

Creating Dual Language/Bilingual Education Programs that Ensure Strong Language and Literacy Development in Both Languages

Session I:
Ensuring the Development of Both Languages
through Careful Planning, Flexible Grouping and Teaching Strategies
that Promote the Active Participation of All Students

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

January 7, 2020
PS #25
9:00 AM - 2:35 PM

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- **Careful Planning to Promote the Development and Use of Both Languages Across the Curriculum**
 - Distributing both languages across the daily/weekly schedule with parity in mind
 - Living up to the name of your program model (50/50; 90/10; 80/20; TBE program)
 - Supporting learning through *Translanguaging* and providing for transfer through *Bridging*
- **Applying the 4 Principles of Quality Instruction Outlined in the *Guiding Principles for Dual Language Education (3rd Edition)* to your Program**
 - Principle 1: Instructional methods are derived from research-based principles of dual language education and to ensure fidelity to the model
 - Principle 2: Instructional strategies support the attainment of the three core goals of dual language education
 - Principle 3: Instruction is student-centered
 - Principle 4: Instructional staff effectively integrate technology to deepen and enhance the learning.

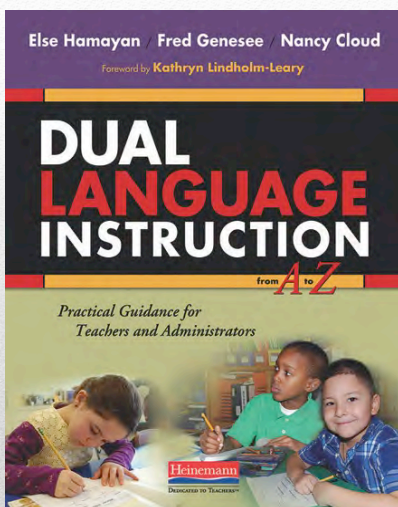
Day 1 Agenda

- **Grouping Practices that Promote Language Proficiency and Content Learning**
 - Reminder of the Abilities of All Proficiency Levels (Entering, Emerging, Transitioning, Expanding, Commanding)
 - Ways to Group Students (flexible grouping practices)
 - Bilingual Pair Activities (Grouping; Proficiency-appropriate tasks)
 - Bilingual Small Group Activities (How to handle mixed proficiency groups)
- **Strategies that Promote Active Participation of Students**
 - Using the **Participation Protocol** to Encourage Quality Listening and Speaking
 - **GLAD Strategies** (picture file cards, observation charts, **sentence patterning charts**, expert groups and team tasks)
 - Supporting Talk with **Sentence Frames** (*Talk Moves*) and **Graphic Organizers**
 - **Total Participation Techniques** (TPT Hold Ups; On-the-Spot TPTs; TPT Movement Activities)
 - **Cooperative Learning Techniques** (Give One, Get One, Stand Up and Share; Idea Wave)
- **Resources for Teachers**

Get in Grade Level
and Language Alike
Groups

Day 1 Agenda

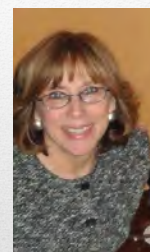
2013



Argentina



Montreal,
Canada



NY, RI

CAREFUL PLANNING TO PROMOTE THE DEVELOPMENT AND USE OF BOTH LANGUAGES ACROSS THE CURRICULUM



- Distributing both languages across the daily/weekly schedule with parity in mind
- Living up to the name of your program model (50/50; 90/10; 80/20; TBE programs)
- Supporting learning through *Translanguaging* and providing for transfer through *Bridging*

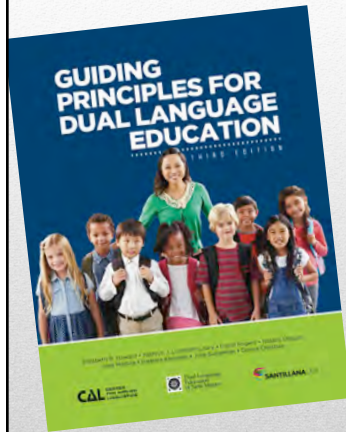
The **Non-Negotiable** Goals of Dual Language Programs



- **Bilingualism; Biliteracy**
- **High Levels of Academic Achievement**
- **Biculturalism; Cross-Cultural Competence**

At Grade Level

Dual Language Education Guiding Principles



Strand 2: Effective Features of Curriculum

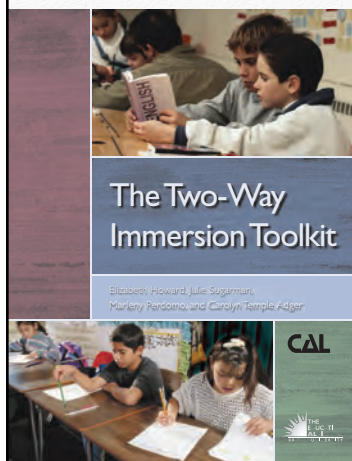
Reflects and values students' cultures

Strand 3: Instruction:

Principle 4: Teachers create a multilingual and multicultural learning environment

Instructional materials reflect the various subgroups of the student population and incorporate materials and themes that address respect and appreciation for all cultures.

How can teachers promote positive cross-cultural attitudes and behaviors among students:



Teachers should concentrate as much on values, norms, and perspectives of the partner language culture as they do on visible cultural practices, such as holidays, foods, music, and dance.

Becoming bicultural is as important as becoming bilingual, and it has to be actively fostered; it doesn't happen on its own. By having cross-cultural objectives in each lesson and unit, teachers ensure that they are paying adequate attention to this important goal of the program.

www.cal.org/twi/toolkit/index.htm

DUAL LANGUAGE PROGRAM

Program Models and Plan for Language Distribution Across the Day/Week

Program model:

- Two-way Immersion—50/50; 90/10; 80/20, etc.
- Transitional Bilingual Education (3 years in program)

Language allocation: Who teaches what when in which language.

Considering Your Program Model;
Plan for Language Use

EARLY-EXIT OR TRANSITIONAL

Usually developed to serve young students who are recent immigrants to a new country. It aims to use two languages for classroom instruction up until the point at which children have developed sufficient oral and literacy skills to receive all classroom instruction in their second language.

Short Term Program

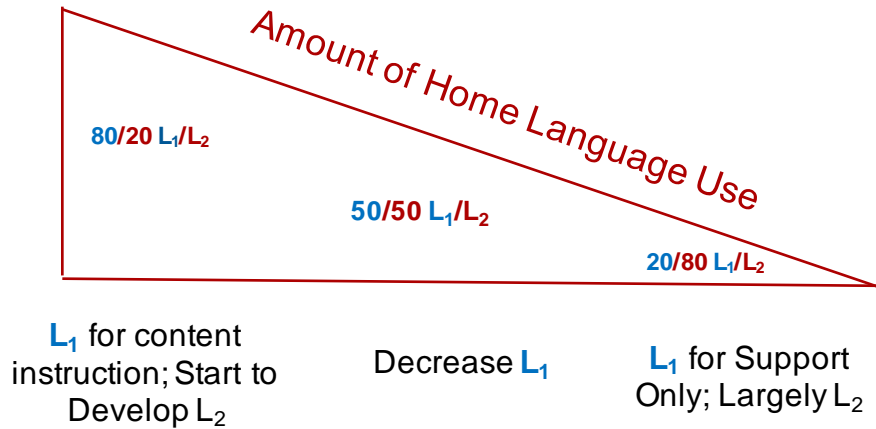
Dual Language Program



Cohort Program

Taking Stock of Our Programs

Transitional Bilingual Education (TBE)

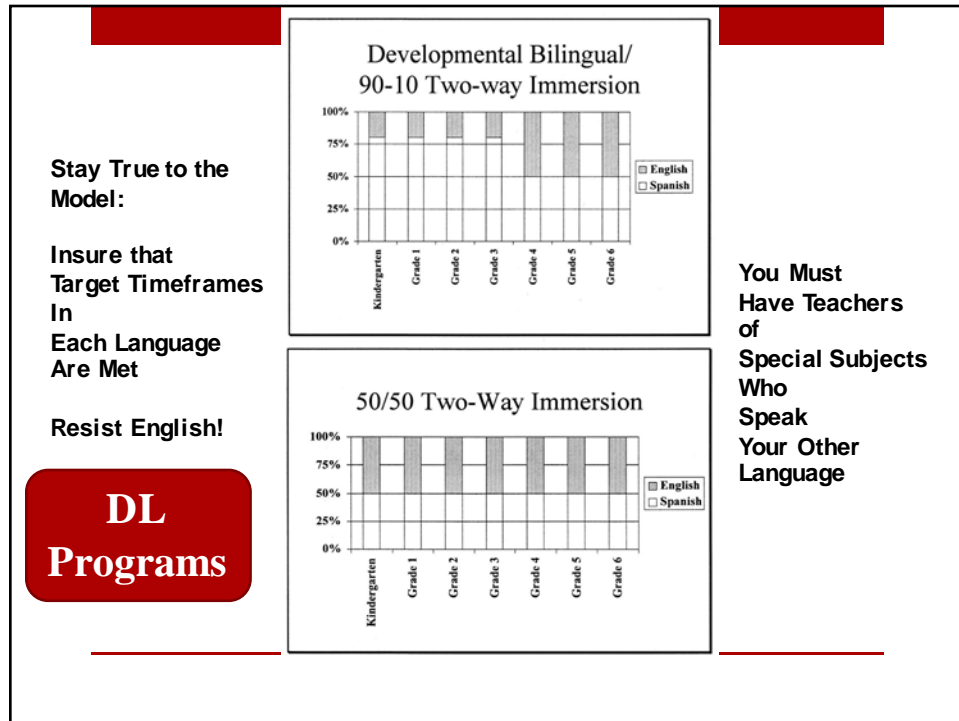


Transitional Bilingual Education

TBE Programs

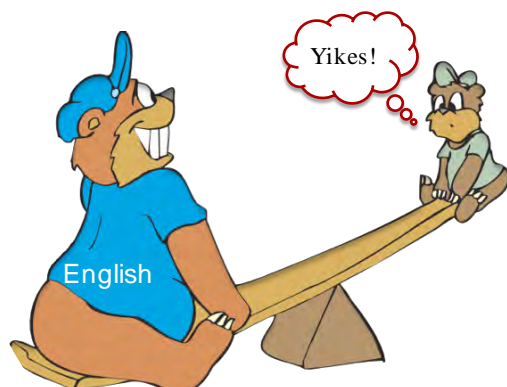
- **Home Language to preview**
- **New language to View/Teach** (while connecting to the home language as needed)
- **Home Language to Review and then back to the New Language** (bridging)

Preview-View-Review



Model					
90/10			50/50		
	Partner Lg.	English		Partner Lg.	English
K	90	10	K	50	50
1	80	20	1	50	50
2	60	40	2	50	50
3	50	50	3	50	50
4	50	50	4	50	50
5	50	50	5	50	50

Implement Your Program Model with Fidelity



***Don't Allow English
to Overpower the
Other Target
Language***

Plan for the development of **both languages**
across the curriculum



Prepare the Students for Informal Interactions So They Can Stay in the Target Language

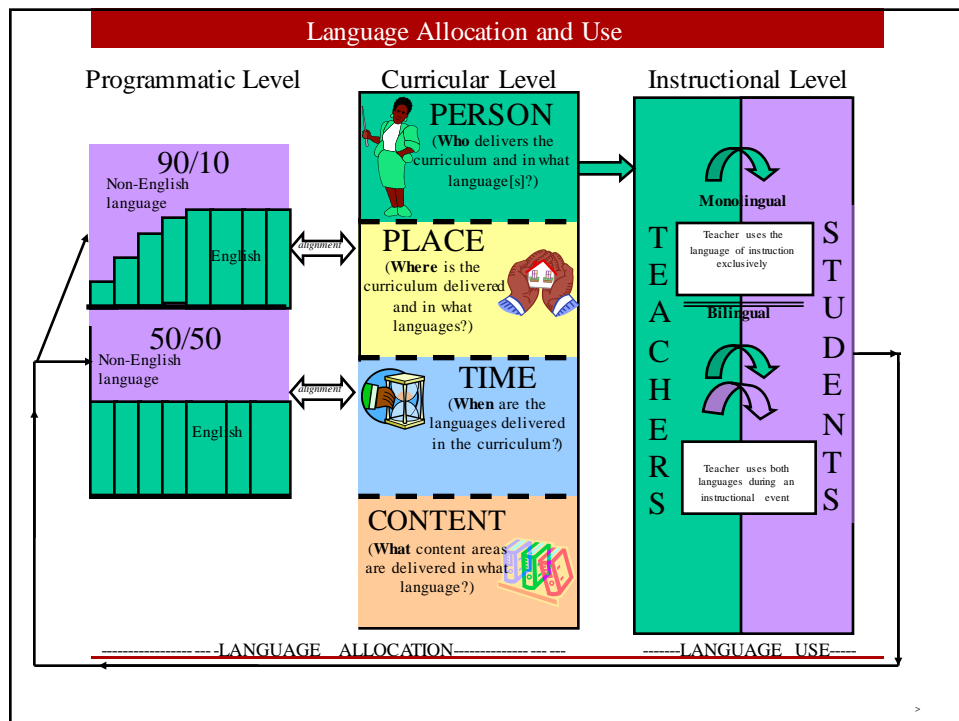
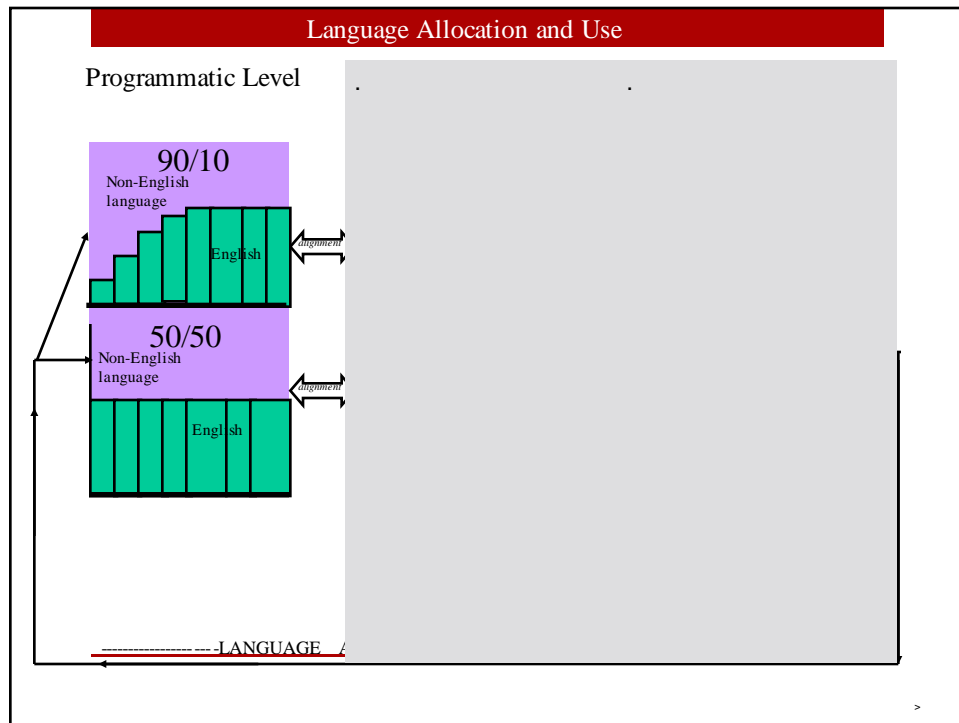


Subjects (Include Lunch, Recess, Specials)	Spanish, Chinese, Haitian Creole, Arabic	English
<i>Morning Meeting</i>	<i>list minutes per day or week</i>	<i>list minutes per day or week</i>
<i>Math</i>		
<i>Language Arts</i>		
<i>P.E., Art, Music</i>		

Look at Your Day/Week

Date: _____

Title: _____



Single language/target language only

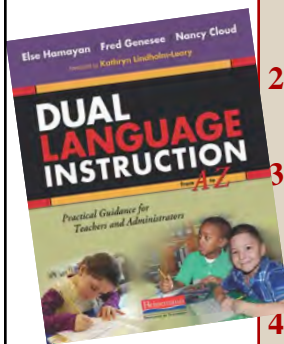
(“como se dice” strategy instead of switching when there are unknown words)

- **Language to Time of Day**
- *Language to Day of the Week*
- **Language to Subject**
 - **Language by Unit**
 - *Language by Marking Period*

Language Use in Instruction



Principles that Guide the Development of Two Languages (pp. 161-165]



1. **The Status Principle:** The two languages in a DL program must have equal status to ensure that students attain full proficiency in both.
2. **The Bridge Principle:** Students need to access what they know in their two languages.
3. **The Balanced Literacy Principle:** To develop literacy in two languages, use instructional strategies that begin with authentic and interesting text, and then focus on specific aspects of written language.
4. **The Integrated Instruction Principle:** It is easiest to learn language and to learn about language through another content area.
5. **The Oral Language Foundation Principle:** Literacy is developed on a foundation that is set in oral language.

Checklist of Key DL Program Features

Students

- ☐ For IMM programs: Is there a sufficient number of English-speaking students for two classes in kindergarten and in the primary grades for ongoing programs (to allow for attrition in higher grades)?
- ☐ For DBE programs: Is there a sufficient number of ELL students for two classes in kindergarten for new programs and in the primary grades for ongoing programs (to allow for attrition in higher grades)?
- ☐ For TWI programs: Is there a sufficient number of both ELL and English-speaking students for two classes in starting grades for new programs and in the primary grades for ongoing programs (to allow for attrition in higher grades)?
- ☐ Also for TWI programs: Half of each class is ELL and half English-speaking.
- ☐ ELL students all speak the same language or different varieties of the same language.

(continued)

Dual Language Program

Features Checklist (p. 39-41)

Checklist of Key DL Program Features (continued)

Teachers

- ☐ There are firm commitments from parents who understand the program, its requirements, and the importance of continued participation in the program.
- ☐ Teachers have native or native-like competence in English and/or the non-English language.
- ☐ Teachers have appropriate credentials—a standard teaching credential and a bilingual credential, as applicable.
- ☐ Teachers are knowledgeable about DL programs—their structure, goals, and critical instructional elements.
- ☐ Teachers know how to teach content through students' second (and perhaps not yet proficient) language.
- ☐ Teachers understand the importance of collaboration and are prepared to work collaboratively with other DL teachers.
- ☐ Teachers who are native English speakers and/or native speakers of the other language are in place or available at every grade level, starting in K.
- ☐ Teachers have cross-cultural understanding and awareness of funds of knowledge of the cultures of their DL students.
- ☐ A plan is in place to provide professional development opportunities to DL and other teachers in the school to prepare them to work with DL learners.

Administrative Support

- ☐ School principal and administrative assistants understand and support DL education and are prepared to advocate on its behalf.
- ☐ Support staff (including clerical, custodial, and special support personnel) understand (or are prepared to become knowledgeable about) DL education and how to make it work.
- ☐ Preferably, administrative personnel know both languages or have some competence in the non-English language.
- ☐ District-level leaders understand and support DL education.

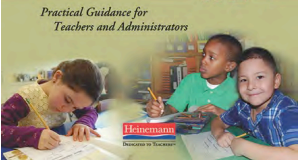
Curriculum and Instruction

- ☐ High-quality curriculum and instructional materials in English and the non-English language are available, as required by allocation of languages of instruction.

Else Hamayan Fred Genesee Nancy Cloud
Foreword by Kathryn Lindholm-Leary

DUAL LANGUAGE INSTRUCTION

Practical Guidance for
Teachers and Administrators



Checklist of Key DL Program Features (continued)

Assessment

- ☐ For beginning programs, instructional resources for year 1 (usually K) are available in year 1.
- ☐ A plan to develop curriculum and instructional materials for years 2, 3, and so on, is in place.
- ☐ Most importantly, the curriculum includes a comprehensive and coherent set of language and content objectives and, secondarily, general school skills and learning strategies, cross-linguistic, and cross-cultural learning objectives.

Assessment

- ☐ There is a comprehensive and sound plan for program evaluation.
- ☐ A person or team has been designated to oversee and manage the evaluation process.
- ☐ Professional development activities are planned to assist school personnel to interpret and use evaluation information in helpful ways.
- ☐ Collaboration is planned with local and/or regional university personnel who are knowledgeable in school assessment and are willing to provide support to the school.

Families and Community

- ☐ There are sufficient numbers of families who support DL education and are committed to having their children participate in the program for the elementary grades.
- ☐ Families have a full understanding of DL education (language of instruction allocation, content and language goals, etc.).
- ☐ There is a group of parents, community members, and others who will plan, oversee, and implement advocacy activities on behalf of the program, with assistance from the school.

Let's First Consider Bilingualism

Traditionally, languages have been treated as separate.



Additive

Bilingualism:

Two monolinguals in one;
Balanced wheels of a
bicycle

Slide credit: García, O. (2015, March 9). The potential of dynamic bilingualism and translanguaging in bilingual education: Part 1 [Webinar]. In *Cuny NYSIEB*. Retrieved from https://www.youtube.com/watch?v=OFpP_3zRrFg.

Let's first consider Bilingualism

Dynamic Bilingualism looks at language practices from the perspective of the bilingual.

- One complex linguistic repertoire used in social interactions



Dynamic language practices in action, emerging

Slide credit: García, O. (2015, March 9). The potential of dynamic bilingualism and translanguaging in bilingual education: Part 1 [Webinar]. In *Cuny NYSIEB*. Retrieved from https://www.youtube.com/watch?v=OFpP_3zRfFg.

Understanding Dynamic Bilingualism

We have a single semiotic system for making meaning, regardless of the number of named languages we speak.

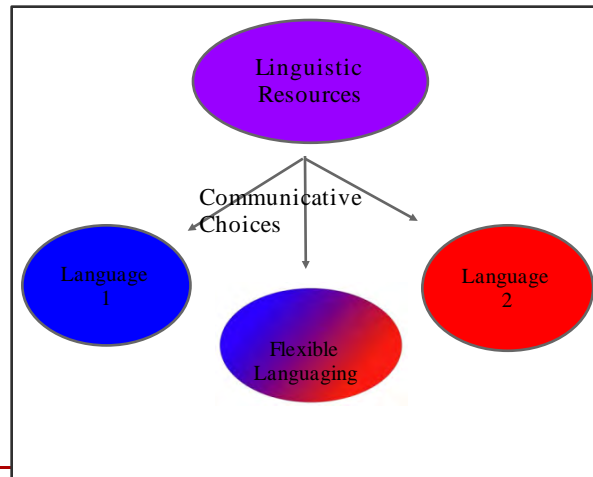
This system is what Ofelia García refers to as **translanguaging**.



Translanguaging

Codeswitching, rather than a sign of missing language, is also the reflection of a dynamic linguistic process.

In inviting that process in, we invite in FULL linguistic and cultural identities.



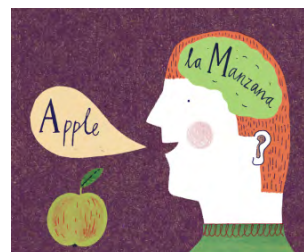
Slide credit: Hesson, S. & Toncelli, R. (2019, March 22). Envisioning Dual Language Bilingual Education in New England, MABE.

Translanguaging

While flexible, translanguaging is **not** an “anything goes” language practice.

It is strategic and purposeful language practices to:

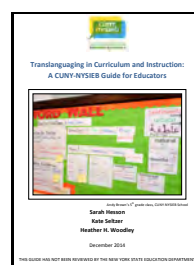
1. to leverage students abilities
2. provide access to content
3. recognize their whole identities



A translinguaging space allows emergent bilingual and bilingual children to:

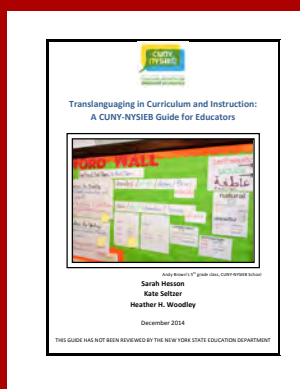
1. Compare and contrast their two ways of using language, thus building their metalinguistic awareness.
2. Use different language practices for different reasons within the same lesson, thus extending their bilingual expertise.
3. Represent the language practices of their homes and communities in school
4. Develop consciousness of multilingual audiences and negotiate language practices so as to communicate across language differences
5. Use all their language resources to engage with difficult material at all times, to learn from different sources, and to self-regulate their learning.
6. Experiment and “play” with all their language resources, building not only metalinguistic awareness, but also potentializing their divergent thinking and creativity.

Translinguaging in Curriculum and Instruction: a CUNY-NYSIEB Guide for Educators



https://www.youtube.com/playlist?list=PL72WqjD2ZG73igLhvzv_69InjarivfKS5

Having translinguaging spaces for instruction does not in any way dismiss the need for separate spaces in which children are asked to perform in one language or the other. These separate spaces have been created so that the teacher knows what language to use, and so that students have to expand their language practices to meet communication demands with monolinguals.



Bilingual teachers must allocate a different space to each of the languages but they must also make connections among the two languages.

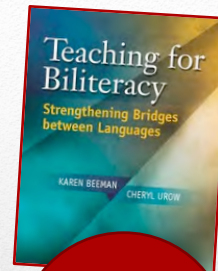
1. When brainstorming ideas before speaking or writing (but be sure to offer key terms/phrases that kids are missing)
2. When students are clarifying something (a task or a concept)
3. When students want to show their full abilities side by side emerging skills in their new language (e.g. *identity texts*)
4. When students lack a word or phrase, and need to get the idea out to show comprehension (but then be sure that they get exposure and practice to the language they need).

When Is Translanguaging a Good Idea?

Flexible Language Use

What is Bridging?

- Transfer academic content students have learned in one language to another (*a planned instructional period*)
- Develop students' academic language in both languages across the content areas
- Engage in contrastive analysis between English and Spanish
- Develop metalinguistic awareness (*how both languages "do things"; how their systems work*)



Goals of Bridging

<https://www.teachingchannel.org/blog/2017/09/15/teaching-for-biliteracy/>

Oral Language



- Multilingual word walls; vocabulary notebooks
- Cognate lists on board of key terms; or cognate pocket charts tied to unit
- Target word definitions in students' home languages
- Word part study cross-lingually (-des/-dis)
- Sentence building across languages (comparison of placement; conventions)

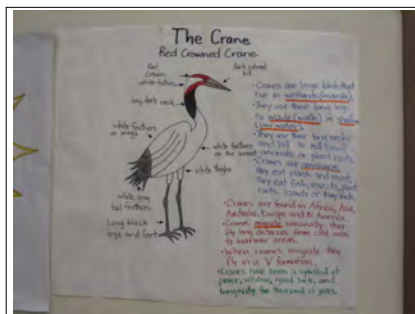
GLAD BRIDGING TEACHING STRATEGIES



22

4. With students present, trace over the pictorial with markers, providing verbal input as you go. Chunk your information in different colors.
5. Revisit to add word cards and review information.
6. Creates LANGUAGE FUNCTIONAL ENVIRONMENT.
7. Allow students to color pictorials.
8. At the end of the unit, make a master to use next year, and then raffle the pictorials

1. Use to illustrate unit vocabulary and concepts.
2. Resources for pictorials include: textbooks, expository children's books (Eyewitness Explorers series) websites (www.enchantedlearning.com), teacher resource books.
3. Use an opaque, overhead, or document camera to enlarge the picture and trace on butcher paper in light pencil, including vocabulary words and notes.



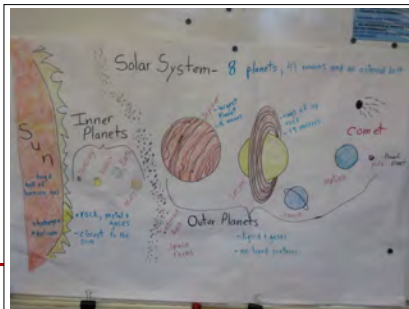
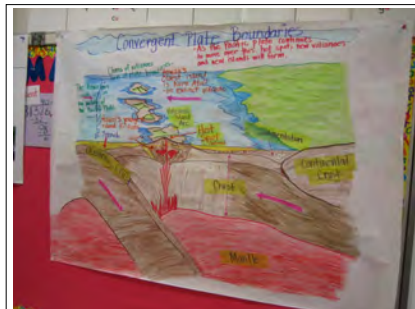
the moon rotates on it
moon orbits earth

the earth and the moon don't have light of their own

light from the sun is called sunlight

the light from the sun is called sunlight

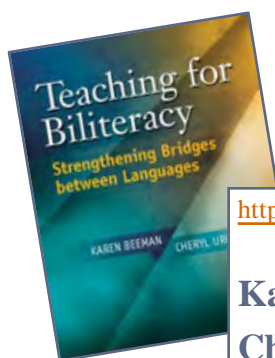
the sun shines on the earth during the day
the sun also shines on the moon



<https://www.teachingforbilitery.com/>



BRIDGING STRATEGIES TO MAKE ESSENTIAL CONNECTIONS BETWEEN THE TWO LANGUAGES



<http://www.teachingforbilitery.com/>

Karen Beeman
Cheryl Urow

Center for Teaching for Biliteracy

The Bridge

The Bridge is the period during the unit where the focus is on instructing students in how to transfer what they have learned from one language to the other and on engaging in a contrastive analysis between Spanish and English.



Beeman, K. and Urow, C. 2012

Pictorial Input Chart

Kinder



Beeman, K. and Urow, C. 2012

Strategy: Use blue and black ink; Blue=language of instruction; black = bridge language

- show the similarities and differences between the two languages.
- focuses on the structures of language, which may include phonetics, phonology, morphology, syntax, semantics, and even possible pragmatics,
- looks at the two languages with a side-by-side contrastive analysis.

Establish terminology
(key words; phrases) in
both languages

Unidad 6: Plantas Insectos

La polinización	The pollination
El <u>nectar</u>	The <u>nectar</u>
El <u>polen</u>	The <u>pollen</u>
Las abejas	The bees
La flor	The flower
Los <u>insectos</u>	The <u>insects</u>
Las plantas	The plants
El agua	The water
El <u>nutriente</u>	The nutrient
La mariposa	The butterfly
El tallo	The stem
Las semillas	The seeds
La <u>habitat</u>	The <u>habitat</u>

Contrastive Analysis

<u>E</u> s ^{español}	<u>S</u> ^{inglés/English}
<u>escorpión</u>	scorpion
<u>escuela</u>	school
<u>español</u>	Spanish
<u>estante</u>	shelf
<u>estrella</u>	star
<u>españa</u>	Spain

<u>ci</u> on	<u>ti</u> on
contaminación	contamination
conservación	conservation
celebración	celebration
información	information
operación	operation
habilitación	habilitation
producción	production
coacción	coaction
abundancia	abundance
ambulancia	ambulance
independencia	independence
mandíbula	mandible
ciencia	science

For non-Romance
Languages this might
include symbol study
(numbers, characters,
alphabetic differences, etc.)

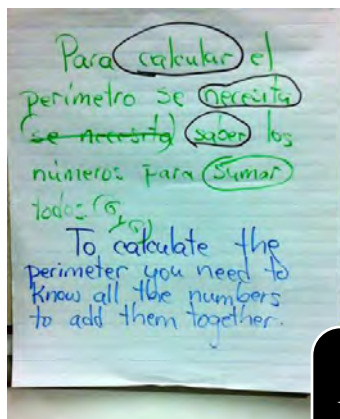
Beeman, K. and Urow, C. 2012

- Haitian-Creole and English do share cognates:
https://research.steinhardt.nyu.edu/scmsAdmin/media/users/atn293/cognates/english_haitian_cognates.pdf
(atmosphere--atmosphè; analyze (to)--analize)
- Unlike English, Chinese is a tonal language. ... In English, changes in pitch are used to emphasize or express emotion, not to give a different word meaning to the sound.
- The concept of time in Chinese is not handled through the use of different tenses and verb forms, as it is in English.
- In Arabic there is a single present tense, as compared to English, which has the simple and continuous forms.
- As with Spanish (and often in Haitian Creole), adjectives in Arabic follow the noun they qualify.

Cross-linguistic

Comparisons/Contrastive Analysis

Así se dice – Sentence Level



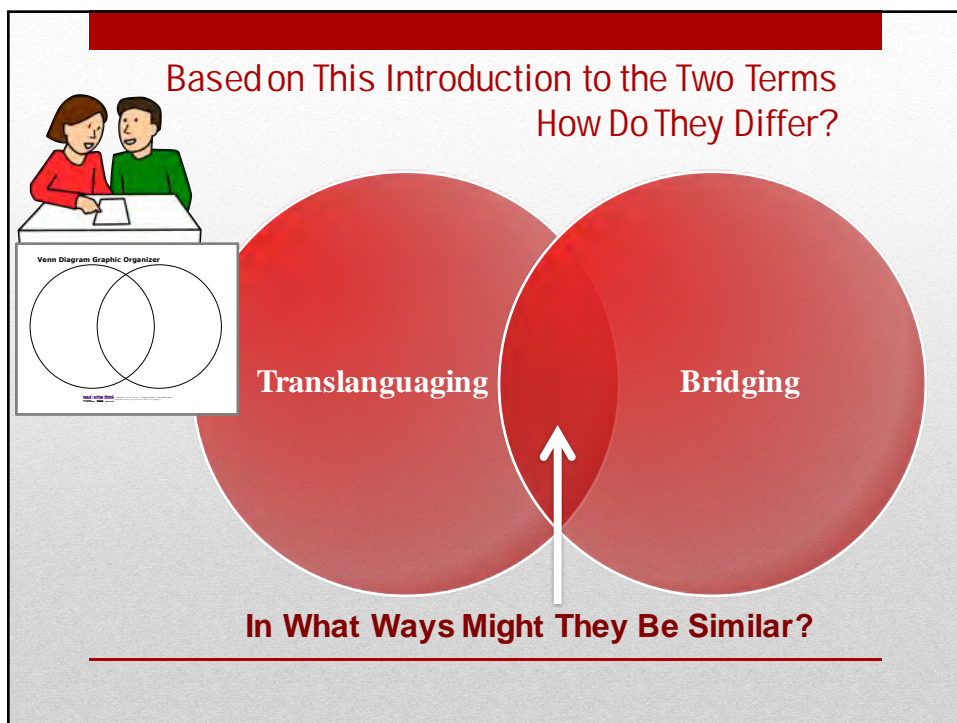
Beaman, K. and Urow, C. 2012

All Language
Programs Can
Do This!



© Can Stock Photo

Let's Discuss *Bridging* For A Unit You Teach:
What are some **Cross-Linguistic Comparisons**
you could make for an upcoming unit?



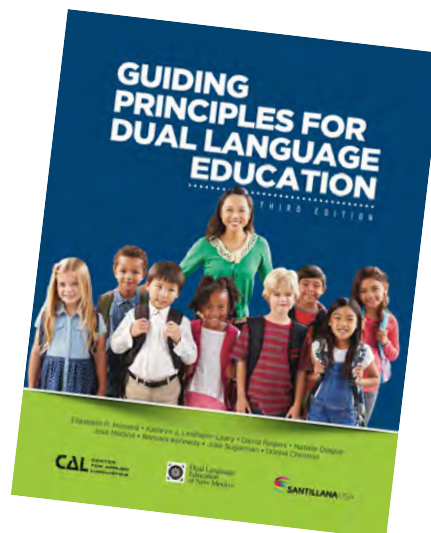
APPLYING THE 4 PRINCIPLES OF *QUALITY INSTRUCTION* OUTLINED IN THE *GUIDING PRINCIPLES FOR DUAL LANGUAGE EDUCATION* TO YOUR PROGRAM

- Principle 1: Instructional methods are derived from research-based principles of dual language education and to ensure fidelity to the model (same for TBE Programs)
- Principle 2: Instructional strategies support the attainment of the three core goals of dual language/bilingual programs
- Principle 3: Instruction is student-centered
- Principle 4: Instructional staff effectively integrate technology to deepen and enhance the learning.

Guiding Principles for Dual Language Education

Free Resource for You!

<http://www.cal.org/resource-center/publications-products/guiding-principles-3>



Alternative Programs for ELLs (Discusses TBE and DL Programs):

<https://www.cde.ca.gov/sp/el/er/documents/chapter6.pdf>

Defining Our Transitional Bilingual Program

• by José L. Rodríguez ([/content/view/full/5412/](#)) • IDRA Newsletter • January 2004 •



Bilingual education is meant to build a bridge that helps students become proficient in their native language and English. Many children do not make it over that bridge. Often, it is not discovered until they are in the second or third grade that the student does not have a proficiency in either language.

When a third grade teacher finds students who are still classified as non-Spanish speakers and limited English speakers, then something very wrong has happened, especially if the students have been enrolled in the district since pre-kindergarten. When teachers discover that children cannot read in either English or Spanish, they find it extremely difficult to bring the students up to grade level. Most often these students are language-minority students, or English language learners.

Many students who are entering pre-kindergarten are simultaneous bilingual and/or circumstantial bilinguals. Simultaneous bilinguals are students who acquired two languages simultaneously as a first language. Circumstantial bilinguals are students whose parents' immigration forced them to acquire their second language (Valdez and Figueroa, 1996).

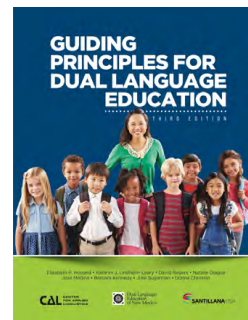
<https://www.idra.org/resource-center/defining-our-transitional-bilingual-program/>

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12/18/19, 7:19 AM

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STRAND 1	PROGRAM STRUCTURE
Principle 1	All aspects of the program work together to achieve the three core goals of dual language education: grade-level academic achievement, bilingualism and biliteracy, and sociocultural competence.
Principle 2	The program ensures equity for all groups.
Principle 3	The program has strong, effective, and knowledgeable leadership.
Principle 4	An effective process is in place for continual program-planning, implementation, and evaluation.
STRAND 2	CURRICULUM
Principle 1	The program has a process for developing and revising a high-quality curriculum.
Principle 2	The curriculum is standards-based and promotes attainment of the three core goals of dual language education.
Principle 3	The curriculum effectively integrates technology to deepen and enhance learning.
STRAND 3	INSTRUCTION
Principle 1	Instructional methods are derived from research-based principles of dual language education and ensure fidelity to the model.
Principle 2	Instructional strategies support the attainment of the three core goals of dual language education.
Principle 3	Instruction is student-centered.
Principle 4	Instructional staff effectively integrate technology to deepen and enhance the learning process.
STRAND 4	ASSESSMENT & ACCOUNTABILITY
Principle 1	The program creates and maintains an infrastructure that supports an assessment and accountability process.
Principle 2	Student assessment is aligned with program goals and with state content and language standards, and the results are used to guide and inform instruction.
Principle 3	Using multiple measures in both languages of instruction, the program collects and analyzes a variety of data that are used for program accountability, program evaluation, and program improvement.
Principle 4	Student progress toward program goals and state achievement objectives is systematically measured and reported.
Principle 5	The program communicates with appropriate stakeholders about program outcomes.
STRAND 5	STAFF QUALITY & PROFESSIONAL DEVELOPMENT
Principle 1	The program recruits and retains high-quality dual language staff.
Principle 2	The program provides high-quality professional development that is tailored to the needs of dual language educators and support staff.
Principle 3	The program collaborates with other groups and institutions to ensure staff quality.
STRAND 6	FAMILY & COMMUNITY
Principle 1	The program has a responsive infrastructure for positive, active, and ongoing relations with students' families and the community.
Principle 2	The program promotes family and community engagement and advocacy through outreach activities and support services that are aligned with the three core goals of dual language education.
Principle 3	The program views and involves families and community members as strategic partners.
STRAND 7	SUPPORT & RESOURCES
Principle 1	The program is supported by all key stakeholders.
Principle 2	The program is equitably and adequately funded to meet program goals.
Principle 3	The program advocates for support.

Guiding Principles at a Glance

Find this Checklist in Your Packet									
STRAND 3: INSTRUCTION									
Principle 1 Instructional methods are derived from research-based principles of dual language education and ensure fidelity to the model.									
Key Points	Comments	M	P	F	E				
Key Point A The program model and corresponding curriculum are implemented with fidelity.									
Key Point B Instruction incorporates appropriate separation of languages to promote high levels of language acquisition.									
Key Point C Standard-based academic content instruction is provided in both program languages in a coordinated way.									
Key Point D Explicit language arts instruction is provided in both program languages, is based on language-specific standards, and is coordinated across languages to ensure biliteracy development.									
Key Point E Instruction that promotes sociocultural competence is provided in both program languages in a coordinated way.									
Key Point F Teachers who provide support services (e.g., special education, gifted education, ESL, and special) (e.g., art, music) align their instruction with the dual language model.									
Key Point G When delivering instruction, teachers take into consideration the varying needs of students with different language learner profiles (e.g., native speakers, second language learners, new arrivals, students who are already bilingual in English and the partner language).									
Principle 2 Instructional strategies support the attainment of the three core goals of dual language education.									
Key Points	Comments	M	P	F	E				
Key Point A Teachers integrate language and content instruction.									
Key Point B Teachers use sheltered instruction and other pedagogical strategies for bilingual learners to facilitate comprehension and promote language and literacy development.									
Key Point C Instruction in one language builds on concepts learned in the other language.									
Key Point D Instruction promotes metalinguistic awareness and metacognitive skills.									
Key Point E Instruction leverages students' bilingualism by strategically incorporating cross-linguistic strategies.									
Key Point F Instruction promotes an awareness of language variation.									
Key Point G Teachers use a variety of strategies to ensure equitable participation among all students.									
Key Point H Teachers use a variety of strategies to promote the sociocultural competence of all students.									
Principle 3 Instruction is student-centered.									
Key Points	Comments	M	P	F	E				
Key Point A Teachers use active learning strategies in order to meet the needs of diverse learners.									
Key Point B Teachers create meaningful opportunities for sustained language use.									
Key Point C Student grouping maximizes opportunities for students to benefit from peer models.									
Key Point D Instructional strategies build independence and ownership of the learning process.									
Principle 4 Instructional staff effectively integrate technology to deepen and enhance the learning process.									
Key Points	Comments	M	P	F	E				
Key Point A Instructional staff use technology tools to engage all learners.									
Key Point B Students use technology to display their understanding of content and to further develop their language and literacy skills in both program languages.									
M Minimal alignment P Partial alignment F Full alignment E Exemplary practice									
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Let's Try It Out With Principle 1

STRAND 3 Instruction

Principle 1
Instructional methods are derived from research-based principles of dual language education and ensure fidelity to the model.

Key Point A
The program model and corresponding curriculum are implemented with fidelity.

Minimal alignment	Partial alignment	Full alignment	Exemplary practice
A few teachers align instruction with the program model (e.g., providing the appropriate percentage of instruction in each language, sequencing literacy instruction as indicated by the model) and develop and implement the corresponding curriculum with fidelity.	Many teachers align instruction with the program model (e.g., providing the appropriate percentage of instruction in each language, sequencing literacy instruction as indicated by the model) and develop and implement the corresponding curriculum with fidelity.	All teachers are held accountable by the program to align instruction with the program model (e.g., providing the appropriate percentage of instruction in each language, sequencing literacy instruction as indicated by the model) and to develop and implement the corresponding curriculum with fidelity.	All teachers are held accountable by the program and the district to align instruction with the program model (e.g., providing the appropriate percentage of instruction in each language, sequencing literacy instruction as indicated by the model) and to develop and implement the corresponding curriculum with fidelity. There is an explicit plan for ensuring that teachers who are new to the program understand the program model and its implications for curriculum implementation.

Key Point B
Instruction incorporates appropriate separation of languages to promote high levels of language acquisition.

Minimal alignment	Partial alignment	Full alignment	Exemplary practice
There is no separation of languages for instruction. Teachers use both languages as they choose or continually translate from one to the other. Or there is an overly rigid separation of languages, and teachers do not allow students to use any language other than the language of instruction for any purpose.	There is an attempt at separation of languages, but it is adhered to more strictly in one language than the other. Or students or the teacher use both languages on occasion, but without a clear purpose.	There is a consistent separation of languages for instruction, with high expectations for teachers and students to use the language of instruction and with scaffolds provided to encourage language production. However, in the classroom and throughout the school, opportunities exist for students and teachers to use both languages concurrently for clear academic, linguistic, or social purposes, either through brief teachable moments or through extended activities.	There is a consistent separation of languages for instruction, with high expectations for teachers and students to use the language of instruction and with scaffolds provided to encourage language production. However, in the classroom and throughout the school, opportunities exist for students and teachers to use both languages concurrently for clear academic, linguistic, or social purposes, either through brief teachable moments or through extended activities. Teachers and students regularly engage in self-reflection to identify when and why they are maintaining separation of languages vs. using both languages, and adjust language choices as needed to ensure that program goals and learning objectives are being met.

Program Model Implemented with Fidelity

High Levels of Language Acquisition for Both Languages

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Key Point C
Standards-based academic content instruction is provided in both program languages in a coordinated way.

Minimal alignment	Partial alignment	Full alignment	Exemplary practice
Each program language is used to provide standards-based instruction for at least one content area (math, science, or social studies), but that instruction is not coordinated across program languages through strategies such as thematic instruction, cross-disciplinary learning, shared curriculum, or project-based learning.	Each program language is used to provide standards-based instruction for at least one content area (math, science, or social studies) in a way that is consistent with the program model, and is coordinated across program languages through a limited number of strategies (e.g., thematic instruction, cross-disciplinary learning, shared curriculum, project-based learning) to support language and concept development in both languages.	Each program language is used to provide standards-based instruction for at least one content area (math, science, or social studies) in a way that is consistent with the program model, and is coordinated across program languages through a variety of strategies (e.g., thematic instruction, cross-disciplinary learning, shared curriculum, project-based learning) to support language and concept development in both languages. Over the course of the program, academic instruction is balanced between the two program languages (i.e., equal numbers of core content courses and specials are taught in each language).	Each program language is used to provide standards-based instruction for at least one content area (math, science, or social studies) in a way that is consistent with the program model, and is coordinated across program languages through a variety of strategies (e.g., thematic instruction, cross-disciplinary learning, shared curriculum, project-based learning) to support language and concept development in both languages. Over the course of the program, academic instruction is balanced between the two program languages (i.e., equal numbers of core content courses and specials are taught in each language). Program staff engage in outreach opportunities within and beyond the district to learn from and support other dual language programs regarding the development and coordination of content area instruction in the two program languages.

Key Point D
Explicit language arts instruction is provided in both program languages, is based on language-specific standards, and is coordinated across languages to ensure biliteracy development.

Minimal alignment	Partial alignment	Full alignment	Exemplary practice
Explicit language arts instruction is provided only in one language for the duration of the program.	Explicit language arts instruction is offered in both languages over the course of the program, but for one language the instruction is minimal, only takes place sporadically in response to specific student errors, or is based on translating.	Explicit language arts instruction based on language-specific standards is provided in both languages in a way that is consistent with the program model. Language arts instruction is coordinated between the two languages at all grade levels.	Explicit language arts instruction based on language-specific standards is provided in both languages in a way that is consistent with the program model. Language arts instruction is coordinated between the two languages at all grade levels. Program staff engage in outreach opportunities within and beyond the district to learn from and support other dual language programs regarding the development and coordination of language arts instruction in the two program languages.

Strong Language Arts Instruction in Both Languages (for Biliteracy Development)

Key Point E
Instruction that promotes sociocultural competence is provided in both program languages in a coordinated way.

Minimal alignment	Partial alignment	Full alignment	Exemplary practice
Little to no instructional time is dedicated to the development of sociocultural competence (e.g., identity development, cross-cultural awareness, multicultural appreciation, conflict-resolution strategies).	Some instructional time is dedicated to the development of sociocultural competence (e.g., identity development, cross-cultural awareness, multicultural appreciation, conflict-resolution strategies), but it may be more prominent during instructional time in one language than the other. Instruction may be coordinated across the two program languages at some but not all grade levels.	Instruction that promotes the development of sociocultural competence (e.g., identity development, cross-cultural awareness, multicultural appreciation, conflict-resolution strategies) is consistently provided in both languages and is coordinated across program languages at all grade levels through a variety of strategies (e.g., team teaching, thematic instruction, cross-disciplinary learning, shared curriculum, flexible grouping, project-based learning). Program staff engage in outreach opportunities within and beyond the district to learn from and support other dual language programs regarding the development and coordination of instruction to promote sociocultural competence in both languages.	Instruction that promotes the development of sociocultural competence (e.g., identity development, cross-cultural awareness, multicultural appreciation, conflict-resolution strategies) is consistently provided in both languages and is coordinated across program languages at all grade levels through a variety of strategies (e.g., team teaching, thematic instruction, cross-disciplinary learning, shared curriculum, flexible grouping, project-based learning). Program staff engage in outreach opportunities within and beyond the district to learn from and support other dual language programs regarding the development and coordination of instruction to promote sociocultural competence in both languages.

Key Point F
Instruction that promotes sociocultural competence is provided in both program languages in a coordinated way.

Minimal alignment	Partial alignment	Full alignment	Exemplary practice
Little to no instructional time is dedicated to the development of sociocultural competence (e.g., identity development, cross-cultural awareness, multicultural appreciation, conflict-resolution strategies).	Some instructional time is dedicated to the development of sociocultural competence (e.g., identity development, cross-cultural awareness, multicultural appreciation, conflict-resolution strategies), but it may be more prominent during instructional time in one language than the other. Instruction may be coordinated across the two program languages at some but not all grade levels.	Instruction that promotes the development of sociocultural competence (e.g., identity development, cross-cultural awareness, multicultural appreciation, conflict-resolution strategies) is consistently provided in both languages and is coordinated across program languages at all grade levels through a variety of strategies (e.g., team teaching, thematic instruction, cross-disciplinary learning, shared curriculum, flexible grouping, project-based learning). Program staff engage in outreach opportunities within and beyond the district to learn from and support other dual language programs regarding the development and coordination of instruction to promote sociocultural competence in both languages.	Instruction that promotes the development of sociocultural competence (e.g., identity development, cross-cultural awareness, multicultural appreciation, conflict-resolution strategies) is consistently provided in both languages and is coordinated across program languages at all grade levels through a variety of strategies (e.g., team teaching, thematic instruction, cross-disciplinary learning, shared curriculum, flexible grouping, project-based learning). Program staff engage in outreach opportunities within and beyond the district to learn from and support other dual language programs regarding the development and coordination of instruction to promote sociocultural competence in both languages.

Content Instruction in Both Program Languages in a Coordinated Way

Sociocultural Competence is Promoted in Both Languages

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Support Teachers Align their Instruction with the Dual Language Model	Key Point F Teachers who provide support services (e.g., special education, gifted education, ESL) and specials (e.g., art, music) align their instruction with the dual language model.			
	Minimal alignment	Partial alignment	Full alignment	Exemplary practice
	Specials teachers and teachers in the support areas have little knowledge of dual language instructional strategies, and their classes do not align with the goals or philosophy of the program. There is no coordination with classroom teachers.	Some specials teachers and teachers in the support areas use dual language instructional strategies, but this is not consistent across the whole school. Individual classroom teachers coordinate with support services.	All specials teachers and teachers in the support areas are fully trained in and use dual language instructional strategies, and their instruction is aligned with dual language instructional methods and themes. Support services are available in both English and the partner language. There is a structured process of coordination between classroom teachers and support services.	All specials teachers and teachers of support services are fully trained in and use dual language instructional strategies, and their instruction is aligned with dual language instructional methods and themes. Support services are available in both English and the partner language. There is a structured process of coordination between classroom teachers and support services that is continually monitored and improved at both the school and district level.
Teachers Account for the Varied Needs of Students	Key Point G When delivering instruction, teachers take into consideration the varying needs of students with different language learner profiles (e.g., native speakers, second language learners, new arrivals, students who are already bilingual in English and the partner language).			
	Minimal alignment	Partial alignment	Full alignment	Exemplary practice
	Instruction is delivered with little or no differentiation to meet the varied needs of language learners (e.g., as if all students were native speakers of the language of instruction or as if all students were second language learners with little to no proficiency in the language of instruction).	Some modifications are made to address the varied needs of language learners, but instruction is still geared toward one end of the proficiency continuum or the other.	A variety of instructional techniques, including cooperative learning and flexible grouping, are consistently used to challenge and support all students as needed.	A variety of instructional techniques, including cooperative learning and flexible grouping, are consistently used to challenge and support all students as needed. Teachers engage in outreach opportunities within and beyond the district to learn from and support other dual language programs regarding the differentiation of instruction for varying language learner profiles.

Principle 2: Instructional strategies support the attainment of the three core goals of dual language education

Principle 3: Instruction is student-centered

Get into Pairs

Rate Your Program on All Key Points under Principle 2 & Principle 3



STRAND 3: INSTRUCTION

Principle 1
Instructional methods are derived from research-based practices and ensure fidelity to the model.

Key Points	Comments	M	P	F	E
Key Point A The program model and corresponding curriculum are implemented with fidelity.					
Key Point B Instruction incorporates appropriate separation of languages to promote high levels of language acquisition.					
Key Point C Standards-based academic content instruction is provided in both program languages in a coordinated way.					
Key Point D Explicit language arts instruction is provided in both program languages, is based on language-specific standards, and is coordinated across languages to ensure biliteracy development.					
Key Point E Instruction that promotes sociocultural competence is provided in both program languages in a coordinated way.					
Key Point F Teachers who provide support services (e.g., special education, gifted education, ESL) and specials (e.g., art, music) align their instruction with the dual language model.					
Key Point G When delivering instruction, teachers take into consideration the varying needs of students with different language learner profiles (e.g., native speakers, second language learners, new arrivals, students who are already bilingual in English and their partner language).					

Principle 2
Instructional strategies support the attainment of the three core goals of dual language education.

Key Points	Comments	M	P	F	E
Key Point A Teachers integrate language and content instruction.					
Key Point B Teachers use sheltered instruction and other pedagogical strategies for bilingual learners to facilitate comprehension and promote language and literacy development.					

Principle 3
Instruction is student-centered.

Key Points	Comments	M	P	F	E
Key Point A Teachers use active learning strategies in order to meet the needs of diverse learners.					
Key Point B Teachers create meaningful opportunities for sustained language use.					
Key Point C Student grouping maximizes opportunities for students to benefit from peer models.					
Key Point D Instructional strategies build independence and ownership of the learning process.					

Principle 4
Instructional staff effectively integrate technology to deepen and enhance the learning process.

Key Points	Comments	M	P	F	E
Key Point A Instructional staff use technology tools to engage all learners.					
Key Point B Students use technology to display their understanding of content and to further develop their language and literacy skills in both program languages.					

M: Minimal alignment P: Partial alignment F: Full alignment E: Exemplary practice

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Minimal Partial Full Alignment or Exemplary Practice

PRINCIPLE 4: INSTRUCTIONAL STAFF EFFECTIVELY INTEGRATE TECHNOLOGY TO DEEPEN AND ENHANCE THE LEARNING

Dr. Rebecca Palacios (Colorin Colorado)
<https://www.youtube.com/watch?v=HjM0hBC4ndY>

Technology for Young Dual Language Learners
 Karen Nemeth 16 July 2013
 Blog/Early Childhood Education/Family/Literacy
<https://www.fredrogerscenter.org/2013/07/technology-for-young-dual-language-learners/>

The best tools for dual language learners support the three Cs:

- Communication
 - Conversation
 - Connected concepts in context
- Translation Apps
 - Digital Storybooks (or create your own family stories with photos and StoryKit-- <https://storykit.io/> or StoryCreator <https://apps.apple.com/us/app/story-creator-easy-story-book-maker-for-kids/id545369477> See Also: <https://www.teachthought.com/literacy/15-literacy-apps-to-create-books-on-the-ipad/>
 - Book Flix
 - Story Place: <https://www.storyplace.org/es>
 - YouTube Videos
 - Google Hangout/Skype/What'sApp
 - National Geographic en español

See Also: <https://www.engagingeverystudent.com/dual-immersion-spanish-resources/>

GROUPING PRACTICES THAT PROMOTE LANGUAGE PROFICIENCY AND CONTENT LEARNING

- Reminder of the Abilities of All Proficiency Levels (Entering, Emerging, Transitioning, Expanding, Commanding)
- Ways to Group Students (flexible grouping practices)
- Bilingual Pair Activities (grouping; proficiency-appropriate tasks)
- Bilingual Small Group Activities (how to handle mixed proficiency groups)

Reminder: The Importance of Oral Language

- **oral language is the base** on which the other language arts develop (Sticht & James 1984)
- We need to continuously support students in developing oral language throughout all grades (Pinnell & Jaggar 1991)
- **children develop oral language by using it** (Halliday 1975).

Mixed Proficiency Levels Differentiated Instruction



Listening (Grades 1-2)					
Communicative Functions: identify, signal important individuals, relationships, ideas, key details, story, narrative events or a sequence of events, a 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	Partnerships Small groups	Moderate Support
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	Partnerships Small groups Whole class	Limited Support
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

LISTENING GRADES 1-2

Speaking (Grades 1-2)					
Communicative Functions: participate in a discussion about academic topics or texts, use grade-level appropriate language to ask questions, contribute to a conversation, elicit an exchange, describe or convey relevant details and/or narrate a story, provide details, facts or information about 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

SPEAKING GRADES 1-2

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 Targets	Type of Support Scaffolds	Teaching Arrangements	Level of Support
Entering <i>Some ToMs don't apply</i>	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, sequence, relationships, connections, conclusions, and/or evidence)	Determine the literal 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	Identify some words, phrases or 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 (partially completed) table or graphic organizer; In new and/or home language	Partnerships 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 connotative 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

LISTENING GRADES 5-6

Speaking (5-6)					
Communicative Functions: participate in/contribute to discussions, 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 <i>Some ToMs not applicable</i>	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

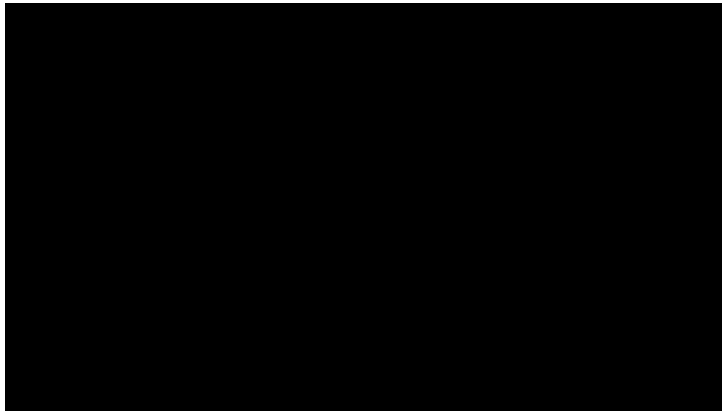
SPEAKING GRADES 5-6

Scaffolding



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

Sensory Supports	Graphic Supports	Interactive Supports
<ul style="list-style-type: none"> • Real-life objects (realia) • Manipulatives • Pictures & photographs • Illustrations, diagrams & drawings • Magazines & newspapers • Physical activities • Videos & Films • Broadcasts • Models & figures 	<ul style="list-style-type: none"> • Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines 	<ul style="list-style-type: none"> • In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With the Internet (Web sites) or software programs • In the native language (L1) • With mentors



Benefits of Grouping Students

<https://www.youtube.com/watch?v=hB64gdfEBxY>



NOT THIS

You cannot be everyone's communication partner!

Students cannot get enough speaking opportunities just interacting with you!

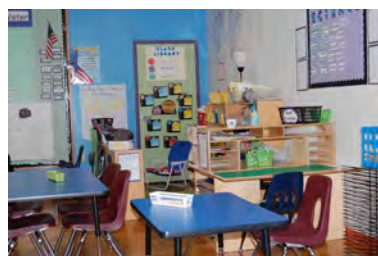


THIS



THIS

Using Grouping and the Physical Space to Encourage Interaction









How Is Your Room Set Up?
Can You Easily Set Up Seated
and Standing Student Interactions

- Comprehensible input
- Increased verbal interaction
- Contextualized language
- Reduced anxiety
- Active involvement of the learner (to fight the natural fatigue of working in a second language)

Why Form Bilingual Pairs/Groups?

Principles:

- Flexible not fixed
- Group according to proficiency (e.g. adjacent proficiency pairs), or
- Group by content area abilities, or
- Group by literacy level, or
- Group by learning style, or personality, etc.

Pairing Tactics:

- Use name cards in pocket chart
- Use name cards with Velcro or magnetic backs
- Use clips or close pins with printed student names
- Color code the partners (in terms of their roles)

Grouping in Pairs



ENCOURAGING MAXIMUM
LANGUAGE USE IN THE
TARGET LANGUAGE

Small Groups: What to control

- Group size (partners are best for language use and language learning)
- Group composition
 - Native speakers with non-native speakers; Consider proficiency levels of students placed in the same group
 - Use of team leader (strength in target language) and compatible work partners
 - Give each student a role they have the language to perform
 - From time to time, put native language speakers in groups together and matched target language proficiency students in other groups (adjacent proficiency levels)—Use **Differentiated Activities Designed for Each Type of Group**—PURPOSE???

Instructions for Group Work

- Give proficiency compatible roles for each person
- Clear instructions as to how they are to work; what to do if lack words (*como se dice....*); ability to express themselves
- Give rubrics that rate and reward them for staying in the target language
- Offer tools to each group (electronic translators, voice apps, bilingual glossaries and dictionaries; word banks; phrase banks)

Use Rubrics & Checklists to Self Monitor

	Very Good	Good	Developing
Research and collecting information 6	I collected <i>lots</i> of information from various places, such as books, the internet etc. 6 5	I collected <i>some</i> information from a few places. 4 3	I only collected <i>a little</i> information from few places. 2 1
Sharing 8	I <i>always</i> shared my information or ideas with <i>all</i> my team members.	I <i>sometimes</i> shared information or ideas with my team members.	I shared <i>little</i> information or ideas with my team members. 1
Completing tasks 8	I <i>always</i> finished my work on time and was <i>happy</i> to complete it.	I <i>sometimes</i> finished my work on time and was <i>happy</i> to complete it. 1	I <i>often</i> finished my work on time and was <i>happy</i> to complete it. 1
Contribution 8	I <i>always</i> contributed to my team's work and was <i>happy</i> to help others.	I <i>sometimes</i> contributed to my team's work and was <i>happy</i> to help others. 1	I <i>often</i> contributed to my team's work and was <i>happy</i> to help others. 1
Listening to other group members 5	I <i>always</i> listened to other group members and thought about <i>their</i> ideas.	I <i>sometimes</i> listened to other group members and thought about <i>their</i> ideas. 3 2	I <i>often</i> listened to other group members and thought about <i>their</i> ideas. 1
Co-operating with my team 5	I <i>always</i> worked with my team and thought about <i>everyone's</i> opinion.	I <i>sometimes</i> worked with my team and thought about <i>everyone's</i> opinion. 3 2	I <i>often</i> worked with my team and thought about <i>everyone's</i> opinion. 1

My voice level was acceptable for group work.

Add a "language use" criteria: Staying In the Target Language ("We did all of our work in Arabic")

Add a "language use" criteria: Staying In the Target Language ("We did all of our work in Arabic")

Offer Tools

<https://velazquezpress.com>

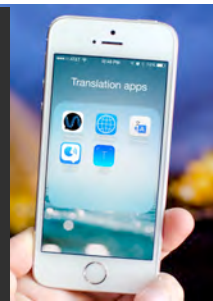


Franklin BES1940 Speaking Spanish-English Dictionary



Apps for phone
Voice Translators

<https://www.imore.com/best-translation-apps-iphone-itranslate-voice-voice-google-translate-and-more>



Offer Tools-Chinese; Haitian Creole



GD390 Electronic English
Chinese Talking Dictionary
Translator - For Chinese
Speakers



Haitian [Creole] Camera [Picture & Photo] Translator

Smart Phone 4.5"

4 | over 30,000,000 Translations
OFFLINE [No Need Internet] - Translator / Dictionary

English x Haitian [Creole]
Haitian [Creole] x 116+ Languages
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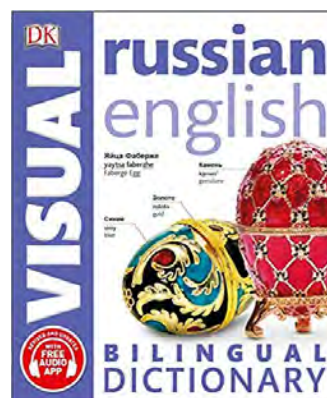
<http://languageteacher.com/Haitian-Creole-English-dictionary-speaking-translator-electronic-talking-digital-pocket-portable-language-teacher.html>



- <https://velazquezpress.com/products/language/haitian-creole>
- Dictionaries; Academic Vocabulary Lists (including science, math, language arts-specific lists)

<https://velazquezpress.com/products/language/chinese>

-- same offerings in Chinese



Bilingual Dictionaries



<http://spanishcognates.org/search/node/>

<http://spanishcognates.org/search/node/cell>

Spanish/English Cognates



Spanish Online Dictionaries

<http://www.spanishacademic.com/directories/spanish-dictionary.aspx>

NYU RBE-RN Glossaries

Instructional Materials and Glossaries

The Metropolitan Center for Research on Equity and the Transformation of Schools

About Us Areas of Work Research Services We Provide Resources Blog Contact

Resources

Instructional Materials and Glossaries

INSTRUCTIONAL MATERIALS
These instructional materials are to help teachers who are working with ELLs. They are only for instructions, not for ELL accommodation.

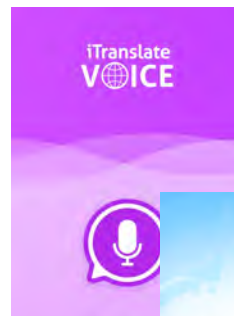
- [Literary Terms & Devices for Language Arts - Arabic, Bengali, Chinese \(simplified\), Chinese \(traditional\), French, German, Haitian, Hindi, Italian, Japanese, Karen, Khmer, Korean, Nepali, Portuguese, Punjabi, Russian, Somali, Spanish, Ukrainian, Urdu, Vietnamese](#)
- [Key Terms Used to Describe Practices Related to the Education of ELLs in New York - English/Spanish](#)

GLOSSARIES
Bilingual glossaries are an essential and expected test accommodation for English Language Learners in the State of New York. This website presents glossaries for at least the top 10 state languages at the state level, but it is updated with new languages based on requests from schools and updates in state data. **Glossaries are for instruction and FOR TESTING accommodations of ELL STUDENTS. The Glossaries may be downloaded, printed and disseminated to educators, students and parents of ELLs.**

SCIENCE GLOSSARIES

- [Elementary School Science](#)
Albanian, Arabic, Bengali, Burmese, Chinese (simplified), Chinese (traditional), Dutch, Farsi, French, Fulani, Greek, Haitian, Hindi, Italian, Japanese, Karen, Kinyarwanda, Korean, Malay, Mandinka, Nepali, Polish, Portuguese, Punjabi, Russian, Slovak, Spanish, Swahili, Tagalog, Thai, Tibetan, Turkish, Twi, Ukrainian, Urdu, Uzbek, Vietnamese, Wolof

- **Google Translate**
- **iTranslate Voice**
- **My Language Pro**
- **Say Hi Translate**

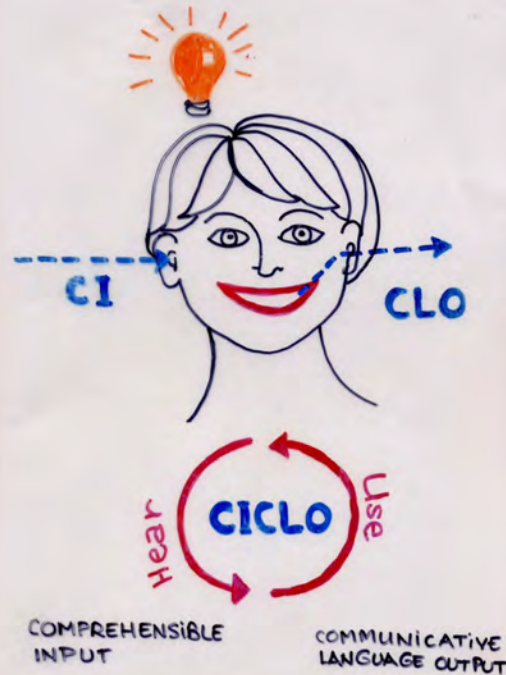


Popular Voice Translator Apps

Building Fluency

Insure Opportunities
To Use L2 In stage-
appropriate ways

Level the Input and
Output Expectations
Using the Bilingual
Progressions



Verbs for Planning ESL Instruction

Entering		Emerging		Transitioning		Expanding	Commanding
<ul style="list-style-type: none"> Pictorial or graphic representation of the language of the content areas; Words, phrases, or chunks of language when presented with one-step commands, directions WH-questions, or statements with visual and graphic support 		<ul style="list-style-type: none"> General language related to the content areas Phrases or short sentences 		<ul style="list-style-type: none"> General and some specific language of the content areas Expanded sentences in oral interaction or written paragraphs 		<ul style="list-style-type: none"> Specific and some technical language of the content areas A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs 	<ul style="list-style-type: none"> The technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports
listen point move match draw select choose act out circle underline chart find		label recreate repeat ask follow locate trace reproduce collect sort differentiate organize		compare rephrase construct select draw describe identify compare list tell name discriminate		label group respond say answer complete classify produce categorize discriminate	select ask confirm describe compare identify edit construct compare recite
				sequence match organize recall retell define explain summarize role-play record		clarify analyze create defend debate predict criticize simplify evaluate justify support generate	hypothesize defend formulate infer develop expand modify propose systematize interpret re-enact

Adapted from WIDA Standards (Carnevale 2005)



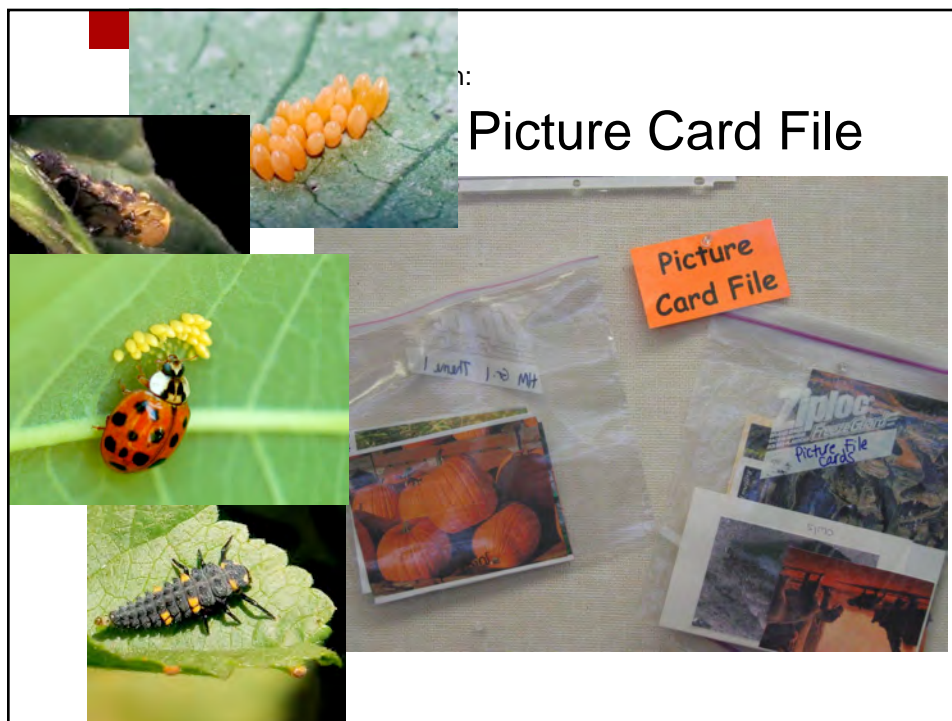
To ensure that all students participate:

- **Assign roles**
- **Give individual feedback (comments, rubric, etc.)**
- **Give each member of the group a set number of objects (paper clips, poker chips, counters); or do the reverse—have them take an object from the center for each contribution they make**
- **Offer helpful stems to get kids started**



GLAD STRATEGIES

**To Increase Student Participation and
Language Use**



Manipulatives





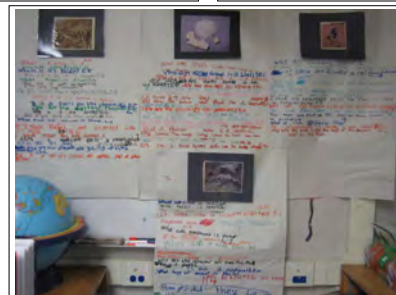
Pictures for Description/Explanation

Observation Charts

- A type of inquiry chart
- Stimulate students' curiosity
- Build background information while providing the teacher with a diagnostic tool
- Provide opportunity for language support from peers

Step-by-Step

1. Use real photos, in color, if possible.
2. National Geographic magazines and the internet are good resources.
3. Attach plain white paper.
4. Have students work in pairs or teams to discuss the pictures. Only one pencil per group is allowed. They may write:
 - an observation
 - a question
 - a comment



Observation Charts

9. Observation charts

Definition:

Observation charts are groupings of pictures related to the Project GLAD unit. Students work in pairs to write or draw their observations or questions on paper next to the charts.



1. Teacher models how the observation chart works and the expectations for student participation (e.g., one writing utensil per pair, discuss together with partner, write/sketch what they see). *(Note that if observation charts have been done before, explanation may not need to be as explicit.)*
2. There are an adequate number of observation charts around the room so students are not crowded (e.g., 5-7).
3. Working in pairs, students circulate and talk to their partner about the charts.
4. Students record words and/or sketches on blank paper provided by the pictures.
5. Once the activity starts, teacher turns "control" over to the students, while still monitoring their participation.

<http://projectgladstudy.educationnorthwest.org/files/observation-protocol.pdf>

Sprinkle other strategies

Sentence Patterning Chart

- Students are in proximity to the teacher and can all see the chart and teacher.
- The teacher writes defines/describes 5 parts of speech (one at a time: adj., noun, verb, adverb, prepositional phrase), using gestures when appropriate.
- Teacher asks students to discuss examples of words for each part of speech, one part at a time, with a partner.
- Students call out their ideas and teacher writes appropriate responses on the chart, one part at a time.
- Final chart has five color-coded columns labeled in the following order: adjective, noun, verb, adverb, prepositional phrase (each in a different color).
- Teacher leads students in Farmer in the Dell tune with academic vocabulary ("adjective, adjective, noun...").
- Teacher leads students in tune with words the teacher selects from the chart with post-its.
- Individual students take turns moving post-its to make a new sentence and the class sings the song.

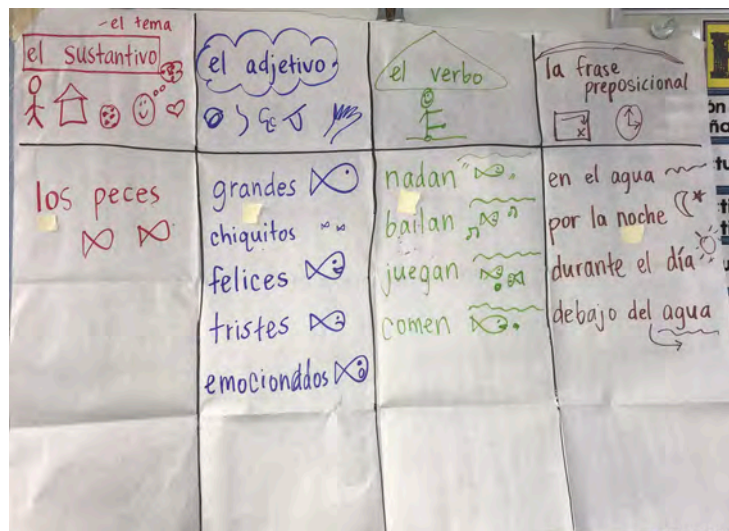
Note: SPC is often followed by an extension activity such as Trading Game, Flip Chart, Strip Book, Reading Game.

Sentence Patterning Charts

Sentence Pattern Charts

Articles	Adjectives	Nouns	Verbs	Adverbs	Prepositional Phrases
(black)	(orange)	(red)	(green)	(blue)	(purple)
A	little	girl	ran	quickly	past my door

Use Color Coding
Maintain Color Scheme
on Word Walls;
Vocabulary Notebooks;
Sentence Frames, etc.



Sentence Patterning Charts

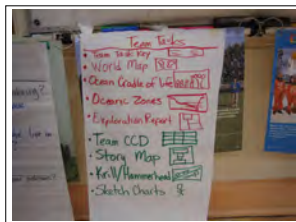
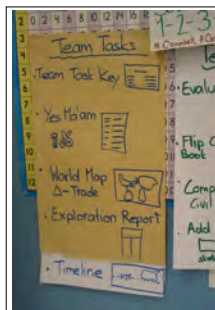
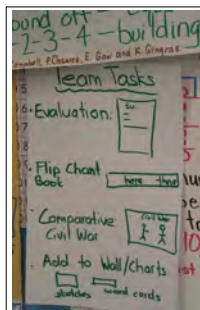
**TRY
IT
OUT**

Now You Try It!

Make a Sentence Patterning Chart
For Spanish, Haitian Creole, Chinese,
Arabic

**To Go With Your
Lesson/Unit**

Team Tasks



Team Tasks

- Used in place of centers
- Allow teacher to pull flexible groups
- Use modeled strategies
- Provide scaffolding:
 - Teacher models
 - Team task
 - Individual work

Step-by-Step

1. Choose strategies that have been modeled and revisited at least once for team tasks
2. Assign about 3 tasks at first, and add tasks throughout the unit
3. Teams work together to complete tasks using large construction paper

Team Tasks

21. Team tasks

Definition:

Team tasks occur when small groups of students work together on a variety of tasks that have already been done as a whole group. Each student works in a different color so their contribution to each task is visible.



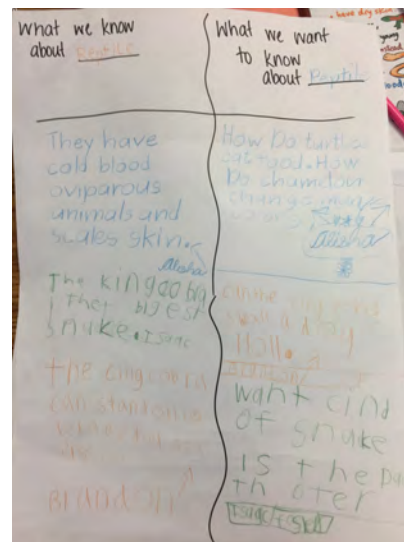
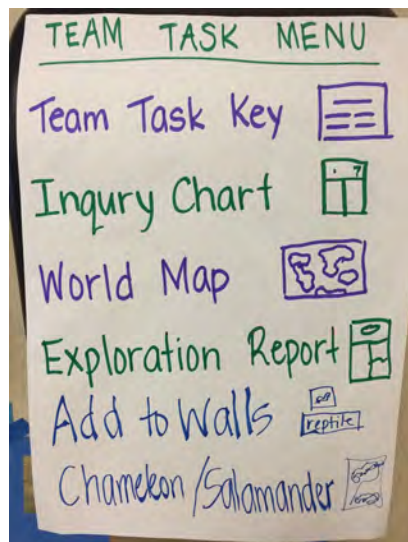
Note: Choose and rate 1 team, not all teams.

1. There is a written "menu" of activities that teams are supposed to complete. Teacher either reviews the menu OR there is evidence that the students already know what to do in groups.
2. There is evidence that items on the menu have already been taught (e.g., you can see the group-created charts).
3. Teams have a written record of students' names and the colors they are using for team tasks (the "team task key").
4. Teams decide and manage how they will divide the workload (minimal teacher control).
5. Each student has a role in each task as evidenced by their color represented on each paper.
6. Students do not interrupt teacher if the teacher is working with a small group.

21

Team Tasks

<http://projectgladstudy.educationnorthwest.org/files/observation-protocol.pdf>



Team Tasks for Reptile Unit

Tallos de Oraciones de la "Plática Responsable"	
Yo creo ____ porque ____.	
Estoy de acuerdo con ____ porque ____.	
Estoy en desacuerdo con ____ porque ____.	
Con todo el respeto, estoy de acuerdo con/estoy en desacuerdo con lo que ____ dijo porque ____.	
Estoy confundido/a. ¿Podría explicar ____?	
En la página ____, dice que ____, por lo tanto ____.	
Yo entendí que Ud. dijo que ____.	
¿Podría mencionar que ____?	
Me gustaría agregar que ____.	
¿Podría explicar ____?	
¿Me podría dar más información sobre ____?	

Yo creo ____ porque ____.	Estoy de acuerdo con ____ porque ____.
Estoy en desacuerdo con ____ porque ____.	Con todo el respeto, estoy de acuerdo/estoy en desacuerdo con lo que ____ dijo porque ____.
En la página ____, dice que ____, por lo tanto ____.	Yo entendí que Ud. dijo que ____.
¿Podría mencionar que ____?	Me gustaría agregar que ____.

Talk Moves	
ADD ON "I would like to add on to what ____ said."	ADD ON "I would like to add on to what ____ said."
REASONING "I agree because ____." "I disagree because ____." "This is true because ____."	REASONING "I agree because ____." "I disagree because ____." "This is true because ____."
REPEATING "I heard you say ____." "Can you repeat what you said?"	REPEATING "I heard you say ____." "Can you repeat what you said?"
REVOICING "So, you are saying ____." "What I think you said was ____." "Did you mean ____?"	REVOICING "So, you are saying ____." "What I think you said was ____." "Did you mean ____?"
SAY MORE "Can you say more about that?" "Can you give us more examples?"	SAY MORE "Can you say more about that?" "Can you give us more examples?"
PRESS FOR REASONING "Why do you think that?" "What is your evidence?"	PRESS FOR REASONING "Why do you think that?" "What is your evidence?"

Source: King Middle School, Portland, Maine, via Edutopia.

Talk Moves

<https://www.teachingchannel.org/video/student-participation-strategy>

5th grade

<https://www.teachingchannel.org/video/developing-communication-skills>

8th grade

<https://www.teachingchannel.org/video/teaching-ells-to-participate-in-discussions-ousd>

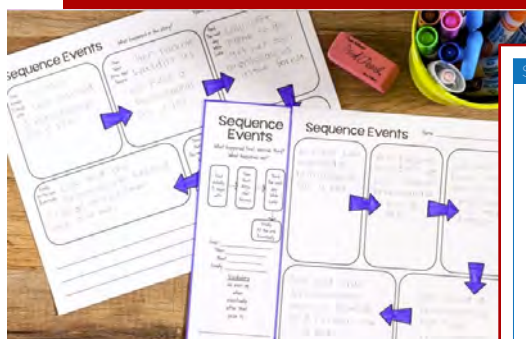
Talk Moves

Talk Moves	
Add On:	More ideas, more details. "I would like to add on to what _____ said"
Reasoning:	To defend an idea. "I agree because..." "I disagree because..." "That is true because..."
Repeating:	To clarify what you heard someone say. "I heard you say..." "Who can put this into their own words?" "Who can restate what _____ said?" "Who can repeat?"
Revoicing:	To verify your thinking. To make sense of. To put into your own words. "So you are saying..." "What I think you said was..." "Did you mean..."
Think Time:	To gather your ideas and thoughts. "I would like some think time." "I would like to ponder on that question."
Say More:	To understand another's thinking. "Can you say more about that?" "Tell us more about your thinking." "Can you expand on that?" "Can you give us an example?"
Press for Reasoning:	Explain reasoning. "Why do you think that?" "What is your evidence?" "What convinced you that was the answer?" "What makes you think that?" "Why did you think that strategy would work?" "How did you get that answer?" "Can you prove that to us?"
Talk Moves = Kind, purposeful classroom discussion where everyone's voice is heard and valued!	

**TRY
((IT))
OUT**



CREATE SOME SENTENCE FRAMES/
TALK MOVES FOR YOUR UNIT

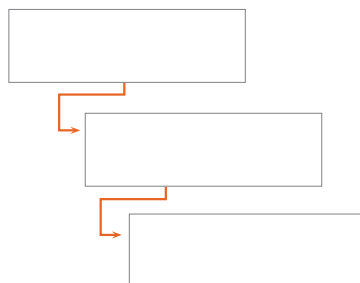


<https://www.whatihavelearnedteaching.com/graphic-organizers-language-support/>

Graphic Organizers

SEIDLITZ ORGANIZADOR GRÁFICO

Diagrama de secuencia



Vemos que _____ ocurre primero. Lo que sucede o pasa después...

Primero _____, entonces...

Comienza con _____, después _____, y finalmente...

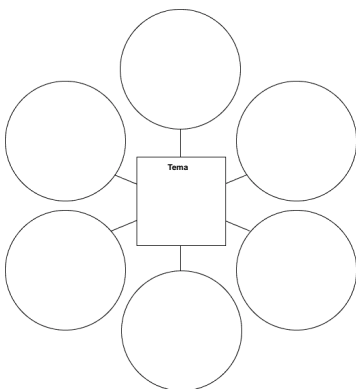
<https://seidlitzeducation.com/seidlitz-ed-plc-downloads>



Nombre _____ Fecha _____

Mapa de ideas 3 (Cluster/Word Web 3)

Escribe detalles sobre tu tema en los círculos.



<http://www.eduplace.com/graphicorganizer/>

Graphic Organizers



<https://www.whatihavelearnedteaching.com/graphic-organizers-language-support/>

<http://www.eduplace.com/graphicorganizer/>

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ENGLISH

Diagrama de árbol (Tree Chart)
La zuriña (Garden Gate)
Mapa del cuento 1 (Story Map 1)
Reloj (Clock)
Tabla de los cinco sentidos (Sense Chart)
Tabla en forma de "E" (E-Chart)
Triángulo invertido (Inverted Triangle)

Diagrama de flujo (Flow Chart)
Línea de eventos (Time Line)
Mapa del cuento 2 (Story Map 2)
Rueda de ideas (Idea Wheel)
Tabla de observación (Observation Chart)
Tabla en forma de rueda (Describing Wheel)

Diagrama de Venn (Venn Diagram)
Mapa de ideas 1 (Cluster/Word Web 1)
Mapa del cuento 3 (Story Map 3)
Tabla de cuatro columnas (Four-Column Chart)
Tabla en forma de T (T-Chart)
Tabla SQF (KWS Chart)

Escalera (Ladder)
Mapa de ideas 2 (Cluster/Word Web 2)
Red de araña (Spider Map)
Tabla de hechos y opiniones (Fact and Opinion)
Tabla de persuasión (Persuasion Map)
Tabla de problemas y soluciones (Problem-Solution Chart)
Tabla IFP (SP Chart)
Tabla paso por paso (Step-by-Step Chart) Tres en raya (Tic-tac-toe)

Helado en cono (Ice-Cream Cone)
Mapa de ideas 3 (Cluster/Word Web 3)
Rastrillo de ideas (Idea Rake)
Tabla de las cinco preguntas (Five W's Chart)
Tabla de planificación (Planning Chart)
Tabla de secuencia (Sequence Chart)
Tabla del sandwich (Sandwich Chart)
Tabla SQA (KWL Chart)
Tabla en raya (Tic-tac-toe)

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Graphic Organizers

See also: <https://www.readinga-z.com/worldlanguages/spanish/reading-graphic-organizers/>
<https://www.readinga-z.com/worldlanguages/french/reading-graphic-organizers/>

Hunt for Graphic Organizers in
Your Target Languages

Or Make Your Own!

Préparation :
La Présentation d'un article

Qui?	Quoi?
Quand?	Où?
Pourquoi?	Comment?

名字 岩石分类：这是什么样的石头？

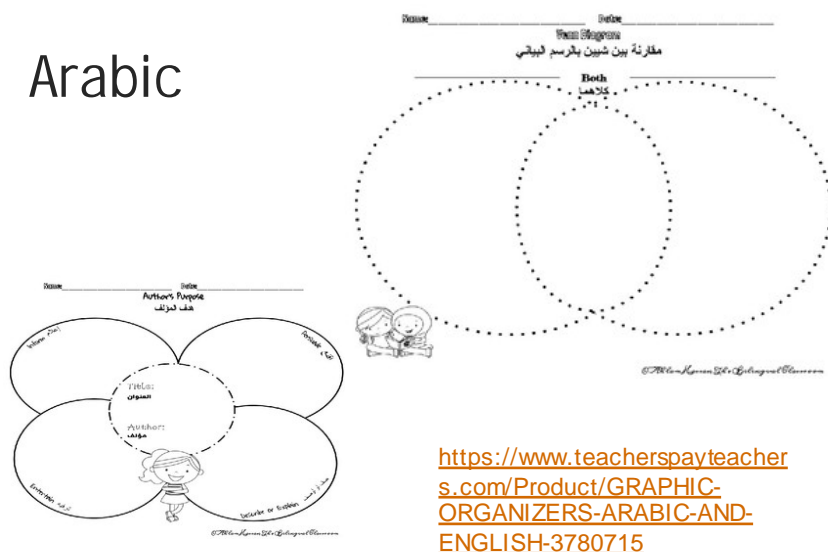
火成岩 Huǒchéngyán	沉积岩 Chénjīyán	变质岩 Biànzhiyán

名字 ANSWER KEY 岩石分类：这是什么样的石头？

火成岩 Huǒchéngyán	沉积岩 Chénjīyán	变质岩 Biànzhiyán
		
		
		

Types of Rocks; Teachers Pay Teachers

Arabic



Russian



<https://ppt4web.ru/biologija/krugovorot0.html>



<https://www.whatihavelearnedteaching.com/graphic-organizers-language-support/>

SEIDLITZ ORGANIZADOR GRÁFICO

Causa y efecto

→

Causa Efecto

Como resultado de _____, la consecuencia fue...

La causa de que _____ fue...

Debido a que _____, entonces...

Como consecuencia de _____, entonces...

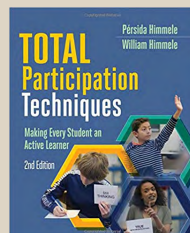
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Giving kids the gift of academic language.

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Graphic Organizers

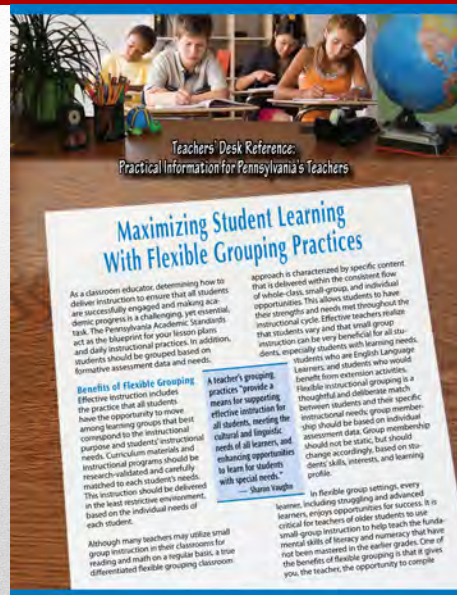
Total Participation Techniques (TPTs)



- ❑ Simultaneous Participation
- ❑ Decentering of the Classroom
- ❑ Shifting Responsibility to the Students
- ❑ Encouraging All Students to Use Their New Language
- ❑ Noticing What Language Needs to Be Built in the Target Language and Teaching It

Read Pages 1-2 of the Article

<https://www.basdk12.org/userfiles/-16/my%20files/flexibl e%20grouping%20info.pdf?id=366>



TPT Hold-Ups

- Selected Response (executive, judicial, legislative)
- True/Not True (Yes, No; Agree, Disagree)
- Processing Cards (Still Thinking, Ready to Share)

When combined with writing:

- Multiple-Choice Hold-Ups (full response; or A, B, C, D)
- Whiteboard Hold-Ups (student writes answer)

STARTALK Spring Meeting-2015

Leave No Learner Behind:

20+ Practical Strategies You Can Use From Day One!

The authors of *Total Participation Techniques*, writing every student an active learner, provide 27 strategies designed to engage all learners from day one. This presentation will examine these strategies and will provide basic information that you can take back to your STARTALK classroom and use from day one! We hope you will investigate this resource further as it is full of helpful strategies and much more information than we have time to share!

(Available for purchase at ASCD.org)

Selected Techniques in this Workshop

#4 On-the-spot 123s

- ☐ Think-Pair-Share
- ☐ Quick-Writes
- ☐ Quick-Share
- ☐ Chalkboard Splash
- ☐ Think-aloud when ready
- ☐ Processing cards
- ☐ Similes
- ☐ Ranking
- ☐ Numbered heads together

#5 TPT Hold-Ups

- ☐ Selected-response Hold-Ups
- ☐ Multiple-Choice Hold-Ups
- ☐ True/Not True Hold-Ups
- ☐ Multiple-Choice Hold-Ups
- ☐ Whiteboard Hold-Ups

#6 TPT Involving Movement

- ☐ Learn-Use and Inside-Outside Circle
- ☐ Three's in a Row
- ☐ Brainwriting Sessions
- ☐ Categorizing and Sorting
- ☐ Appointment Accounts
- ☐ Sentence Cards
- ☐ Mouth's As, Write It, or Show Me Using Your Fingers
- ☐ Acting It Out, Role-Plays, and Concept Characters
- ☐ Simulations
- ☐ Cut-and-Pastes
- ☐ TPTs During the Read-Aloud

Presented By: Ann Yoder, yoder.ann@startalk.com, www.startalk.com, www.startalk.com, www.startalk.com

All TPT Strategies to
Be Shown Are
Described in this
Handout

Listening Accountability Tactics

- Quick jot; Use jot to support speaking
- Retell then add
- Identify the most valuable contribution
- Ask a follow up question to the speaker

Quick Draws (After Listening)

- Can be used with any age group
- Opportunity to demonstrate current understanding of an abstract term (i.e. renewable resource) or abstract concept (i.e. sustainability).
- Taps existing background knowledge

How it works:

- Select a big idea or major concept with in your lesson
- Ask students to reflect on the meaning of the concept and create a visual image that represents that concept.
- Have students share and explain their image with a partner, in a small group, or in a Chalkboard Splash.

Thumbs Up, Thumbs Down Vote Plus justification for Response

Steps:

- Ask a question for which a yes/no or agree/disagree response is appropriate
- Ask students to put thumbs up if they agree or down if they disagree.
- FOLLOW THROUGH!!!! All student must vote don't move on until they do.
- Finish with a Pair-Share in which students justify their rationale for voting the way that they did.

Active Participation Strategies

Source:

http://mountainview.ss11.sharpschool.com/departments/personnel/new_teacher_guide/active_participation_strategies

Active participation is the consistent engagement of the minds of all students with that which is to be learned.

The following strategies must utilize the key attribute that every student must show their signal, card, slate, etc. at the same time. The teacher says "1, 2, 3 show" or has students signal with their eyes closed. Remember to:

- call on non-volunteers, not students with their hands raised
- allow wait time before calling on a student
- place the student's name at the end of the question
- allow the students to answer your questions by not answering them yourself

I. Quick Strategies to check student's understanding during any point in the lesson:

1. Hand signals:

- thumbs up or thumbs down to indicate agreement or disagreement
- use fingers to indicate a number selection such as "Which is the correct solution one, two or three?"
- teacher gives feedback to the students

2. Whiteboards/Slates

- student writes answer or solution to a question posed by the teacher
- teacher solicits all students to show at the same time
- teacher gives feedback to the students

3. Think-pair-share

- teacher presents a question
- teacher gives wait time for student to form answer
- teacher instructs students to share their answer with a partner
- teacher calls on non-volunteers to share with the class

4. Numbered Heads

- students number off in a group from 1 to 4
- teacher poses a question
- group discusses the answer

- teacher selects a number from 1 to 4 and asks all students who represent that number to raise their hand
- teacher calls on a non-volunteer or uses a random method to generate a number such as rolling die
- teacher provides feedback

5. Pass or Play

- teacher poses a question and gives wait time
- teacher calls on a student and asks them "pass or play?"
- student says "play" if they wish to answer the question or "pass to _____" if they want to pass to a specific classmate

6. Paraphrase

- student writes down one or two main ideas directly from the text or notes
- student now paraphrases these ideas in their own words
- teacher provides feedback

7. Identification

- teacher instructs the student to underline, circle, star, or highlight key vocabulary or key concepts
- teacher provides feedback

II. Strategies for Teacher/Student Actions (these may take prior preparation for materials):

8. Response cards:

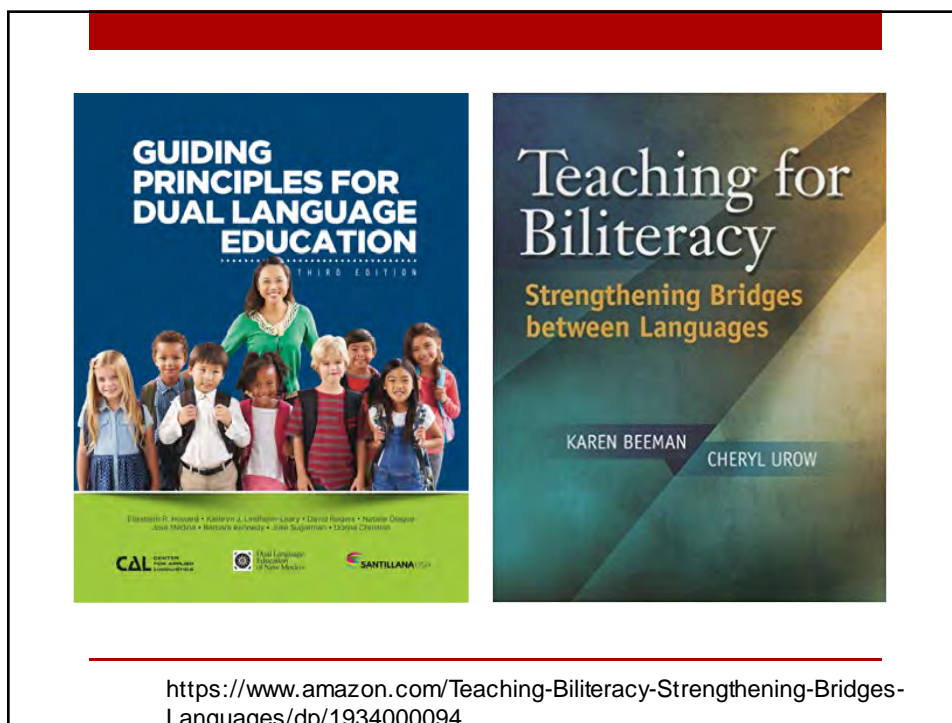
- cards are prepared by the teacher in advance
- cards contain specific responses such as the different types of screwdrivers or knives
- teacher poses a question that can be answered by the cards
- student holds up his/her choice after the teacher solicits the showing of all cards by students
- teacher gives feedback to the students

Movement or Spectrum

- teacher poses a question and then asks and labels two ends with "strongly agree" or "strongly disagree"
- students stand up and move to rank their opinions on a continuum and are ready to provide justification for their placement
- students stand up or sit down in agreement or disagreement to a provided statement
- students nod or shake their head to indicate agreement or disagreement
- students turn to their neighbor and discuss the item when prompted by the teacher
- students star or highlight information according to teacher direction
- teacher provides feedback

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Strategies
for you!

Find 3 More
You Could Use
for Speaking!





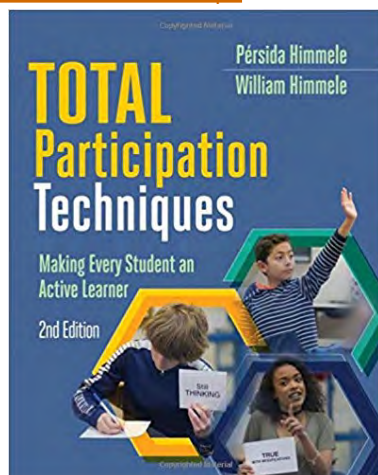
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