



LANGUAGE DIVERSITY AND **LITERACY DEVELOPMENT** RESEARCH GROUP  
increasing opportunities-to-learn for all // dedicated to the science of learning // informing research, practice, and policy

# **LANGUAGE DIVERSITY & LITERACY DEVELOPMENT: LEADING ADVANCED LITERACY INSTRUCTION TO FOSTER ELLS ACHIEVEMENT IN MIDDLE SCHOOLS**

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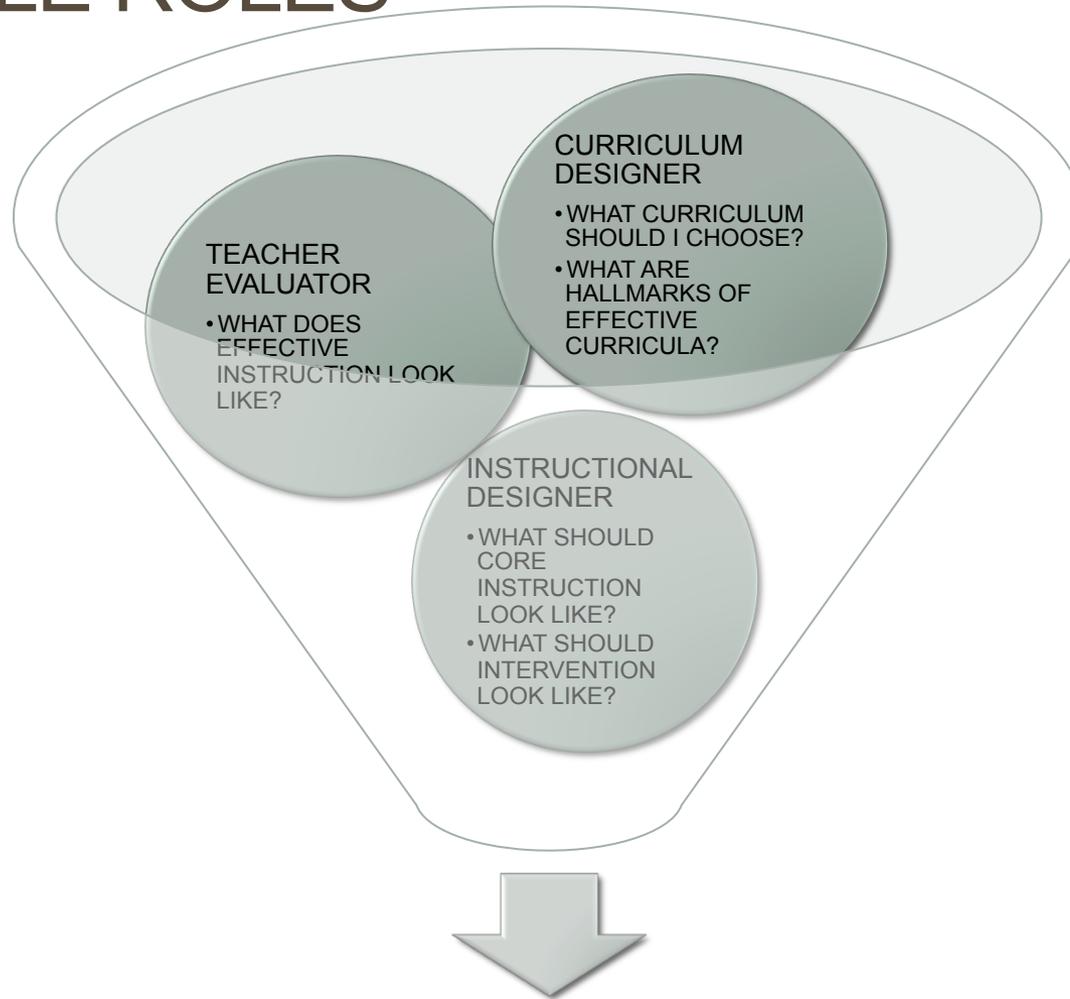
Nonie K. Lesaux, PhD  
Sky Marietta, EdD  
Emily Phillips Galloway, M.S.Ed

February 6, 2014

# Today's Agenda

- 9.00 a.m. The Institute: Looking Back and Moving Forward
- **STRENGTHENING DAILY INSTRUCTION FOR ELLS**
- 9.15 a.m. Part 1. Content and Language Objectives
- 10.30 a.m. Part 2. Unpacking Academic Language Focused Instruction Using NYC Curricula and Approaches
- 11.45 a.m. Lunch
- 12.30 p.m. Part 2. Unpacking Academic Language Focused Instruction Using NYC Curricula and Approaches
- 1.00 p.m. Part 3. Supporting Teachers through Observations and Feedback
- 2.15 p.m. Wrap-Up

# THE INSTITUTE: HELPING YOU FULFILL MULTIPLE ROLES



## Leading Literacy Instruction for ELLs

# Where We've Been

1

- Common sources of reading difficulties for middle school ELLs
- Identified most common instructional profiles in our schools

2

- A framework for understanding literacy breakdowns
- Code-based skills, meaning-based competencies, and the context for learning

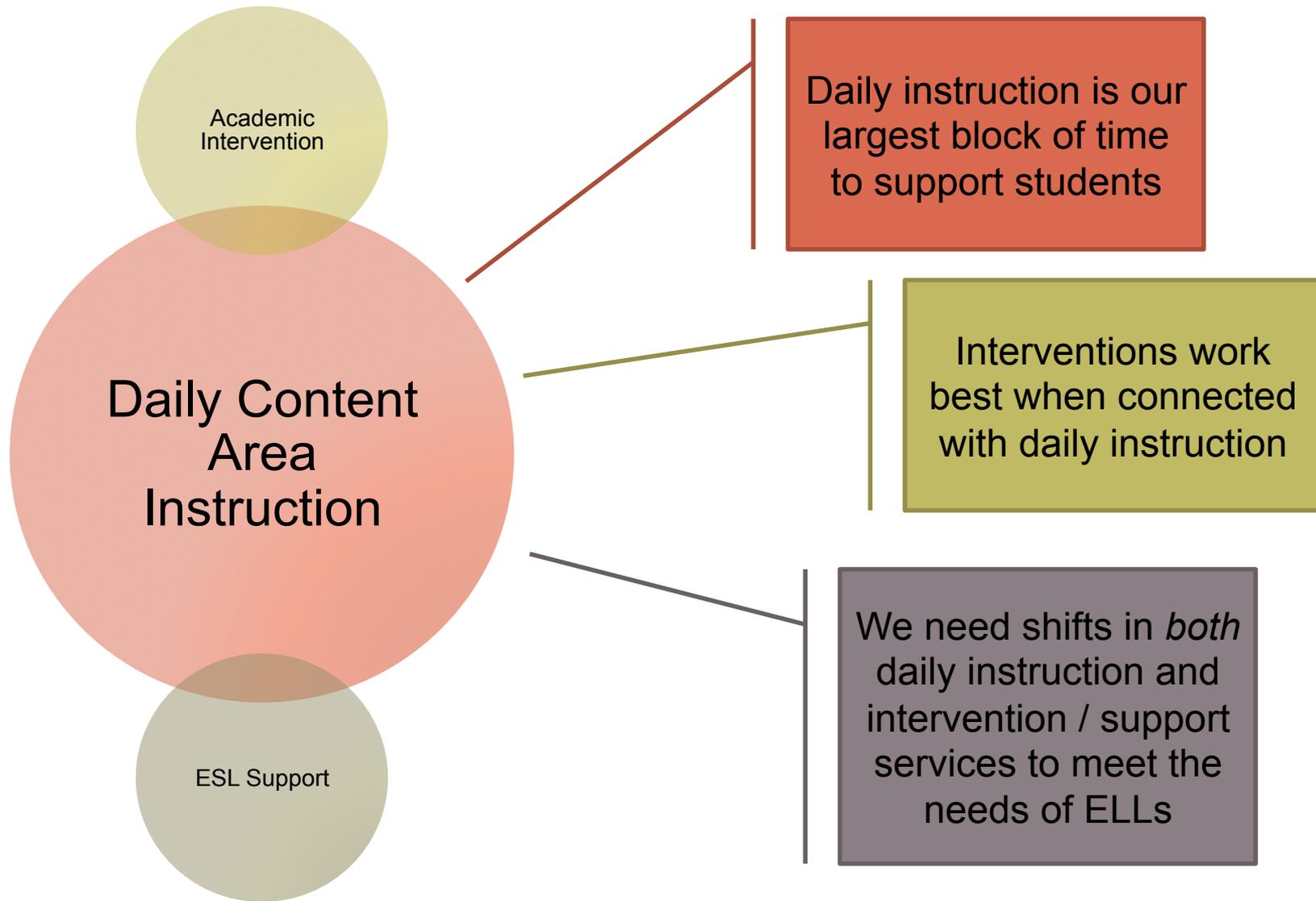
3

- Text complexity and school-relevant vocabulary learning
- The skills that students need to participate in academic settings

4

- Instructional continuums and progressions
- Supporting students to use literacy skills in complex, integrated ways

# Today's Focus on Daily Instruction



# Case Students



**David**

- SIFE
- Limited schooling in the DR



**Marcia**

- Midterm ELL
- 4 years; K- 2<sup>nd</sup> in Puerto Rico



**Josie**

- Longterm ELL
- Parents immigrated from Haiti
- been in NYC schools from kindergarten



**Anthony**

- English only struggler
- Repeating 8<sup>th</sup> grade

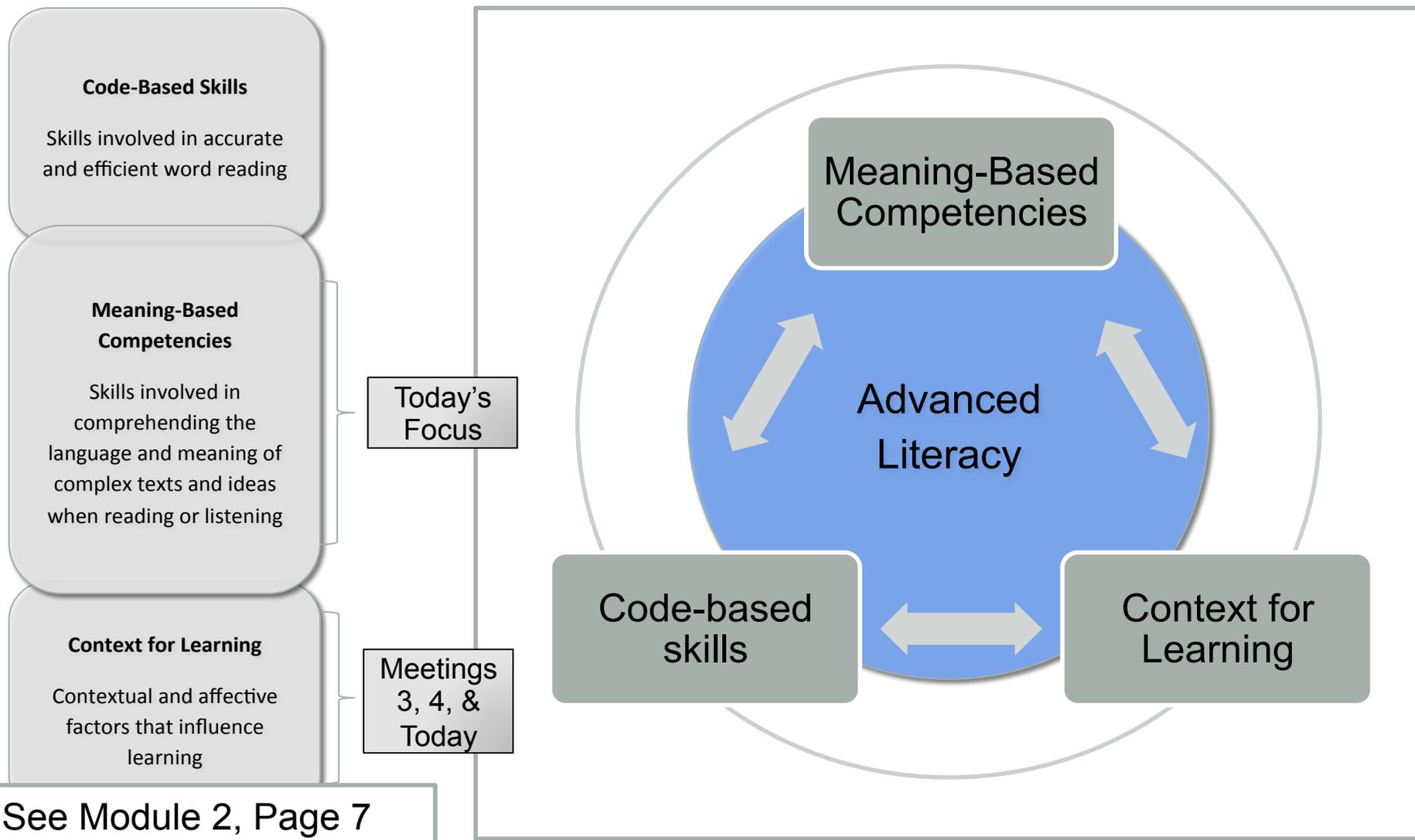


**Soojin**

- Newcomer
- Excellent academic performance in Korea, social anxiety

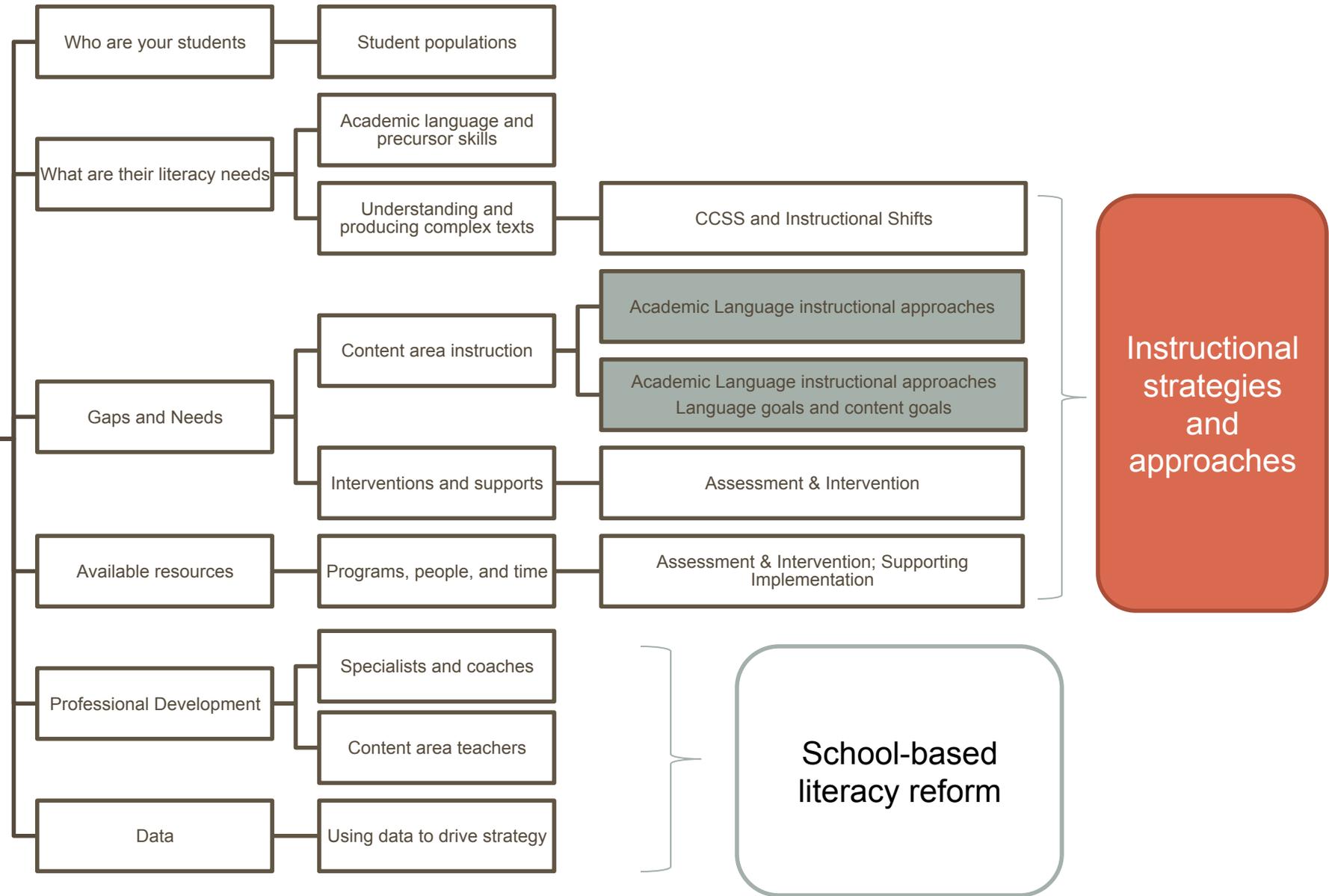


# Advanced Literacy Skills & Breakdowns: Our Conceptual Framework



# Instructional Improvement: Meetings 3-7

## Blueprint



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# CONTENT & LANGUAGE OBJECTIVES

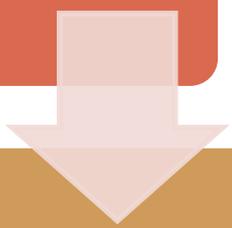
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An example of a shift for daily instruction  
across content areas

# Challenges & Pitfalls

Content and language objectives are designed in isolation

- Not meaningful and deep for students, not feasible with respect to time



Content and language objectives are not viewed as requiring development over multiple lessons.



Language objectives are rarely divided into the separate skills that should be scaffolded to attain mastery (e.g., what language skills must a student have to participate in a debate?)

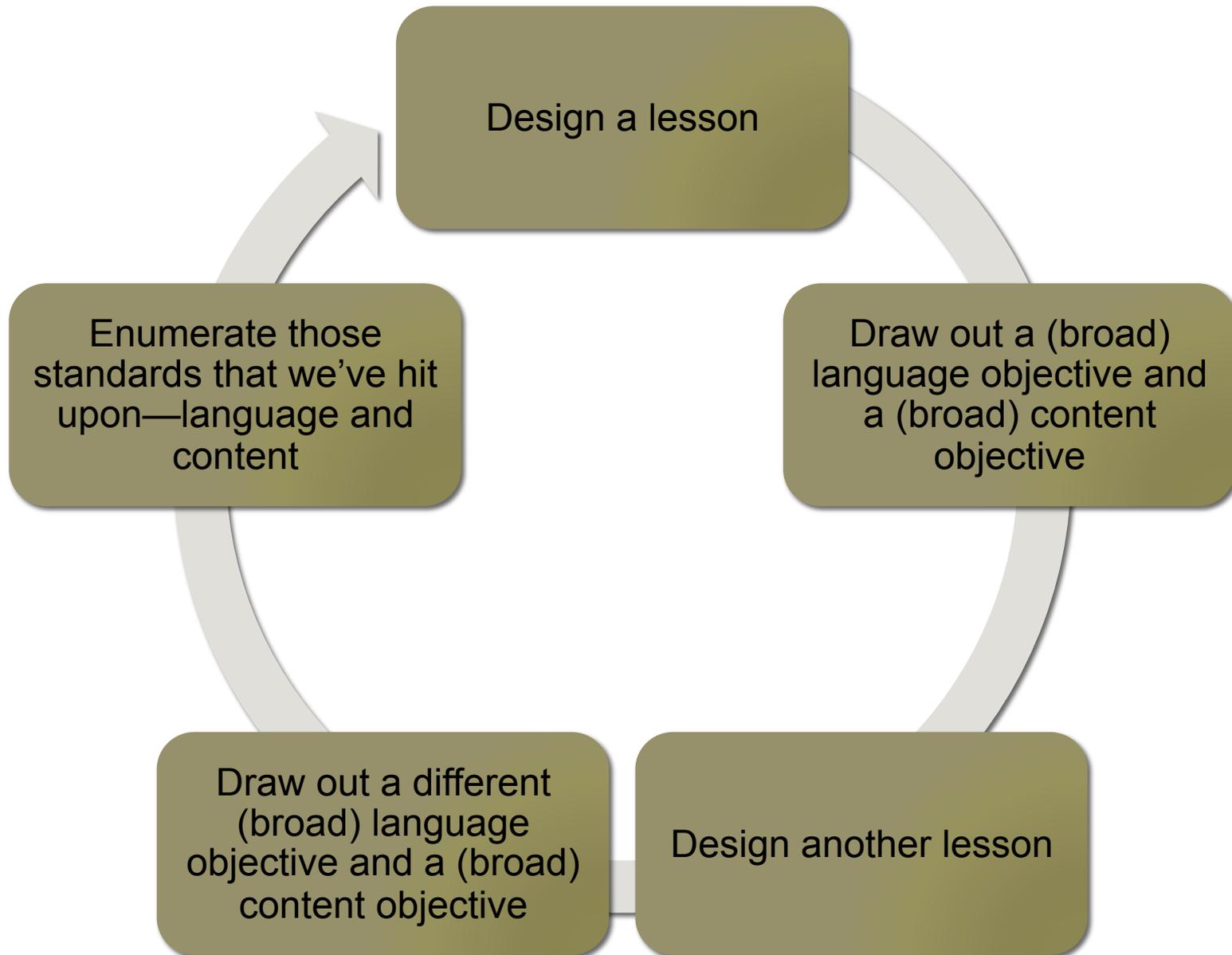
# Many ELLs (& their peers) are...

Actively “engaged”  
in the  
comprehension  
process, but seem  
to over-rely on  
comprehension  
strategies

...Yet, they tend to  
construct  
inappropriate and/  
or inaccurate  
representations of  
the text

*Meaning-based skill  
development is largely a  
language based  
process*

# A Common Approach



# A Revised Approach: What We're Learning

Start with the unit of study and the larger knowledge-based goal

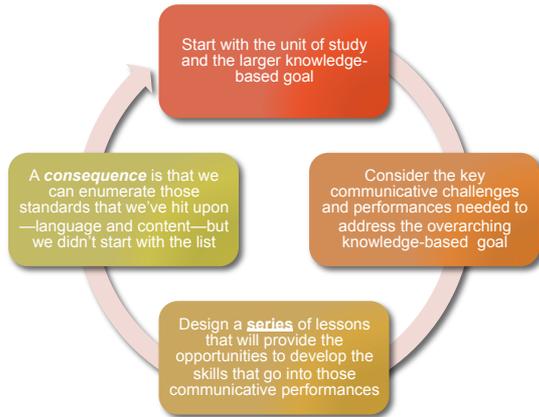
A **consequence** is that we can enumerate those standards that we've hit upon—language and content—but we didn't start with the list

Consider the key communicative challenges and performances needed to address the overarching knowledge-based goal

Design a **series** of lessons that will provide the opportunities to develop the skills that go into those communicative performances

See Module 5, page 15

# What are communicative performances?



1. to participate in a debate about whether humans are causing climate change
2. to write a persuasive essay to a local politician
3. to follow a scientific process of reading and reporting on evidence
4. to find evidence in the text that supports or refutes the notion that humans are causing climate change

# What goes into a communicative performance?

Example:  
Classroom  
Debate



What language skills go into an effective debate?

What content about climate change is needed? (and therefore, what materials?)

What does this mean for planning a series of lessons? When in the unit of study would this be feasible and realistic?

*Then*, which standards (NY State CCSS)?

# Reminder: NYS CCSS Listening & Speaking



A good starting place for designing language- and content-rich instruction

# Using CCSS Speaking & Listening Standards

Promoting literacy through academic language – no need to teach basic reading skills

## Comprehension and Collaboration

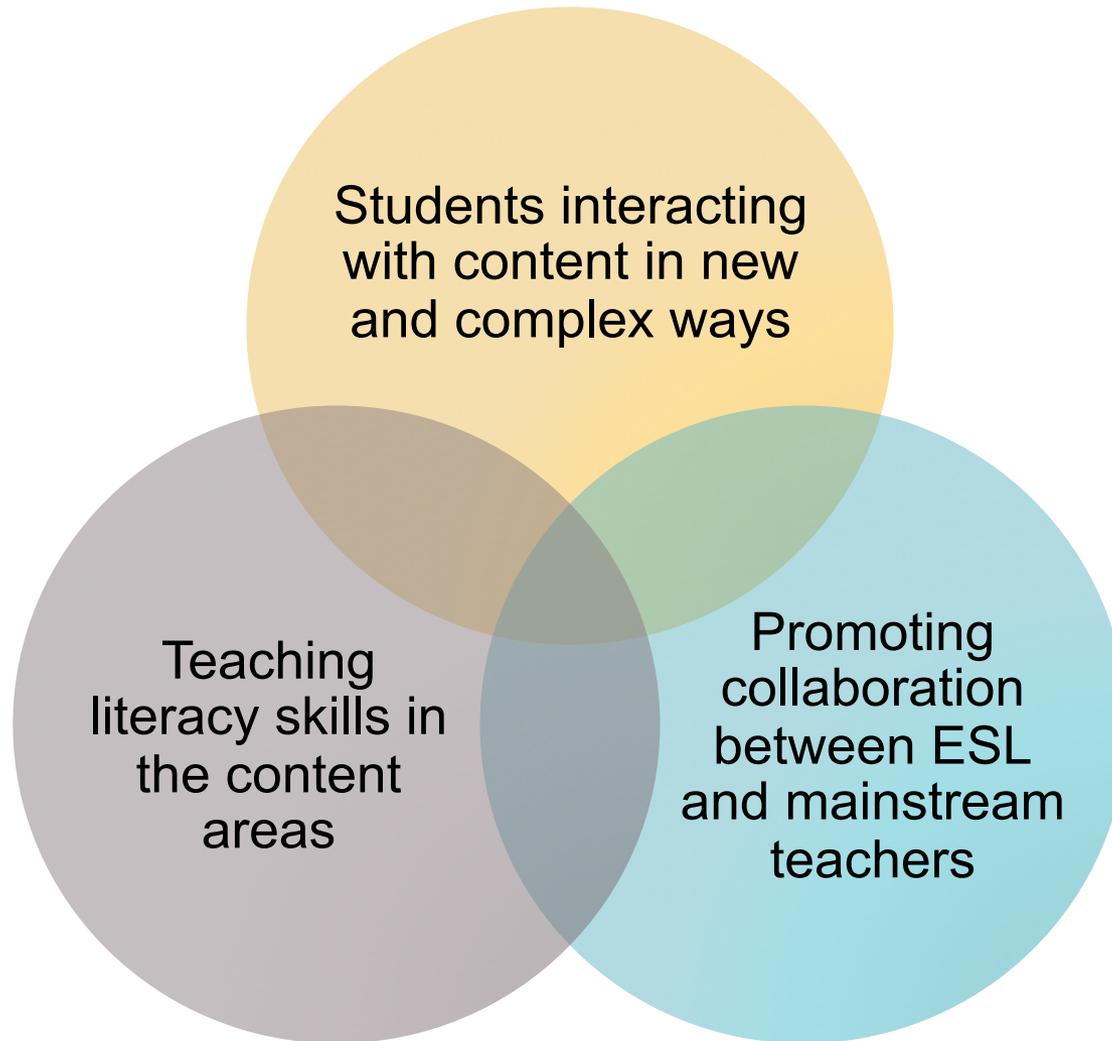
**CCSS.ELA-Literacy.SL.7.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- **CCSS.ELA-Literacy.SL.7.1a** Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- **CCSS.ELA-Literacy.SL.7.1b** Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- **CCSS.ELA-Literacy.SL.7.1c** Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- **CCSS.ELA-Literacy.SL.7.1d** Acknowledge new information expressed by others and, when warranted, modify their own views.

**CCSS.ELA-Literacy.SL.7.2** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

**CCSS.ELA-Literacy.SL.7.3** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

# Three wins:



# Stop & Think

- After returning from this PD, a colleague asks you:  
  
‘What are the hallmarks of good content and language instruction? What should this instruction look for?’



What do you say?

# Let's look at this in practice

Promoting oral  
language in content  
area classrooms



Curricula and  
materials that  
teach reading,  
writing, and  
speaking skills

In-depth instruction in AL

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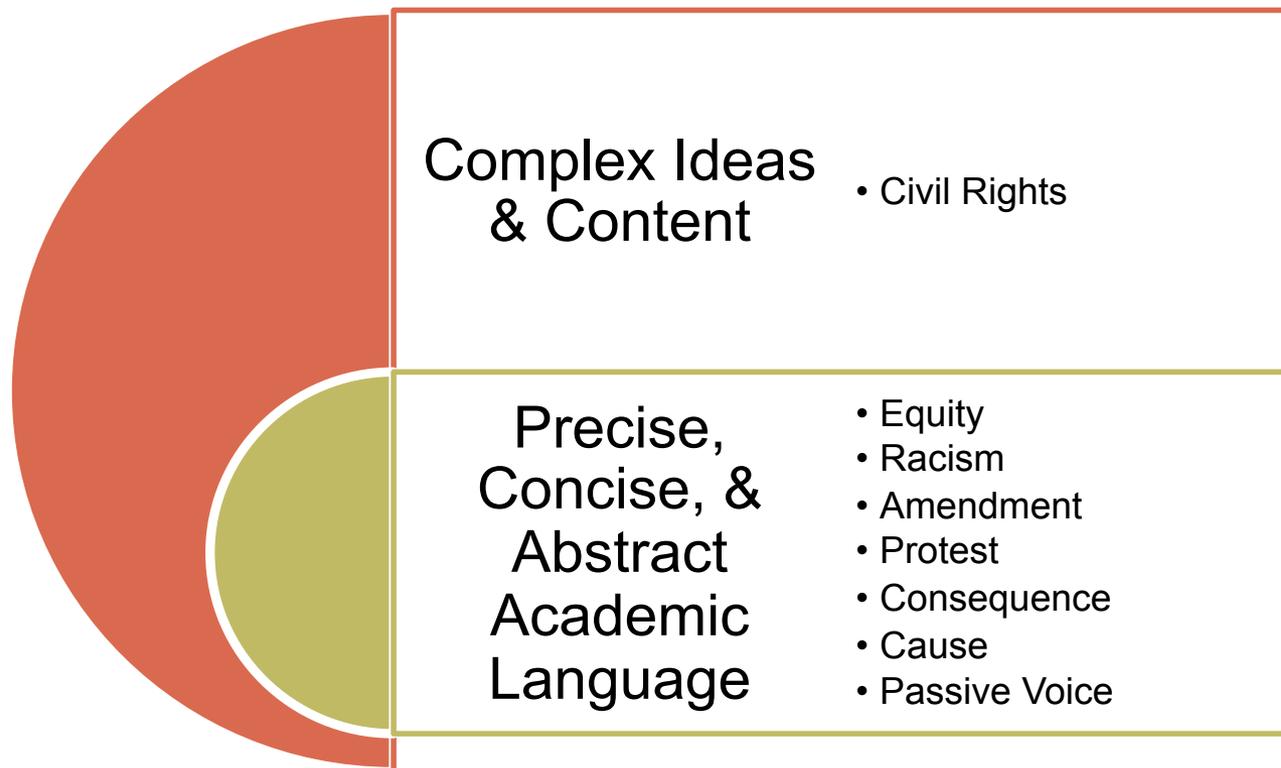
# UNPACKING CONTENT- EMBEDDED, AL-FOCUSED INSTRUCTION

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Using NYC-Based Curricula & Approaches

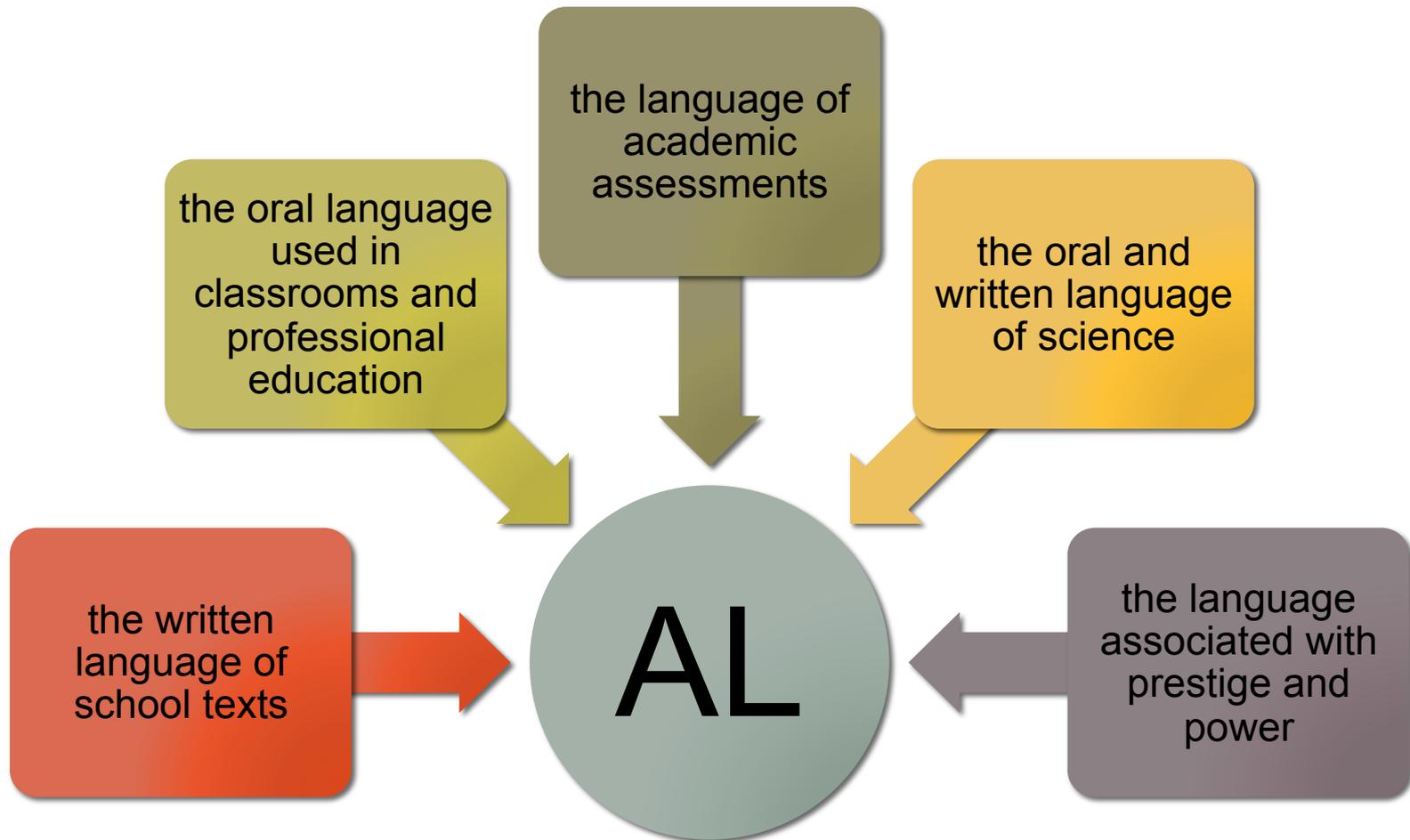
# Content-Embedded, AL-Focused Instruction:

Teaches content and language simultaneously, which acknowledges that expressing complex content requires the use of increasingly complex vocabulary and sentence structures.



# Content-Embedded, AL-Focused Instruction:

Teaches academic language as a regular part of content instruction.



# Context-Embedded, AL-Focused Instruction

Unit of Study & Guiding Questions

Select a multifaceted, academic topic around which to develop student knowledge and generate a question that may guide the inquiry

Select engaging Texts, Text-Based Questions, and Target Academic Language (AL)

Select multiple, engaging texts that can be used to build topic knowledge and knowledge of academic language



Generate questions that might be used to guide the reading of each text  
Select a few high-utility AL vocabulary and structures that are necessary for understanding the multiple texts that comprise the unit and can be used by students to convey their learning in speech and writing.

During each lesson, engineer multiple writing, speaking, and listening opportunities--that follow predictable routines--for students to produce the target AL and to practice applying strategies for learning AL independently

Speaking/Listening

Writing

Strategies for continued AL learning

# Context-Embedded, AL-Focused Instruction

Unit of Study & Guiding Questions

Select a multifaceted...  
which to d...  
gen...

Select

Code X, Expeditionary Learning, Word Generation & ALIAS are all designed in this way.

...necessary...  
...and can be...  
...speech and writing.

During...  
multi...  
listening...  
predictab...  
produce th...  
applying s...  
ir...

Listening

Writing

Strategies for continued AL learning

See Module 5, page 5

# Element 1

Unit of  
Study &  
Guiding  
Questions

Select a multifaceted, academic topic around which to develop student knowledge and generate a question that may guide the inquiry

# For Example...

From Code X

The Power of  
Art

How does art influence your everyday life?

From  
Expeditionary  
Learning

Water  
Sustainability

Which category of water management, agricultural or industrial, would be a good place to begin to improve our use of fresh water?

From ALIAS

Community  
Activity

How can participation in a community activity unite groups of people?

From Word  
Generation

Creative  
Freedom

Should rap music be censored?

## What Makes a Good Big Question?

- No easy answer
- No single 'correct' answer
- Not easily answered without engagement with external sources (texts)

How does technology influence your everyday life?

How would a city of water management, industrial, would be a good place to live our use of fresh water?

Power of Sports

How can participation in sports unite groups of people?

From Word Generation

Creative Freedom

Should rap music be censored?

See Module 5, page 7

## Element 2

Unit of Study &  
Guiding  
Questions

Select a multifaceted, academic topic around which to develop student knowledge and generate a question that may guide the inquiry

Select engaging  
Texts, Develop  
Text-Based  
Questions, and  
Identify Target  
Academic  
Language (AL)

a. Select multiple, engaging texts that can be used to build topic knowledge and knowledge of academic language



b. Generate questions that might be used to guide the reading of each text

c. Select a few high-utility AL vocabulary and structures

# Selecting texts: Key Considerations

## *Stop & Think*

What makes a text 'engaging' for you as a reader when you're reading for information and/or a technical purpose?

What does this mean for text selection in classrooms?

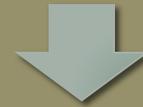
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- b. Generate questions that might be used to guide the reading of each text
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# Example 1: Word Generation (gr.4)

Who is responsible for keeping our waterways clean?



Act out this skit about a Channel 14 Action News report to find out more:

**Characters:**

**PAIGE TURNER**, Television News Anchor  
**SHELL SUMMERS**, News Reporter  
**TINA** and **ANDRE**, Kids at the beach  
**LIFEGUARD**  
**DR. PROCTOR**



Engaging Text 1:

Reader's Theatre,  
'Pond Closed!'

Thank you for that weather report, Jane. It sounds like it's hot, hot! Now let's go to the beach at Crystal Pond, where Tina and Andre are trying to cool down on their first day of summer vacation. Shell Summers is standing by with a special report.

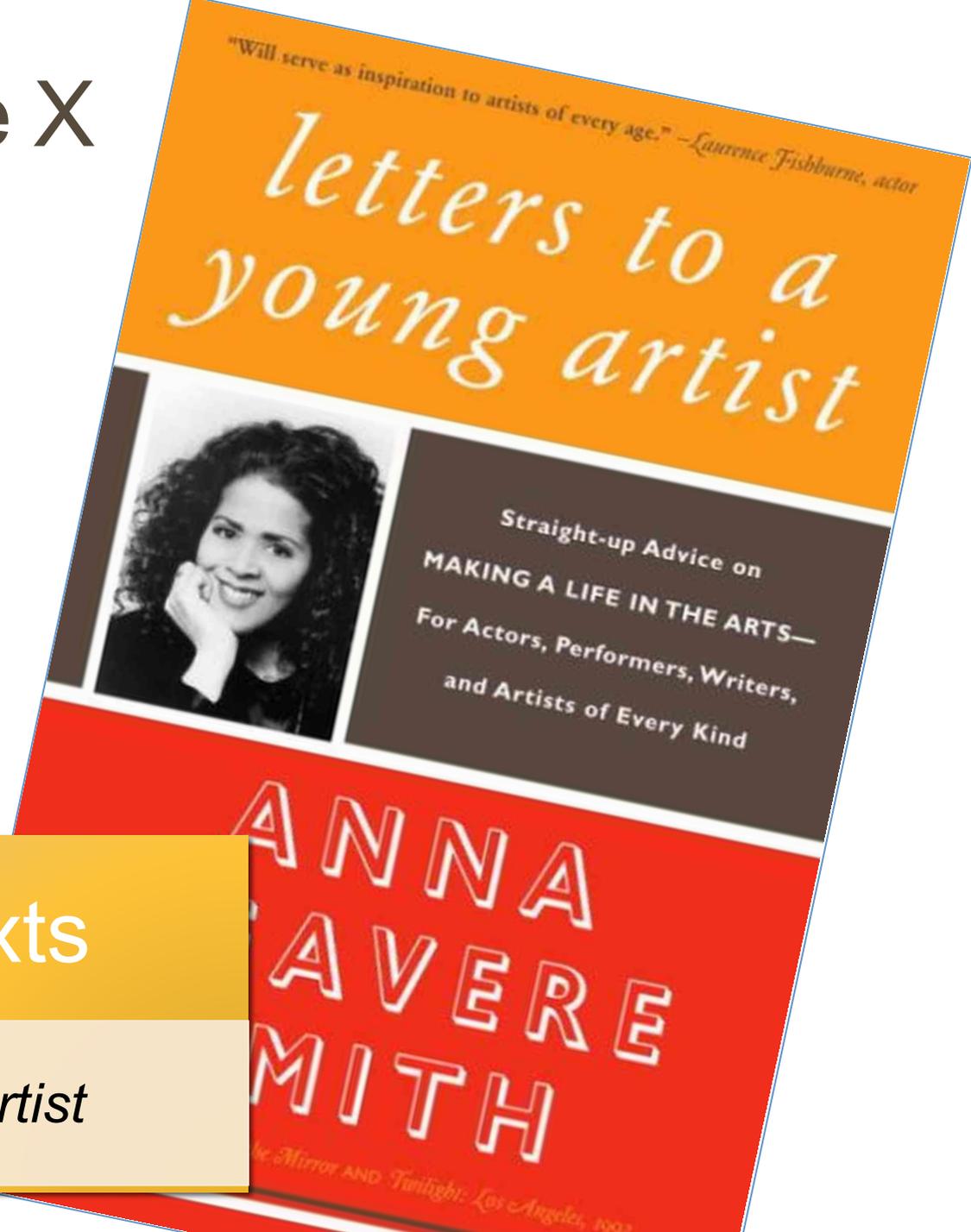
Yes, Cloudy, it was another hot day here at Crystal Pond. A group of kids who came here to organize a picnic and a day of swimming had a nasty surprise.

Everyone out of the water! That includes adults and children. The pond is closed for swimming!

Bacteria in the water is to blame. Dr. Proctor, a member of the local Water Organization, can explain.

Last week we had a lot of rain. Sometimes rain can wash harmful things into the pond. One example is animal waste from pets and wild geese. This can raise the level of bacteria in the pond so that it could be dangerous to swim.

# Example 2: Code X



Engaging Texts

*Letters to a Young Artist*

# Example 3: Expeditionary Learning

**Sudanese Tribes Confront Modern War**

By Karl Vick  
Washington Post Foreign Service  
Wednesday, July 7, 1999; Page A1



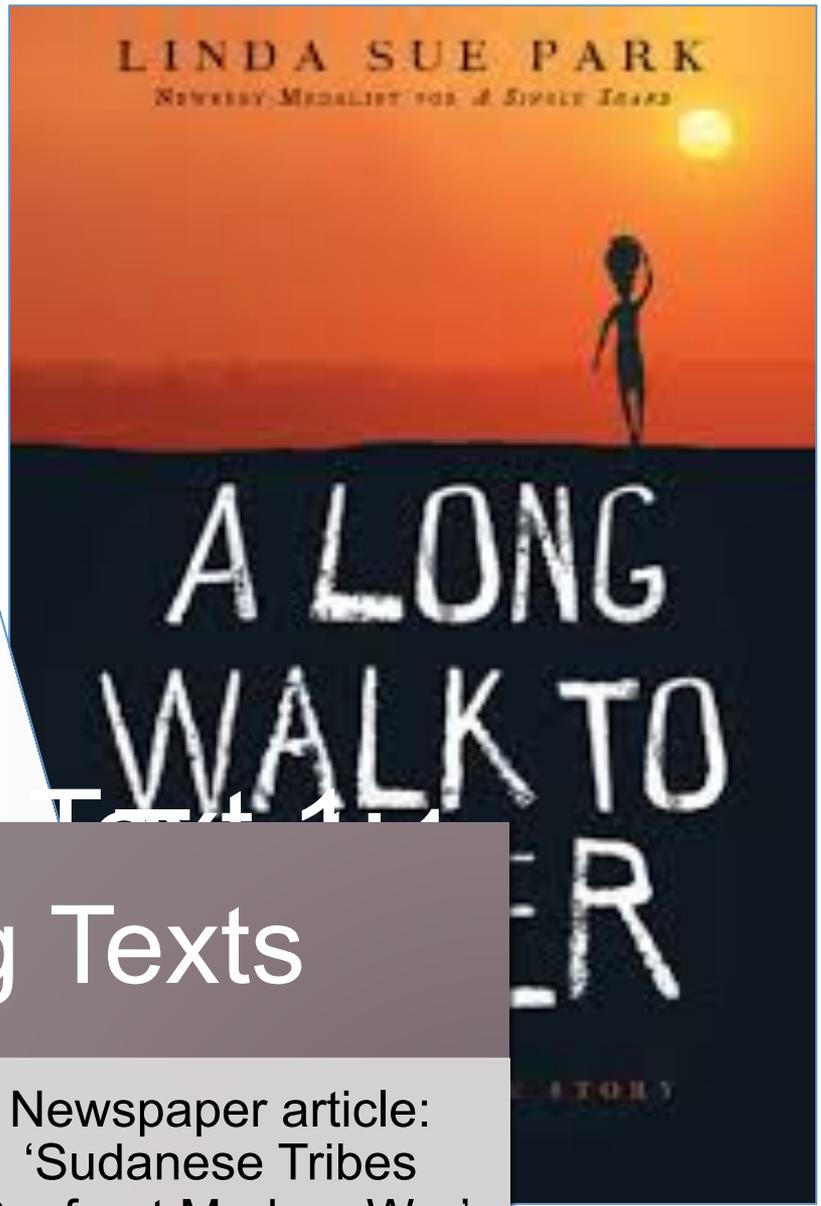
WUNLIT, Sudan – The airport delegation gathered behind an extremely tall, extremely thin man in an amazing hat. Fashioned from a fur of brilliant red, this hat featured not only earflaps turned down in 100-degree heat, but also a pair of fuzzy red balls that protruded from the top as the airplane descended. The man was laughing, into the

Madut Atien is a member of the SPLA, which provided security for the peace conference. (Michael duCille — The Washington Post)

... whose earflaps – and jounced cheerily Madut Aguer Adel rushed,

"Welcome!" M...  
hefting Chief...  
safely to the...

As beginnin...  
dusty villa...  
"auspicious...  
None wa...



Engaging Texts

'The Long Walk to Water'	Newspaper article: 'Sudanese Tribes Confront Modern War'
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# Element 2

Unit of Study &  
Guiding  
Questions

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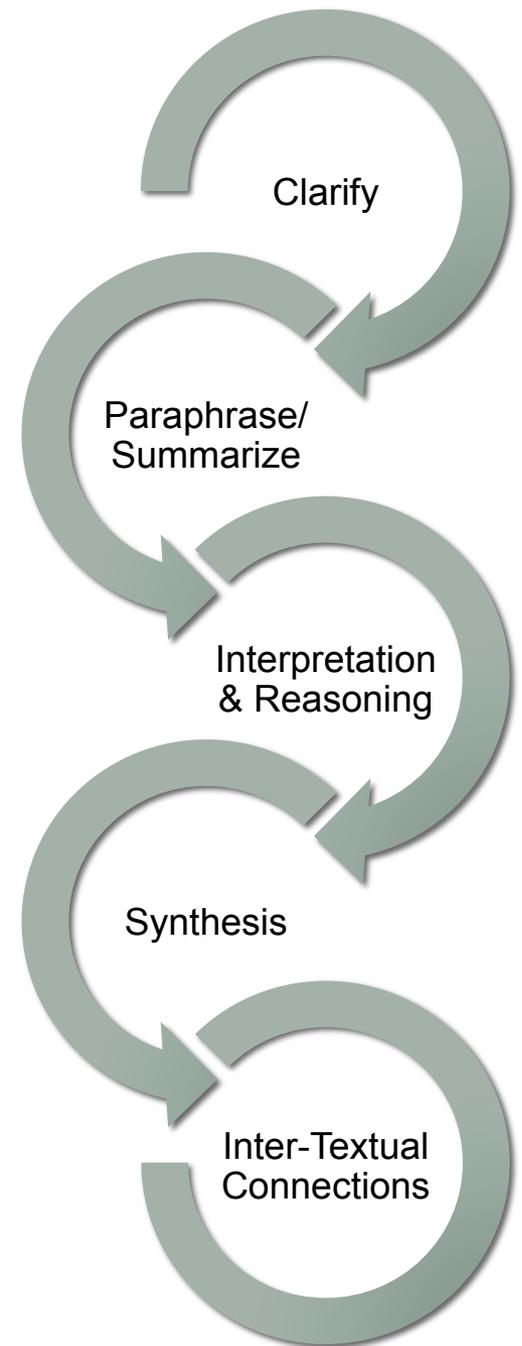


**b. Generate questions that might be used to guide the reading of each text**

c. Select a few high-utility AL vocabulary and structures that are necessary for understanding the multiple texts that comprise the unit and can be used by students to convey their learning in speech and writing.

# Developing Text-Based Questions

Text-based questions are designed to scaffold comprehension by presenting students with increasingly challenging questions.



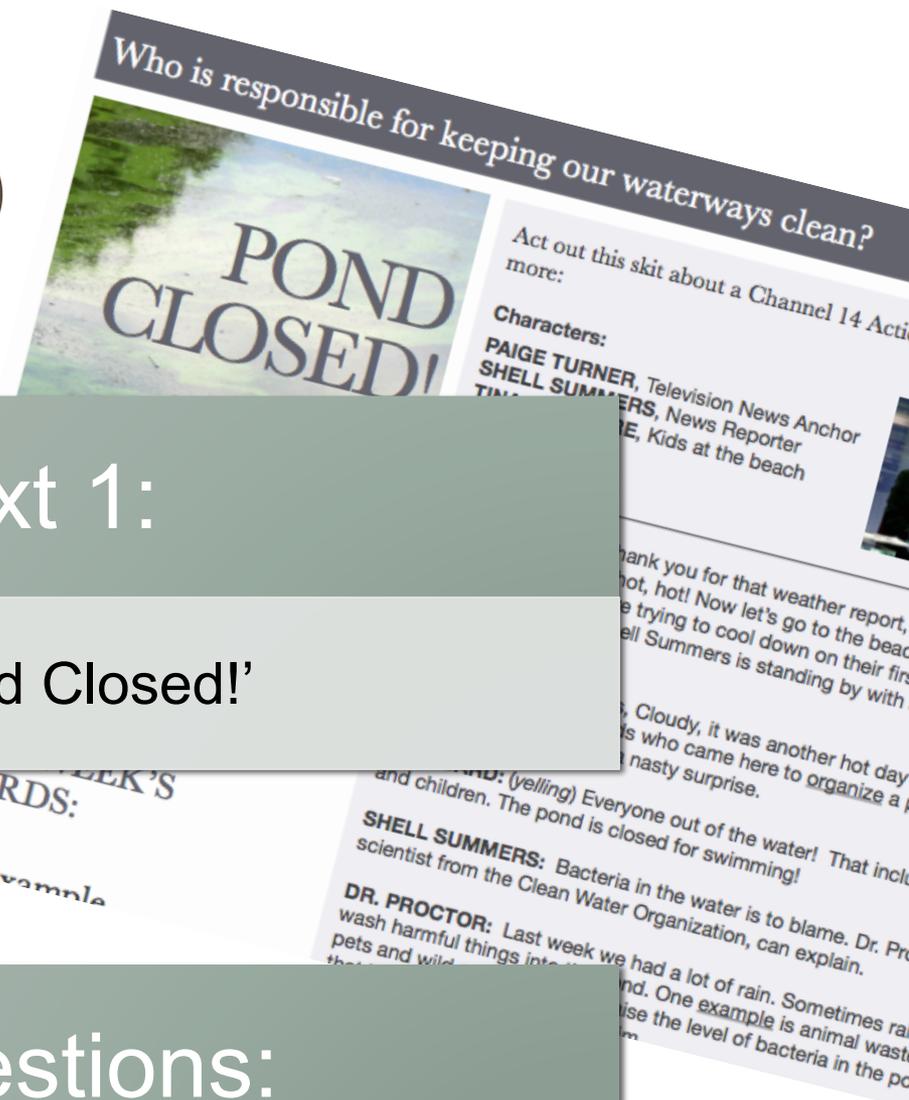
# Example 1: Word Generation (gr.4)

Engaging Text 1:

Reader's Theatre, 'Pond Closed!'

Text-Based Questions:

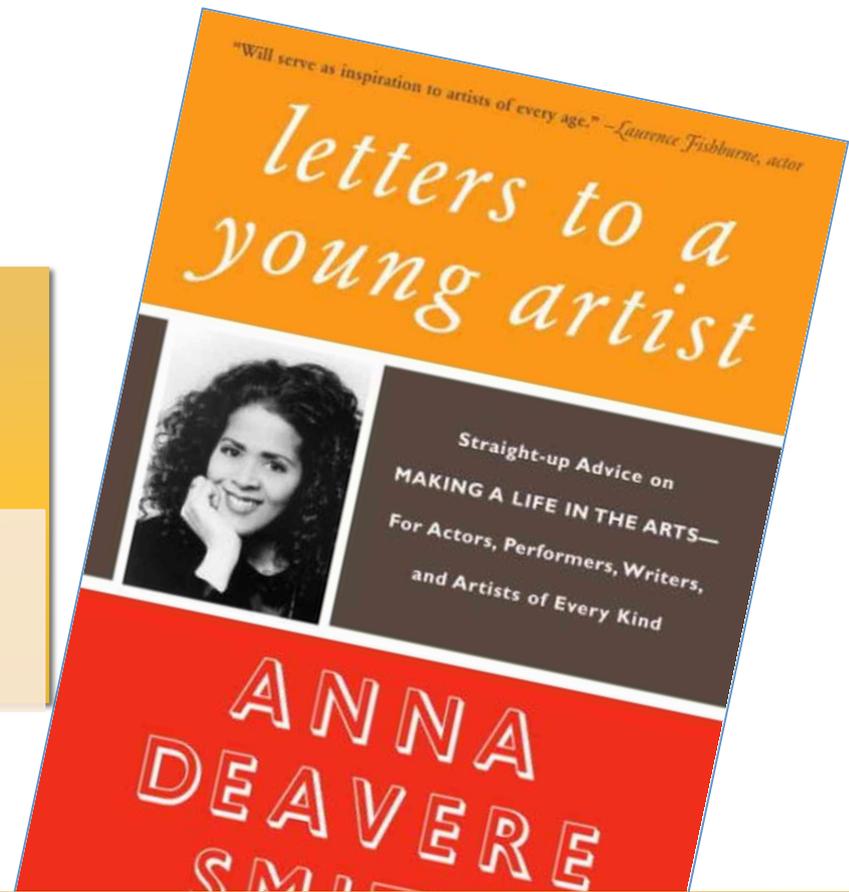
Who do you feel is responsible for keeping our waterways clean? What is the perspective of each speaker?



# Example 2: Code X

Engaging Texts

*Letters to a Young Artist*



Text-Based Questions:

What does Smith believe is fundamental to being an artist?

How do the ballet and baking analogies in paragraph 3 help to clarify the ideas the author discusses in paragraph 4?

What position is the author referring to when she says, "that's your position?" Why does she conclude her letter with this statement?

# Example 3: EL

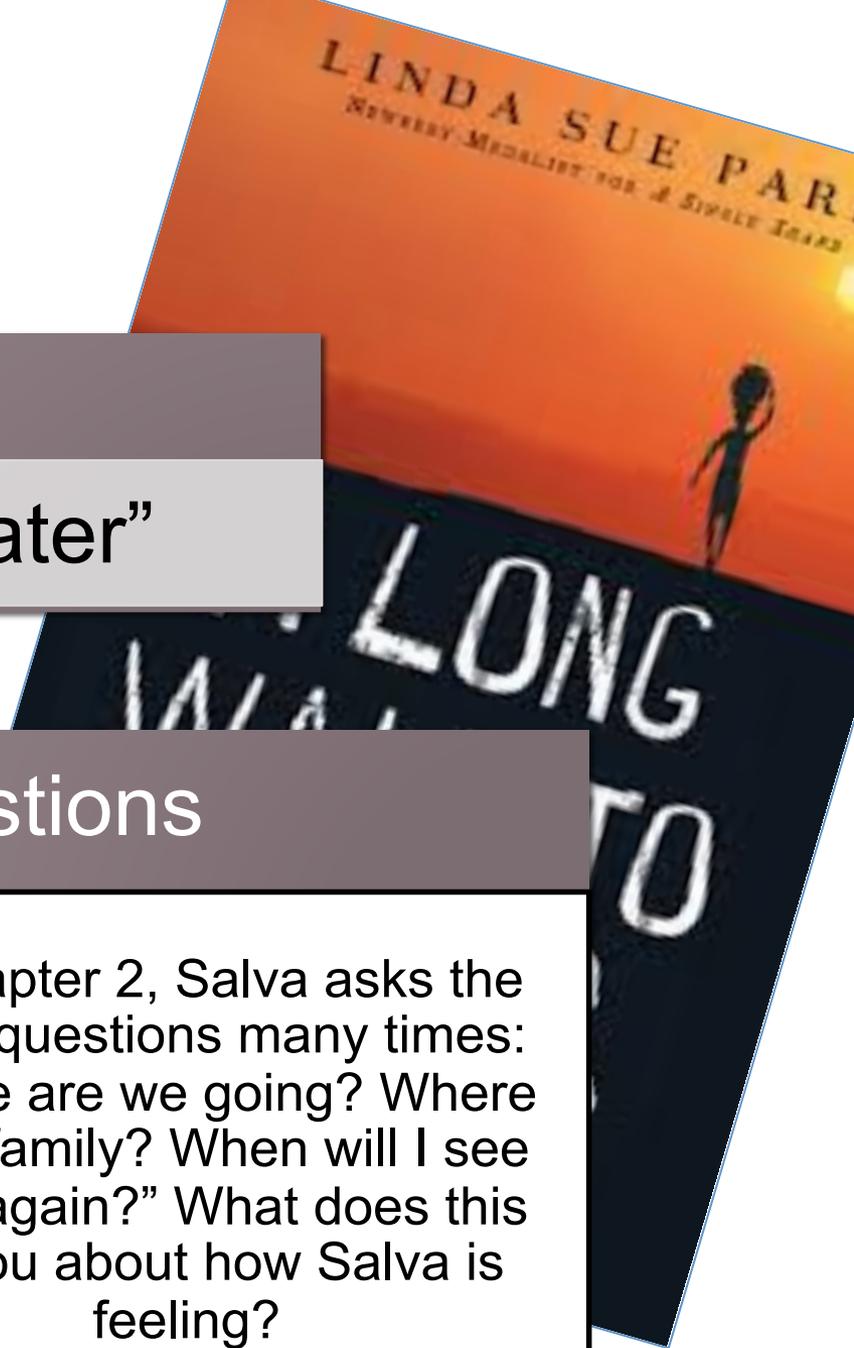
Engaging Texts

‘The Long Walk to Water’

Text-Based Questions

In Chapter 2, it says that Nya “looked at the bottom of her foot. There it was, a big thorn that had broken off right in the middle of her heel.” What does the thorn in her heel tell you about Nya? Explain why the thorn tells you this about Nya?

In Chapter 2, Salva asks the same questions many times: “Where are we going? Where is my family? When will I see them again?” What does this tell you about how Salva is feeling?



# Element 2

Unit of Study &  
Guiding  
Questions

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b. Generate questions that might be used to guide the reading of each text

**c. Select high-utility AL vocabulary and structures to Explicitly Teach**

# Identifying Words Worth Teaching

➤ **FREQUENCY:** Is this word found frequently in the texts that comprise the unit?

➤ **IMPORTANCE:** Does this word refer to an essential piece of knowledge or concept within the unit ('environment,' 'mutation')?

Is this word likely to appear frequently in academic texts ('result,' 'consequence')?

➤ **UTILITY:** Will students need to know this word to understand the texts we will read in this unit?

Will students need to know this word to speak and write about the topic of study?

Will this word be useful for academic speaking and writing generally?

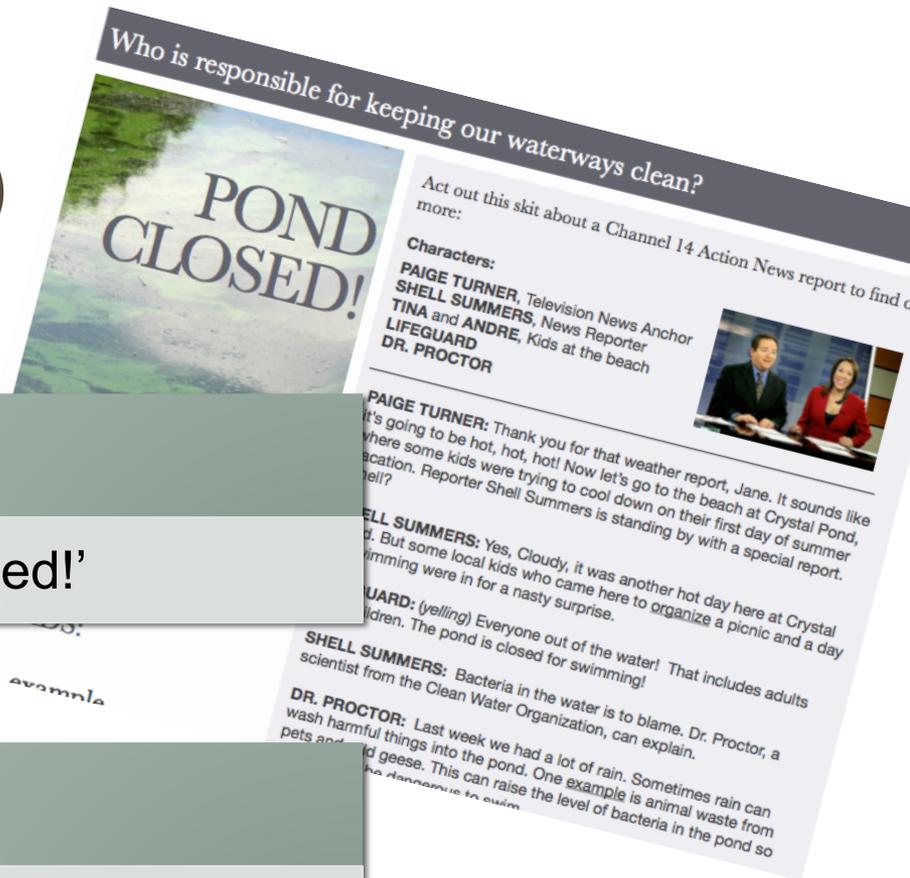
# Reminder: Word Types

<b>English Language Arts</b>	<b>Academic Words</b>	<b>Rare</b>
antagonist	quality	condensation
acrostic	prediction	tomboy
stanza	resolve	petite
comma	conflict	hatchet
setting	optional	kinesthetic
external conflict	debatable	embed
couplet	coherent	biodegradable

# Reminder: Academic Words are Abstract Concepts

Challenge	Affect	Community	Located	Anticipate
Focus	Culture	Discrimination	Major	Constantly
Incentive	Contribute	Distinctions	Period	Contribute
Motivate	Establish	Evidence	Puzzle	Convince
Communicate	Ethnic/ethnicity	Gender	Site	Effect
Identity / Identify	Residents	Options	According to	Expanse
Incidents	Welfare	Regulations	Average	Generate
Legally	Ancient	Research	Expert	Inspire
Method	Complex	Respond	Foundation	Image
Policy	Integrated	Topic	Media	Releasing
Research	Located	Collapse	Nearly	Region
Require	Major	Conduct	Percent	Survive
Survey	Period	Contribute	Survey	Issue
Affect	Puzzle	Crucial	Awareness/aware	Research
Culture	Site	Research	Civil	Social
		Resource	Documentary	Survive
		Seeking	Image	Vision
		Establish	Inspire	

# Example 1: Word Generation (gr.4)



Engaging Text 1:

Reader's Theatre, 'Pond Closed!'

Text-Based Question:

Who is responsible for keeping our waterways clean?

Target AL

**Example**

**Include**

**Organize**

# Example 2: Code X (gr.7)

Engaging Texts

*Letters to a Young Artist*

Text-Based Question:

What does Smith believe is fundamental to being an artist?

How do the ballet and baking analogies in paragraph 3 help to clarify the ideas the author discusses in paragraph 4?

What position is the author referring to when she says, "that's your position?" Why does she conclude her letter with this statement?

Target AL

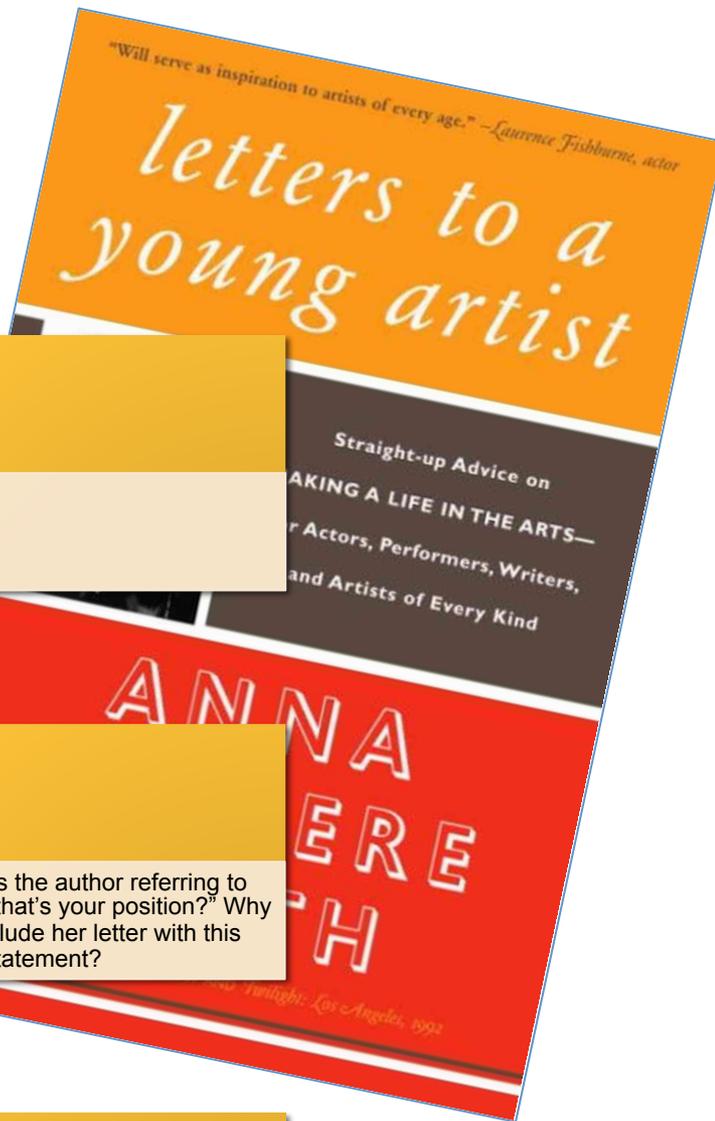
Basis

Position

Devoid

Compassion

Welfare



# Example 3: EL

Engaging Texts

“A Long Walk to Water”

Text-Based Questions

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Target AL

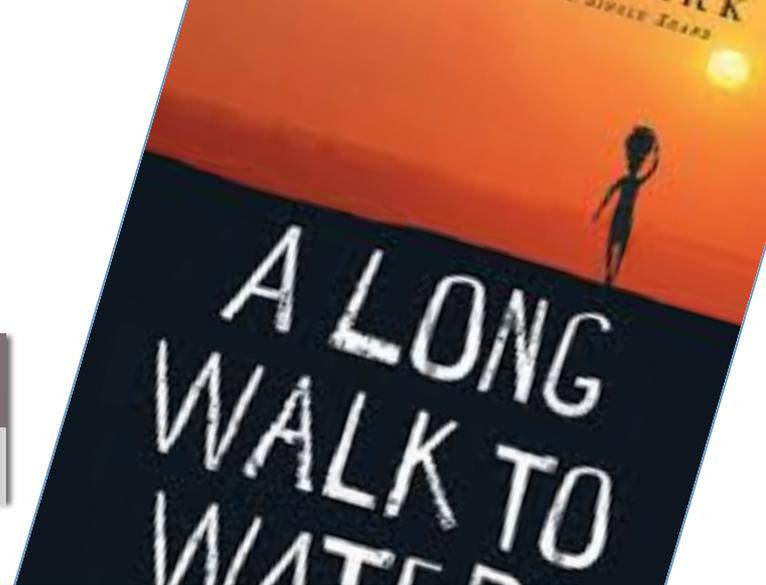
**Place**

**Infer**

**Evidence**

**Determine**

**Representations**



# LUNCH

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# Element 3

See Module 5, page 11

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**Provide multiple writing, speaking, and listening opportunities--that follow predictable routines--for students to produce the target AL and to practice applying strategies for learning AL independently**

Speaking/Listening

Writing

Strategies for continued AL learning

# Step 3

Unit of Study & Guiding Questions

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## Multiple Exposures

Routines for Speaking/Listening

Routines for Writing

Strategies for continued AL learning

# The Importance of Multiple, Meaningful Exposures

## 5 Levels of Word Knowledge:

Rich, decontextualized knowledge of a word's meaning, its relationship to other words, metaphorical use

Enough knowledge to understand but not enough to recall and use appropriately

Narrow-context bound knowledge

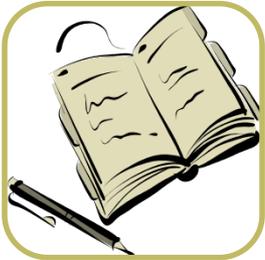
General sense

No knowledge

Label  
vs.  
Concept

# Zooming out to ELA: Instructional Cycles in Code X and Expeditionary Learning

Depending upon your population, you may need a more structured and scaffolded approach

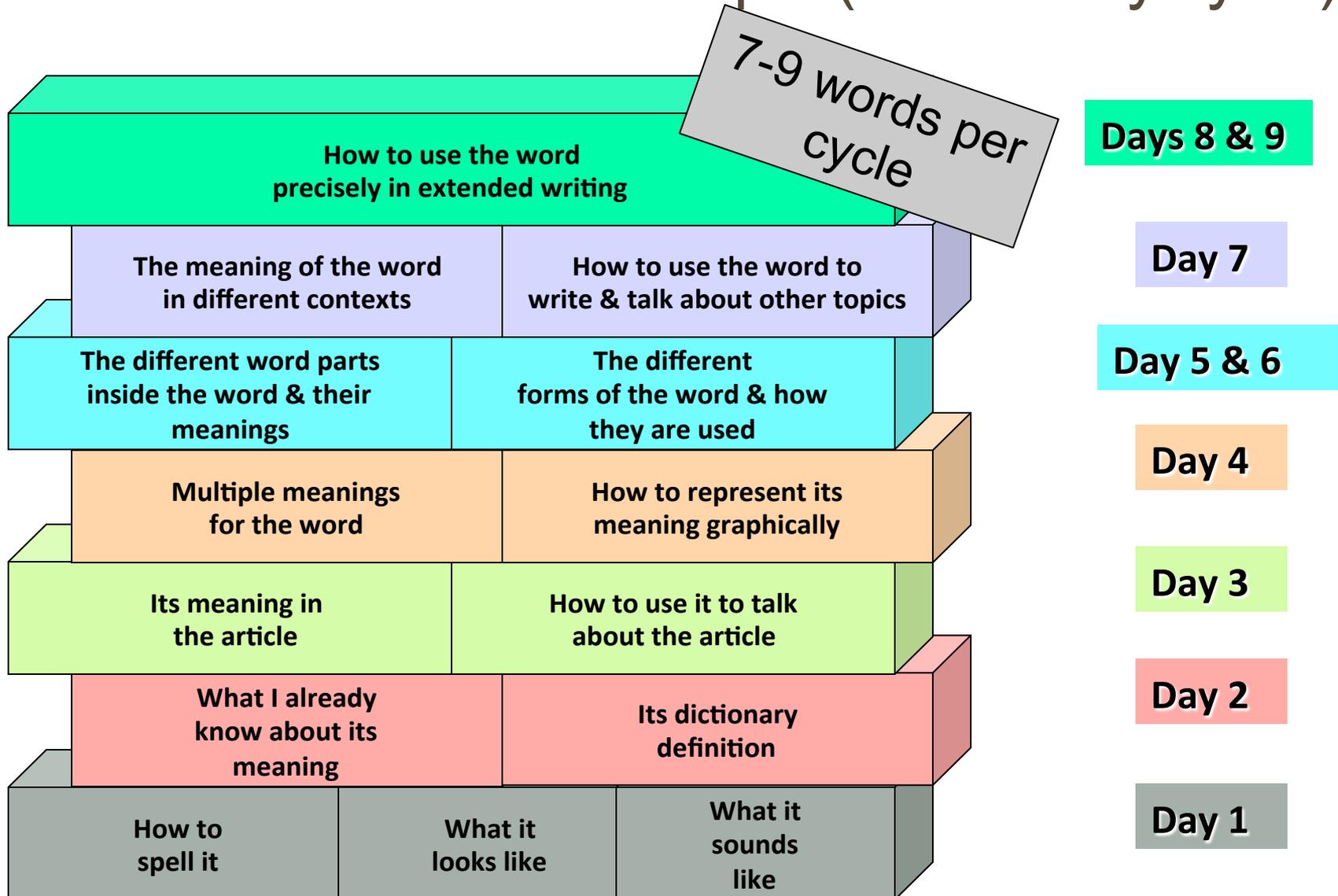


Varies by text and topic in curriculum

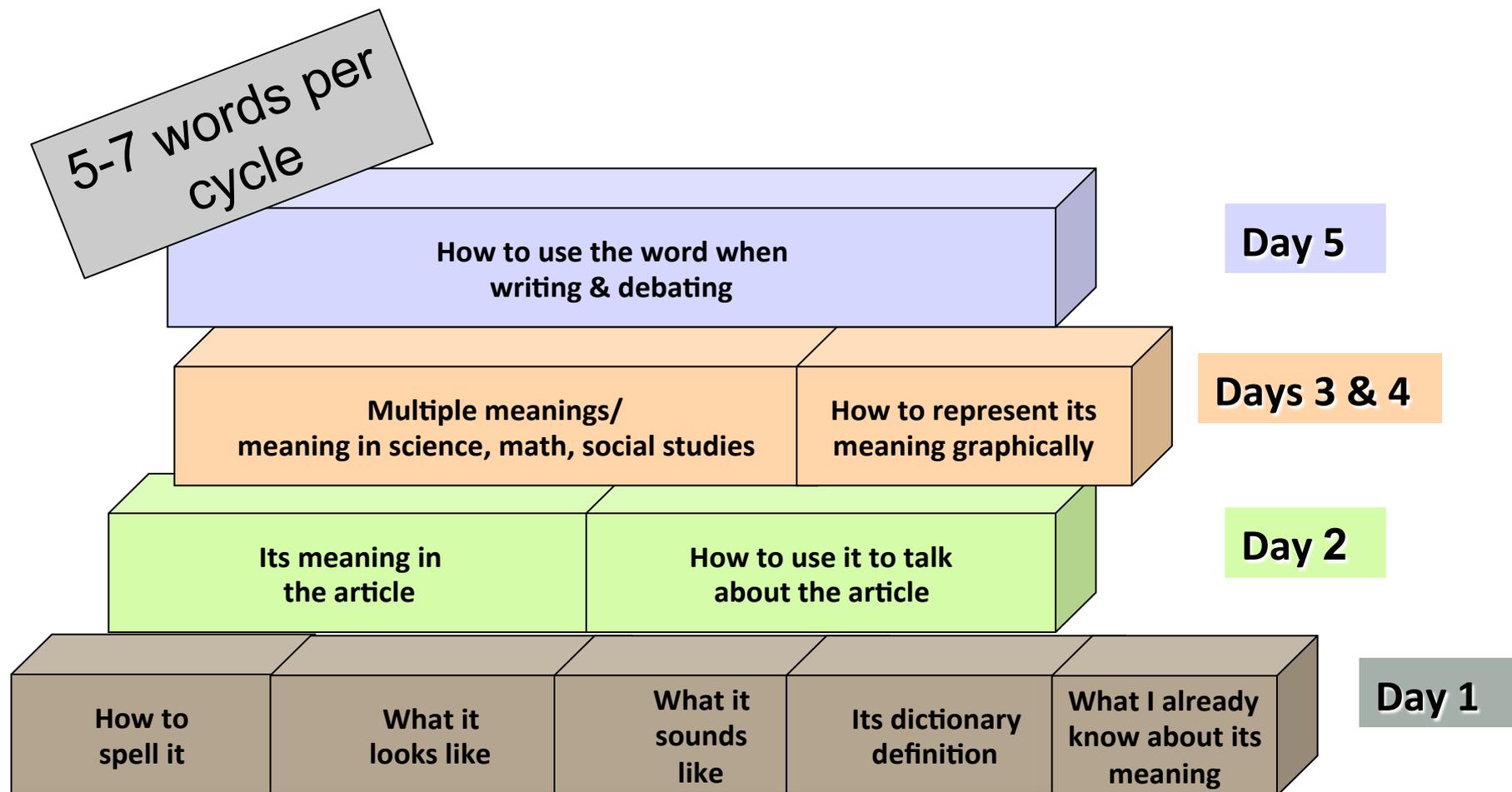


Each unit has its own routines based on learning outcomes

# A Research-Based Example (8- or 9-day cycle)



# Another Research-Based Example ( A week-long cycle)



# Consideration: Bolstering Academic Vocabulary Teaching within an ELA Curriculum

## Code X and Expeditionary Learning Design:

- **Starting place:** words that appear in text and are identified for vocabulary teaching



## Code X and Expeditionary Learning **Extension:**

- To develop a set of lessons and/or learning opportunities to teach explicitly the academic vocabulary words that have been identified and appear in text

# Meaningful Exposures, Predictable Routines

- 💡 "And like once we started doing it, it was kind of like a routine. Like every day, we would get our AVNs out and start working on it, so like we got used to it. And it just helped.."
- 💡 "...Every time I took a test after the units, we were really confident because we went over them so many times – all different pages and stuff."
- 💡 "The first time we did, it was really hard.." "Yeah, and then when we got into it, and we started having more of this, we started doing better at it."

# Step 3

Unit of Study & Guiding Questions

Select a multifaceted, academic topic around which to develop student knowledge and generate a question that may guide the inquiry

Select engaging Texts, Text-Based Questions, and Target Academic Language (AL)

- a. Select multiple, engaging texts that can be used to build topic knowledge and knowledge of academic language
- b. Generate questions that might be used to guide the reading of each text
- c. Select a few high-utility AL vocabulary and structures

Provide multiple writing, speaking, and listening opportunities--that follow predictable routines--for students to produce the target AL and to practice applying strategies for learning AL independently

Routines for Speaking/Listening

Routines for Writing

**Extending Learning**

Strategies for continued AL learning

# Multiple, meaningful opportunities to be exposed to and to use AL

**Talking**



Example: Mock interview; Negotiating participant chains

**Playing**



Example: Pictionary

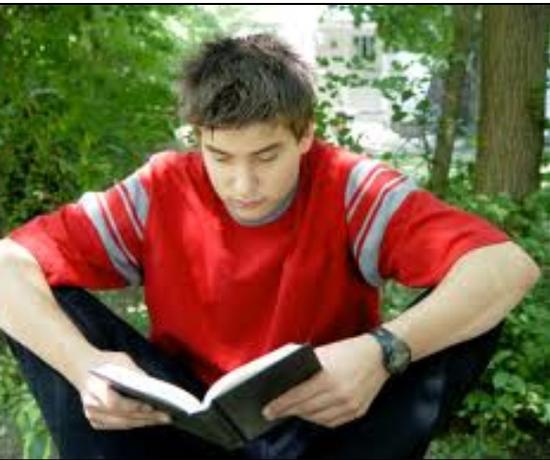
Example: *Caption It*; *Discussing author's stance*

**Contemplating**



# What is a 'Meaningful Exposure'?

Read it → Talk it → Write it



# Increasing Complexity Over Time

Begin by practicing with  
the words on their own

Increasingly require  
students to use words in  
integrated ways (writing,  
arguing a point)

# Meaningful Exposures: Starting Points



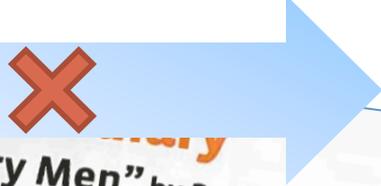
- Creating Personal Definitions → Compare to dictionary definition

## From Expeditionary Learning (Vocab Routine)

“Determine the meaning of learning targets by circling key words and discussing the meaning of the targets with a partner. Then they will share out their thinking and clarify the meaning of the targets with the entire class.”

# Starting Points, cont'

- Defining words before reading ( From Code X)

**Academic Vocabulary**  

from "Twelve Angry Men" by Reginald Rose

Rate your understanding of each word. Then read its meaning and use it in a sample sentence.

Word	Meaning	Example
<b>reasonable</b> (adj.) p. 100 ① ② ③ ④	fair and sensible	Nancy offered a reasonable compromise.
<b>impression</b> (n.) p. 100 ① ② ③ ④	the opinion or feeling you have about someone or something because of the way they seem	It's important to leave a good first impression on a first date or interview.
<b>drive</b> (v.) p. 100 ① ② ③ ④	a strong desire for success	Ruby is full of drive and determination.
<b>customary</b> (adj.) p. 101 ① ② ③ ④	according to the customs or usual practices of a society	It is customary to give food servers a tip in the amount of 15 to 20 percent of the bill.
<b>preliminary</b> (adj.) p. 101 ① ② ③ ④	happening before something that is more important, often in order to prepare for it	The preliminary results of the election show that the mayor's opponent is now in the lead.
<b>accused</b> (n.) p. 101 ① ② ③ ④	a person who is charged with a crime	The accused was found not guilty.
<b>resumes</b> (v.) p. 102 ① ② ③ ④	to go back to the seat, place, or position where you were before	The speaker resumes her place at the podium.

**Rating Scale**

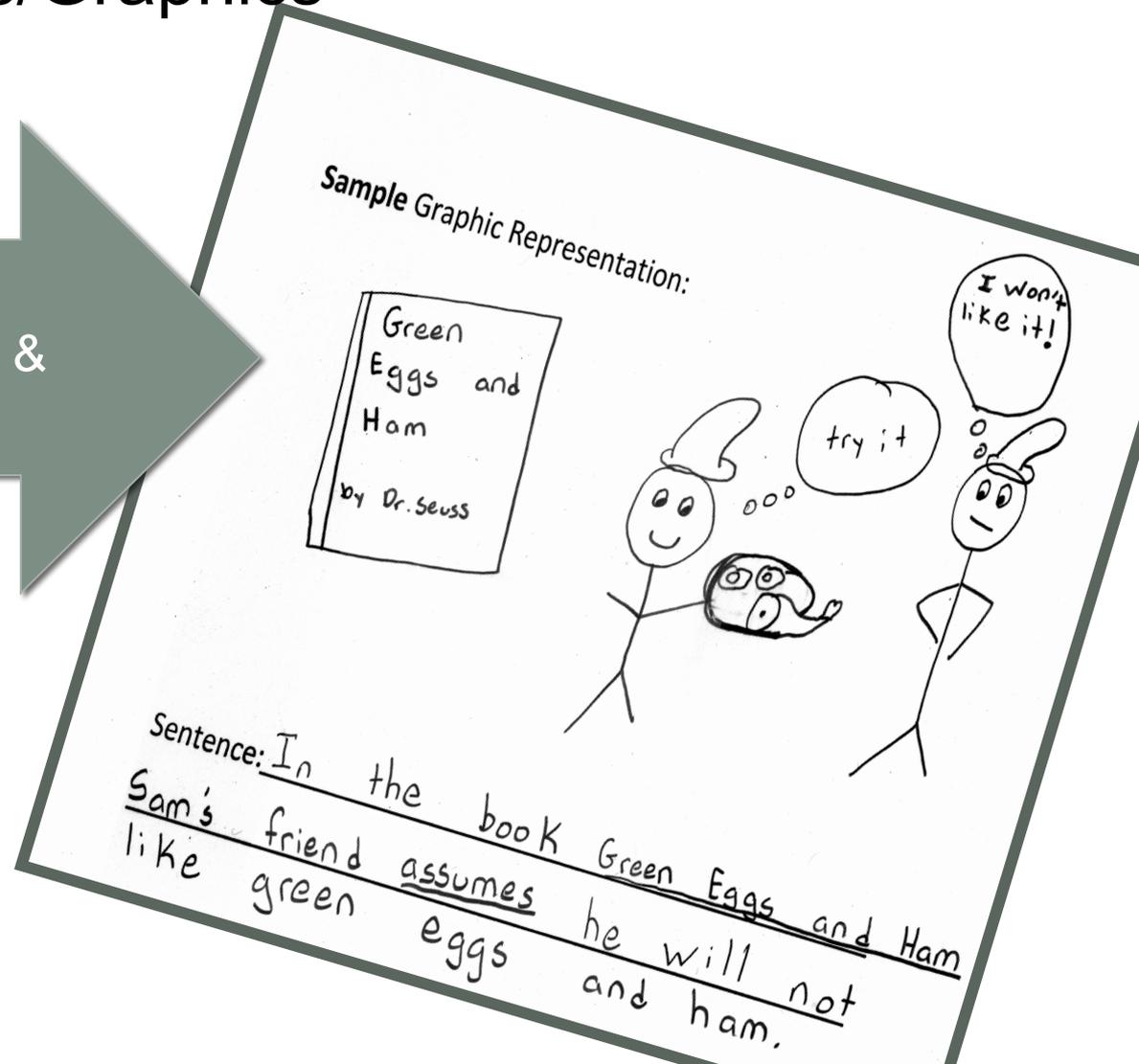
- ① I don't know the word.
- ② I've seen it or heard it.
- ③ I know its meaning.
- ④ I know it and use it.

# Starting Points, cont'



## ➤ Creating Cartoons/Graphics

In some approaches, students produce drawings & captions



# Starting Points, cont'

- Synonym word-play (go-fish, pictionary)
- Shades of meaning



Feel  
strongly

disagree

vehemently  
disagree

# Meaningful Exposures: Integrated



- *Oral language* activities using target words

**Word Generation**-Reader's Theatre, News Cast, Discussions, Mock Interview, Debate

**Expeditionary Learning**-“World Café,” Book Discussions

**Code X**- ‘Context clues’ think-pair-share

- *Shared reading of text* using target words (**All programs**)
- *Writing* activities using target words (Persuasive essay, Summary) (**All Programs**)

# Meaningful Exposures: Integrated

- Examining the target words in context (Code X)

## Word Study

### Context Clues

**Context clues** are words in a text that help you figure out the meaning of an unfamiliar word. Sometimes words are defined in the text or meaning is suggested.

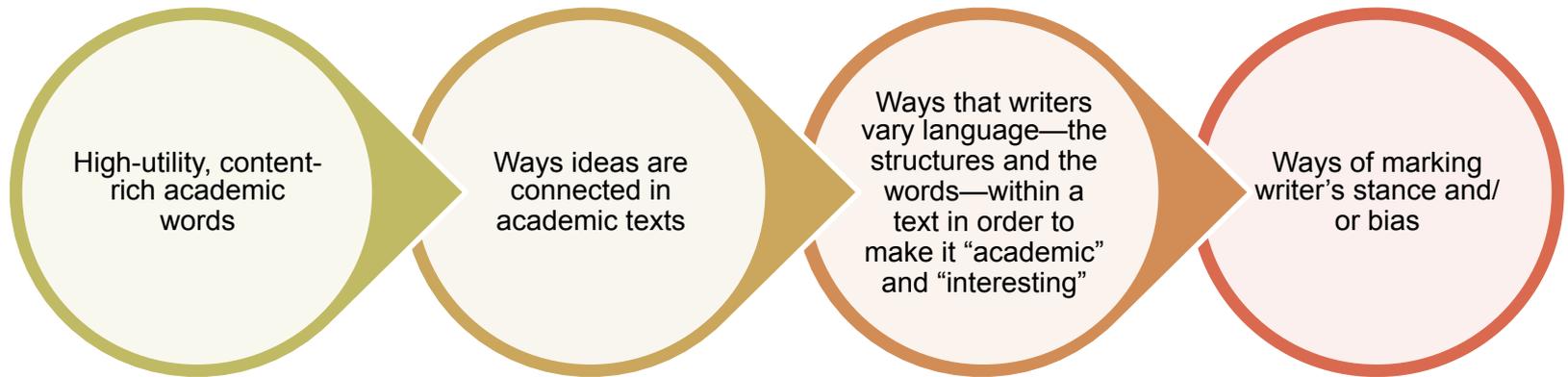
The sentences below are from Rose's play. Find the context clues to determine the meaning of the bold words.

1. 7th JUROR: . . . [*He turns to the **FOREMAN.***] Where do you want us to sit?

FOREMAN: Well, I was thinking we ought to sit in order . . .

2. 12th JUROR: What was your impression of the prosecuting attorney? . . . I thought he was really **sharp**. I mean, the way he hammered his points home, one by one, in logical sequence. It takes a good brain to do that. I was very impressed.

# Summary: Teaching AL with Text



- Repetition is more common in oral language

# ANALYZING YOUR OWN PROGRAMS AND MATERIALS

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# Today's Agenda

- 9.00 a.m. The Institute: Looking Back and Moving Forward
- **STRENGTHENING DAILY INSTRUCTION FOR ELLS**
- 9.15 a.m. Part 1. Content and Language Objectives
- 10.30 a.m. Part 2. Unpacking Academic Language Focused Instruction Using NYC Curricula and Approaches
- 11.45 a.m. Lunch
- 12.30 p.m. Part 2. Unpacking Academic Language Focused Instruction Using NYC Curricula and Approaches
- 1.00 p.m. Part 3. Supporting Teachers through Observations and Feedback
- 2.15 p.m. Wrap-Up

# AL-Focused Instruction



Building off the design of AL-focused instruction & examples, how could the curricula and materials you have in place serve as a platform to support AL-focused instruction?



How do you, as instructional leaders, support their use as a platform for AL-focused instruction?



What changes might need to be made to strengthen AL-focused implementation at your school?

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# Application

**First, form a small group of 3-4.**

- In this activity, you are fulfilling the role of an instructional leader as you coach a teacher at your school to implement content-embedded, academic-language instruction.

**Next, watch the video,**

- As you watch, complete the checklist of the hallmarks of good instruction

**Finally, answer the questions below:**

- What do you notice about this teacher's practice that supports content-embedded, academic language-focused instruction for ELLs?
- What might you make as a single recommendation for instructional improvement?

# NEXT SESSION

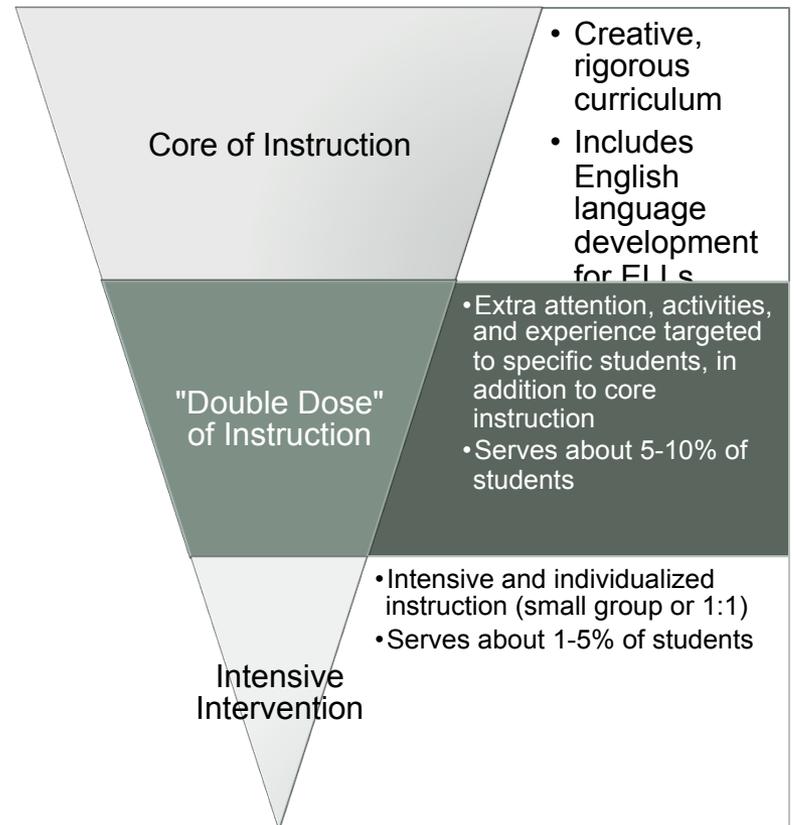
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# Start at Core Instruction, But Don't Stop There

## The importance of Tier II:

- Provides a “double dose” of instruction, targeted to specific needs
- bolsters skills that *some* students have yet to master, but not core-focus

The Three-Tiered Model



# Basics of Intervention

Questions...	...And Answers
<b>Where</b> does it happen?	<ul style="list-style-type: none"><li>• Not location-specific</li><li>• Additional, targeted support one way or the other</li></ul>
<b>Who</b> provides it?	<ul style="list-style-type: none"><li>• Variety of personnel as determined at the site</li></ul>
<b>What</b> skills?	<ul style="list-style-type: none"><li>• Any areas impeding literacy development</li><li>• For ELLs: might be ESL support AND support for literacy skills</li></ul>
<b>How</b> is instruction designed?	<ul style="list-style-type: none"><li>• Assessment-driven</li><li>• Adjusted based on progress monitoring (i.e., response to instruction!)</li></ul>

# Instructional Improvement: Meetings 3-7

## Blueprint

