

# ESL Curriculum Guide for Grades 7 -12



World-Class School District

## Acknowledgements

### Curriculum Writing Committee

Mary Sue Morin  
Carol Harriman  
Tim Sullivan  
Rosalia Tillis  
Carol Lubet  
Terry Guidi  
Melissa Murray  
Chopin Kiang  
Rick Borba

# Understanding the Second Language Learner



World-Class School District

## UNDERSTANDING

### THE SECOND LANGUAGE LEARNER

This document makes reference to three groups of language learners. The term *native speakers of English* refers to students whose first language, the language acquired at home, was English. The term, *L2 learners* (second language learners), refers to all students whose home language during early childhood was one other than English. A subgroup of L2 learners, *ESL students* are those who have need for ESL programs or classes designed to help them acquire the English language. It is important to understand the dynamics of these three groups because their language education needs are not the same. Such definitions should be integral to any assessment and advising process affecting L2 learners because they will help to distinguish, for example, the L2 learner from most basic skills students whose first language is English. Defining students' needs by referencing their first language experience will also help educators appreciate the difference between English basic skills instruction for native speakers (remedial English) and instruction designed to assist in the process of acquiring a second/foreign language.

Because L2 learners may not have grown up with the English language or with U.S. culture as part of their primary experience, their educational needs differ greatly from those of native English speakers in our schools. While instruction for native speakers, for example, often tends to emphasize reading and writing, L2 learners at all levels need to learn English as part of an integrated curriculum, which includes listening, speaking, reading, and writing. They need to receive instruction that recognizes language learning as a unique developmental process, one in which what may be perceived as accent or error is actually a natural part of this learning process. To a greater degree than native English speakers, L2 learners need to learn the syntactic structures and organizational pattern of both written and spoken English. They also need to learn about U.S. culture and at the same time receive instruction that validates their primary language and culture. L2 learners who have lived most of their lives in this country are familiar with multicultural America, but they may still need additional language instruction, especially in the areas of academic reading and writing. In addition, efforts to measure L2 learners' English abilities need to be carefully designed for this particular population. Tests designed to assess native speakers of English are generally inappropriate for L2 learners.

## THE SECOND LANGUAGE ACQUISITION PROCESS

Students acquire a second language by taking in language that they understand, by producing language that is understood by others, and by doing both in the context of interaction that promotes language learning. In the process of participating in communication, Second Language Learners (L2) begin consciously, as well as unconsciously, to structure a representation of the particular target language, a task the human brain is uniquely qualified to do. As the learner engages in communicative interaction, the representation of the target language can be refined and rules generated. This gradually developing linguistic system is called an interlanguage; it rests somewhere on a continuum between the speaker's first language and the language that he or she is learning.

On this continuum, different aspects of the language may develop at different rates; thus the learner's syntax, for example, may be further from the target language than his or her pronunciation. The L2 traits that characterize this interlanguage are the result of the learner's less than perfect representation of the target language. They are often the result of incorrect guesses on the part of the learner about how to say something in English. These faulty hypotheses, however, are a crucial part of the L2 learning process. Feedback, either formally from a teacher or informally from other speakers, can cause the learner to revise these hypotheses; over a long period of time these revisions can help the learner approach mastery of the language. Unfortunately, if L2 learners function for long in a language without getting adequate feedback, they may not fully develop their control of the language. In fact, their language development may stop before they have acquired all the features of the language.

## THE CHALLENGE OF ACADEMIC LANGUAGE

Acquiring the kind of language required in academic settings is a far more challenging task than learning a language for merely conversational purposes and takes much longer. L2 learners are often at a disadvantage because they are faced with the task of acquiring and using English at the same time they are trying to learn academic subjects. Classroom lectures in, say, science or social studies are given in English; a report for science must be written in English; and assignments in mathematics courses often require both sophisticated reading and writing skills in English for the student to offer a solution to a problem. Thus, in instances where their English-speaking peers have only to accomplish one task, L2 learners have to confront two types of learning tasks – one in acquiring a new language and the other in gaining content mastery.

In classrooms where the language of instruction is English, much of what many L2 learners who lack sufficient English skills hear and even more of what they are assigned to read may be ultimately incomprehensible to them. Students are often asked to read texts that are far beyond their language capacity to understand. They can derive meaning from such tasks only when specifically designed activities accompany the assignment to make texts comprehensible. For example, teachers can preview the material and attempt to activate students' background knowledge and help to fill in the gaps by explaining and defining words and helping students understand concepts. Further, teachers can also help students monitor their listening and reading and teach them to ask for help when they do not understand what is presented in class or in a textbook. Without this kind of assistance, L2 learners, even when surrounded by spoken and written English, will "tune out" learning, and their exposure to English will contribute little or nothing to their language development.

## TIME AND PROFICIENCY FACTORS

Two important issues in language acquisition are the length of time it takes to acquire proficiency in a second language and how proficiency is defined. Recent research conducted in four states on thousands of students representing over 100 primary languages supports the claim that on average it takes five to seven years for students in the most effective programs to reach the norm on nationally standardized achievement tests such as the Comprehensive Tests of Basic Skills or the Iowa Test of Basic Skills. Education in the first language reduces the amount of time required and improves ultimate second language proficiency. Students with no schooling in their first language take an average of seven to ten years and sometimes more to reach the norm, while in that same period students with the greatest amount of academic language development in L1 (first language) achieve, on average, above the national norm set for English speaking students.

Understanding the length of time required to attain proficiency in a second language is important for all educational professionals because of a tendency to allow L2 learners to move too quickly through a school's language continuum. Students often feel social or parental pressure to complete their studies, especially in English, quickly. At the same time, schools often feel hesitant to hold L2 learners in an English language program back until they attain adequate proficiency in English to succeed in the next level. Failure to provide enough time, however, has too often proved ultimately detrimental to the L2 learner.

Of course, many variables influence the process of language acquisition, including the amount and quality of instruction learners receive, their opportunities to communicate in the language, their age, their personality and learning styles, their first language literacy level in L1, and their motivation and attitude towards the new language and culture. Even at advanced levels, L2 learners may not demonstrate the proficiency of a native speaker of English. They may speak with an accent and write with the written equivalent of an accent, still exhibiting second language traits, although they will be able to perform academic tasks alongside their native-English-speaking peers, often with great distinction.

## FACTORS PROMOTING ACQUISITION OF A SECOND LANGUAGE

- ▲ Young age
- ▲ Opportunities for interaction in English
- ▲ Literacy in the first language
- ▲ Several years of education in the first language
- ▲ Language instruction in English
- ▲ Feedback and instruction on errors
- ▲ Content instruction that contributes to language development
- ▲ Willingness to experiment and takes risks in using English

## ACCULTURATION

Although the life of every L2 learner is unique, common themes recur. Because they are strangers in a new country, because they are new to the English language, and because L2 learners must often begin their lives in the U.S. at an economic disadvantage, they frequently face some of the same challenges in their lives at home and at school.

Family responsibilities often impact the educational pathways of immigrant students to a far greater degree than they affect those of native speakers of English. For example, parents of L2 learners often speak little or no English, leaving their children to negotiate the intricacies of the school system on their own. Some L2 learners have a major responsibility for caring for their siblings, which reduces the amount of time they have available for study and sometimes even keeps them out of school. As the best or perhaps only English speaker in the family, L2 learners may have to represent their families in dealing with the English-speaking community, responsibilities which also often take them away from their studies or out of school entirely at times and cast them in roles that may seem to others as inappropriate to their traditional place in the family. Another problem centered in family issues is that the demands of school and a new culture often conflict with traditional family values. It is very difficult to arrange acceptable child care for individuals who are strangers to the concept of non-family members taking care of their children, who have different views on child rearing, and who do not speak the language well enough to express their concerns to potential caretakers.

Immigrant students face tremendous challenges presented by acculturation to their new environment. The more they live and go to school in Nevada, the more such students tend to adopt American ways, specifically the ways of American youth. The process of acculturation is frequently filled with conflict as parents try to maintain their traditional authority and prevent their children from becoming Americanized, while at the same time wanting their children to be successful in their new culture, but not to the extent that doing so undermines their home culture. Tastes in music, food, clothing, hair style, manners of speaking to elders or to other family members, even a preference for using English – all these changes and others often challenge L2 parents' traditional values and create conflict at home as well as at school for L2 learners. L2 learners may feel guilt and anxiety about losing their ties to their home culture at the same time that they are powerfully attracted to the new ways of American life. Over time, L2 learners may successfully achieve biculturalism, crossing back and forth comfortably between their home culture and their adopted one, but such biculturalism is seldom achieved without a struggle.

## FACULTY DEVELOPMENT AND COLLABORATION

As important as ESL faculty are in serving ESL students, they cannot begin to do the job by themselves. In most programs, ESL students spend only a small part of their school day with ESL teachers, if they spend any time at all. Most of their time is spent with teachers in other disciplines. Therefore, developing academic language skills for ESL students must be viewed as the task of teachers in all disciplines and at all levels, since L2 learners remain engaged in the process of language development throughout their academic lives.

In order to serve L2 learners, content-area faculty need the following information about second language students:

- ▲ Amount and kind of education they received in their home countries
- ▲ Length of residence in the U.S.
- ▲ Educational experiences in the U.S.
- ▲ Results of assessment.

Other curricular issues affect the content-area faculty when dealing with second language learners are as follows:

- ▲ Background in second language acquisition and multicultural communication.
- ▲ Help in designing instruction that will be useful to the L2 learners in their classes
- ▲ Help in providing instruction that contributes to these students' language development comprehension
- ▲ Interactive teaching techniques that will make the second language students in their classes be active users of English
- ▲ Useful assessments that evaluate fairly the learning of second language students in their classes.

ESL teachers are an excellent resource for classroom teachers who need help and guidance in effective teaching strategies for L2 learners. ESL teachers can help design lesson plans, provide appropriate materials, and adapt content to make it comprehensible to L2 learners. Close collaboration between ESL teachers and classroom teachers will result in more success for L2 learners in content-based study in the classroom.

# High School ESL Handbook



World-Class School District

# ENGLISH AS A SECOND LANGUAGE Handbook

## High School

### Entry

The office staff and counselors will receive the student and notify the ESL teacher. The registrar will contact the previous school or the Newcomer's Center for the cumulative folder.

### ESL Teacher & the Entry Process

The ESL teacher will be responsible for the following:

- a Review the student's records, especially the IAS score and the student's credits and grades.
- b Work with the counseling staff to schedule the student into classes appropriate to the student's abilities and proficiency.
- c Maintain a file on each student including the ESL enrollment form, IAS test results, other test results, recommendations or concerns from other teachers, a 4-year plan, occupational interest inventories and other pertinent information such as report card copies, awards, scholarship and college applications.

# ENGLISH AS A SECOND LANGUAGE Handbook

## High School

### Scheduling

Schedules at the ESL high school programs are arranged by consultation among teacher, student, parents or guardians, mainstream teachers, and/or counselors, according to these general guidelines:

1. Minimum basic skills (Students who have interruptions in their educational process in their native country or in the U.S.)
  - 2 classes of ESL\*
  - 3 classes of sheltered math, science, social studies
  - 2 class of art, PE, or industrial arts
  
2. Grade level skills (Students who have consistently attended school and are functioning at grade level in their native country)
  - 1-2 classes of ESL\*
  - 3-5 hours of mainstream classes required for graduation

**Students may earn 2 of the 4 required English credits through their ESL classes. Students may earn additional elective credit through the ESL department.**

# ENGLISH AS A SECOND LANGUAGE Handbook

## High School

### Mainstreaming

1. Limited and non-English speaking students may normally take from one to three years to learn enough English to function successfully in the mainstream classroom.
2. Before students are mainstreamed into a schedule without ESL support, **a progress evaluation form should be processed to determine if a student needs to remain in ESL or be mainstreamed.**
3. Determining a student's mainstreaming readiness is based on the following criteria:
  - a. A LAS score of 3-3-3 -or- 4-3-2
  - b. Progress evaluation including attendance, grade point average, and testing scores (See appendix for form)
  - c. ESL teacher recommendation

*Parents who believe that their child should be mainstreamed against the recommendation of the ESL teacher are sent a letter explaining the criteria for mainstreaming, as outlined above, and recommending against mainstreaming at that time.*

**The Washoe County School District's "revolving door" policy allows students to re-enter ESL at any time after being exited if it is recommended or desired by the student, parent, and his/her teachers and counselors.**

**Poor attendance and/or inappropriate behavior are not in themselves reasons to return students to**

## ENGLISH AS A SECOND LANGUAGE

### Handbook

### High School

#### **ESL classes.**

#### Graduation Requirements

ESL students are required to obtain 22.5 credits and pass the Nevada State Proficiency Exam in order to receive a diploma. ESL students must complete the courses required by the State of Nevada with the following exception:

*ESL credit may count for no more than two (2) credits of any of the required four (4) credits of English. ESL credit beyond the two credits earned as English may count as elective credit. A student just making the transition into a mainstream English class may take an English class and an ESL class at the same time. A student will not have to complete English 7-8 or the equivalent in order to meet the English graduation requirement. However, it should be emphasized that in the WCSD, ESL students must enroll in a class to improve their English proficiency each semester they are in school.*

*Both foreign students and ESL students entering with transcripts may fulfill the four (4) year English graduation requirement by:*

- 1 *Passing the state-mandated English proficiency exam.*
- AND
- 2 *Demonstrating proficiency in English by:*
    - a *Successfully completing four (4) credits of English, any two of which may be ESL English credit.*
    - Or b *Enrolling in and passing an English 7-8 class, or the equivalent, at a comprehensive high school, in Washoe High, or in summer school.*
    - Or c *Passing the English 7-8 Washoe County School District Credit by Exam test or a Washoe County School District English 7-8 correspondence course.*

# ENGLISH AS A SECOND LANGUAGE

## Handbook

### High School

#### Sample ESL classes

ESL high school programs may elect to offer the following classes to assist the student in learning sufficient English and a basic skill as a prerequisite in order to earn credit in the mainstream classes.

- ESL Math
- ESL Social Studies
- ESL Science
- ESL Study Skills
- ESL History

**It should be noted that classes under the distinction of ESL do not count as credit required for graduation (except 2 years of ESL may count as English credit). ESL classes may count for elective credit. An ESL teacher must have an endorsement in the content area in order for required credit to be given. Team teaching with teacher who does have endorsement in required content area is an alternative method of granting credit in required courses.**

#### Appropriate placement of students in ESL classes

1. Students who have difficulty communicating during the registration process, have gaps in their educational process and/or have low LAS scores (below 3oral-2reading-2writing) should be placed in beginning ESL classes.
2. Students who can communicate in simple sentences and phrases, have a fairly consistent educational background and/or have intermediate LAS scores (around 3oral-2reading-2writing) should be placed in intermediate ESL classes.
3. Students who have strong verbal skills and a strong educational background should be placed in Advanced ESL classes or Bridge English classes.
4. If the school offers a class to help students prepare for the Nevada State Proficiency Exam, junior and senior ESL students should be placed there.

# ENGLISH AS A SECOND LANGUAGE Handbook

## High School

### Testing

ESL students in High School are required to complete the following exams

1. Language Assessment Scale (LAS) – The LAS test is administered several times during a student’s high school career. The LAS exam is administered in the Newcomer’s Center when the student registers for school there. The LAS exam is administered in high schools once a year in the spring.
2. The Nevada State Proficiency Exam – ESL students are required to pass the Proficiency Exam in order to receive a diploma from the State of Nevada. ESL students may have the following accommodations:
  - Words in the writing test topic may be defined so that students understand the meaning of the topic; however, no instruction may be given to students on how to respond to the topic.
  - Questions that deal with the testing procedure may be answered.
  - **Students may have up to twice the amount of time allotted for each test i.e, the mathematics, reading and/or writing test.**
3. The TerraNova test-ESL 10<sup>th</sup> graders who score a 3 oral , 2 reading, 2 writing on the LAS test are required to take the TerraNova test without any special accommodations. ESL sophomores who score below that score are exempted.

# ENGLISH AS A SECOND LANGUAGE Handbook

## High School

### ESL Teachers' Responsibilities

*In addition to teaching, Secondary ESL teachers are responsible for introducing newcomers to the school system, as well as helping them succeed as students. The following is a partial list of responsibilities of the ESL teacher:*

1. Orient new students to the school and the classroom.
2. Introduce the student to the rules and the procedures of the school and classroom.
3. Work with the counselors and principals to schedule classes for the student, both ESL classes and mainstream classes.
4. Act as a liaison between the student, parents, teachers, counselors, principal, and other school personnel.
5. Coordinate conferences between parents and mainstream teachers and contact interpreters when necessary to assist at such conferences.
6. Maintain contact with mainstream teachers regarding the progress of the ESL student and provide support and supplementary materials when necessary.
7. Maintain and update records in student folders.
8. Conduct language evaluation testing and send scores to the ESL office on a yearly basis.
9. Act as a liaison for students and parents of ESL students and community resources and agencies.
10. Counsel ESL students regarding problems with peer groups, transportation, lunch tickets, absences, extra-curricular activities.
11. Identify students for the TerraNova test by using IAS scores. Identify students who are eligible for time accommodation on the Proficiency Exam.
12. Help students identify goals for their life after graduation, apply for scholarships, write recommendations, explore career counseling.

# Middle School ESL Handbook



World-Class School District

# ENGLISH AS A SECOND LANGUAGE

## Handbook

I

### REGISTRATION PROCEDURES

## Middle School

#### A. Intake Center

If a student is coming from another country who answers **YES** to at least one item on the Home Language Survey on the enrollment form, he/she will register at the ESL Office. If a student has been attending school in the United States and answers "yes" to the Home Language Survey, the student will register at the zoned school and the school's ESL teacher should be notified to test that student for ESL services. *Do not send this student to the ESL Office for testing or registration.* If the student who has been attending school in the United States and has answered "yes" to the Home Language Survey is enrolling at a non-ESL school site, then the student should come to the ESL office for enrollment and testing to be placed appropriately.

#### B. Documents needed for registration

Proof of age: Birth Certificate or Passport

A current immunization record

#### C. ESL staff will assist in completing the following items:

1. District required forms and regulations
  - a. Enrollment Form
  - b. Field Trip Form
  - c. Free Lunch Application
  - d. Student Health History
  - e. ESL Enrollment Form
2. Check documents for accuracy and completeness
3. Administer and score the IAS.
4. Complete preliminary entries on the Blue ESL folder.
5. Arrange for bus transportation as needed.
6. Provide information for services.

# ENGLISH AS A SECOND LANGUAGE Handbook

## Middle School

### D. Assessment for Placement and Enrollment

The LAS (Language Assessment Scale) level will determine the placement of the student. If the student speaks no English (and is unable to complete the reading and writing portion of the test) the placement will be at the Newcomers' Center. Students' grade level is determined by their age. Students are placed in grade-appropriate classes according to their chronological age.

6-11 years of age by October 31 attend the Elementary Newcomers' Center.

12-13 years of age by October 31 attend the Middle School Newcomers' Center.

14-17 years of age by October 31 attend the High School Newcomers' Center.

### E. Placement in Middle School Newcomers' Center

A special class is provided for the new student with limited English language ability. In these classes, curriculum is designed to acquaint the student with the basic English language survival skills and knowledge necessary to enter a standard ESL school environment.

Students may be transferred to neighborhood or zoned school at the end of two quarters or one academic year.

### F. Refusal of ESL Services

If a parent chooses not to enroll a child in an ESL Center, he/she must sign a waiver to that effect. The original is placed in the student's permanent folder and a copy is sent to the ESL Office.

# ENGLISH AS A SECOND LANGUAGE

## Handbook

II

### RECOMMENDED CURRICULUM FOR LEP STUDENTS

## Middle School

Schedules at the centers are arranged by consultation between the ESL teacher, student, mainstream teacher and/or counselor, according to these general guidelines:

1. Minimum basic skills: ESL Level Non-English Proficient
  - a 3 hour block for ESL (English, Reading and Writing)
  - b 1 period of Sheltered Mathematics
  - c 1 period Sheltered Social Studies
  - d 2 exploratory per semester (Home Ec., Wood Shop, Art, Drama, Career Skills)
  - e 1 period of Physical Education class
2. Near grade level: ESL Limited English Proficient
  - a 2 hour block for ESL (English, Reading, and Writing)
  - b 1 period of Sheltered Mathematics
  - c 1 period Sheltered Science
  - d 1 period of Sheltered Social Studies
  - e 2 exploratory per semester (Art, Career Skills, Industrial Arts)
  - f Physical Education
3. Transitional Classes Fully English Proficient
  - a 2 hours ESL (Reading and Writing)
  - b 1 class of either: Art, Music, Industrial Arts, P. E.
  - c Content Classes: Math, Science and Social Science.

If the student has oral English abilities, but still lacks reading and writing proficiencies in English, the student needs to be placed in sheltered classes without primary support.
4. Literacy (Spanish for Native Spanish Speakers)

A special self-contained classroom may be provided for students who are pre-literate or functionally illiterate in their primary language.

ENGLISH AS A SECOND LANGUAGE  
Handbook

Middle School

III. RETENTION POLICY

Possible retention in grade level the following year may be recommended due to:

- a Inadequate attendance during academic year; and/or
- b Academic deficiency (not language)

\*Child study team needs to recommend\*  
See Retention Policy

IV. MAINSTREAMING

Place LEP students in an environment where interaction between the non-LEP and LEP student takes place. Students may be placed in the regular classroom after completing all of the following:

- 1 Reaching the indicated levels on LAS test (3-3-3 or 4-3-2)
- 2 Success in other academic classes
- 3 Reasonable success on district-wide assessments

Parents who opt to have the student mainstreamed against the recommendation of the ESL teacher are sent a letter explaining the criteria for mainstreaming, as outlined in mainstream guidelines. Teacher can recommend against mainstreaming at that time. A disclaimer letter may be requested from the ESL office.

# ENGLISH AS A SECOND LANGUAGE Handbook

## MIDDLE SCHOOL OFFICE PROCEDURES

### Middle School

- A. The secretary at each ESL site would provide the following for the ESL teacher.
  1. Gives Blue folder to ESL teacher
  2. Codes in SASI. (Selects "ESL Student" on page three of the student panel)
  3. Limited English Proficiency (3) marked on page one of the student panel
  
- B. ESL teacher duties
  1. Teacher checks folder for completeness; all necessary forms, test scores, Intake Center recommendations.
  2. Administers LAS Test
  3. Works with counselor and school staff to schedule student into classes appropriate to student's abilities and proficiency, based on the following recommendations: (Missing recommendations)
  4. Communicates with mainstream teachers regarding the progress of the ESL student.
  5. Attends staff meetings.
  6. Updates SASI records and class lists.
  7. Collaborates with mainstreamed teachers on report cards.
  8. Maintains the Blue folder
    - Initiated at time of enrollment
    - LAS scores added annually
    - Place in "cum" folder when student transfers to another school.
    - Returned to "cum" folder at end of school year.

## ENGLISH AS A SECOND LANGUAGE

### Handbook

#### C. COUNSELOR

#### Middle School

1. Checks folder for completeness: all necessary forms, test scores, Intake Center recommendations.
2. Enrolls student in recommended level and classes, per blue folder
3. During registration in the second semester, performs the following for all 8th graders going on to high school: middle school counselor coordinates with high school counselor.

#### SPECIAL SERVICES

ESL students are eligible for the same special services as the mainstream population.

ESL students must not be considered special candidates solely on the basis of inadequate language skills.

If a student does not appear to be making progress after a reasonable period of time (one year or longer) the classroom teacher or the ESL instructor may request a child study team to discuss possible intervention such as a change of program.

#### SERVICES TO ESL STUDENTS

The needs, which are served by special programs for native-English-speaking students, are the same as those provided for ESL students. Examples of special needs are speech impediment and learning deficits.

ESL students are eligible to be considered for all programs and services in the District.

# ENGLISH AS A SECOND LANGUAGE Handbook

## Middle School

Special Programs offered by WCSD:

1. Special Education

In the event that an ESL student is referred for Special Education testing, the State of Nevada's Standard for Administration of Special Education states that students "must be tested in their native language whenever possible." It is recommended that ESL students be in a U.S. school at least 1 year in order to acquire some English. However, a student may have an obvious disability and will need to be referred sooner.

2. Reading

ESL students are entitled to special reading classes such as Title I.

3. Gifted and Talented

Teacher referral

# ENGLISH AS A SECOND LANGUAGE Handbook

## GRADING POLICY

### Middle School

ESL students can be graded on two scales accepted by the District:

1. Students who are in the beginning levels of their classes, working below grade level in the subject are graded as follows:  
O = Outstanding  
S = Satisfactory  
I = Improvement
2. Students in Levels 3 to 5 of proficiency in their classes, including ESL may be graded on the regular:  
A, B, C, D, system  
An "F" is not recommended solely because the students does not have adequate language acquisition to complete assignments. Lack of preparation, attendance, and attitude toward learning should be considered in the equation for ESL students' grading.

## TRANSFER AND CONTINUING STUDENTS

When a student transfers out of the Newcomers' Center, the Newcomers' teacher sends a notice to transportation with the student's address and new school TWO WEEKS in advance. When an ESL student moves from one school zone to another, the school secretary will notify the school. Arrangements are made for the student's entry into the new ESL class.

WASHOE COUNTY SCHOOL DISTRICT  
ADMINISTRATIVE REGULATIONS

PUPIL PROGRESS

It is recommended that the teacher consult with a child study team that includes the parent(s) or guardian(s), in order to develop a comprehensive program of remediation.

1. All K-8 teachers will have staff development regarding retention to explore the issues involved.
2. Discussion about possible retention shall begin with parent(s) or guardian(s) no later than mid-year. Such discussions should be conducted on several occasions so parent(s) or guardian(s) can voice their concerns.  
Since the rates of development among young children vary greatly and can change rapidly, decisions about possible retention should not be made before mid-year.
3. A decision to recommend retention should be made by a team (e.g., child study team, intervention assistance team, teacher assistance team) that has already attempted other interventions.
4. When all other possibilities have been tried and the team, in consultation with the parents, recommends retention, informal goals should be written indicating what is to be accomplished during the year of retention.
5. During the year of retention, a team, including the parent(s) or guardian(s), will meet at regular intervals to monitor the student's progress toward the written goals and make modifications as needed.
6. At any time during a child's academic career, the principal, working in conjunction with a child study team including the parent(s) or guardian(s), may promote a student based upon academic and/or social reasons.  
The philosophy to be carried out in these guidelines is that of early evaluation and diagnosis with a program of remediation. The major concern is for meeting the student's needs through an effective education program.

Adopted: 05-28-74

Revised: 08-26-80; 11-01-82; 07-10-90; 09-22-92

WASHOE COUNTY SCHOOL DISTRICT  
ADMINISTRATIVE REGULATIONS

PUPIL PROGRESS

All the District's resources are available in making evaluations and establishing an instructional program, including:

- 1 Classroom teachers
- 2 Principal
- 3 Counselors
- 4 Resource Teachers
- 5 Psychologists
- 6 Community agencies that might have the special talents needed by some students

Placement of New Children

Upon receiving a student who is new to the school, the principal accepts the grade placement designation provided by the school from which the student transferred. It should then be explained to the parent(s) or guardian(s) that this is a trial placement. If, at the end of a trial period the student is not able to perform successfully in the grade placement made, it may be necessary to make a revised assignment. This change of assignment shall be made in consultation with the parent(s) or guardian(s) so that they fully understand the reason for such an assignment. The final decision on the placement of the student rests with the principal.

General

When a specific recommendation is made for non-promotion, the parent(s) or guardian(s) shall be asked to acknowledge receipt of the recommendation. A copy of the recommendation and of the parent's or guardian's acknowledgment will be kept on file.

Legal Reference:

NRS 392.125

Adopted : 05-28-74

Revised: 08-26-80; 11-01-82; 07-10-90; 09-22-92

## Language Proficiency Levels

<p style="text-align: center;">NEP (Non-English Proficient)</p> <p style="text-align: center;">PreLAS 1 or 2 LAS Oral - 1 or 2 LAS Reading/Writing - 1</p>	<p style="text-align: center;">LEP (Limited-English Proficient)</p> <p style="text-align: center;">PreLAS - 3 LAS Oral - 3 LAS Reading/Writing - 1 or 2</p>	<p style="text-align: center;">FEP (Nearly Fluent English Proficient)</p> <p style="text-align: center;">PreLAS - 4 or 5 LAS Oral - 4 or 5 LAS Reading/Writing - 2 or 3</p>
<p style="text-align: center;">Beginning and Early Intermediate</p> <p>+ minimal comprehension + minimal verbal production + one/two word responses</p>	<p style="text-align: center;">Intermediate and Early Advanced</p> <p>+ increased comprehension + simple sentences + some basic errors in speech</p>	<p style="text-align: center;">Advanced</p> <p>+ very good comprehension + more complex sentences + fewer errors in speech</p>
<p style="text-align: center;">Appropriate Activities</p> <p>listen    draw    name point    select    label move    choose    group mime    act/act out    respond match    circle    categorize <del>list</del>    tell/say</p>	<p style="text-align: center;">Appropriate Activities</p> <p>recall    summarize retell    categorize describe    role-play define    restate explain    contrast compare</p>	<p style="text-align: center;">Appropriate Activities</p> <p>analyze    evaluate create    justify defend    support debate    examine predict    hypothesize</p>
<p>Student Responses Include:</p> <ul style="list-style-type: none"> <li>• "Yes" or "No" answers</li> <li>• One word answers</li> <li>• Two word strings</li> <li>• Guided responses</li> <li>• Fill-in-the blank responses</li> </ul>	<p>Student Responses Include:</p> <ul style="list-style-type: none"> <li>• Three word/short phrases</li> <li>• Complete sentences</li> <li>• Dialogues</li> <li>• Extended narratives</li> <li>• May write short sentences</li> </ul>	<p>Student Responses Include:</p> <ul style="list-style-type: none"> <li>• Conversations/discussions</li> <li>• Complete paragraphs</li> <li>• Original essays</li> <li>• Content-related activities</li> <li>• Complex sentences</li> </ul>

# Curriculum Guide



World-Class School District

## READING - 7-12

### 1.0: Students know and use word analysis skills and strategies to comprehend new words encountered in text in English.

<b>Non-English Proficient</b> Teacher Modeled Instruction	<b>Limited English Proficient</b> Teacher Guided Instruction	<b>Fully English Proficient</b> Independent with Teacher as Monitor
<p><b>1.1 Uses knowledge of high-frequency words to read texts aloud with fluency, accuracy, and expression.</b></p> <ul style="list-style-type: none"> <li>▲ Create a word wall* for sight words*</li> <li>▲ Incorporate stories with repetitive words</li> <li>▲ Have students create flash cards* for word memorization</li> <li>▲ Emphasize high frequency words* for content area</li> <li>▲ Have students create a picture dictionary* to reinforce word meanings</li> <li>▲ Make assessments by matching pictures with words or labeling illustrations of concepts</li> <li>▲ Have students use CD's with pronunciation</li> <li>▲ Incorporate songs and poems with written lyrics for students to hear and repeat sounds</li> </ul>	<p><b>1.1 Reads texts aloud with fluency, accuracy, and appropriate intonation and expressions; read high-frequency words to build fluency.</b></p> <ul style="list-style-type: none"> <li>▲ Use rhythms, songs, choral reading to increase student fluency</li> <li>▲ Use dictations at normal rate of speech</li> <li>▲ Use texts that implement sheltered content* or concepts (lower reading levels)</li> <li>▲ Use songs and poetry to increase accuracy in reading aloud</li> </ul>	<p><b>1.1 Uses knowledge of word families, phonics, and structural elements to read and to determine meaning of unfamiliar words in context, such as: silent "e" (a_e, i_e, o_e, u_e, e_e); "r" - controlled (car, park), single vowel sounds (ai, ay, ee, igh, eigh, oa); final blends (nt, lk); long and short double vowels (ea, ei, ey, ie, ou); digraphs with silent letters (wr, kn, wh); "r" controlled, long vowel (are, ere, ire, ore, ure); double vowels, not long or short (au, aw, oi, oy, oo, ow, ou, ui, eu, ew); and "r"controlled, double vowel (air, ear, eer, oar).</b></p> <ul style="list-style-type: none"> <li>▲ Use materials to increase proficiency in rhyming words</li> <li>▲ Explain word family* trees and give exercises to increase depth of vocabulary</li> <li>▲ Increase difficulty of reading levels to include irregular spellings and foreign words in English</li> </ul>

\* Glossary Term

## READING - 7-12

**1.0: Students know and use word analysis skills and strategies to comprehend new words encountered in text in English.**

<p style="text-align: center;"><b>Non-English Proficient</b> Teacher Modeled Instruction</p>	<p style="text-align: center;"><b>Limited English Proficient</b> Teacher Guided Instruction</p>	<p style="text-align: center;"><b>Fully English Proficient</b> Independent with Teacher as Monitor</p>
<p><b>1.2 Uses phonics to decode words in context by blending sound units.</b></p> <ul style="list-style-type: none"> <li>▲ Teach students to differentiate inflections* (-s, -ed, and -ing)</li> <li>▲ Have students repeat words and identify sounds</li> <li>▲ Have students repeat phrases and meanings of words</li> <li>▲ Have students recognize the importance of spacial relationships in writing (indentions, word spacing, paragraphs, etc.)</li> </ul>	<p><b>1.2 Uses knowledge of phonics and structural elements (e.g., syllables, basic prefixes, roots and suffixes) to decode unfamiliar words of one or more syllables in context to make meaning.</b></p> <ul style="list-style-type: none"> <li>▲ Incorporate the use of high/low books (high interest with low reading level) into subject area to encourage reading success</li> <li>▲ Use student textbooks for introduction of new vocabulary for comprehension</li> <li>▲ Teach division of syllables for pronunciation and use of dictionary to find appropriate meanings</li> <li>▲ Use word sorts incorporating word families* as groups</li> </ul>	<p><b>1.2 Uses knowledge of prefixes, suffixes, roots, or base words to determine the meaning of words in context and recognize and use inflectional endings such as s, es, ed, ing, ly, est, and er, understanding that meaning may change with ending.</b></p> <ul style="list-style-type: none"> <li>▲ Use word games to explore different meanings for words when prefixes and suffixes change</li> <li>▲ Have students sort words by prefixes and suffixes</li> <li>▲ Have students explore morphology* through dictionary use and origins of prefixes, suffixes and roots</li> </ul>

\* Glossary Term

## READING - 7-12

**1.0: Students know and use word analysis skills and strategies to comprehend new words encountered in text in English.**

<b>Non-English Proficient</b> Teacher Modeled Instruction	<b>Limited English Proficient</b> Teacher Guided Instruction	<b>Fully English Proficient</b> Independent with Teacher as Monitor
<p><b>1.3 Identifies simple prefixes, common suffixes, and abbreviated words in context.</b></p> <ul style="list-style-type: none"> <li>▲ Explain word parts in contextual use                             <ul style="list-style-type: none"> <li>• simple prefixes "re", "un", "non"</li> <li>• simple suffixes "-s", "-ed", "-ing"</li> <li>• simple abbreviations, dates, addresses, titles</li> </ul> </li> </ul>	<p><b>1.3 Identifies the meanings of simple prefixes, common suffixes, and abbreviated words in context and use context clues to determine word meanings.</b></p> <ul style="list-style-type: none"> <li>▲ Use "cloze"* type activities with word banks*</li> <li>▲ Read sentences before and after to determine word meaning</li> <li>▲ Reread sentence, leaving out that particular word to determine meaning</li> <li>▲ Incorporate the use of substitution drills* to increase vocabulary</li> <li>▲ Have students draw pictures to show comprehension of words</li> </ul>	<p><b>1.3 Uses dictionaries and glossaries to determine the meanings and other features of unknown words.</b></p> <ul style="list-style-type: none"> <li>▲ Teach use of dictionary and glossary through mistakes                              Example:                              If a student looks up the word "tomar" in a bilingual dictionary, it might give the word to "drink" when the necessary word would be "take" in the sentence "He needs to take the medicine." "Necesita tomar la medicina." The student would then translate the sentence to "He needs to drink the medicine."</li> <li>▲ Have students play word scavenger hunts* to locate information</li> <li>▲ Help students understand the differences between the connotation* and denotation* of words (homonyms and homographs)</li> </ul>

\* Glossary Term

## READING - 7-12

### 1.0: Students know and use word analysis skills and strategies to comprehend new words encountered in text in English.

<b>Non-English Proficient</b> Teacher Modeled Instruction	<b>Limited English Proficient</b> Teacher Guided Instruction	<b>Fully English Proficient</b> Independent with Teacher as Monitor
<p><b>1.4 Uses knowledge of simple spelling patterns (e.g., CVC = cat, CVCe = cake, CVVC = boat), blends, and digraphs when reading; apply basic knowledge of alphabetical order.</b></p> <ul style="list-style-type: none"> <li>▲ Have students list, group, and label words according to patterns</li> <li>▲ Have students alphabetize names, content vocabulary, etc.</li> <li>▲ Have students create word walls* according to patterns, blends</li> <li>▲ Have students do word hunts* for blends and spelling patterns</li> </ul>	<p><b>1.4 Identifies and uses knowledge of spelling patterns such as diphthongs and special vowel spellings when reading; apply knowledge of basic syllabication rules when reading (e.g., V/CV=su/per, VC/CV=sup/per).</b></p> <ul style="list-style-type: none"> <li>▲ Have students do word sorts* for more advanced spelling such as diphthongs and letter combinations</li> <li>▲ Use key words to introduce vowel sounds and word recognition</li> <li>▲ Have students create a personal "sound" dictionary</li> <li>▲ Incorporate use of computer-assisted programs such as "Living Books"* to increase spelling accuracy</li> </ul>	<p><b>1.4 Uses dictionaries and glossaries to determine the meanings and other features of unknown words.</b></p> <ul style="list-style-type: none"> <li>▲ Expand vocabulary through use of a thesaurus when writing</li> <li>▲ Introduce new words through "wacky" sentences or pneumatic devices</li> <li>▲ Retell story or sentence using different words (synonyms or antonyms)</li> <li>▲ Give students patterns to follow for word substitutions*                      Example:                      The girl is <u>pretty</u>.                      The boy is _____.                      The cat is _____.                      The lake is _____.</li> </ul>

\* Glossary Term

## READING - 7-12

**1.0: Students know and use word analysis skills and strategies to comprehend new words encountered in text in English.**

<b>Non-English Proficient</b> Teacher Modeled Instruction	<b>Limited English Proficient</b> Teacher Guided Instruction	<b>Fully English Proficient</b> Independent with Teacher as Monitor
<p><b>1.5 Identifies synonyms and antonyms in context.</b></p> <ul style="list-style-type: none"> <li>▲ Introduce opposites, similarities and contrasts</li> <li>▲ Incorporate the use of graphic organizers* to assist student's comprehension                             <ul style="list-style-type: none"> <li>• Venn Diagrams*</li> <li>• "T" Charts*</li> </ul> </li> </ul>	<p><b>1.5 Identifies and uses knowledge of synonyms, antonyms, homophones, and homographs to understand text.</b></p> <ul style="list-style-type: none"> <li>▲ Use textbooks to work with similarities and opposites in context across the curriculum</li> <li>▲ Use student's active vocabulary to build comprehension through related words and word families*</li> </ul>	<p><b>1.5 Uses knowledge of synonyms, antonyms, homophones, homonyms, and homographs to expand vocabulary.</b></p> <ul style="list-style-type: none"> <li>▲ Use text to reinforce meaning of homonyms, synonyms and antonyms</li> <li>▲ Poetry - whiteout words students will rewrite own "compare poems"*</li> <li>▲ Retell stories substituting synonyms and antonyms for original words</li> </ul>

DRAFT

\* Glossary Term

## READING - 7-12

**1.0: Students know and use word analysis skills and strategies to comprehend new words encountered in text.**

<b>Non-English Proficient</b> Teacher Modeled Instruction	<b>Limited English Proficient</b> Teacher Guided Instruction	<b>Fully English Proficient</b> Independent with Teacher as Monitor
<p><b>1.6 Develops and applies newly acquired vocabulary by using prior knowledge and context clues.</b></p> <ul style="list-style-type: none"> <li>▲ Create word banks* for students with necessary vocabulary</li> <li>▲ Have students read simple sentences and phrases to match definitions with words or pictures</li> <li>▲ Use patterned* text for familiarity</li> </ul>	<p><b>1.6 Applies newly acquired vocabulary with attention to specialized words common to content areas.</b></p> <ul style="list-style-type: none"> <li>▲ Teach multiple meanings for vocabulary</li> <li>▲ Create concept definition maps*</li> <li>▲ Isolate key words in student textbooks for practice</li> </ul>	<p><b>1.6 Applies newly acquired vocabulary with attention to specialized words common to content areas.</b></p> <ul style="list-style-type: none"> <li>▲ Practice applying key vocabulary words to other contexts</li> <li>▲ Use textbooks at grade level to explore new vocabulary</li> <li>▲ Incorporate vocabulary games and exercises into content-area assignments</li> </ul>

DRAFT

\* Glossary Term

## READING - 7-12

### 2.0: Students use reading process skills and strategies to build comprehension in English.

<b>Non-English Proficient</b> Teacher Modeled Instruction	<b>Limited English Proficient</b> Teacher Guided Instruction	<b>Fully English Proficient</b> Independent with Teacher as Monitor
<p><b>2.1 Uses, with teacher assistance, pre-reading strategies that aid comprehension such as accessing prior knowledge, predicting, previewing, and setting a purpose.</b></p> <ul style="list-style-type: none"> <li>▲ Provide activities that activate background knowledge*                             <ul style="list-style-type: none"> <li>• Realia (artifacts)*</li> <li>• Picture walks*</li> <li>• Book Looks*</li> </ul> </li> <li>▲ Set a purpose for reading and narrow the scope of reading</li> <li>▲ Have students highlight unfamiliar words</li> <li>▲ Show relationships of titles, pictures, graphics, etc. to meaning in the text</li> </ul>	<p><b>2.1 Identifies pre-reading strategies that aid comprehension such as accessing prior knowledge, predicting, previewing, drawing conclusions, locating known and unknown words, and setting a purpose.</b></p> <ul style="list-style-type: none"> <li>▲ Demonstrate skimming and scanning* text for important information</li> <li>▲ Use graphic organizers such as "mapping"*, "webbing"* or "T" charts* to sort out new information</li> <li>▲ Show relationships of titles, pictures, graphics, etc. to meaning in the text</li> </ul>	<p><b>2.1 Uses pre-reading strategies such as accessing prior knowledge (schema), predicting, previewing, and setting a purpose to make reasonable predictions and to improve comprehension.</b></p> <ul style="list-style-type: none"> <li>▲ Have students do a KWL chart* (What you <b>K</b>NOW, what you <b>W</b>ANT to know, and what you <b>L</b>EARNED) to access prior knowledge*</li> <li>▲ Set purpose for reading through reading guides*</li> <li>▲ Read a portion of a story or text and then ask students to predict what happens next</li> </ul>

\* Glossary Term

## READING - 7-12

**2.0: Students use reading process skills and strategies to build comprehension in English.**

<b>Non-English Proficient</b> Teacher Modeled Instruction	<b>Limited English Proficient</b> Teacher Guided Instruction	<b>Fully English Proficient</b> Independent with Teacher as Monitor
<p><b>2.2 Uses, with teacher assistance, the three-cueing systems (contextual, structural, and visual clues), self-monitoring, cross checking and self-correcting strategies such as rereading, substituting (replacing a known word), and reading on.</b></p> <ul style="list-style-type: none"> <li>▲ Semantic* - use illustrations and words to determine meaning of new words</li> <li>▲ Phonemic* - Use print visual to determine meaning, decoding (-ly for an adverb)</li> <li>▲ Syntactic* - Use sentence structure to determine meaning (-ing words are usually verbs or verbals used as nouns)                             <ul style="list-style-type: none"> <li>• Use cloze* activities with word banks* to ensure comprehension</li> </ul> </li> </ul>	<p><b>2.2 Identifies self-correcting strategies such as self-questioning, self-monitoring, cross-checking, reading ahead, and rereading.</b></p> <ul style="list-style-type: none"> <li>▲ Demonstrate "think aloud"* strategies for meaning                             <ul style="list-style-type: none"> <li>• Rereading</li> <li>• Context clues</li> <li>• Connect reading to life</li> </ul> </li> <li>▲ Use cooperative groups* for peer tutoring</li> <li>▲ Paired reading* groups in content areas</li> </ul>	<p><b>2.2 Uses self-correcting strategies such as self-questioning; reading ahead and then rereading a word, phrase or sentence, and rereading to gain meaning from text.</b></p> <ul style="list-style-type: none"> <li>▲ Demonstrate "think aloud"* strategies for meaning                             <ul style="list-style-type: none"> <li>• Rereading</li> <li>• Context clues</li> <li>• Connect reading to life</li> </ul> </li> <li>▲ Use cooperative groups* for peer tutoring</li> <li>▲ Provide practice and reinforce self-correction when reading aloud</li> </ul>

\* Glossary Term

## READING - 7-12

### 2.0: Students use reading process skills and strategies to build comprehension in English.

<b>Non-English Proficient</b> Teacher Modeled Instruction	<b>Limited English Proficient</b> Teacher Guided Instruction	<b>Fully English Proficient</b> Independent with Teacher as Monitor
<p><b>2.3 Demonstrates reading skills that contribute to comprehension including recalling details of the text while reading, drawing conclusions and distinguishing between realism and fantasy.</b></p> <ul style="list-style-type: none"> <li>▲ Have students use graphic organizers to determine important details for organization</li> <li>▲ Have students summarize materials by asking the question "Who did what when and where?"</li> <li>▲ Have students form opinions about conclusions and predictions</li> <li>▲ Have students draw pictures to demonstrate comprehension</li> </ul>	<p><b>2.3 Restates facts and details in order to recall the main idea of the text while reading.</b></p> <ul style="list-style-type: none"> <li>▲ Have students locate main ideas and then summarize the topic</li> <li>▲ Highlight topic sentences and all main ideas in paragraphs for texts or stories</li> <li>▲ Use outlines and graphic organizers to "summarize" the important facts</li> </ul>	<p><b>2.3 Recalls essential points in text while reading; make and revise predictions about coming information.</b></p> <ul style="list-style-type: none"> <li>▲ Have students locate main ideas and then summarize</li> <li>▲ Have students change an ending to a story or hypothesize in other content areas for new possibilities</li> <li>▲ Have students make inferences and draw conclusions.                             <ul style="list-style-type: none"> <li>• Newspaper articles</li> <li>• Short stories</li> <li>• Experiments</li> </ul> </li> </ul>

## READING - 7-12

**2.0: Students use reading process skills and strategies to build comprehension in English.**

<b>Non-English Proficient</b> Teacher Modeled Instruction	<b>Limited English Proficient</b> Teacher Guided Instruction	<b>Fully English Proficient</b> Independent with Teacher as Monitor
<p><b>2.4 Retells details of text including central ideas in English.</b></p> <ul style="list-style-type: none"> <li>▲ Use text structure to determine important facts to remember</li> <li>▲ Use the Model SQ3R*</li> <li>▲ Have students follow two and three step directions</li> <li>▲ Use graphic organizers such as Venn Diagrams,* mapping,* and webbing* to create visuals of central idea</li> </ul>	<p><b>2.4 Retells the main idea of text and form simple generalizations in English.</b></p> <ul style="list-style-type: none"> <li>▲ Have students recall the sequence of events using historical, literary or scientific content</li> <li>▲ Have students practice note-taking skills (teacher needs to model this activity)</li> <li>▲ Use news reports and current events in cooperative groups* to explore details and recall main ideas</li> <li>▲ Incorporate use of "skimming and scanning" * for information</li> </ul>	<p><b>2.4 Restates facts and details in text to share information, distinguishes main idea, and organizes ideas in English.</b></p> <ul style="list-style-type: none"> <li>▲ Have students prioritize information to learn outlining techniques and detailing</li> <li>▲ Have students complete "learning logs"* to remember details and facts</li> <li>▲ Have students take structured notes* (teacher provides outline for notes)</li> <li>▲ Have students practice outlining skills with graphic organizers*</li> </ul>

\* Glossary Term

## READING - 7-12

**3.0: Students read to comprehend, interpret, and evaluate literature from a variety of authors, cultures, and times.**

<b>Non-English Proficient</b> Teacher Modeled Instruction	<b>Limited English Proficient</b> Teacher Guided Instruction	<b>Fully English Proficient</b> Independent with Teacher as Monitor
<p><b>3.1 Identifies characters, setting and sequence of events in English.</b></p> <ul style="list-style-type: none"> <li>▲ Create time lines for stories, information in content areas</li> <li>▲ Use graphic organizers* such as Venn Diagrams,* mapping,* and webbing* to create visuals of central idea</li> <li>▲ Have students sequence pictures illustrating the story/text</li> <li>▲ Use a series of pictures or comic strips for students to sequence</li> <li>▲ Use videos of stories/events to make comprehensible input</li> <li>▲ Do author studies</li> </ul>	<p><b>3.1 Analyzes simple elements of a story such as settings, characters, and plot (e.g., restates the logical and sequential development of a story and generates alternative endings to stories) answering literal, inferential, and interpretive questions in English.</b></p> <ul style="list-style-type: none"> <li>▲ Hold literature circle* discussions/group discussions</li> <li>▲ Do story mapping*</li> <li>▲ Have students create character studies*</li> <li>▲ Have students use wordless books to generate new stories                             <ul style="list-style-type: none"> <li>• "Tuesday" by David Weisner</li> </ul> </li> </ul>	<p><b>3.1 Compares and contrasts plots, settings, and characters in a variety of works and by a variety of authors in English.</b></p> <ul style="list-style-type: none"> <li>▲ Have students do author or genre studies*</li> <li>▲ Do comparisons of characters from previously studied stories or events and the current reading</li> <li>▲ Activate prior knowledge about characters, plots, and settings for other familiar stories</li> <li>▲ Use graphic organizers* to discuss similarities and differences of characters/ events</li> </ul>

\* Glossary Term

## READING - 7-12

**3.0: Students read to comprehend, interpret, and evaluate literature from a variety of authors, cultures, and times.**

<b>Non-English Proficient</b> Teacher Modeled Instruction	<b>Limited English Proficient</b> Teacher Guided Instruction	<b>Fully English Proficient</b> Independent with Teacher as Monitor
<p><b>3.2 Listens to and reads stories from different cultures and eras in English.</b></p> <ul style="list-style-type: none"> <li>⤴ Have students match text to pictures from a story/event</li> <li>⤴ Provide a listening center with books on tape</li> <li>⤴ Provide books on CDs such as "Living Books"</li> </ul>	<p><b>3.2 Compares and contrasts stories from different cultures and eras in English.</b></p> <ul style="list-style-type: none"> <li>⤴ Introduce fairy tales/fables/folklore from various countries</li> <li>⤴ Use multi-cultural stories                             <ul style="list-style-type: none"> <li>• Children of the River - Vietnam</li> <li>• The Barrio - LA Hispanic</li> <li>• House on Mango Street - Sandra Cisneros</li> </ul> </li> <li>⤴ Make time for student to have Free Voluntary Reading* or Silent Sustained Reading</li> </ul>	<p><b>3.2 Compares and contrasts plots, settings, characters, and points of view in a variety of works and by a variety of authors from different cultures and times in English.</b></p> <ul style="list-style-type: none"> <li>⤴ Have students read multiple genres about the same subject                             <ul style="list-style-type: none"> <li>• Textbooks</li> <li>• Articles</li> <li>• Magazines</li> <li>• Internet sources</li> </ul> </li> <li>⤴ Use thematic units to do comparative studies about literature and historical events</li> </ul>

\* Glossary Term

## READING - 7-12

### 3.0: Students read to comprehend, interpret, and evaluate literature in English from a variety of authors, cultures and times

<b>Non-English Proficient</b> Teacher Modeled Instruction	<b>Limited English Proficient</b> Teacher Guided Instruction	<b>Fully English Proficient</b> Independent with Teacher as Monitor
<p><b>3.3 Reads and identifies poetry and prose in English</b></p> <ul style="list-style-type: none"> <li>⤴ Introduce examples of poetry and prose</li> <li>⤴ Model examples of poetry and prose in writing</li> <li>⤴ Use the Silent Sustained Reading* time to introduce more examples</li> <li>⤴ Read examples of each to students</li> <li>⤴ Model, show and compose poetry                             <ul style="list-style-type: none"> <li>• Cinquain*</li> <li>• Diamonte*</li> <li>• Haiku*</li> </ul> </li> <li>⤴ Help students select appropriate language level materials</li> </ul>	<p><b>3.3 Identifies and compares themes or messages in readings in English.</b></p> <ul style="list-style-type: none"> <li>⤴ Have students read different stories using the same theme such as growing up</li> <li>⤴ Have students create graphic organizers* to compare themes</li> <li>⤴ Use thematic units to introduce similarities and differences of cultures</li> <li>⤴ Help students select appropriate language level materials</li> </ul>	<p><b>3.3 Reads, listens to, and identifies a variety of genres such as stories, plays, poetry, and nonfiction selections in English.</b></p> <ul style="list-style-type: none"> <li>⤴ Have students read during a specific time (Silent Sustained Reading* or DEAR* - Drop Everything And Read)</li> <li>⤴ Introduce longer types of literature such as novels and chapter books and plays</li> <li>⤴ Read aloud stories and plays</li> <li>⤴ Help students select appropriate language level materials</li> </ul>

\* Glossary Term

## READING - 7-12

### 3.0: Students use reading process skills and strategies to build comprehension in English.

<b>Non-English Proficient</b> Teacher Modeled Instruction	<b>Limited English Proficient</b> Teacher Guided Instruction	<b>Fully English Proficient</b> Independent with Teacher as Monitor
<p><b>3.4 Identifies rhythm, rhyme, and alliteration in English.</b></p> <ul style="list-style-type: none"> <li>▲ Use poetry and nursery rhymes to introduce rhythm and rhyme</li> <li>▲ Use picture books to introduce repetition of sounds (Dr. Seuss)</li> <li>▲ Have students memorize and repeat                             <ul style="list-style-type: none"> <li>• Tongue Twisters</li> <li>• Songs</li> <li>• Chants</li> <li>• School Songs/Alma Mater</li> <li>• Cheers at Pep Rallies</li> </ul> </li> </ul>	<p><b>3.4 Compares rhythm, rhyme, and alliteration in poetry in English.</b></p> <ul style="list-style-type: none"> <li>▲ Introduce fairy tales/fables/folklore from various countries</li> <li>▲ Use current events and editorial cartoons</li> <li>▲ Introduce more Dr. Seuss stories with students reading them</li> </ul>	<p><b>3.4 Identifies simile, metaphor, onomatopoeia, and hyperbole</b></p> <ul style="list-style-type: none"> <li>▲ Introduce fairy tales/fables/folklore from various countries</li> <li>▲ Use current events and editorial cartoons</li> <li>▲ Introduce more Dr. Seuss stories with students reading them</li> <li>▲ Use application of process throughout all content areas</li> </ul>

DRAFT

## READING - 7-12

**4.0: Students read to comprehend, interpret, and evaluate literature in English from a variety of authors, cultures and times.**

<b>Non-English Proficient</b> Teacher Modeled Instruction	<b>Limited English Proficient</b> Teacher Guided Instruction	<b>Fully English Proficient</b> Independent with Teacher as Monitor
<p><b>4.1 Locates and uses title, pictures, and names of author and illustrator to obtain information in English.</b></p> <ul style="list-style-type: none"> <li>▲ Identify for students the names of the items (title, author, graphs, subtitles, etc.)</li> <li>▲ Incorporate the DRTA* method</li> <li>▲ Activate students' prior knowledge through pictures, time lines, "book looks"* , video clips</li> <li>▲ Have students predict what the story is about by using only the title, author, and pictures from the story/book</li> <li>▲ Introduce new vocabulary through the environment (place pictures and realia* throughout the room)</li> </ul>	<p><b>4.1 Locates table of contents, index, and chapter headings; interprets information from diagrams, charts, maps, graphs, and glossary in English.</b></p> <ul style="list-style-type: none"> <li>▲ Have students scan for main ideas in paragraphs and then summarize</li> <li>▲ Have students find topics and subtopics in text</li> <li>▲ Use graphics and charts to illustrate important information</li> <li>▲ Do the outlining of a chapter or story together as a class (teacher models and guides)</li> </ul>	<p><b>4.1 Distinguishes essential information from titles, tables of contents, chapter headings, glossaries, indexes, diagrams, charts, maps, and diagram/map keys to locate information in texts for specific purposes.</b></p> <ul style="list-style-type: none"> <li>▲ Have students do "chapter tours"*</li> <li>▲ Create "text scavenger hunts" *</li> <li>▲ Have students outline the information</li> <li>▲ Have students locate key words and phrases for an outline</li> </ul>

\* Glossary Term

## READING - 7-12

**4.0: Students read to comprehend, interpret, and evaluate informational texts in English for specific purposes.**

<b>Non-English Proficient</b> Teacher Modeled Instruction	<b>Limited English Proficient</b> Teacher Guided Instruction	<b>Fully English Proficient</b> Independent with Teacher as Monitor
<p><b>4.2 Identifies cause and effect and main ideas in English.</b></p> <ul style="list-style-type: none"> <li>▲ Have students implement graphic organizers</li> <li>▲ Have students take "structured notes" *</li> <li>▲ Have students practice answering the 5 W's</li> <li>▲ Select critical (essential) words, ideas, information and make these into vocabulary activities</li> </ul>	<p><b>4.2 Identifies and explains cause and effect, fact and opinion, and determines the main idea of a passage in English.</b></p> <ul style="list-style-type: none"> <li>▲ Have students sequence events and causes</li> <li>▲ Have students use graphic organizers</li> <li>▲ Ask students about feelings, opinions, and facts emphasizing the "Why" and "How"</li> <li>▲ Select critical (essential) words, ideas, information and make these into vocabulary activities</li> </ul>	<p><b>4.2 Distinguishes between cause and effect; fact and opinion; and main idea and supporting details in text in English.</b></p> <ul style="list-style-type: none"> <li>▲ Have students create story maps*</li> <li>▲ Have students write sentences showing cause and effect</li> <li>▲ Have students use "T" charts* to sort fact and opinion</li> <li>▲ Select critical (essential) words, ideas, information and make these into vocabulary activities</li> </ul>

\* Glossary Term

## READING - 7-12

### 4.0: Students read to comprehend, interpret, and evaluate informational texts in English for specific purposes.

<b>Non-English Proficient</b> Teacher Modeled Instruction	<b>Limited English Proficient</b> Teacher Guided Instruction	<b>Fully English Proficient</b> Independent with Teacher as Monitor
<p><b>4.3 Uses text to answer questions in English.</b></p> <ul style="list-style-type: none"> <li>⤴ Teacher provides questioning at the "recall" level</li> <li>⤴ Have students use the table of contents, glossary, and index to find information</li> <li>⤴ Provide students with "book scavenger hunts" * Example: Teacher makes a list of facts to find with visual hints to find them in the textbook</li> <li>⤴ Activate students' background knowledge through vocabulary presentations</li> <li>⤴ Map the information using visuals such as timelines, graphic organizers,* etc.</li> </ul>	<p><b>4.3 Asks questions to gain understanding of important information in a text in English.</b></p> <ul style="list-style-type: none"> <li>⤴ Differentiate levels of questions asked to students                             <ul style="list-style-type: none"> <li>• Literal, interpretive, inferential</li> <li>• Cause and effect</li> <li>• Compare and contrast content</li> <li>• KWL* Charts</li> </ul> </li> </ul>	<p><b>4.3 Asks questions and supports answers by connecting prior knowledge with literal and inferential information in text in English.</b></p> <ul style="list-style-type: none"> <li>⤴ Differentiate levels of questions                             <ul style="list-style-type: none"> <li>• Answer the "how" and "why"</li> </ul> </li> <li>⤴ Use higher level thinking questions (Synthesis, Evaluation, etc.)</li> </ul>

\* Glossary Term

## READING - 7-12

**4.0: Students read to comprehend, interpret, and evaluate informational texts in English for specific purposes.**

<b>Non-English Proficient</b> Teacher Modeled Instruction	<b>Limited English Proficient</b> Teacher Guided Instruction	<b>Fully English Proficient</b> Independent with Teacher as Monitor
<p><b>4.4 Reads and follows a simple direction to perform a task in English.</b></p> <ul style="list-style-type: none"> <li>▲ Have students do an art activity that illustrates comprehension of task</li> <li>▲ Use Total Physical Response* techniques to demonstrate task</li> <li>▲ Provide students with maps to follow simple directions</li> <li>▲ Hold scavenger hunts* with simple directions to achieve a specific goal</li> </ul>	<p><b>4.4 Reads and follows simple directions to perform a task in English.</b></p> <ul style="list-style-type: none"> <li>▲ Have students follow a recipe to make a simple food item</li> <li>▲ Hold scavenger hunts* with two-step directions to find objects or information</li> <li>▲ Have students draw a route on a map (maybe to their home) from written directions</li> <li>▲ Have students draw routes to different countries implementing world geography</li> </ul>	<p><b>4.4 Reads and follows three- and four-step directions to complete a simple task in English.</b></p> <ul style="list-style-type: none"> <li>▲ Have students follow a five (5) step or more recipe (maybe to make a cake or main dish)</li> <li>▲ Have students summarize the steps (or restate) for recipes or directions to their houses</li> <li>▲ Have students give the directions to peers and have peers draw the maps or make the recipes</li> </ul>

\* Glossary Term

## Writing - 7-12

**5.0: Students write a variety of texts that inform, persuade, describe, evaluate or tell a story in English, appropriate to purpose and audience.**

<b>Non-English Proficient</b> Teacher Modeled Instruction	<b>Limited English Proficient</b> Teacher Guided Instruction	<b>Fully English Proficient</b> Independent with Teacher as Monitor
<p><b>5.1 Uses a source a write a simple informative paper in English.</b></p> <ul style="list-style-type: none"> <li>▲ Have students complete different types of simple informational forms (job applications, etc.)</li> <li>▲ Have students explain how to make or do something such as write recipes, give directions</li> <li>▲ Have students interview classmates for basic information</li> <li>▲ Have students copy information about a subject from teacher's model</li> <li>▲ Have students do a report on their country using a single source of information (brochures, internet, or books)</li> <li>▲ Use the "Language Experience Approach" *</li> <li>▲ Dictate information</li> </ul>	<p><b>5.1 Uses two sources to write an informative paper in English.</b></p> <ul style="list-style-type: none"> <li>▲ Provide sources for information such as books, newspapers, magazines within the classroom to write on a specific subject</li> <li>▲ Have students go to the Internet for sources of information</li> <li>▲ Provide teacher-guided practice for writing four (4) paragraph essays                      Example: Seasons                      First paragraph - describe the four seasons                      Second paragraph - describe your favorite season and why                      Third paragraph - tell an experience or special memory during that season                      Fourth paragraph - Restate the first paragraph to conclude</li> <li>▲ Have students learn the parts of an essay (introduction, body, and conclusion) through teacher modeled activity</li> </ul>	<p><b>5.1 Uses at least three sources to write an informative paper in English.</b></p> <ul style="list-style-type: none"> <li>▲ Introduce organization of library                             <ul style="list-style-type: none"> <li>• Reference books</li> <li>• Internet resources</li> <li>• Magazines</li> <li>• Readers' Guide to Periodical Literature</li> </ul> </li> <li>▲ Have students interview experts in field to informational source</li> <li>▲ Guide students in use of direct quotes, fact, opinion</li> <li>▲ Instruct and model bibliography use and notation</li> <li>▲ Have students do self-editing</li> </ul>

\* Glossary Term

## Writing - 7-12

**5.0: Students write a variety of texts that inform, persuade, describe, evaluate or tell a story in English, appropriate to purpose and audience.**

<b>Non-English Proficient</b> Teacher Modeled Instruction	<b>Limited English Proficient</b> Teacher Guided Instruction	<b>Fully English Proficient</b> Independent with Teacher as Monitor
<p><b>5.2 Writes friendly notes in English.</b></p> <ul style="list-style-type: none"> <li>▲ Have students copy a dictated note to parents, teacher, etc. for holidays, thank-you notes</li> <li>▲ Create a writing sample on board or chart paper to guide student work</li> <li>▲ Provide students with a letter frame*</li> </ul>	<p><b>5.2 Writes friendly letters in English.</b></p> <ul style="list-style-type: none"> <li>▲ Have students write a letter to a pen pal in another school/state or classroom</li> <li>▲ Introduce use of computers for word processing</li> <li>▲ Have students write thank-you notes to speakers or school personnel for services provided (lunch room or custodial)</li> <li>▲ Have students e-mail letters to friends</li> </ul>	<p><b>5.2 Writes friendly letters, formal letters, thank-you letters, and invitations that address audience concerns, stated purpose, and context and that include the date, proper salutation, body, closing, signature; correctly addresses envelope in English.</b></p> <ul style="list-style-type: none"> <li>▲ Introduce parts of a friendly letter and have students write the following:                             <ul style="list-style-type: none"> <li>• Business letter about an issue of concern in their school, country or state</li> <li>• Letter to a congressman</li> <li>• Invitations for a speaker/artist to present to class</li> <li>• Requests for information at colleges, universities, etc.</li> <li>• Cover letter for a job</li> </ul> </li> <li>▲ Have students prepare a resume</li> <li>▲ Have students write for specific purposes with guidance; e.g. being absent, late, thank-you notes, short requests, informal letters</li> </ul>

\* Glossary Term

## Writing - 7-12

**5.0: Students write a variety of texts that inform, persuade, describe, evaluate or tell a story in English, appropriate to purpose and audience.**

<b>Non-English Proficient</b> Teacher Modeled Instruction	<b>Limited English Proficient</b> Teacher Guided Instruction	<b>Fully English Proficient</b> Independent with Teacher as Monitor
<p><b>5.3 Writes stories in English.</b></p> <ul style="list-style-type: none"> <li>⤴ Have students dictate to the teacher a story about a personal event/current event</li> <li>⤴ Have students write a daily journal entry of at least one sentence</li> <li>⤴ Have students write sentences about their own experiences</li> <li>⤴ Provide story frames and mapping for writing longer projects</li> <li>⤴ Copy selected information about subjects in content areas from teacher input</li> </ul>	<p><b>5.3 Writes stories and poems in English.</b></p> <ul style="list-style-type: none"> <li>⤴ Have students write a story from a given topic sentence provided by the teacher and students list five reasons</li> <li>⤴ Have students copy poems and determine the rhyming words</li> <li>⤴ Provide instruction on expository writing with an introduction, a body, and a conclusion</li> <li>⤴ Provide students with poem frames such as Haiku, Damonte, and Cinquain</li> <li>⤴ Have students write a journal entry with at least four sentences</li> <li>⤴ Have students write the conclusion to an open-ended story</li> <li>⤴ Have students write "found" poems or "me and we" poems*</li> </ul>	<p><b>5.3 Writes a personal narrative and/or fictional story that moves through a logical sequence of events, provides insight into why the incident is notable, and includes details to develop the plot in English.</b></p> <ul style="list-style-type: none"> <li>⤴ Have students write narrative pieces using conversation</li> <li>⤴ Have students write structured essays using models and types of writing styles through guided writing</li> <li>⤴ Have students write essays from writing prompts</li> </ul>

\* Glossary Term

## Writing - 7-12

**5.0: Students write a variety of texts that inform, persuade, describe, evaluate or tell a story in English, appropriate to purpose and audience.**

<b>Non-English Proficient</b> Teacher Modeled Instruction	<b>Limited English Proficient</b> Teacher Guided Instruction	<b>Fully English Proficient</b> Independent with Teacher as Monitor
<p><b>5.4 Writes responses to literature with teacher's help in English.</b></p> <ul style="list-style-type: none"> <li>▲ Have students write about their favorite character using a story frame *</li> <li>▲ Use the "tell - retell" method* where students dictate to teacher their response</li> <li>▲ Use the "shared writing"* response to literature</li> <li>▲ Have students use story maps* with pictures to write about literature (Students add a caption to the picture from the story)</li> </ul>	<p><b>5.4 Writes responses to literature in English.</b></p> <ul style="list-style-type: none"> <li>▲ Model written response to literature</li> <li>▲ Do a oral "think aloud"* with students reflecting and responding to passage</li> <li>▲ Have students summarize a story with teacher guidance</li> <li>▲ Have students use graphic organizers* to outline writing selection</li> <li>▲ Use story mapping* and outlining to organize paragraphs and details</li> </ul>	<p><b>5.4 Writes responses to literature and experiences, making connections with personal life when possible in English.</b></p> <ul style="list-style-type: none"> <li>▲ Use graphic organizers* to increase detailed responses to literature</li> <li>▲ Have students describe scenes and events (settings, rising and falling actions, climaxes)</li> <li>▲ Introduce writing using tone, voice and purpose</li> <li>▲ Have students write from points of view (1st person, 3rd person) and opinion about the literature</li> <li>▲ Have students learn to read between the lines about results or effects of the action in the literature using concrete examples from the text</li> </ul>

\* Glossary Term

## Writing - 7-12

**5.0: Students write a variety of texts that inform, persuade, describe, evaluate or tell a story in English, appropriate to purpose and audience.**

**Fully English Proficient**  
Independent with Teacher as Monitor

**5.5 Writes compositions that retell events of a story in sequence in English.**

- ▲ Model retelling what is important through events and transitions emphasizing the conclusion, moral, lesson or resolution to the story
- ▲ Have students write a narrative passage independently using the writing process\*
- ▲ Have students write essays from writing prompts
- ▲ Have students practice taking notes from class lectures to select main ideas, topics and important events
- ▲ Have students write compositions about content-related material (history, science, etc.)

DRAFT

## Writing - 7-12

**5.0: Students write a variety of texts that inform, persuade, describe, evaluate or tell a story in English, appropriate to purpose and audience.**

<p style="text-align: center;"><b>Non-English Proficient</b> Teacher Modeled Instruction</p>	<p style="text-align: center;"><b>Limited English Proficient</b> Teacher Guided Instruction</p>	<p style="text-align: center;"><b>Fully English Proficient</b> Independent with Teacher as Monitor</p>
<p><b>5.6 Writes short expository text that speculates on causes and effects and offers simple persuasive evidence in English.</b></p> <ul style="list-style-type: none"> <li>▲ Teach simple cause and effect using subjects such as tardiness, chewing gum in class, no homework, etc.</li> <li>▲ Teach sequencing of events and interruptions of these events</li> <li>▲ Do interactive writing* as a group teaching supporting evidence</li> </ul>	<p><b>5.6 Writes short expository text that proposes a solution to a problem and offers simple persuasive evidence in support of the solution in English.</b></p> <ul style="list-style-type: none"> <li>▲ Teach "if" clause to understand the consequences of actions and results of those actions</li> <li>▲ Bring in current events and model writing thought process through "think alouds"* showing pros and cons and disadvantages and advantages</li> </ul>	<p><b>5.6 Writes short expository text that proposes a solution to a problem and offers simple persuasive evidence in support of the solution in English.</b></p> <ul style="list-style-type: none"> <li>▲ Model how to support an opinion with facts and do interactive writing* as a group</li> <li>▲ Do a "four corners"* activity</li> <li>▲ Provide vocabulary necessary to write an argumentative essay</li> <li>▲ Model filling out a persuasive story frame* and have students do one independently</li> <li>▲ Practice persuasive letters by writing to the editor of local newspaper or school newspaper</li> </ul>

\* Glossary Term

## Writing - 7-12

**6.0: Students write with a clear focus and logical development, evaluation, revising, and editing for organizations, style, tone, and word choice.**

<b>Non-English Proficient</b> Teacher Modeled Instruction	<b>Limited English Proficient</b> Teacher Guided Instruction	<b>Fully English Proficient</b> Independent with Teacher as Monitor
<p><b>6.1. Generates and selects, with teacher assistance, ideas for writing from a variety of sources in English.</b></p> <ul style="list-style-type: none"> <li>▲ Provide background information for subject through picture books, realia, posters</li> <li>▲ Through graphic organizers* explore the words and connections to topics being discussed</li> <li>▲ Ask pertinent questions to activate background knowledge including the 5 W's*</li> <li>▲ Relate sources and ideas to students' own experiences (shopping, movies, music, etc.)</li> </ul>	<p><b>6.1 Generates possible ideas for future writing by recalling experiences, talking, drawing, brainstorming, reading a literary work and hearing stories in English.</b></p> <ul style="list-style-type: none"> <li>▲ Conduct group activities where students generate lists of related ideas or opinions</li> <li>▲ Offer students opportunities to explore many texts over the same topic</li> <li>▲ Conduct brainstorming* sessions as a group</li> <li>▲ Push students to produce more ideas than necessary (25 ideas rather than 10) to expand vocabulary and thought processes</li> </ul>	<p><b>6.1 Generates possible ideas for future writing through group activities such as brainstorming and discussions in English.</b></p> <ul style="list-style-type: none"> <li>▲ After reading two or more stories on the same topic, have students generate similarities, differences for writing</li> <li>▲ Conduct group brainstorming* activities using specific categories (characters, events, feelings, etc.)</li> <li>▲ Relate the writing to their own experiences through the writing process</li> <li>▲ In cooperative groups, students write a story/report using brainstorming* and group writing</li> </ul>

\* Glossary Term

## Writing - 7-12

**6.0: Students write with a clear focus and logical development, evaluation, revising, and editing for organization, style, tone, and word choice.**

<b>Non-English Proficient</b> Teacher Modeled Instruction	<b>Limited English Proficient</b> Teacher Guided Instruction	<b>Fully English Proficient</b> Independent with Teacher as Monitor
<p><b>6.2 Organizes and sequences ideas, with teacher assistance, through drawing and discussing in English.</b></p> <ul style="list-style-type: none"> <li>▲ Have students organize words according to category</li> <li>▲ Have students list, sort and group vocabulary across content areas</li> <li>▲ Have students do story/topic mapping*</li> <li>▲ Have students sequence events on timelines</li> <li>▲ Use the T-model* to help students generate ideas and organize them</li> </ul>	<p><b>6.2 Organizes ideas through activities such as listing, webbing, and clustering in English.</b></p> <ul style="list-style-type: none"> <li>▲ Demonstrate various types of graphic organizers* (See appendix)                             <ul style="list-style-type: none"> <li>• Idea generators</li> <li>• Comparisons/contrasts</li> <li>• Fact/opinion</li> <li>• Characters/setting</li> <li>• Problem/solution</li> <li>• Story mapping/webbing</li> </ul> </li> <li>▲ Use the table of contents, glossary, and index as examples of organization</li> </ul>	<p><b>6.2 Organizes ideas through activities such as sequencing and classifying in English.</b></p> <ul style="list-style-type: none"> <li>▲ Introduce outlining activities through main ideas and details</li> <li>▲ Use timelines to sequence events in literature or history</li> <li>▲ Have students classify ideas, characters, opinions, and other abstract ideas</li> <li>▲ Introduce use of transitional words to create strong sequential writing</li> <li>▲ Integrate use of introduction, body and conclusion in writing</li> <li>▲ Have students classify/ categorize objects, pictures, events using a Venn diagram*</li> </ul>

\* Glossary Term

## Writing - 7-12

**6.0: Students write with a clear focus and logical development, evaluation, revising, and editing for organizations, style, tone, and word choice**

<b>Non-English Proficient</b> Teacher Modeled Instruction	<b>Limited English Proficient</b> Teacher Guided Instruction	<b>Fully English Proficient</b> Independent with Teacher as Monitor
<p><b>6.3 Writes across the curriculum, with teacher assistance, stories and other compositions such as personal narratives, journal entries, friendly letters and poems in English.</b></p> <ul style="list-style-type: none"> <li>▲ Have students write a structured personal narrative (teacher provides frame with blanks for students to complete)*</li> <li>▲ Have students write simple sentences relating to content areas</li> <li>▲ Have students write a letter using a frame and word banks</li> <li>▲ Use the Language Experience Approach activities*</li> <li>▲ Have students write in a journal daily</li> </ul>	<p><b>6.3 Writes stories or other compositions such as personal narrative, poetry, and writing in content areas in English.</b></p> <ul style="list-style-type: none"> <li>▲ Have students write descriptions of characters, setting and events</li> <li>▲ Provide concrete examples and explanations to write about content areas</li> <li>▲ Have students write a personal narrative of no less than four (4) sentences</li> <li>▲ Have students write in a journal daily</li> </ul>	<p><b>6.3 Writes simple compositions that address a single topic and include supporting sentences that use concrete sensory details of people, places, things or experiences in English.</b></p> <ul style="list-style-type: none"> <li>▲ Provide a focus article for a composition</li> <li>▲ Guided structure* compositions about characters, setting, and events</li> <li>▲ Write a three paragraph composition using one specific topic</li> <li>▲ Provide instruction in using library resources to obtain information (encyclopedia, reference materials, internet, etc.)</li> </ul>

\* Glossary Term

## Writing - 7-12

**6.0: Students write with a clear focus and logical development, evaluation, revising, and editing for organization, style, tone, and word choice.**

<b>Non-English Proficient</b> Teacher Modeled Instruction	<b>Limited English Proficient</b> Teacher Guided Instruction	<b>Fully English Proficient</b> Independent with Teacher as Monitor
<p><b>6.4 Revises writing, with teacher assistance, to include details in English.</b></p> <ul style="list-style-type: none"> <li>▲ Models revisions in a short paragraph</li> <li>▲ Conduct brainstorming activities to generate details</li> <li>▲ Do interactive writing*</li> <li>▲ Peer editing with specific conventions targeted (punctuation, spelling, and capitalization)</li> <li>▲ Graphic organizers to have students generate at least three details</li> <li>▲ Use CLOZE activities with word banks to guide students' writing</li> </ul>	<p><b>6.4 Revises writing for detail and clarity in English.</b></p> <ul style="list-style-type: none"> <li>▲ Revise independent writing as a group to check for the following:                             <ul style="list-style-type: none"> <li>• Clarity - student reads aloud</li> <li>• Detail - 3 or 4 supporting sentences</li> <li>• Sequence - transitional words</li> <li>• Punctuation and capitalization</li> <li>• Spelling - doesn't impede meaning</li> </ul> </li> <li>▲ Use descriptive vocabulary and sentences appropriate for content areas and grade level</li> <li>▲ Provide picture prompts for writing activities</li> <li>▲ Provide opportunities for peer sharing such as the writer's workshop*</li> </ul>	<p><b>6.4 Revises drafts, using an established rubric, to improve the coherence and logical progression of ideas with attention to introductions, transitions and conclusions.</b></p> <ul style="list-style-type: none"> <li>▲ Group students into teams that review and revise writing according to a rubric</li> <li>▲ Use the writer's workshop techniques for peer editing</li> <li>▲ Develop student's use of idiomatic phrases* in writing</li> <li>▲ Introduce use of transitional words to create strong sequential writing</li> <li>▲ Integrate use of introduction, body and conclusion in writing</li> </ul>

\* Glossary Term

## Writing - 7-12

**6.0: Students write with a clear focus and logical development, evaluation, revising, and editing for organization, style, tone, and word choice.**

<b>Non-English Proficient</b> Teacher Modeled Instruction	<b>Limited English Proficient</b> Teacher Guided Instruction	<b>Fully English Proficient</b> Independent with Teacher as Monitor
<p><b>6.5 Edits, with teacher assistance, for correct word usage in English.</b></p> <ul style="list-style-type: none"> <li>▲ Introduce basic grammatical form                             <ul style="list-style-type: none"> <li>• Each form modeled by teacher</li> <li>• Working together, create sentences</li> <li>• Teacher and students record sentence independently</li> <li>• Together, class edits for group understanding</li> </ul> </li> <li>▲ Model writing activity using the "think aloud" method*</li> <li>▲ Edit using key words to express grammatical expressions (nouns, verbs, etc.)</li> <li>▲ Provide word banks and word walls to provide vocabulary necessary to complete task</li> <li>▲ Have students list, group and sort words according to grammatical groups (verbs, nouns, adverbs, etc.)</li> </ul>	<p><b>6.5 Edits, with teacher assistance, for correct word usage and conventions in English.</b></p> <ul style="list-style-type: none"> <li>▲ Promote vocabulary expansion by introducing synonyms and appropriate language for audience</li> <li>▲ Model standard English word order and punctuation</li> <li>▲ Have students practice subject and verb agreement including the following:                             <ul style="list-style-type: none"> <li>• 3rd person inflection* in present tense</li> <li>• Plural nouns and verbs</li> <li>• Singular nouns and verbs</li> <li>• Irregular verbs</li> </ul> </li> <li>▲ Introduce concept of abstract ideas</li> <li>▲ Select specific convention to concentrate for editing and building skills mastery (one convention at a time)</li> </ul>	<p><b>6.5 Edits for use of Standard English.</b></p> <ul style="list-style-type: none"> <li>▲ Model standard word order in complete sentences</li> <li>▲ Form collaborative writing groups to edit papers</li> <li>▲ Provide practice in consistent verb tense within a paper</li> <li>▲ Teach proof reading and editing including proofing marks</li> <li>▲ Model comprehensive and coherent paragraphs (show examples of good paragraphs and bad paragraphs and do rewrites)</li> <li>▲ Correct parts of speech usage, subject-verb agreement in student papers</li> <li>▲ Have students edit for basic conventions such as punctuation, capitalization, and spelling</li> </ul>

\* Glossary Term

## Writing - 7-12

**6.0: Students write with a clear focus and logical development, evaluation, revising, and editing for organization, style, tone, and word choice.**

<b>Non-English Proficient</b> Teacher Modeled Instruction	<b>Limited English Proficient</b> Teacher Guided Instruction	<b>Fully English Proficient</b> Independent with Teacher as Monitor
<p><b>6.6 Identifies an audience for writing in English.</b></p> <ul style="list-style-type: none"> <li>▲ Have students read different genres* to establish audiences                             <ul style="list-style-type: none"> <li>• Who is talking?</li> <li>• What is the character's point of view?</li> <li>• What is the character feeling?</li> </ul> </li> <li>▲ Read to students multiple versions of the same story (Cinderella from different countries)</li> <li>▲ Have students write notes, cards, holiday cards, or invitations to various audiences                             <ul style="list-style-type: none"> <li>• Friends</li> <li>• Parents</li> <li>• Teachers</li> <li>• Companies for information</li> </ul> </li> </ul>	<p><b>6.6 Produces writing for given audiences and purposes in English.</b></p> <ul style="list-style-type: none"> <li>▲ Read a story and have students rewrite it from a different point of view</li> <li>▲ Model paired-writing* from different points of view (e.g.; shoes and socks, horse and rider, students and teacher, dog and cat)</li> <li>▲ Have students work in cooperative groups* to write an exchange paper (students take turns writing)</li> <li>▲ Organize ideas by choosing a topic, establishing a purpose, determining audience, and publishing own writing</li> </ul>	<p><b>6.6 Produces writing with voice for given audiences in English.</b></p> <ul style="list-style-type: none"> <li>▲ Have students practice writing to various audiences                             <ul style="list-style-type: none"> <li>• Friends</li> <li>• Parents</li> <li>• Principal</li> <li>• President of United States</li> <li>• Newspaper editor</li> <li>• Employers</li> </ul> </li> <li>▲ Do paired writing*</li> <li>▲ Write a report from an outline and notes taken during a presentation by guest speakers</li> </ul>

\* Glossary Term

## Writing - 7-12

**6.0: Students write with a clear focus and logical development, evaluation, revising, and editing for organization, style, tone, and word choice.**

<b>Non-English Proficient</b> Teacher Modeled Instruction	<b>Limited English Proficient</b> Teacher Guided Instruction	<b>Fully English Proficient</b> Independent with Teacher as Monitor
<p><b>6.7 Reads and shares writing with others; responds, with teacher assistance, to the writing of others in English.</b></p> <ul style="list-style-type: none"> <li>▲ Introduce basic grammatical form                             <ul style="list-style-type: none"> <li>• Each form modeled by teacher</li> <li>• Working together, create sentences</li> <li>• Teacher and students record sentence independently</li> <li>• Together, class edits for group understanding</li> </ul> </li> <li>▲ Model writing activity using the "think aloud" method*</li> <li>▲ Edit using key words to express grammatical expressions (nouns, verbs, etc.)</li> <li>▲ Provide word banks* and word walls* to provide vocabulary necessary to complete task</li> <li>▲ Have students list, group and sort words according to grammatical groups (verbs, nouns, adverbs, etc.)</li> </ul>	<p><b>6.7 Shares writing with others and listens to responses in English.</b></p> <ul style="list-style-type: none"> <li>▲ Promote vocabulary expansion by introducing synonyms and appropriate language for audience</li> <li>▲ Model standard English word order and punctuation</li> <li>▲ Have students practice subject and verb agreement including the following:                             <ul style="list-style-type: none"> <li>• 3rd person inflection* in present tense</li> <li>• Plural nouns and verbs</li> <li>• Singular nouns and verbs</li> <li>• Irregular verbs</li> </ul> </li> <li>▲ Introduce concept of abstract ideas</li> <li>▲ Select specific convention to concentrate for editing and building skills mastery (one convention at a time)</li> </ul>	<p><b>6.7 Shares writing with others, listens to responses, and makes revisions to drafts based upon reader responses before publishing.</b></p> <ul style="list-style-type: none"> <li>▲ Model standard word order in complete sentences</li> <li>▲ Form collaborative writing groups to edit papers</li> <li>▲ Provide practice in consistent verb tense within a paper</li> <li>▲ Teach proof reading and editing including proofing marks</li> <li>▲ Model comprehensive and coherent paragraphs (show examples of good paragraphs and bad paragraphs and do rewrites)</li> <li>▲ Correct parts of speech usage, subject-verb agreement in student papers</li> <li>▲ Have students edit for basic conventions such as punctuation, capitalization, and spelling</li> </ul>

\* Glossary Term

## Writing - 7-12

### 7.0 Students write using standard English grammar, usage, punctuation, capitalization, and spelling.

<b>Non-English Proficient</b> Teacher Modeled Instruction	<b>Limited English Proficient</b> Teacher Guided Instruction	<b>Fully English Proficient</b> Independent with Teacher as Monitor
<p><b>7.1 Uses nouns, verbs, and pronouns in writing.</b></p> <ul style="list-style-type: none"> <li>▲ Use substitution drills* to practice noun and pronoun usage</li> <li>▲ Teach structure of sentence through function (part of speech) chart*</li> <li>▲ Manipulate words to form meaningful sentences</li> <li>▲ Model proper usage through repetitive text labeling words throughout exercise</li> <li>▲ Provide opportunities to describe concrete objects or pictures using pronouns (He - and point to the boy, she - and point to the girl)</li> </ul>	<p><b>7.1 Uses nouns, verbs, pronouns, adjectives, and adverbs in writing.</b></p> <ul style="list-style-type: none"> <li>▲ Teach structure of sentence through function (part of speech) chart*</li> <li>▲ Assign irregular verbs to be memorized in context</li> <li>▲ Teach third person present inflection (He eats, She eats, it works)</li> <li>▲ Use CLOZE* passages to change tenses in a paragraph.</li> <li>▲ Generate student responses of verbs i.e. Yesterday I _____. Tomorrow I wil_____.</li> <li>▲ Introduce syntax* involving direct and indirect objects and their pronouns</li> <li>▲ Introduce indefinite pronouns such as everybody, everyone, no one, all, etc.</li> </ul>	<p><b>7.1 Identifies and correctly uses subject/verb agreement and past, present, and future verb tenses in writing simple sentences.</b></p> <ul style="list-style-type: none"> <li>▲ Teach structure of sentence through function (part of speech) chart*</li> <li>▲ Help students identify correct use of indefinite pronouns in writing</li> <li>▲ Help students identify correct use of direct and indirect objects in writing</li> <li>▲ Use the students personal narratives to write and rewrite in the different tenses</li> <li>▲ Model writing in one tense by making mistakes in usage for students to recognize and correct</li> </ul>

\* Glossary Term

## Writing - 7-12

### 7.0 Students write using standard English grammar, usage, punctuation, capitalization, and spelling.

<b>Non-English Proficient</b> Teacher Modeled Instruction	<b>Limited English Proficient</b> Teacher Guided Instruction	<b>Fully English Proficient</b> Independent with Teacher as Monitor
<p><b>7.2 Writes complete sentences in English.</b></p> <ul style="list-style-type: none"> <li>▲ Use simple repetitive texts as models</li> <li>▲ Replicate a sentence from the book with an illustration</li> <li>▲ Have students change text using their own vocabulary</li> <li>▲ Work with questions and answering in complete sentences</li> <li>▲ Have students write sentences using personal information</li> </ul>	<p><b>7.2 Identifies complete and incomplete sentences in writing in English.</b></p> <ul style="list-style-type: none"> <li>▲ Have students write complete sentences that have been practiced orally</li> <li>▲ Teach and practice sentence combining activities to form compound and complex sentences</li> <li>▲ Have students find incomplete sentences in journals and correct them</li> <li>▲ Work in teams to identify and label complete and incomplete sentences</li> <li>▲ Work with more complex questions and answering in complete sentences</li> </ul>	<p><b>7.2 Demonstrates understanding of and writes complete declarative, interrogative, imperative, and exclamatory sentences in English.</b></p> <ul style="list-style-type: none"> <li>▲ Using journals, have students find examples of the four types of sentences. If they cannot find them, they must write an example of the missing type</li> <li>▲ Model the complex sentence structure and appropriate conjunctions</li> <li>▲ Teach and practice sentence combining activities including complex constructions</li> <li>▲ Have students correct essays for fragments and run-on sentences</li> </ul>

## Writing - 7-12

**7.0 Students write using standard English grammar, usage, punctuation, capitalization, and spelling.**

<b>Non-English Proficient</b> Teacher Modeled Instruction	<b>Limited English Proficient</b> Teacher Guided Instruction	<b>Fully English Proficient</b> Independent with Teacher as Monitor
<p><b>7.3 Uses end punctuation; identifies contractions and possessives in English.</b></p> <ul style="list-style-type: none"> <li>▲ Use simple puzzles to show how contractions are made</li> <li>▲ Teach punctuation for simple letter forms</li> <li>▲ Emphasize the use of punctuation for proper meaning and function</li> <li>▲ Illustrate the differences between possessives and prepositional phrases (<i>Mary's book and the book of Mary</i>)</li> </ul>	<p><b>7.3 Uses correct punctuation, contractions, possessives in sentences in English.</b></p> <ul style="list-style-type: none"> <li>▲ Teach punctuation of business letters</li> <li>▲ Practice use of possessives in English in a series</li> <li>▲ Use magazines and newspapers for students to find rules of punctuation (words in a series, quotation marks, book titles, song titles, appositives, end punctuation)</li> <li>▲ Have students generate sample sentences using correct punctuation from samples from magazines and newspapers</li> </ul>	<p><b>7.3 Uses internal and external punctuation correctly in English.</b></p> <ul style="list-style-type: none"> <li>▲ Have students write business letters using correct punctuation and titles for business forms</li> <li>▲ Have students write a narrative using quotation marks correctly</li> <li>▲ Have students do peer editing for correct punctuation in original essays</li> <li>▲ Give students essays with no punctuation and have them supply what is missing</li> <li>▲ Provide examples of misunderstanding text because of misuse of punctuation</li> </ul>

## Writing - 7-12

**7.0 Students write using standard English grammar, usage, punctuation, capitalization, and spelling.**

<b>Non-English Proficient</b> Teacher Modeled Instruction	<b>Limited English Proficient</b> Teacher Guided Instruction	<b>Fully English Proficient</b> Independent with Teacher as Monitor
<p><b>7.4 Capitalizes names, months, days of the week, and words at the beginning of sentences in English.</b></p> <ul style="list-style-type: none"> <li>▲ Model capitalization of names and the pronoun "I"</li> <li>▲ Model and give examples of common abbreviations and initials (Mr. and Mrs., Dr., St., Ave. etc.) by teaching how to address envelopes</li> <li>▲ Model and practice both abbreviations and capitalization of months, days, and holidays</li> <li>▲ Do interactive writing* to include capitalization examples</li> <li>▲ Emphasize the capitalization of the first word of a sentence</li> <li>▲ Have students write sentences using personal information practicing capitalization of names and places</li> </ul>	<p><b>7.4 Capitalizes first word of a sentence, proper nouns, and initials in English.</b></p> <ul style="list-style-type: none"> <li>▲ Teach and practice correct capitalization in a friendly letter</li> <li>▲ Model and give examples of common abbreviations and initials (Mr. and Mrs., Dr., St., Ave., etc.) by teaching how to address envelopes</li> <li>▲ Teach the capitalization of words in a title of a book or entries of a bibliography</li> <li>▲ Do interactive writing showing examples of capitalization for titles of songs, books, and television programs, and bibliographies</li> <li>▲ Make a notebook of nouns with pages for common and proper nouns, titles, proper adjectives, etc.</li> <li>▲ Teach abbreviations for states as used in the postal system (NV, OK, TX, CO, etc.)</li> </ul>	<p><b>7.4 Uses rules of capitalization in English.</b></p> <ul style="list-style-type: none"> <li>▲ Model and practice capitalization of proper nouns in subtitles, headings, charts, maps, and outlining</li> <li>▲ Have students edit papers for correct capitalization usage</li> <li>▲ Teach the capitalization of words in a title of a book or entries of a bibliography</li> </ul>

\* Glossary Term

## Writing - 7-12

### 7.0 Students write using standard English grammar, usage, punctuation, capitalization, and spelling.

<p style="text-align: center;"><b>Non-English Proficient</b> Teacher Modeled Instruction</p>	<p style="text-align: center;"><b>Limited English Proficient</b> Teacher Guided Instruction</p>	<p style="text-align: center;"><b>Fully English Proficient</b> Independent with Teacher as Monitor</p>
<p><b>7.5 Uses correct spelling of CVC (consonant-vowel-consonant) words and frequently used words (e.g., the, is, my) in English.</b></p> <ul style="list-style-type: none"> <li>▲ Build a word wall* with English sight words to be used during writing</li> <li>▲ Teach use of a dictionary or word list to find correct spelling of appropriate words</li> <li>▲ Hold students accountable for words previously introduced for spelling accuracy</li> <li>▲ Give spelling lists and tests that are related to the content area of study</li> </ul>	<p><b>7.5. Demonstrates conventional spelling in English.</b></p> <ul style="list-style-type: none"> <li>▲ Have students edit work using word walls* or personal word dictionaries</li> <li>▲ Teach spelling changes for word families and plurals</li> <li>▲ Teach use of a dictionary or word list to find correct spelling of appropriate words</li> <li>▲ Use homonyms to reinforce correct usage of difficult spelling words (their, there, they're)</li> </ul>	<p><b>7.5 Uses correct spelling of frequently used words in writing and containing affixes, contractions, compounds, and common homophones, (e.g., bear-bare) and words necessary to topic in English.</b></p> <ul style="list-style-type: none"> <li>▲ Have students edit independent writing for correct spelling using word walls* or personal word dictionaries</li> <li>▲ Teach use of a dictionary or word list to find correct spelling of appropriate words</li> <li>▲ Use homonyms to reinforce correct usage and meaning of difficult spelling words (capital, capitol)</li> </ul>

\* Glossary Term

## Listening and Speaking - 7-12

### 8.0 Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.

<b>Non-English Proficient</b> Teacher Modeled Instruction	<b>Limited English Proficient</b> Teacher Guided Instruction	<b>Fully English Proficient</b> Independent with Teacher as Monitor
<p><b>8.1 Identifies purposes for listening such as to obtain information, to solve problems, or for enjoyment in English.</b></p> <ul style="list-style-type: none"> <li>▲ Read simple English texts aloud to students for enjoyment</li> <li>▲ Teach students to follow simple directions and instructions in English (stand up, sit down, repeat, etc.)</li> <li>▲ Have students repeat words and phrases from picture prompts, visuals, realia*</li> <li>▲ Use TPR* (Total Physical Response) techniques to teach oral vocabulary and proper pronunciation of English words</li> <li>▲ Have students listen to books on tape and CDs of "Living Books" *</li> </ul>	<p><b>8.1 Determines the purpose(s) for listening, such as to obtain information, to solve problems, or for enjoyment in English.</b></p> <ul style="list-style-type: none"> <li>▲ Read simple English texts aloud to students for enjoyment</li> <li>▲ Teach students to follow more complicated directions and instructions in English (Turn to page 34 and copy the following sentences)</li> <li>▲ Have students listen to videos and tapes of stories, events in history or current events</li> <li>▲ Have students repeat sentences from picture prompts, visuals, realia</li> <li>▲ Have students read aloud and take notes for information</li> <li>▲ Have students listen for information and follow with a class discussion (teacher led)</li> </ul>	<p><b>8.1 Retells by paraphrasing and summarizing to explain what has been said by a speaker in English.</b></p> <ul style="list-style-type: none"> <li>▲ Read simple English texts aloud to students for enjoyment</li> <li>▲ Teach students to follow directions and instructions in English (play games that require use of instructions such as pictorial or categories)</li> <li>▲ Have students listen to videos and tapes of stories or events in history and summarize plots or events orally</li> <li>▲ Have students retell events or series of events from picture prompts, visuals, realia</li> <li>▲ Have students read aloud and take notes for information and do a "jigsaw*" of experts to share that information</li> </ul>

\* Glossary Term

## Listening and Speaking - 7-12

### 8.0 Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.

<b>Non-English Proficient</b> Teacher Modeled Instruction	<b>Limited English Proficient</b> Teacher Guided Instruction	<b>Fully English Proficient</b> Independent with Teacher as Monitor
<p><b>8.2 Attends and responds to presentations in English.</b></p> <ul style="list-style-type: none"> <li>▲ Prepare a check off list (rubric*) for a guide during a presentation for students to selectively listen</li> <li>▲ Model a skill, lab demonstration, or lecture and have students take notes (use the graphic organizer* called "Steps in a Process")</li> <li>▲ Use a lecture with missing words for students to listen for key vocabulary (CLOZE* activities)</li> <li>▲ Have students follow directions to complete a task such as draw a picture or do a graph</li> </ul>	<p><b>8.2 Attends and responds to public presentations and a variety of media in English.</b></p> <ul style="list-style-type: none"> <li>▲ Ask for homework assignments involving listening to or watching news on television in English with guided listening* activities (Who is the newscaster, what was the first story about, etc.)</li> <li>▲ Have guest speakers visit the class to provide career information or classroom connections and have students prepare and read questions to ask the guest</li> <li>▲ Have students engage in discussions after field trips, video presentations, or Internet searches</li> <li>▲ Provide opportunities for students to write and discuss personal journals or experiences</li> </ul>	<p><b>8.2 Listens to connect prior experiences, insights, and ideas to the message of a speaker to formulate thoughtful questions and statements in English.</b></p> <ul style="list-style-type: none"> <li>▲ Assign reports involving listening to or watching news on television in English with guided listening* activities (Who is the newscaster, what was the first story about, etc.) and have students respond in class about the current events</li> <li>▲ Hold a class debate about a recent event or problem in the school or community</li> <li>▲ Have students prepare interview questions to ask school personnel and then write a report that will be shared orally with the class</li> </ul>

\* Glossary Term

## Listening and Speaking - 7-12

### 8.0 Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.

<b>Non-English Proficient</b> Teacher Modeled Instruction	<b>Limited English Proficient</b> Teacher Guided Instruction	<b>Fully English Proficient</b> Independent with Teacher as Monitor
<p><b>8.3 Listens to a variety of dialects in English.</b></p> <ul style="list-style-type: none"> <li>▲ Provide students with a variety of accents and dialects to listen to in English through tapes, videos or guest speakers</li> <li>▲ Have student conduct peer interviews with other students either in other ESL classes or English only students</li> <li>▲ Read passages aloud to students from musical lyrics, environment print which use idiomatic phrases or misunderstood phrases through literal translations (puns or play on words)</li> <li>▲ Have students compile "idiom" notebooks (a piece of cake, really cool, knock it off , etc.)                             <ul style="list-style-type: none"> <li>• Use the book "Amelia Bedelia" who dresses a turkey, draws the curtains, etc.</li> </ul> </li> </ul>	<p><b>8.3 Distinguishes among different dialects in English.</b></p> <ul style="list-style-type: none"> <li>▲ Provide students with a variety of accents and dialects to listen to in English through tapes, videos or guest speakers and have students ask questions about specific words or phrases they didn't understand perhaps related to school functions (in PE students "dress out")</li> <li>▲ Have students listen to videos and tapes of stories or events in history using different accents or dialects in English (Martin Luther King, Jr.'s "I have a Dream" speech and Winston Churchill's "A Day to Be Remembered in Infamy" )</li> <li>▲ Collect different idiomatic phrases English Only students use in classes to teach to ESL students especially when they refer to culturally diverse situations</li> </ul>	<p><b>8.3 Identifies language and sayings that reflect regions and cultures in English.</b></p> <ul style="list-style-type: none"> <li>▲ Provide students with a variety of accents and dialects to listen to in English through tapes, videos or guest speakers and have students interact with speakers</li> <li>▲ Have students listen to videos and tapes of stories or events in history using different accents or dialects in English expanding variety of speakers</li> <li>▲ Have students practice idiomatic use of phrases in speeches by teacher questioning in journals or oral discussions</li> <li>▲ Collect different idiomatic phrases English Only students use in classes to teach to ESL students especially when they refer to culturally diverse situations</li> </ul>

## Listening and Speaking - 7-12

### 8.0 Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.

<b>Non-English Proficient</b> Teacher Modeled Instruction	<b>Limited English Proficient</b> Teacher Guided Instruction	<b>Fully English Proficient</b> Independent with Teacher as Monitor
<p><b>8.4 Follows simple directions to complete a task in English.</b></p> <ul style="list-style-type: none"> <li>▲ Provide students with a word wall* containing simple tasks and commands for classroom use</li> <li>▲ Use Total Physical Response (TPR)* to demonstrate requests and teach skills in English</li> <li>▲ Model a skill, lab demonstration, or lecture and have students follow simple oral instructions to do the task (Open your books, <i>teacher waits...</i> Get a piece of paper... <i>Teacher waits...</i> Draw a circle...etc.)</li> <li>▲ Have students follow directions to complete a task such as draw a picture or make a graph (Play Simon Says)</li> </ul>	<p><b>8.4 Follows two-step oral directions to complete a task in English.</b></p> <ul style="list-style-type: none"> <li>▲ Provide students with a sequence word list containing simple tasks and commands for classroom use</li> <li>▲ Use TPR* to demonstrate more complex tasks using two or more directions</li> <li>▲ Work on problem solving skills through classroom activities (When you are absent, what do you do?)</li> <li>▲ Have students give directions to other students to complete tasks during a game, writing activity, etc.</li> </ul>	<p><b>8.4 Follows three- and four-step directions in sequence to complete a simple task in English.</b></p> <ul style="list-style-type: none"> <li>▲ Provide students with a sequence word list containing rules for classroom use</li> <li>▲ Have students observe or pre-view an activity and have them repeat what happened in sequence</li> <li>▲ Have students work on problem solving skills that require more in-depth thinking skills (When you want to see the counselor to change a class, what are the steps?)</li> </ul>

\* Glossary Term

## Listening and Speaking - 7-12

### 9.0 Students speak in English using organization, style, tone, voice, and media aids appropriate to audience and purpose.

<b>Non-English Proficient</b> Teacher Modeled Instruction	<b>Limited English Proficient</b> Teacher Guided Instruction	<b>Fully English Proficient</b> Independent with Teacher as Monitor
<p><b>9.1 Uses varied vocabulary to communicate ideas in English.</b></p> <ul style="list-style-type: none"> <li>▲ Have students reword ideas using synonyms to express the same idea</li> <li>▲ Provide word walls* with appropriate vocabulary in thematic units or content areas</li> <li>▲ Use simple questioning techniques to expand vocabulary and comprehension in English for a variety of situations</li> <li>▲ Expand vocabulary through picture dictionary* and vocabulary activities, games and interaction between teacher and students</li> </ul>	<p><b>9.1 Selects and uses specific vocabulary to communicate ideas in English.</b></p> <ul style="list-style-type: none"> <li>▲ Create word walls* from students brainstorming synonyms for common words (pretty -beautiful, gorgeous, handsome, etc.)</li> <li>▲ Play word games that increase vocabulary and details in English (Toss the Ball*, Scattergories*, Pictionary*, Railroad Spelling*)</li> <li>▲ Guide students in answering specific questions about vocabulary in content areas. Work with differences in word meanings in content areas (e.g., Circle in math compared to a reading circle)</li> </ul>	<p><b>9.1 Uses specific vocabulary and applies Standard English to communicate ideas.</b></p> <ul style="list-style-type: none"> <li>▲ Have students use vocabulary from content areas to demonstrate comprehension of concepts</li> <li>▲ Have students create visuals to accompany written texts for oral presentations</li> <li>▲ Teach "jargon"* and "coined phrases"* for specific jobs or content areas (e.g., hard drives, software for computers, XEROX, Kleenex)</li> </ul>

\* Glossary Term

## Listening and Speaking - 7-12

### 9.0 Students speak in English using organization, style, tone, voice, and media aids appropriate to audience and purpose.

<b>Non-English Proficient</b> Teacher Modeled Instruction	<b>Limited English Proficient</b> Teacher Guided Instruction	<b>Fully English Proficient</b> Independent with Teacher as Monitor
<p><b>9.2 Speaks clearly at an understandable pace in English.</b></p> <ul style="list-style-type: none"> <li>▲ Ask students questions with one word responses referring to immediate environment</li> <li>▲ Use Total Physical Response (TPR) to demonstrate requests and teach skills in English</li> <li>▲ Have students do "pair-share" activities to practice conversational techniques in English</li> <li>▲ Have students read written word aloud working on phrasing and pronunciation</li> <li>▲ Have students ask each other questions (teacher may supply questions to solicit appropriate answers involving known vocabulary)</li> </ul>	<p><b>9.2 Speaks clearly at an understandable pace in English.</b></p> <ul style="list-style-type: none"> <li>▲ Guide students to respond appropriately using questioning techniques that involve more than recall (inference and summarizing)</li> <li>▲ Have students explain visuals involving appropriate content area (math equations, time lines, graphs, maps, etc.)</li> <li>▲ Have students read written word aloud working on phrasing and pronunciation or more advanced texts such as science or history texts</li> <li>▲ Have students do "pair-share" activities to practice more advanced conversational situations and discussions</li> </ul>	<p><b>9.2 Uses appropriate public speaking techniques such as volume control and eye contact.</b></p> <ul style="list-style-type: none"> <li>▲ Provide students opportunities to give oral reports about themselves, their country or current events</li> <li>▲ Hold group discussions where taking turns and volume creates a controlled atmosphere</li> <li>▲ Have students do "pair-share" activities to practice formal public speaking techniques in English</li> <li>▲ Have students read aloud working on fluency in more advanced texts</li> </ul>

## Listening and Speaking - 7-12

### 9.0 Students speak in English using organization, style, tone, voice, and media aids appropriate to audience and purpose.

<b>Non-English Proficient</b> Teacher Modeled Instruction	<b>Limited English Proficient</b> Teacher Guided Instruction	<b>Fully English Proficient</b> Independent with Teacher as Monitor
<p><b>9.3 Presents ideas and asks questions in English in small and large groups.</b></p> <ul style="list-style-type: none"> <li>▲ Model group interaction providing appropriate questions and responses for small and large groups</li> <li>▲ Provide prompts that encourage individual participation such as "My favorite childhood memory is.." My study place is..."</li> <li>▲ Use the 5W's* to solicit information in content areas</li> </ul>	<p><b>9.3 Makes oral presentations that maintain a clear focus in English.</b></p> <ul style="list-style-type: none"> <li>▲ Model the activity for students by writing an autobiographical piece about yourself on the board</li> <li>▲ Have students do presentations about their country, culture, or themselves using timelines or visuals</li> <li>▲ Provide students with a frame* or guide for oral presentations</li> <li>▲ Give expressions to use when speaking aloud such as "My idea is similar to _____'s..." "My idea dovetails with _____'s..."</li> </ul>	<p><b>9.3 Presents ideas and supporting details in a logical sequence with a beginning, middle, and ending in English.</b></p> <ul style="list-style-type: none"> <li>▲ Have students present orally what they have learned in another class (science, history, or math)</li> <li>▲ Have students do a "Power Point" presentation on the computer through an outline and the student expands on the outline orally</li> <li>▲ Provide students with opportunities to express ideas and information through bulletin boards or posters (maybe even a contest for the best ones)</li> <li>▲ Teacher models activity by using chapter books, media reports, current events</li> </ul>

\* Glossary Term

## Listening and Speaking - 7-12

### 9.0 Students speak in English using organization, style, tone, voice, and media aids appropriate to audience and purpose.

<b>Non-English Proficient</b> Teacher Modeled Instruction	<b>Limited English Proficient</b> Teacher Guided Instruction	<b>Fully English Proficient</b> Independent with Teacher as Monitor
<p><b>9.4 Recounts experiences and retells stories in sequence in English.</b></p> <ul style="list-style-type: none"> <li>▲ Begin class with consistent activities including the date, weather, current events and what happened yesterday</li> <li>▲ Model for the students how to share personal experiences with the class in a group (e.g., weekend activities, daily routines, family trips) and then have students participate</li> <li>▲ Use pictures and role-plays to help students tell and retell stories or events</li> </ul>	<p><b>9.4 Recounts experiences and tells stories that move through a logical sequence of events and include character and setting in English.</b></p> <ul style="list-style-type: none"> <li>▲ Work with students on sequencing events through time lines, picture walks*, and story lines</li> <li>▲ Do oral book reports (keeping text language level appropriate) including character studies, settings, and summarizing events in the story</li> <li>▲ Compare stories through characters, settings and events (similarities and contrasts) by utilizing the Story Comparison Frame.*</li> </ul>	<p><b>9.4 Reads aloud and recites prose and poetry with fluency, rhythm, pace, appropriate intonation, and vocal patterns in English.</b></p> <ul style="list-style-type: none"> <li>▲ Teach students songs and poetry in English and have them memorize them for fluency, rhythm, and pace</li> <li>▲ Demonstrate how the meaning changes when different intonation is used</li> <li>▲ Conduct a "reader's theatre"*</li> <li>▲ Utilize choral reading for fluency, rhythm and pace</li> </ul>

\* Glossary Term

## Listening and Speaking - 7-12

### 9.0 Students speak in English using organization, style, tone, voice, and media aids appropriate to audience and purpose.

<b>Non-English Proficient</b> Teacher Modeled Instruction	<b>Limited English Proficient</b> Teacher Guided Instruction	<b>Fully English Proficient</b> Independent with Teacher as Monitor
<p><b>9.5 Gives clear directions to complete a simple task in English.</b></p> <ul style="list-style-type: none"> <li>▲ Model use of simple directions and have directional vocab words (i.e., left, right, north, south, east, west) illustrated and displayed in the classroom</li> <li>▲ Practice with students the completion of task by following simple directions (teach how to fold a paper airplane, etc.)</li> <li>▲ Have students give directions for completing tasks such as drawing a picture or stacking blocks, etc.</li> <li>▲ Teach students how to organize their notebooks and daily journals</li> <li>▲ Teach use of personal organizers such as study guides, personal planners, learning logs*, daily journals, reading logs*, etc.</li> </ul>	<p><b>9.5 Gives clear directions to complete a simple task in English.</b></p> <ul style="list-style-type: none"> <li>▲ Model the activity for students by presenting a "how to" presentation with a visual or demonstration (make a peanut butter and jelly sandwich)</li> <li>▲ Have students present demonstrations on "how to" (e.g., ride a skateboard, play soccer, braid hair, etc.)</li> <li>▲ Facilitate process by providing students with appropriate frame* or guides to complete projects or directions</li> <li>▲ Have students give orally directions to their house, the cafeteria, gymnasium</li> <li>▲ Hold scavenger hunts with the students preparing the list to search for and hide the objects</li> </ul>	<p><b>9.5 Gives clear three- and four-step directions in sequence to complete a simple task in English.</b></p> <ul style="list-style-type: none"> <li>▲ Have students give directions without the use of visual aids</li> <li>▲ Have students follow a map as the teacher give directions to arrive at a specific destination</li> <li>▲ Have students work in pairs to complete more complex tasks including thinking skills and problem solving skills (connected to content areas)</li> <li>▲ Use graphic organizers* of problem solving and the scientific method* to follow 3 and 4 step directions</li> </ul>

\* Glossary Term

## Listening and Speaking - 7-12

### 10.0 Students participate in discussions to offer information, clarify ideas, and support a position in English.

<b>Non-English Proficient</b> Teacher Modeled Instruction	<b>Limited English Proficient</b> Teacher Guided Instruction	<b>Fully English Proficient</b> Independent with Teacher as Monitor
<p><b>10.1 Demonstrates turn-taking in conversations and group discussions in English.</b></p> <ul style="list-style-type: none"> <li>▲ Model classroom procedure and have students demonstrate comprehension of rules and procedures</li> <li>▲ Provide opportunities for students to discuss current events by bringing in newspaper articles, video clips, or items of interest</li> <li>▲ Play word board games in English (Scrabble, Ghosts, or Word Yahtzee, Anagrams)</li> </ul>	<p><b>10.1 Demonstrates turn-taking and eye contact in conversations and group discussions in English.</b></p> <ul style="list-style-type: none"> <li>▲ Explain cultural differences in non-verbal behavior and eye contact in English</li> <li>▲ Hold simple debates and speeches in class for students to practice listening skills using current events and issues pertinent to ESL students</li> <li>▲ Provide group discussion time after presentations or field trips (refer to specific events)</li> </ul>	<p><b>10.1 Speaks and listens attentively in conversations and group discussions, comparing points of view other than one's own in English.</b></p> <ul style="list-style-type: none"> <li>▲ Provide opportunities for discussions in small groups with general topics such as "importance of going to school" or "participating in school activities"</li> <li>▲ Discuss literary and historical events and compare the problems and solutions (Julius Caesar, the Shakespearean play, and the historical events during the Roman Empire)</li> </ul>

## Listening and Speaking - 7-12

### 10.0 Students participate in discussions to offer information, clarify ideas, and support a position in English.

<b>Non-English Proficient</b> Teacher Modeled Instruction	<b>Limited English Proficient</b> Teacher Guided Instruction	<b>Fully English Proficient</b> Independent with Teacher as Monitor
<p><b>10.2 Asks and answers questions to gather and provide information in English.</b></p> <ul style="list-style-type: none"> <li>▲ Lead discussions on questions that of personal relevance to the students (about their country, customs, etc.)</li> <li>▲ Have students do key word searches on the Internet or an electronic encyclopedia</li> <li>▲ Bring in special speakers about topic related to culture or content area</li> <li>▲ Have students interview each other about vacations, interests, countries, etc.</li> </ul>	<p><b>10.2 Asks and answers questions to gather and provide information in English.</b></p> <ul style="list-style-type: none"> <li>▲ Provide copies of school handbooks and provide forum for questions and answers about policies and procedures</li> <li>▲ Bring in special speakers about topic related to culture or content area</li> <li>▲ Go to the library to find information using the Internet, electronic encyclopedias, and other sources</li> <li>▲ Hold a discussion about a particular topic using the "popcorn" technique* for student answers (the student speaking chooses the next speaker)</li> </ul>	<p><b>10.2 Asks pertinent questions; responds to questions with relevant details in English.</b></p> <ul style="list-style-type: none"> <li>▲ Put students in cooperative groups and assign a task to report to the class rotating tasks within the group (Recorder, Time Keeper, Presenter, Facilitator)</li> <li>▲ Bring in special speakers about topic related to culture or content area</li> <li>▲ Have students find an "expert " to get an answer for a particular subject (i.e., a veterinarian to answer questions about pets)</li> <li>▲ Use the "numbered heads together" strategy to include all students in a cooperative group</li> </ul>

\* Glossary Term

## Listening and Speaking - 7-12

### 10.0 Students participate in discussions to offer information, clarify ideas, and support a position in English.

<b>Non-English Proficient</b> Teacher Modeled Instruction	<b>Limited English Proficient</b> Teacher Guided Instruction	<b>Fully English Proficient</b> Independent with Teacher as Monitor
<p><b>10.3 Shares ideas and information in small groups in English.</b></p> <ul style="list-style-type: none"> <li>▲ Model response and group skills (classroom appropriate behavior for task)</li> <li>▲ Do "Think, Pair, Shares."*</li> <li>▲ Have students share customs from their culture</li> <li>▲ Do a comparison of the educational systems of their country to the United States</li> <li>▲ Have students demonstrate skills that they feel confident to share (e.g., soccer, cricket, how to use chopsticks, etc.)</li> </ul>	<p><b>10.3 Presents ideas and information in groups in English.</b></p> <ul style="list-style-type: none"> <li>▲ Model group roles - "Reporter, Spokesperson, group leader, etc."</li> <li>▲ Have students do oral reports on personal information or Internet searches</li> <li>▲ Provide information on pertinent content areas (history, science, etc.) for students to present in subtopic areas</li> <li>▲ Jigsaw* the information found in the individual reports and share them with a group at a time (not the whole group)</li> </ul>	<p><b>10.3 Shares ideas and information to complete a task in English.</b></p> <ul style="list-style-type: none"> <li>▲ Provide opportunities for discussions in small groups with general topics such as "importance of going to school" or "participating in school activities" that leads to an oral report to the large group</li> <li>▲ Teach students the structures for successful science reports, term papers, or resumes</li> <li>▲ Provide opportunities for student-led and student-generated general topics for discussion</li> </ul>

\* Glossary Term

# Glossary



World-Class School District

# Glossary

## Author Study

An author study involves reading and discussing good literature and how it can be used in the writing process.

### Guiding Questions:

- 1) What are some ways that authors might get ideas for the themes, characters, settings, in their books?
- 2) How do you come up with ideas for writing a story?
- 3) If the author could come to visit, what would the students ask?

## Anticipatory Guide

To introduce a new chapter in an expository text an Anticipatory Guide is a good tool to assess students' prior knowledge of the topic to be introduced. This can be in the format of a true-false text or using a scale of 1-5 that requires students to rate statements on a scale of disagreeing strongly to agreeing strongly.

## Book Looks

To create an interest in a particular subject, a teacher would gather books from the library that pertain to that subject area. On the first day of the lesson, these books would be at various tables to students to peruse and study. The pictures and text in the books would establish background knowledge for the upcoming lesson.

## Book Walk

To introduce a new book to students in a Guided Reading group, the teacher "walks" the students through the book pointing out key ideas and concepts. The teacher draws upon the students' prior knowledge and experiences. The teacher may also introduce new vocabulary that may be challenging for the students.

# Glossary

## Textbook Organization Worksheet

The following worksheet may be used to evaluate the organization of a particular textbook. Clarification of the book's organization helps students to distinguish purposes and main ideas and to comprehend the information while reading (REFERENCE).

TEXT BOOK REVIEW for

\_\_\_\_\_   
 (name of book)

### TABLE OF CONTENTS:

How are the chapters arranged?

- sequentially
- chronologically
- topically
- other \_\_\_\_\_

### CHAPTER / UNIT SUMMARY:

Write a one-sentence summary of each chapter and/or unit.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

# Glossary

## STUDY AIDS:

What study aids are found in the book? In each chapter?

In the Book

- \_\_\_\_\_ glossary
- \_\_\_\_\_ bibliography
- \_\_\_\_\_ appendices
- \_\_\_\_\_ other \_\_\_\_\_

In the Chapters

- \_\_\_\_\_ lists of objectives
- \_\_\_\_\_ introductions
- \_\_\_\_\_ headings
- \_\_\_\_\_ subheadings
- \_\_\_\_\_ summaries
- \_\_\_\_\_ suggested readings
- \_\_\_\_\_ review questions
- \_\_\_\_\_ discussion questions
- \_\_\_\_\_ vocabulary lists
- \_\_\_\_\_ bold or italics vocabulary
- \_\_\_\_\_ tables
- \_\_\_\_\_ graphs or charts
- \_\_\_\_\_ photographs
- \_\_\_\_\_ figures
- \_\_\_\_\_ other \_\_\_\_\_

## VISUAL AIDS:

What function(s) do the visual aids serve?

- \_\_\_\_\_ create interest in the subject
- \_\_\_\_\_ summarize information
- \_\_\_\_\_ illustrate key ideas
- \_\_\_\_\_ present new information
- \_\_\_\_\_ other \_\_\_\_\_

# Glossary

## SUPPLEMENTAL MATERIAL:

Which supplemental materials are available for the book?

- student workbook
- instructor's manual
- lab manual
- audio cassettes
- slides
- movies
- other \_\_\_\_\_

### Chapter Books

Books that offer easy to read segments that have a title and specific focus.

### Chapter Tours

A guided reading and thinking activity in which the teacher "sets" (uses, explains, pronounces) vocabulary from the chapter and discusses the contents of the chapter before the student reads it. This chapter tour prepares students for what they will encounter in their own reading. It helps the students to construct meaning from print and become more efficient readers.

### Character Study

This strategy allows students to develop the specific characteristics of a character in a story or novel. A graphic organizer outlining the traits of the character is helpful to guide the students to include pertinent information. Comparisons of character in the same book or a previously reviewed book/story is also helpful with this strategy.

# Glossary

## Choral Reading

This is a technique that may be used as a small group or whole group and works best with poetry and refrains. It can be varied by alternating boys and girls or by rows or tables. Children enjoy choral reading and it does give them fluency practice.

## Cinquain

A short five-line poetic form that expresses a brief thought or statement. The first line has two (2) syllables, the second line has four (4) syllables, the third line has six (6) syllables, the fourth line has eight (8) syllables, and the final line has two (2) syllables.

Cinquain guidelines:

- Write about a noun: poems should be about something concrete
- Don't try to make each line express a complete thought
- Each line should flow into the next
- Focus on using nouns and verbs
- The poem should build toward a climax with the last line serving as some sort of conclusion

Examples:

### School

Students

Working, thinking

Getting ready for tests

Trying so hard to get good grades

**Success!**

### Basketball Fun

Game time

Shooting, scoring

Twenty more seconds left

Catch the ball, run fast and slam-dunk

Victory!

# Glossary

## CLOZE Activity

An activity in which children supply a single missing word in the middle or end of a sentence. Usually the omitted word can be predicted by the recurring rhyming pattern and/or by supplying the initial consonant sound. Examples: The cat sat on the \_\_\_\_\_. (mat) The cat sat on the m\_\_\_\_. (mat)

## Coined Phrases

Common words or phrases that have been appropriated as private property. These words are often given trademark status and registered with the government. Examples include the following: Kleenex tissues, Xerox copiers, Coca Cola soft drinks (COKE)

## Diamonte

A shape poem in the form of a diamond. The diamonte is easy to write. The purpose is to go from the subject at the top of the diamond to another totally different (and sometimes opposite) subject at the bottom.

Line 1: One noun (subject #1)

Line 2: Two Adjectives (describing subject #1)

Line 3: Three -ing words (participles telling about subject #1)

Line 4: Four nouns about the subject (first two related to subject #1; second two related to subject #2)

Line 5: Three -ing words (participles telling about subject #2)

Line 6: Two adjectives (describing subject #2)

Line 7: One noun (subject #2 - antonym for subject #1)

Summer  
Hot, busy  
Running, shopping, playing  
Sport, sun, snowmen, school  
Freezing snowing, sleeping  
Cold, boring  
Winter

## Glossary

Night

Dark, black

Sleeping, yawning, resting

Moon, stars, sun, rays

Moving, playing, warming

Light, sunny

Day

War

Pain, violence

Hating, suffering, fighting

Death, departure, friendship, merry

Loving, caring, sharing

Calm, happy

Peace

### **DEAR (Drop Everything and Read)**

A regularly scheduled uninterrupted reading time for both students and teachers. D.E.A.R. supplements the regular reading program by encouraging independent reading and accommodating a variety of student interests and ability levels.

### **DRTA (Directed Reading Thinking Activity)**

Directed Reading Thinking Activity - This strategy is used to help students determine the reason/purpose for reading, use prediction when reading text and make decisions based on their readings.

1. The teacher directs students to read the title, use picture clues or past experience and brainstorm.
2. After reading, the students are asked if their predictions were confirmed, rejected, or modified.
3. This strategy encourages students to think about their reading and verbally express these thoughts.
4. Make sure that students understand that a good response is based on using the evidence from the reading passage, not whether they are "right" or "wrong."

## Glossary

### Five W/'s

Who?, (did) What?, When?, Where?, Why? and How? are the key terms for questioning strategies to find out information.

1. Who is the story about?
2. What happened in the story?
3. Where did it take place?
4. When did it take place?
5. Why is this important?
6. How did it happen?

### Found Poems

Students find a sentences they like in different sources, such as a magazine, novel, history book, newspaper, etc. They only use one sentence from each source, cut it out or write it, and then put the sentences together to make a poem.

### Four Corners Activity

The teacher picks a topic, i.e. shoes, and has students go to one designated corner of the room. For example, students who best see themselves as a high heeled shoe go to this corner, those that are a hiking boot go to that other corner, those that are a sandal go to this corner and those that are a sneaker go to this other corner. The four groups each discuss why they feel that shoe best describes them and then one from each group reports to the whole class about their findings. This activity is best used with controversial subjects or ones of particular interest for students.

### Frames

Structure is provided to the student for their use in writing: sentence frames, paragraph frames, story frames, poetry frames, comic strip frames, etc. Frames provide a structure to help students see the relationships between words and ideas. They are used as an aid for retelling and as a planning tool for writing. Story frames can be developed in several formats such as pre-

printed worksheets, stair steps, or pictorial representations.

Frame Examples:

A Fairy Tale Frame as a way for students to remember the key information.

- The problem in the story was.....
- It started when.....
- After that.....
- Then.....
- The problem is solved when.....
- The story ends.....

### Free Voluntary Reading (FVR)

This is reading where students are free to choose the materials they want to read. And it is voluntary reading; students choose to or not to report in class on the reading they have done.

This is Sustained Silent Reading in its purest form. No requirements, no book reports, no journal entries, no chapter questions, no required home reading. It is a chance for students to read with no strings attached.

### Function Chart (Parts of Speech)

This is a sentence patterning structure to teach sentence formation, sentence expansion, subject/predicate; subject/verb agreement, verb tense, singular/plural; and descriptive writing. Students generate vocabulary in a brainstorming session under each of the identified columns. Each column is color-coded to help students remember the part of speech being used. The function of the chart is modeled by the teacher to create sentences and paragraphs.

<u>Adjectives</u>	<u>Nouns</u>	<u>Verbs</u>	<u>Adverbs</u>	<u>Prepositional Phrases</u>
Hungry	peasants	traveled	quickly	down the road
Weary	workers	worked	hard	in the fields
Tired	farmers	rested	calmly	at night

# Glossary

## **Genre**

A category of artistic, musical, or literary composition characterized by a style, form, or content.

## **Graphic Organizers**

Visual images used to organize information. (See appendix for examples)

## **Guided Reading**

Teacher introduces a book to a small group of children that is at their instructional level. As the children read the book independently, the teacher works with individuals in the group. After the children are finished reading, she may select one or two teaching points to present to the group. Guided reading promotes reading strategies, increases comprehension, encourages independent reading and helps students develop a belief in their own ability.

## **Guided Structure Compositions**

The teacher creates a writing frame that consists of a skeleton outline to scaffold students' non-fiction writing. The skeleton framework consists of different key words or phrases, according to the particular generic form. The template of starters, connectives and sentence modifiers which constitute a writing frame gives students a structure within which they can concentrate on communicating what they want to say while scaffolding them in the use of a particular generic form. The use of a frame should always begin with discussion and teacher modeling before moving on to joint construction (teacher and students together) and then to the student undertaking writing supported by the frame.

## **Haiku**

A form of poetry consisting of three lines having 5 - 7- 5 sound syllables in that order. The subject is usually concrete: something we can see, smell, touch, or feel. The reader tries to see if they can draw a picture, at least in their minds, as a result of reading each line.

## Haiku (cont.)

### Civil War

Brutal battle fought  
North against South divided  
Union victory

## High Frequency Words

High frequency words are words that appear most often in printed material. To teach high-frequency words,

- Have students create rebus sentences, using high-frequency words such as the, is, and in.
- Write high-frequency words on cards and have students form sentences using a pocket chart
- Have students keep lists of words they can read and write. When they have trouble with a word, they can refer to their notebooks.
- Point out similarities between new words and those students can already decode.

## Idioms

An expression conforming or appropriate to the peculiar structural form of a language; in extended use, an expression sanctioned by usage, having a sense peculiar to itself and not agreeing with the logical sense of its structural form; the term "red herring," an idiom meaning "false trail;" is used of something which is neither red nor a herring.

1. He was all ears when his boss talked. (listening carefully)
2. He is a chip off the old block. (like his father)
3. He is thick in the head. (stupid)
4. The bank robbers were armed to the teeth. (heavily armed)
5. His comments threw a wet blanket on the discussion. (discouraged)

## Inflections

English uses grammatical inflections (morphemes) to provide different kinds of grammatical information on the major word classes - nouns, verbs, adjectives, and adverbs. English uses the grammatical morphemes to mark case, number and gender. (This is John's book. He owns several rare books. Adrenne Rich hates being called a poetess.) In verbs, inflections mark

## Glossary

tense, aspect, voice, modality and mood. (Liz walked with her sister. Liz has helped her often. Liz was pleased by her cleverness. Liz must be smarter than Dad. God bless this ship and all who sail in her.) In adjectives and adverbs, inflections are used to mark grammatical function and comparison (degree). (Ingenious Liz can do this easily. Liz is smarter than her father. She learns faster than he does.)

### Interactive Writing

Interactive writing is an element of a balanced language program that also includes reading aloud, shared reading, guided reading, model writing and independent reading and writing. During interactive writing, the teacher and class or small group work together to create written text. The group agrees on what to write through discussion and negotiation. In order to produce the written words, the students articulate the sounds with the teacher and then write the letters and chunks of words that they hear. The teacher may fill in parts of words or whole words, depending upon the group's stage of writing development. Interactive writing is used for creating stories, writing poems, the retelling of favorite literature, recipes, directions and lists. The pieces created by the students become a part of the classroom environment and are used for reading and rereading. The class may use the pieces for shared reading or may enjoy reading some independently.

### Jargon

Vocabulary used by a special group or occupational class, usually only partially understood by outsiders. The special vocabularies of medicine, law, banking, science and technology, education, military affairs, sports, and the entertainment world all fall under the heading of jargon. Examples of occupational jargon include such formal technical expressions as periorbital hematoma (black eye, to the layperson), in medicine, and escrow and discount rate, in finance, and informal terms such as licorice stick (clarinet, among jazz musicians). Cant, sometimes defined as a false or insincere language, also (like argot) refers to the jargon and slang used by thieves and beggars and the underworld. Colorful terms and phrases such as mug (either a police photograph or to attack a victim), payola (graft or blackmail), hooker (prostitute), and to rub out or to blow away (to kill) are examples of cant that eventually became commonly known to, and adopted as slang by society in general.

## Glossary

### Jigsaw

Jigsaw was originally developed by Elliot Aronson (1978). It has since been adapted by a number of researchers and practitioners in a variety of ways. Essentially, it is a cooperative learning lesson design that takes the place of a lecture. Each student within a team has a piece of the information to be learned by all students and each student is responsible for teaching their section to the other students on the team. When all the pieces are put together, the students should have the whole picture - hence the name, Jigsaw. Teaching each other helps students to understand the material in a way that's far deeper than when they listen to the teacher explain it or when they simply discuss it.

Procedure:

Teams of four students are numbered off within teams, so the following steps reflect that.

- Divide the material need to cover a topic into four roughly equal parts.
- Assign a different topic to each team member.
- Develop and assign homework questions or essays over the material. These should probably be turned in for points or a grade.
- Students consult with experts from other teams.

When student arrive in class, they turn in their homework and then meet in expert groups. If it is asked to read a chapter and write a summary, then this would be the instruction for the group:

- Introduce yourselves to the other expert group members.
- Discuss the reading with the group, coming to consensus on the main points to be taught to teammates. Everyone should participate.
- Try to think of at least two examples from your personal experiences to illustrate the main point(s).
- Plan how to check teammates for understanding without asking "Do you understand?"
- Thank your expert group members for their help.

If it is asked to focus on specific questions for homework, then the instructions might be the following:

- Introduce yourselves.
- Take turns leading the discussion to compare your responses to the questions. Try to come to

## Glossary

### Jigsaw (cont.)

consensus on the most important points. If there are things you can't agree on, make note of them to share with your teammates. Also, note any interesting or useful examples from any of the expert group members. Check for understanding before moving on to the next question.

- Plan a strategy for teaching teammates in the limited amount of time that is allotted.
- Thank the group member for their help.

Other ideas that might be added to the instruction could include:

- Reminders about social and cooperative skills: "The cooperative expectation for this assignment is that all group members will participate fairly equally in the discussion. It is each person's responsibility to ask for the opinions and ideas of quieter group members. The individual accountability expectation is that any group member could summarize the group discussion if asked.

Experts return to their teams and teach.

When students return to their base teams, have each team teach in the same order. This way, if a team's #2 is absent, team members can disperse and sit with the teams next to them when it is time for the #2's to teach.

- Team synthesis activity. Try to design an activity which will synthesize the information that students learned in the four jigsawed pieces. They might write a team essay or solve a problem.

### KWL Chart

The K-W-L-H teaching technique is a good method to help students activate prior knowledge. It is a group instruction activity developed by Donna Ogile (1986) that serves as a model for active thinking during reading.

K - Stands for helping students recall what they KNOW about the subject.

W - Stands for helping students determine what they WANT to learn.

L - Stands for helping students identify what they LEARN as they read.

H - Stands for HOW we can learn more (other sources where additional information on the topic can be found)

# Glossary

## KWL Chart (cont.)

Students complete the "categories" section at the bottom of the graphic organizer by asking themselves what each statement in the "L" section (What We Learned) describes. They use these categories and the information in the "h" section (How Can We Learn More) to learn more about the topic. Students also can use the categories to create additional graphic organizers. They can use the organizers to review and write about what they have learned.

Example:

<u>What We Know</u>	<u>What We Want to Find Out?</u>	<u>What We Learned</u>	<u>How We Learn More</u>
Dinosaurs are large did they live?	How long ago an exciting life.	An archeologist has Museums	Research
Dinosaurs are dead	Why did they die? plants and some meat.	Dinosaurs eat Internet Search Archeological digs	Field Trips
There is a movie about dinosaurs	Who are the people who study dinosaurs?	Fossils uncover dinosaur traits	Videos

## Language Experience Approach (LEA)

Materials are learner generated. All communication skills: listening, speaking, reading, and writing are integrated. Learning and teaching is personalized in a shared story or writing. The general procedure for the language experience approach involves the whole class or small group in:

- experiencing
- discussing the experience
- recording the experience
- using the record of the experience for reading and writing

## Glossary

### Learning Logs

A learning log is a natural and easy way to connect reading and writing. After reading students are encouraged to summarize their thoughts, feelings, and predictions in this format. Learning Logs can also be used in science, math, or social studies. Students can record results from experiments or respond to hands-on math activities in these logs. Some questions students might answer in a learning log could include "What is the most important thing I learned this week?" and "What was hard and what was easy?" Another format might be as follows:

This week I studied . . . .

This week I learned . . .

This week I used English in these places . . .

This week I spoke English with these people . . .

This week I made these mistakes . . .

This is difficult for me . . .

I would like to know . . . .

My plan for learning and practicing next week is . . .

### Listening Centers-

A listening center would consist of a quiet area of the room where the teacher would place a tape recorder with headphones and books on tape. This center allows students to listen to the book as well as read it.

### Living Books-

The "living books" are interactive multimedia CD rom books that allow students to click on words and hear them spelled and pronounced. Also, a feature of the books includes matching vocabulary and having interaction with the pictures on the page.

# Glossary

## Making and Breaking

Using magnetic letters, tile letters or foam letters the teacher can demonstrate how words work. When children understand how words work, they can use what they know about one word to construct or take apart another. For example, when the children know "the" and "cat", they might be able to put together "that".

## Mapping

Concept maps show the "shape" of the subject, the relative importance of information and ideas, and the way that information relates to other information. They can also be used to summarize information, to consolidate information from different sources, to think through complex problems and as a way of presenting information that shows the overall structure of your subject.

A basic Concept Map is drawn in the following way:

1. Write the title of the subject in the center of the page, and draw a circle around it.
2. For the first main heading of the subject, draw a line out from the circle in any direction, and write the heading above or below the line.
3. For subheadings of the main heading, draw lines out from the first line for each subheading, and label each one
4. For individual facts, draw lines out from the appropriate heading line.

Tips: Use single words or simple phrases for information. Print words. Use color to separate different ideas. Use symbols and images. Use shapes, circles and boundaries to connect information. Use arrows to show cause and effect.

## Model SQ3R

Survey, question, read, recall and review is the SQ3R technique used to learn from a document by building a mental framework into which facts can then be fit. The stages are explained below:

Survey - Survey the document: scan the contents, introduction, chapter introductions and chapter summaries to pick up a shallow overview of the text and form an opinion of whether it will be of any help.

## Glossary

### Model SQ3R (cont.)

Question - Make a note of any questions that come to mind or particularly interest you about the subject as a result of your survey. Perhaps rescan the document to see if any questions stand out. These questions can be considered almost as study goals - understanding the answers can help you to structure the information in your own mind.

Read - Now read the document. Read through it in detail, taking care to understand all the points that are relevant. In the case of some texts this reading may be very slow if there is a lot of dense and complicated information.

Recall - Once you have read the document, or a section of it, run through it in your mind a number of times. Isolate out the core facts or the essential processes behind the subject, and then see how other information fits around them. Some things may require more recital than others for them to sink in.

Review - Once you have run through the exercise of Recalling the information, you can move on to the stage of reviewing the information. This review can be by re-reading the document, by expanding your notes, or by discussing the material with someone else. A particularly effective method of reviewing information is to have to teach it to someone else.

### Morphology

The study of the formal characteristics, shapes, and variations of words or lexical units.

### Onset and Rime

The onset is the beginning sound in a word. The rime is the "chunk" of the word that is common to many different words. For example, in "look", the onset is the "l" and the rime is "ook".

Teachers can demonstrate how to make analogies by using words they know to build new words. If the student can write "look", they can also write "book" and "took."

## Glossary

### Paired Writing

A typical "paired fiction" writing class begins with students being paired. Instructors should participate as writers whenever possible, but primarily instructors will lead students through some basic story writing steps. The instructor's initial instruction lets students know that in this particular class they will write short stories, and that each writer will be writing and reading two texts. The instructor should then let the students know that what they will write need not be great fiction, but that it should just make sense - that each sentence follow the preceding one. The instructor is simply trying to encourage causality and imagination in the writing activity, and should employ the following freewriting guidelines: the writing will be ungraded, everyone should keep their pens writing as much and as fast as possible, and no talking (but laughing is permitted).

Each pair writes two co-authored stories by switching texts (text switching can be as basic as switching paper or computer stations, or easily work within small InterChange conferences) with his or her partner, back and forth at the instructor's prompting. The writing and reading time is divided with prompts designed toward writing "parts" of a story.

The instructor's prompts, in effect, structure the students' stylization of possible narratives. Instructors will want to emphasize playful writing attitudes and the freedom to employ wild creativity, as well as the fact that the texts are forms of communication and need to demonstrate clear writing quickly.

One of the most effective structures for paired fiction writing is to suggest switching at the five classic elements of narrative structure; 1) creating settings, 2) creating characters 3) creating incidents and complications, 4) bringing story elements to a crisis, and 5) bringing story elements to a resolution. Or, more character-centered narratives could be created with prompts like; setting, main character(s), character dialog, complications, villains, unexpected twists, and resolution. Narrative elements can also be developed by prompting students to write with particular points of view, tones, or even using specific words. Utilizing themes already discussed in previous classes can easily tap a wealth of background data in each student writer and can be set up as part of the stories' preconditions. The most important thing to keep in mind is that the actual structure and texture of the story construction can be customized to achieve a variety of classroom and literacy goals.

## Glossary

### Paired Writing (cont.)

Typically, students write between five and ten minutes before switching texts; however, the timing for writing and reading through the prompts can easily be adjusted to available class time. The instructor is also the timekeeper and will need to give warnings when the writing time for the particular prompt is running out. In the last few seconds before the next switch and prompt, the instructor should request that each student finish the sentence he or she is writing and stop.

The fact that story creating is a flexible process, allows K-16 instructors to create a sense of community in their particular classes by developing their own imaginative and powerful prompts. For example, one instructor who is experiencing a class of students who aren't certain they want to be in school might prompt students to create a school setting that they wish they could really have, describe a principal, teacher or professor as a hero (or villain), describe teachers and students who would be part of this imagined "school," suggest a fair alternative to going to school, develop a learning situation in or out of school, and resolve the learning situation.

Another instructor might want to set up a reading or discussion of *Lord of the Flies* by using paired fiction writing with such customized prompts as describe an island, introduce yourself and some other classmates as the island's only inhabitants, explain what it's like to live without adults, imagine what possible conflicts arise, imagine a particular crisis, and imagine a possible resolution to your island situation.

Instructors and students don't have to be experts in fiction writing. Building on such basic elements of fiction writing as setting, character, conflict, crisis and resolution will guarantee the success of this in-class activity because story telling is a form of thinking most people learn to understand and practice at a very young age. Most writers have innate narrative skills since so much our discourse uses stories to make sense of our worlds.

The divided writing parts can be created from an endless variety of prompts and time constraints, and can be focused on particular learning goals. For example, students can practice cohesion and coherence by being prompted to switch after each sentence or paragraph. With

## Glossary

### Paired Writing (cont.)

sentence switching, students will learn to concentrate on each sentence and anticipate what may come next. With paragraph switching, students will learn to think about linking ideas with possible transitions. There are an incredible amount of learning possibilities for writers of paired fiction because students' innate sense of narrative almost always makes this writing and reading activity feel natural and easy.

### Pair-Share

The following three-step pair-share process will help incorporate collaborative learning in class.

Step 1:

Demonstration Pair. Select a volunteer to help with your demonstration. Show the class what you did; appear to be talking mostly to your partner, even though you're really talking to the whole class. Now ask your partner to do the same. For example, if you've just done a journal activity to open the day, call someone up to the front, then explain what you did, holding up your book so everyone can see. Now ask your partner to share her work. She'll probably do it much like your model.

Actively interact and share with your partner to model how we get ideas from each other. For example, in recapping a journal activity, say things like, "Wow, that's a good idea! Can I borrow it?" Then add it to your own work by writing or drawing it in your journal, and let everybody see you do it.

When you're demonstrating new skills or techniques, use a similar process. If you're showing kids a new piece of software, for example, select a partner to repeat your work in front of the group, in his or her own file, after your demonstration. In addition to its other benefits, demonstrating in this way will help make sure that you don't introduce too many topics at once. Always ask lots of questions during your demonstration, and give good directions.

When you're doing a pair-share activity, always start by modeling the deciding of who goes first. Ask the class before you begin sharing your work, "How can we decide who goes first?" They'll say things like "ask who wants to" or "flip a coin" or "ladies first." Take one of their suggestions. It teaches them respect and communication skills.

## Glossary

### Pair-Share (cont.)

Step 2: Model Pair. Now ask two other students to share their work with each other aloud in front of the class. Note that although they are doing it in front of the group, you should encourage them subtly in your instructions to share with each other, even though they're doing it aloud. Listen to them as they explain their work to see if they understood your instructions and the concepts involved. As you select people to model different activities, keep shifting the patterns for how you choose them—sometimes two people at one table, sometimes two people from two adjacent tables, sometimes two people across the room from each other and so on. Doing so will help you build a broader sense of community in the class, get kids to interact with more of their classmates and force kids to pay closer attention.

Step 3: Class Pairs. Now have everyone turn to someone else and share his or her work. Give them one or two minutes then walk around, listening and participating. Keep alert for students who seem to be having difficulty so that you can help them later. If someone has done something exceptionally creative, hold it up for the group. If there seems to be any broad confusion, remodel the activity or technique before moving ahead, and repeat the entire pair-share process, paying particular attention to your directions and areas in which people seemed to have difficulty.

Once you've reached the end of a project or a milestone product within a larger project, always have a group share so that everyone can spend more time examining and learning from each other's work.

### Patterned Text

The patterned language approach addresses word identification skills with an emphasis on word meaning. It is intended for use by teachers helping students to read. Connections between oral language and the written word are made by reading texts with patterned language, such as nursery rhymes or Dr. Seuss books. Students are encouraged to recognize the printed word.

## Glossary

### Patterned Text (cont.)

To use the patterned language approach, follow these steps.

1. Select the reading material. The teacher selects appropriate reading material with patterned language. Look for highly repetitive and predictable materials that allow for choral reading.
2. Read the selected material. The teacher and student(s) read the material together. At this stage, students should be making connections between verbal and written language.
3. Make and match text strips. Portions of the text are written on strips of paper (this can be done ahead of time if desired) and students are asked to place the strip next to the matching text in the book. If the students appear to be using picture clues to match text, copy the text on chart paper and have the students match strips to the chart instead.
4. Write word cards. Word cards are made from the text, and students match words to the chart.

### Peer Editing

The teacher breaks the group into smaller groups to revise and edit student writing. Specific tasks should be assigned to peer editors to elicit the most helpful responses and non-judgmental responses. Questions that can be posed during peer-editing include the following:

Does the writing make sense?

Can you determine the paper's audience?

Is the purpose of the essay clear?

Does the introduction give the reader clues about the subject of the essay?

Does the writer have transitions to help connect ideas?

Use the following markings for revisions:

Draw a straight line under words or images that are effective. These words would include strong verbs, specific details, memorable phrases, and striking images.

Draw a wavy line under words or images that are weak or unconvincing. Put these lines under words the writer repeats too often, ideas that seem vague, flat, or unnecessary.

Put brackets around sentences or groups of sentences that you think could be combined.

Put parentheses around sentences that are awkward or don't make sense.

# Glossary

## Phonemic Awareness

Phonemic Awareness is knowledge of words, syllables, and phonemes (individual speech sound) along a developmental progression, and includes ryming, recognition and production, blending and matching of phonemes, segmentation and substitution.

Implicit teaching of phoneme awareness involves word play through rhyme and alliteration, and games that involve manipulation of sounds in names, songs, poetry and drama. Students who are not progressing with implicit teaching will benefit from structured teaching about half-way through the kindergarten year.

Syllable awareness - Children clap syllables in their names and in familiar words.

Phoneme Recognition - Students recognize rhyming pairs in a series of words: fish, house dish. Students supply a rhyming word: What rhymes with cat? Students indicate which word does not rhyme: cat...rat...pig...hat...bat

Sound Blending - Students blend individual phonemes or onsets and rimes to form words. s...i...t sit m...a...t mat bl...ack.. black

Phoneme Matching - Students identify words that begin/end with the same sound: mat...mouse...dog.. train.. hat...pan

Phoneme Segmentation - Students separate phonemes within a word: dog d...o...g

Phoneme Substitution: Students substitute phonemes to create new words: pig...rig...jig...fig... hat...ham...had...has hat...hot...hit...hut...

Phoneme Definition - Students remove phonemes to create new words: say wheat without the "wh" - eat.

## Pictionary

Pictionary is a form of visual communication. Players identify unknown words through sketches in the shortest time possible (usually under one minute per drawing). Prefixes, root words, shapes, math and science vocabulary words are good subjects for a pictionary game.

## Glossary

### Picture Dictionary

Pictures are used instead of words to define target vocabulary. This dictionary is especially helpful to younger children before they are able to read or ESL students for the first words learned in English.

### Picture Walks

Before reading a book, students would look at the pictures in the book examining their content and possibly (depending on grade levels) the captions and graphics that accompany them. This establishes a background knowledge for discussion for predicting what the story is about.

### Mnemonic Devices

Mnemonics are methods for remembering information that is otherwise quite difficult to recall. A very simple example of a mnemonic is the "30 days hath September" rhyme.

### Predictable Texts

The best kind of books to use for shared reading are those with repeated patterns, refrains, pictures and rhymes. This allows children to "pretend read" a book that has been read to them several times. Some examples of these type of books are: Brown Bear, Brown Bear by Bill Martin Jr. or Goodnight Moon by Margaret Wise Brown.

### Prior Knowledge

Overall prior knowledge is the sum total of learning that students have acquired as a result of their cumulative experiences both in and out of school. Specific prior knowledge is the particular information a student needs in order to understand text that deals with a certain topic. Specific prior knowledge is of two types: text-specific knowledge calls for understanding about the type of text—for example, a story has a beginning, a middle, and an end; topic-specific knowledge entails understanding something about the topic—for example, knowing about dinosaurs before reading a book on prehistoric animals. The more students read and write, the more their prior knowledge grows which, in turn, strengthens their ability to construct meaning as they read.

# Glossary

## Readers' Theater

Drama that is meant to be performed as a group reading, not as a fully staged production. It is useful oral reading practice to improve fluency and pronunciation practice for Second Language Learners.

## Realia

Artifacts from a particular region, culture, or activity.

Examples:

Mexico - Zarape, sombrero, bullfighting posters, maracas, pesos

Rodeo - Lasso, saddle, buckles, barrels, rodeo clowns

Football- Jersey, shoulder pads, cleats, video of game, football

## Reciprocal Teaching

In small discussion groups of four to six students, one student is selected to be the teacher. The "student teacher" facilitates the group discussion of a text selection by using the following steps: 1. *Predict*. Help the group make a guess about what the paragraph will say. 2. *Read*. Read aloud the selection. 3. *Clarify*. Ask whether there are any words or ideas that are unclear. 4. *Question*. Ask questions about important information in the selection. 5. *Summarize*. Paraphrase in one or two sentences what the selection was about.

## Scattergories

This is a word game of categories where all answers have to begin with the same letter. For instance, if the letters selected is "R" then for each of the 12 categories, the words must begin with "R." Categories could include things such as an ice cream flavor, a president, something you find in the refrigerator, countries, a noun, a verb, etc. After three (3) minutes answers are compared and duplications score nothing, but original answers receive one point each.

## Semantics

Semantics is the meaning that words have in relationship to each other as well as on their own.

## Glossary

### Shared Reading

A process in which the teacher and children read together with a big book or an enlarged text. The text is read and reread many times by the teacher. As the children become more familiar with the book or text, they join in and “share.”

### Shared Writing

A process in which the teacher and children write together. Usually the teacher will lead the children in a discussion to share ideas and will record the children’s ideas as they watch. Shared writing can be used to write a wide variety of things such as: retellings of stories, class observations of pets, plants, science experiments, news of the day, wall stories and big books.

### Sheltered Content

To teach academic subject matter to English Language Learners using comprehensible language content enabling information to be understood by the learner.

### Silent Sustained Reading (SSR)

SSR is a special time set aside each day when every student (and every teacher and staff person, including the principal and the custodian) is expected to “drop everything” and read silently to demonstrate to students that pleasure-reading is something to be valued by all. SSR can serve many purposes:

- Most school reading is assigned reading. SSR offers students an opportunity to read material of their own choice.
- During SSR time, many students learn that they can use their word attack skills to figure out new words – on their own.
- SSR can build students’ confidence in their abilities to work through reading trouble spots.
- Many studies of whole-class groups and of select groups of unmotivated readers show that SSR can result in students wanting to read more.
- The amount of time that students spend reading independently outside of school often increases as a result of SSR.
- SSR can be one more element in a reading program aimed at demonstrating the joy that reading can bring and developing lifelong readers and learners.

## Glossary

### Skimming and Scanning

To skim, a reader glides over the surface of a text, reading selected important parts rapidly in order to get an overview of content and organization. To scan, the reader looks through the text rapidly to locate specific information.

### Story Frames

A writing frame consists of a skeleton outline to scaffold students' non-fiction writing. The skeleton framework consists of different key words or phrases, according to the particular generic form. The template of starters, connectives and sentence modifiers which constitute a writing frame gives students a structure within which they can concentrate on communicating what they want to say whilst scaffolding them in the use of a particular generic form. However, by using the form students become increasingly familiar with it.

The use of a frame should always begin with discussion and teacher modelling before moving on to joint construction (teacher and students together) and then to the student undertaking writing supported by the frame. This oral, teacher modelling, joint construction pattern of teaching is vital for it not only models the generic form and teaches the words that signal connections and transitions but it also provides opportunities for developing students' oral language and their thinking. Some students, especially those with learning difficulties, may need many oral sessions and sessions in which their teacher acts as a scribe before they are ready to attempt their own framed writing.

It would be useful for teachers to make 'big' versions of the frames for use in these teacher modelling and joint construction phases. These large frames can be used for shared writing. It is important that the child and the teacher understand that the frame is a supportive draft and words may be crossed out or substituted. Extra sentences may be added or surplus starters crossed out. The frame should be treated as a flexible aid not a rigid form.

Frames are helpful to students of all ages and all abilities (and, indeed, their wide applicability is one of their most positive features).

Use of writing frames should be focused on particular children or small group of students, as and when they need them. They are not intended as class worksheets, for within any class there will always be students who do not need them.

## Glossary

### Story Frames (cont.)

#### A DISCUSSION FRAME

There is a lot of discussion about whether \_\_\_\_\_

The people who agree with this idea, such as \_\_\_\_\_ claim that \_\_\_\_\_

They also argue that \_\_\_\_\_

A further point they make is \_\_\_\_\_

However there are also strong arguments against this point of view. \_\_\_\_\_ believe that \_\_\_\_\_

Another counter argument is \_\_\_\_\_

Furthermore \_\_\_\_\_

After looking at the different points of view and the evidence for them I think \_\_\_\_\_ because \_\_\_\_\_

#### A RECOUNT FRAME

Although I already knew that

I have learned some new facts. I learned that

I also learned that

Another fact I learned was

However the most interesting thing I learned was

### Structured Notes

A detailed traditional narrative outline of a lecture. Key words and phrases are left blank to be filled in by the student as the presentation progresses. This promotes active listening as the students fill in key words and phrases from the lecture.

### Substitution Drills

A substitution drill would consist of a patterned sentence or model that is modified in some way to have students change grammatical structures. EX: The dog is \_\_\_\_\_. (barking) The cat is \_\_\_\_\_. (meowing) The girl is \_\_\_\_\_. (laughing) This substitution drill would be used to increase comprehension and word meaning of -ing verbs. This works well to learn inflections for verbs, nouns, adjectives and adverbs in the early stages of language acquisition.

# Glossary

## Syntactic-

The function and relationships of words in a sentence.

## T Charts

A graphic organizer used to compare and contrast subjects, themes, books, events, etc. during a brainstorming session before writing.

Example: \_\_\_\_\_ Football and Soccer

Similarities	Differences
Sports	Balls
Use balls	Goals
Have teams	Rules
Have players	Uniforms
Played outdoors	Use of body
Have penalties	Officials
Have Halves	Positions on teams
Have time-outs	Periods

## Tell-Retell Method

Retelling is a reflection tool that requires readers to organize information they've gleaned from the text in order to provide a personalized summary. Students engaging in retells must review all they know about a text; select key points that reflect main ideas; consider key events, problem, solution, characters, and setting, then putting together those ideas to communicate them in an organized fashion.

## Glossary

### Text Scavenger Hunts

A guided reading strategy in which students may work individually, in pairs, or in teams to "hunt" for answers to questions. The teacher may prepare questions from a book (expository, narrative, or reference) the internet, maps, word walls, etc. for the students to look through and hunt for answers. <http://users.massed.net/~>

### The Writing Process

#### Think Alouds

One way of modeling learning for students is with the think-aloud approach where the teacher's emphasis is on the actual thinking process that he or she goes through in approaching and carrying out a cognitive task such as inferring a main idea.

#### Think, Pair, Share

Think, pair, share is a simple technique with great benefits. It results in increased student participation and improved retention of information. Using the procedure, students learn from one another and get to try out their ideas in a nonthreatening context before venturing to make their ideas more public. Learner confidence improves and all students are given a way to participate in class, rather than the few who usually volunteer.

Procedure:

Step One: Teacher poses a question

The process of think, pair, share begins when the teacher poses a thought-provoking question for the entire class. This may be a straightforward question or a problem the teacher wants to pose to the class for solution. For example, "What is symbolized in the story of Snow White?" Low level, single right answer questions are to be avoided in this model. Questions must pose problems or dilemmas that students will be willing and able to think about.

Step Two: Students think individually

At a signal from the teacher, students are given a limited amount of time to think of their own answer to the problematic question. The time should be decided by the teacher on the basis of

## Glossary

knowledge of the students, the nature of the question, and the demands of the schedule. It may be helpful, though it is not required, to have students write out their individual responses and solutions. Students should understand that while there may be no one right answer, it is important that everyone come up with some reasonable answer to the question. This step of the procedure automatically builds "wait time" into the classroom conversation.

### Think, Pair, Share (cont.)

Step Three - Each student discusses his or her answer with a fellow student

The end of the think step signals to the students the time to begin working with one other student to reach consensus on an answer to the question. Each student now has a chance to try out possibilities. Together, each pair of students can reformulate a common answer based on their collective insights to possible solutions to the problem. At times, the process can go one step farther by asking pairs of students to regroup into foursomes to further refine their thoughts before sharing with the group at large. These small group settings are less threatening to individual students than venturing forward before the whole group with an untried answer. The pair step in the model also promotes much more conversation among students about the issues entailed by the question.

Step Four - Students share their answers with the whole class

In this final step, individuals can present solutions individually or cooperatively to the class as a whole group. Where pairs of students have constructed displays of their answers, as in a chart or diagram, each member of the pair can take credit for the product of their thinking. The final step of think, pair, share has several benefits to all students. They see the same concepts expressed in several different ways as different individuals find unique expressions for answers to the question. Moreover, the concepts embedded in the answers are in the language of the learners rather than the language of textbook or teacher. And where students can draw or otherwise picture their thoughts, different learning modalities and preferences can come into

## Glossary

play in the attempt to understand the ideas behind the answers.

The success and quality of the think, park, share activity will depend on the quality of the question posed in step one. If the question promotes genuine thought for students, genuine insights are sure to emerge in successive steps.

### Three-cueing system

The proficient reader uses three major cueing systems in making sense of text. These cueing systems are not used in isolation; the proficient reader integrates the three cueing systems so quickly that the process appears simultaneous. Teachers should encourage all readers to use the three cueing systems appropriately.

The three cueing systems, which are the foundation used in the process of reading, are syntactic, semantic, and graphophonic.

#### SYNTAX

Syntax is the frame or grammatical structure of a language. It is the arrangement and interrelationship of words, phrases and clauses in sentences, and paragraphs. This cueing system is based on the structures and patterns of the language. Learning experiences should include activities such as the following: patterning, cloze, innovations, and masking.

SYNTACTIC CUES include the following:

1. word endings
2. function words - parts of speech, parts of sentences, transition words
3. word order - structure for sentences such as the following:
  - a. where to put subject and object in sentences
  - b. which pronouns to use in relationship to these subjects and objects
  - c. where adjectives occur in relationship to nouns
4. sentence patterns
5. tense
6. number
7. gender
8. dialect
9. 2nd language processing, e.g., adjective after noun as in a sentence in French

# Glossary

10. intonations (correct reading of punctuations)
11. phrasing
12. cues to word identification
13. one or more meaningful words substituted for the appropriate part of speech (they may or may not support original/meaning of text)

## Three-cueing system

### SEMANTICS

Semantics is the meaning that words have in relationship to each other as well as on their own. This cueing system assists the reader in deriving meaning from text and illustrations. A reader must have sufficient life and language experience to make sense of what is being read. Learning experiences should include activities such as the following: predicting, participating, discussing, illustrating, representing, and reproducing.

SEMANTIC CUES enable a proficient reader to:

1. preserve essential meaning
2. make sense of text
3. grasp main ideas and thoughts
4. use intonation for meaning
5. read punctuation appropriately
6. substitute one or more meaningful words, e.g., pail = bucket
7. make sequential association appropriately (does not make the error of saying happy birthday when text reads "another happy occasion")
8. self-correct a miscue based on preceding context
9. interpret appropriate meaning of text making allowance for cultural connotations or influences, e.g., cognates

### GRAPHOPHONICS

Graphophonics is the relationship between letters and sounds. This cueing system helps the reader to make sense of text by dealing with the relationship between the sounds of language and the written form of language. The two parts are graphemes for printed symbols and phonemes for sounds (phonics). Learning experiences should include modeling by teacher, using the

## Glossary

newspaper, writing daily, and using manipulatives.

GRAPHOPHONIC CUES include:

1. word configuration - shape
2. correspondence between letters and sounds

### Total Physical Response (TPR)

TPR is a language learning method based on coordinating speech with action. Using physical response to internalize any new vocabulary or grammatical feature in the target language, this method uses psychomotor systems to teach vocabulary and sentence forms and supports kinesthetic learning. Its strengths are 1. High speed understanding of the target language, 2. Long-term retention of the target language, and 3. zero stress. The goal is meaningful communication.

Steps in TPR:

1. Teacher says command and performs the action.
2. Teacher says command and both teacher and students perform the action.
3. Teacher says command - students perform action
4. Teacher tells one student to perform action.
5. Reverse the roles or students give each other the commands.

### Venn Diagrams

A graphic organizer that helps children to see important relationships in the information they are reading. A Venn diagram is a useful tool for comparing and contrasting ideas.

### Webbing

A useful graphic organizer to help organize information on a topic/subtopic level.

### Word Banks

This is a list of possible answers to fill-in-the-blank items on tests, activities, or worksheets.

## Glossary

### Word Families

The vowel and following letters. These are also referred to as phonograms or spelling patterns. At, cat, rat, hat are examples of a word family.

### Word Sorts

There are many kinds of word sorts. Students would copy words onto flashcards or strips of paper to physically place in groups or piles by categories. Some possible categories that students can sort for are rhyming words, words with the same initial letter or final letter, words with the same number of syllables, categories of words, (colors, places, food, things to do). Words with inflectional endings (playing/walking, runs/jumps), words with the same vowel sound.

### Word Walls

The word wall is a display of high frequency words above or below the alphabet in a classroom. The words are used as resources for writing and reading. The words are sometimes handwritten by the teacher on colored construction paper and are located by first letter only. The teacher adds five (5) words a week. Students practice new and old words daily by looking at them, saying them, and clapping or snapping to the letters as students spell the words aloud.

### Writer's Workshop

The writers workshop consists of a prewriting session where students write on topics based on their own experience. Students must identify the audience to whom they will write, the purpose of the writing, and the appropriate form for their composition. The next step includes the first draft. Students write a rough draft where content rather than mechanics is emphasized. Next, the revising stage begins where students share their writing in writing groups. Students should participate constructively in discussions about each other's writing and make changes in their own compositions to reflect the reactions and comments of both the teacher and classmates. Between the first and final drafts, students make substantive rather than only minor changes. In editing, students proofread their own compositions identifying and correcting their own mechanical errors. Next comes the publishing or sharing part of the writer's workshop. Students share their finished writing with an appropriate audience.

## Glossary

### Writing Prompt

The writing situation is a one to three sentence orientation to the topic. The directions for writing are usually shorter and composed of three elements:

1. a suggestion about how a student might think about the topic to get started,
2. a concise statement that names the audience and
3. cue words (also called key words) indicating whether the writing should be expository or persuasive. Expository: tell, describe and explain. Persuasive: convince and persuade.

Students are not given reminders about these cue words nor any other aspect of the prompt which is presented without headings, numbers or labels.

When Writing Your Own Prompts:

1. Check for readability and conciseness.
2. Avoid bias and any wording that suggests that the student should take a particular position.
3. Try to keep the structure of your prompts consistent with the example below so students will be comfortable with this format at the time testing.

Example:

#### Writing Situation

The principal at your school has been asked to discuss the effect of watching television on students' grades with a parent group.

#### Directions for Writing

Before you begin writing, think about the effect that watching television has on your grades and on your friends' grades. Now write to convince your principal to accept your point of view on the effect of watching television on grades.

Note: For the expository essay, writing topics that involve three parts such as three causes, three characteristics, three reasons, three factors, three ways, and three consequences are ideal for students practicing the five paragraph essay.

# Appendix



World-Class School District

All-Subject Graphic Organizers

Charts

Chart, Two-Column

Chart, Three-Column

Chart, Four-Column

Chart, Five-Column

Checklist for Problem Solving

Cause and Effect

KWL Chart v. 1

KWL Chart v. 2

Problem and Solution

Problem and Solution, v. 1

Problem and Solution, v. 2

Steps in a Process

Student Homework Checklist

Time Line

Venn Diagrams

Venn Diagram, v. 1

Venn Diagram, v. 2

Webs (Concept Maps)

Web, v. 1

Web, v. 2

Web, v. 3

Language Arts Graphic Organizers

Antonyms and Synony

Beginning, Middle, and End

Central Issues and Conclusion Conflict Dissection Chart

Event Map

Fact Chart

Five Elements of a Story

Folk Tale Problem Solving

Herringbone Map

Main Idea and Supporting  
Details

Problem, Climax, Solution  
Sequence Map

Story Comparison

Story Elements

Story Map

Story Prediction from Vocabu-  
lary

Story Setting

Title, Character, Problem

Title and Story Pictures

Title and Story Word

Vocabulary Practice

Who, What, When, Where,  
Why, and How

© 2000-2002 The Learning  
Network Inc. All Rights Re-  
served.















