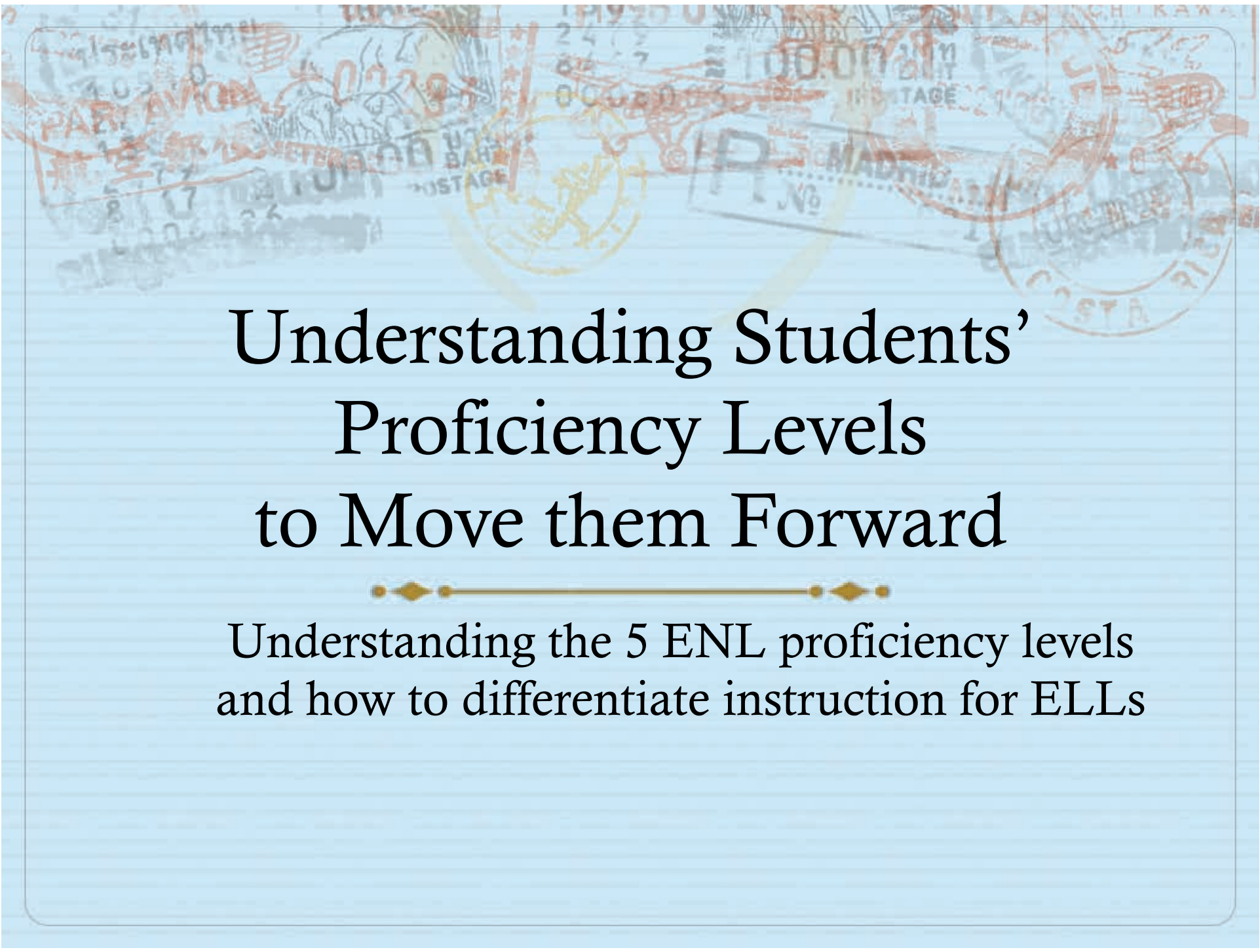*The Metropolitan Center for Research on Equity and the Transformation of Schools*
The NYS Statewide Language Regional Bilingual Education Resource Center at NYU Presents:

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

Nancy Cloud, Ed. D. Professor Emerita
Rhode Island College, Providence, RI
ncloud@ric.edu

Agenda

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

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

✦ **Advancing the Writing Skills of Transitioning and Expanding ELLs—Expanding Sentence Length and Complexity**

  ✦ **Advancing Descriptive Writing**

  ✦ **Advancing Explanatory Writing**

  ✦ **Advancing Opinion/Argumentative Writing**

  ✦ **Advancing Biographical Writing (Narrative Writing)**

✦ **Connecting Our Academic Literacy Work with STEM Instruction and with NYC Science Standards**

Understanding Students' Proficiency Levels to Move them Forward

Understanding the 5 ENL proficiency levels and how to differentiate instruction for ELLs

4th Grade Transitioning and Expanding Students

	Skill Profile	Listening	Speaking	Reading	Writing	Total Score	Proficiency Level
1.	S, R, L, W	60	62	62	51	235	3
2.	S, L, W, R	74	90	60	62	286	4
3.	S, R, L, W	67	81	68	38	254	3
4.	S, L, R, W	70	79	61	56	266	4

Notice the Profile of Skills!

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

ATTACHMENT G

NYSESLAT 2016
SCALE SCORE RANGES FOR DETERMINING
ENGLISH LANGUAGE PROFICIENCY

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

Grade	Entering Scale Score	Emerging Scale Score	Transitioning Scale Score	Expanding Scale Score	Commanding Scale Score
K	120–212	213–244	245–263	264–315	316–360
1	120–170	171–215	216–251	252–295	296–360
2	120–180	181–227	228–264	265–307	308–360
3	120–170	171–216	217–258	259–303	304–360
4	120–181	182–228	229–265	266–310	311–360
5	120–172	173–214	215–257	258–300	301–360
6	120–180	181–219	220–258	259–300	301–360
7	120–169	170–212	213–249	250–299	300–360
8	120–169	170–212	213–249	250–305	306–360
9	120–175	176–220	221–262	263–317	318–360
10	120–175	176–220	221–262	263–317	318–360
11	120–178	179–220	221–262	263–317	318–360
12	120–178	179–220	221–262	263–317	318–360

Where Are Your Students in The Proficiency Level Range?

Low, Mid, High?

Dear Parent/Guardian of Jane,

We are pleased to provide you this report about Jane's performance on the New York State English as a Second Language Achievement Test (NYSESLAT) that was administered in the spring of 2016 to all English Language Learners/Multilingual Learners (ELLs/MLLs). The scores from this test provide one way to understand student English Language development. However, these scores do not tell the whole story about what Jane knows and can do.

For more information about this test, the New York State standards, and how you can help Jane, go to:
www.p12.nysed.gov/biling/bilinged/parent-information/home.html

JANE'S ENGLISH LANGUAGE PROFICIENCY LEVEL IS EMERGING

How Can I get this information?

JANE'S TOTAL SCALE SCORE

X

PERCENTILES

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

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

JANE'S TOTAL SCALE SCORE: X

X

COMMANDING
Has met the State standard to demonstrate proficiency and is now designated as a Former ELL/MLL entitled to receive two years of ELL/MLL services.

X

EXPANDING
As an ELL/MLL, shows great independence in advancing his or her academic language skills.

X

TRANSITIONING
As an ELL/MLL, shows some independence in advancing his or her academic language skills.

X

EMERGING
As an ELL/MLL, has some dependence on supports and structures to advance his or her academic language skills.

X

ENTERING
As an ELL/MLL, has great dependence on supports and structures to advance his or her academic language skills.

X

ENGLISH LANGUAGE PROFICIENCY AREAS/MODALITIES

LISTENING
Students listen to determine information and develop ideas in grade-level academic discussions

JANE'S SCALE SCORE
X

SPEAKING
Students use grade-appropriate language to contribute to discussions about academic texts and topics.

JANE'S SCALE SCORE
X

READING
Students read grade-level academic texts to determine information and develop ideas.

JANE'S SCALE SCORE
X

WRITING
Students use grade-appropriate language to structure thoughts and ideas in writing, about literary and informational texts and topics.
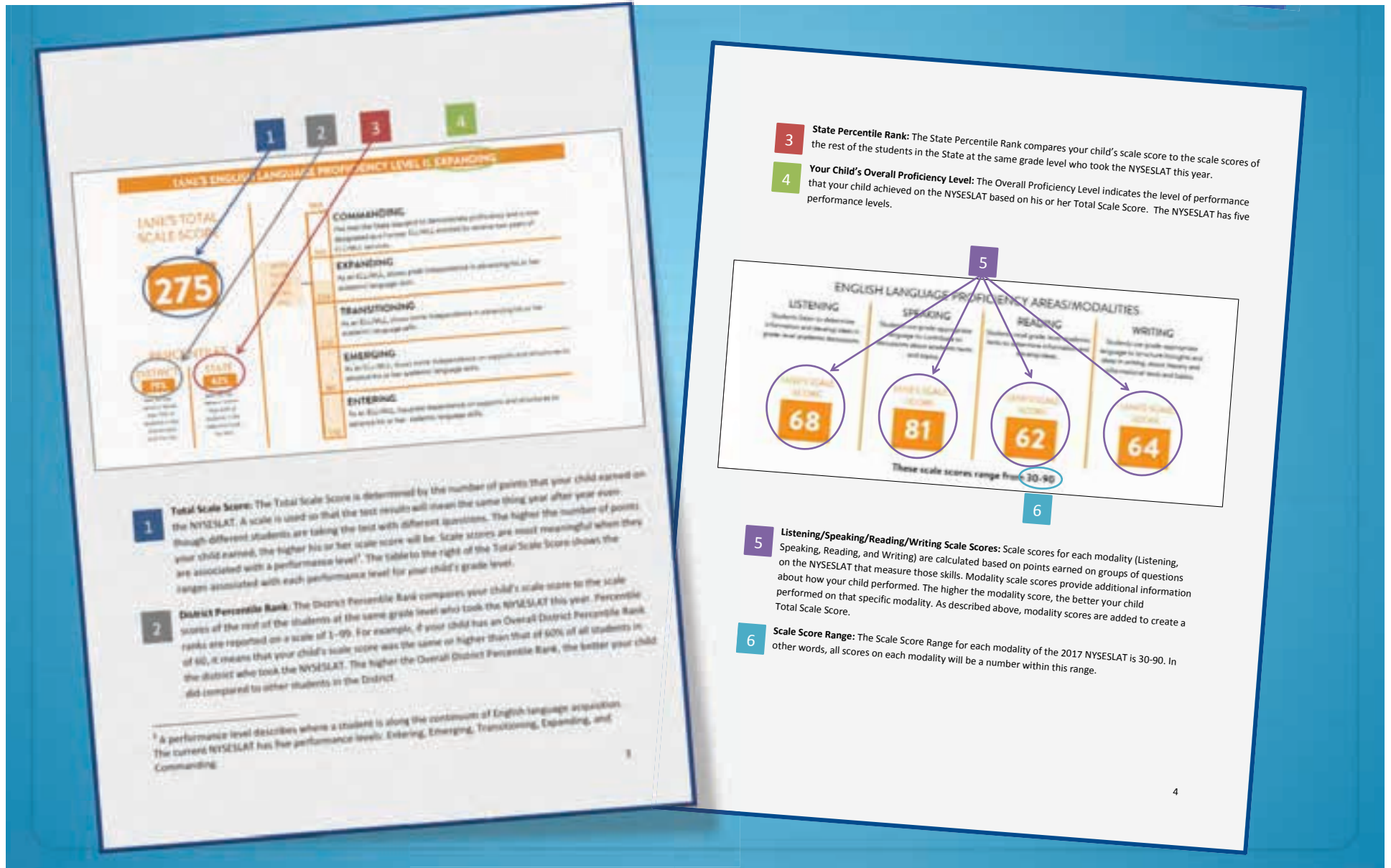
JANE'S SCALE SCORE
X

These scale scores range from 30-90

What are Students Profiles Showing?
(Parent Report)

ENL Proficiency Levels
Differentiated Instruction

| Entering | Emerging | Transitioning | Expanding | Commanding |

Amount, Complexity of Language Produced
Amount of Scaffolding Needed

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

Dimensions of Language

READ   LISTEN   VIEW

SPEAKWRITE
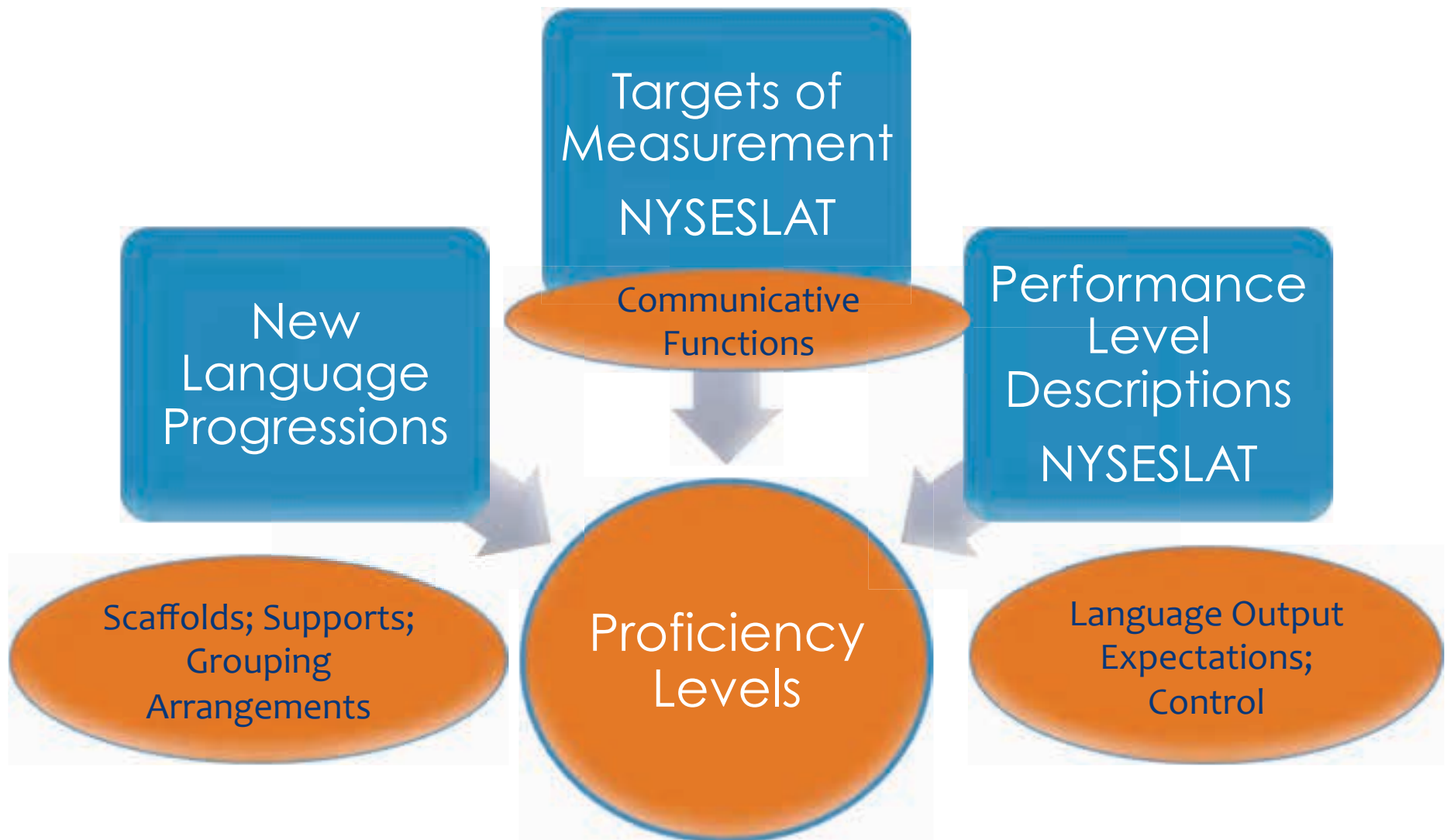
Receptive
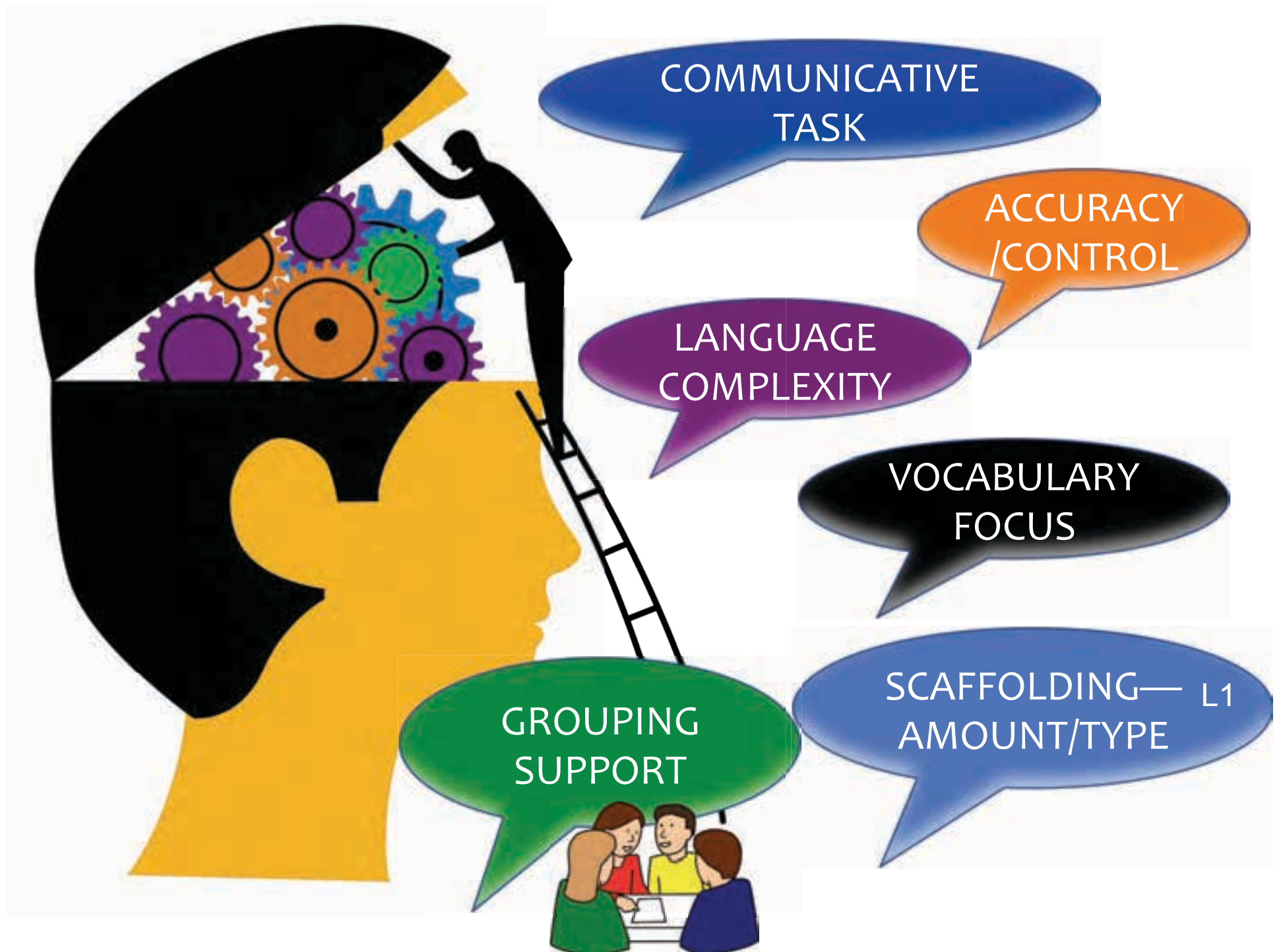
Expressive

Let's Unpack the **Performance Level Descriptions** for Listening, Speaking, Reading and Writing, the **ToMs** and The **New Language Progression** Documents

What Do They Tell Us About What Students at Each Proficiency Level Can/Should Be Asked to Do ?

Understanding the 5 Proficiency Levels

Targets of Measurement

NYSESLAT

Communicative Functions

New Language Progressions

Performance Level Descriptions

NYSESLAT

Scaffolds; Supports; Grouping Arrangements

Proficiency Levels

Language Output Expectations; Control

Listening (Grades 1-2)

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

Proficiency Levels	Language Expectations	Vocabulary Targets	Type of Support Scaffolds	Teaching Arrangements	Level of Support
Entering (excludes TOM 4)	*Identify a few words, short phrases or predictable sentences (that signal or describe important individuals, ideas, events, a narrator, and/or the main idea, key details, sequence and/or relationships in grade level spoken discourse)*	*Determine the meaning of a few Tier 1 words*	*Organize illustrated or pre-taught words and phrases on a graphic organizer with prompting and support *(to identify or clarify information presented orally and build from the ideas of others) In new and/or home language*	*Partnerships Teacher-led small groups*	*Substantial support*
Emerging (excludes TOM 4)	*Identify some words, phrases or a few simple sentences (that…)*	*Determine the meaning of some Tier 1 and a few Tier 2 words*	*Organize illustrated, pre-identified words and phrases on a (partially completed) graphic organizer with prompting and support (to…); In new and/or home language*	*Partner... Small g...*	
Transitioning	*Identify most phrases, simple sentences or a few expanded sentences (that…)*	*Determine the meaning of most Tier 1 and a few Tier 2 words*	*Organize a bank of words, phrases and/or sentences on a partially completed graphic organizer with prompting and support (to…); In new and occasionally in the home language*	*Partnersh... Small grou... Whole class*	
Expanding	*Identify most simple or some expanded sentences (that…)*	*Determine the meaning of most Tier 1 and some Tier 2 words*	*Organize sentences/information on a graphic organizer with prompting and support (to…); In new language*	*Partnerships Small group Whole class*	*Largely Independent*
Commanding	*Identify a variety of simple or expanded sentences (that…)*	*Determine the meaning of Tier 1 and some Tier 2 words*	*Organize information on a self-created graphic organizer independently (to…);In new language*	*Partnerships Small group Whole class*	*No Support Needed*

- Shaded columns come from the Progressions; Rest from the Performance Level Descriptions and Targets of Measurement

Reading (Grades 1-2)					Receptive

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

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

* Shaded columns come from the Progressions; Rest from the Performance Level Descriptions and Targets of Measurement

Speaking (Grades 1-2)					

Expressive

Communicative Functions: participate in a discussion about academic topics or texts, use grade-level approp[...] contribute to a conversation, elicit an exchange, describe or convey relevant details and/or narrate a story, provide a[...] topic or text, and/or provide an opinion (supported by a reason for Emerging and above).

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

* Shaded columns come from the Progressions; Rest from the Performance Level Descriptions and Targets of Measurement

Writing (Grades 1-2)

Communicative Functions: structure thoughts and ideas; create and structure written text, write about lite... complete thoughts and ideas, provide facts or descriptions with details, use grade appropriate words and phrases t... ideas, develop a narrative written text with two or more events in sequence, provide an opinion with a reason and additional information.

Expressive

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

See original sources for more detail   Nancy Cloud, Ed.D. (2018) Nancycloud2@gmail.com

Listening (5-6)

Communicative Functions: identify, signal, refer to, provide, information, meaning of vocabulary, central ideas; details, evidence, conclusions, relationships; describe concepts, points of view, events; develop narrative elements; theme or message; determine development of ideas (not Entering)

Proficiency Levels	Language Expectations	Vocabulary that…	Type of Support Scaffolds	Teaching Arrangements	Level of Support
Entering *Some ToMs don't apply*	*Identify a few words Short phrases or Predictable sentences (that signal important individuals, main ideas, key details, concepts, events, points of view, message; story or topic, description,*	*Determine the meaning of some Tier 1 words*	*Organize pre-taught words and phrases on a table or graphic organizer In new and/or home language*	*Partnerships Teacher-led small groups*	*Substantial support*
Emerging	*... a few sentences (that…)*	*Determine the meaning of some ... and a few Tier ... *	*... phrases on a (partially completed) table or graphic organizer; In new and/or home language*	*...ships Teacher-led small groups Small groups*	*Moderate Support*
Transitioning	*Identify most phrases, simple sentences or a few expanded or complex sentences (that…)*	*Determine most of the literal and a few of the figurative meanings of Tier 1 and Tier 2 words and phrases*	*Organize phrases and sentences on a (partially completed) table or graphic organizer; In new and occasionally in the home language*	*Partnerships Small groups Whole class*	*Limited Support*
Expanding	*Identify most simple and some expanded or complex sentences (that…)*	*Determine most of the literal and some of the figurative or connote-tive meanings of Tier 1 and 2 words & phrases*	*Organize sentences/information on a table or graphic organizer In new language*	*Partnerships Small group Whole class*	*Largely Independent*
Commanding	*Identify a variety of simple, expanded and complex sentences (that…)*	*Determine most of the literal, figurative or connotative meanings of Tier 1 & 2 words and phrases*	*Organize information on a self-created table or graphic organizer independently In new language*	*Partnerships Small group Whole class*	*No Support Needed*

* Shaded columns come from the Progressions; Rest from the Performance Level Descriptions and Targets of Measurement

Reading (5-6)					
Communicative Functions: identify, determine central ideas/information, key details, topic or theme, key narrative elements, meaning of vocabulary, evidence, conclusions; describe events, sequence of events, connections, relationships among ideas; development of ideas (not Entering)					
Proficiency Levels	**Language Expectations**	**Vocabulary Targets**	**Type of Support Scaffolds**	**Teaching Arrangements**	**Level of Support**
Entering *Some ToMs not applicable*	*Identify a few words Short phrases or Predictable sentences *(that signal important individuals, main ideas, key details, sequence, connect-ions, evidence, etc.)*	*Determine the literal meaning of some Tier 1 words*	*Organize pre-taught words and phrases on a web; chart; graphic organizer In new or home language*	*Read aloud Partnerships Teacher-led groups*	*Substantial support*
Emerging	*Identify some words, phrases and a few simple sentences that…*	*Determine the literal meaning of some Tier 1 and a few Tier 2 words*	*Organize pre-identified words and phrases on a web; chart; graphic organizer; In new and/or home lang.*	*Read Aloud Partnerships Small groups*	*Moderate Support*
Transitioning	*Identify most phrases, simple sentences and a few expanded or complex sentences that…*	*Determine most of the literal and a few of the figurative or connotative meanings of Tier 1 & Tier 2 words*	*Organize phrases and sentences on (using a bank of phrases and short sentences or a partially completed…) web; chart; graphic organizer; In new, and occasionally, the home language*	*Read Aloud Partnerships Small groups Whole class*	*Limited Support*
Expanding	*Identify most simple or some expanded or complex sentences that…*	*Determine most of the literal and some of the figurative or connota-tive meanings of Tier 1 & 2 words*	*Organize sentences/ information on a web; chart; graphic organizer after teacher modeling (or with prompting and support-e.g. glossary) In new language*	*Partnership Small group Whole Class*	*Largely Independent*
Commanding	*Identify variety of simple, expanded and complex sentences that…*	*Determine most of the literal, figurative or connotative meanings of Tier 1 & 2 words*	*Organize information on a self-created web; chart; graphic organ-izer, independently; In new language*	*Partnership Small Group Whole Class*	*No Support Needed*

* Shaded columns come from the Progressions; Rest from the Performance Level Descriptions and Targets of Measurement

Speaking (5-6)

...scussions, discuss a topic or text, ask questions, describe a character, provide information on a topic or text, describe/convey details, narrate/retell a story or process in sequence, analyze a topic or text, provide an opinion, express feelings

Proficiency Levels	Language Expectations	Errors	Type of Support Scaffolds	Teaching Arrangements	Level of Support
Entering *Some ToMs not applicable*	*Uses a few words, Short phrases or Predictable sentences*	*Response may contain errors that totally obscure meaning*	*Use pre-taught words and phrases to complete sentence starters; In new and home language*	*Partnerships Teacher-led small groups*	*Substantial support*
Emerging	*Uses phrases and simple sentences*	*Response may contain errors in words and structure that mostly obscure meaning*	*Use pre-identified words and phrases to complete sentence starters; In new and home language*	*Partnerships Small groups*	*Moderate Support*
Transitioning	*Uses simple sentences and expanded sentences*	*Response may contain errors in words and structure that partially obscure meaning*	*Use word bank; graphics In new and occasionally in the home language*	*Partnerships Small groups Whole class*	*Limited Support*
Expanding	*Uses simple, expanded or complex sentences*	*Response may contain some errors in words and structure that minimally obscure meaning*	*Use previously completed graphic organizer In new language*	*Partnerships Small Groups Whole Class*	*Largely Independent*
Commanding	*Uses a variety of simple, expanded and complex sentences and fluid language*	*Response contains few or no errors in word choice and structure that obscure meaning*	*Use knowledge of the topic, text or issue, independently; In new language*	*Partnerships Small groups Whole class*	*No Support Needed*

* Shaded columns come from the Progressions; Rest from the Performance Level Descriptions and Targets of Measurement

Writing (5-6)

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

Proficiency Levels	Language Expectations	Errors	Organization	Vocabulary Targets	Type of Support Scaffolds	Teaching Arrangements	Level of Support
Entering					Use pre-taught words and phrases* to complete a cloze paragraph; New or home lang.	Partnerships Teacher-led groups	Substantial support
Emerging	sentences	obscure meaning	ideas using transitions or closure	common grade level Tier 2 words; Describe ideas or facts	Use pre-identified words and phrases to write two or more paragraphs; In the new and/or home langu...	Partnership... Small groups	
Transitioning	Phrases, simple sentences & occasionally expanded and/or complex sentences	Writing includes occasional errors; errors may obscure meaning	Writing includes limited orientation, development of ideas using transitions and/or closure	Use words and phrases including Tier 1 and a few grade level Tier 2 words; Describe detailed ideas and facts	Use pr... gr...zer & w... to write a sh... essay; New & occasionally in home language	...erships	Limited Support
Expanding	Simple, expanded and/or complex sentences	Writing includes occasional errors; errors do not obscure meaning	Writing includes partial orientation, development of ideas using transitions, and closure	Use words and phrases including Tier 1 and grade level Tier 2 words; Describe detailed ideas and facts	Use previously completed graphic organizer & a teacher-provided model to write an essay; New lang.	Partnerships Small groups	Largely Independent
Commanding	A variety of simple, expanded and complex sentences	Writing may include infrequent errors; errors do not obscure meaning	Writing includes sufficient orientation, logical development of ideas using transitions, and closure	Use words and phrases including Tier 1 and grade level Tier 2 words; Describe precisely detailed ideas and facts	Use knowledge of the text/topic independently to write a multiple-paragraph essay; New language	Partnerships Small groups Independently	No Support Needed

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

Nancy Cloud, Ed.D. (2017)

(Overlay callouts:)
- Expressive
- GROUPING SUPPORT
- Some L1
- SCAFFOLDING—AMOUNT/TYPE
- 1. How do language expectations change?
- 2. How does organization and vocabulary change?
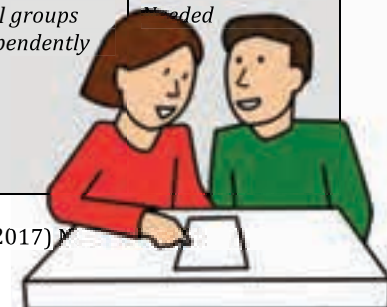
Planning for a Multi-Level Class

Resource 8.2   Differentiated Assignment/Assessment Template

Differentiated Assignment/Assessment Template

Assignment: _____

Level 1	Level 2	Level 3	Level 4	Level 5	Fully English Proficient
Language-Based Expectations:	Language-Based Expectations:	Language-Based Expectations:	Language-Based Expectations:	Language-Based Expectations:	Language-Based Expectations:

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

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

Fill in the Chart With Your Partner **for Writing**:
Person A: Fill in Expectations
Person B: Fill in Scaffolding and Support
Then Share!

Sharks!

Advancing Vocabulary and Writing While Accessing STEM Topics; Women in Science; NYC Connections; Bicultural Role Models

NYC
Department of Education
Carmen Fariña, Chancellor

New York City

K-5

Science
Scope & Sequence

2015–2016

(Plant) Animal Structures and Functions Across the Grades

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

Grade 2: **Plant Diversity**

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

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

Grade 5: **Exploring Ecosystems**

Grade 3, Unit 4: Plant and Animal Adaptations

An organism's external physical features can enable it to carry out life functions in its particular environment. (5.1b)

Each animal has different structures that serve different functions in growth, survival, and reproduction. (3.1a)
— Wings, legs, or fins enable some animals to seek shelter and escape predators.
— The mouth, including teeth, jaws, and tongue, enables some animals to eat and drink.
— Eyes, nose, ears, tongue, and skin of some animals enable the animals to sense their surroundings.
— Claws, shells, spines, feathers, fur, scales, and color of body covering enable some animals to protect themselves from predators and other environmental conditions, or enable them to obtain food.
— Some animals have parts that are used to produce sounds and smells to help the animal meet its needs.
— The characteristics of some animals change as seasonal conditions change (e.g., fur grows and is shed to help regulate body heat; body fat is a form of stored energy and it changes as the seasons change).

Some animals, including humans, move from place to place to meet their needs. (5.2d)

With Video:

Math: Measurement in feet, inches (length)--- miles (depth), miles per hour (speed)

STEM
SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS

Always Consider: Rate of Speech

Use to Help ELLs with Pronunciation of Terminology

https://www.youtube.com/watch?v=7iiihvYrWbg

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

ELA/Literacy Standards

ELA/Literacy

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

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

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

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

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

ELA Standards

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

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

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

SL.3.3: <u>Ask and answer questions</u> about information from a speaker, offering appropriate elaboration and detail.

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

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

Biography: Culturally-Diverse Women Scientists

Informational and Fictional Shark Texts
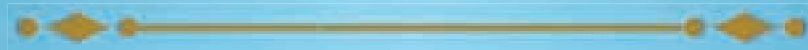
Introducing our Text Set

Use Text Sets

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

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

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

- Develop comprehension skills so they can tackle new books

Why text sets?

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

(Nell Duke, *Educational Leadership* November, 2013)

Looking at Text Difficulty

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

What makes a text rigorous?

Typical Reader Measures

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

NYS ED .gov

How to Estimate a Text's Complexity for a Reader

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

READER — **TEXT** — **TASK**

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

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

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

QUALITATIVE **QUANTITATIVE**

Animals That Live in the Ocean

Sharks

WR SCIENCE
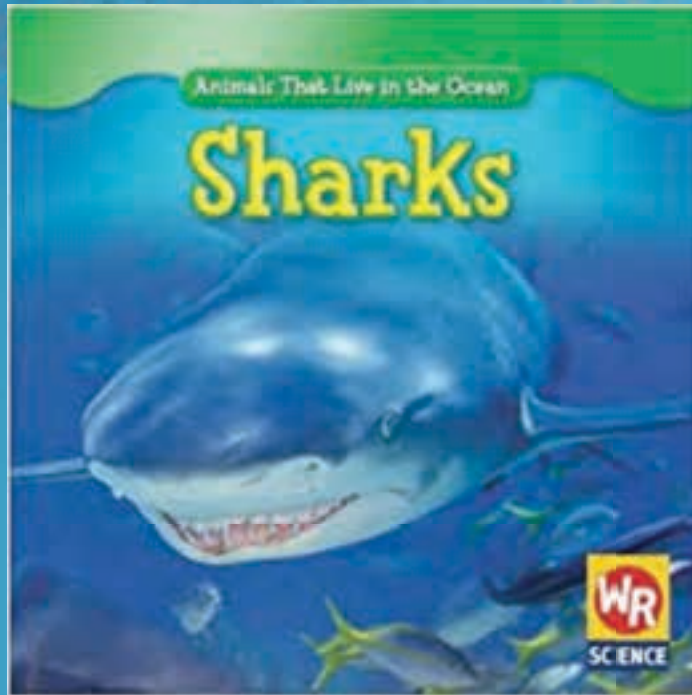
GRL = G
DRA = 12
Grade 1
Approx. Lexile 225

LEVELED BOOK • J

Sharks

Written by Kira Freed • Illustrated by Cende Hill

www.readinga-z.com

MULTI LEVEL J•M•Q
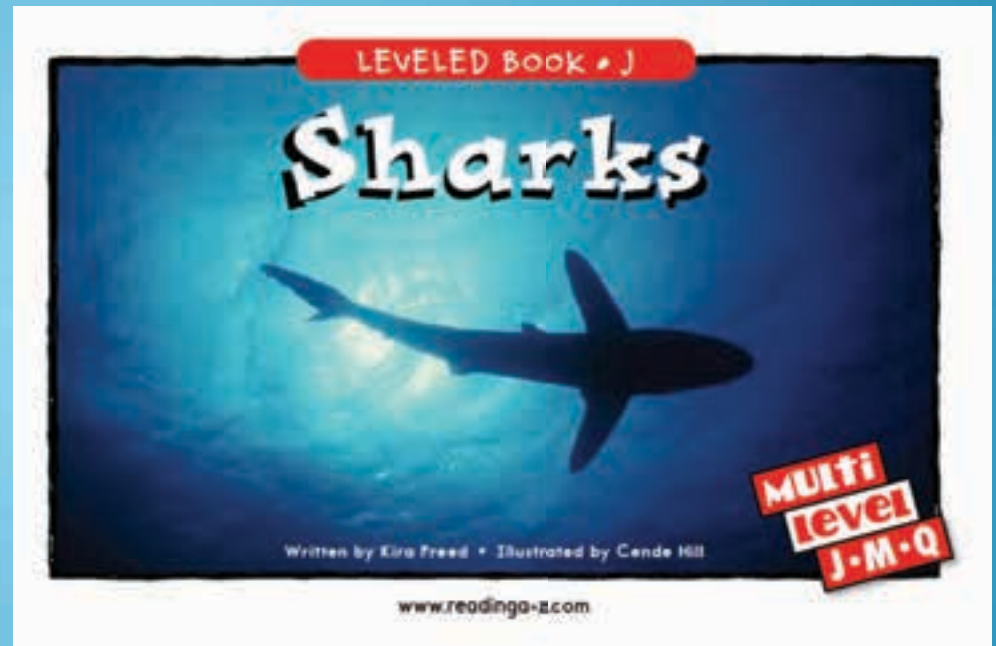
Level J
Approx. Lexile 400-425
2nd Gr.

Gr. Level 3.0
Lexile 470
GRL = N-O

Gr. Level 4.1
Lexile 570
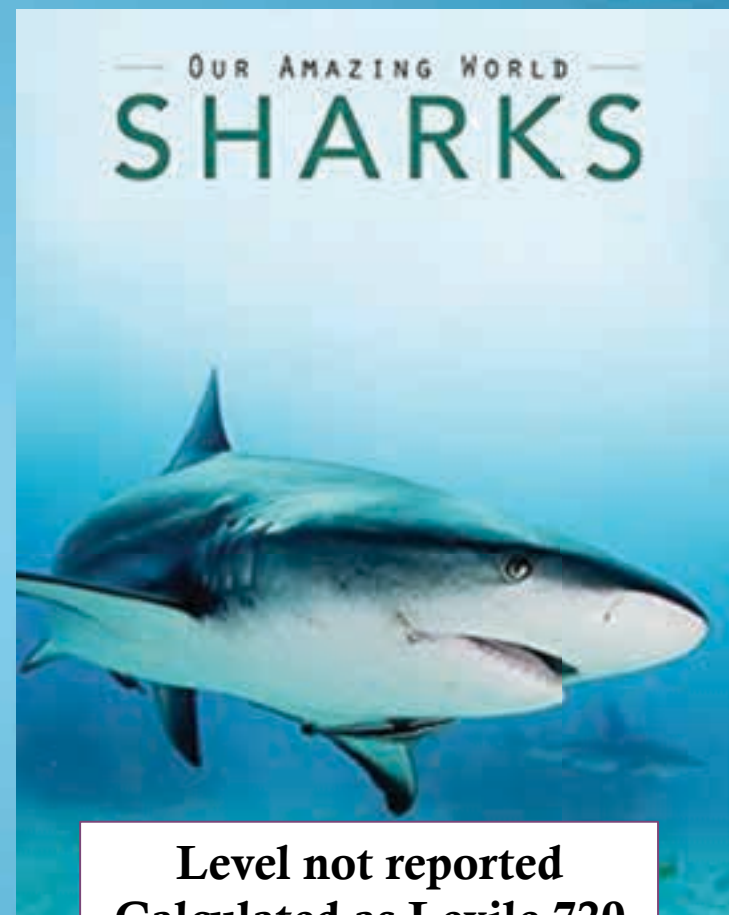
https://www.harpercollins.com/
web-sampler/9780060281403

Lexile 660
GRL = M
Gr. Level 4.0

Level not reported
Calculated as Lexile 720
Gr. Level 5
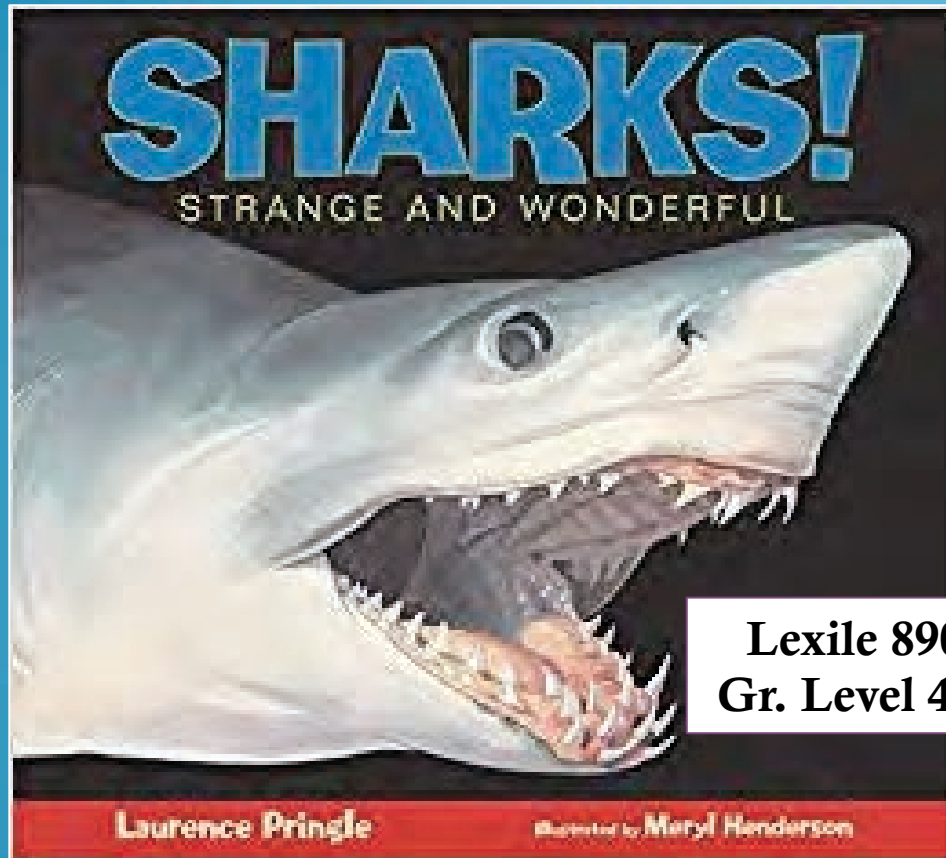
**Lexile 890
Gr. Level 4.8**

**SHARKS!
Strange and Wonderful**

Educator's Guide

**SHARKS!
Strange and Wonderful**
By Laurence Pringle,
Illustrated by Meryl Henderson

PB • 978-1-59078-571-3

"The biggest sharks in the ocean are gentle creatures with tiny teeth. The whale shark, basking shark, and the smaller megamouth shark all eat small animals and plants called plankton" (page 13). These facts and many others that Laurence Pringle presents in *Sharks!* will surprise many of your students whose images of sharks may well be anything but gentle. Introduce them to the truth with *Sharks!*

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

Before Reading

Introduce your students to Bob Cranston, a scientist who is studying sharks at video.nationalgeographic.com/video/kids/animals-pets-kids/wild-detectives-kids/wd-ep4-sharkguy/. What characteristic of sharks is the key to this scientist/detective's new device for attracting sharks? What are some of the methods sharks use to find food?

What else do your students know about sharks? Make a list of what they tell you. Now view a second video that presents a few shark facts: squidoo.com/shark-videos-for-kids#module149686568.

Scroll down to the "shark fact video" section. Then click on Five Facts about Sharks. Which of these facts had your students listed before they viewed the video? Were any of the facts they included wrong according to the video? As you read Laurence Pringle's *Sharks!* take note of which facts the book confirms.

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

You can mail their letters to:
Bob Cranston
31755 Calle de Talar
Bonsall, CA 92003
RI 4.1, 4.2, 4.7, 4.9; W 4.2, 4.4, 4.8

Matters of Fact

Common Core goals encourage students to build knowledge in all subjects and to focus learning in a variety of disciplines with text-based evidence. These "matters of fact" questions help accomplish these goals.
• What do sharks have instead of bony skeletons?
• Describe sharks' teeth. Why are they so important for survival?
• How do sharks move through the water?
• Sharks have two methods of reproduction. What are they?
• What is the greatest threat to sharks' survival?
RI 4.1, 4.2, 4.3

Language Arts: Vocabulary

Common Core State Standards encourage students to build their domain-specific vocabulary, which is essential for understanding the complex texts they are reading. There are many scientific words and phrases in *Sharks!* with which your students are unfamiliar. As they come across a new word they should add it to the vocabulary list in their Strange and Wonderful notebooks. Among the words they should find are these new scientific terms: cartilage, gill slits, denticles, and plankton.
RI 4.4

Research; Art; Math

Create an "ocean" filled with sharks in your classroom to give your students a real sense of the variety of sizes and kinds of sharks. Paint a backdrop of the sea using Meryl Henderson's illustrations as inspiration. Study the pictures with your students closely. Look especially at pages 18–27. Take note of the colors, the textures, sense of movement, and plants. Hang oak tag or heavy paper on the longest wall in your room or in the hallway and set your students to painting their water-world mural.

Assign each student one of the sharks in the book. Each will have to refer back to the book to see the contours of "their" shark and note its size. Sharks can range in size from 25 centimeters (about 10 inches) to as much as 14 meters (about 46 feet). Setting up a scale for your mural will depend on how much room you have. A usable scale is 1:10; a dwarf shark on the mural will be about 1 inch long and the whale shark will be about 4 feet 7 inches long. Students will want to do some research beyond the book as well before they begin creating "their" shark.

Then have each student make their shark on heavy paper, label it, write in its size and one fact about it (either from the book or from research) and tape the shark to your ocean.
RI 4.1, 4.7; MC.4.MD.A.1

Science; Social Studies; Art

"The great white shark is the most famous—and feared—of all sharks.

Boyds Mills Press

http://ocean.si.edu/sharks

Online Materials

SHARK LADY

The True Story of How Eugenie Clark Became the Ocean's Most Fearless Scientist

Written by Jess Keating • Illustrations by Marta Álvarez Miguéns

Biographical Fiction

SWIMMING WITH SHARKS

The Daring Discoveries of Eugenie Clark

Heather Lang   pictures by Jordi Solano

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

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

**Lexile 770
GRL = Q
Gr. Level 4.5**

Moving Word Knowledge Forward

Expanding and Refining Transitioning and Expanding Students' Vocabulary

Elfrieda Hiebert
TextProject.org
Word Facts and Word Instruction

TextProject

Word Facts/A Generative Vocabulary

TEACHING AND LEARNING VOCABULARY

Bringing Research to Practice

Edited by
Elfrieda H. Hiebert
Michael L. Kamil
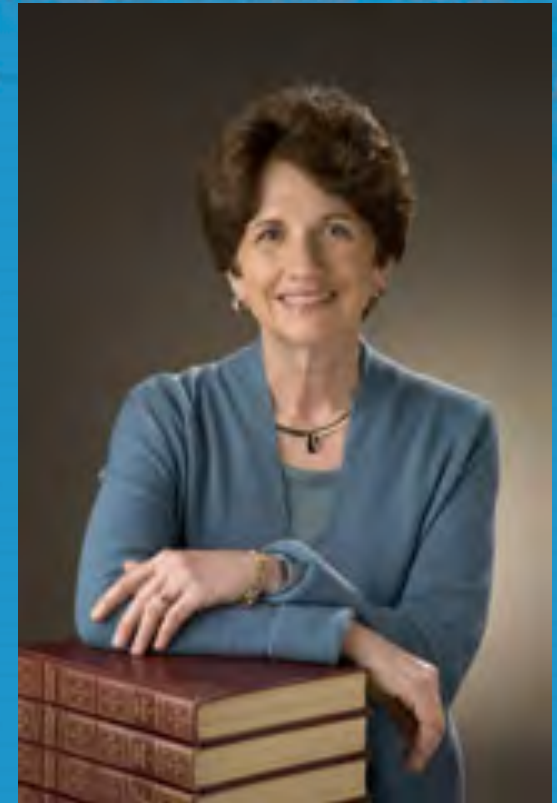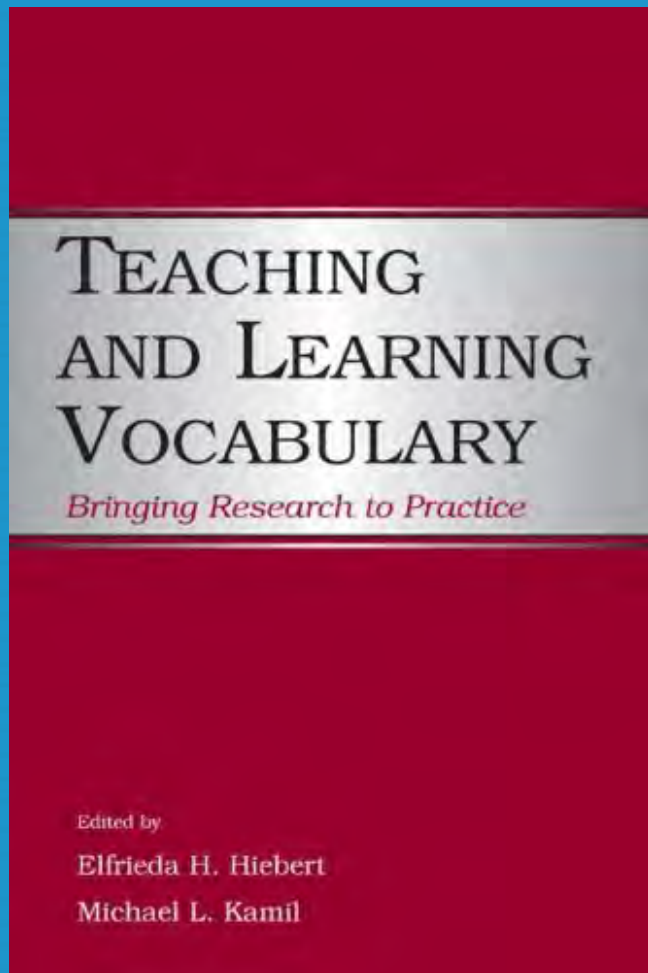
Vocabulary Researcher

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

http://textproject.org/resources/word-zones-list

Elfrieda Hiebert: Word Facts and Generative Word Strategies

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

To 9:30

SUMMARY

Word Facts →
1. More rare words in texts than talk.
2. Many more English words than school time.
3. Small group of words does heavy lifting in text.
4. Words are part of families.
5. Networks in narratives a sets of synonyms
6. Networks i texts are topi
7. Concrete word faster than abstract ones.

Use Generative Word Strategies—Especially with Transitioning and Expanding Students!

GENERATIVE WORD INSTRUCTION

Elfrieda Hiebert

TextProject.org

Generative Word Strategy #1:

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

Teach them to NOTICE and CAPTURE new words (vocabulary notebooks, cards)
Graves Concept of "Word Consciousness"

Vocabulary Notebook

New Word and Illustration	Pronunciation	Definition in Your Own Words	Sentence and/or Connections

Vocabulary Notebook

Making a Vocabulary Notebook
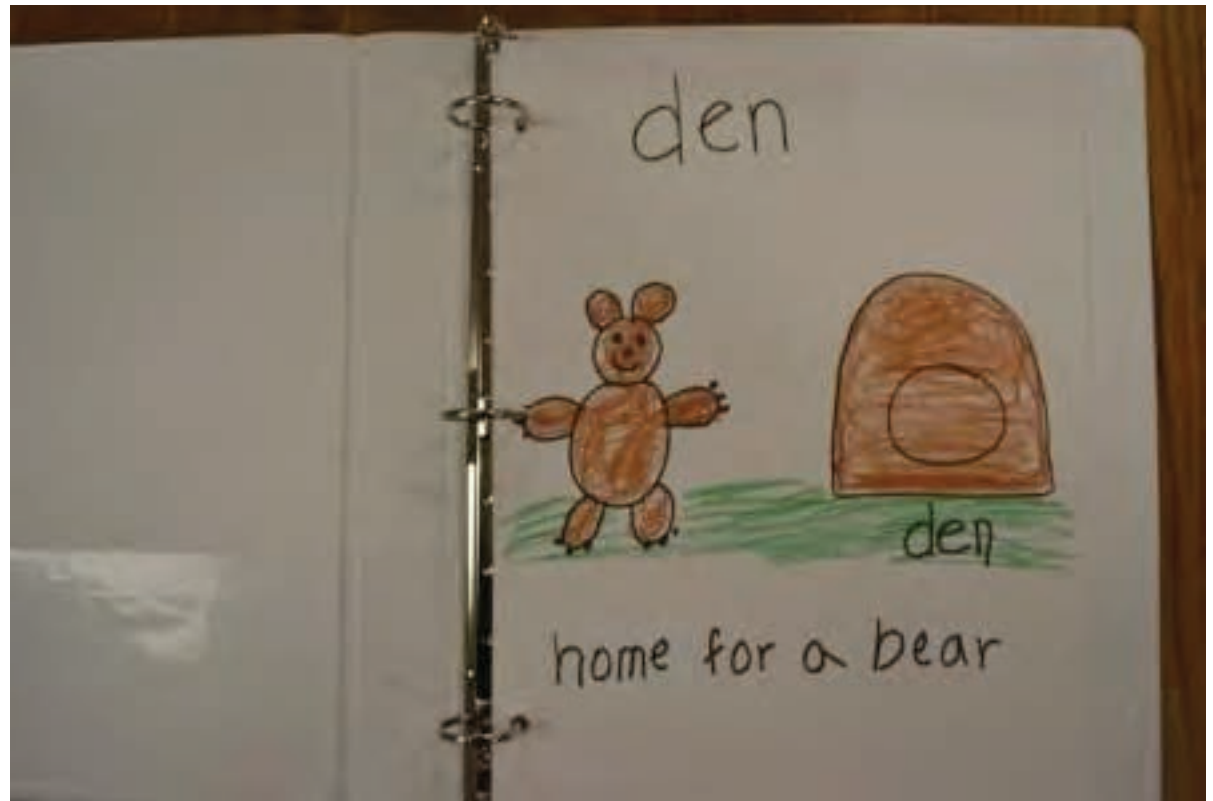
Book Trailer-Motivator
Write down 1-3 potentially new verbs for Transitioning and Expanding ELLs

Shark Lady Trailer:

https://www.youtube.com/watch?v=enpBVnm3CvY&t=21s

Book Trailer
Write down 1-3 potentially new adjectives for Transitioning and Expanding ELLs

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

Swimming with Sharks Trailer

Lexile 770
GRL = Q
Gr. Level 4.5

Generative Word Strategy #2

- Expose students to many new topics and the vocabulary associated with those topics, including "stories" about how words work and their histories.

denticle

Small toothlike structure
dent, denti Latin root that means tooth, teeth

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

How words work

Prefix /un-/	Suffix /-y/

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

- bone/bony
- scratch/scratchy
- point/pointy
- blood/bloody
- sand/sandy

Generative Word Strategy #3

- Teach students about the multiple uses of many words

  - Multiple meanings

  - Multiple parts of speech

  - Multiple uses of phrases and idioms

Word	Meaning 1	Meaning 2
Pen	Something you write with	Something you put animals (fish, sharks) in
Current		
Mission		
Mind		
Train		
School		
Organ		

Generative Word Strategy #4:

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

Science	Move
Scientist	Moves/Moved
Scientific	Moving
Unscientific	Movement
Scientifically	Moveable
	Remove

Morphology Kit

Noun-Making Suffixes	Verb-Making Suffixes	Adjective-making suffixes
-ment	-ate	-acious,icious
-ness	-ify	-y
-ation, sion	-ize	-ous, ious
-ity		-ant
-ism		-able, ible
-hood		-er; est
-itude		
-ence		
-ance		-ly
-ide		

What About –s; -ed; -ing?

Derivation vs. Inflection
change category vs. change meaning without changing category

Generative Word Strategy #5

- Teach students about the rich networks of similar meaning words from which auth~~ors~~ ~~choos~~e words for trai~~ts~~, ~~actions,~~ ~~e~~motion, and communi~~cation~~

Very Important Work for Transitioning and Expanding Students!

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

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

Generative Word Strategy #6

- With the vocabulary of informational texts, teach students about relationships among concepts of critical topics

Body Parts and Functions

Tail; Fins

Steer, keep balance, swim

Teeth and Jaw

Hold **prey** Sharp jagged edges cut prey Used to **tear, bite, crush** food

Gill Slits

Arranged in pairs, water flows into mouth; out through **slits or openings; blood vessels** take **oxygen** from the water

Skin

Made up of **denticles;** picks up changes in **water current and temperature**

Eyes Ears & Nostrils

See, hear, smell **prey**

Electro-reception

Senses electric fields given off by prey

Generative Word Strategy #7

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

Text Project Word Pictures
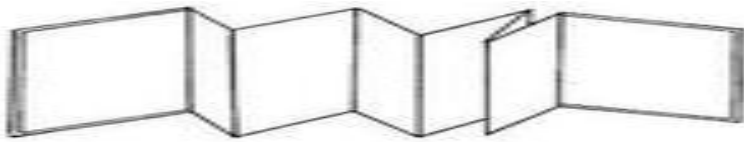
Use an Accordion Book as An Option

Tarsi

Pedipalps

Spinneret

Cuticle (external "skin")
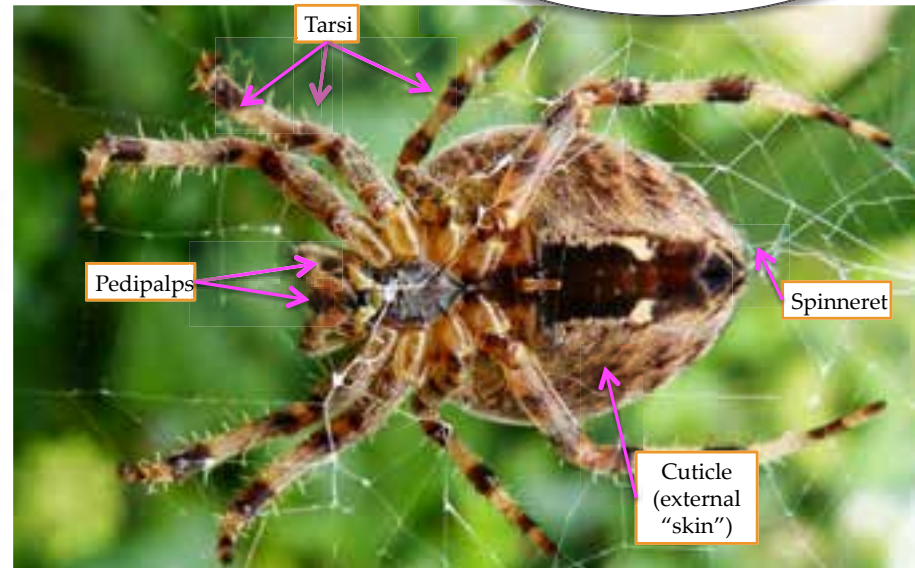
A Teacher's Guide to

SWIMMING
WITH
SHARKS

The Daring Discoveries of
Eugenie Clark

Heather Lang

pictures by

Jordi So...

guide prepared by
Marla Conn

Ages 4-8 // Grades PreK-3

ALBERT WHITMAN & COMPANY
Publishing award-winning children's books since 1919
www.albertwhitman.com

FIND THE SHARK PARTS

WORD BANK

pectoral fin	second dorsal fin	pelvic fin
caudal fin	gill openings	nostril
first dorsal fin		

Discuss These Generative Word Instruction Strategies: Which Strategies Are You Using Regularly? Which Would You Like to Do More Of?

- Teach multiple uses of words

- Teach words in families

- Teach similar meaning words with narrative texts (thesaurus)

- Teach word networks with informational texts

www.textproject.org

Search [Go]

TextProject aims to bring beginning and struggling readers to high levels of literacy through a variety of strategies and tools, particularly the texts used for reading instruction.

TextShelf

TextProject Topics

CCSS
Common Core State Standards

Text Complexity

Topic of the Month
Vocabulary

Vocabulary Playlist
We've gathered our videos on vocabulary and created a new playlist on our YouTube channel! Take a look at past presentations and webinars Freddy has recorded on the topic of vocabulary!

Student Resources
Free sets of texts

Summer Reads
Stop the summer slump

"Read to learn" while learning to read — **Beginning Reads**

Talking Points for Kids — Increase text-based discussions

FYI for Kids! — A magazine-based reading program

Teacher Resources
Free evidence-based lessons and lists

Exceptional Expressions for Everyday Events — Use everyday words to teach new words

Word Pictures — Use pictures to teach complex words

WORD LISTS — Be informed about vocabulary

Read-Aloud Favorites — Increase student knowledge through read-alouds

Professional Development Resources
Free resources for teacher learning

Keep up with the latest research — **Text Matters**

TextProject TEACHER DEVELOPMENT SERIES — Learn about complex text

View the latest presentations — **Webinars + Presentation Slides**

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31 October 2013

What's New
23 January 2014

TextProject NEWS
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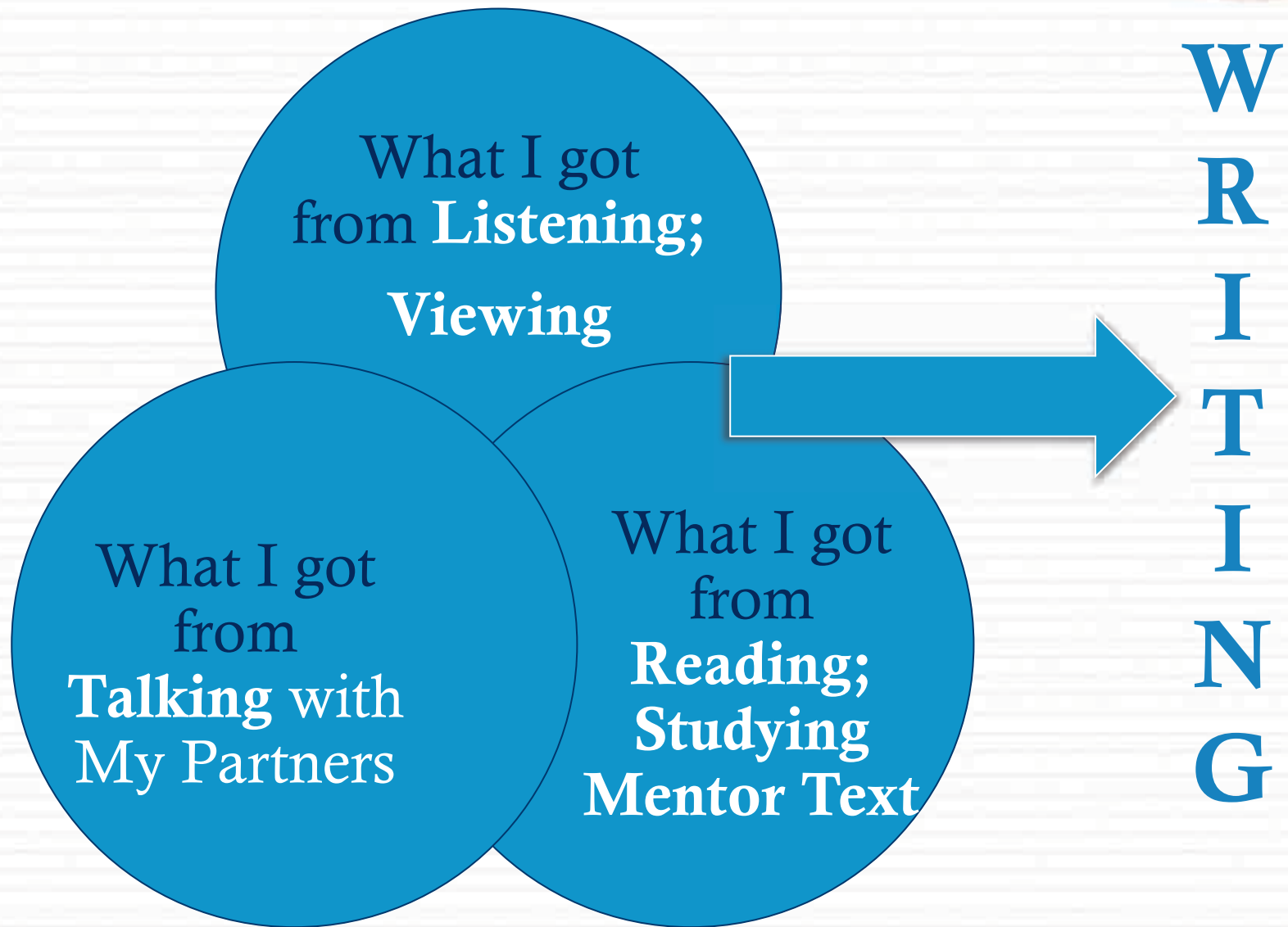**Article on Generative Vocabulary with David Pearson:**
http://textproject.org/assets/library/resources/Hiebert-Pearson-Generative-vocabulary-instruction.pdf

Sharks!

Oral Language Development:
Advancing Academic Listening and Speaking—
*Expanding the Words and Phrases Kids Are
Capturing and Using*

Create Units with Connected Listening, Reading, Speaking, Writing

What I got from **Listening;** Viewing

What I got from **Talking** with My Partners

What I got from **Reading; Studying Mentor Text**

WRITING

Word Study

Listen for 3-4 of these Words & Phrases

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

Sense of touch, hearing, smell (olfactory sense), taste and sight

ampullae lorenzini; electroreceptors

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

Word Study

Which 2-3 would you focus on for Transitioning and Expanding?

Capture the Meaning Of:

Razor-sharp **teeth**

Sensory **organs**

Listen, feel, respond

Vibrations

Unique

Sensitive

Muscle **twitch**

Travel & Navigate

Prey

Thrive

Read the
7- page
exerpt from:

SHARKS!
STRANGE AND WONDERFUL

Laurence Pringle   Illustrated by Meryl Henderson
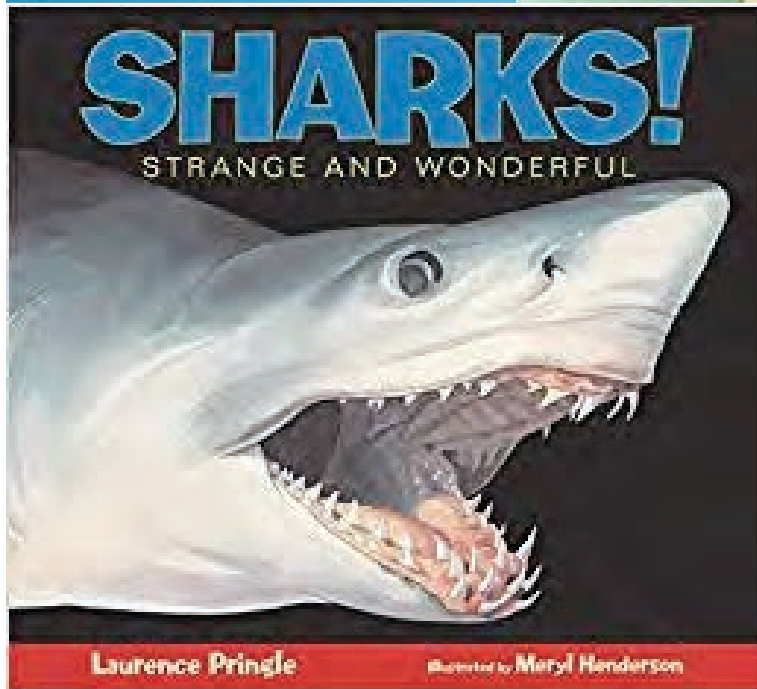
Lexile 890
Gr. Level 4.8

Read & Write

Sharks are unusual in many ways. Most fish have a bony skeleton, but a shark does not have a bone in its body. Its skeleton is made of a strong material called *cartilage*. You can feel cartilage in your own ears and nose.

Fish skeleton

Bullhead shark skeleton
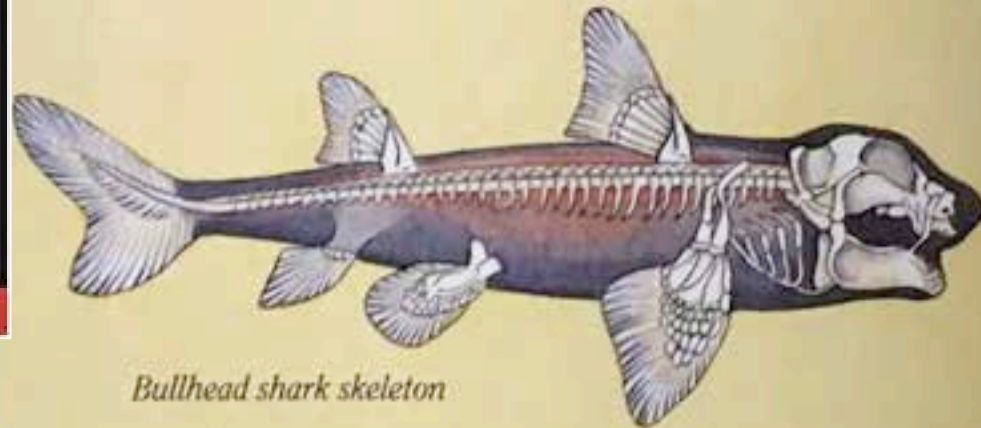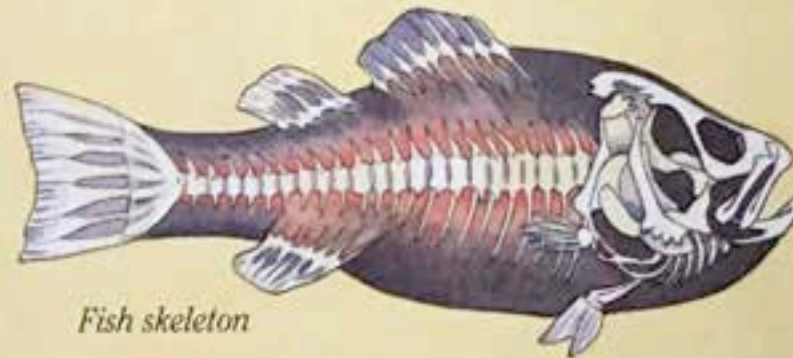
Read & Write

Use Notes to Support Your Academic Discussion of Body Parts and Functions

Shark Facts; Useful Terminology*

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

*Taken from across our Text Set

Practicing Oral Academic Language

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

EYES: Sharks can

3. Describe a shark's vision; kinds of light conditions in which they can see

NOSTRILS: Sharks use

5. Discuss the purpose of a shark's nostrils

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

JAWS AND MOUTH: Sharks' jaws have many

1. Explain how a shark uses teeth and how they taste. Give some facts about shark teeth.

EARS: Sharks' ears

4. Describe sounds they can hear

SKIN: Most fish have

7. Discuss and describe denticles

GILLS: All fish have

6. Discuss the number, location and purpose of a shark's gill slits

FINS: All sharks

2. Describe the location and functions of a shark's fins

TAIL: Sharks can bend and

2. Discuss the advantage of a shark having cartilage in its tail
Compare and contrast cartilage and bone.

This is the cartilage of a shark!

Sharks are special.

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

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

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

EARS: Sharks' ears are inside their head. Sharks can hear sounds that are faraway.

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

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

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

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

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

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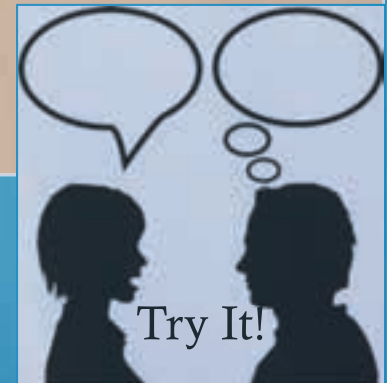
This is the cartilage of a shark!

Language Tables for Talking

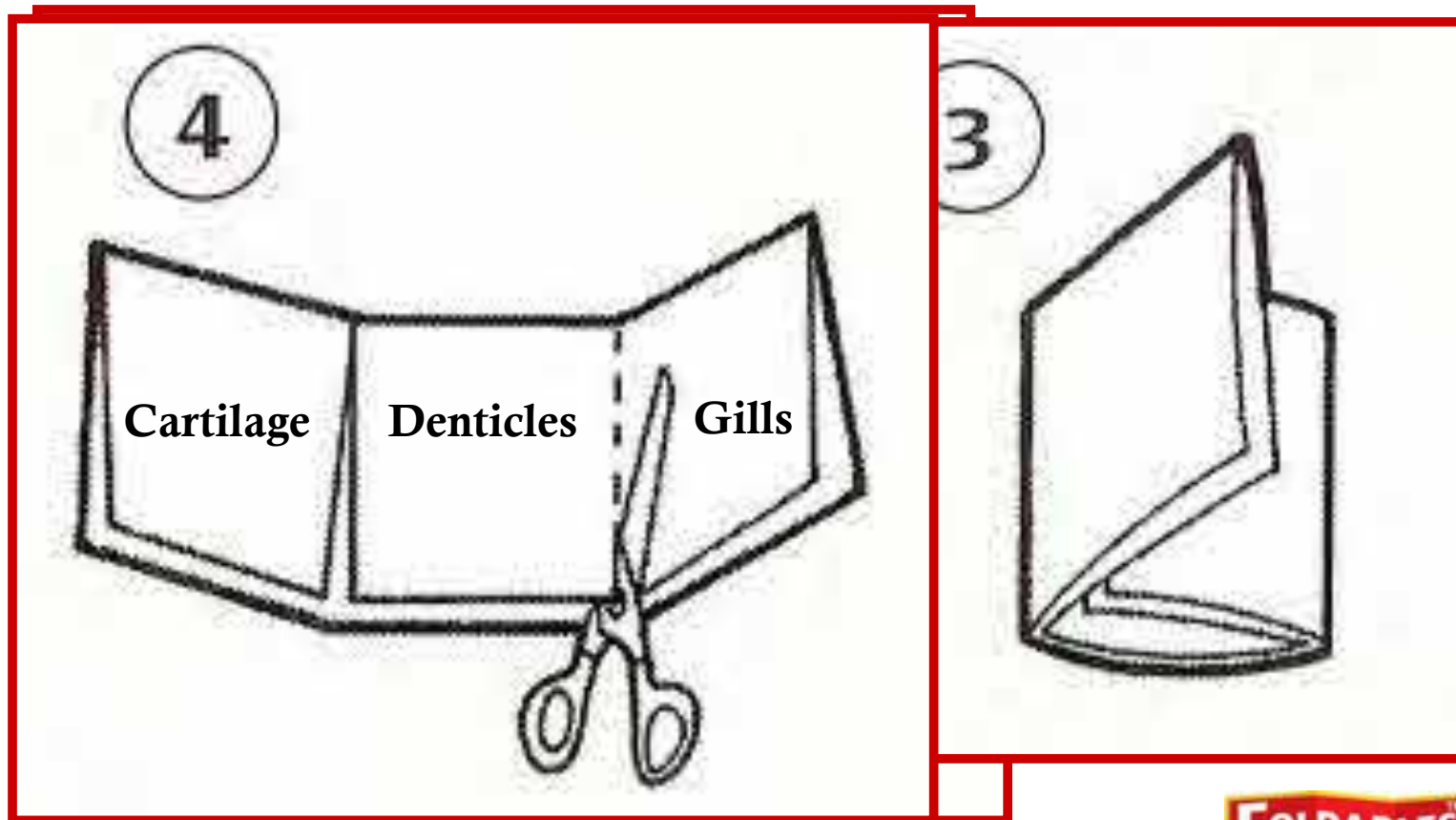| Shark Body Structures	What It Is Made Of	How it Helps a Shark Survive
Skeleton		
Skin		
Electro-Sensors		

Try It!

Foldable for Vocabulary Practice

Three-Tab Fold

Fins, Teeth, Electro-Sensors

OR

Cartilage   Denticles   Gills

FOLDABLES
Study Organizer

6-Tabs Foldable

Another Vocabulary Foldable

Outside View

Vocabulary Foldable

Name _____

Date _____

slither	
vehicle	
identical	
unique	
probability	

Inside View

The snake slithered across the ground.	To glide or slide along like a reptile
Five vehicles drove by in two minutes.	Something used to take people or goods from one place to another
Are those two girls identical twins?	Exactly alike and equal
Every snowflake is different and unique.	Being the only one of its kind
The meteorologist said the probability of rain is 30% today.	a number expressing the likelihood that an event will happen; chance

Vocabulary Foldable

Name _____

Date _____

Word		Sentence	Definition
denticles	Picture		
gill slits	Picture		
tail fins	Picture		
jaws; teeth	Picture		
nostrils	Picture		

Inside-outside circle

Or Do As a Line Up

*Method:

1. Students pair up, then the class forms two concentric circles with Partner A on the inside and Partner B on the outside. Partners face each other.
2. Pose a question and Partner A shares his/her answer with Partner B. Then Partner B shares his/her answer.
3. Direct either the inside circle or the outside circle to rotate either clockwise or counter clockwise.
4. Once the students have rotated they have a new partner and steps 2-3 are repeated.

Steps of:

Numbered Heads Together

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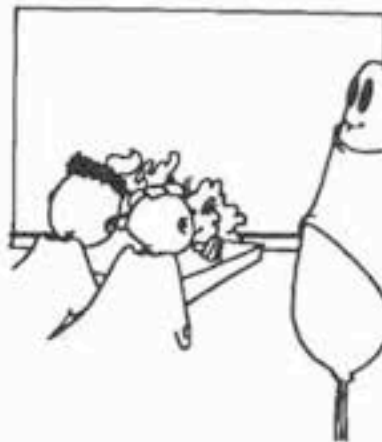
Listening and Speaking

Numbered heads Together

Insist on precise language

Active Vocabulary Strategies

Grab a Word

✦ Using masking tape, place a word under each student's chair

✦ Ask students to grab the word, read it and place it on another student's back

✦ Students must walk around asking questions to discover their words

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

Winning Words

✦ Divide the class in two.

✦ Taking turns, a team member walks to the word wall and teacher points to a word.

✦ The student pronounces the word and gives a definition or explanation.

✦ Correct words are taken down and given to the team. The team with the most cards wins!

Active Vocabulary Strategies

Word Sorts

- ✦ Distribute Index Cards that separately list vocabulary words, definitions and pictures/examples

- ✦ Have students put the cards into the appropriate category (word, definition, example) and match them correctly

- ✦ The cards can be reused, or students can glue the cards into a chart to keep them as a study resource
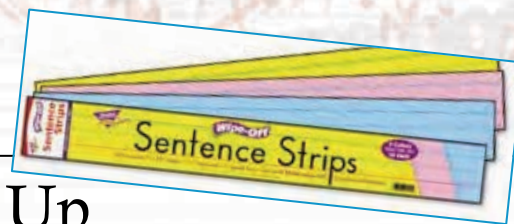
Snowstorm/Snowball

- ✦ Each student writes a word from the current vocabulary list on a piece of scratch paper.

- ✦ The students scrunch up their papers and throw their "snowballs" into the air.

- ✦ Each person picks up a snowball that lands close by and the class members take turns reading their word aloud and explaining or defining it.

Active Vocabulary Strategies

Vocabulary Walk

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

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

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

Seven Up

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

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

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

Shark Lady: The True Story of How Eugenie Clark Became the Ocean's Most Fearless Scientist

by Jess Keating
Read by Jordan Killam
Illustrated by Marta Alvarez Miguens

The true story of Eugenie Clark, the "Shark Lady."

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

TITLE:
Shark Lady: The True Story of How Eugenie Clark Became the Ocean's Most Fearless Scientist

AUTHOR:
Jess Keating

ILLUSTRATOR:
Marta Alvarez Miguens

CLASSIFICATION:
FICTION

GENRES:
Animals / Biographies & Memoirs / Children's Fiction / Science

RUN TIME:
0 hours : 23 minutes

LANGUAGE:
English

RELEASE DATE:
October 17, 2017

MEDIA	ISBN	PRICE
1 DVD	9781520079905	US $38.99

AUTHOR

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

READ BY

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

Illustrator

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

Streaming Video of *Shark Lady* Through Public Library (Hoopla Digital)

Diamante POEMS

A diamante poem is a poem in the shape of a diamond. Each line uses specific types of words, like adjectives and –ing words. It does not have to rhyme.

FORMAT:

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

TYPES:

SYNONYM DIAMANTE POEM
This type describes one topic.

Monsters
Creepy, sinister
Hiding, lurking, stalking
Vampires, werewolves, mummies, and zombies
Chasing, pouncing, eating
Hungry, scary
Creatures

Day
Bright, sunny
Laughing, playing, doing
Up in the east, down in the west
Talking, resting, sleeping
Quiet, dark
Night

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

Name: _____ Date: _____

Diamante Poem

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

_____
topic—a noun

_____ _____
adjective   adjective

_____ _____ _____
verb   verb   verb

_____
four-word phrase

_____ _____ _____
verb   verb   verb

_____ _____
adjective   adjective

_____
renaming noun

Diamante POEMS

OPEN   SAVE   ?   i   X

Poem Title: Sharks

WRITE YOUR POEM

Line 1: Your beginning topic

Sharks

Line 2: Two adjectives about Sharks

Line 3: Three -ing words about Sharks

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

Line 5: Three -ing words about Sharks

Line 6: Two adjectives about Sharks

Line 1: Your ending topic

Sharks

◀ Back

Finish ▶

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The Most Important Traits for Moving Writing Forward:
Word Choice and Sentence Fluency (Variety)

Mini-Lessons and Writing Conferences

Word Choice

✦ Using specific action verbs; vivid verbs

✦ Using descriptive adjectives

✦ Using qualifying adverbs

✦ Using precise or technical words; using precise vocabulary

Sentence Fluency

✦ Using more sentence variety

✦ Creating longer and more detailed sentences

✦ Starting sentences different ways

✦ (Gr. 3-5) Writing complex sentences using initial, medial and final clauses

How to Improve Your ESL Students' Writing: Eliminating Simple Vocabulary

Take a look at these two groups of sentences:

1. I got a good sandwich yesterday from Tina's. I was so happy!

2. I ate a delicious hummus and eggplant sandwich yesterday from Tina's. I was overjoyed!

Okay, so which pair of sentences is better?

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

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

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

At lower levels of ESL, teachers accept the simple vocabulary because students are just starting to learn to use t language in sentences. When those students reach higher levels, however, it's important to teach them to impro these elements in order to turn their essays from bland to impressive.

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

Identifying Crutch Words

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

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

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

Y.   u   uld th   as   ly   e   e t   writi   w   E   hi   t   te   be   n   ac   d   concrete language will aid the process, as will showing the difference between vague and specific terms.

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

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

- Traveling by airplane
- Enjoying the summer months

- Provide your own suggestions if students take too long or run out of ideas.
- Move on to the next key word.

If you want to focus on words like "get," you will need to present it in phrases. ESL students tend to learn set phrases, such as "get a job" and "get married," and often forget about synonyms for other uses. You should reinforce substitutions through other lessons (I changed example sentences for class to include "obtain," "receive," "earn," etc.).

When the lessons avoid using the crutch words you're looking to eliminate, the students will grow accustomed to the synonyms and will be more likely to use the words in essays.

If you teach a class in which students are reluctant to take notes, print out a worksheet with the key words and a lot of blank space for students to write the synonyms. You may want to include a synonym or two to get them started. This type of worksheet could also work as a homework assignment before or after you present the lesson.

Notes on Using a Thesaurus

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

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

Long-term Results

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

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

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

1:36

If you *liked* this post, something tells me that you'll *love* FluentU, the best way to learn English with real-world videos.

Bring English immersion to your classroom!

Expanding Sentence Length and Complexity

Helping Students Construct More Complex Sentences and Increase Sentence Variety

Stretching Sentences: Adjectives, Adverbs and Prepositional Phrases

https://www.youtube.com/watch?v=tFIK1d-raw0

Foldable

The cat sits.

The big cat sits.

The big cat sits happily.

The big cat sits happily on the chair.

Revising and Expanding Sentences

Improving your writing by:

Adding adjectives

Adding adverbs

Adding prepositional phrases

Replacing verbs

Combining sentences

http://www.teacherspayteachers.com/Store/Classroom-In-The-Middle

Add adjectives to describe a person, place, or thing.

Left and *rear* are adjectives. They describe the word *wheel.*

The wheel came loose.

The **left, rear** wheel came loose.

Hint:
Use a thesaurus to find interesting adjectives.
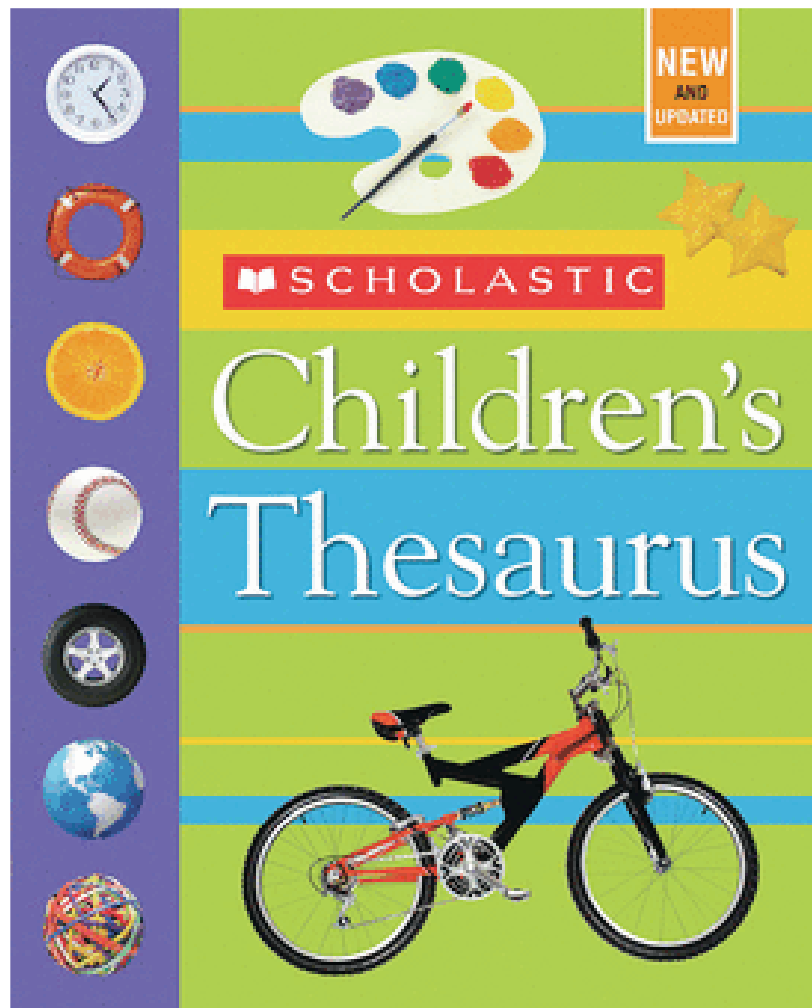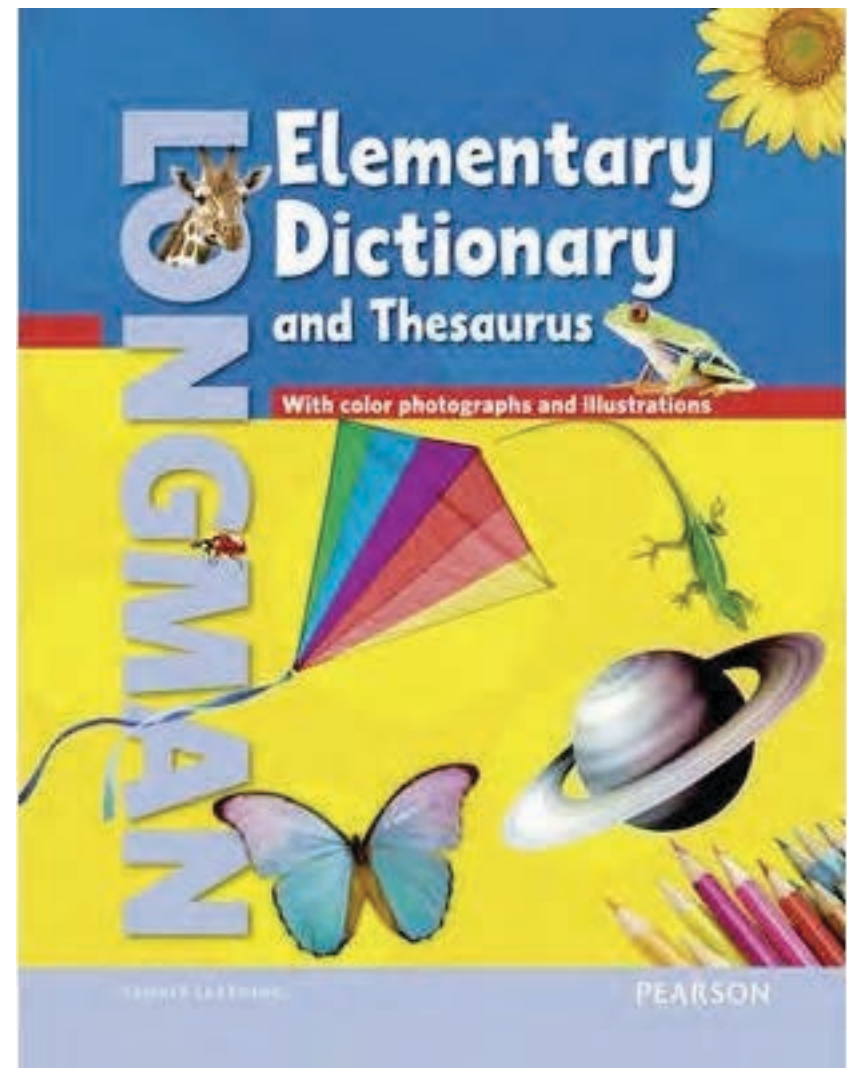
Look up one ordinary word.

THESAURUS

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

Find lots of interesting words!

NEW AND UPDATED

SCHOLASTIC

Children's Thesaurus

Elementary Dictionary and Thesaurus

With color photographs and illustrations

LONGMAN

PEARSON

Scholastic

▶ **ABOUT** *prep* on the subject of
▶ Tell me **about** your vacation.

CONCERNING having to do with
▶ Have you heard any news **concerning** your lost dog?

REGARDING in connection with
▶ I would like some information **regarding** flights to Dallas.

▶ **ACT** *vb* to do something in a certain way
▶ My friend **acted** quickly and rescued me from the icy water.

PERFORM to carry out an action or a task
▶ The whole class **performed** well on the test. He loves to **perform** magic tricks.

WORK to do a task as expected, to do a job
▶ My solar-powered calculator **works** without batteries. Anne's sister **works** for a boat builder in Maine.

FUNCTION to act properly or do a task as expected
▶ I can't **function** when I'm tired. Maria fixed the lawn mower and now it **functions** perfectly.

OPERATE to function or work, especially referring to a machine or device
▶ The machine **operates** automatically when you push the button. You can **operate** the controls while I watch.

see DO

*Maria fixed the lawn mower and now it **functions** perfectly.*

▶ **ADMIT** *vb* to state or agree that something is true, often reluctantly
▶ Sonia **admitted** that she had eaten seven cookies. You have to **admit** that the view was worth the climb, don't you?

ACKNOWLEDGE to admit to something, especially something you might have kept secret
▶ I **acknowledge** that I could have run faster. Eddie **acknowledged** that he was scared during the movie.

CONFESS to admit that you have done something wrong
▶ I **confess** to stealing the money from the drawer.

▶ **ADULT** *adj* fully developed
▶ An **adult** male gorilla weighs more than 300 pounds.

GROWN-UP like or for adults, not childish
▶ His **grown-up** manners make him seem older than he really is.

MATURE having reached full growth, like an adult
▶ **Mature** sequoias can reach more than 300 feet. I would like him better if he would only act more **mature**.

FULL-GROWN grown to full size
▶ You should train your dog before it is **full-grown**.

RIPE ready to be picked or eaten, advanced in years
▶ Don't pick the tomatoes until they are **ripe**. Uncle Harry lived to the **ripe** old age of ninety-seven.

▶ **AFFECT** *vb* to have an effect on, or to produce a reaction in, someone or something
▶ Jason's accident **affected** him so badly he was unable to walk for months. How has all this rain **affected** the tourist industry?

INFLUENCE to have an effect on someone or something so as to produce a change
▶ I am not going to let the rain **influence** my decision to go camping this weekend.

IMPRESS to have an effect on someone's mind, especially to make people think highly of someone or something
▶ Charlie's work greatly **impressed** his teachers. The whole group was **impressed** by the Statue of Liberty.

tip

All of these words except **ripe** can be used before a noun referring to a person or an animal: an **adult** member of the audience; a **grown-up** man; a **mature** woman; a **full-grown** camel. **Ripe** is usually used before nouns only when it means "ready to eat": **ripe** bananas; **ripe** fruits and vegetables.

tip

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

Using the Longman Elementary Dictionary

How To Use Your Dictionary

Guide Words tell you the first and last word on the page.

Definitions are written in clear, simple language.

Index Tabs help you find the letter you are looking for FAST!

Pictures help you understand the meaning of a word.

The **part of speech** is clearly labeled to help you learn the differences between nouns, verbs, adjectives, and adverbs.

The **different meanings** of a word are clearly numbered. The most common meaning is shown first

When you see the word **Thesaurus**, go to the red **Thesaurus** section at the back of the book to help you build your vocabulary and make your language more interesting.

Word Origin boxes have interesting and fun facts explaining where a word comes from and when it started to be used.

Synonyms and **Antonyms** show words that are **the same** or **opposite** and are listed at the end of the definition.

Simple respell system helps with **pronunciation**.

Simple **example** sentences show you how to use the word and help explain the meaning.

Word Family boxes show related words with the same roots and different parts of speech.

Word Building boxes explain how words are created using prefixes and suffixes.

Idioms and idiomatic phrases are groups of words with a special meaning that is different than the meaning of the separate words. **Idioms** help make your language sound more natural.

Word Choice boxes explain the difference between words with similar meanings and help you choose the correct word.

Pearson/Longman

Add adverbs to tell how or when the action is done.

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

Rover barked.

Rover never barked loudly.

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

Look up one ordinary word.

THESAURUS

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

Find lots of interesting words!

Which adverbs would you choose to improve the following sentence?

My baby brother talked and chewed his food.

never   now   afterwards   noisily   rudely   sloppily

quickly   actively   soon   slurpily   concurrently

neatly   happily   independently

Replace common verbs with more specific ones.

Serenaded is a more specific verb than sang.

Ryan sang.

Ryan serenaded Josie with a romantic ballad.
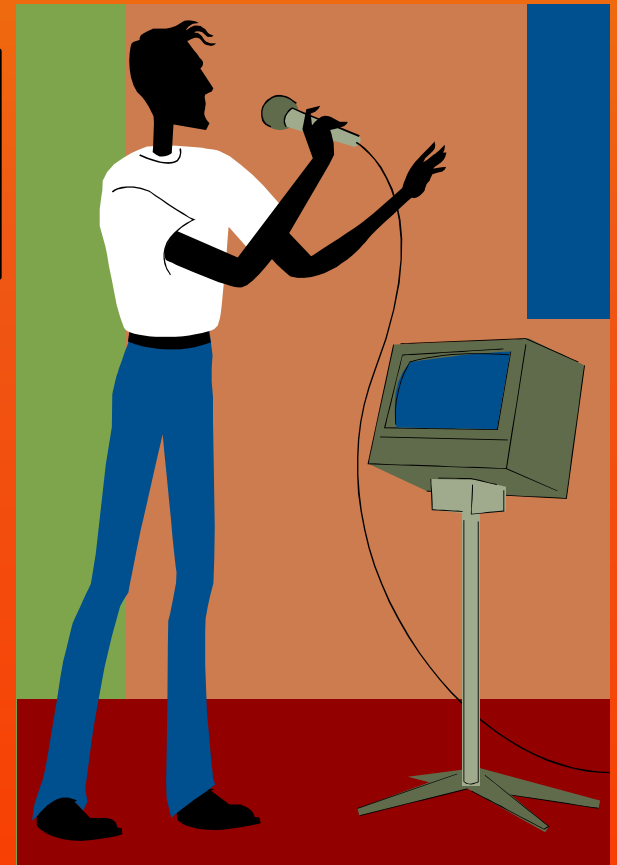
Hint:
This is another good time to use a thesaurus.

Look up one ordinary word.

THESAURUS

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

Find lots of interesting words!

Let's Practice

Add an adverb or vivid verb to each sentence

Sharks routinely breathe by inhaling water slowly into their mouths as they glide along.

Sharks have five, six or seven GILL openings on each side.

Other fish usually have one GILL opening on each side.
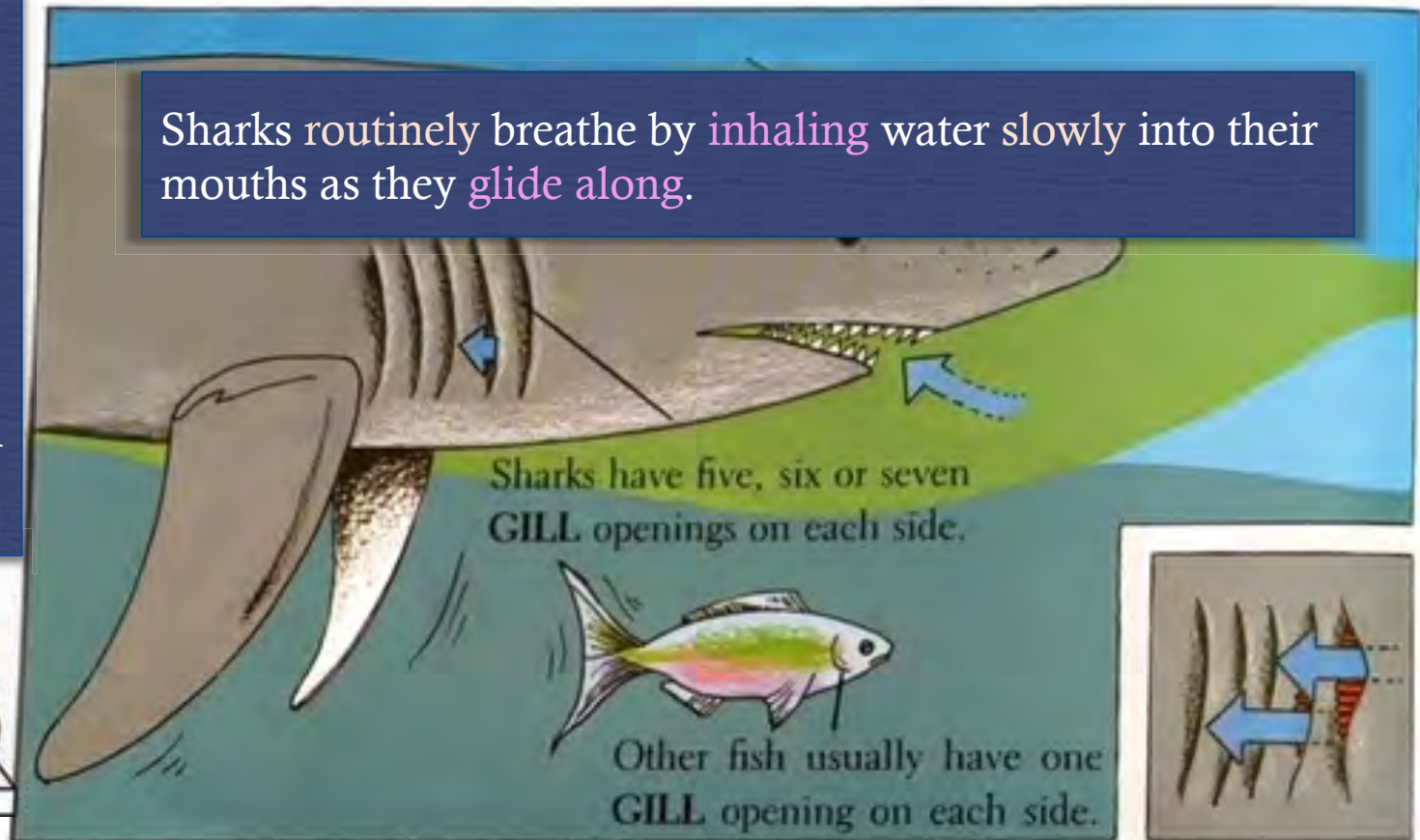
Sharks breathe by drawing water into their mouths as they swim. When the water passes the gills, it touches small blood vessels. These blood vessels take the oxygen from the water to keep the sharks alive. Unlike other fish, most sharks must keep moving to make the water flow over their gills.

SHARKS

By Gail Gibbons
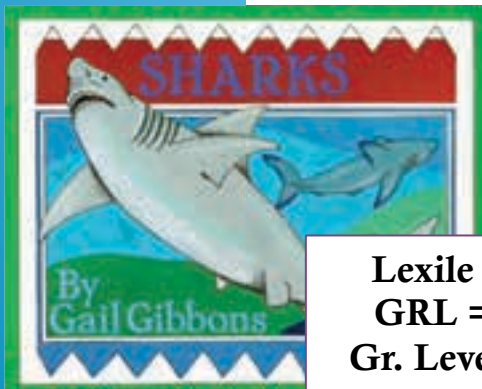
Lexile 660
GRL = M
Gr. Level 4.0

Add prepositional phrases to give more information.

On my uncle's house is a prepositional phrase. It adds important information to the sentence.

The tree fell.

The tree fell on my uncle's house.

Combine simple sentences to make longer, more interesting ones.

Because is a conjunction that is used to combine sentences.

My backpack was heavy. I sat down to rest.

I sat down to rest because my backpack was heavy.

Here are some conjunctions that you can use to combine sentences.

Coordinating Conjunctions
for, and, nor, but, or, yet, so

Subordinating Conjunctions
because, since, when, if, after, before, unless, until, while (and there are more)

Let's
Practice

Combine
Sentences
with Your
Partner

The **CAUDAL FIN** pushes the shark forward when it is moved back and forth.

DORSAL FIN

PELVIC FINS

The **PECTORAL FINS** balance and lift the shark.

DENTICLES
(DENT·i·culs)
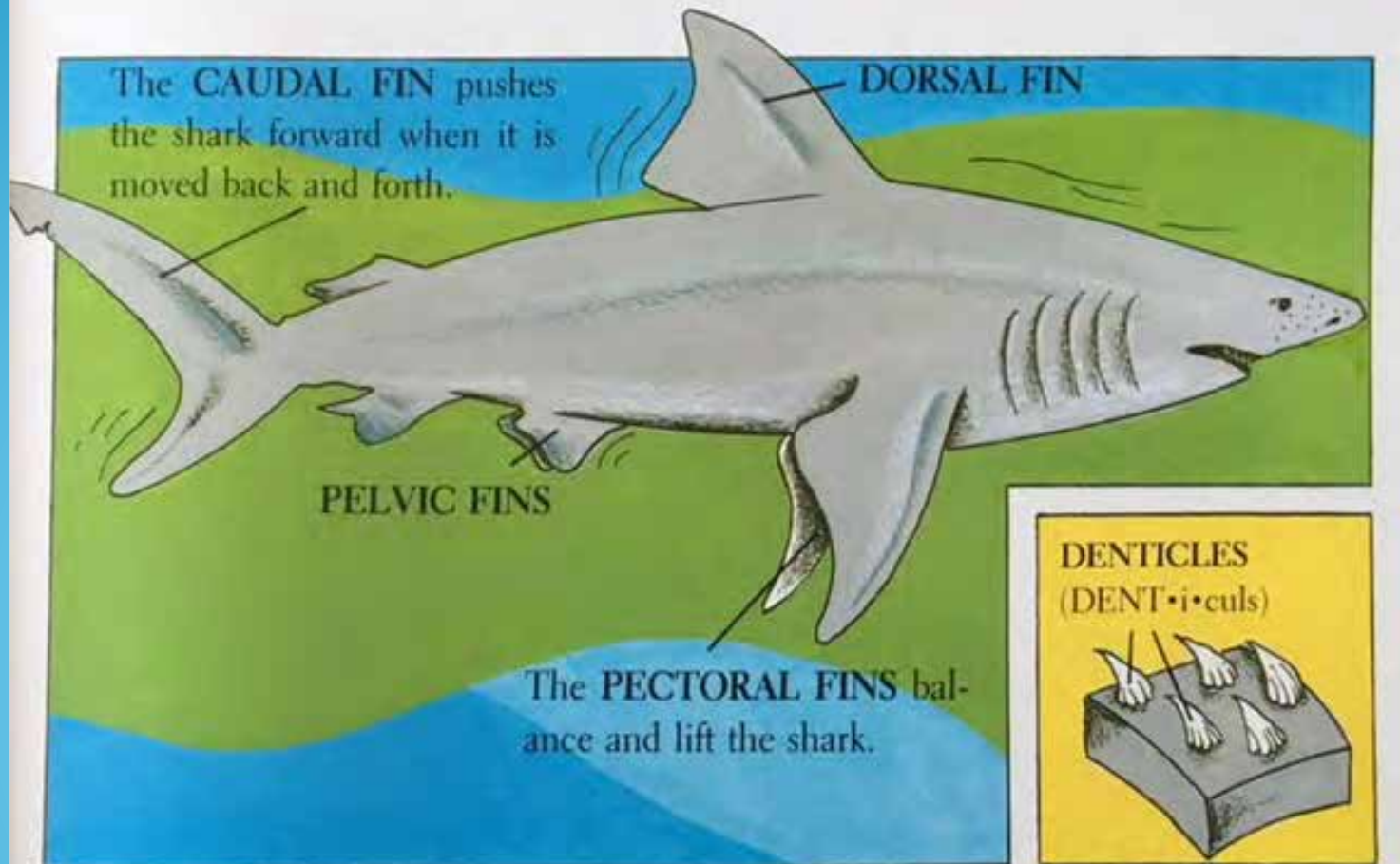
Sharks are not like other fish. Fish have smooth scales. Sharks' bodies are covered with scales called denticles that have sharp little teeth in them. Most fish skeletons are made of bone. Shark skeletons are not made up of bone but a softer elastic material called cartilage.

SHARKS

By Gail Gibbons

Lexile 660
GRL = M
Gr. Level 4.0

Conjunctions to Teach:

Coordinating

- And
- But
- Or
- Yet
- For
- Nor
- So

Subordinating

- After
- Although
- As
- As if
- As long as
- As though
- Because
- Before
- Even if
- Even though
- If
- If only
- In order that
- Now that
- Once

- Rather than
- Since
- So that
- Than
- That
- Though
- Till
- Unless
- Until
- When
- Whenever
- Where
- Whereas
- Wherever
- While

Correlative

- Both…and
- Not only…but
- Also
- Not…but
- Either…or
- Neither…nor
- Whether…or
- As….as

Teach
Signal Words/
Cohesive Ties

Use Texts as Mentor Texts to Expand the Types of Sentences Used by Transitioning and Expanding Students

Types of Sentences

Simple → One independent clause
The dog barks.

Compound → Two independent clauses separated by a semicolon or a comma & conjunction
The pirate captain lost the treasure map, but he still found the buried treasure.

Complex → One independent clause and **one or more** dependent clauses
Because the soup was too cold, I warmed it in the microwave.

Compound-Complex → Two independent clauses and **one or more** dependent clauses
Though Michael enjoys watching comedies, he rented the latest spy thriller, and he enjoyed it very much.

But Eugenie's work was just beginning. Eager to make discoveries of her own, Eugenie finally dove into the open ocean.

In the Red Sea, Eugenie collected hundreds of fish, including three new species that had not been discovered before.

What Sentence Types Can You Model?

What Sentence Building Strategies Can You Practice?
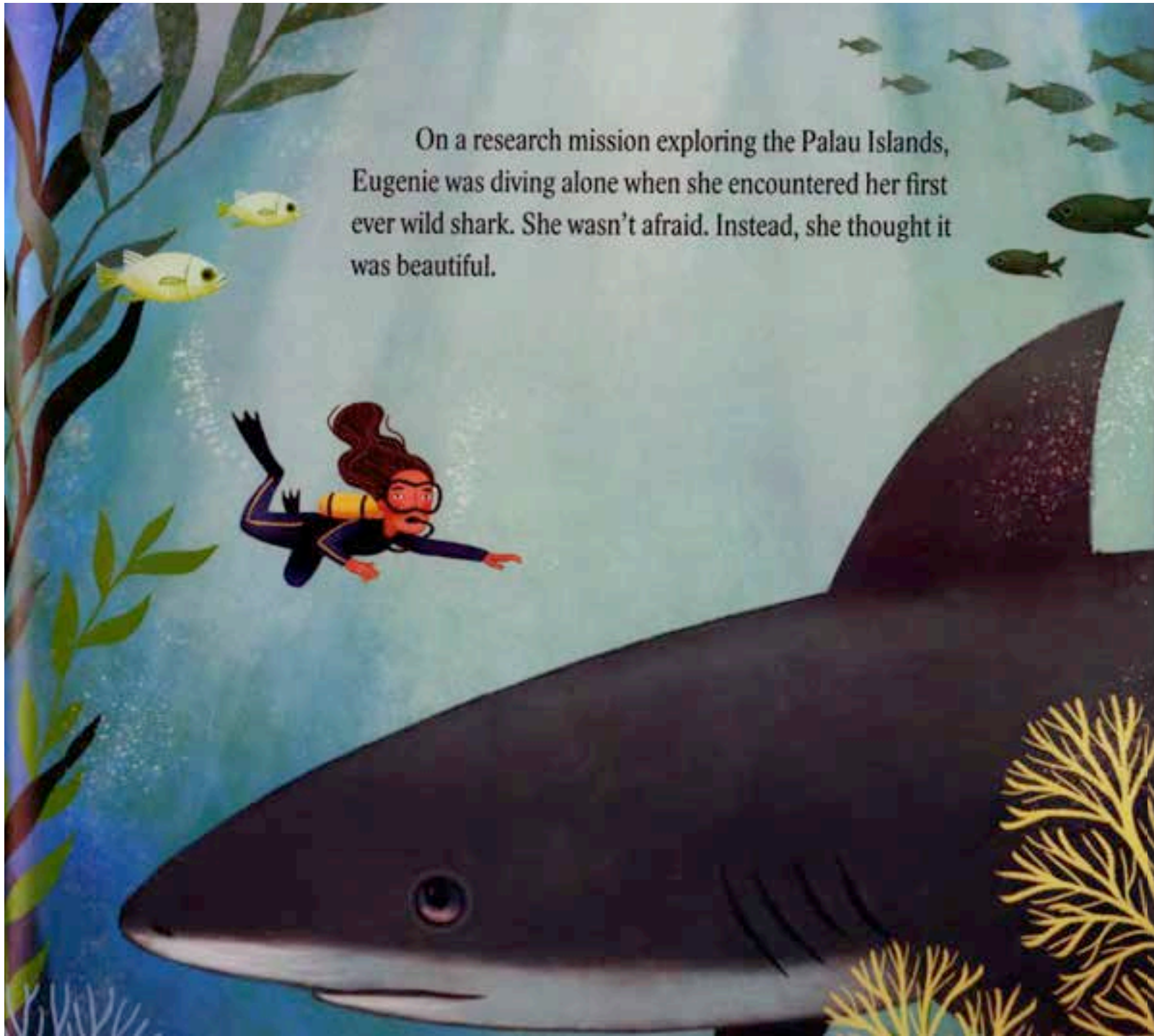
On a research mission exploring the Palau Islands, Eugenie was diving alone when she encountered her first ever wild shark. She wasn't afraid. Instead, she thought it was beautiful.

What Sentence Types Can You Model?

What Sentence Building Strategies Can You Practice?

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

Just behind a shark's head are openings called *gill slits*. As a shark swims, water flows into its mouth and then out through the gill slits. Blood vessels in the gills take oxygen from the water.

Most kinds of sharks must keep swimming day and night to get the oxygen they need to live.

Great white shark—
up to 21 feet long

Nurse shark—
up to 14 feet long

SHARKS!
STRANGE AND WONDERFUL

Lexile 890
Gr. Level 4.8
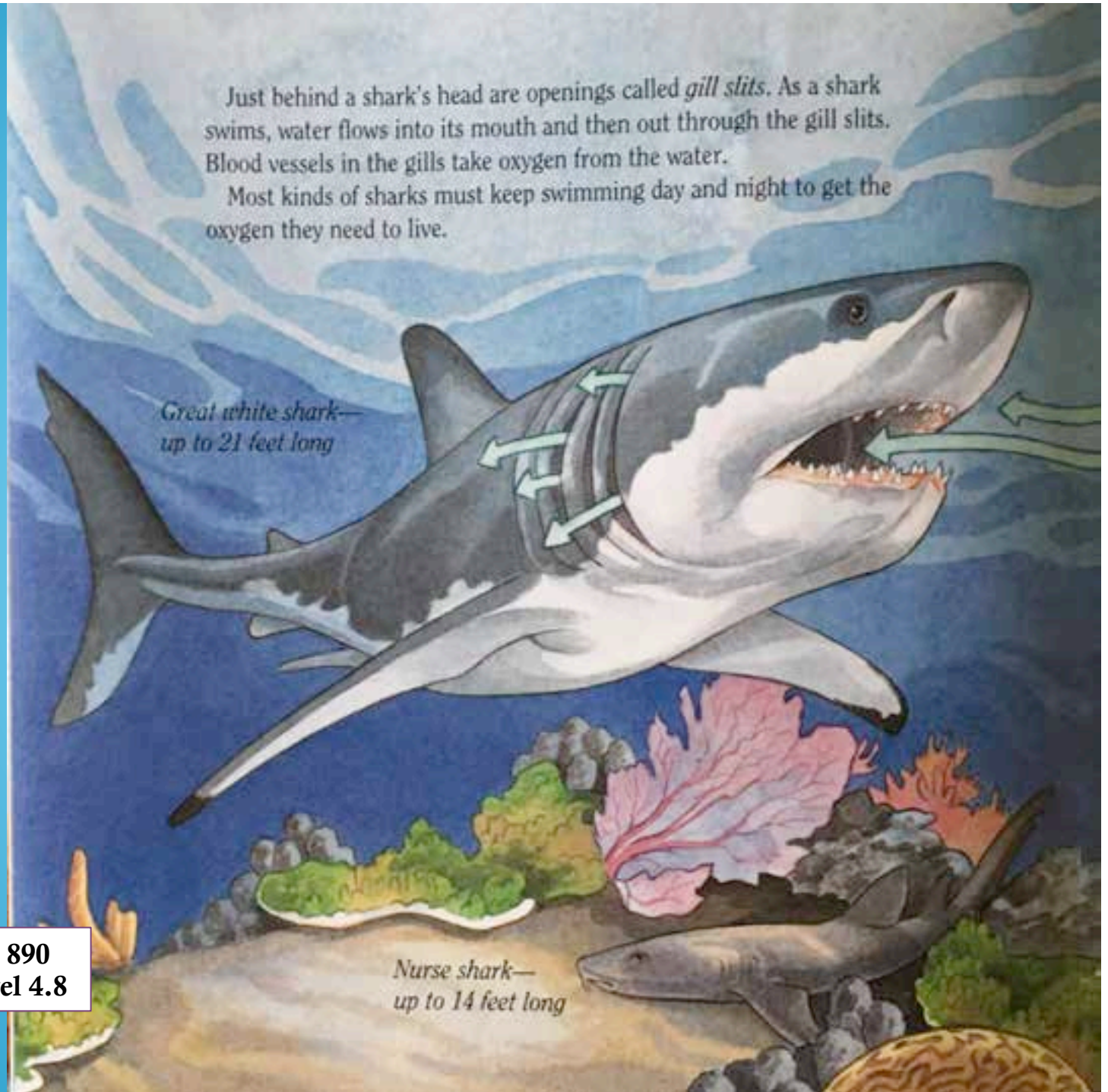
What strategies can you teach to make sentences longer and more complex?

Sharks swim by swinging their tails from side to side. The thresher shark stuns its prey with its tail fin, or *caudal fin*, which is as long as its body.

A shark's other fins help it steer, keep its balance, and keep itself from sinking. When a shark swims along just below the surface of the water, you may see its back fin, or *dorsal fin*, slice through the water.

Blacktip reef shark— up to 6 feet long

First dorsal fin

Second dorsal fin

Caudal fin

Anal fin

Pelvic fin

Pectoral fin

Thresher sharks— up to 20 feet long

9
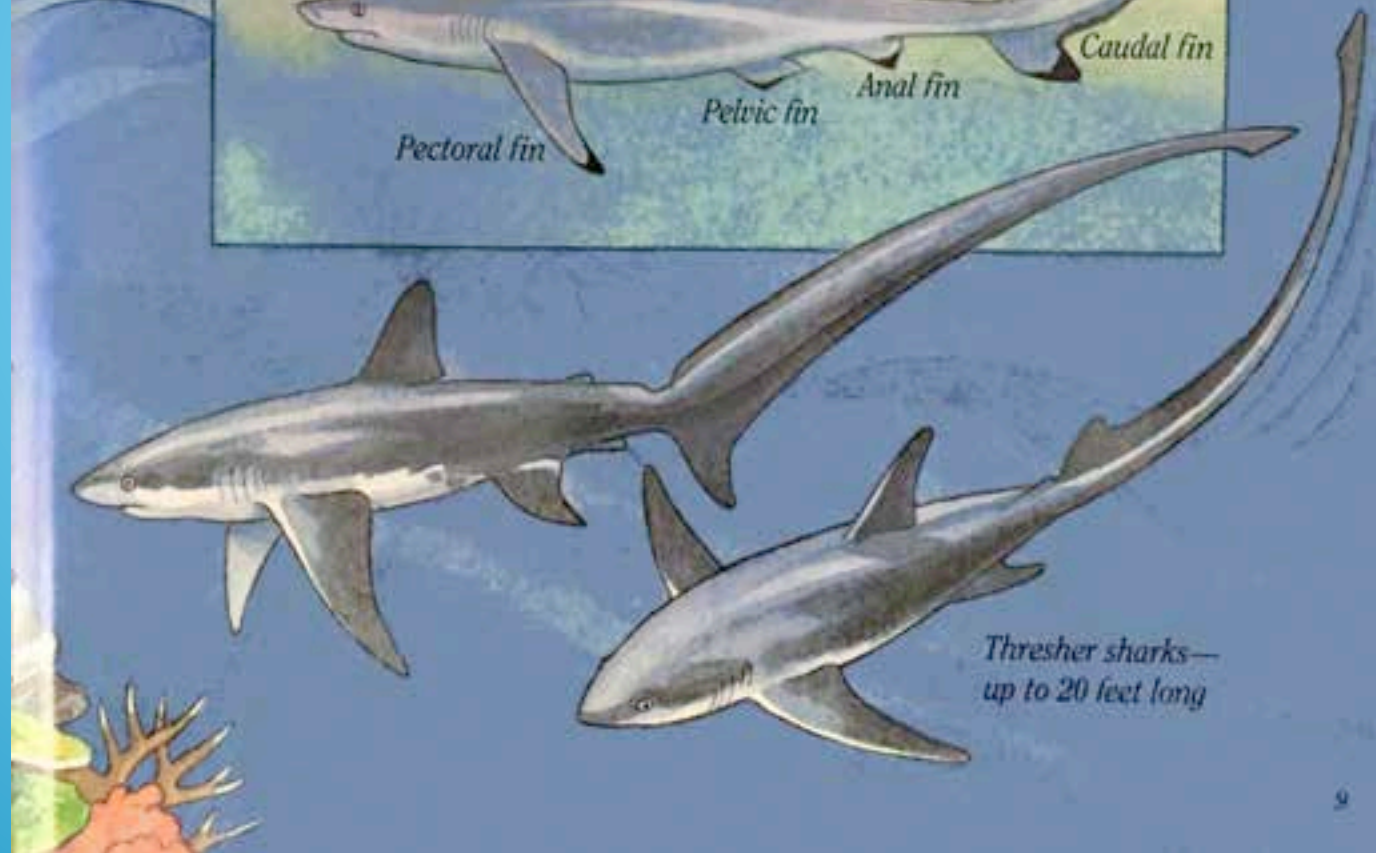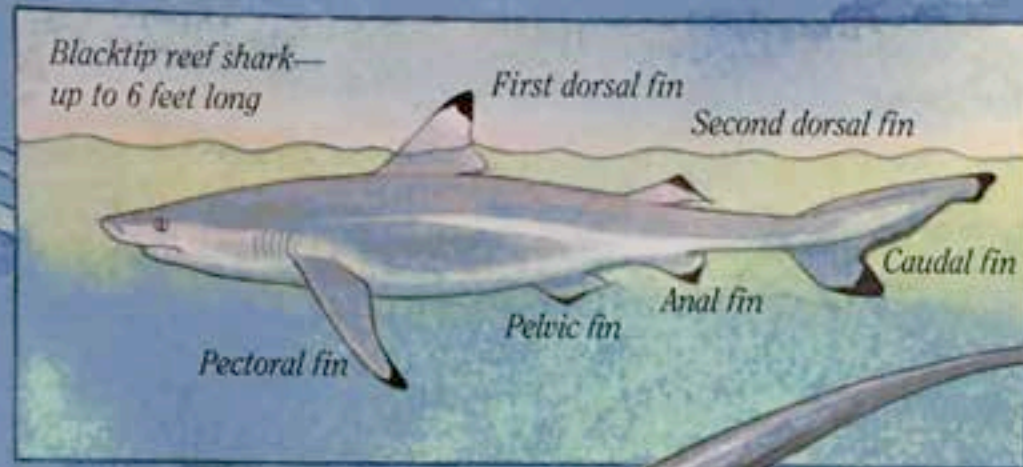
Connectives Chart

Instruct / Recount / Sequence (Temporal Connectives)

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

Compare / Discuss / Argue (Comparative Connectives)

To show a similarity or add a point

• also	• in addition	• furthermore
• moreover	• additionally	• even
• let alone	• as well	• indeed
• not only		

To show difference or opposition to a point

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

To reinforce a point

• besides	• anyway	• after all
• moreover		

Explain

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

List

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

Show cause or conditions (Causal Connectives)

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

Exemplify / show results

• for example	• for instance	• for one thing
• including	• these include	• as exemplified by
• such as	• accordingly	• as a result
• consequently	• without	• through
• therefore	• so	• then
• provided that	• unless	• since

Teach
Signal Words/
Cohesive Ties

Linking Words - A complete list of Transition Words & Conjunctions also called Cohesive Devices – Connecting Words

Space / Location / Place

in the middle	here	further
to the left/right	there	beyond
in front of	next	nearby
on this side	where	wherever
in the distance	from	around
here and there	over	before
in the foreground	near	alongside
in the background	above	amid
in the center of	below	among
	down	beneath
adjacent to	up	beside
opposite to	under	behind
	between	across

Time / Chronology / Sequence

at the present time	after	henceforth
from time to time	later	whenever
sooner or later	last	eventually
at the same time	until	meanwhile
up to the present time	till	further
to begin with	since	during
in due time	then	first, second
until now	before	in time
as soon as	hence	prior to
as long as		forthwith
in the meantime	when	straightaway
in a moment	once	
without delay	about	by the time
in the first place	next	whenever
all of a sudden	now	
at this instant	now that	
immediately	formerly	instantly
quickly	suddenly	presently
finally	shortly	occasionally

Conclusion / Summary / Restatement

as can be seen	after all	overall
generally speaking	in fact	ordinarily
in the final analysis	in summary	usually
all things considered	in conclusion	by and large
as shown above	in short	to sum up
in the long run	in brief	on the whole
given these points	in essence	in any event
as has been noted	to summarize	in either case
in a word	on balance	all in all
for the most part	altogether	

Conjunctions

Subordinating

than	**Comparison**	That	Rel.Pro.
rather than		what	
whether		whatever	
as much as		which	
whereas		whichever	
though	**Concession**	Who	Rel.Adj.
although		whoever	
even though		whom	
while		whomever	
		whose	
if	**Condition**	where	**Place**
only if		wherever	
unless			
until		how	**Manner**
provided that		as though	
assuming that		as if	
even if			
in case (that)			
lest			

after	**Time**
as long as	
as soon as	
before	
by the time	
now that	
once	
since	
till	
until	
when	
whenever	
while	
because	**Reason**
since	
so that	
in order (that)	
why	

Correlative

as . . . as	either . . . or	what with . . . and
just as . . . so	neither . . . nor	whether . . . or
both . . . and		not only . . . but also
hardly . . . when	if . . . then	no sooner . . . than
scarcely . . . when	not . . . but	rather . . . than

Coordinating

F	A	N	B	O	Y	S
For	And	Nor	But	Or	Yet	So

Another Source for You

http://www.smart-words.org/linking-words/conjunctions.html

Linking Words - A complete list of Transition Words & Conjunctions also called Cohesive Devices – Connecting Words

Transition Words and Phrases

Agreement / Addition / Similarity

in the first place	again	moreover
not only ... but also	to	as well as
as a matter of fact	and	together with
in like manner	also	of course
in addition	then	likewise
coupled with	equally	comparatively
in the same fashion / way	identically	correspondingly
first, second, third	uniquely	similarly
in the light of	like	furthermore
not to mention	as	additionally
to say nothing of	too	
equally important		
by the same token		

Examples / Support / Emphasis

in other words	notably	in fact
to put it differently	including	in general
for one thing	like	in particular
as an illustration	to be sure	in detail
in this case	namely	to demonstrate
for this reason	chiefly	to emphasize
to put it another way	truly	to repeat
that is to say	indeed	to clarify
with attention to	certainly	to explain
by all means	surely	to enumerate
important to realize	markedly	such as
another key point	especially	for example
first thing to remember	specifically	for instance
most compelling evidence	expressively	to point out
must be remembered	surprisingly	with this in mind
point often overlooked	frequently	
on the negative side	significantly	
on the positives ide		

Effect / Result / Consequence

as a result	for	consequently
under those circumstances	thus	therefore
in that case	because the	thereupon
for this reason	then	forthwith
henceforth	hence	accordingly

Opposition / Limitation / Contradiction

although this may be true	but	although
in contrast	(and) still	instead
different from	unlike	whereas
of course ..., but	or	despite
on the other hand	(and) yet	conversely
on the contrary	while	otherwise
at the same time	albeit	however
in spite of	besides	rather
even so / though	as much as	nevertheless
be that as it may	even though	nonetheless
then again		regardless
above all		notwithstanding
in reality		
after all		

Cause / Condition / Purpose

in the event that	if	in case
granted (that)	... then	provided that
as / so long as	unless	given that
on (the) condition (that)		only / even if
for the purpose of	when	so that
with this intention	whenever	so as to
with this in mind	since	owing to
in the hope that	while	due to
to the end that		
for fear that	because of	inasmuch as
in order to	as	
seeing / being that	since	
in view of	while	
	lest	

Moving Writing Forward

- ❖ Descriptive Writing
- ❖ Explanatory Writing
- ❖ Opinion/Argumentative Writing
- ❖ Biographical Writing (Narrative)

Description: What are the Characteristics of Descriptive Text?

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

Description

Sharp teeth fill the shark's mouth. The shark grabs the fish tight in its strong jaws. The fish cannot get away.

6

What descriptive strategies are being used?

Sharks

GRL = G
DRA = 12
Grade 1
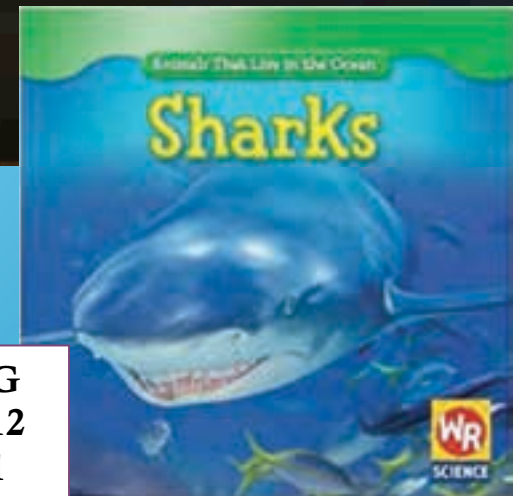
Usage Note

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

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

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

Slow vs Slowly: http://www.learnersdictionary.com/qa/Slow-Slowly-and-Flat-Adverbs

Description

Most sharks have several rows of teeth _shaped like triangles_. When some teeth fall out, more grow in. A _great white_ shark can have nearly 3,000 teeth!

8

What descriptive strategies are being used?

The salt stung her eyes, but she didn't want to miss a single fish. Constellations of sea stars speckled the pebbled sand. She imagined a silvery fin standing strong on her back, slicing through the ocean current.

Look at the descriptive language

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

Vivid Verbs

Adjectives and adverbs

It was Saturday, and Eugenie wanted to stay at the aquarium forever. She wanted to smell the damp, salty air and stare at the glittery rainbow of fish. She wanted to keep watching her favorite animals...

The sharks.

Find a vivid verb

Find serial adjectives

Find an adjectival phrase

Find an adverb

Explanation

Explanation

Preparation for Writing

Gather Facts

Gather Words

Use a Thesaurus; Or Gather Words as You Read

Title:	
Introduction: General statement about the topic. Definition or a question. A brief description.	
Explanation: Series of statements written in sequential order to explain: How something works. • What it is used for? • What each part does? • How the parts work together? • How to use it? OR Why something happens. • How and why it starts • What happens next, why? • What happens after that, why? • What happens finally, why?	
Conclusion: summary or comment A summary or recommendation, general comment about use or history.	

Listen and Explain:
The Functions of a Shark's *Skeleton*
(Cartilage), *Teeth*, or *Skin* (Denticles)

- What it is
- How it functions
- Why it is useful to sharks

Body Part	What it is like	How it helps sharks
Skeleton		
Teeth		
Skin		

Explanation. Body Parts (Stop at 2 mins)

https://www.youtube.com/watch?v=ZFk0xhqT5fQ

Description, then explanation

Body Part	What it is like	How it helps sharks
Skeleton		flexible rubbery tissue; soft, elastic material called cartilage
Teeth		
Skin		Rough, scratchy; covered with denticles

Razor sharp

Jagged edges

pointy

hold prey

Level not reported Calculated as Lexile 720 Gr. Level 5

OUR AMAZING WORLD

SHARKS

The ocean's top predator relies on its keen senses.

The Ragged Tooth Shark navigating the Aliwal Shoal, South Africa.

SENSES

Sharks are said to be far-sighted. They are able to see better from a distance than close-up. Their eyes are sensitive to light. Their pupils open and close as the light changes, just like the pupils of humans. This does not happen in most other fish.

Sharks have excellent hearing. Sharks' ears cannot be seen, as they are inside their heads. They can pick up low frequency sounds and vibrations.

ELECTRO-SENSORS

All animals emit electrical signals. Sharks have electro-sensors that can pick up these signals. They are more sensitive to electrical signals than any other animal.

These extraordinary senses are useful when hunting. They can detect electrical currents created by the muscles of other fish swimming in the ocean. Some sharks are able to sense tiny pressure changes created by injured fish struggling to swim.

Ensure that they use precise, technical language and expanded or complex sentences
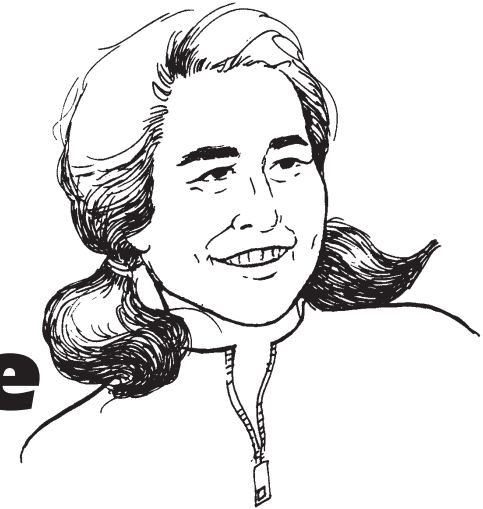
Biographies

Give Models

Use Multiple Text and Multimedia Sources

Use a Timeline to Gather Facts

Eugenie Clark

Marine Biologist_____

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

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

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

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

Dr. Eugenie Clark, who was born in 1922, still studies the underwater world.

Dr. Clark died on Feb. 25, 2015

Timeline

1922 1931 1942 1949 1968

1924 1938 1946 1950
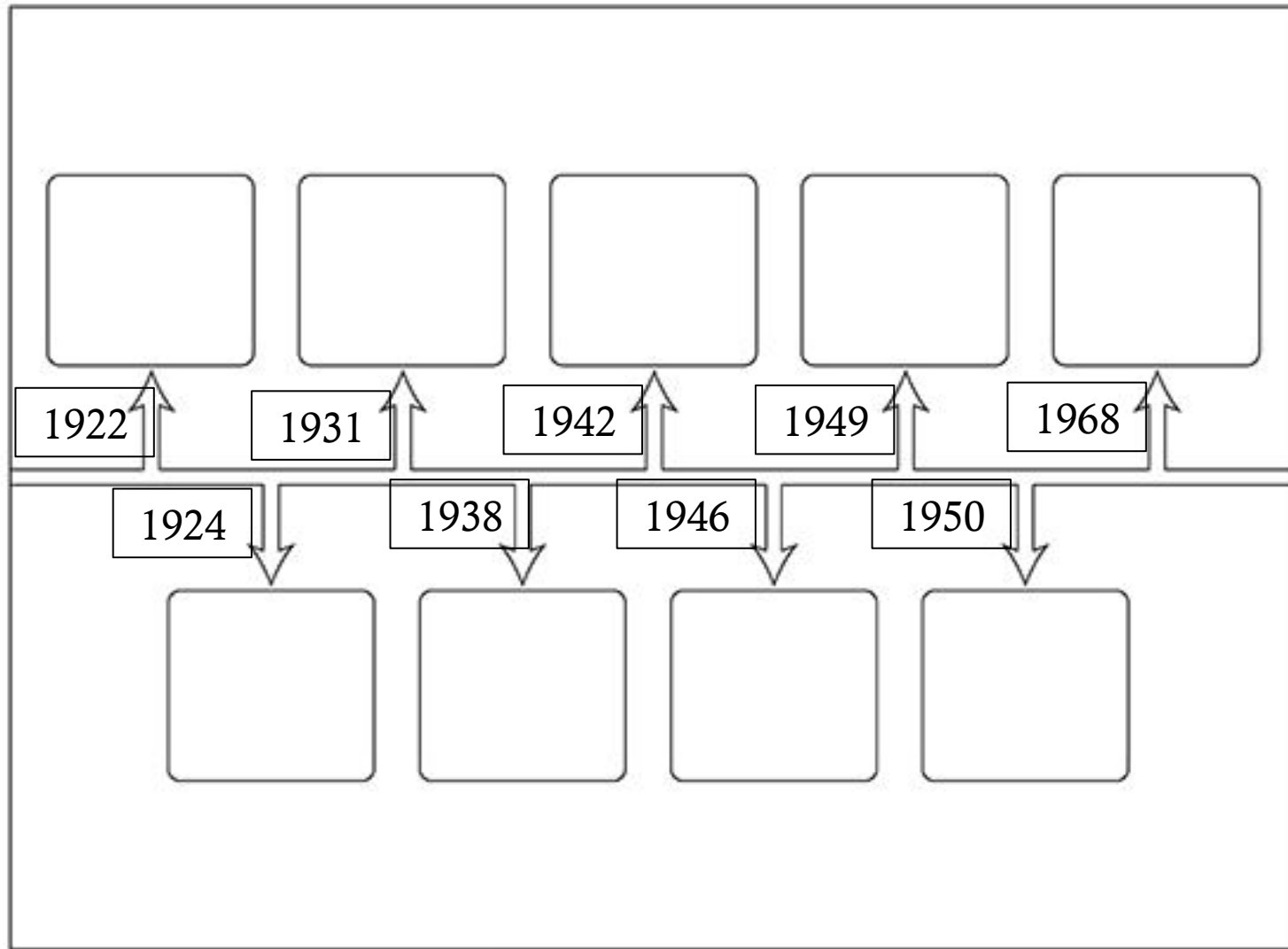
Born in New York City	Father Died Learned to Swim by this Year	Visited the New York Aquarium in Battery Park
Graduated High School at Age 16; Favorite Subject was Biology	Earned her B.A. at Hunter College in Zoology	Earned her M.A. at NYU; First Job as a Research Assistant at the Scripts Institute of Oceanography in La Jolla CA
Worked in the South Pacific US Office of Naval Research	Received Doctoral Degree NYU Major in Zoology	Started job at the University of MD, College Park

Eugenie Clark Bio: Start at 35 seconds-Stop at 2:29

https://www.youtube.com/watch?v=tKlUzMi2ROY

Eugenie Clark

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

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

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

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

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

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

"Eugenie Clark". *Encyclopædia Britannica. Encyclopædia Britannica Online.*
Encyclopædia Britannica Inc., 2018. Web. 25 Jan. 2018
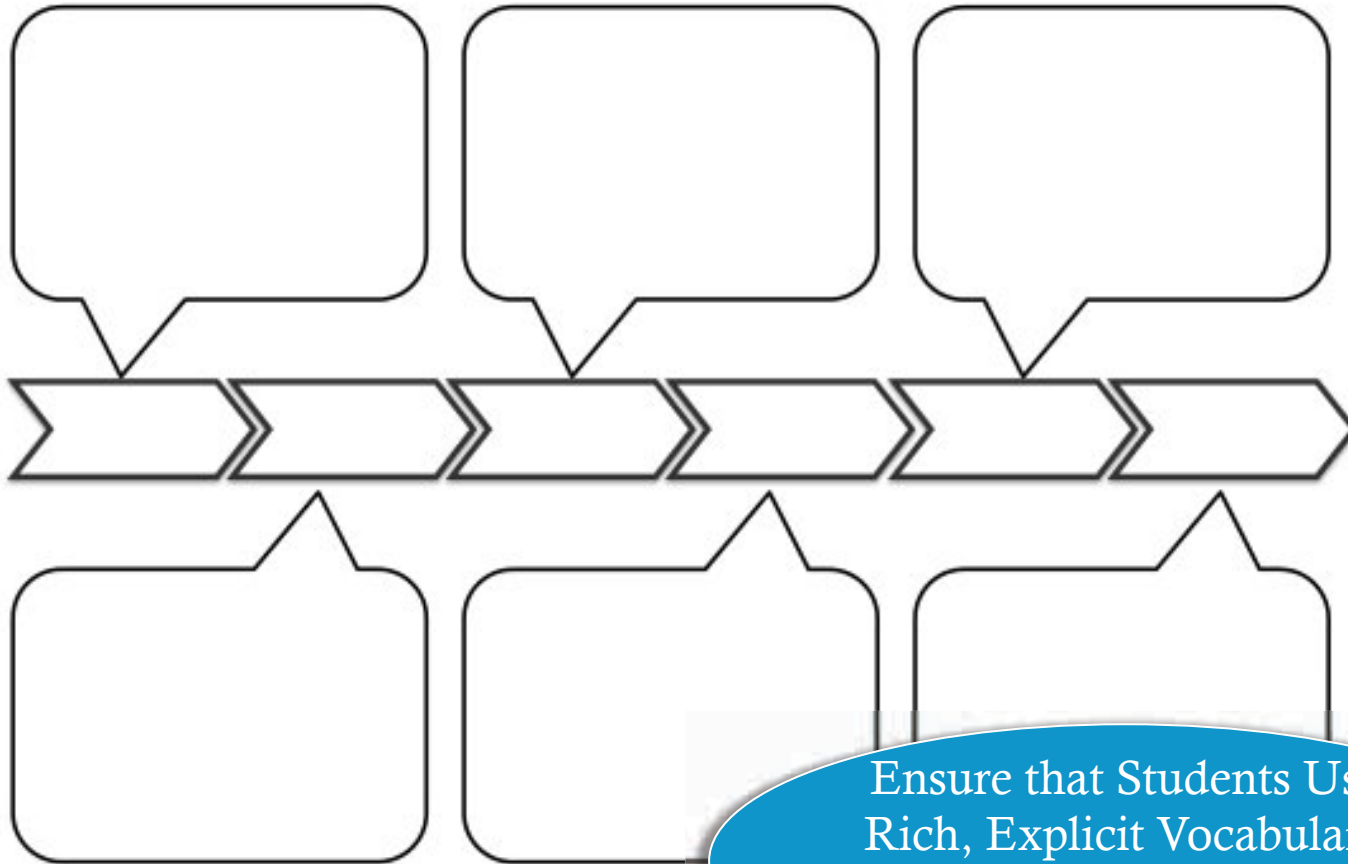<https://www.britannica.com/biography/Eugenie-Clark>.

For Teacher Reference or to Show Students How to Use an Online Encyclopedia to Gather Details and Facts

Skim Scan

Timeline

Use introductory time clauses; Vary the way sentences begin

Timeline for:

Ensure that Students Use Rich, Explicit Vocabulary and a Range of Sentence Types When Writing

Resources for You!

SHARK LADY
Activity Kit

Eugenie grew up in a time when society had misconceptions about what a girl could or couldn't do. Eugenie proved to the world that not only are sharks smart, beautiful animals, but as a girl, she could learn and practice science. In doing so, Eugenie made great contributions to the field of zoology!

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

Below, draw yourself doing what you would love to do when you grow up.

The True Story of How Eugenie Clark Became the Ocean's Most Fearless Scientist
Written by Jess Keating, illustrations by Marta Álvarez Miguéns

Sharks-Natl. Geo. Kids

https://kids.nationalgeographic.com/explore/youtube-playlist-pages/
youtube-playlist-sharks/

https://kids.nationalgeographic.com/videos/animal-jam/
youtube-tierney-sharks/
https://kids.nationalgeographic.com/explore/youtube-playlist-
pages/youtube-playlist-sharks/

Recycle Content While Practicing Academic Language Learned

Electro-Sensors
Sense Prey

Inner Ears
Hearing

Eyes
Sight

Six Senses

Skin, Denticles
Touch

Nostrils
Smell

Nodes; Buds
Taste

Nancy Cloud

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nancycloud2@gmail.com