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NYS Statewide
Language RBE-RN at
the Metropolitan Center
for Research and Equity

Planning Effective ENL Instruction K-8



June 29 and 30, 2017
Newtown High School, Library
8:30 AM to 3:00 PM

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

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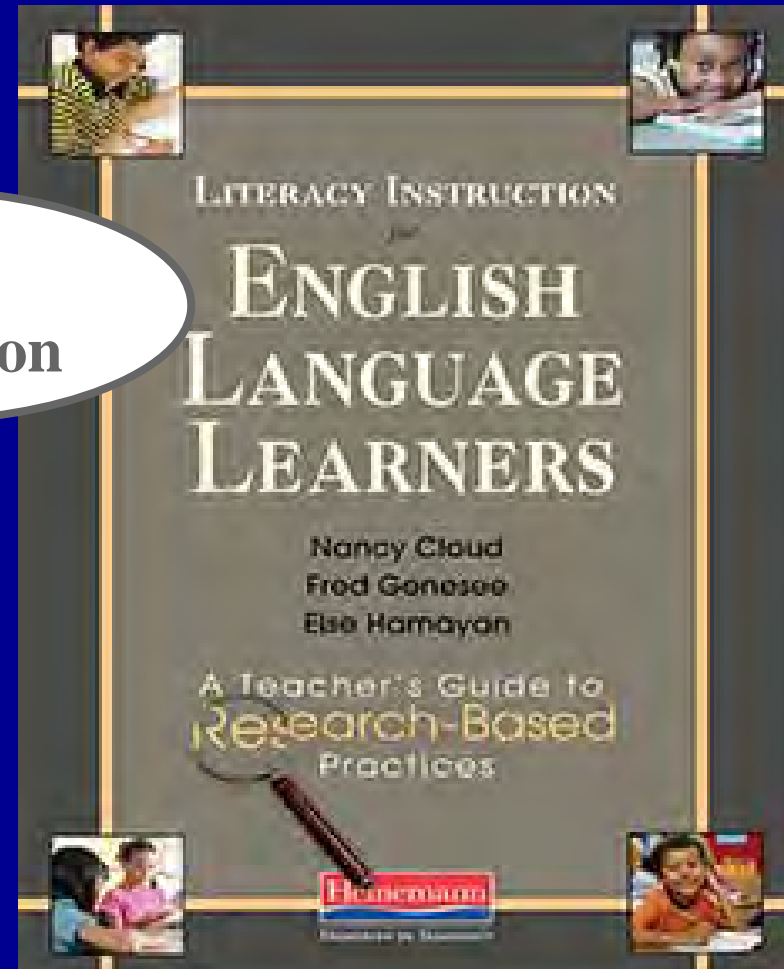
Agenda



- Foundations of Literacy Instruction in a Second Language (continued)
- Planning *integrated ENL instruction for ELA*
- Selecting Texts for ELLs; Differentiated Use of Materials with ELLs; Preparing ELLs for Grade Level Texts
- Promoting Listening, Speaking, Reading, Writing
- How and When to Use the Native Language in ENL Classrooms

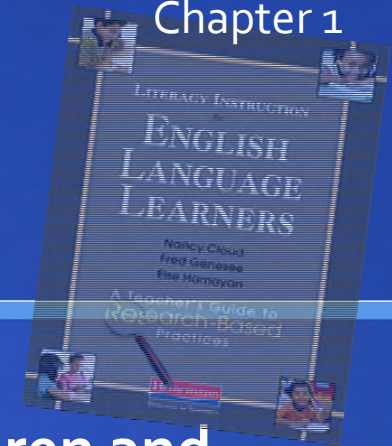
Teacher Reference Book

**Solid
Foundation**



From Research to Practice
Heinemann, 2009

Ways L1 and L2 Literacy are Different



According to the NLP on Language Minority Children and Youth (2006), for ELLs, comprehension must be given priority to ensure that students see **reading and writing as meaningful and functional activities**. For learning to read in *English as a second language*, the following rank order is recommended:

- Comprehension
- Vocabulary
- Phonemic awareness
- Decoding/encoding
- Fluency



Why do these make sense for second language learners of English?



Our Orientation

If you can, by all means do!

Home Language Literacy First

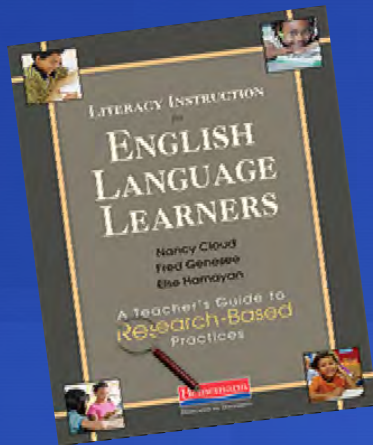
We know that L₁ Skills and knowledge facilitate learning to read in English—this includes:

phonological awareness,
knowledge of cognate vocabulary,
reading comprehension strategies and
emergent literacy skills—knowledge of
print, letter names and letter-sound
correspondence

Riches and Genesee and Genesee and Geva, 2006

Promoting Growth

1. Identify the students' stage of development.
2. Use scaffolded activities to help the learners acquire the behaviors associated with the next level.
3. Provide lots of modeling and time to practice.
4. Monitor the students' learning.



Chapter 1

- Meaning-centered
- Tap or build background knowledge (“*funds of knowledge*”)
- Use familiar themes; topics
- Teach small skills in a story or book frame
- Show how English works (model/demonstrate)

GIST

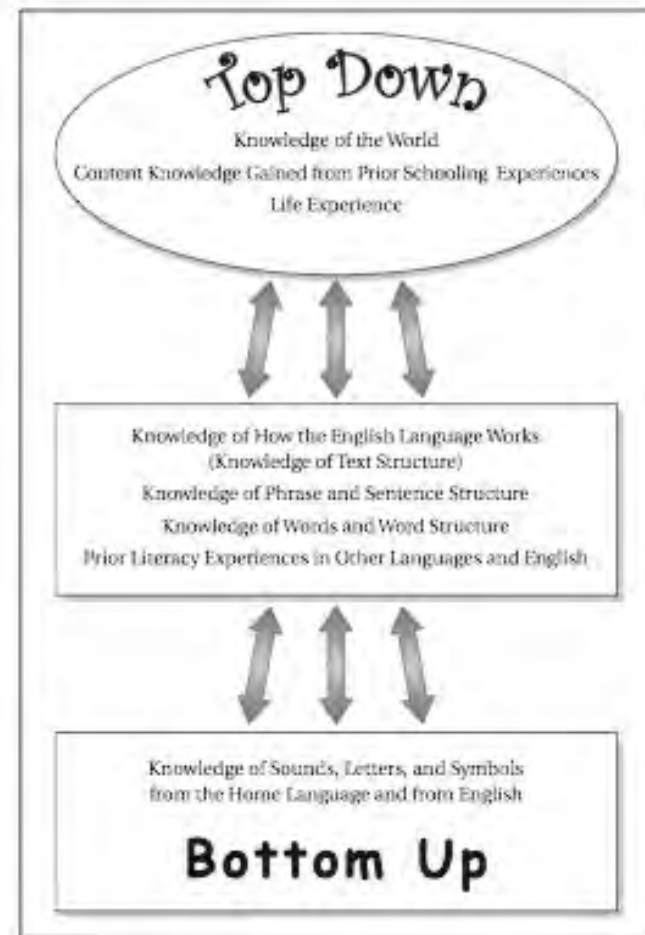
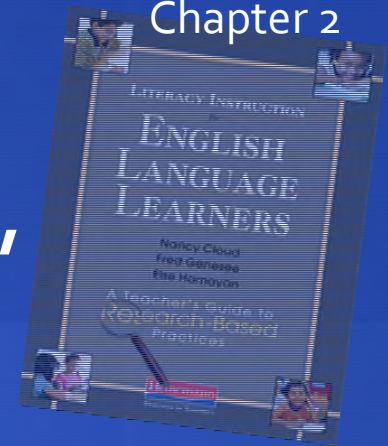


Figure 1.2 Top-Down/Bottom-Up

Principles of Emergent Literacy Instruction

1. Literacy activities should be meaningful, interesting and interactive to engage and motivate students.
2. Literacy instruction should **build on and expand ELLs' oral language skills** in English and link to their background knowledge
3. Reading and writing skills should be taught directly and modeled for students--in a meaningful way.
4. The component skills of literacy should be taught systematically, but in an integrated and meaningful fashion. High frequency words can be taught as sight words.



Principles of Emergent Literacy Instruction (Continued)

5. Reading instruction should be connected with writing instruction so that each can build on the other.
6. Give students lots of opportunities to read and write.
7. Literacy Instruction must address all aspects of literacy--both reading and writing-- for social and academic purposes.
8. Literacy at school must connect to and build on literacy experiences in the home and community.

**ORAL
LANGUAGE**

Good Book

**TAP
BUILD
BACKGROUND
KNOWLEDGE**

GUIDED READING &
CLOSE READING:
TEACH SKILLS
& STRATEGIES

CONNECT TO INTERESTING
WRITING ACTIVITIES;
CROSS THE DIFFERENT
TYPES OF WRITING:
NARRATIVE, DESCRIPTIVE,
INFORMATIONAL, PERSUASIVE

**MEANINGFUL
LEARNING
CONTEXT**

Remember

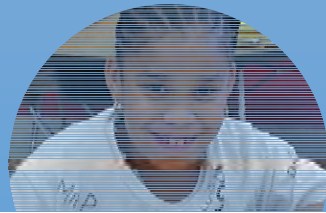
How Much
Modification
is Needed?

When
should I
scaffold?
Not?



ENL Proficiency Levels

Differentiated Instruction



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

Enterin

ling

Remember

Amount, Complexity of Language Produced
Amount of Scaffolding Needed

Planning for a Multi-Level Class

Resource 8.2 Differentiated Assignment/Assessment Template

Differentiated Assignment/Assessment Template

Assignment: _____

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

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

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

Balance the Four Skills in the Integrated ENL Class

- Don't favor Reading and Writing Over Listening and Speaking
- According to Saunders, Goldenberg and Marcelletti (2013) "ELD Instruction Should Incorporate Reading and Writing But Should Emphasize Listening and Speaking"



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LEARNING ABOUT OUR CHILDREN'S TEXTS



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Typical Reader Measures, by Grade

Grade Reader Measures, Mid-Year
25th percentile to 75th percentile (IQR)

1	Up to 280L
2	230L to 580L
3	360L to 720L
4	480L to 830L
5	620L to 950L
6	690L to 1020L
7	780L to 1090L
8	820L to 1140L
9	880L to 1170L
10	920L to 1200L
11	940L to 1210L
12	950L to 1220L

Advancing Our Students'
Language and Literacy
The Challenge of Complex Texts



The Lexile[®] Framework for Reading
Matching readers with texts

Lexiles for Beginning Readers:

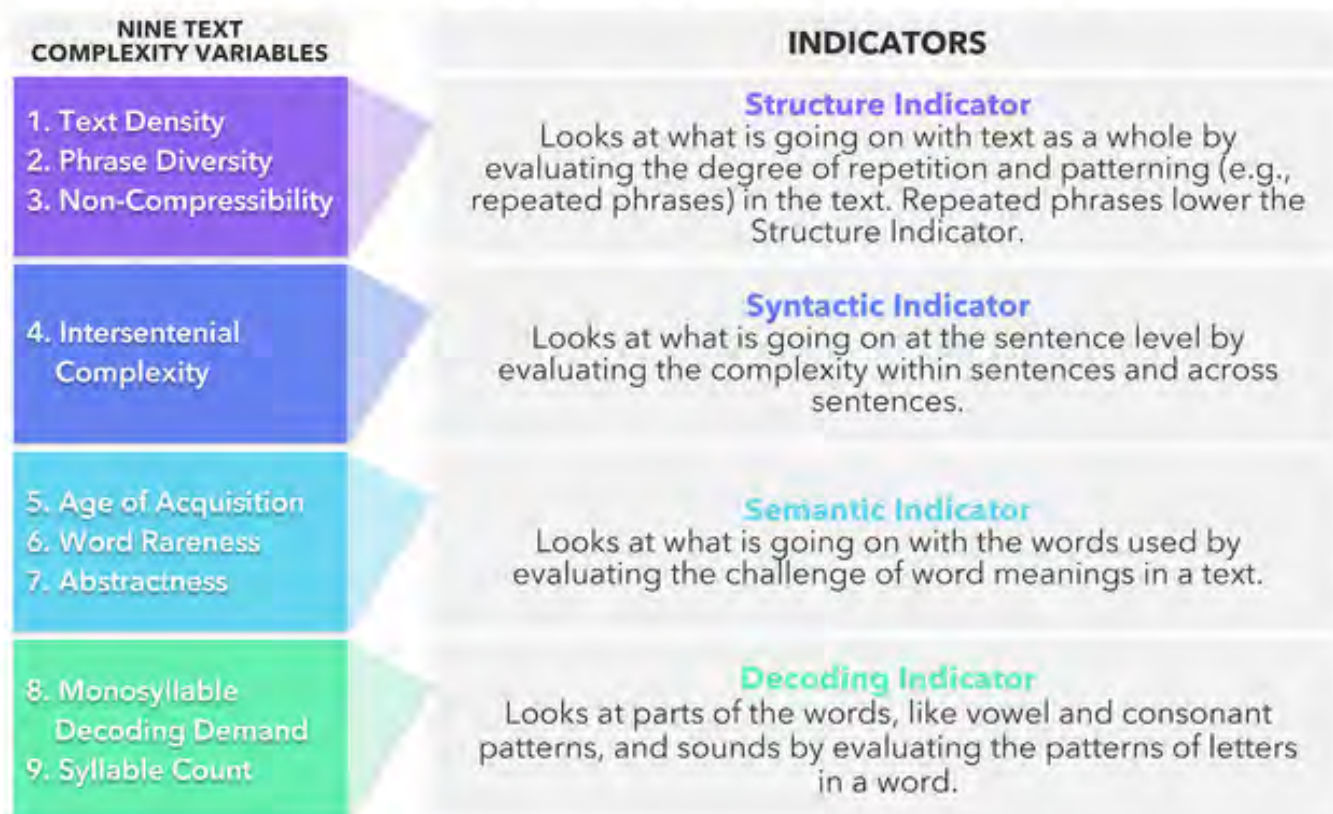
<https://www.lexile.com/about-lexile/lexile-overview/beginning-readers/>

***Early Reading Indicators:**

<https://www.lexile.com/about-lexile/lexile-overview/beginning-readers/early-reading-indicators/>

Here's the text features the early-reading indicators evaluate and the text complexity variables they examine.

Text Complexity Variables & Early-Reading Indicator Descriptors


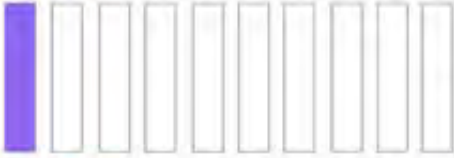


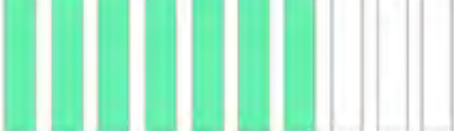


Get a deeper look at text features and how they contribute to the text complexity.

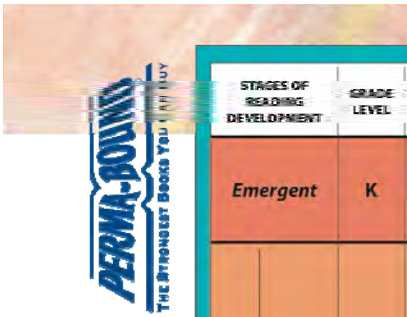
These early-reading indicators are assigned a level of difficulty for comparison with typical K-2 books. Below are two examples of how two books could have similar Lexile measures but have different text characteristics, and consequently their early-reading indicator profiles are quite different.

Get a deeper look at text features and how they contribute to the text complexity.

These early-reading indicators are assigned a level of difficulty for comparison with typical K-2 books. Below are two examples of how two books could have similar Lexile measures but have different text characteristics, and consequently their early-reading indicator profiles are quite different.

All Birds Have Feathers	INDICATORS	VERY LOW DEMAND	VERY HIGH DEMAND	
	Structure Indicator			<i>All Birds Have Feathers Text:</i> A chick has feathers./ This duck has feathers./ A penguin has feathers./ This turkey has feathers./ A parrot has feathers./ This peacock has big, bright feathers./ All birds have feathers.
60L	Syntactic Indicator			
	Semantic Indicator			
	Decoding Indicator			

Comparing Guided Reading, Reading Recovery and DRA Levels to Grade Levels and to Lexiles



Text Leveling Correlation Guide Grades K-6



Because every reader is different, teachers often rely on a system of leveled books to match their students with just-right books. There are many systems and methods for leveling books and leveling characteristics may differ among the various leveling systems. This chart is designed to provide teachers in correlating the reading level scales from the most commonly used leveling systems. It is not a guarantee that these levels are accurate or that the books will be leveled in the same way as the publisher's. Teachers are encouraged to inspect the materials themselves for their personal evaluation and professional judgment.

STAGES OF READING DEVELOPMENT	GRADE LEVEL	BASAL LEVEL	GUIDED READING LEVEL	READING RECOVERY LEVEL	DRA LEVEL	LEXILE® LEVEL	AR LEVEL (RTE)	LEXILE® RANGES TO CORRELATE
Emergent	K	Readiness Pre-Primer	A	1	A-2		0.2-0.4	N/A
			B	2	1-2		0.2-0.4	
			C	3	3		0.5-0.6	
			D	4	4		0.5-0.6	
			E	5	4		0.7-0.9	
Early	1	Pre-Primer Primer Grade 1	A	1	A-2	190L-530L	0.2-0.4	190L-530L
			B	2	1-2		0.2-0.4	
			C	3	3		0.5-0.6	
			D	4	4		0.5-0.6	
			E	5	4		0.5-0.6	
			F	6	6-8		0.7-0.9	
			G	7	6-8		0.7-0.9	
			H	8	6-8		0.7-0.9	
			I	9	10		1.0-1.2	
			J	10	10		1.0-1.2	
Fluent	2	Grade 2	K	11	12	420L-820L	1.0-1.2	420L-820L
			L	12	12		1.3-1.5	
			M	13	14		1.3-1.5	
			N	14	14		1.6-1.9	
			O	15	16		1.6-1.9	
			P	16	16		2.0-2.4	
			Q	17	18-20		2.0-2.4	
			R	18	18-20		2.5-2.9	
			S	19	18-20		2.5-2.9	
			T	20	18-20		2.5-2.9	
			U	21	24-28		2.5-2.9	
			V	22	24-28		3.0-3.4	
			W	24-28	24-28		3.4-3.9	
			X	30	30		3.4-3.9	
Fluent	3	Grade 3	Y	18-20	18-20	420L-820L	2.5-2.9	420L-820L
			Z	18-20	18-20		2.5-2.9	
			AA	24-28	24-28		2.5-2.9	
			AB	24-28	24-28		2.5-2.9	
			AC	24-28	24-28		2.5-2.9	
			AD	30	30		2.5-2.9	
			AE	30	30		3.0-3.4	
			AF	34-38	34-38		3.4-3.9	
			AG	34-38	34-38		4.0-4.4	
			AH	40	40		4.0-4.4	
Fluent	4	Grade 4	AI	24-28	24-28	740L-1010L	2.5-2.9	740L-1010L
			AJ	30	30		3.0-3.4	
			AK	34-38	34-38		3.4-3.9	
			AL	34-38	34-38		4.0-4.4	
			AM	40	40		4.0-4.4	
			AN	40	40		4.5-4.9	
			AO	44-50	44-50		4.5-4.9	
			AP	44-50	44-50		5.0-5.4	
			AQ	44-50	44-50		5.0-5.4	
			AR	40	40		4.0-4.4	
Fluent	5	Grade 5	AS	44-50	44-50	740L-1010L	4.5-4.9	740L-1010L
			AT	44-50	44-50		4.5-4.9	
			AU	44-50	44-50		5.0-5.4	
			AV	44-50	44-50		5.0-5.4	
			AW	44-50	44-50		5.5-5.9	
			AX	44-50	44-50		5.5-5.9	
			AY	44-50	44-50		5.0-5.4	
			AZ	44-50	44-50		5.0-5.4	
			BA	44-50	44-50		5.5-5.9	
			BB	44-50	44-50		5.5-5.9	
Fluent	6	Grade 6	BC	60	60	925L-1185L	6.0-6.4	925L-1185L
			BD	60	60		6.0-6.4	
			BE	60	60		6.5-6.9	
			BF	60	60		6.5-6.9	
			BG	60	60		6.5-6.9	
			BH	60	60		6.5-6.9	
			BI	60	60		6.5-6.9	
			BJ	60	60		7.0-7.5	



Selecting Texts for ELLs



Differentiated Use of Materials with ELLs



Our Three Texts

Leo and the Butterflies



by Jan Reynolds

Entering/Emerging

Raymond's Perfect Present

by Therese On Louie • illustrated by Suling Wang



Transitioning

Transitioning/Expanding/Commanding



CELEBRATE!

CONNECTIONS AMONG CULTURES

BY JAN REYNOLDS



Leo and the Butterflies



by Jan Reynolds

DRA 18/20

Guided Reading Level = J

Grade 2 Reading Level



BEBOP CLASSROOM CONNECTION

Leo and the Butterflies



by Jan Reynolds

24 pages, 348 words +
Informational Note + Glossary

Genre: Nonfiction

Focus:

- understanding the author's message
- connecting personal experiences / background knowledge with a story
- using a map and glossary
- reading labeled diagrams and nonfiction information
- drawing conclusions and making inferences

Supportive Text Features:

- familiar words and concepts
- narrative sentence and text form
- variety of sentence structures

Phonics:

- silent consonants

High-frequency Words:

my, is, and, I, in, it, a, and, the, we, have, many, like, to, of, are, look, for, when, go, see, at, make, this, from, their, on, these, call(ed), will, be, that, them, how, been, two, come, out, as, an, then, can

Common Core Standards

- R.1, R.2, R.4, R.7
- RF.1, RF.2, RF.3, RF.4
- W.2, W.3
- SL.1, SL.2, SL.4
- L.1, L.4

ELL/ESL

Leo y las mariposas [See back page](#)

Guided Reading with

LEO AND THE BUTTERFLIES

Guided Reading: J

DRA: 18

Intervention: 18

by Jan Reynolds

Overview: Meet a young boy named Leo who lives in Costa Rica. Learn all of the things Leo knows about the butterflies that live in the rainforest near his home.

Getting Ready to Read

1. Introduce the concept and vocabulary by asking open-ended questions:

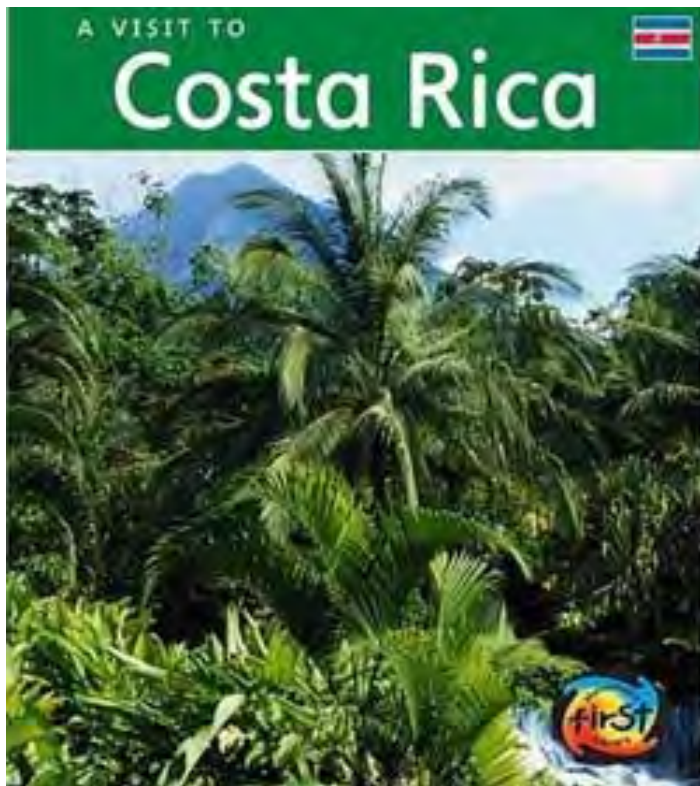
- What kinds of things might you find in a garden?
- Tell me what you know about butterflies. Where might you see lots of butterflies?
- What do you think a rainforest is? Tell me what you know about rainforests.

periences with

- Hold the book. Call children's attention to the title. Read: "Leo and the Butterflies."
- Ask children to use the title and photograph on the cover to predict what they would expect to read about in the story.
- Show the back cover and read the copy. Ask children to think about what Leo might teach them about butterflies.
- Have children suggest some words they might read in the book.
- Give children the book and have them look through it. Ask them to find some hints about what happens in the story. Make sure

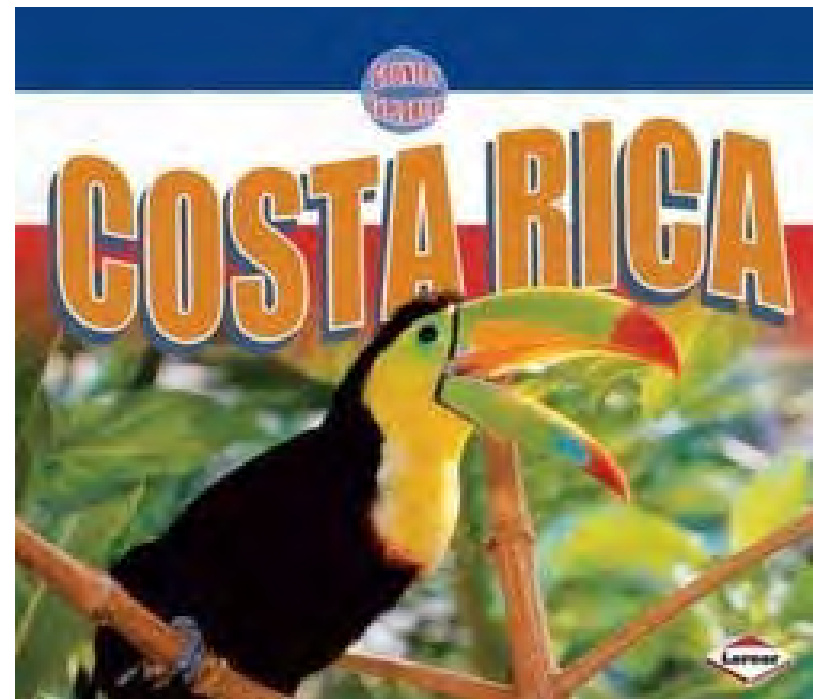
Related Informational Texts

Reading Level 3.6, Lexile 590, Mary Fox,
Heinemann Library



https://books.google.com/books/about/A_Visit_To_Costa_Rica.html?id=zX1nGfvbyIIC

Reading Level 4.1; GRL = P;
Lexile 710, Tracey West,
Lerner Publications



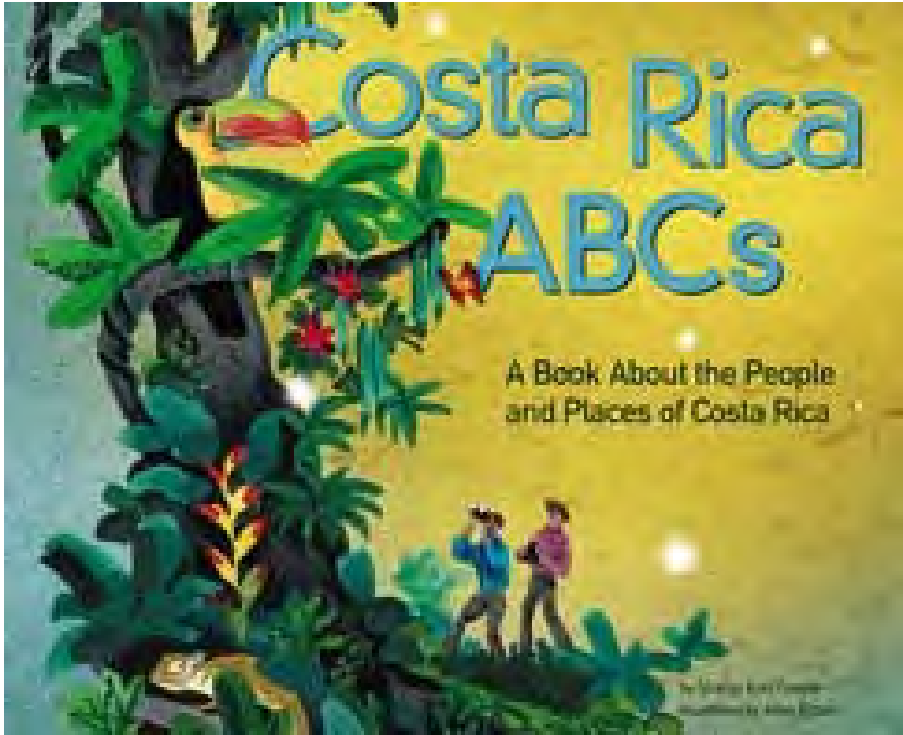
https://www.amazon.com/Costa-Rica-Country-Explorers-Tracey/dp/0822594161/ref=sr_1_1?s=books&ie=UTF8&qid=1496340954&sr=1-

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Related Informational Texts

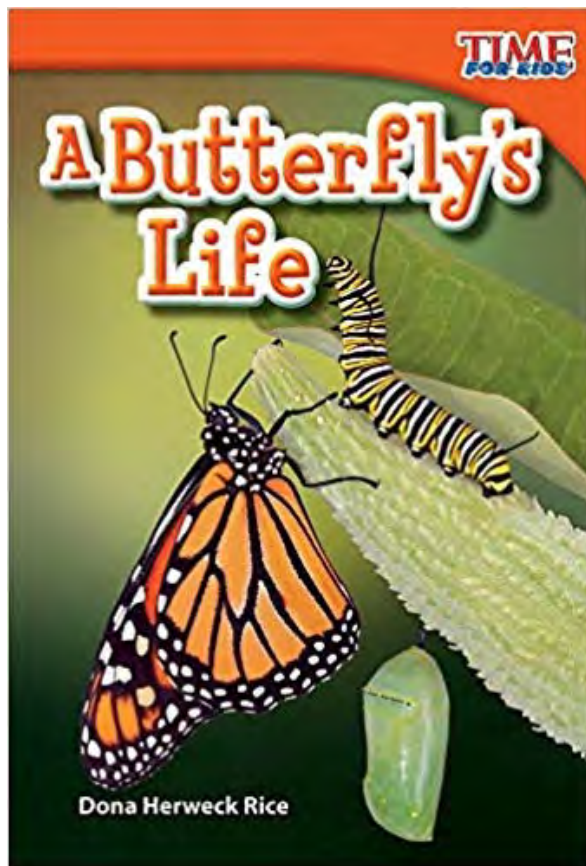
GRL = Q, Lexile 860, ATOS 5
By Sharon Katz Cooper, Capstone Press

<http://www.capstonepub.com/library/products/costa-rica-abcs-1/>



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Butterflies



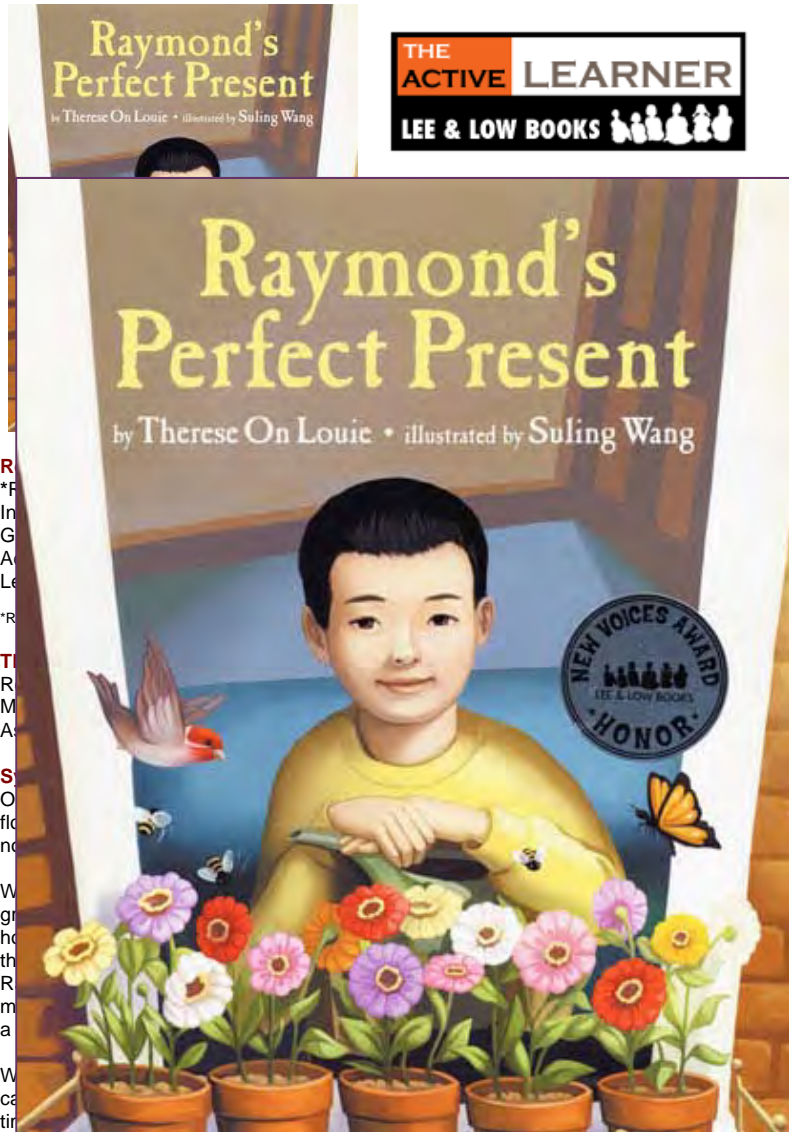
https://www.amazon.com/dp/1433335875/ref=rdr_ext_tmb#reader_1433335875

Lexile 190

Gr. 1.2

GRL= H

(Leo book is level J)



they love the "perfect present."

ATOS 3.1

Guided Reading Level = M

High 2nd/Mid 3rd

1. Which parts of *Raymond's Perfect Present* do you connect with the most? Why?
2. Describe your mother, grandmother, or mother figure in as much detail as possible. What does she like to do? What kind of music or games does she like? What is her favorite food? What do you know about her childhood? What do you do to make her laugh or feel better?
3. Although Raymond's mother organized for Raymond to stay with Mr. and Mrs. Silver when she is in the hospital, Raymond has a lot of time by himself after school. How much freedom should parents give their children?
4. Raymond's mother remembers her childhood growing up on a farm. Describe a place you remember warmly from your life.
5. Describe the best gift you have ever received. What makes it so special to you? Who gave you the gift and what was the occasion?
6. Raymond lives in a city and his mother grew up on a farm. Where would you most want to live: in a city, a suburb, or the country?
7. When you feel lonely, stressed, or sad, what are your coping or survival strategies? How do you manage stress? Write a letter to Raymond with ideas on how he can cope when his mother is in the hospital and he wants to help.
8. Despite Raymond's best efforts, his flowers wilt before his mother can see them. When have you ever failed at something and what did you learn as a result of that experience?
9. Mr. and Mrs. Silver step in to take care of Raymond. Who outside your family has made a difference in your life and what were the circumstances? How did you show appreciation?

ELL Teaching Activities

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–6)

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

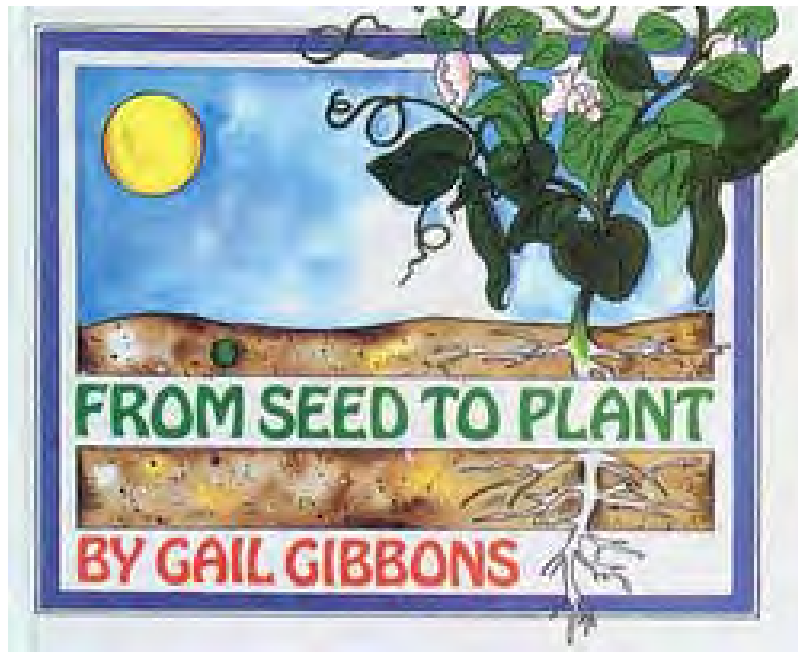
These strategies might be helpful to use with students who are English Language Learners.

1. Assign ELL students to partner-read the story with strong English readers/speakers. Students can alternate reading between pages, repeat passages after one another, or listen to the more fluent reader.
2. Have each student write three questions about the story. Then let students pair up and discuss the answers to the questions.
3. Depending on students' level of English proficiency, after the first reading:
 - Review the illustrations in order and have students summarize what is happening on each page, first orally, then in writing.
 - Have students work in pairs to retell either the plot of the story or key details. Then ask students to write a short summary, synopsis, or opinion about what they have read.
4. Have students give a short talk about what they admire about one of the characters in the story.
5. The book contains several content-specific and academic words that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary. Expose English Language Learners to multiple vocabulary strategies. Have students make predictions about word meanings, look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, list synonyms and antonyms, create an action for each word, and write a meaningful sentence that demonstrates the definition of the word.

<http://www.deltapublishing.com/proddetail.cfm?cat=8&toc=95&stoc=0&pronum=4892>

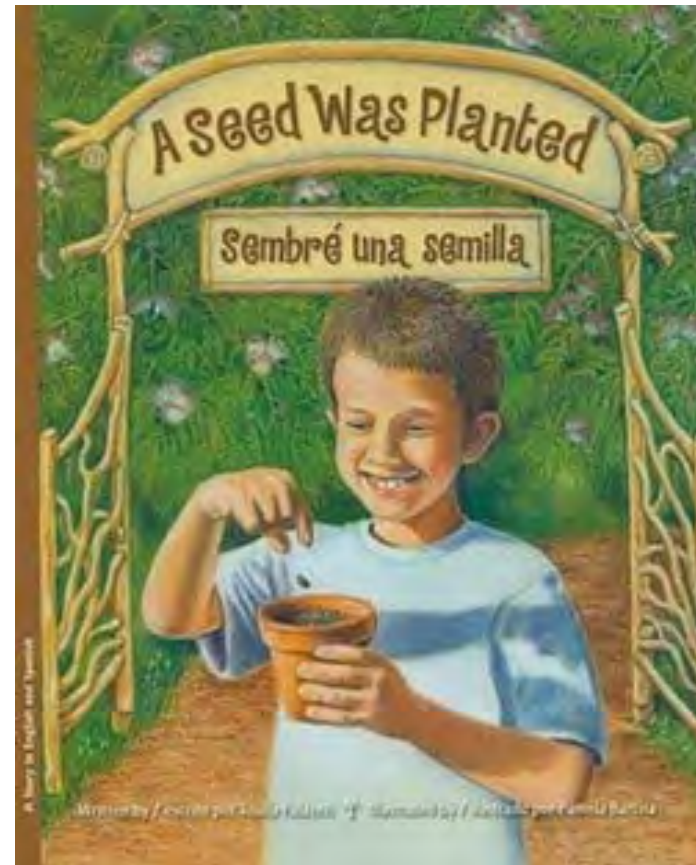
Seed to Plant

Reading Level 3.4, Lexile 660,
GRL = M

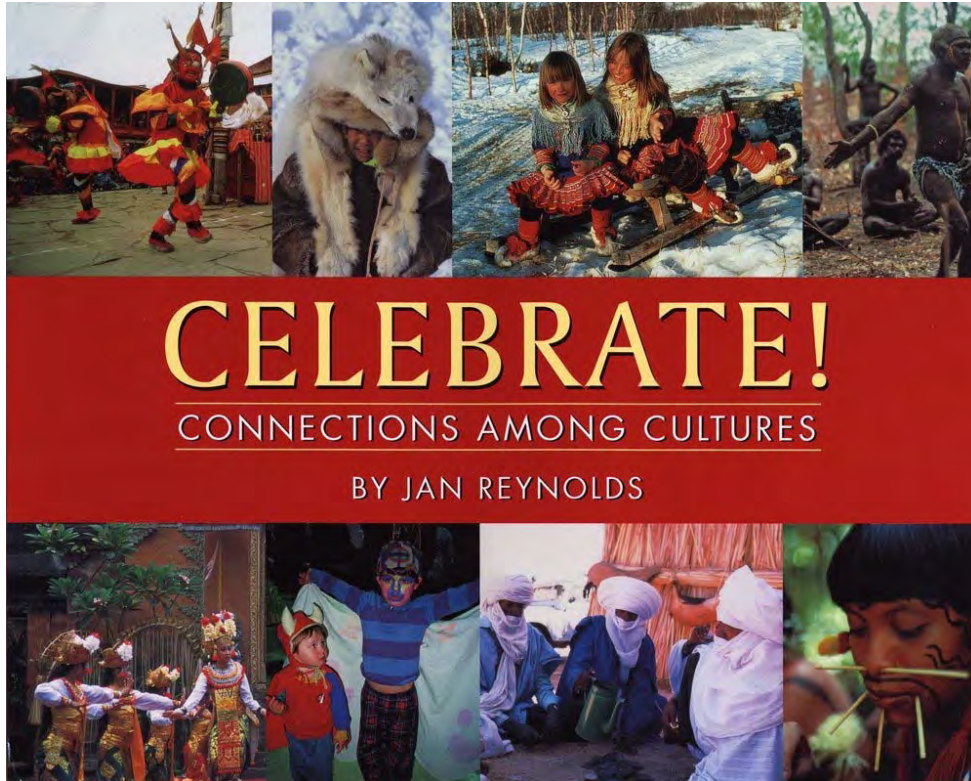


https://www.amazon.com/Seed-Plant-Gail-Gibbons/dp/0823410250#reader_08

Reading Level 1/2; GRL + H



https://books.google.com/books/about/A_Seed_Was_Planted.html?id=gaFaAQAAQBAJ

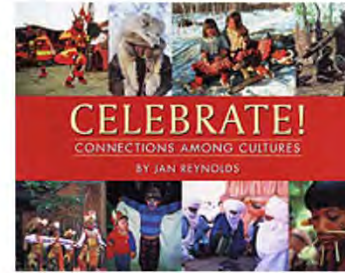


DRA = 40

GRL = R

Grade Level 6.3

Lexile 1060 (6th-8th)



**Classroom Guide for
CELEBRATE!
Connections Among Cultures**
written and photographed by
Jan Reynolds

Reading Level

*Reading Level: Grades 3-4

Interest Level: Grades 1-5

Guided Reading Level: R

*Reading level based on the Spache Readability Formula

Themes

World Cultures, Celebrations and Traditions, Communities, Human Experiences, Music, Dance, Environments

With captivating photographs and text, this book presents a fascinating look at the celebrations of various cultures around the world. The text describes the unique traditions followed by these groups and also highlights the underlying similarities and connections of these forms of human expression. The indigenous peoples covered in the book are: the Tibetans and Sherpas of the Himalaya, the Tuareg of the Sahara, the Aborigines of Australia, the Sami of northern (Arctic) Europe, the Yanomami of the Amazon Basin, the Inuit of northern North America, and the Balinese of Indonesia. *School Library Journal* praised "the excellent-quality photographs and the brief, engaging text com[ing] together to promote the theme: 'We are one human family celebrating life on Earth!'"

Background

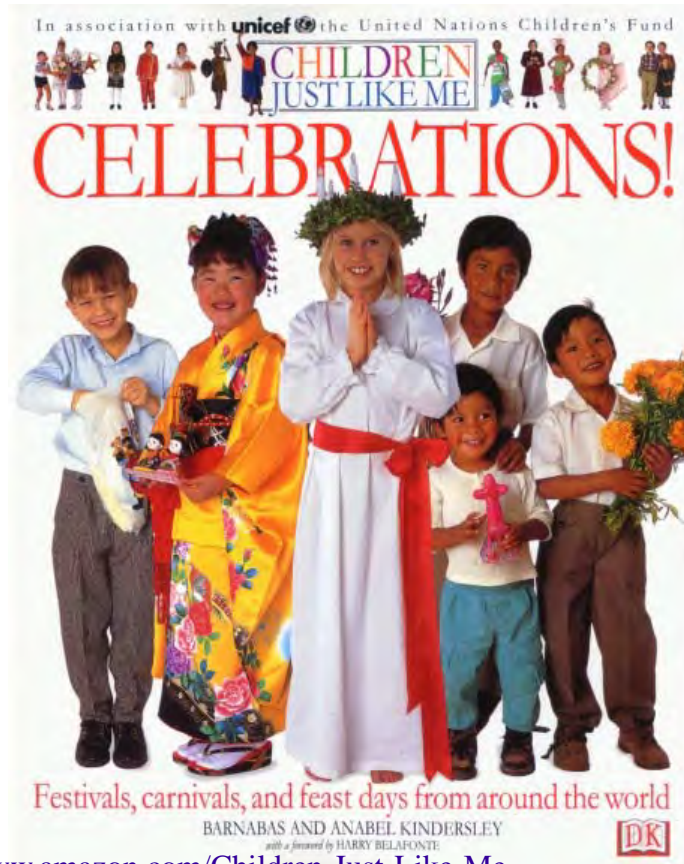
Author/photographer Jan Reynolds has traveled the world and has lived with the families featured in the book. She says, "I wanted to learn more about what people around the world honor as sacred and important in their lives. That's why I searched far and wide for indigenous tribes, as a way of walking back into the past. I wanted to learn about the basic ways of human expression. . . . Participating in rituals and celebrations gave me a window into human culture in a way nothing else could. . . . I hope readers will come away with a feeling that we as human beings, are so much alike."

Teaching Tip

As students head back to school, their horizons will expand. New friends, new teachers, and new ideas will open up new worlds. *Celebrate! Connections Among Cultures* is the perfect back-to-school book because it is a joyous example of the remarkable new worlds that students will encounter.

Reading Level 4.0; (5.4); Lexile 1000
[which is grades 5-8]

Cultural Celebrations



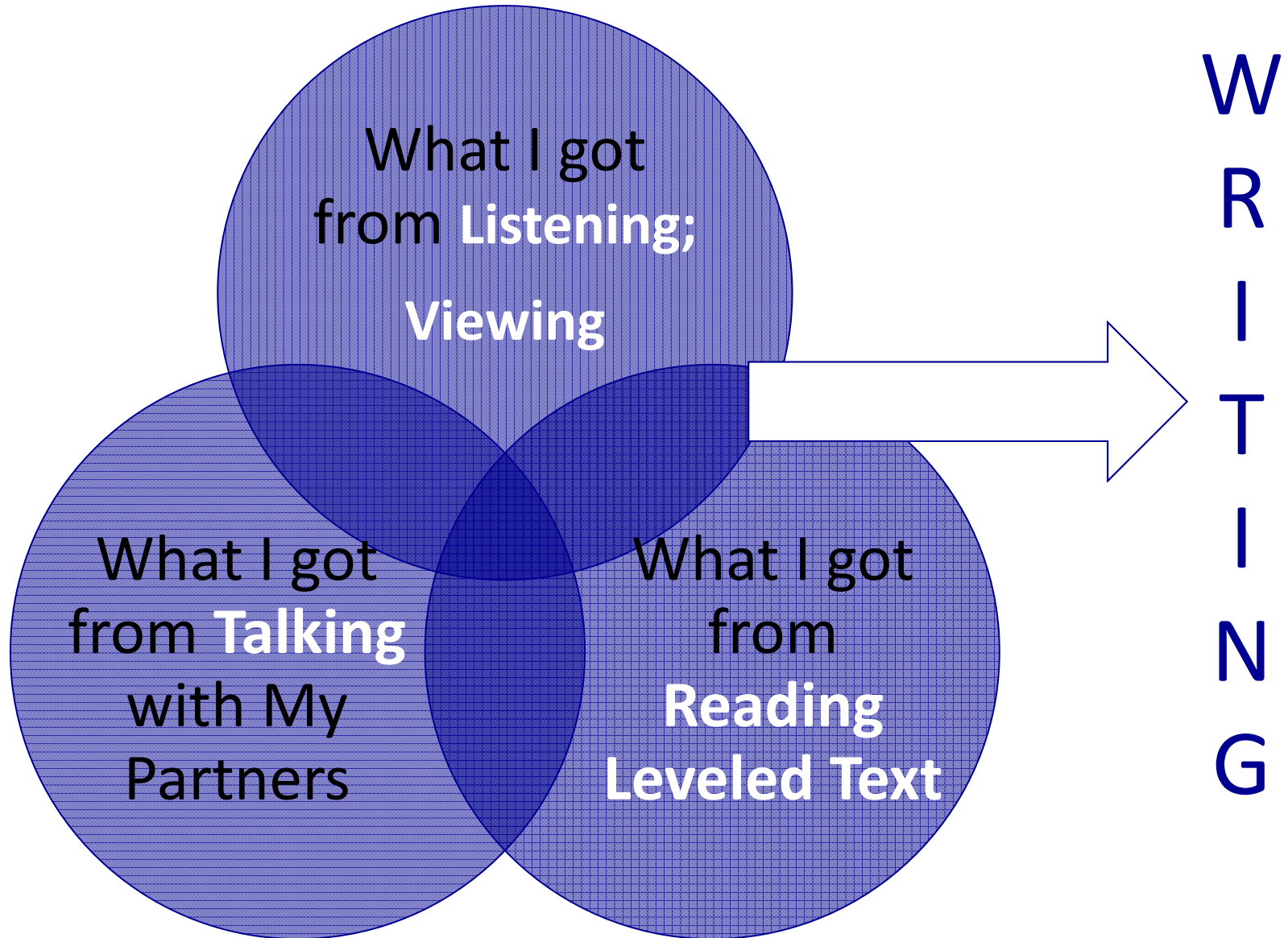
https://www.amazon.com/Children-Just-Like-Me-Celebrations/dp/0789420279/ref=pd_sim_14_1?encoding=UTF8&pd_rd_i=0789420279&pd_rd_r=ASEQCHYE0FJ31F455GZ2&pd_rd_w=ETThBA&pd_rd_wg=KdoDB&psc=1&refRID=ASEQCHYE0FJ31F455GZ2

Reading Level 5.0



https://www.amazon.com/Kids-Around-World-Celebrate-Festivals/dp/047134527X/ref=sr_1_1?s=books&ie=UTF8&qid=1496410281&sr=1-1&keywords=Kids+Around+the+World+Celebrate

Create Units with Connected Listening, Reading, Speaking, Writing

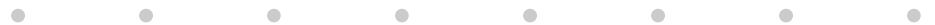




Planning ENL Instruction



Planning integrated ENL instruction for
ELA and Social Studies



ANALYZING OUR TEXTS
TO IDENTIFY LANGUAGE
DEMANDS
AND LANGUAGE
LEARNING
OPPORTUNITIES



Our Three Texts

Leo and the Butterflies



by Jan Reynolds

DRA 18/20
Guided Reading Level = J
Grade 2 Reading Level

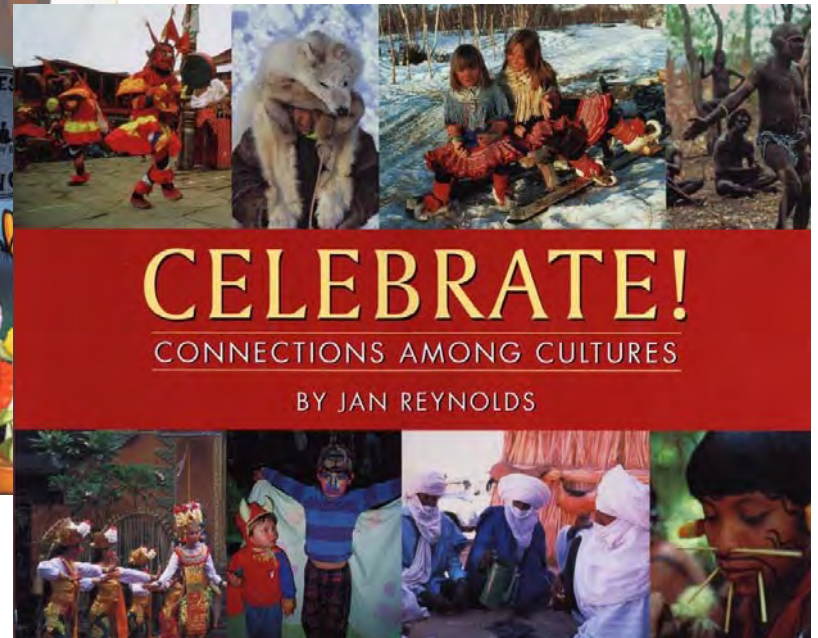
Raymond's Perfect Present

by Therese On Louie • illustrated by Suling Wang



ATOS 3.1
Guided Reading Level = M
High 2nd/Mid 3rd

DRA = 40
GRL = R
Grade Level 6.3
Lexile 1060 (6th-8th)



Our Three Texts

Leo and the Butterflies



by Jan Reynolds

Entering/Emerging

Raymond's Perfect Present

by Therese On Louie • illustrated by Suling Wang



Transitioning

Transitioning/Expanding/Commanding



CELEBRATE!

CONNECTIONS AMONG CULTURES

BY JAN REYNOLDS





Types of Language Objectives

Linguistic

vs.

Communicative

- Pronunciation
- Vocabulary
- Grammar (Word, Sentence Structure)
- Discourse/Genre (Passage Structure)

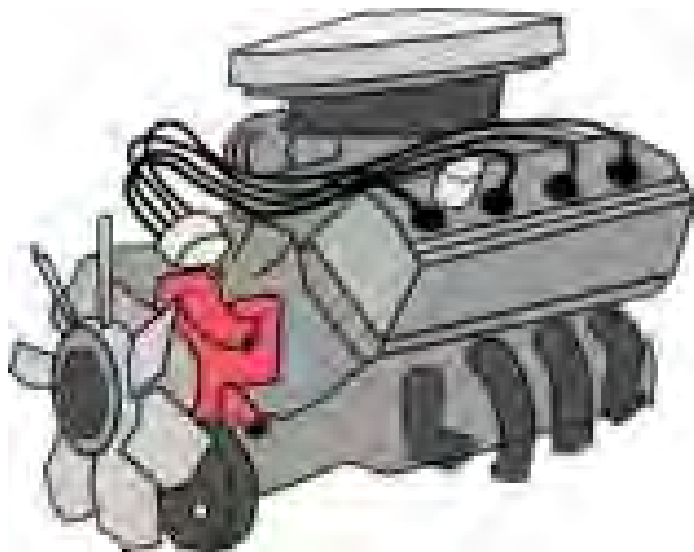
- Communicative functions
- Developmental Sequence of Output Expectations



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Source: Dee Gardner, RITELL Conference, Fall 2015



Grammar



Vocabulary



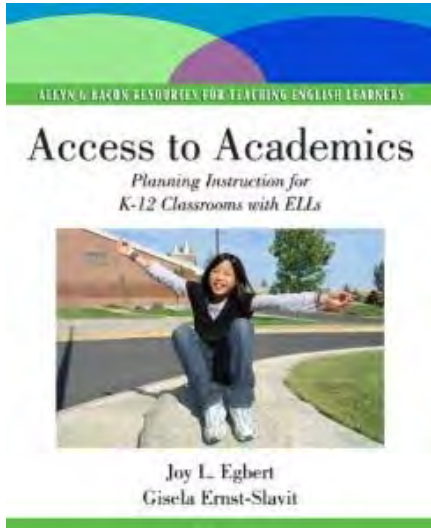
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Finding language objectives in our texts

Grammar	Vocabulary	Functions	Discourse	Strategies
The forms of language you will target (sounds, word parts, sentence structure)	The content compatible vocabulary you will target (key vocab. Is taught to all)	The “Can Do” indicators; communicative functions appropriate to proficiency level	Organization of speech; writing	Tactics student will use to support successful communication

ELLs need more than just the key content vocabulary!

We will use this framework



Differentiate Your Language Objectives

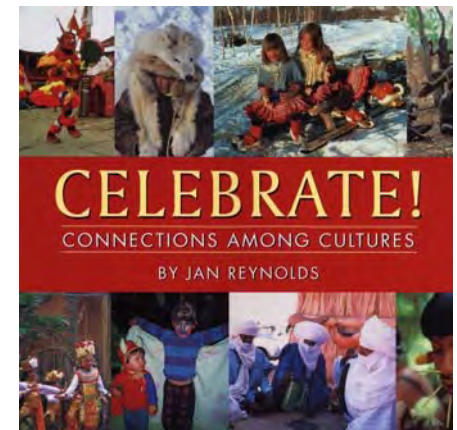
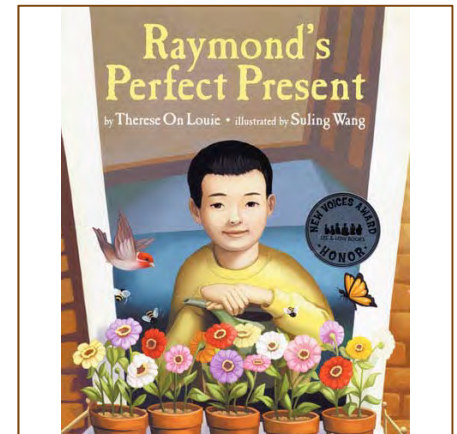
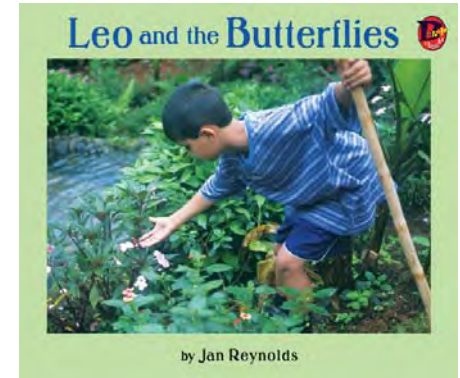


- Choose language that matches the proficiency of the learner
- For **early proficiency** students—**basic vocabulary, basic sentence patterns, not much complexity**
- For **later proficiency** students-advanced vocabulary, **complex sentence patterns, demonstrate how to achieve greater sentence length and complexity**

Planning Instruction for ELLs in Integrated Content Area Classes

Background Knowledge to Build	
Academic Vocabulary to Develop	
Forms of Language (Grammar) to Practice	
Text Structure to Support (Discourse Structure)	
Reading Skills and Strategies to Practice	
Map/Graphic Skills to Practice	
Communicative Functions Expected (Bilingual Progressions; with Differentiation for ELLs of Varied Proficiency Levels)	

Based on Access to Academics: Planning Instruction for K-12 Classrooms with ELLs (Egbert + Ernst-Slavit, 2011, Pearson)



Instructional Planning for Integrated ENL Instruction

Planning Instruction for ELLs in Integrated Content Area Classes

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Based on Access to Academics: Planning Instruction for K-12 Classrooms with ELLs (Egbert + Ernst-Slavit, 2011, Pearson)





Name _____

Date _____

Title of story _____

Author _____

Anticipation Guide

Use the following anticipation guide to preview a story before you read it. Before reading, mark whether or not you agree or disagree with each statement. After reading the story, fill in the page number where you found the answer to each statement, tell whether or not you were right, and reflect on what you found.

	Agree/Disagree	Page #	Were you right?	Reflect
1.				
2.				
3.				
4.				
5.				
6.				
7.				

Write 3 Statements as you Listen that Could Be Used for The Anticipation Guide

Background Knowledge

Leo and The Butterflies

- Where Costa Rica is located
- Rainforest habitat
- Plants, animals, insects
- Farm, garden
- A week (length of time)
- Mail; mailings
- Museum

Raymond's Perfect Present (*Gifts*)

- Apartments, hospitals
- Single parents and how they manage
- Window sill; ledge, sidewalk
- Cities vs. farms (rural areas); park
- Hardware store
- Flowers, vegetables, plants, seeds
- Growing plants in flower pots
- Insects, butterflies. Birds (pigeons)

Celebrate Connections Among Cultures

- Native Peoples: Inuit, Yanomami, Tuarg, Tibetans/Sherpas, Aborigines, Sami, Balinese (see end of book)
- Native dress; traditions
- Shaman; monks; spirits
- Rocks, roots, seeds, ashes
- Reindeer, wolf, caribou, camel, turquoise,

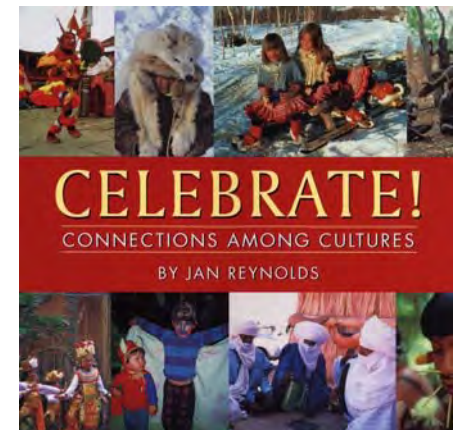
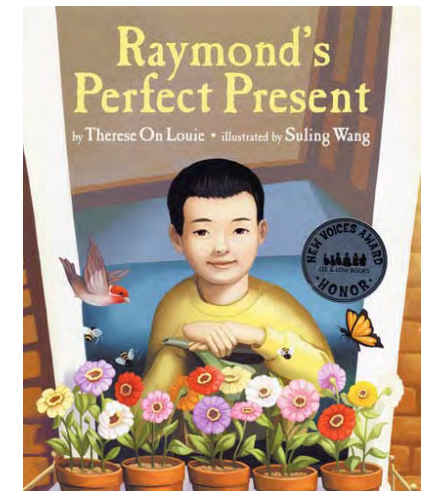
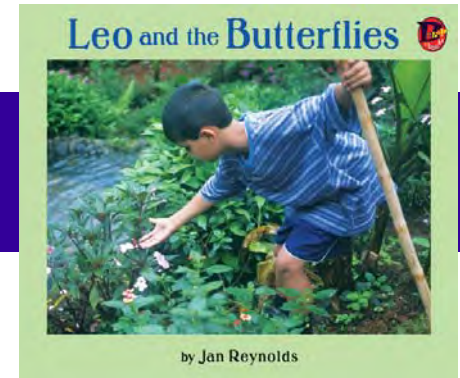
coral, amber; musical instruments

- Hunts, huts
- Creator; creation

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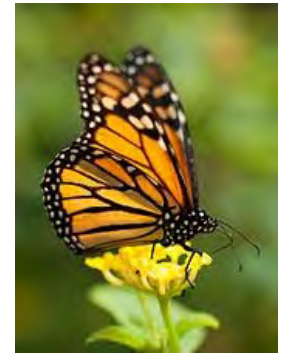
Using Video to Frontload Background Information Prior to Reading

- Watch rate of speech
- Look at visual support while audio plays—helpful in explaining content shared?
- Length of video (2-3 minutes optimal)
- Play several times using active listening activities (focus students' viewing; stop to discuss in 1 minute segments; use supplemental visuals as needed)
- OK for ELLs enrolled in integrated elementary classrooms?



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What did you think of this video? How did I support it?



monarch butterfly

fritillary butterfly



Host plant= plants butterflies lay their eggs on

What Do Butterflies Like?

Focused Viewing

A. What kinds of flowers do butterflies like and why?

B. How can butterflies get water?

C. What do larvae/caterpillars eat to grow?

Let's Try A Focused Viewing Activity!

Bonus Question: Why do butterflies need a sunny location?

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BUILD BACKGROUND THROUGH THE NATIVE LANGUAGE



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Leo y las mariposas



por Jan Reynolds

How Should We Use
the L1 Version of the
Book?



Tenemos muchas selvas tropicales en mi país.
Me gusta visitar la selva tropical que está cerca de mi casa.
Es muy húmeda y está llena de plantas.

4



En la selva tropical viven muchos animales e insectos.
Cuando paseo por la selva tropical,
lo que más me gusta es buscar mariposas.

5

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Numbers and Variety in Costa Rica; Body parts; camouflage, pollination; butterfly stages of growth—slow motion (10 minutes)



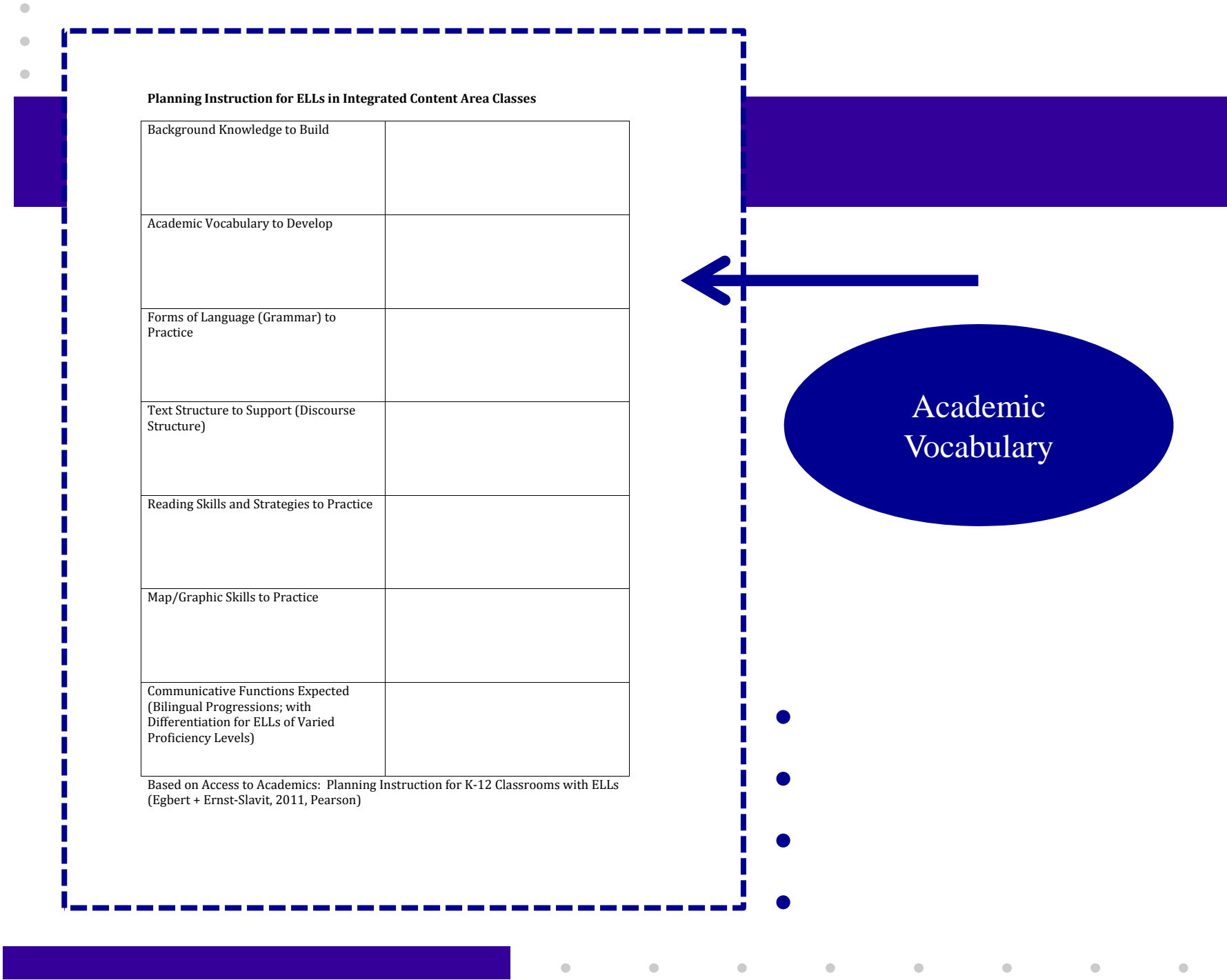
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Planning Instruction for ELLs in Integrated Content Area Classes

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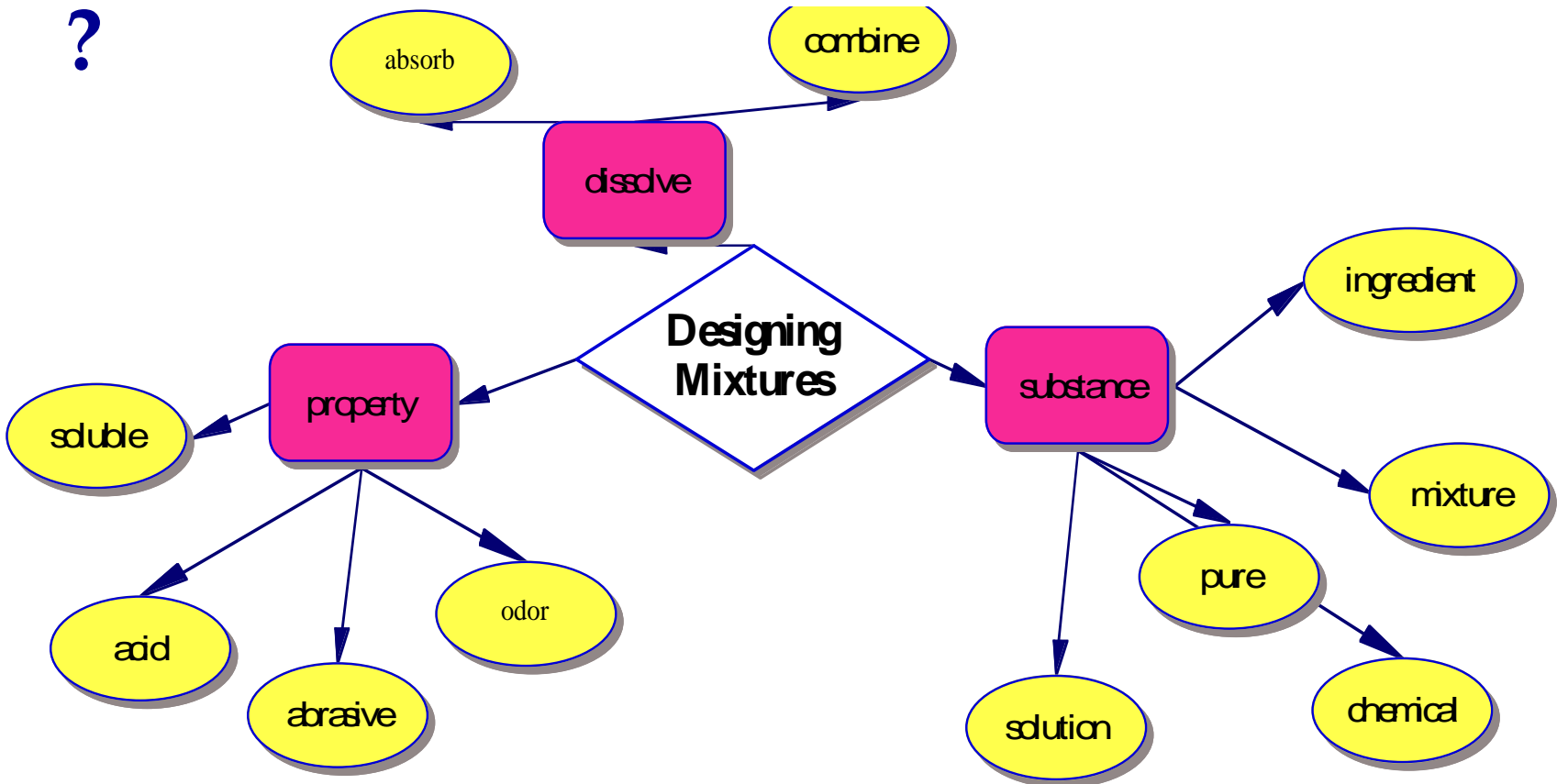
Based on Access to Academics: Planning Instruction for K-12 Classrooms with ELLs (Egbert + Ernst-Slavit, 2011, Pearson)

Academic Vocabulary



WordFact#6: The networks in informational texts are topical with interrelated concept clusters.

?



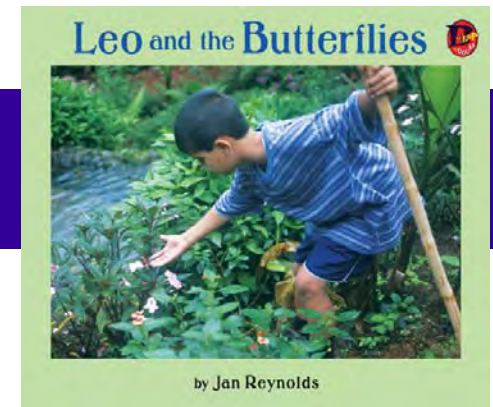
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Expand Verbs in Use!

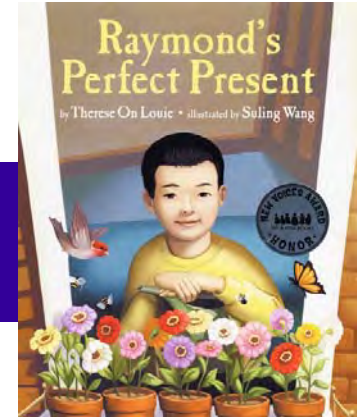
Go beyond common verbs: is/are, have, like, go, see, make, look, know

- Cover
- Drink
- Lay
- Holds

- Hatch
- Spins (Spun)
- Hangs
- Turn into
- Show
- Mail
- Visit



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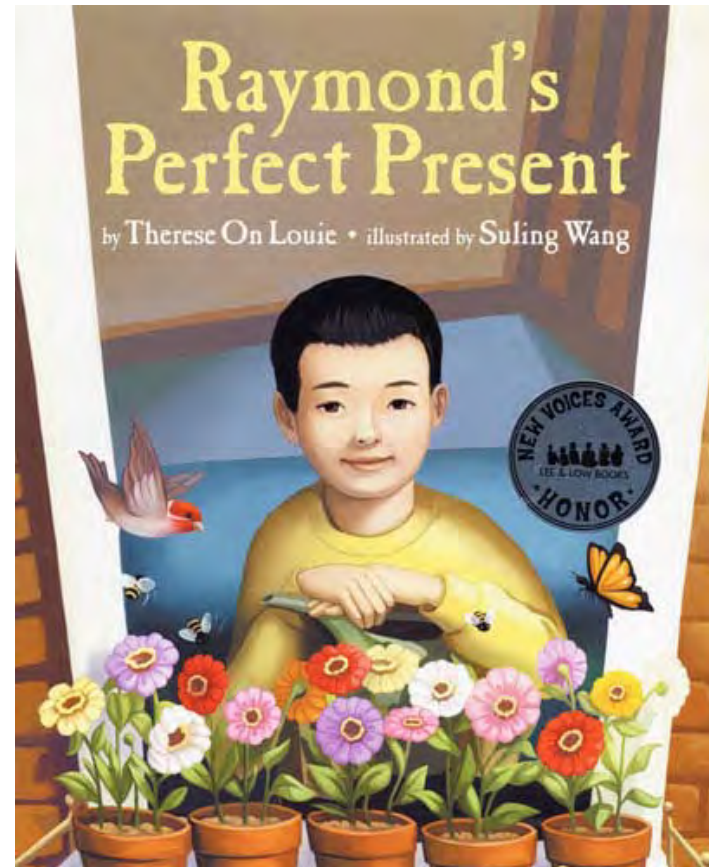


Vivid Verbs

- **Pass by**
- Deliver
- Hurry
- **Appear**
- Present (to her)
- Accept
- Tap
- Hold Out
- Warm (v)
- Display
- Water (v)
- **Emerge**
- **Sprout**
- Invite
- Be Pleased
- **Droop**
- Beg
- Fade
- **Flutter**
- Drag
- **Scatter**
- Arrive
- Lie Awake
- Bounce off
- Shine
- **Strut**
- Strip
- **Chatter**
- Argue

Adverbs

- Briskly
- Suddenly
- Carefully
- Neatly
- Finally
- Really
- Busily



Lee and Low Guide

VOCABULARY

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

(Reading Standards, Craft and Structure, Strand 4)

The story contains several content-specific and academic words and phrases that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary below. Encourage a variety of strategies to support students' vocabulary acquisition: look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, create a specific action for each word, list synonyms and antonyms, and write a meaningful sentence that demonstrates the definition of the word.

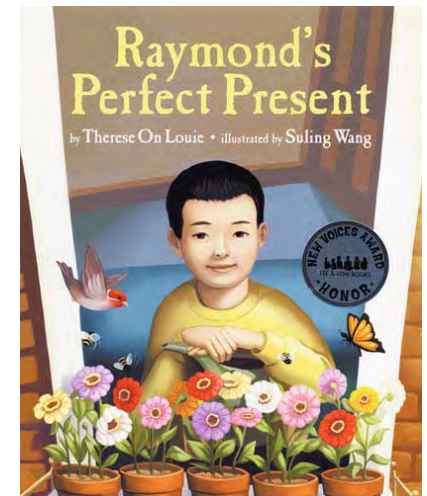


CONTENT SPECIFIC

hospital	apartment	hardware store	soil	ledge	shoots
buds	armchair	scarlet	tongues	nectar	stalks
pigeon	windowsill				

ACADEMIC

supposed to	dim	quiet	briskly	appeared	dazzling
noticed	exclaimed	displayed	instructions	sprouted	blur
emerged	strange	machines	insects	departed	cheerful
pleased	bloom	drooped	fluttered	scattered	awful
strutted	chattered	disappointment	bare		

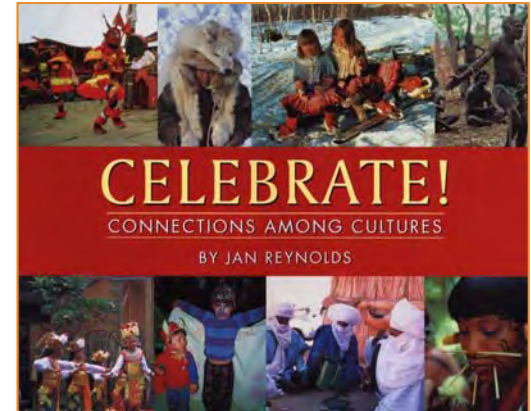


Adverbs

- **Traditionally**
- Softly
- Recently
- Entirely
- Actually

Adjectives

- Good
- Three, two
- Warm
- Long
- Ancestral
- Great
- Unique
- Throaty
- Close (friends)
- Rhythmic
- Upcoming
- Strong
- Parched, dry
- Frozen, raw
- Thick
- **Traditional**
- Hand-carved
- Elaborate
- Lower, middle
- Important
- Hollow
- Wild, etc. etc.



Word Work: Forms of Words

Compound Words:

- Sunlight
- Nighttime
- Fireworks
- Pathways
- Harvesttime
- Seashell
- Everyone

Word Endings:

-tion

Celebration
Relaxation

-ity

Festivity
Community

-er

Leader, healer

-al

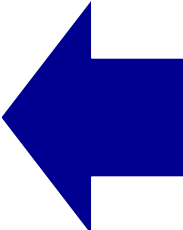
Traditional
Musical

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Lee and Low Guide

VOCABULARY

Write the words “Celebrate” and “Celebrations” on the chalkboard. Beneath them write the words listed below. Explain that these twenty words appear in the book. Pair students with partners and assign two or more words to each team. Have the teams:



- find each assigned word in the book
- look up the word in a dictionary
- use the word in an original sentence about the book

gather
leader
parade
ancestor
decorate

blessing
hero
fireworks
occasion
spirit

festivities
community
picnic
ancient
fortune

honor
village
traditional
commemorate
symbolizes

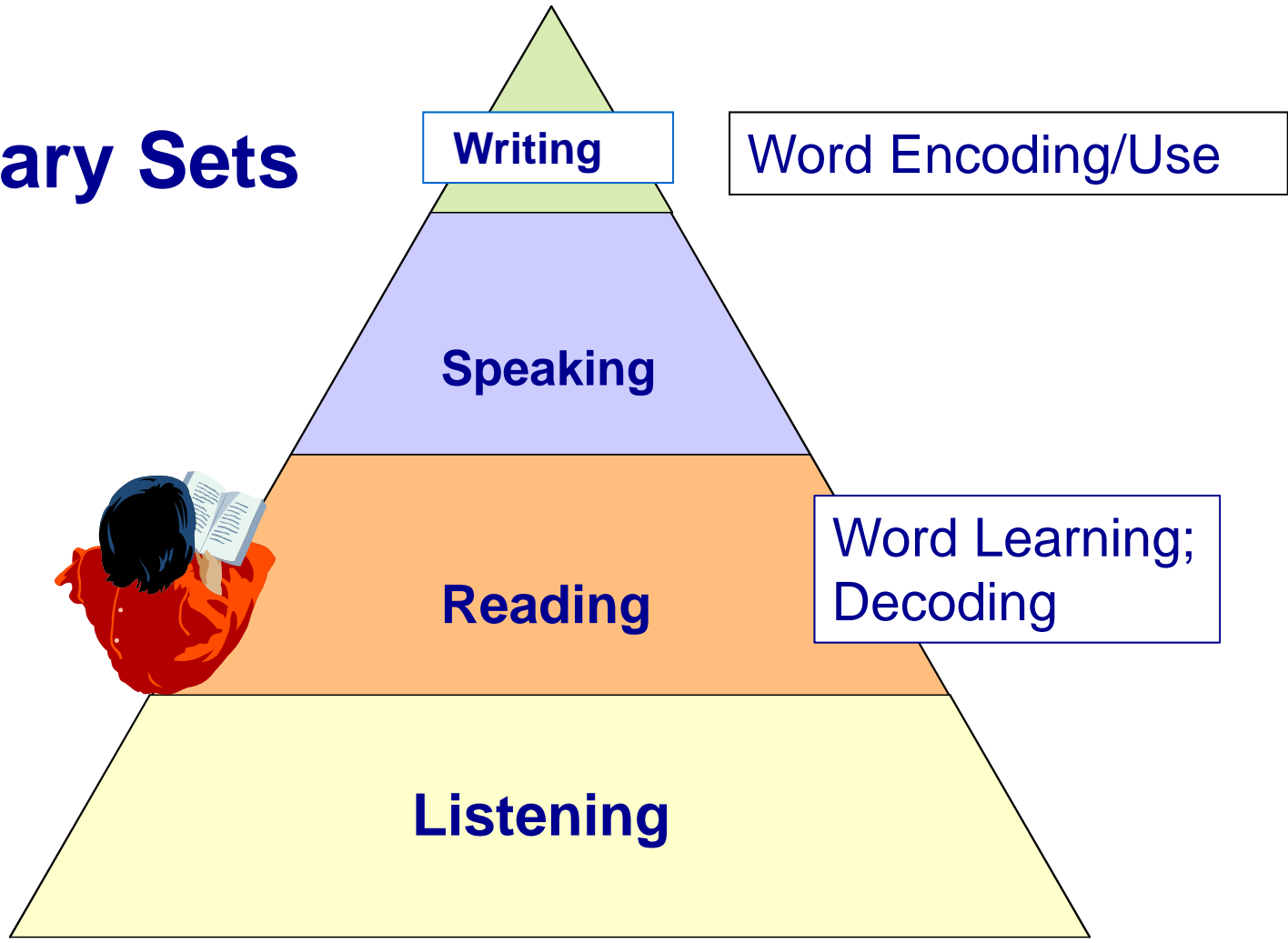


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Actively Build All of the Vocabulary Sets As You Teach Reading and Writing!

4 Vocabulary Sets

Montgomery



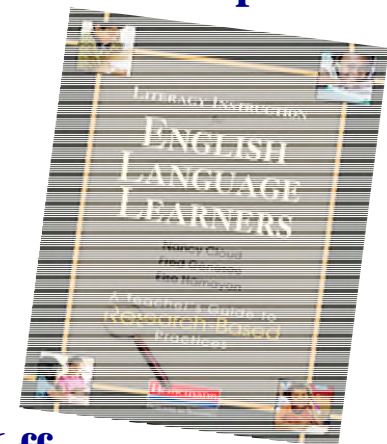
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Trying It Out

CHOOSE VOCABULARY TO TEACH

Chapter 4



Page 136 ff



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Frontloading Vocabulary

SELECTING VOCABULARY TO TEACH

INSURING COMPREHENSION

PROVIDING PRACTICE



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Vocabulary Self-Awareness

VOCABULARY IN CONTEXT

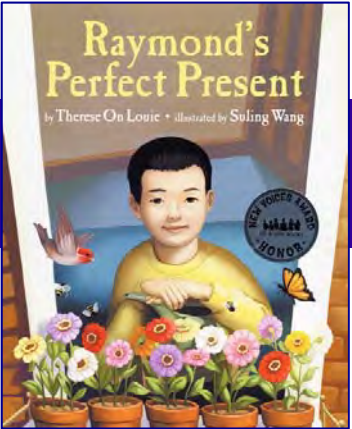
word	I recognize it in context, I think it has something to do with	I have never seen the word before, so to learn about it I will	I have heard of the word, but I don't know what it means. To understand it, I am going to	I know the word, it means

**Candidate
Words**

**Individualize
Vocabulary
Work!**

This reproducible material courtesy of Staff Development for Educators - 1-800-924-9621 - www.SDE.com

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Meaning Making

Word Builder



Name: _____

Date: _____

Prefix	Word	Suffix	New Word	Meaning
	brisk	-ly		
	hurry	-ing		
un	comfort	-able		

Find Three More Words You can 'build' with prefixes and suffixes

Leo and the Butterflies



by Jan Reynolds

I Did

Find Words that
You Would
Highlight Using
This Word Study
Template



CELEBRATE!

CONNECTIONS AMONG CULTURES

BY JAN REYNOLDS

You Do

What does it mean?

Word:

cover

Definition:

Part of speech:

- Noun
- Verb
- Adjective
- Adverb

Synonyms:

Antonyms:

Sentence:

Word:

hatch

Definition:

Part of speech:

- Noun
- Verb
- Adjective
- Adverb

Synonyms:

Antonyms:

Sentence:

-
-
-

net

Word	
Definition	
Draw It	Use it

Museum

Word	
Definition	
Draw It	Use it

Name: _____

Vocabulary Sketches

Word: egg Definition: _____

Sketch	_____

Sentence: _____

Word: caterpillar Definition: _____

Sketch	_____

Sentence: _____

Word: cocoon Definition: _____

Sketch	_____

Sentence: _____

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Term	rainforest
Definition	
Characteristics	Illustration
Examples	



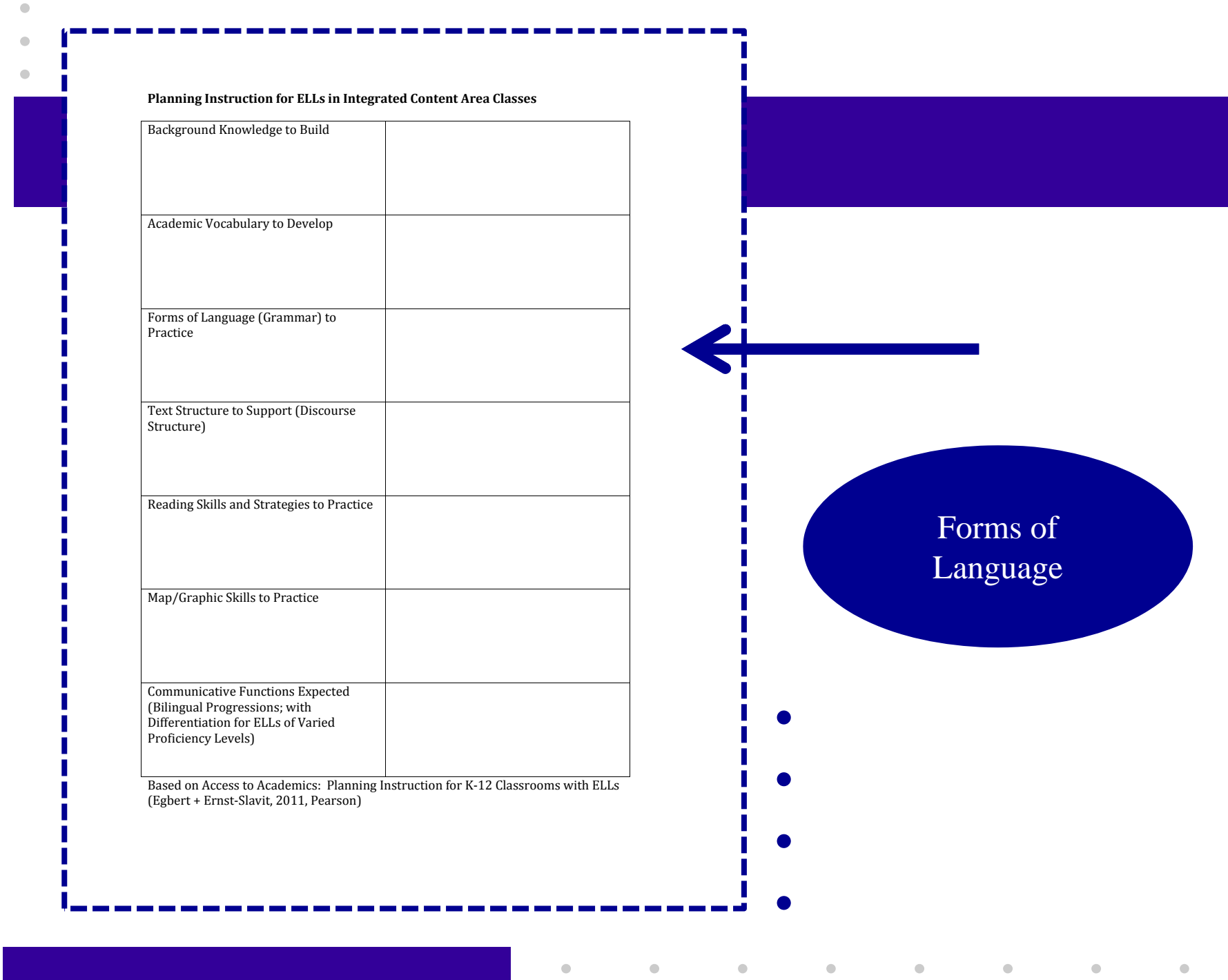
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Based on Access to Academics: Planning Instruction for K-12 Classrooms with ELLs (Egbert + Ernst-Slavit, 2011, Pearson)

Forms of Language



Mentor Texts

**USING OUR TEXTS AS
MENTOR TEXTS TO
TEACH ENGLISH
AND
TO GIVE PRACTICE
USING ENGLISH**



Components of Academic Language



Bricks: **vocabulary**

Mortar:
Grammar/syntax/**form**

Foundation:
Language functions

Ragan (2005) argues that three areas of language cause students particular difficulties in handling content texts:

1.vocabulary (words with subject-specific meanings, multi-word phrases, technical terms),

2.grammatical structures (particular tenses, sentences with multiple embedded clauses) and

3.cohesive devices (linking clauses; conjunctions).



Forms of Language

Leo and The Butterflies

- **Regular/irregular past tense**
- **Present tense**
- **Noun as modifier (butterfly farm,/garden)**
- **Compound words (rainforest, everywhere, landscape)**
- **Simple, compound, complex sentences**
- **Prepositional phrases**
- **When clauses**
- **Cohesive ties (“these”)**

Raymond’s Perfect Present

- **Possessives**
- **Time clauses, introductory clauses, relative clauses**
- **Simple, compound, complex sentences**
- **Past tense, past perfect (had lived, had tapped)**
- **Adverbs**
- **Gerunds**
- **Use of dialogue; declarative; interrogative, exclamatory sentences**

Celebrate Connections Among Cultures

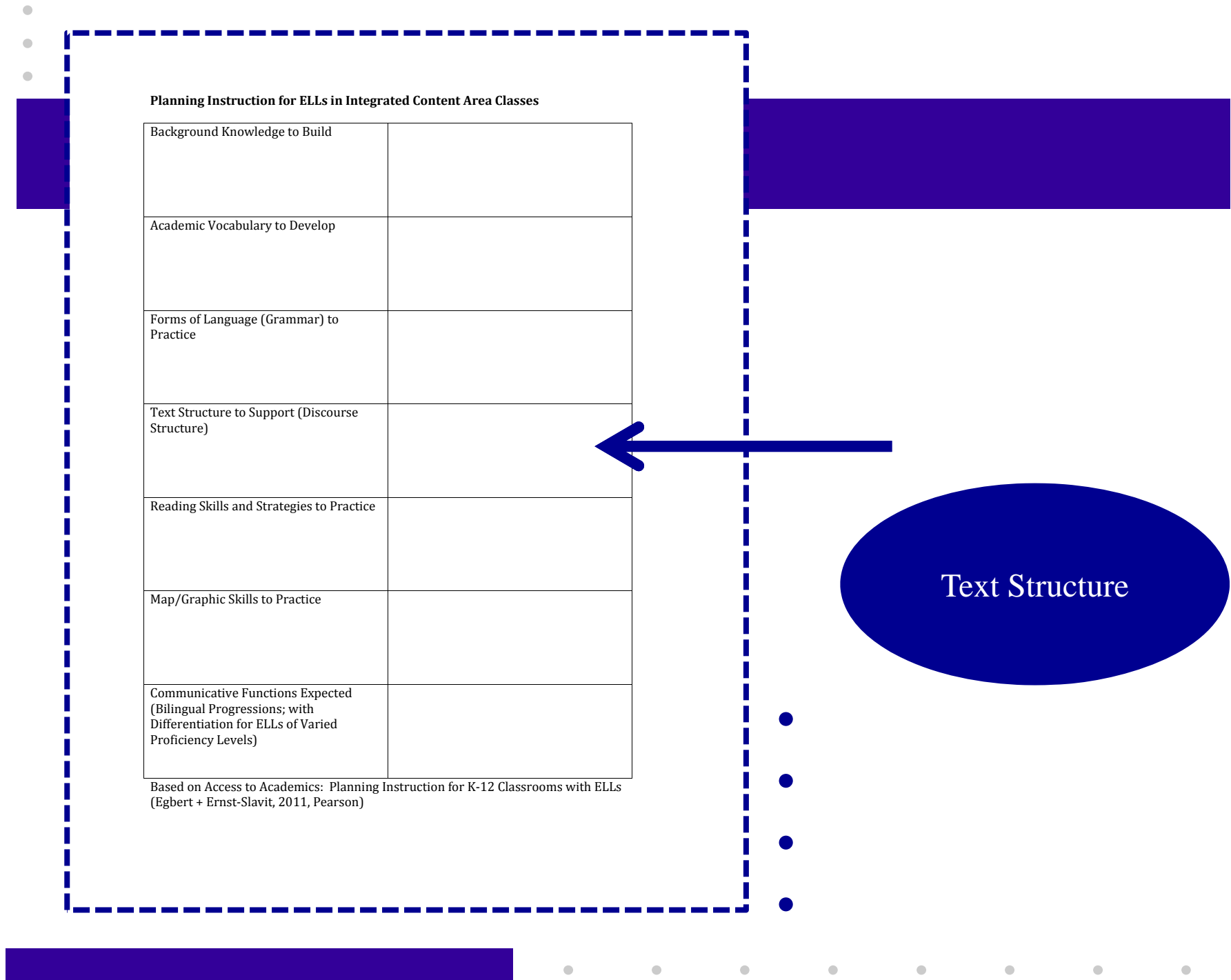
- **Present tense**
- **Prepositional phrases**
- **Introductory clauses; relative clauses**
- **Compound, complex sentences**
- **Infinitive form (to celebrate)**
- **Modifying clauses (definitional phrases)**
- **Cohesive ties (“this”)**
- **Passive (called a xxx)**

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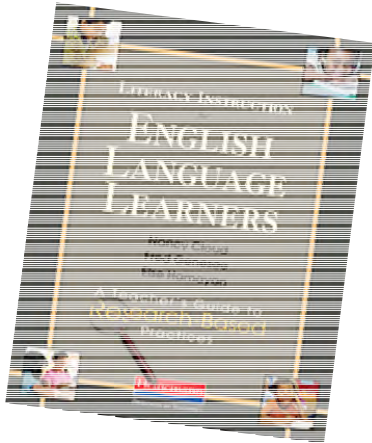
Based on Access to Academics: Planning Instruction for K-12 Classrooms with ELLs (Egbert + Ernst-Slavit, 2011, Pearson)

Text Structure



TEXT STRUCTURE

Chapter 4
Page 141



Chronological (Time Sequence)

Cause/Effect

Problem/Solution

Description

Enumeration

Comparison/Contrast

Graphic Organizers for Note Taking

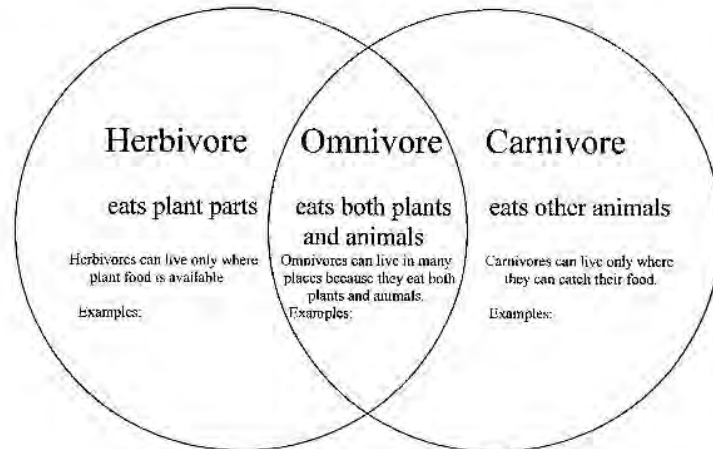
Analyze the text structure

Choose a graphic organizer that matches the text structure

Provide models and demonstrations

Compare student products

Venn Diagram Overhead Master





Text Structure

Leo and The Butterflies

- **Sequential/Chronological**
- **Descriptive**
- **Enumeration**

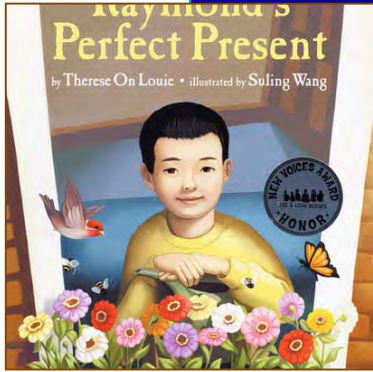
Raymond's Perfect Present

- **Sequential**
- **Description**

Celebrate Connections Among Cultures

- **Enumeration**
- **Description**

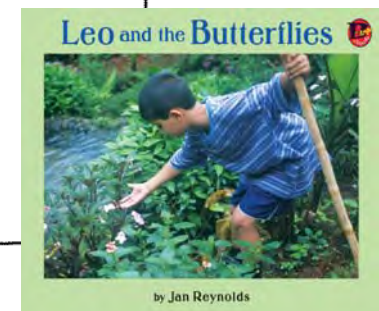
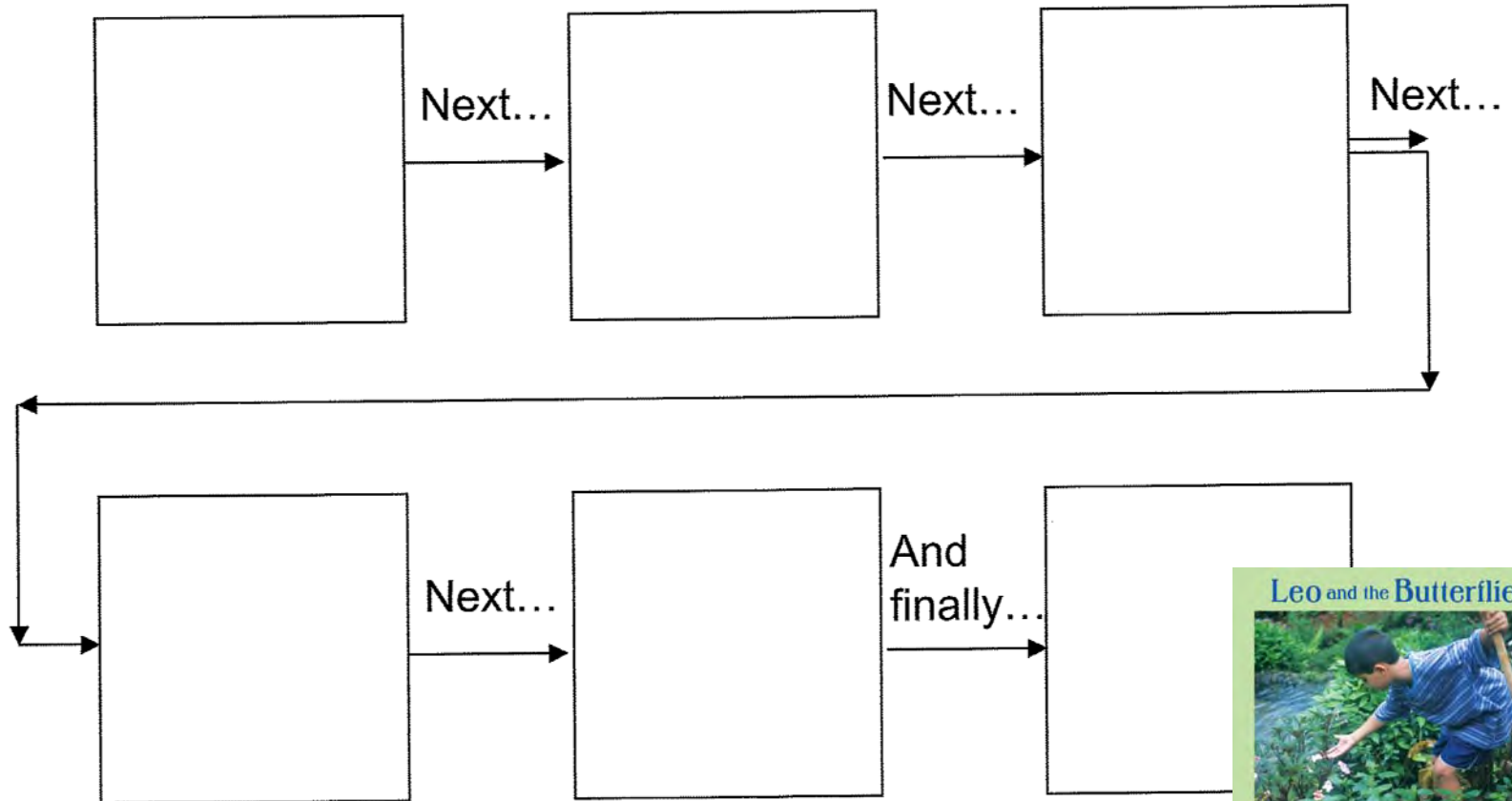




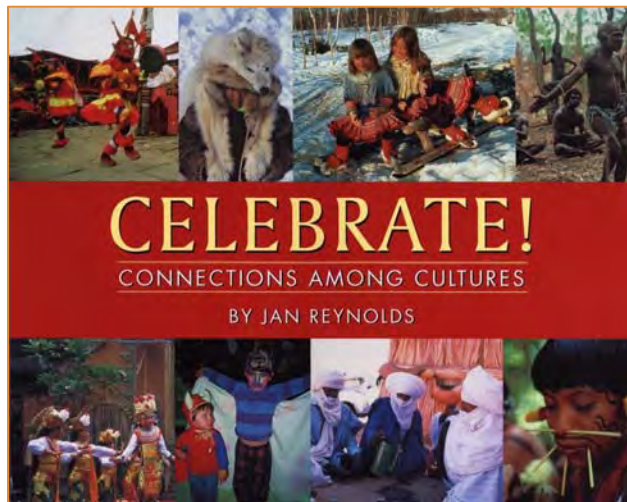
Chronological/Sequential Text Structure

Sequence Chart

First...

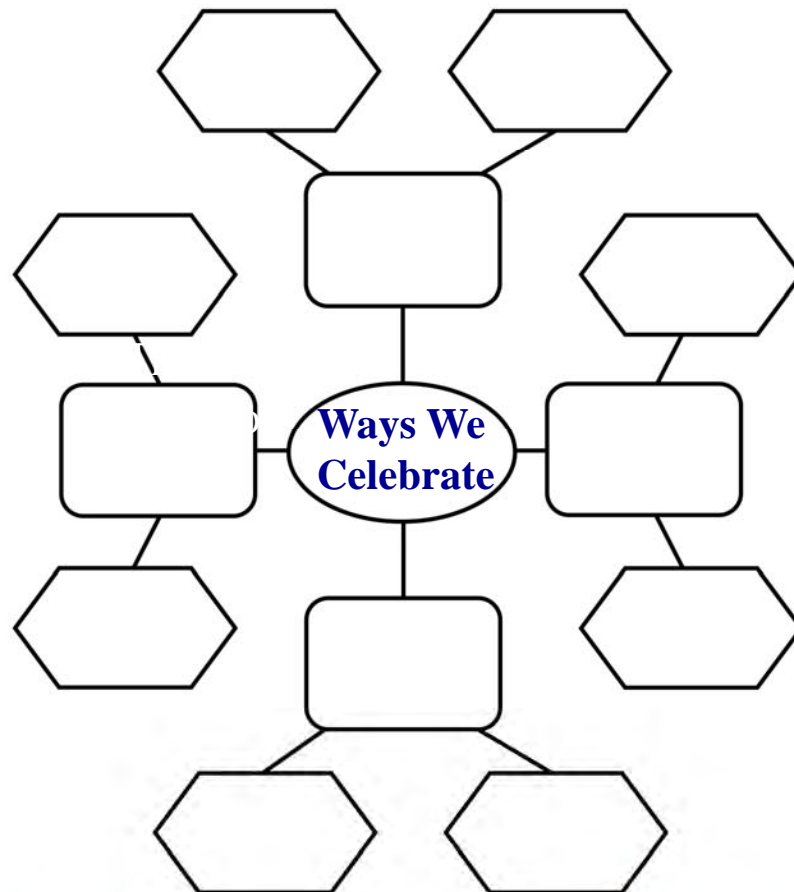


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Name: _____ Date: _____

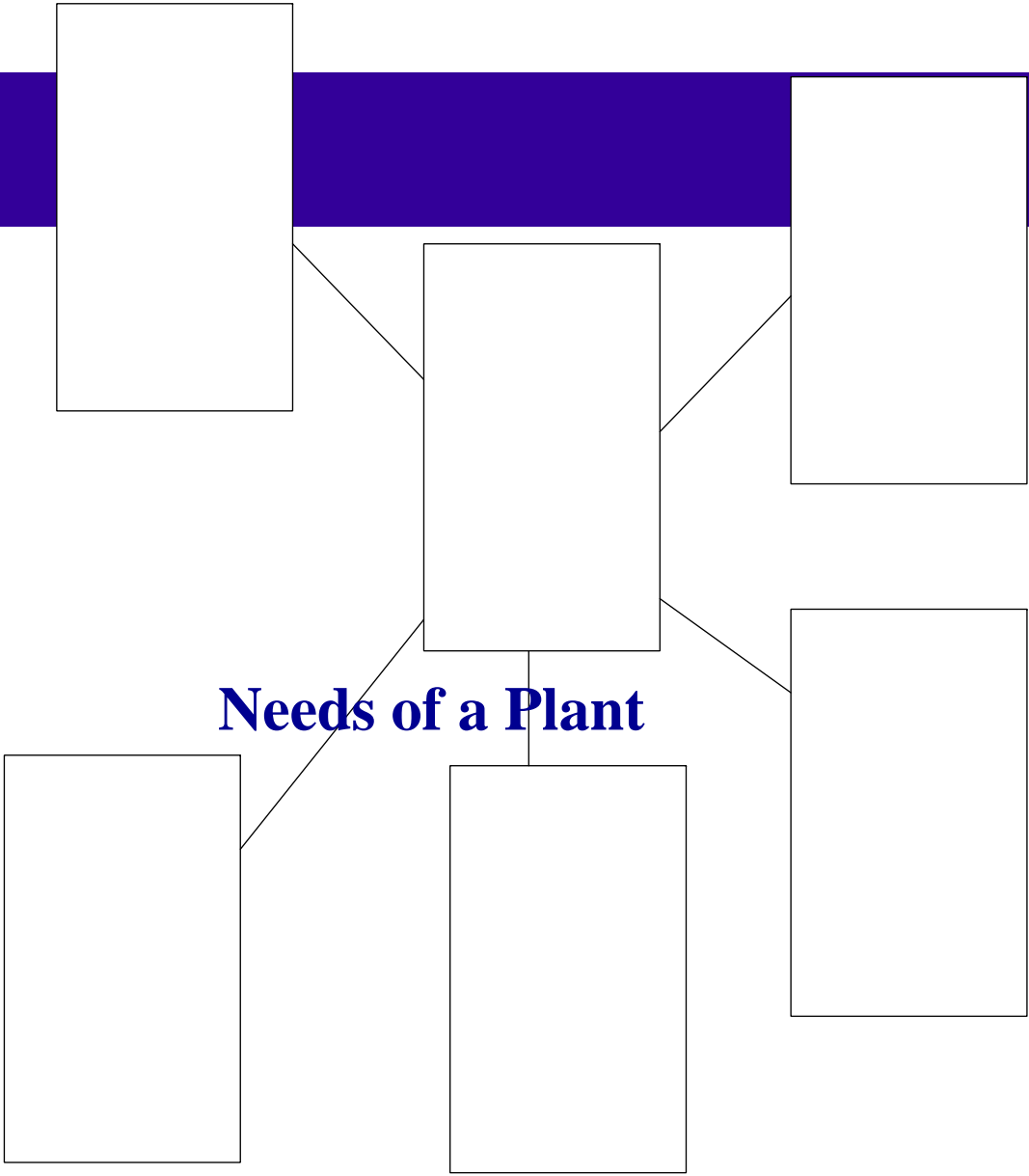
Concept Map: Extended Web



GOALBOOK

Find more resources at <https://goalbookapp.com>

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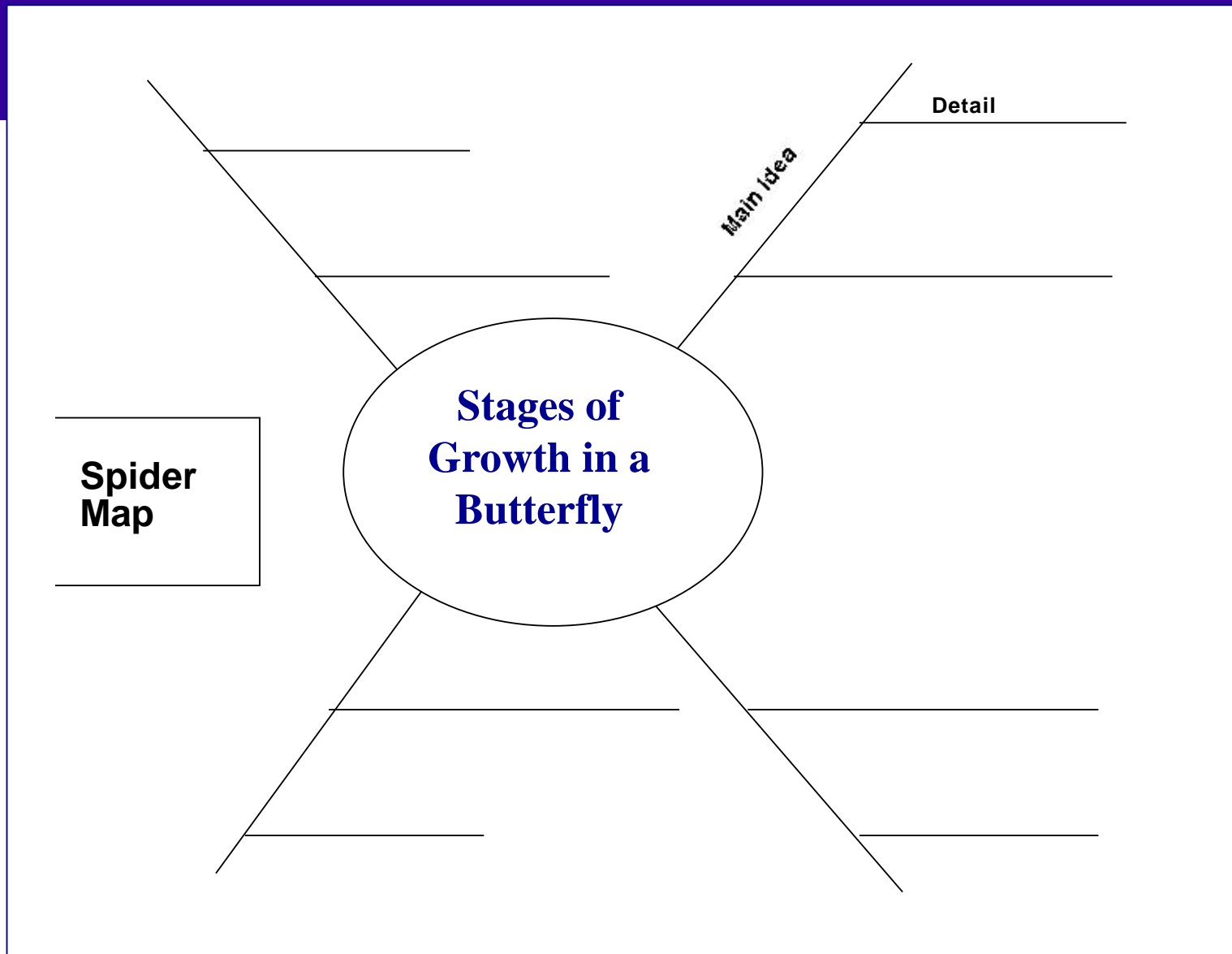


Concept Map

Date _____

Teacher _____





Teach Signal Words/Cohesive Ties

Signal Words for Text Structures

Enumeration/List and Describe

- first, second, third
- to begin with
- next
- then
- finally
- also
- most important
- until

Time Order/Sequence

- now
- before
- after
- on (date)
- at (time)
- when
- earlier
- always
- later
- into (for example, *into the evening*)

Compare/Contrast

- however
- but
- and yet
- either . . . or
- as well as
- on the other hand
- likewise
- similarly
- not only . . . but also
- although
- yet
- as opposed to
- nevertheless

Cause/Effect

- because
- consequently
- therefore
- as a result
- as opposed to . . .
- if . . . then
- since
- thus
- due to . . .
- led to . . .
- so that

Problem/Solution

- A way this can be solved . . .
- The problem is . . .
- One solution to this . . .
- A solution might be . . .
- An explanation for this . . .
- The challenge is . . .
- The key is . . .
- The answer is . . .
- A resolution for . . .
- The difficulty is . . .
- The trick is to . . .

Transition Words

Words that can be used to show **location**:

above	behind	by	near	throughout
across	below	down	off	to the right
against	beneath	in back of	onto	under
along	beside	in front of	on top of	
among	between	inside	outside	
around	beyond	into	over	

Words that can be used to show **time**:

while	first	meanwhile	soon	then
after	second	today	later	next
at	third	tomorrow	afterward	as soon as
before	now	next week	about	when suddenly
during	until	yesterday	finally	

Word that can be used to **compare** two things:

likewise	also	while	in the same way
like	as	similarly	

Words that can be used to **contrast** two things:

but	still	although	on the other hand
however	yet	otherwise	even though

Words that can be used to **emphasize a point**:

again	truly	especially	for this reason
		to	emphasize
to repeat	in fact		

Words that can be used to **conclude or summarize**:

finally	as a result	to sum up	in conclusion
lastly	therefore	all in all	because

Words that can be used to **add information**:

again	another	for instance	for example
also	and	moreover	additionally
as well	besides	along with	other
next	finally	in addition	

Words that can be used to **clarify**:

that is	for instance	in other words
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What transition words are in use?



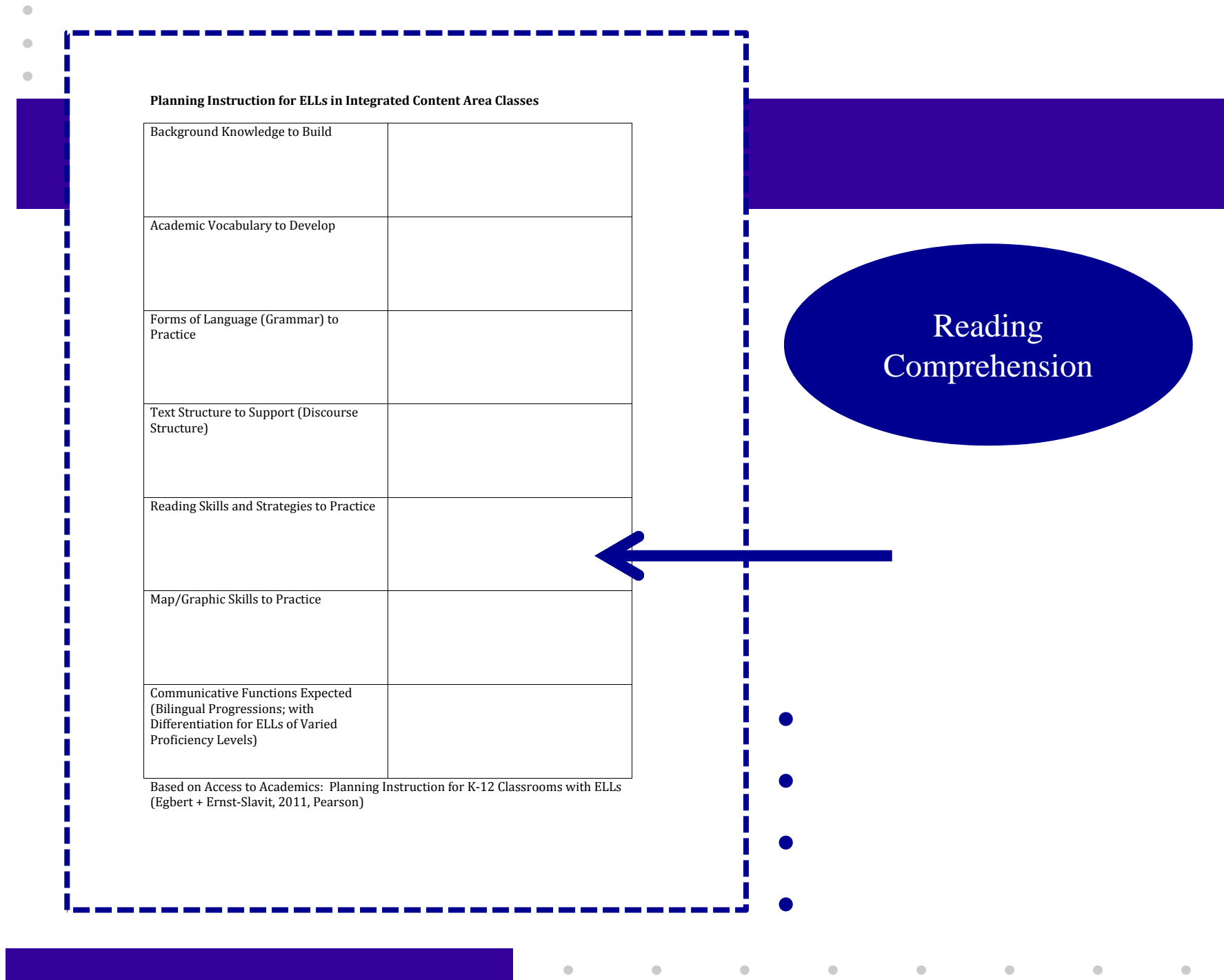
TEXT
COHESION

Planning Instruction for ELLs in Integrated Content Area Classes

Background Knowledge to Build	
Academic Vocabulary to Develop	
Forms of Language (Grammar) to Practice	
Text Structure to Support (Discourse Structure)	
Reading Skills and Strategies to Practice	
Map/Graphic Skills to Practice	
Communicative Functions Expected (Bilingual Progressions; with Differentiation for ELLs of Varied Proficiency Levels)	

Based on Access to Academics: Planning Instruction for K-12 Classrooms with ELLs (Egbert + Ernst-Slavit, 2011, Pearson)

Reading
Comprehension





Reading Comprehension Strategies

- Summarizing as you go
- Taking notes as you read; Determine importance
- Ask Questions
- Using Text Features (bolding; Glossing Re: Main Ideas)
- Reading Headings and Subheadings
- Reading Pull-Out Boxes, Captions
- Re-reading difficult or dense text
- Monitor comprehension
- Visualize






Three High Mileage Reading Comprehension Strategies





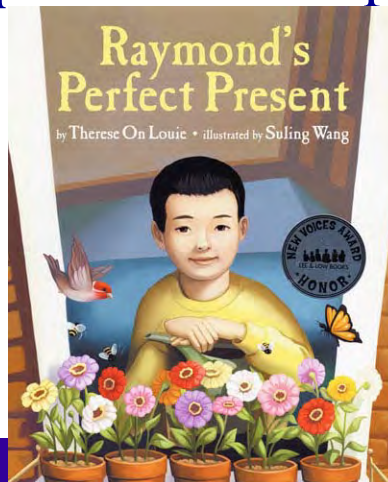
GIST: Exploring Tough Text

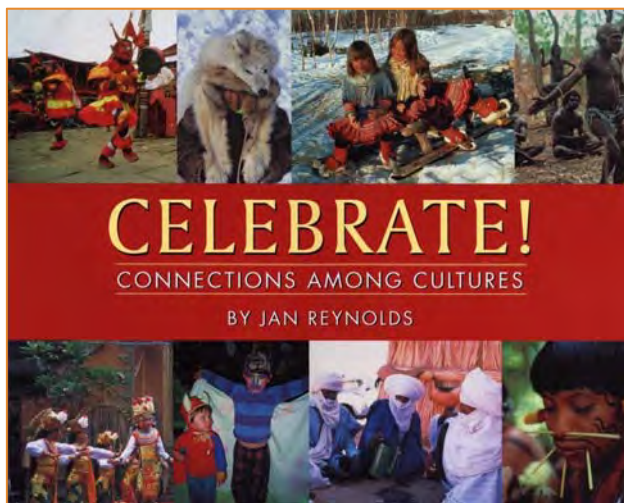
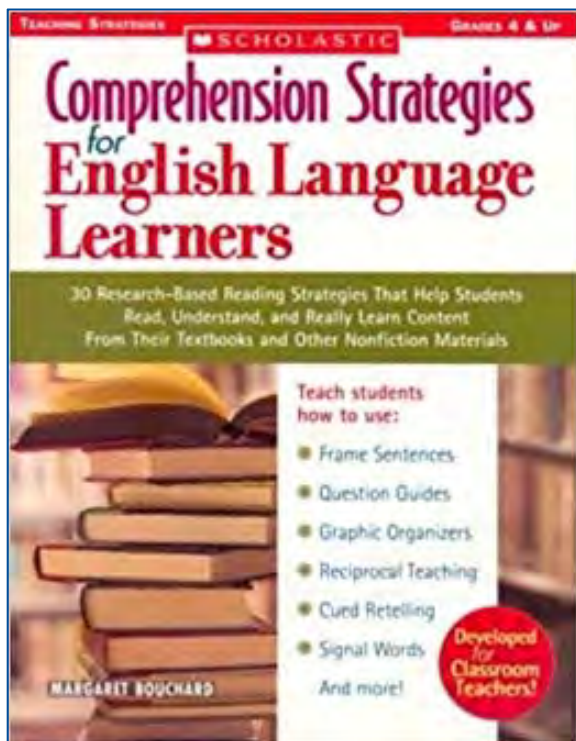
- SELECT THE TEXT (a few paragraphs or short sections of text)
 - MODEL THE STRATEGY
 - Teacher reads aloud the text and thinks aloud about how s/he will summarize the passage.
 - Discuss how to write summary statements.
 - PRACTICE THE STRATEGY
 - Teacher & Students practice together with the next section of text; teacher reads the text aloud and students help the teacher create the summary statement
 - Students work in pairs or small groups to read the next section and create their own summary statements
 - COMPARE & EVALUATE
 - Groups share and compare their summaries with the rest of the class
 - The class evaluates the statements for clarity, conciseness, and relevance.
- 

Adaptations of GIST for ELs

- Limit the sentence length for each summary statement.
- After several sections, combine the summary statements into a 20, 40, or 50 word summary statement/ paragraph

Limiting sentence length helps Transitioning and Expanding ELs make concise summarizing statements and paragraphs and become familiar with American expectations of expository writing.





About-Point Activity Sheet

Text: _____

Page: _____ Paragraph or Section: _____

This section is about _____,
and the point is _____

Text: _____

Page: _____ Paragraph or Section: _____

This section is about _____,
and the point is _____

Text: _____

Page: _____ Paragraph or Section: _____



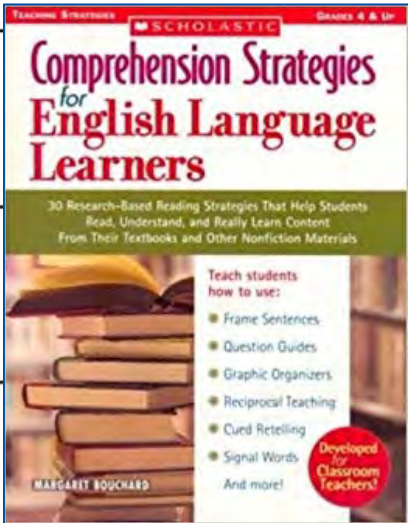
This section is about _____,
and the point is _____

Text: _____

Page: _____ Paragraph or Section: _____

This section is about _____,
and the point is _____

Agree-Disagree: Before and After

Before Reading		Statement	After Reading	
Agree 	Disagree 		Agree 	Disagree 
		1.		
		2.		
		3.		
		4.		
		5.		
				

Anticipation Guide

Planning Instruction for ELLs in Integrated Content Area Classes

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Based on Access to Academics: Planning Instruction for K-12 Classrooms with ELLs (Egbert + Ernst-Slavit, 2011, Pearson)

Graphic/Map Skills



-
-
-
-



Map/Graph Skills

- Photographs
- Maps
- Diagrams (Labeled Diagrams)
- Drawings/Illustrations
- Captions
- Explanations of Figures
- Marginal Gloss
- Speech Bubbles
- Insets
- Charts
- Tables





Graphic/Map Skills



Leo and The Butterflies

- **Photographs**
- **Maps**
- **Insets**
- **Explanation of photograph (Magnification explanation)**
- **Labeled drawing**

Raymond's Perfect Present

- **Illustrations**
- **Environmental print**

Celebrate Connections Among Cultures

- **Photographs**
- **Map**
- **Pull-out sidebar/Map key**



Planning Instruction for ELLs in Integrated Content Area Classes

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Communicative Functions



-
-
-
-



Major Communicative Functions

- **State, tell, retell**
- **Name, Label**
- **Identify**
- **Compare**
- **Describe**
- **Sequence events**
- **Explain how**
- **Defend**



Using the Native Language as a Scaffold



How and When to Use the L1 in an ENL Class



•
•
•

Appropriate Uses

- Building background knowledge
- Clarifying misunderstandings; confusion if it cannot be clarified in English
- Brainstorming before writing
- “Double” reading—reading the same book in the native language to deepen comprehension
- Extension activities at home

• • • • • • • • • •



Getting Language Practice



Songs

Chants

Performance Poetry

Practicing Academic Listening and Speaking

Techniques When Showing Videos
Frontload Vocabulary
Freeze Frame
Pause, Replay
Discuss After Each Section
Capture Gist

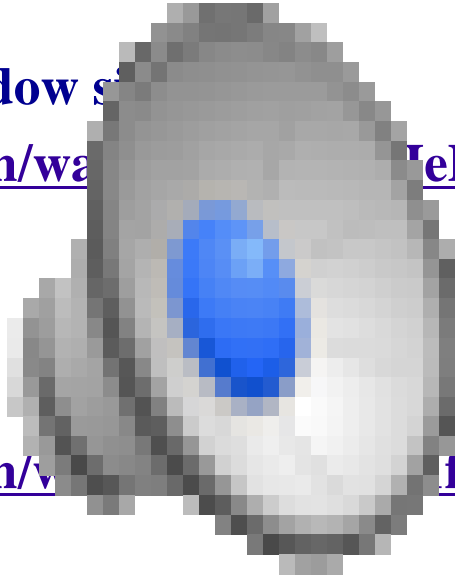
- **Choosing Videos For Beginners:**
 - Rate of speech, pauses
 - Repeating vocabulary
 - Good visuals to go along with the words
 - Short video—2-3 minutes max.
 - Interesting to watch more than once

-
-
-

Songs for Practice

Shows a flower on a window sill

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



1 minute song

<https://www.youtube.com/v...fTRzI>

The planting song

2:39

<https://www.youtube.com/watch?v=a44NFSiIn54>



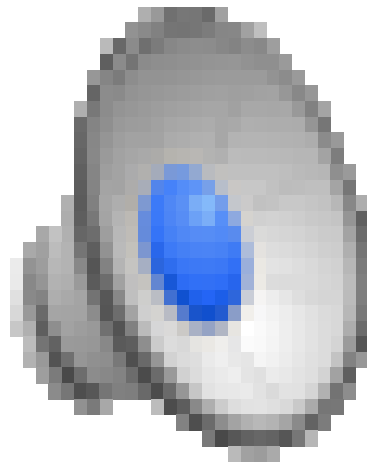
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Songs (<http://www.canteach.ca/elementary/songspoems22.html>)

My Garden

This is my garden, I'll plant it with care,
Here are the seeds I'll plant in there,
The sun will shine,
The rain will fall,
The seeds will sprout and grow up tall.

Planting

I took a little seed one day

About a month ago.

I put it in a pot of dirt,

In hopes that it would grow.

I poured a little water

To make the soil right.

I set the pot upon the sill,

Where the sun would give it light.

I checked the pot most every day,

And turned it once or twice.

With a little care and water

I helped it grow so nice.

Dick Wilmes

-
-
-

A Chorus of Cultures



-
-
-
-
-
-
-
-



More Performance Poetry

Maytime Magic

A little seed
For me to sow . . .



A little earth
To make it grow . . .



A little hole,
A little pat . . .



A little wish,
And that is that.

A little sun,
A little shower . . .
A little while,
And then—a flower!



—Mabel Watts



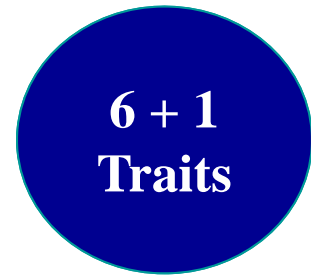


Developing Written Language Proficiency



Advancing writing with ELLs of all
proficiency levels





Trait:	What to Work On:
IDEAS	<ul style="list-style-type: none">• Finding a topic; Focusing the topic• Developing the topic• Using details
PRESENTATION	<ul style="list-style-type: none">• Creating the lead; Structuring the body• Using sequence and transition words• Ending with a sense of resolution
VOICE	<ul style="list-style-type: none">• Establishing a tone; Conveying the purpose• Creating a connection to the audience• Taking risks to create voice
WORD CHOICE	<ul style="list-style-type: none">• Using strong verbs; Using striking words and phrases• Using specific and accurate words• Choosing words that deepen meaning
SENTENCE FLUENCY	<ul style="list-style-type: none">• Crafting Well-Built Sentences• Varying Sentence Types• Capturing Smooth and Rhythmic Flow
CONVENTIONS	<ul style="list-style-type: none">• Checking spelling; Capitalizing Correctly• Punctuating Effectively and Paragraphing Accurately• Applying Grammar and Usage
Presentation	Overall Appearance; Neatness; Formatting (Font, Spacing, Headings); Adding Visuals and Graphic Features

Give
Practice

**DIAMANTE
POEMS**

Write your poem

Line 1: Your beginning topic

Snow White

Line 2: Two **adjectives** about Snow White

Line 3: Three **-ing words** about Snow White

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

Line 5: Three **-ing words** about Wicked Witch

Line 6: Two **adjectives** about Wicked Witch

Line 7: Your ending topic

Wicked Witch

continue

back

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<http://www.readwritethink.org/files/resources/interactives/diamante/>

Concrete/Diamante Poetry

line 1 noun (topic)

(the subject of the poem)

line 2 2 adjectives **line 3:** 3 -ing verbs **line 4** 4 nouns or short phrase

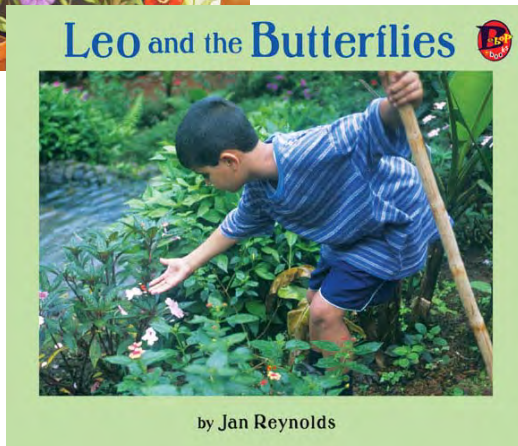
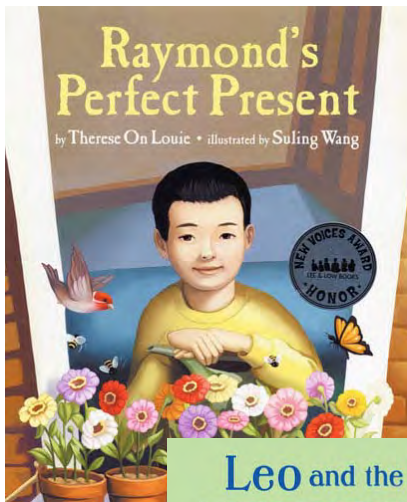
line 5 3 -ing verbs

line 6: 2 adjectives **line 7:** 1 synonym for the noun/
topic

Puppy
Sweet, young
Running, sleeping, playing
Ball, Leash, Treats, Yard
Barking, Eating, Fetching
Playful, silly
Pup

Concrete/Diamante Poetry

Flower *Butterfly*



line 1 noun (topic)

(the subject of the poem)

line 2 2 adjectives **line 3:** 3 -ing

verbs **line 4** 4 nouns or short
phrase

line 5 3 -ing verbs

line 6: 2 adjectives **line 7:** 1
synonym for the noun/topic

Storyboarding- Insert Project Name



Name: _____

My storyboard about:



--	--

--	--

Name _____ Date _____

Story Map 3

Write notes in each section.



Beginning



Middle



End

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How to make a Two-Tab Point of View Book Foldable®*

1. Fold a piece of (4 ¼" x 5 ½") paper in half horizontally (like a hamburger).
2. Fold it in half again horizontally (like a hamburger).

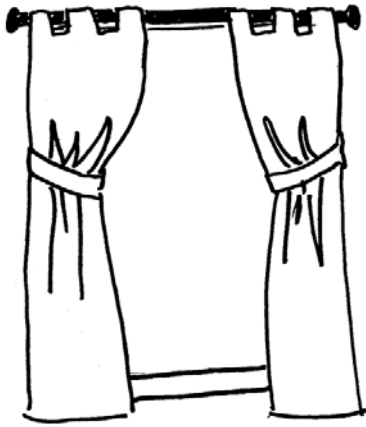


3. Unfold the paper (just once so that it is still folded in half) and cut up the valley (along the edge of the paper at the center where you can see the crease) to the mountain top.

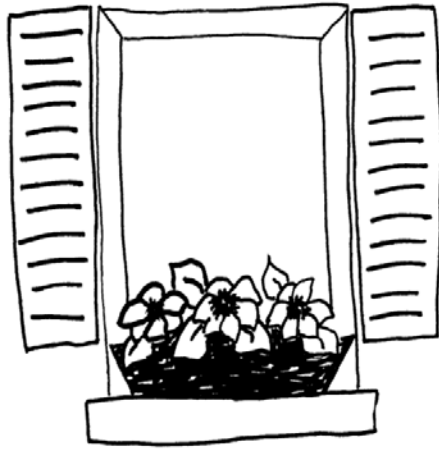


4. Example:
Glue the Two Point of View Windows on the outside tabs. Put the name or an illustration of the character in the window. On the inside compare the different perspectives (points of view) of these characters. (*see below*)

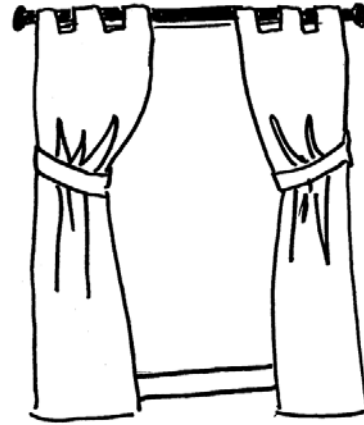




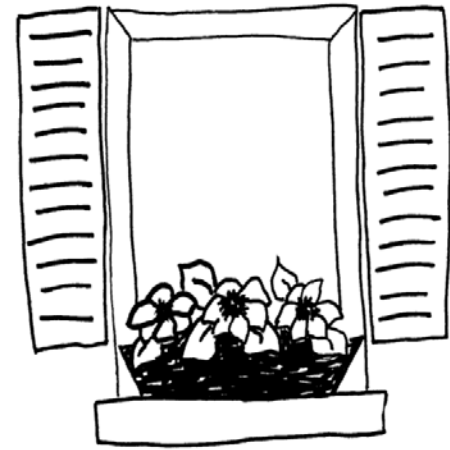
Raymond



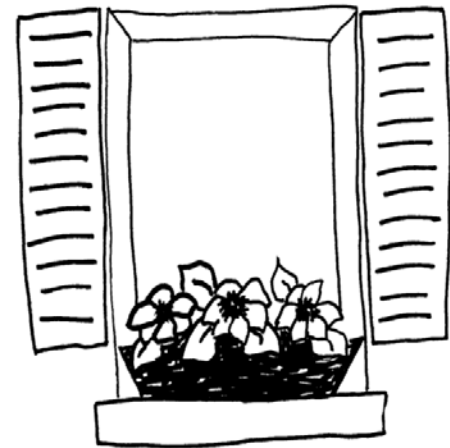
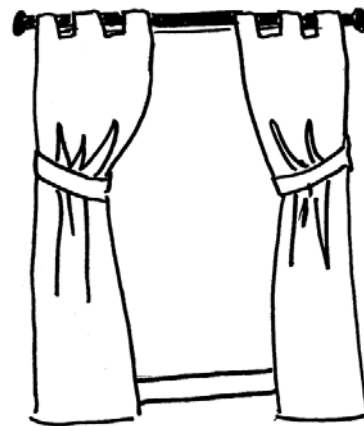
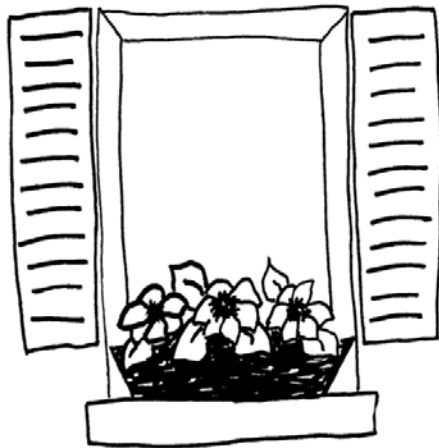
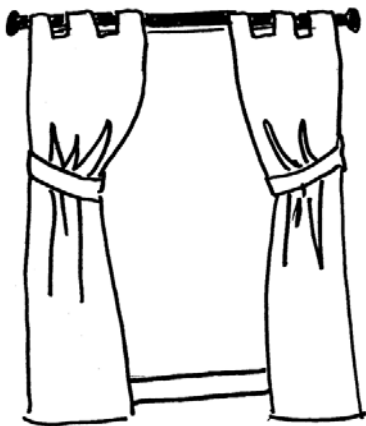
His Mom



Raymond



The Florist



Types of Writing to Work On (CCSS)

EXPLANATORY/INFORMATIONAL

- Explanatory articles about given subjects/topics
- Telling/retelling
- How to articles
- Recipes
- News stories



Purpose: Explain

DESCRIPTIVE

- Descriptive passages—describe places, people, events, situations or locations in a highly detailed manner
- Poetry
- Journal or diary writing
- Nature writing

Purpose: Describe in Detail

Types of Writing to Work On (CCSS)

Argument/Persuasion

- Taking a stand and providing reasons, arguments and justifications for that stand
- Opinion and editorial newspaper pieces
- Advertisements
- Reviews (books, movies, etc.)
- Letter of recommendation
- Letter of complaint

Purpose: Persuade,
Argue



Narrative

- **Tell a story or event;** has characters and dialogue; events
- Novels
- Short stories
- Poetry
- Autobiographies, **biographies**
- Anecdotes

Oral Histories

Purpose: Narrate a
story/event

-
-
-



Nancy Cloud
ncloud@ric.edu
nancycloud2@gmail.com

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