to challenge the range of learners.
Web Quests	These are inquiry-based activities designed by teachers to help students negotiate the Internet for a teacher-assigned or student-selected topic. When creating these, the teacher pre-determines links that are connected to the topic. They support differentiated instruction because they can be based on student readiness and interest and can be conducted as a group or individual inquiry.
Writing Workshop	Students work at their own pace at the various stages of the writing process. They may be working individually, in pairs, in small groups, or in conferences with the teacher.

Understanding by Design + Differentiating Instruction

Sources: From Integrating Differentiated Instruction and Understanding by Design by Carol Ann Tomlinson and Jay McTighe, 2006, Association for Supervision and Curriculum Development.

Instructional Principles:

1. Provides supported reading for students who have difficulty with text material (e.g. reading buddies, taped portions of text, highlighted texts, graphic organizers for distilling text, double entry journals, etc).
2. Introduces key vocabulary through simple definitions and icons or illustrations.
3. Provides English language learners with linguistic buddies, dual-language dictionaries, primary language internet sites, and opportunities for primary language usage for learning.
4. Provides resources at a range of reading levels and at varying degrees of content complexity.
5. Uses small-group instruction to conduct concept attainment lessons.
6. Connects enduring understandings (e.g. big ideas) with a variety of student experiences, cultures, interests, and perspectives during discussions.
7. Uses a variety of techniques to provide participation opportunities for all students to verbally interact (e.g. Think Pair Share, cueing).
8. Provides varied homework assignments as needed.
9. Provides opportunities for all students to be actively engaged in tasks.
10. Models reading strategies and then provides mini-lessons as a follow up.
11. Forms flexible and fluid instructional groups based on ongoing or formative assessment data.
12. Provide alternative assignments for students who evidence mastery on formative assessments.

13. Invites students to propose alternative ways of accomplishing goals.
14. Uses 'heads up' oral reminders to the class to call student attention to potential trouble spots in their tasks and responses.
15. Uses regular 'teacher talk' groups as one assessment strategy to gather information about students' progress.
16. Offers periodic mini-workshops on skills or topics with which students may experience difficulty or on skills or topics designed to push forward the thinking and production of advanced learners.
17. Offers students the option of working alone or with a partner when feasible.
18. Uses rubrics with elements and criteria focused on key content goals as well as personalized elements designed to appropriately challenge various learners and cause them to attend to particular facets of the work important to their own development.
19. Tiers activities when appropriate so that all students are working toward the same goals but at varying levels of difficulty.
20. Offers varied modes of exploring or expressing learning when appropriate.

Assessment & Grading Principles for Determining Student Success:

1. Gives quizzes orally and provides more time for quizzes for students who need these options.
2. Allows use of the primary language as needed so students can show what they know.
3. Allows students to use alternative ways of completing assessments.
4. Provides options for various ways to express the desired outcomes.
5. Guides or directs the work of one or more small groups periodically

throughout assessment work.

6. Offers option of working alone or with partners on assessments.
7. Uses rubrics with elements and criteria focused on key content goals as well as personalized elements designed to appropriately challenge various learners and cause them to attend to particular facets of the work important to their own development.
8. Allows students peer consultations directed by critique guides that focus the 'consultant' on key product requirements delineated in rubrics.
9. Provides optional planning templates or organizers to guide students' products or assessment work.
10. Continues to use regular 'teacher talk' groups as a means of gathering data and assisting students with assessment work.
11. Bases grades on clearly specified learning goals and performance standards.
12. Uses valid evidence for grading; that is, bases grades on criteria and not norms (criterion-referenced vs. norm referenced).
13. Distinguishes between assessment and grading as follows: assessment focuses on gathering information about student achievement that can be used to make instructional decisions and grading is an end-point judgment about student achievement. Grading does not have to be based on all assessments.
14. Avoids grading based on (mean) averages which can be misleading.
15. Focuses on achievement only and reports other factor separately (e.g. class participation, attendance, behavior, attitude).

What we already do:

What we need to do more of (and how we plan to do that):

Sample RAFT Assignments

2 nd Grade Language Arts RAFT Assignment: <u>The Very Hungry Caterpillar</u> developed by staff at the Columbus School in Medellin, Colombia			
ROLE	AUDIENCE	FORMAT	TOPIC
You	Teacher	Event Chain	Retell the story
Nutritionist	Caterpillar	Menu	A healthier diet
Butterfly	Plant	Venn Diagram	Our life cycles
Caterpillar	Caterpillar	Diary Entry	How I felt on Saturday
You	Eric Carle	Letter	Why I like the book
Eric Carle	Us	Sequel	What happens next
Script writers	Students	Puppet show script	Retell the story

4 th Grade Social Studies RAFT Assignment: China Developed by Melissa Pellerin, Surabaya International School			
ROLE	AUDIENCE	FORMAT	TOPIC
Great-Grandchildren of Ancient Chinese Emperor	Town council - with money to build monument	Debate	Which emperor should be honored with monument?
Graphic Comic Creator	Modern 2 nd Grader	Graphic Comic	The story behind the Great Wall of China
Child of Ancient China	Modern 4 th Grader	Journal	An exciting week for me
Tour Guide - with time traveling machine	Rich tourists	Tour brochure, including itinerary and maps	A 6-day tour of Ancient and Modern China for the unconventional tourist
Nobles and farmers	Chinese Emperor	Presenting two sides of dispute to be settled by the emperor	Farmers rights

Sample RAFT Assignments

Sample RAFT for the Topic of Planets			
ROLE	AUDIENCE	FORMAT	TOPIC
Student	Peers	Model	Planets
A planet	Another planet	Venn Diagram	How we are alike & different
Astronaut	NASA	Journal entry	What we found on Mars
Newspaper reporter	Astronaut	Interview	Your journey
Earth	Sun	Diary	You move me
Me	Nicolaus Copernicus	Letter	You are my inspiration
4 th grader	1 st grader	Children's book	The day and night cycle
Astronomer	Public	Ad or invitation	See the universe
Jupiter, Saturn & Uranus	Neptune, Pluto, & beyond	Illustration	What we got that you don't

Sample RAFT Assignments

6 th Grade Science Assignment: Forces Developed by Byron Adams, 6 th grade teacher, City View Community School, Minneapolis, MN			
ROLE	AUDIENCE	FORMAT	TOPIC
Bungee Cord	Person in line at an amusement park	Storyboard, comic strip or diagram with captions	How I give people a jump that never seems to end
Sixth grader	Second grader	Science newsletter	Let me introduce you to forces all around you
Teenager	Parents and teachers	Journal entry	If you understood force, you'd understand my life
Athlete	Spectators or fans	Interview with a TV sportscaster	You may not know it, but sports are all about force
Shoe company	Consumer or customer	Ad or commercial	Extreme Forces: the magic in your sports shoe

Sample RAFT Assignments

7 TH GRADE MATH RAFT			
ROLE	AUDIENCE	FORMAT	TOPIC
Student	Teacher	Poster with written explanation	All about triangles
Pythagoras	Math students	Letter	My theorem
Line of symmetry	Self	Diary	Life as an identical twin
Irregular polygon	Regular polygon	Venn diagram	Same but different
Points & lines	Angles	Procedures	Keeping our figures
Parallel line	Perpendicular line	Rap	What you got that I do not

Sample RAFT Assignments

Math: Shapes and Geometric Reasoning

Role	Audience	Format	Topic
Trapezoid	Parallelograms (any or all types)	Letter	Why I wish I was like you
Student	Teacher	Summarize a problem from print media (i.e. newspaper, magazine, etc.)	Quadrilaterals
Transversal	Parallel Lines	Love Note	We make great things together
Comic Strip Writer	Newspaper Readers	Comic Strip	The Quadrilateral Family
Comedian	HIAT 3 class	3-minute standup comedy routine	Proofs
Congruent Triangles	Proofs	Song or Rap	You justify me in so many ways
Author	Child	Children's Story	Similar and congruent triangles
Marketer	General Public	Commercial	Why similar triangles are so important
Congruent Triangle	Itself	Diary	Life as an identical twin

Sample RAFT Assignments

RAFT ASSIGNMENTS FOR THE TOPIC OF THE FIVE KINGDOMS (Biology)			
ROLE	AUDIENCE	FORMAT	TOPIC
Animals	Other four	Brochure	Welcome to our world
Any of the five kingdoms	Selves	Diary entries	How we differ from the others
Scientist	2 nd graders	Illustrated Children's book	The Magic School Bus Tour of the Kingdoms
The Five Kingdoms	Teens	Comic strip	Our lives together and apart
Any of the five kingdoms	Public	Autobiography	my life
Students	Teacher	Semantic map	What characterizes The Five Kingdoms
Scientific writer	Tourists	Guidebook	Organisms found around here

Sample RAFT Assignments

RAFT ASSIGNMENTS FOR 9 TH GRADE <u>CITY OF THE BEASTS</u> NOVEL			
ROLE	AUDIENCE	FORMAT	TOPIC
fiction writer	young adults	short story	A Hero's Journey
teen writer	1st graders	illustrated children's book	<u>City of the Beasts</u>
book reviewer	potential readers	book review	first young adult novel of Isabel Allende
Nadia	herself	diary entries	my journey
Alexander	grandmother, father & mother	comparative essay	my journey compared to a Greek hero
movie critic	fans	analysis of movie Groundhog Day	the call refused (<i>what if ... Or how would the lives of the heroes differed</i>)
Isabel Allende	us	add chapter to book	the return to their former lives
playwright	Isabel Allende	drama or movie script	the transformation chapters
student	English teacher	analytical essay	a movie of a hero's journey (e.g. Forrest Gump)
the anthropologist, the writer, and the photographer	the world	<i>the</i> magazine article	Political Conflicts in the Amazon

Sample RAFT Assignments

Role	Audience	Format	Topic

SAMPLE TASKS OR FORMATS: add chapter to book, advertisement, autobiography, brochure, cartoon, case study, chart, children's book, commentary, conclusion, critique, data table, debate, demonstration, design, diagram, diary entries, digital movie, drama script, drawings, editorial, essay, event chain, explanation, flow chart, game board, group discussion, guidebook, illustration, interviews, invention, journal, labels, legend, letter, lists, magazine page, manual, map, math problems, memoir, menu, model, newscast, newspaper article, opinion, oral presentation, pamphlet, photo album, podcast, position statement, poster, proposal, puppet show, Reader's Theatre, recipe, report, retelling, review, rules, song, Science display, speech, story, summary, survey, telegram, tribute, venn, Web Quest,

ANAGRAM OR ACROSTIC

☐ **Make up a song about what we need to know & be able to do for teaching ELL using any of the song tunes below. (Zwiers, J., 2004)**

- Are You Sleeping, Brother John
- Daylight Come and I Want to Go Home
- Guantanamera
- Heard It Through the Grapevine
- Heartbreak Hotel
- Here Comes the Sun
- The Hokey Pokey
- Home on the Range
- If You're Happy and You Know It
- I'm Looking Over a Four-Leaf Clover
- Inch by Inch, Row by Row
- Lean on Me
- London Bridge
- Louie, Louie
- Old MacDonald Had a Farm
- On Top of Old Smokey
- Rock Around the Clock
- Row, Row, Row Your Boat
- She'll be Coming Around the Mountain
- Skip to My Lou
- Ten Little Piggies
- This Light of Mine
- This Old Man
- The Wheels on the Bus Go Round and Round
- Twinkle, Twinkle, Little Star
- Yankee Doodle
- Yellow Submarine
- You've Lost That Loving Feeling

© 1998 Kagan's Cooperative Learning Structures

<p>1. Agreement Circles Students stand in a large circle, then step to the center in proportion to their agreement with a statement by a student or teacher.</p> <p>2. Blind Sequencing Students sequence all pieces without peeking at the pieces of teammates.</p> <p>3. Circle-the-Sage Students who know, stand to become sages; teammates each gather around a different sage to learn. Students return to teams to compare notes.</p> <p>4. Corners Students pick a corner, write its number, go there, and interact with others with same corner choice in a Rally Robin or Timed Pair Share.</p> <p>5. Fan-N-Pick Played with higher level thinking Q cards. #1 fans; 2 picks; #3 answers. #4 praises. Students then rotate roles.</p> <p>6. Find My Rule The teacher places items in a frame (two boxes, Venn, on a line); Students induce the rule.</p> <ul style="list-style-type: none"> ▪ Two Box Introduction ▪ What's My Line ▪ Crack My Venn <p>7. Find Someone Who Students circulate, finding others who can contribute to their worksheet.</p> <ul style="list-style-type: none"> ▪ People Hunt: Students circulate, finding others who match their own characteristics ▪ Fact Bingo: Find Someone Who played on bingo worksheet <p>8. Find the Fib Teammates try to determine which of three statements is a fib.</p> <ul style="list-style-type: none"> ▪ Fact or Fiction: Teammates try to determine if a statement is true or false. 	<p>9. Flashcard Game Flashcards in pairs, with rounds, progressing from many to no clues.</p> <p>10. Formations Students stand together as a class to form shapes.</p> <p>11. Four S Brainstorming Sultan of Silly, Synergy Guru, Sergeant Support, and the Speed Captain play their roles as they quickly generate many ideas which are recorded by Synergy Guru.</p> <ul style="list-style-type: none"> ▪ ThinkPad Brainstorming: No roles. Students generate items on thinkpad slips, announcing them to teammates and placing them in the center of the table. <p>12. Idea Spinner Spin Captain "Shares an Idea" or "Quizzes a Pal" to Summarize, Evaluate, Explain, or Predict.</p> <p>13. Inside/Outside Circle Students in concentric circles rotate to face a partner to answer the teacher's questions or those of the partner.</p> <p>14. Jigsaw Problem Solving Each teammate has part of the answer or a clue card; teammates must put their info together to solve the team problem.</p> <p>15. Line Ups Students line up by characteristics, estimates, values, or assigned items.</p> <ul style="list-style-type: none"> ▪ Value Lines: Student, line up as they agree or disagree with a value statement. ▪ Folded & Split Line Ups: Students fold the Line Up or Split and Slide it to interact with someone with a different point of view, characteristic or estimate. <p>16. Lyrical Lessons Students write and/or sing songs based on curriculum, often to familiar tunes.</p>	<p>17. Match Mine Receivers arrange objects to match those of Senders whose objects are hidden by a barrier.</p> <ul style="list-style-type: none"> ▪ Draw-What-I-Say: Receiver draws what sender describes ▪ Build-What-I-Write: Receiver constructs what Sender has described in writing. <p>18. Mix-Freeze-Group Students rush to form groups of a specific size, hoping not to land in "Lost and Found."</p> <p>19. Mix-Pair-Discuss Students pair with classmate, to discuss question posed by the teacher</p> <p>20. Mix-N-Match Students mix, then find partners with the matching card.</p> <ul style="list-style-type: none"> ▪ Snowball: Students toss crumpled papers over imaginary volleyball net, stop, pick up a snowball, then find the person with the matching "snowball." <p>21. Numbered Heads Together Students huddle to make sure all can respond, a number is called, the student with the number responds.</p> <ul style="list-style-type: none"> ▪ Paired Heads Together: Students in pairs huddle to make sure they both can respond, an "A" or "B" is called, the student with that letter responds. ▪ Traveling Heads Together: Students in Numbered Heads travel to new teams to share response. <p>22. One Stray The teacher calls a number: students with that number "stray" to join another team, often to share.</p> <ul style="list-style-type: none"> ▪ Two Stray: Two students stray to another team, often to share and to listen. ▪ Three Stray: Three students stray to another team, often to listen to the one who stayed to explain a team project. 	<p>23. Pairs Check Students work first in pairs each doing a problem and receiving coaching and praise from their partner: then pairs check and celebrate after every two problems.</p> <p>24. Pairs Compare Pairs generate ideas or answers, compare their answers with another pair, and then see if working together they can come up with additional responses neither pair alone had.</p> <p>25. Paraphrase Passport Students can share their own ideas only after they accurately paraphrase the person who spoke before them.</p> <p>26. Partners Pairs work to prepare a presentation, then present to the other pair in their team.</p> <p>27. Poems for Two Voices Partners alternate reading "A" and "B" lines of a poem, and read "AB" lines together in unison.</p> <ul style="list-style-type: none"> ▪ Songs for Two Voices: Partners alternate singing "A" and "B" lines of a song, and sing "AB" lines together in unison. <p>28. Q-Spinner Students generate questions from one of 36 question prompts produced by spinners.</p> <p>29. RallyRobin Students in pairs take turns talking.</p> <ul style="list-style-type: none"> ▪ RallyToss: Partners toss a ball (paper wad) while doing RallyRobin. <p>30. RallyTable Students in pairs take turns writing, drawing, pasting, (2 erasers, 2 pencils per team)</p> <ul style="list-style-type: none"> ▪ Pass-N-Praise: Students in pairs take turns writing and hand their paper to the next person only after receiving praise.
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<p>31. ReadingBoards Students manipulate game pieces relating to the song as they sing along.</p> <p>32. Rotating Review Teams discuss topic, chart their thoughts, rotate to the next chart to discuss and chart their thoughts.</p> <ul style="list-style-type: none"> ▪ Rotating Feedback: Teams discuss, then chart their feedback to another team's product: then rotate to do the same with the next team. <p>33. RoundRobin Students in teams take turn talking.</p> <ul style="list-style-type: none"> ▪ Turn Toss: Students toss a ball (paper wad) while doing RoundRobin. ▪ Think-Write-RoundRobin: Students think, then write before the RoundRobin. <p>34. Roundtable Students in teams take turns writing, drawing, pasting, (1 paper, 1 pencil per team)</p> <ul style="list-style-type: none"> ▪ Rotating Recorder: Students take turns recording team responses. ▪ Simultaneous Roundtable: RoundTable with more than one recording sheet passed at once. (4 papers, 4 pencils per team) <p>35. Sages Share Students ThinkPad Brainstorm ideas, and each initial those ideas they can explain, then students take turns interviewing the "sages"- those who can explain an idea they don't understand.</p> <p>36. Same-Different Students try to discover what is the same and different in two pictures, but neither student can look at the picture of the other.</p> <p>37. Send-A-Problem Teammates make problems which are sent around the class for other teams to solve. Trade-A-Problem: Teammates make problems which are traded with another learn to solve.</p>	<p>38. Showdown Teammates each write an answer, then there is a "showdown" as they show their answers to each other. Teammates verify answers.</p> <p>39. Similarity Groups Students form groups based on a commonality.</p> <p>40. Spend-A-Buck Each student has four quarters to spend on two, three, or four items. The item with the most quarters is the team choice.</p> <p>41. Spin-N-Think Students follow a thinking trail (Read Q. Answer Q. Paraphrase & Praise, & Discuss). At each point on the trail a student is randomly selected to perform after all students have had think time.</p> <ul style="list-style-type: none"> ▪ Spin-N-Review: Students review questions by following trail (Read Q, Answer Q, Check Answer, Praise or Help). <p>42. Stir-the-Class Teams stand in circle around room, huddle to discuss a question from the teacher, stand shoulder to shoulder when they have their answers, rotate to next team when their number is called to share their answer, and join the new team for next question.</p> <p>43. Talking Chips Students place their chip in the center each time they talk; they cannot speak gain until all chips are in the center and collected.</p> <ul style="list-style-type: none"> ▪ Gambit Chips: like Talking Chips but chips contain gambits (things to say or do): For examples, Affirmation Chips contain praisers: Paraphrase Chips contain gambits for paraphrasing. <p>Response Mode Chips: Like Talking Chips but chips contain response modes: For examples, Summarizing, Giving an Idea, Praising an Idea</p>	<p>44. Team Chants Teammates come up with words and phrases related to the content, then come up with a rhythmic chant often with snapping, stomping, tapping, and clapping.</p> <p>45. Team Interview Students are interviewed, each in turn, by their teammates.</p> <p>46. Teammates Consult For each of a series of questions, students place pens in a cup, share and discuss their answers, and then pick up pens to write answer in own words.</p> <p>47. Team-Pair-Solo Students solve problems first as a team, then as a pair, finally alone.</p> <p>48. Team Stand-N-Share All teams stand. Teams share ideas and record ideas from other teams. Teams sit when all ideas are shared and continue to record until all teams sit.</p> <p>49. Team Statements Students think, discuss in pairs, write an individual statement, RoundRobin individual statements, and then work together to arrive at team statement they all endorse more strongly than their individual statements.</p> <p>50. Team Word-Web Students write the topic in the center, Round Table core concepts then free-for-all supporting elements, and bridges. Students each use a different color pen or marker for individual accountability and to ensure equal participation.</p> <ul style="list-style-type: none"> ▪ Team Mind Map: Students draw and label the central image, brainstorm, draw and label main ideas radiating out of the central image, and finally add details using colors, images, branches and key words. 	<p>51. Telephone One student leaves the room. The teacher teaches the remaining students. The absent student returns and is taught by teammates.</p> <p>52. Think-Pair-Share Students think about their response to a question, discuss answers in pairs, and share their own or partner's answer with the class.</p> <ul style="list-style-type: none"> ▪ Think-Pair-Square: Same except students share their answers with teammates rather than with the class. <p>53. Three-Pair-Share Students share on a topic three times, once with each teammate.</p> <p>54. Three-Step Interview Students share with a partner, the partner shares with them, and then they RoundRobin share their partner's response with the other teammates.</p> <p>55. Timed Pair Share Students share with a partner for a predetermined amount of time and then the partner shares with them for the same amount of time.</p> <p>56. Who Am I? Students attempt to determine their secret identity (taped on their back) by circulating asking "yes-no" questions of classmates. They are allowed three questions per classmate (or unlimited questions until they receive a no response). They then find a new classmate to question. When the student guesses his/her identity, he/she becomes a consultant to give clues to those who have not yet found their identity.</p>
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K-2

Vocabulary Strategies

Vocabulary Strategies

Alphabet Books - (Chen, L. & Mora-Flores, E, 2006) - Students create an alphabet book - each page has a letter on it with enough space for pictures. Students cut out pictures or words from a magazine or draw pictures themselves.

Character Trait Maps: - (Burns, 1999) - Words for labeling character traits are often missing in student's vocabularies. Even if the words are known, students are often unable to distinguish the subtle differences among connotations. **Procedure**: (a) after reading, have the class discuss the characters and in pairs have them try to visually verbalize the character traits, and (b) as a class, again, have the students compare their maps in order to select the words they think work best.

Click and Clunk - (Sadler, 2001) - Have students create two columns on a paper labeled "click" and "clunk." They read a passage and then list words they understand or don't understand in the two columns. Direct instruction or group discussion is used to clarify meanings of the words.

Find Someone Who - (Kagan, 1992) - This is an interactive strategy to help students practice new vocabulary. **Procedure**: (a) prepare a *Find Someone Who* ... form that looks similar to a bingo card, (b) in each space put a new vocabulary word, (c) give one form to each student and give the class about ten minutes to roam and get definitions (i.e. the name of the student and what he or she gives as the meaning of the word or concept), and (d) the student who gets most of the spaces filled without using anyone twice 'wins.' Translations into the mother tongue are acceptable.

Frayer Model - (Billmeyer & Barton, 1998) - This is a word categorization strategy which provides students with different ways to think about the meaning of word concepts and develop understanding of content area reading vocabulary. Students form hierarchical word relationships by listing essentials, examples, non-essentials, and non-examples of a particular word (i.e. knowing what a concept isn't can help define what it is). **Procedure**: (a) assign concepts to groups, (b) explain the attributes of the Frayer model, (c) complete one with the class, (d) have students work in pairs to complete their concepts, and (f) have students share and then display their boards so the concepts can be continuously during the unit of study. See the example on the following page.

DINOSAURS - PREHISTORIC REPTILES	
ESSENTIALS: prehistoric reptiles: backbone, lay eggs, straight legs, walk or run fast	NON-ESSENTIALS: cold blooded (some may have been warm blooded); eat meat (some eat plants); chew food, hunt in packs
EXAMPLES: brontosaurus, allosaurus, stegosaurus, diplodocus	NON-EXAMPLES: snakes, crocodiles, turtles, lizards

Knowledge Rating - (Stejnort & Thiese, 2001) - **Procedure**: (a) distribute a list of words appropriate to the topic, (b) ask students to respond individually to each category by placing an 'x' in the boxes, (c) have students share their responses in small groups, and (d) have a whole class discussion to foster prior knowledge about the topic. See example below.

Vocabulary Strategies

Knowledge Rating for Science						
Word	Have Seen or Heard	Can Say	Can Define	Can Spell	Can Use in a Sentence	Don't Know at All
Float	X					
Sink						X
Crumble	X	X		X		
Disappear	X	X	X	X	X	
Unchanged						X

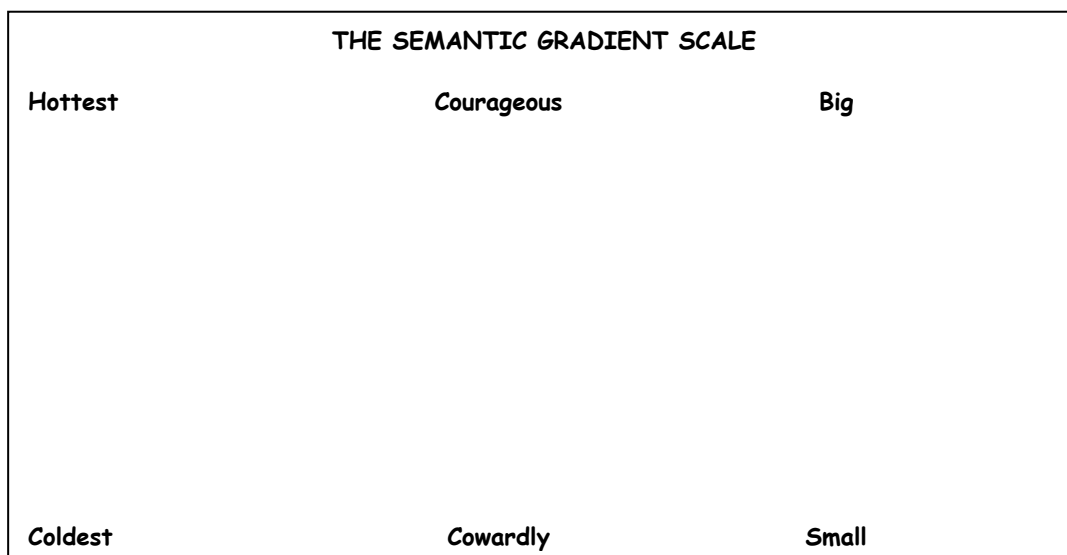
Making Words - (Chen, L. & Mora-Flores, E., 2006) - Provide students with a picture or familiar scene from a story. Provide letter cards or magnet letters to students and have them try to put words together from stories they have heard. Scaffold as needed for varying levels of language proficiency or literacy development.

Missing Words - (Stephens & Brown, 2000) - Missing words - an adaptation of the cloze procedure - engages students in reading a selection with certain words deleted, and then predicting in writing the missing words. It helps students learn to draw upon prior knowledge, use meta-cognitive skills, think inferentially, and understand relationships. **Procedure:** (a) the teacher selects a passage that the students haven't read and deletes certain words - leaving the beginning and ending sentences intact- (the deleted words may be key vocabulary words, certain parts of speech, or based on a numerical pattern like every seventh word), (b) the teacher also models - using a different passage - how to skim a passage for an overview and how to read the material looking for clues, (c) the teacher uses a think-aloud to model the meta-cognitive process of rereading the passage - monitoring the word choices and their effect upon the meaning of the passage.

Open Word Sort - (Cloud, Genesee, & Hamayan, 2000) - A strategy for before, during or after reading text. **Procedure:** (a) Student pairs are given words written on individual strips of paper, (b) they collaborate to categorize the words by identifying and explaining relationships among them, (c) students then read and reorganize the words in a way that would be effective for teaching key information to others, and (d) following the reading they use the resorted words to explain the reading or answer questions.

Semantic Gradient Scales - (Blachowicz & Fisher, 1996) - This scale helps students to see how new words fit into a patterns of known words. **Procedure:** (a) establish a semantic gradient scale (see example), (b) have the students develop words that fit between the two poles. See example on next page.

Vocabulary Strategies



10 Most Important Words - (Stephens & Brown, 2000) - This is designed to help students become aware of the value of key concepts in developing content knowledge. It can be used as a 'pre' or 'post' unit activity. Procedure: (a) the teacher introduces a topic by helping students think about what they already know, (b) students are then asked to predict in pairs what they think the ten most important words of the unit will be, (c) then pairs share their lists with another pair - and they agree to a final list of ten, (d) the lists are continually referred to, revised and at the end of the unit the class reflects on which ten were the most important after all.

Tri-bond - (Chen, L. & Mira-Flores, E., 2006) - Create a set of word cards that contain three words on one side and the larger concept they fit within on the other side. Have students work in partners: one reads out the front of the card and the other has to try out the concept. Example:

(front)	(back)
Jupiter	Planets
Mercury	
Mars	

Visual Structures - (Barton, 2001) - This strategy is intended to replace the common one of selecting in advance words from students' reading in order to preview them with the class (one that Barton suggests doesn't work in spite of good intentions). He suggests making a clear connection between words and important concepts from the texts through the use of visual structures that show the relationships explicitly. Examples include word webs or semantic mapping, word weave or

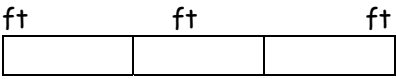
Vocabulary Strategies

matrixes, or vocabulary thermometers. Once the visual structure is created, decide when to introduce it (i.e. before-during-after reading) and where to display it (i.e. so that it can be revisited during the unit). Later, have students re-categorize words into a new structure, to retell the story using the structure for help, create a role play using the vocabulary, as an organizer for responding in writing, or as a performance assessment where students have to recreate the structure from memory.

Vocab-marks - (Stephens & Brown, 2000) - A Vocab-mark is a bookmark made from laminated paper with spaces for students to list unfamiliar words as they encounter them in their reading.

Procedure: (a) the teacher models finding unfamiliar words while reading and how to record them on a Vocab-mark and (b) students make their own and begin to list new words, the page number, and a brief definition (either through a dictionary or a friend). Some teachers structure the use of Vocab-marks by specifying what students must look for (e.g. three technical terms, two unfamiliar terms, etc).

Vocabulary Writing in Math - (Billmeyer, 2004) - Learning math is often equated to learning a new language due to the vocabulary-dense texts and conceptual context within which vocabulary is presented. One way to help students assimilate mathematical language is to have them create their own vocabulary journal as follows:

WORD	PICTURE	DEFINITION
yard		A standard unit of measure made up of three feet. It is smaller than a meter.

Wats-It - (Chen, L. & Mira-Flores, E., 2006) - Have students create word cards that depict a visual representation of given words. They should write the word on one side and draw a visual on the other. Collect the cards and divide the students up into groups. Line them up into two lines facing each other. Stand at the end of the line, say 'go' and show the first two students in line the picture side of the card. The student who guesses the word first wins the card for her team. The game continues until the cards run out.

Word Boxes/Journals & Logs - (Fogarty, 2001) - These are based on the same principles but are for different age groups. For younger students, shoeboxes are used for individual word boxes. Students gather new words each day using 8 inch x 3 inch colored construction strips to record them. Students play the game "Go Fish" mixing their word cards with partners. When students know their words, they keep them (unknown words are discarded). Word strips are then used to create a story - some- of which are illustrated, bound and read to others. Over the months students will see their own progress. Vocabulary journals and logs serve the same purpose for older students as they use their growing list of words to better understand content specific material.

Vocabulary Strategies

Word Chains - (Stephens & Brown, 2000) - A word chain provides students with a structure to explore relationships among words, understand how they can be used, and remember their meanings.

Procedure: (a) the teacher selects 5 to 7 new vocabulary words that are related to the same concept and models how to develop a word chain based on the connections, (b) the students - in pairs - are given a group of words, (c) the students develop a word chain and then share it with another pair (or the rest of the class), and (d) finally each student writes a short paragraph using the new words in a way that demonstrates their connection.

Word Cards Strategy - (Brisk & Harrington, 2000) - Procedure: Prepare strips of strong cardboard. Each day have each student give a word; write it on the card. Give the cards to the students to read alone or to trace the letters. Keep a file box in which to place the cards (first write the names of the children on the cards). Every day have the children find their own words, sit with a classmate, and read their words to each other. If they can't remember their words, sit and help them. Once students have 20 to 30 cards, use these follow-up activities:

- . Taking a few and checking to see if they remember them
- . Choosing one to elicit discussion of a topic by a group or the whole class
- . Having the students write their word and draw a picture
- . Having students put together a dictionary or create a game with the words

Word Walls - (Pinnell & Fountas, 1998) - Procedure: (a) be selective and *stingy* about what words go up there, limiting the words to those really common words that students need a lot in writing, (b) add words gradually - about five a week, (c) make them accessible where everyone can see them, write them in big letters, and use a variety of colors, (d) practice the words by chanting and writing them in different ways (i.e. magnetic letters, sand, portable word walls), (e) do a variety of review activities, (e) make sure that word-wall words are spelled correctly in any writing the students do. See examples in their books!

Zip Cloze - (Burns, 1999) - Procedure: Put a reading passage on an overhead and block out words with masking tape. Choosing selected vocabulary words seems more useful than deleting every seventh word (the usual doze). Students use all the strategies they know to guess the missing words. When the tape is guessed, the tape is *zipped* off and students can compare their choice with the author's.

Vocabulary Strategies

Vocabulary Strategies

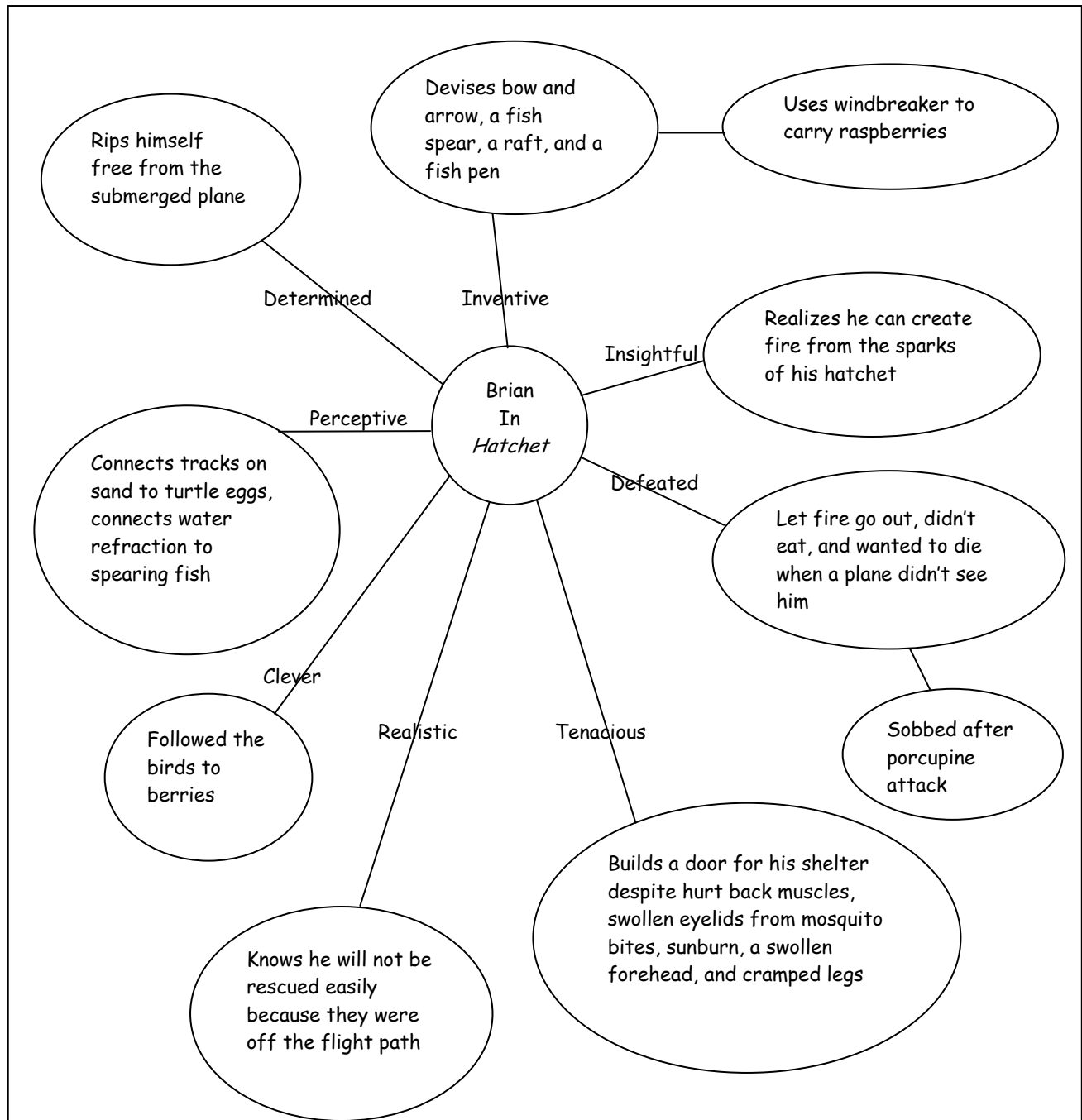
Analogies: (Sejnost & Thiese, 2001) - Procedure: (a) select a concept and explain how it relates to a concept that the students recognize (e.g. see the example below), (b) model the graphic organizer on an overhead, (c) have small groups generate similarities and differences, and (d) ask students to identify categories (e.g. rule making that comprise the basis for comparison).

Example: Analogies

Analogies	
Similarities and Differences Between the Concepts of:	
Congress and a School Principal	
Similarities	Differences
Congress and a principal both set rules and regulations.	Congress has more members and rules and regulations.
Both organizations need to work together to achieve goals.	Congress has nationwide goals.
Neither has complete power regarding issues.	Congress has a Senate and president; a principal has a superintendent and a school board
Both organizations represent other groups of people.	Congress rules the nation; principals rule the school community.
Both have committees.	Congress has joint committees; principals have assistants and parent advisors.
Both have processes for achieving goals.	Congress votes; principals make rulings based on input from others.

Vocabulary Strategies

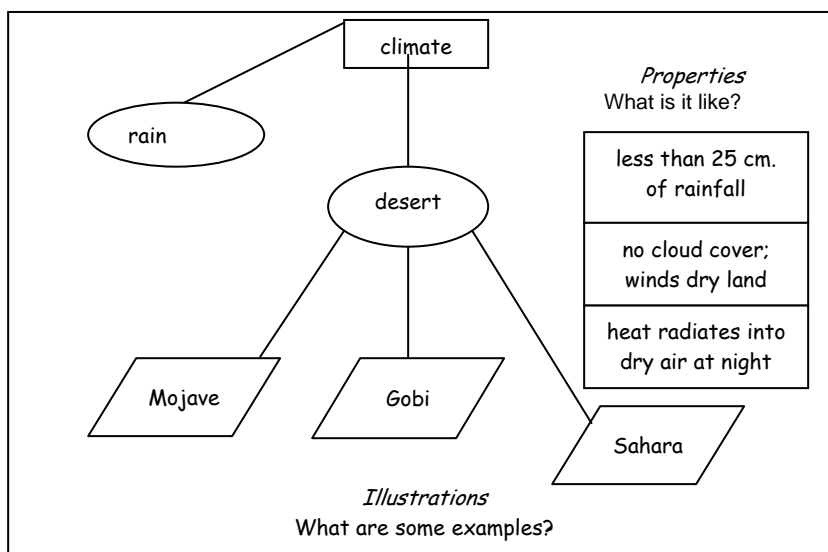
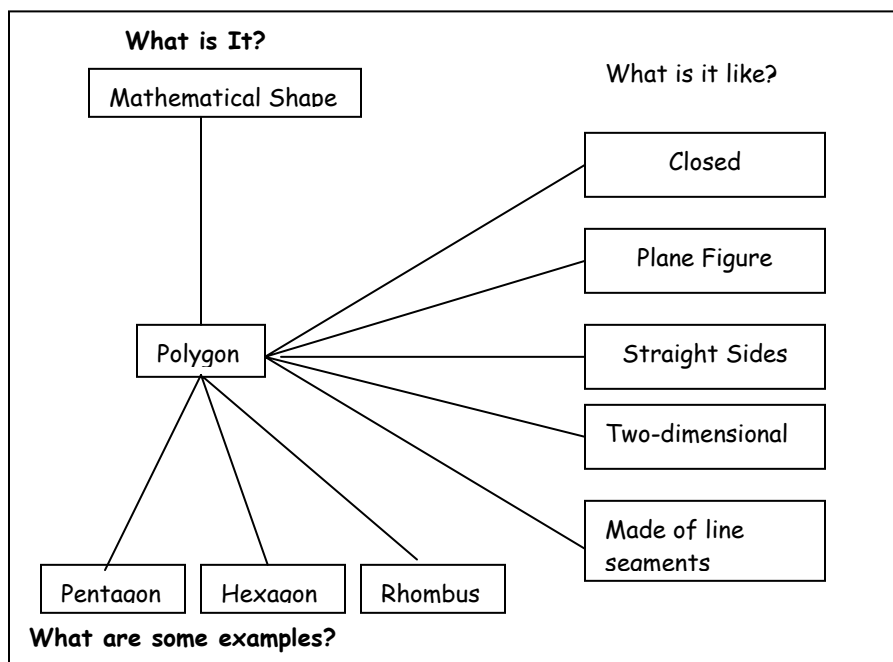
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Vocabulary Strategies

Click and Clunk - (Sadler, 2001) - Have students create two columns on a paper labeled "click" and "clunk." They read a passage and then list words they understand or don't understand in the two columns. Direct instruction or group discussion is used to clarify meanings of the words.

Concept Definition Mapping - (Billmeyer & Barton, 1998) - This strategy teaches students the meaning of key concepts by helping them understand the essential attributes, qualities, or characteristics of a word's meaning. Procedure: (a) use an overhead to display an example of a concept definition map (b) select a term and have students brainstorm information for such a map, (c) have students work in pairs to complete a map with a term you have chosen from the unit, and (d) instruct students to write a complete definition, using the information from their maps. See examples below.



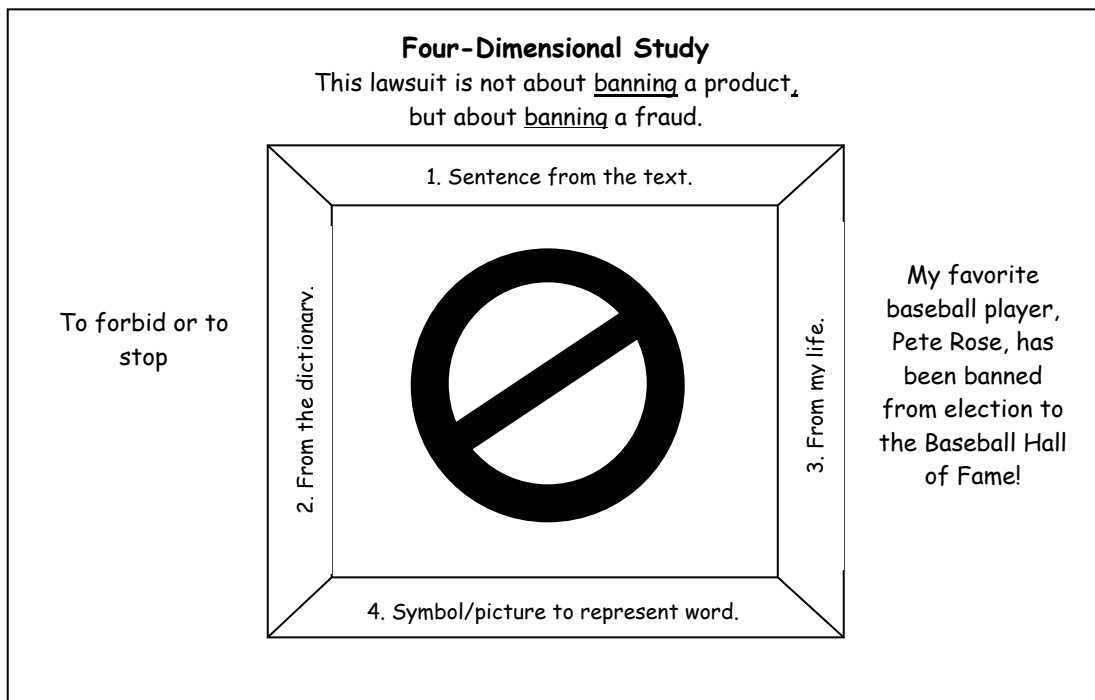
Vocabulary Strategies

Connect-Two - (Cloud, Genesee, & Hamayan, 2000) - A vocabulary strategy which can be used before, during or after reading text. Procedure: Given a list of words, students try to identify connections between any two words on the list and explain the rationale. For example, they might explain the connections between "benefit" and "benefactor."

Contextual Redefinition - (Readence, Moore, & Rickelman, 2001) - It is essential that readers are able to use context clues to derive meaning; this strategy provides a format for students to realize this importance. Procedure: (a) select unfamiliar words from the text that are central to comprehending important concepts, (b) write a sentence for each word onto a transparency, (c) ask groups of students to provide a meaning for each word and to defend their guess, (d) then present the words in the original text, and (e) students consult a dictionary for verification. In essence, appropriate reading behavior is being modeled for the class.

Find Someone Who - (Kagan, 1992) - This is an interactive strategy to help students practice new vocabulary. Procedure: (a) prepare a *Find Someone Who* ... form that looks similar to a bingo card, (b) in each space put a new vocabulary word, (c) give one form to each student and give the class about ten minutes to roam and get definitions (i.e. the name of the student and what he or she gives as the meaning of the word or concept), and (d) the student who gets most of the spaces filled without using anyone twice 'wins.' Translations into the mother tongue are acceptable.

Four-Dimensional Study - (Stejnost & Thiese, 2001) - This strategy encourages students to learn vocabulary from different approaches: context clues, dictionary definitions, application, and visual. Procedure: (a) choose 5 to 10 words that are unfamiliar, (b) instruct students to do the following on an index card - copy a sentence from the text that uses the word, write the dictionary meaning, write a personal knowledge or experience, and draw a picture. See example below.



Vocabulary Strategies

4-Square Vocabulary Approach - (Stephens & Brown, 2000) - This provides an interactive way to introduce key vocabulary words and helps students to draw on their prior knowledge and personal experience. The strategy takes less time as students learn how to use the strategy on their own. **Procedure:** (a) have the students fold and number their papers into four squares, (b) in square 1, students write the key term while the teacher presents the word in context and explains its definition, (c) in square 2 students write an example from personal experience that fits the term (can be done in the mother tongue if necessary), (d) in square 3 students write a non-example of the term, and (e) in square 4 students write their own definition of the word. See the example below.

<p>(square 1)</p> <p>compromise</p> <p>compromised</p> <p>compromising</p>	<p>(square 2)</p> <p>Sometimes people have to settle things by giving up something they want.</p> <p>Some government delegates had to agree to give up some things they wanted to reach an agreement.</p>
<p>(square 3)</p> <p>The fighting couple could not settle their differences and so they divorced.</p> <p>An agreement between the two counties was not reached, and so a war was started.</p>	<p>(square 4)</p> <p>A compromise is an agreement between two or more people or groups where both must give up something.</p>

Frayer Model - (Billmeyer & Barton, 1998) - This is a word categorization strategy which provides students with different ways to think about the meaning of word concepts and develop understanding of content area reading vocabulary. Students form hierarchical word relationships by listing essentials, examples, non-essentials, and non-examples of a particular word (i.e. knowing what a concept isn't can help define what it is). **Procedure:** (a) assign concepts to groups, (b) explain the attributes of the Frayer model, (c) complete one with the class, (d) have students work in pairs to complete their concepts, and (f) have students share and then display their boards so the concepts can be continuously during the unit of study. See the example on the following page.

Vocabulary Strategies

DINOSAURS - PREHISTORIC REPTILES	
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EXAMPLES: brontosaurus, allosaurus, stegosaurus, diplodocus	NON-EXAMPLES: snakes, crocodiles, turtles, lizards

Knowledge Rating - (Stejnost & Thiese, 2001) - Procedure: (a) distribute a list of words appropriate to the topic, (b) ask students to respond individually to each category by placing an 'x' in the boxes, (c) have students share their responses in small groups, and (d) have a whole class discussion to foster prior knowledge about the topic. See examples below.

Knowledge Rating for Science						
Word	Have Seen or Heard	Can Say	Can Define	Can Spell	Can Use in a Sentence	Don't Know at All
diffusion	X					
permeable						X
glucose	X	X		X		
dialysis	X	X	X	X	X	
endocytosis						X
phagocytosis						X
impermeable						X
osmosis	X	X	X	X	X	

Knowledge Rating for Social Studies						
Word	Have Seen or Heard	Can Say	Can Define	Can Spell	Can Use in a Sentence	Don't Know at All
oligarchy						X
anarchy	X	X	X	X	X	
democracy	X		X			
communism		X		X		
socialism						X
impeachment	X	X				
monarchy		X		X		
banishment	X					

Vocabulary Strategies

Independent Word Learning Strategies - (Barton, 2001) - These three methods consistently help students learn to determine meaning of unfamiliar words on their own:

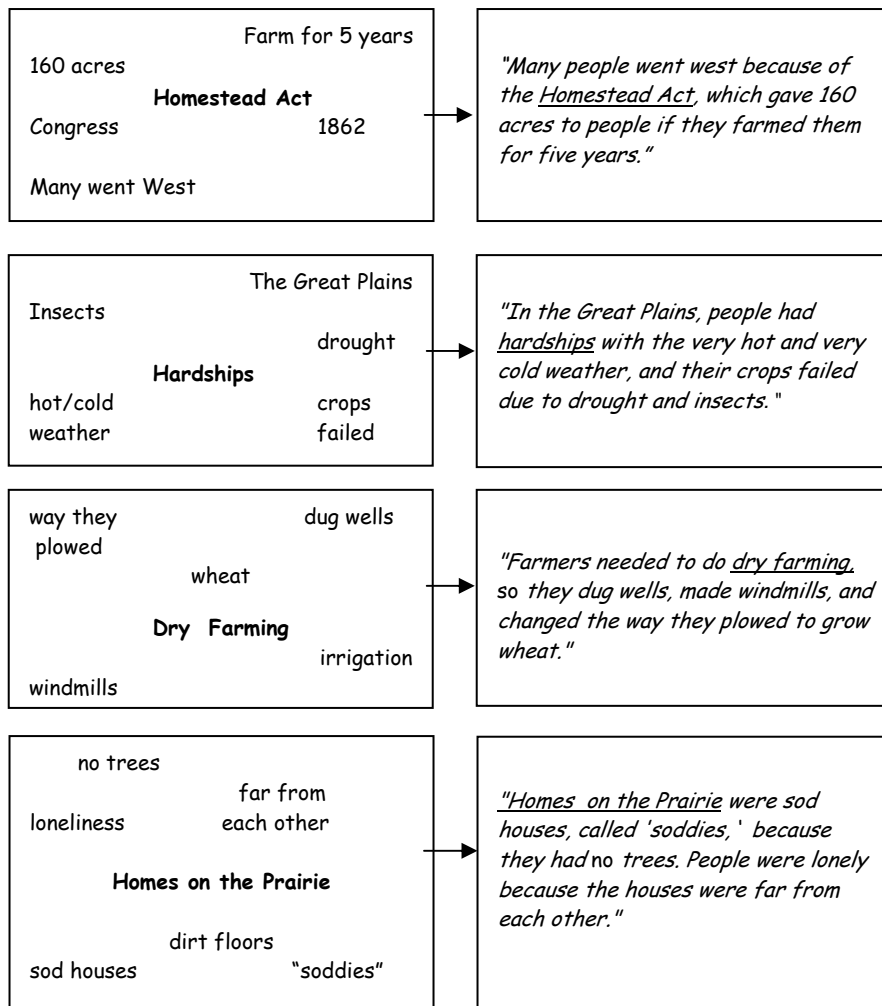
1. Modeling context clues - When you are reading together with your students, be on the lookout for words you think they might not know. Stop and ask them what they think the words might mean in this text. Walk them through the process of looking around the unfamiliar word for words that offer clues to meaning, and tell them they are using context clues. Modeling this strategy on a regular basis a few times a week will help students begin to apply them on their own;
2. Structural analysis - Reading also offers many opportunities for this strategy. Structural analysis means to look within an unfamiliar word for familiar word parts. Students can learn through your modeling to use this strategy if you explicitly show them how it works and practice with them regularly; and
3. Using the dictionary - It is worth the time to teach students how to use the dictionary to look up unknown words since they tend to note only the first few words that appear in the dictionary definition when they look up a word. A practical format for helping students use the dictionary productively is to have them answer two questions when they define a word: "What larger group of 'things' does this word belong to?" and "What makes this word different from the rest of its group?"

Magnet Summaries - (Buehl, 2001) - This strategy involves the identification of key words - magnet words from a reading- that students then use to organize information into a summary (prewriting).

Procedure: (a) have students read a short portion of text, looking for key terms to which the details in the passage seem to connect, (b) on a transparency model writing details from the passage that are connected to the magnet word, (c) distribute index cards for recording magnet words while students read the rest of the passage (tell younger students they should identify a magnet word for each paragraph or heading), (d) in groups have students share their words and decide on the best magnet words and generate the details, (e) model for students how the information can be organized into a sentence, (f) have students construct sentences for their remaining cards (on scratch paper first and then on the back of the cards), and (g) direct students to arrange the cards in the order they want their summary to read. See example on following page.

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MAGNET SUMMARIES FOR HISTORY



Missing Words - (Stephens & Brown, 2000) - Missing words - an adaptation of the cloze procedure - engages students in reading a selection with certain words deleted, and then predicting in writing the missing words. It helps students learn to draw upon prior knowledge, use meta-cognitive skills, think inferentially, and understand relationships. **Procedure:** (a) the teacher selects a passage that the students haven't read and deletes certain words - leaving the beginning and ending sentences intact- (the deleted words may be key vocabulary words, certain parts of speech, or based on a numerical pattern like every seventh word), (b) the teacher also models - using a different passage - how to skim a passage for an overview and how to read the material looking for clues, (c) the teacher uses a think-aloud to model the meta-cognitive process of rereading the passage - monitoring the word choices and their effect upon the meaning of the passage.

Open Word Sort - (Cloud, Genesee, & Hamayan, 2000) - A strategy for before, during or after reading text. **Procedure:** (a) Student pairs are given words written on individual strips of paper, (b) they collaborate to categorize the words by identifying and explaining relationships among them, (c) students then read and reorganize the words in a way that would be effective for teaching key

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information to others, and (d) following the reading they use the resorted words to explain the reading or answer questions.

Semantic Feature Analysis - (Johnson & Pearson, 1978) - This develops vocabulary concepts and categorization skills when students find similarities and differences in related words. **Procedure:** (a) write a category above a matrix, (b) list words or examples in the category vertically in the matrix, (c) write features horizontally on the matrix, and (d) have students study each feature and write a '+' if the word contains the feature and a '-' if the word does not. The strategy helps students form broader vocabulary concepts and review information by comparing and contrasting words in the same category. See example below.

DINOSAURS							
	Triassic (220m)	Jurassic (213m)	Cretaceous (144m)	Meat Eaters	Plant Eaters	Large	Small
Tyrannosaur	--	--	+	+	--	+	--
Coelophysis	+	--	--	+	--	--	+
Bronotosauris	--	+	--	--	+	+	--
Trodan	--	--	+	+	--	--	+
Duckbills	--	--	+	+	--	+	--
Prosauropods	+	--	--	--	+	+	--
Alosaurus	--	+	--	+	--	+	--

Semantic Gradient Scales - (Blachowicz & Fisher, 1996) - This scale helps students to see how new words fit into a patterns of known words. **Procedure:** (a) establish a semantic gradient scale (see example), (b) have the students develop words that fit between the two poles (e.g. developing words between courageous and cowardly might coordinate with a literature lesson while a freedom list might fit with a social studies unit).

THE SEMANTIC GRADIENT SCALE		
Hottest	Courageous	Free To Do As You Please
scorching		
sultry		
steamy		
tropical		
balmy		
sunny		
cool		
nippy		
raw		
freezing		
frigid		
glacial		
Coldest	Cowardly	Totally Controlled

Vocabulary Strategies

10 Most Important Words - (Stephens & Brown, 2000) - This is designed to help students become aware of the value of key concepts in developing content knowledge. It can be used as a 'pre' or 'post' unit activity. Procedure: (a) the teacher introduces a topic by helping students think about what they already know, (b) students are then asked to predict in pairs what they think the ten most important words of the unit will be, (c) then pairs share their lists with another pair - and they agree to a final list of ten, (d) the lists are continually referred to, revised and at the end of the unit the class reflects on which ten were the most important after all.

Visual Structures - (Barton, 2001) - This strategy is intended to replace the common one of selecting in advance words from students' reading in order to preview them with the class (one that Barton suggests doesn't work in spite of good intentions). He suggests making a clear connection between words and important concepts from the texts through the use of visual structures that show the relationships explicitly. Examples include word webs or semantic mapping, word weave or matrixes, or vocabulary thermometers. Once the visual structure is created, decide when to introduce it (i.e. before-during-after reading) and where to display it (i.e. so that it can be revisited during the unit). Later, have students re-categorize words into a new structure, to retell the story using the structure for help, create a role play using the vocabulary, as an organizer for responding in writing, or as a performance assessment where students have to recreate the structure from memory.

Vocab Alert! - (Stephens & Brown, 2000) - The design of the Vocab Alert! Helps make students aware of important terms prior to reading or a lecture. It serves as a form of self-assessment as well as an assessment tool for teachers. Procedure: (a) the teacher selects the most important words (between 5 and 10) from the text, (b) using the continuum below, students self assess their familiarity with each term, (c) then the teacher introduces the significance of the terms to the topic, (d) as the students read/hear the text, they record information, and (e) afterwards the teacher engages the class in discussion to further clarify and develop understanding of the terms.

I know	2	It's sort of familiar	4	Don't know
1		3		5
<hr/>				
List of Words:				
1. embargo				
Notes: government restricts trade; see p. 356				
2. treaty				
Notes: agreement between nations: see p. 359				
3. _____				
Notes:				

Vocabulary Strategies

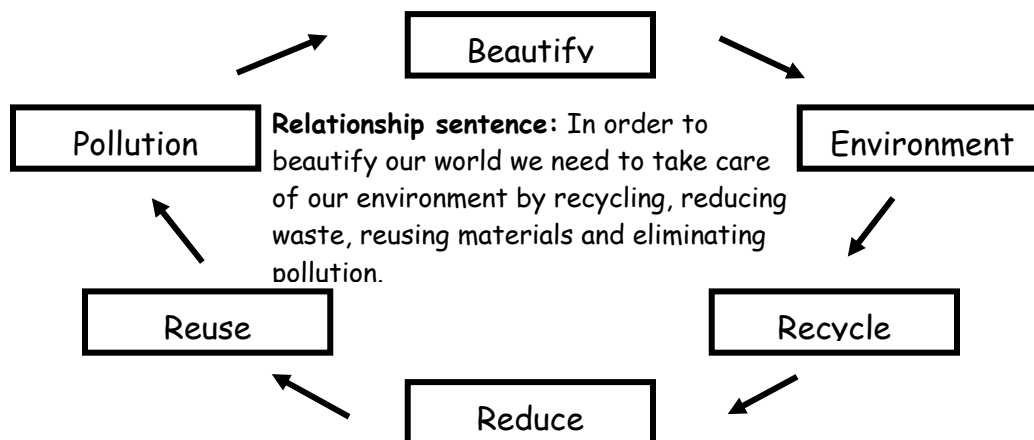
Vocab-marks - (Stephens & Brown, 2000) - A Vocab-mark is a bookmark made from laminated paper with spaces for students to list unfamiliar words as they encounter them in their reading.

Procedure: (a) the teacher models finding unfamiliar words while reading and how to record them on a Vocab-mark and (b) students make their own and begin to list new words, the page number, and a brief definition (either through a dictionary or a friend). Some teachers structure the use of Vocab-marks by specifying what students must look for (e.g. three technical terms, two unfamiliar terms, etc).

Vocabulary Cards - (Kagan, 1990) - These cards are designed to generate higher level thinking among students in cooperative learning groups. Procedure: (a) the teacher provides a group of four with the vocabulary words from the unit, (b) after the question is read students pair up in the group of four to discuss the answer, and (c) then the pairs share their responses with one another; or (a) the teacher provides pairs with the vocabulary words, (b) student 1 asks the question, (b) both students write their answers down and then share, and (c) student 2 asks the next question (and so on). Cards are available from www.kaganonline.com.

Vocabulary Concept Chain - (Billmeyer, 2003) - Students study the vocabulary relating to the concept being studied. In pairs, they try to determine how the vocabulary words are related in order to organize the words into a concept chain (e.g. a circular set of words). After all of the vocabulary words are placed in the appropriate order, students write a relationship sentence which summarizes how the chain of words expresses the meaning of the concept. See example.

Vocabulary Concept Chain Example




Vocabulary Strategies

Vocabulary Connections - (Brisk & Harrington, 2000) - Choose a reading selection. Choose words crucial to understanding the selection - preferably in limited semantic fields. Have students look up the words in a dictionary - in class or as homework. Have students discuss their definitions with one another in class (i.e. give examples in their own lives of the selected words and their meanings). Have students read the selection. Have students retell or write a summary of the selection - using the new vocabulary.

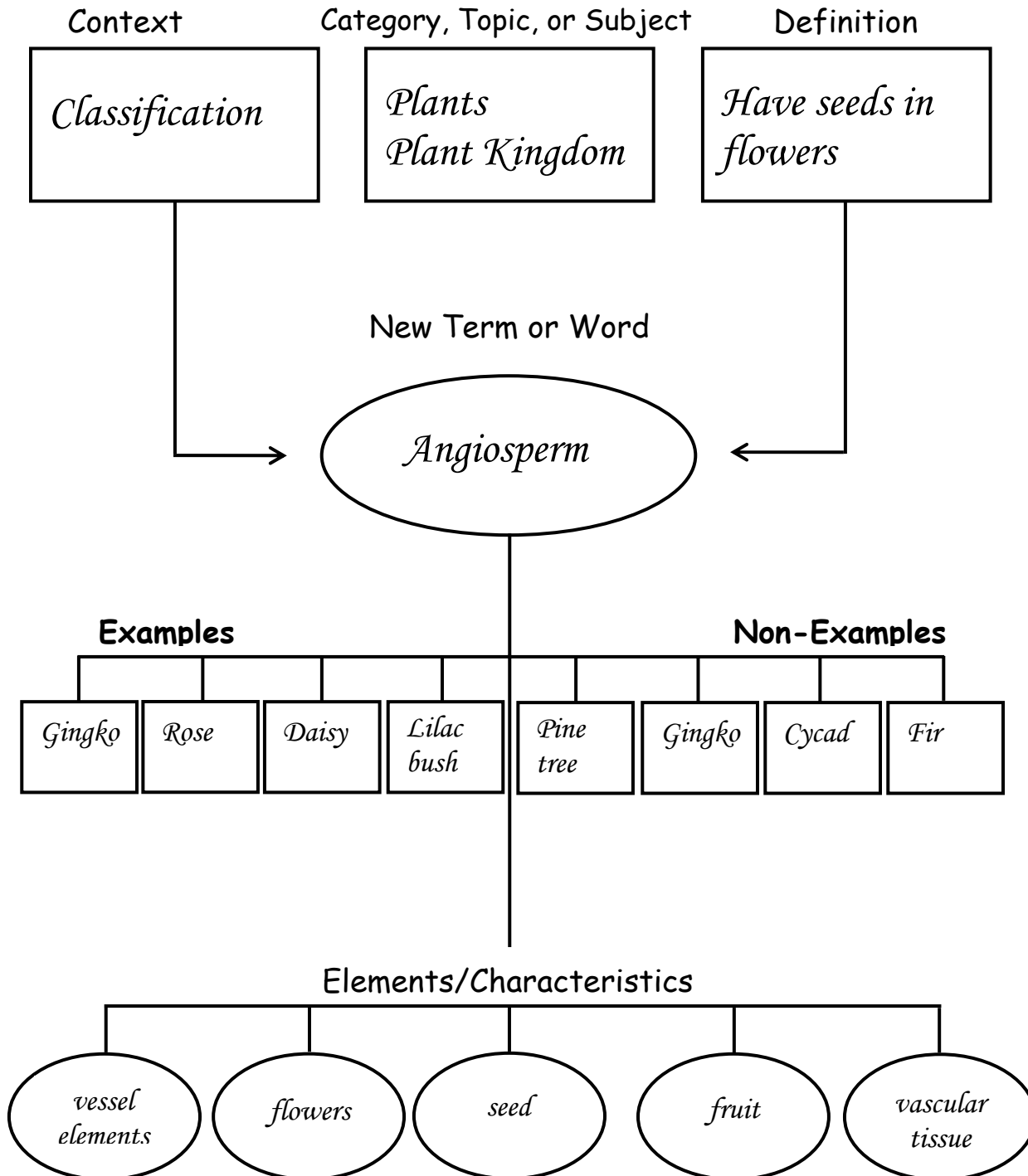
Vocabulary Elaboration - (Brown, Phillips, and Stephens, 1993 in Billmeyer, 2003) - The strategy has students record a new word, the date it was encountered, and the context in which the word was found. Students propose a definition and check it against a dictionary or glossary and then they provide examples and non-examples based on their experiences. Students also record characteristics or elements which are situational to help them understand different meanings of the same words. Students work in groups to complete a graphic organizer. These are shared with other groups. See example on next page.

Vocabulary Graphics - (Stejnort & Thiese, 2001) - Procedure: (a) give students 5 x 7 index cards, (b) instruct students to find the meaning of a given word and write it in the center of the card, (b) tell them to record the following information in each of the card's four corners: a sentence using the word, a synonym, an antonym, an illustration, and (d) hook the cards together for unit vocabulary file. See the example below.

SENTENCE: When I think of a NUCLEUS, I think of a sunny-side up egg!	SYNONYM: core
WORD: Nucleus DEFINITION: A nucleus is the center	
ANTONYM: edge	ILLUSTRATION: 

Vocabulary Strategies

Vocabulary Elaboration Strategy Example



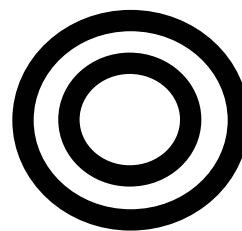
Brown, Phillips, and Stephens, 1993

Vocabulary Strategies

Vocabulary Notebook or Journal - (Billmeyer, 2004) - After reading or discussing, students keep track of their vocabulary development in a notebook or journal by recording how a word is used in different contexts, sketching what it means, and providing meaningful examples which link to their lives. Notebooks and journals can be shared with peers. See example.

Vocabulary Notebook Example

1. **word:** concentric page: 5
2. **context:** *"There were more than a dozen vessels of various kinds, formed roughly into concentric circles."*
3. **definition:** *having a common center*
4. **antonyms:** *imbalanced*
5. **predicted definition:** *round*
6. **association or symbol:**



Vocabulary Writing in Math - (Billmeyer, 2004) - Learning math is often equated to learning a new language due to the vocabulary-dense texts and conceptual context within which vocabulary is presented. One way to help students assimilate mathematical language is to have them create their own vocabulary journal as follows:

WORD	PICTURE	DEFINITION			
yard	ft ft ft <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 33px; height: 15px;"></td><td style="width: 33px; height: 15px;"></td><td style="width: 33px; height: 15px;"></td></tr></table>				A standard unit of measure made up of three feet. It is smaller than a meter.

Vocabulary Story Map - (Blachowicz & Fisher, 1996) Integrating new vocabulary with students' schema or prior experiences makes them more accessible. Procedure: for an upcoming story, map out the story line choosing vocabulary words that are critical to the story elements (see example). The possible big ideas section may not be in the story but are needed for effective discussion and the vocabulary should be used multiple times in discussing, explaining, summarizing, and responding to the story. See example below.

Vocabulary Strategies

"THE NECKLACE" (Vocabulary Story Map)

Characters

Mathilde, who believes there is nothing more humiliating than to look poor among women who are rich.
M. Loisel, who gives his wife 400 francs for a ball gown.
She suffered ceaselessly from the ugliness of her curtains.

Setting

The vestibule of the palace
The ministerial ball
A tented garret

Problem

Mathilde loses a borrowed diamond necklace and is sick with chagrin and anguish.
M. Loisel borrows money and accepts ruinous obligations.
They are impoverished by the debt.

Resolution

M. and Me. Pay the accumulations of debt and interest for years. After the debt is paid, Mathilde sees the friend from whom she borrowed the necklace and finds out it was only paste.

Possible Big Ideas

Putting on airs, humiliation, egotism, arrogance, conceit, vanity, disdain, haughtiness, destitute, indigent, irony, false pride, image, deprivation, poverty, calamity, compromised, luxuries

Word Boxes/Journals & Logs - (Fogarty, 2001) - These are based on the same principles but are for different age groups. For younger students, shoeboxes are used for individual word boxes. Students gather new words each day using 8 inch x 3 inch colored construction strips to record them. Students play the game "Go Fish" mixing their word cards with partners. When students know their words, they keep them (unknown words are discarded). Word strips are then used to create a story - some- of which are illustrated, bound and read to others. Over the months students will see their own progress. Vocabulary journals and logs serve the same purpose for older students as they use their growing list of words to better understand content specific material.

Word Chains - (Stephens & Brown, 2000) - A word chain provides students with a structure to explore relationships among words, understand how they can be used, and remember their meanings. Procedure: (a) the teacher selects 5 to 7 new vocabulary words that are related to the same concept and models how to develop a word chain based on the connections, (b) the students - in pairs - are given a group of words, (c) the students develop a word chain and then share it with another pair (or the rest of the class), and (d) finally each student writes a short paragraph using the new words in a way that demonstrates their connection.

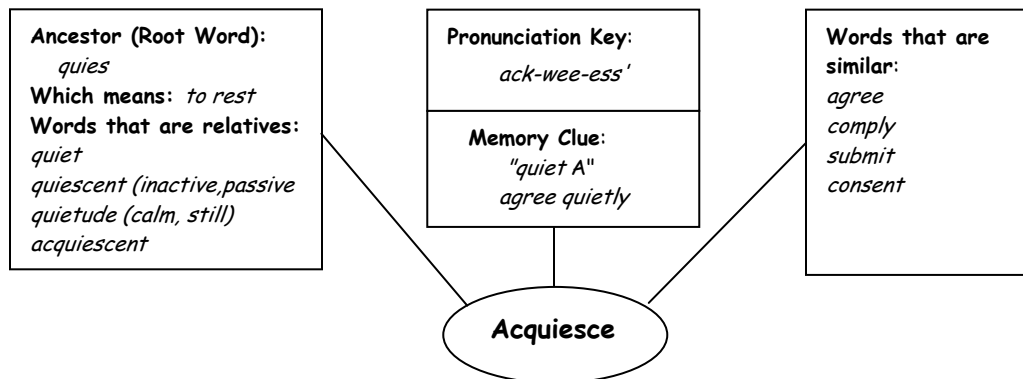
Word Cards Strategy - (Brisk & Harrington, 2000) - Procedure: Prepare strips of strong cardboard. Each day have each student give a word; write it on the card. Give the cards to the students to read alone or to trace the letters. Keep a file box in which to place the cards (first write the names

Vocabulary Strategies

of the children on the cards). Every day have the children find their own words, sit with a classmate, and read their words to each other. If they can't remember their words, sit and help them. Once students have 20 to 30 cards, use these follow-up activities:

- . Taking a few and checking to see if they remember them
- . Choosing one to elicit discussion of a topic by a group or the whole class
- . Having the students write their word and draw a picture
- . Having students put together a dictionary or create a game with the words

Word Family Tree - (Buehl, 2001) - This strategy involves students in connecting a key term to its origins, to related words or words that serve a similar function, and to situations in which one might expect the word to be used. Procedure: (a) select a group of target words for students to investigate (i.e. pivotal words in a story, a unit of study, or general-high utility vocabulary) and (b) have students work with partners or in cooperative groups to complete the organizer using appropriate resources. See example.



Definition: <i>to go along reluctantly, to give in maybe even if you really don't want to</i>		
A sentence where you found this word: <i>Eventually the Native Americans <u>acquiesced</u> to the treaty, even though they felt betrayed by the government.</i>		
Who would say it? Pick three kinds of people who might say this word and write a sentence showing how they might use it:		
<i>Politician</i> <i>After a few changes to the bill, the senator <u>acquiesced</u> to vote for it.</i>	<i>Judge</i> <i>The judge told the jury that every member had to <u>acquiesce</u> to reach the verdict.</i>	<i>Business Person</i> <i>I will <u>acquiesce</u> to buy your computers if you guarantee that they will work for my company.</i>

Word of the Week - (Stephens & Brown, 2000) - This process of making new words their own helps students to construct an ever-widening vocabulary. Procedure: (a) students identify a new word that they are interested in adding to their vocabularies, (b) they list the word, the part of speech, the

Vocabulary Strategies

definitions, and a sentence, (c) students use 'their word' in class all week, and students share their words with partners, then small groups, then the class.

Word Splash - (Burns, 1999) - Word splash sounds very simple but an amazing amount of connected information is shared in a relatively short amount of time. The strategy may not produce precision with vocabulary but when the words are encountered in the text, they will not be complete strangers. Procedure: (a) a variety of words that are integral to the unit are spread across a transparency, (b) the teacher elicits from the student what is already known about the terms - including their use in sentences, and (c) the teacher checks off the words as they are used, (d) The next step is to predict the story based on the word splash. See the example below.

<i>falcon</i>	celestial	ancient
Osiris		tomb
	deceased	
inscription		dismembered
ointments		divinities
	dynasty	
sarcophagi		<i>mumiform</i>
	netherworld	

Word Walls - (Pinnell & Fountas, 1998) - Procedure: (a) be selective and *stingy* about what words go up there, limiting the words to those really common words that students need a lot in writing, (b) add words gradually - about five a week, (c) make them accessible where everyone can see them, write them in big letters, and use a variety of colors, (d) practice the words by chanting and writing them in different ways (i.e. magnetic letters, sand, portable word walls), (e) do a variety of review activities, (e) make sure that word-wall words are spelled correctly in any writing the students do. See examples in their books!

Zip Cloze - (Burns, 1999) - Procedure: Put a reading passage on an overhead and block out words with masking tape. Choosing selected vocabulary words seems more useful than deleting every seventh word (the usual doze). Students use all the strategies they know to guess the missing words. When the tape is guessed, the tape is *zipped* off and students can compare their choice with the author's.