Edinburg Consolidated Independent School District

Curriculum & Instruction

Government Curriculum Guide
2015-2016

Building Excellence: A Blueprint for Success
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Eva Tristan Torres, Assistant Superintendent for Curriculum & Instruction

Building Excellence: A Blueprint for Success
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Paulina E. Rodriguez

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Erika M. Faubion

3rd Grade
Elvia M. Basoria
Rebecca E. Gil

4th Grade
Yvonne Arciba
Brenda V. Gutierrez

5th Grade
Velia Zavala
Johana L. Resendez

6th Grade
Gloria Pineda
Debra J. Halcomb
Christie A. Garcia

7th Grade
Sylvia V. Garza
Elias Lozano
John D. Muniz

8th Grade
Marisol Rodriguez-Portales
Michael A. Lara
Ruben R. Leo
Lucy Ortiz
Marcos J. Garza
Esmeralda Garcia
Yolanda Levermand

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Sylvia L. Montes
Maria D. Garza-Lara

World History
Carla C. Perez-Valdez
Brenda L. Hernandez

U.S. History
Oscar H. Mendoza
Juan J. Ortega
Cynthia E. Paredes
Yesenia Molina

Government
Delia Perez

Economics
Mayra Rangel
# EDINBURG CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

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**Building Excellence: A Blueprint for Success**
Insert Divider: Scope and Sequence
# Edinburg CISD
Scope and Sequence 2015-2016
U.S. Government Grade 12

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<td>Aug 31-Sep 4</td>
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<td>Theme: The Beginnings of American Government</td>
<td>Theme: The Constitution</td>
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<td>Unit: Brances of Government (Ch 5)</td>
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**1st Six Weeks**

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<td>Topics: Principles &amp; Types of Government; Origins &amp; Basics of Democracy</td>
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<td>Skills: Explain, Describe, Summarize, Main Idea, Cite Evidence, Question, Apply, Interpret, List, Draw Conclusions, Infer</td>
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**3rd Six Weeks**

**Nov 23-27**

Thanksgiving

**Nov 30**

Spiral Review (1day)

**Dec 7**

Unit: Political Beliefs and Behaviors (Ch 10)

**Dec 14**

Unit: Political Policy Priorities & Implementation (Ch 12)

**Jan 4**

Spiral Review (1day)

**Jan 11**

Review (Ch 1 - 13)

**Merry Christmas**

**Happy New Year**
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<td><strong>Jan 18-22</strong></td>
<td><strong>Jan 25-29</strong></td>
<td><strong>Feb 1-5</strong></td>
<td><strong>Feb 8-12</strong></td>
<td><strong>Feb 15-19</strong></td>
<td><strong>Feb 22-26</strong></td>
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| **Jan 18** | **Staff Workday** | | | | | **District Benchmark**
| | | | | | | **4th Six Weeks**
| **Week 4** | **Unit: Constitutional Underpinnings (Ch 1)** | **Unit: Constitutional Underpinnings (Ch 2)** | **Unit: Constitutional Underpinnings (Ch 3)** | **Unit: Branches of Government (Ch 4 & 5)** | | **4th Six Weeks**
| | **Theme: The Beginnings of American Government** | **Theme: The Constitution** | **Theme: The Constitution, Federalism** | **Theme: The Executive Branch** | | **Ch 5 Continued**
| | **Topics: Origins of American Political Ideals, Independence, First Steps, Creating the Constitution** | **Topics: Overview, Amending the Constitution, Federalism** | **Skills: Categorize, Synthesize, Compare, Explain, Main Idea, Describe, Cause & Effect, Summarize, Apply, Draw Conclusions, Recall, Infer, Sequence, Interpret, Analyze** | **Skills: Main Idea, Cause & Effect, Draw Conclusions, Infer, Summarize, Describe, Generalize, Identify, Support, Interpret, Question, Synthesize** | | **Review (Ch 1-5)**
| | | | | | | **Six Weeks Test**
| | | | | | | **Feb 26**
| **ELPS: 1A, 1B, 4C, 4D, 4E, 4F** | | | | | | **Professional Development**

**Fourth Six Weeks**

**Staff Workday**

**TEKS:** 1A, 1B, 1C, 1D, 1E, 1F, 2A, 7C, 7D, 7F, 8A, 9C, 13A, 13B, 20A, 20D, 20E, 21A, 21B, 21D

**ELPS:** 1A, 1B, 4C, 4D, 4E, 4F

**District Benchmark**

**Ch 5 Continued**

**Review (Ch 1-5)**

**Six Weeks Test**

**Feb 26**

**Professional Development**
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<td>Mar 21-25</td>
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<td>Apr 11-15</td>
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<td>Unit: Civil Liberties &amp; Civil Rights (Ch 9)</td>
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**Mar 14-18** Spring Break

**March 25** Good Friday

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**Edinburg CISD**

Scope and Sequence 2015-2016

U.S. Government Grade 12
## Edinburg CISD
### Scope and Sequence 2015-2016
#### U.S. Government Grade 12

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| **Unit**: Political Beliefs and Behaviors (Ch 10) | **Unit**: Political Beliefs and Behaviors (Ch 10) | **STAAR EOC Window**
Algebra I
Biology
U.S. History | **Unit**: Political Policy Priorities & Implementation (Ch 12) | **Unit**: Public Policy Priorities & Implementation (Ch 13) | **Review** (Ch 1 - 13) |
| **Theme**: Government by the People | **Theme**: Government by the People | **Unit**: Political Beliefs and Behaviors (Ch 11) | **Theme**: Government and the Economy | **Theme**: Texas State and Local Government | **Semester Exam** |
| **ELPS**: 1B, 1D, 1E, 21, 1C, 2I, 3A, 3B, 3C | **ELPS**: 1B, 1D, 1E, 21, 1C, 2I, 3A, 3B, 3C | **TEKS**: 1F, 1G, 1H, 3C, 3D | **TEKS**: 1F, 1G, 1H, 3C, 3D | **TEKS**: 1F, 1G, 1H, 3C, 3D | **TEKS**: 1F, 1G, 1H, 3C, 3D |

**6th Six Weeks**

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<td>ELPS: 2C, 2D, 2E, 3G, 3H, 3I</td>
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## First Six Weeks

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<td><strong>Theme:</strong> Foundations of Government</td>
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<td><strong>Six Weeks Test</strong></td>
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<td><strong>Topics:</strong> Principles &amp; Types of Government; Origins &amp; Basics of Democracy</td>
<td><strong>Topics:</strong> Origins of American Political Ideals, Independence, First Steps, Creating the Constitution</td>
<td><strong>Topics:</strong> Overview, Amending the Constitution, Federalism</td>
<td><strong>Topics:</strong> Overview, Two Houses, Expressed Powers, Implied Powers, Organization &amp; Committees, Making Law</td>
<td><strong>Topics:</strong> Presidency, Vice Presidency, First Lady, Domestic Powers, Foreign Affairs Powers</td>
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<td><strong>Skills:</strong> Explain, Describe, Summarize, Main Idea, Cite Evidence, Question, Apply, Interpret, List, Draw Conclusions, Infer</td>
<td><strong>Skills:</strong> Identify, Describe, Apply, Define, Sequence, Explain, Summarize, Interpret, Analyze</td>
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<td><strong>Skills:</strong> Generalize, Draw Conclusions, Identify, Infer, Cause &amp; Effect, Interpret, Describe, Analyze, Sequence, Summarize, Apply, Compare &amp; Contrast</td>
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<td>• Foundations of Government and Citizenship p2</td>
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<td>• John Locke, Natural Rights</td>
<td>• The Fight for Suffrage</td>
<td>• Theodore Roosevelt and Ronald Reagan, Qualities of a President</td>
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<td>• The House and the Senate</td>
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<td>• Types of Government</td>
<td>• Amendmenting the Constitution</td>
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**Unit: Branches of Government (Ch 6)**

**Theme:** The Executive Branch at Work

**Topics:** Federal Bureaucracy, Executive Departments, Independent Agencies, Foreign Policy, Diplomacy, National Security

**Skills:** Generalize, Analyze, Contrast, Main Idea, Explain, Infer, Compare, Apply, Draw Conclusions

**TEKS:** 1F, 4A, 4B, 5A, 5D, 6A, 6B, 7C, 8B, 8D, 8G, 10A, 14C, 18B, 19A, 20A, 20B, 20E, 20F, 21D

**ELPS:** 2G, 5C, 5D

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**Unit: Civil Liberties & Civil Rights (Ch 6 & 7)**

**Theme:** Protecting Civil Liberties

**Topics:** Unalienable Right; Freedom of Religion, Speech, Press, Assembly & Petition; Due Process; Freedom & Security; Rights of Accused

**Skills:** Compare & Contrast, Summarize, Paraphrase, Identify, Draw Conclusions, Analyze, Infer, Apply, Explain, Assess, Evaluate


**ELPS:** 1A, 1B, 2F, 2G, 2H, 2I, 5F, 5G

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**District Benchmark 2nd Six Weeks Review (Ch 6 -9)**

**Six Weeks Test**
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<td>Citizenship and Civil</td>
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<td>Work p250</td>
<td>p314</td>
<td>p344</td>
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   - The Executive Branch at Work p250
   - Interactive Textbook (Online)
2. Reading & Notes Study Guide
3. NBC Learn
   - https://www.pearsonrealize.com/community/nbclearn/browse
   - NASA, Independent Executive Agency
   - The Federal Bureaucracy
   - A Day in the Life of the White House Chief of Staff
   - The Independent Agencies
   - Foreign Policy Overview
   - The U.S. Foreign Service
   - National Security
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2. Reading & Notes Study Guide
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   - The Inferior Courts and Special Courts
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2. Reading & Notes Study Guide
3. NBC Learn
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   - Citizenspship and Civil Rights p412
   - Interactive Textbook (Online)
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3. NBC Learn
   - https://www.pearsonrealize.com/community/nbclearn/browse
   - Minniejan Brown-Trickey, A Sojourn to the Past
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<td><strong>Skills:</strong> Explain, Describe, Summarize, Main Idea, Cite Evidence, Question, Apply, Interpret, List, Draw Conclusions, Infer</td>
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• Foundations of Government and Citizenship p2  
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• The Implied Powers  
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• Making Law  
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• What is it like to be the President?  
• A Smooth Transition of Power  
• The President’s Domestic Powers  
• The Presidents Foreign Affairs Powers  
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• C-SPAN [www.c-span.org](http://www.c-span.org)  
• The Washington Post [www.washingtonpost.com](http://www.washingtonpost.com)  
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## Fifth Six Weeks

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<td><strong>Skills:</strong> Interpret, Apply, Draw Conclusions, Compare, Contrast, Generalize, Summarize</td>
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| 1. Magruder’s Text  
   - The Executive Branch at Work p250  
   - Interactive Textbook (Online) | 1. Magruder’s Text  
   - The Judicial Branch p314  
   - Interactive Textbook (Online) | 1. Magruder’s Text  
   - Protecting Civil Liberties p344  
   - Interactive Textbook (Online) | 1. Magruder’s Text  
   - Citizenship and Civil Rights p412  
   - Interactive Textbook (Online) |
| 3. NBC Learn  
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   - The Federal Bureaucracy  
   - A Day in the Life of the White House Chief of Staff  
   - The Independent Agencies  
   - Foreign Policy Overview  
   - The U.S. Foreign Service  
   - National Security | 3. NBC Learn  
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   - Thurgood Marshall and Brown V. Board of Education  
   - The National Judiciary  
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   - The Inferior Courts and Special Courts | 3. NBC Learn  
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   - Surveillance and Security  
   - The Unalienable Rights  
   - Freedom of Religion  
   - Freedom of Speech and Press  
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   - Diversity and Discrimination  
   - The Equal Protection Clause  
   - The Civil Rights Movement |
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   - C-SPAN [www.c-span.org](http://www.c-span.org)  
   - The Washington Post [www.washingtonpost.com](http://www.washingtonpost.com) |
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| 1. Magruder’s Text  
- Government by the People p448  
- Interactive Textbook (Online)  
2. Reading & Notes Study Guide  
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  - The History of Voting Rights  
  - Your Right to Vote  
  - Voting Trends  
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  - Nominations  
  - Electing the President  
  - Money and Elections  
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  - Economic Policies and You  
  - Taxes  
  - Borrowing and the Public Debt  
  - The U.S. in a Global Economy  
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2. Reading & Notes Study Guide  
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  - The Constitution of Texas  
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  - The Governor and State Administration of Texas  
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  - Revenue and Spending in Texas  
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  - C-SPAN [www.c-span.org](http://www.c-span.org)  
  - The Washington Post [www.washingtonpost.com](http://www.washingtonpost.com) |
Insert Divider:  Academic Vocabulary
## Edinburg C.I.S.D.
### U.S. Government Vocabulary 2015 - 2016

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### Edinburg C.I.S.D.
**U.S. Government Vocabulary 2015 - 2016**

#### Week 1
- Bureaucracy
- Bureaucrat
- Administration
- Staff agency
- Line agency
- Executive Office of the President (EOP)
- National Security Council
- Office of Management & Budget
- Federal budget
- Fiscal year
- Executive departments
- Cabinet
- Secretary
- Attorney General
- Independent agencies
- Independent executive agencies
- Independent regulatory commissions
- Government corporations
- Isolationism
- Foreign policy
- Collective security
- Diplomacy
- Ambassador
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- NATO
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- Security Council
- Espionage
- Terrorism
- Department of Homeland Security

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- Concurrent jurisdiction
- Original jurisdiction
- Appellate jurisdiction
- Judicial restraint
- Precedent
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- Judicial review
- Writ of certiorari
- Majority opinion
- Dissenting opinion
- Dissenting opinion
- Marbury v. Madison, 1803
- Courts-martial
- Civilian tribunal
- Guantanamo Bay, Cuba

#### Week 3
- Bill of Rights
- Civil liberties
- Civil rights
- Due process clause
- Process of incorporation
- Blaine Amendment
- Establishment Clause
- Free Exercise Clause
- Parochial
- Freedom of Speech
- Freedom of Press
- Libel
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- Libel
- Slander
- Seditious speech
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- Injunction
- Freedom of Assembly and Petition
- Civil disobedience
- Right of association
- Procedural due process
- Substantive due process
- Police power
- Search warrant
- Eminent domain
- 14th amendment
- Roe v. Wade, 1973
- Double jeopardy
- Miranda v. Arizona, 1966
- Gideon v. Wainright
- Engel v. Vitale
- Mapp v. Ohio
- Texas v. Johnson
- Schenck v. United States

#### Week 4
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- Free Exercise Clause
- Parochial
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- Gideon v. Wainright
- Engel v. Vitale
- Mapp v. Ohio
- Texas v. Johnson
- Schenck v. United States

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- Citizen
- Naturalization
- Alien
- Expatriation
- Denaturalization
- Quota system
- Deportation
- Heterogeneous
- Immigrants
- Reservations
- Refugees
- Assimilation
- Equal protection
- Rational basis test
- Strict scrutiny test
- Jim Crow
- Separate but equal
- De jure
- De facto
- Affirmative action
- Reverse discrimination

#### Week 6 & Week 7
- **DISTRICT**
- **BENCHMARKS**

**Review 2nd Six Weeks terms and concepts**
# U.S. Government Vocabulary 2015 - 2016

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| Labor union | Labor union | | WTO | | Review 2nd Semester terms and concepts.

6.7
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# STAAR Test Dates

**2015-2016**

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| **March 29** | Grade 4 Writing Day 1  
               | Grade 7 Writing Day 1  
               | Grade 5 Math  
               | Grade 8 Math  
               | English I |
| **March 30** | Grade 4 Writing Day 2  
               | Grade 7 Writing Day 2  
               | Grade 5 Reading  
               | Grade 8 Reading |
| **March 31** | STAAR Testing  
               | English II |
| **May 2-6** | STAAR EOC Window  
               | Algebra I  
               | Biology  
               | U.S. History |
| **May 9**   | Grades 3,4,6,7 Math  
               | Grade 8 Math (Retest) |
| **May 10**  | Grades 3,4,6,7 Reading  
               | Grade 8 Reading (Retest) |
| **May 11**  | Grades 5 & 8 Science |
| **May 12**  | Grade 8 Social Studies |
**EDINBURG C.I.S.D.**  
2015-2016

411 N. 8th Street  
Edinburg, Texas 78541

Phone: 956-289-2300  
Fax: 956-383-3576

**INFORMATION**

| August 18 | First Day for Teachers  |
| August 24 | First Day for Students |
| June 1    | Last Day for Students  |
| June 2    | Last Day for Teachers  |
| June 4    | EHS Graduation (8:00 a.m.)  |
| June 4    | RVHS Graduation (11:30 a.m.)  |
| June 4    | ENHS Graduation (3:30 p.m.)  |
| June 4    | JEHS Graduation (7:00 p.m.)  |

**LENGTH OF SEMESTERS**

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**HOLIDAYS**

- November 23-27 Thanksgiving
- December 21-Jan 1 Christmas
- March 14-18 Spring Break
- March 25 Easter

**REPORTING PERIODS**

- First Six Weeks: August 24 - October 2, 2015 (30)
- Second Six Weeks: October 5 - November 13, 2015 (29)
- Third Six Weeks: November 16 - January 15, 2016 (30)
- Fourth Six Weeks: January 19 - February 25, 2016 (27)
- Fifth Six Weeks: February 29 - April 15, 2016 (29)
- Sixth Six Weeks: April 18 - June 1, 2016 (33)

**INSERVICE**

- August 18-21, 2015
- May 6, 2016
- June 1, 2016

**STAFF DEVELOPMENT DAYS**

- October 12, 2015
- February 26, 2016

**WEATHER MAKE-UP DAY**

- November 23, 2015

**EARLY RELEASE DAYS**

- December 18, 2015
- June 1, 2016

Elementary 1:30 p.m./Secondary 2:30 p.m.

**ALLOWABLE DAYS FOR FOOD OF MINIMAL NUTRITIONAL VALUE**

- December 18, 2015
- March 24, 2016
- June 1, 2016

- Inservice/Staff Development Days
- Staff Workdays
- Holiday for Students & Teachers
- Paydays
- Board Meetings
- District-Level SBDM Meetings
- T.E.P. Time Equivalency Day
- Waiver Day/Staff Development

**Revised 6/08/2015**
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<td>4000</td>
<td>31</td>
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<td>4612</td>
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<tr>
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<td>Grade 7</td>
<td>72</td>
<td>3500</td>
<td>39</td>
<td>54%</td>
<td>3650</td>
<td>43</td>
<td>60%</td>
<td>3850</td>
<td>47</td>
<td>65%</td>
<td>4000</td>
<td>50</td>
<td>69%</td>
<td>4602</td>
<td>60</td>
<td>83%</td>
</tr>
</tbody>
</table>

**NOTE:** The raw scores and percentages reported in this table apply ONLY to the Spring 2015 Paper Administration (English) STAAR assessments. Within each Phase, the SCALE SCORE remains consistent from year to year. The RAW SCORE CUT POINTS are likely to vary from year to year. The raw score cut points reported in this table are useful in serving as approximations or reasonable estimates of applicable cut points in future years.

To watch a lead4ward video entitled "Making Sense of Scale Scores and Raw Scores" go to: [http://lead4ward.com/resources](http://lead4ward.com/resources)
### 5-E Model of Instruction

#### ENGAGE

**Definition**
- Generate interest
- Access prior knowledge
- Connect to past knowledge
- Set parameters of the focus
- Frame the idea

**Teacher Behavior**
- Motivates
- Creates interest
- Taps into what students or think about the topic
- Raises questions and encourages responses

**Student Behavior**
- Attentive in listening
- Ask questions
- Demonstrates interest in the lesson
- Responds to questions demonstrating their own entry point of understanding

#### EXPLORE

**Definition**
- Experience key concepts
- Discover new skills
- Probe, inquire, and question experiences
- Examine their thinking
- Establish relationships and understanding

**Teacher Behavior**
- Acts as a facilitator
- Observes and listens to students as they interact
- Asks good inquiry-oriented questions
- Provides time for students to think and reflect
- Encourages cooperative learning

**Student Behavior**
- Conducts activities, predicts, and forms hypotheses or makes generalizations
- Becomes a good listener
- Shares ideas and suspends judgment
- Records observations and/or generalizations
- Discusses general alternatives

#### EXPLAIN

**Definition**
- Connect prior knowledge and background to new discoveries
- Communicate new understandings
- Connect informal language to formal language

**Teacher Behavior**
- Encourages students to explain their observations and findings in their own words
- Provides definitions, new words, and explanations
- Listens and builds upon discussions from students
- Asks for clarification and justification
- Accepts all reasonable responses

**Student Behavior**
- Explains, listens, defines, and questions
- Uses previous observations and findings
- Provides reasonable responses to questions
- Interacts in a positive, supportive manner

#### EXTEND/ELABORATE

**Definition**
- Apply new learning to a new or similar situation
- Extend and explain concept being explored
- Communicate new understanding with formal language

**Teacher Behavior**
- Uses previously learned information as a vehicle to enhance additional learning
- Encourages students to apply or extend the new concepts and skills
- Encourages students to use terms and definitions previously acquired

**Student Behavior**
- Applies new terms and definitions
- Uses previous information to probe, ask questions, and make reasonable judgments
- Provides reasonable conclusions and solutions
- Records observations, explanations, and solutions

#### EVALUATE

**Definition**
- Assess understanding (self, peer and teacher evaluation)
- Demonstrate understanding of new concept by observation or open-ended response
- Show evidence of accomplishment

**Teacher Behavior**
- Observes student behaviors as they explore and apply new concepts and skills
- Assesses students’ knowledge and skills
- Encourages students to assess their own learning
- Asks open-ended questions

**Student Behavior**
- Demonstrates an understanding or knowledge of concepts and skills
- Evaluates his/her own progress
- Answers open-ended questions
- Provides reasonable responses and explanations to events or phenomena
# Edinburg CISD
## English Language Proficiency Standards (ELPS) Quick Guide

### LEARNING STRATEGIES

<table>
<thead>
<tr>
<th>LISTENING</th>
<th>SPEAKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A – use prior knowledge and experiences</td>
<td>3A – correct pronunciation of words ______</td>
</tr>
<tr>
<td>1B – monitor language</td>
<td>3B – use new vocabulary about topic</td>
</tr>
<tr>
<td>1C – use strategic learning techniques</td>
<td>3C – use variety of sentence stems</td>
</tr>
<tr>
<td>1D – speak using learning strategies</td>
<td>3D – speak using newly taught vocab ______</td>
</tr>
<tr>
<td>1E – internalize new basic and academic language</td>
<td>3E – share in cooperative groups about ______</td>
</tr>
<tr>
<td>1F – Use accessible language and essential language</td>
<td>3F – ask / give info using words ______</td>
</tr>
<tr>
<td>1G – Distinguish between formal and informal English</td>
<td>3G – give opinions about ______ using words, phrases</td>
</tr>
<tr>
<td>1H – Develop and expand learning strategies</td>
<td>3H – narrate, describe, explain</td>
</tr>
<tr>
<td>2A – recognizes: correct pronunciation</td>
<td>3I – use in/formal English to say ______</td>
</tr>
<tr>
<td>2B – recognizes: sounds in words (ph. awareness)</td>
<td>3J – oral response to variety of media about______</td>
</tr>
<tr>
<td>2C – recognize: words/phrases in discussion</td>
<td>2D – understand or seek help</td>
</tr>
<tr>
<td>2D – understand or seek help</td>
<td>2E – use technology to learn / review</td>
</tr>
<tr>
<td>2F – gist, main points, details</td>
<td>2F – gist, main points, details</td>
</tr>
<tr>
<td>2G – implied info</td>
<td>2H – implied info</td>
</tr>
<tr>
<td>2I – listening comprehension</td>
<td>2I – listening comprehension</td>
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</tbody>
</table>

### LANGUAGE LEVELS

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>LISTENING</th>
<th>SPEAKING</th>
<th>READING</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEGINNER</td>
<td>Modify language with short simple words, enunciate, Does not seek help</td>
<td>Single words, Short phrases, Errors, pronunciation</td>
<td>Environmental print, visuals, Word by word</td>
<td>No focus, High frequency words, present tense, errors</td>
</tr>
<tr>
<td>INTERMEDIATE</td>
<td>Key word support Student seeks help</td>
<td>Simple message, Basic vocabulary, Understood</td>
<td>Slow, rereads, Pre taught vocab, Not grade level</td>
<td>Familiar topics, present tense, errors</td>
</tr>
<tr>
<td>ADVANCED</td>
<td>Understands with Visuals, wait time, Talk slowly</td>
<td>Complex sentences w pauses, restates, High comprehend Some vocabulary support</td>
<td>Emerging grade appropriate vocabulary, support ideas</td>
<td></td>
</tr>
<tr>
<td>ADVANCED HIGH</td>
<td>Native speaker</td>
<td>Abstract, native</td>
<td>Grade level, native</td>
<td>Content with little support, native</td>
</tr>
</tbody>
</table>
1. Provide a description, explanation, or example of the new term. (Include a non-linguistic representation of the term for ESL kids.)

2. Ask students to restate the description, explanation, or example in their own words. (Allow students whose primary existing knowledge base is still in their native language to write in it.)

3. Ask students to construct a picture, symbol, or graphic representing the word.

4. Engage students periodically in activities that help them add to their knowledge of the terms in their notebooks.

5. Periodically ask students to discuss the terms with one another. (Allow in native language when appropriate)

6. Involve students periodically in games that allow them to play with terms.
1. **Provide a description, explanation, or example of the new term.**
   - Looking up words in dictionaries is not useful for teaching vocab
   - Provide a context for the term
   - Introduce direct experiences that provide examples of the term
   - Tell a story that integrates the term
   - Use video as the stimulus for understanding information
   - Ask students to investigate the term and present the information to the class (skit, pantomime, poster, etc.)
   - Describe your own mental picture of the term
   - Find or create pictures that explain the term

2. **Ask students to restate the description, explanation, or example in their own words.**
   - Monitor and correct misunderstandings
   - Must be student's original ideas, not parroting the teacher

3. **Ask students to construct a picture, symbol, or graphic representing the word.**
   - Model, model, model
   - Provide examples of student's drawings (and your own) that are rough but represent the ideas
   - Play "Pictionary"
   - Draw an example of the term
   - Dramatize the term using speech bubbles
   - Let them find a picture on the internet, if necessary
4. Engage students periodically in activities that help them add to their knowledge of the terms in their notebooks.
   - Highlight prefixes, suffixes, root words that will help them remember the meaning of the term
   - Identify synonyms and antonyms for the term
   - List related words
   - Write brief cautions or reminders of common confusions
   - Translate the term into another language for second language students
   - Point out cognates to words in Spanish
   - Write incomplete analogies for students to complete
   - Allow students to write (or draw) their own analogies
   - Sort or classify words
   - Compare similarities and differences

5. Periodically ask students to discuss the terms with one another.
   - Think-Pair-Share
   - Compare their descriptions of the term
   - Describe their pictures to one another
   - Explain to each other any new information they have learned ("aha's")
   - Identify areas of disagreement or confusion and seek clarification
   - Students can make revisions to their own work

6. Involve students periodically in games that allow them to play with terms.
   - Pictionary
   - "Oops" (formerly known as "Bang")
   - Upset the fruit basket
   - Memory
   - Jeopardy (vocab words are on the board, players make up a question to define)
   - Charades
   - Name that Category ($100,000 Pyramid)
   - Password
   - Talk a Mile a Minute (like Catch Phrase)
   - Bingo (you give definition, kid marks the word)
   - Create a skit (assign groups of 3-4 kids 3 vocab words to make a skit out of)
   - Swat Game (post 2 sets of words, kids on 2 teams compete to find words first and swat with fly-swatter)
BEFORE you begin your next UNIT of INSTRUCTION:

1. What Power Indicators (standards) are included in this Unit? List indicators.
   - 
   - 
   - 

2. What is the key academic vocabulary needed in this Unit? List words.
   - 
   - 
   - 
   - 
   - 
   - 

Plan for direct vocab. instruction: (Marzano’s 6 Steps for Teaching Vocab.)

1. YOU provide a description, explanation or example. (story, sketch, powerpoint)
2. Ask students to re-state or re-explain meaning in their own words. (journal, community circle, turn to your neighbor)
3. Ask students to construct a picture, graphic, or symbol for each word.
4. Engage students in activities to expand their word knowledge. (add to their notes, use graphic organizer format)
5. Ask students to discuss vocabulary words with one another. (collaborate)
6. Have student play games with the words. (Bingo w/definitions, Pictionary Charades, )

3. Plan to provide or activate background knowledge:
   __ Study Trip     __ Guest Speaker (expert)
   __ Bring In Live Sample __ Bring In Actual Artifacts
   __ Theme Day (“Indian Day”)     __
   __ Video (United Streaming) __ Show Photos
   __ Posters __ Models of Actual Items
   __ Graphic Organizer __ PowerPoint
   __ Community Circle Topic __ Read Aloud (story)
   __ Other  

4. Now you are ready to plan your Unit’s lessons, activities, and assessments.
<table>
<thead>
<tr>
<th>Sentence</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Picture</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

Vocabulary Four Square
Connect Two

Choose two words from your list. Describe to your partner or group how those two words are related. You all need to write how they are connected. Then your partner can choose two other words.

Example:

_______Courteous_______ and ___drenched_____
are connected because a courteous person will share his umbrella so someone doesn’t get drenched.

____________________and____________________
are connected because _______________________

________________________________________

________________________________________

__________________________and ___________
are connected because _______________________

________________________________________

________________________________________
Foreign

Munchies

Mexican things

Chocolate

Foreign people

Antonio

NO

YES!
<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Context Clue</th>
<th>Quick Draw</th>
<th>Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>solo</td>
<td>By one's self: alone</td>
<td>P.12, p.18</td>
<td>I have seen a manicurist before.</td>
<td></td>
</tr>
<tr>
<td>mechanic</td>
<td>A person who fixes machines, especially cars, planes, and other moving vehicles</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>manicurist</td>
<td>A person who takes care of fingernails</td>
<td>p.9</td>
<td>Bessie took a class to learn manicurist.</td>
<td></td>
</tr>
<tr>
<td>loop-the-loop</td>
<td>An airplane stunt</td>
<td>P.15, p.16</td>
<td>one in the air.</td>
<td></td>
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</tbody>
</table>

**I have seen a manicurist before.**

**By one's self: alone**

**A person who fixes machines, especially cars, planes, and other moving vehicles**

**A person who takes care of fingernails**

**An airplane stunt**

**One of her stunts was the loop.**

**Bessie took a class to learn manicurist.**
WEB SITES

Article on using student friendly definitions versus typical dictionary definitions.
http://www.schoolsmovingup.net/cs/smu/download/rs/10753/McKeown.LearningWordMeaning.pdf?x-r=pcfile_d

This article discusses what it means to learn vocabulary and also a few ways promote vocabulary acquisition. The authors also talk about word consciousness.
http://www.schoolsmovingup.net/cs/smu/download/rs/10061/BaumannCh12%20(SchoolsMovingUp%20Showcase%201).pdf?x-r=pcfile_d

"Browse our webinar archives, where you can watch and listen to full web presentations by leaders in the field of school improvement." Each archive includes questions, discussions, and accompanying resources from the live webinar.
http://www.schoolsmovingup.net/cs/smu/print/htdocs/smu/webinars/past.htm

Elfrieda Hiebert presentation on Strategic Vocabulary Selection: Choosing words for narrative and informational texts.
http://www.textproject.org/presentations/summer-2008-strategic-vocabulary-selection

Resource page from Illinois School District U-46 on academic vocabulary including links to activities and games.
http://www.u-46.org/roadmap/dyncat.cfm?catid=477

Reference site on the English language; word origins, Greek & Latin roots, historical development of English.
http://wordinfo.info/

Reference sites for word origins, synonyms, antonyms.
www.dictionary.com
www.thesaurus.com

Example from a teacher of building background knowledge: Using a "dresser" analogy to teach the structure of informational text.
http://www.mail-archive.com/understand@literacyworkshop.org/msg00234.html


Click on the English Language Learners link to find more ideas about teaching academic vocabulary. Doing What Works website.
BOOKS

Accelerated Vocabulary Instruction Strategies for Closing the Achievement Gap for all Students by Nancy Akhavan; Scholastic, 2007.

Creating a Robust Word-Learning classroom, Includes ideas for read-aloud lessons & content areas, includes a packet of graphic organizer overheads.

Bringing Words to Life Robust Vocabulary Instruction by Isabel L. Beck, Margaret G. McKeown, & Linda Kucan; The Guilford Press, 2002.

Rationale for teaching vocabulary, how to choose words to teach (Tier 1, Tier 2, Tier 3), how to teach vocabulary.

Building Academic Vocabulary (Teacher's Manual) by Robert Marzano & Debra J. Pickering; ASCD, 2005

Creating a list of academic vocabulary words how to teach them. Includes academic vocabulary word lists for content areas.

Building Background Knowledge for Academic Achievement Research on What Works in Schools by Robert Marzano; ASCD, 2004

Rationale for building background knowledge and how to build it. Includes lists of academic vocabulary for content areas.

Getting into Words Vocabulary Instruction that Strengthens Comprehension by Shira Lubliner; Paul H. Brookes Publishing, 2005.

Strategies to strengthen comprehension, develop metacognitive skills & build word knowledge. Includes cue cards for students in both English & Spanish.


Developing effective practices in vocabulary instruction. Includes 22 effective graphic organizers to use.
<table>
<thead>
<tr>
<th>SIOP Components &amp; Features</th>
<th>STRATEGIES &amp; ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preparation</strong></td>
<td><strong>Building Background</strong></td>
</tr>
<tr>
<td>1. Clearly defined content</td>
<td>7. Explicitly Link concepts</td>
</tr>
<tr>
<td>2. Language Objectives</td>
<td>8. Explicitly Link Past Learning</td>
</tr>
<tr>
<td>3. Age appropriate content</td>
<td>9. Emphasize Key Vocabulary</td>
</tr>
<tr>
<td>4. Supplementary materials</td>
<td></td>
</tr>
<tr>
<td>5. Adaptation of content</td>
<td></td>
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<tr>
<td>6. Meaningful activities</td>
<td></td>
</tr>
<tr>
<td><strong>Comprehensible Input</strong></td>
<td><strong>Focus</strong></td>
</tr>
<tr>
<td>10. Appropriate speech</td>
<td></td>
</tr>
<tr>
<td>11. Clear explanation</td>
<td></td>
</tr>
<tr>
<td>12. Concepts clarified</td>
<td></td>
</tr>
<tr>
<td>through a variety of</td>
<td></td>
</tr>
<tr>
<td>techniques</td>
<td></td>
</tr>
</tbody>
</table>

- **Preparation**
  - Add a glossary or word bank
  - Alternate Materials
  - Differentiated Instructions
  - Enlarge, Adapted Text
  - Graphic Organizers
  - Highlight essential vocabulary in text
  - Illustrate the Text
  - Outline
  - Planning Flow Chart
  - Scaffolding
  - Simplified Text
  - Task Analysis/Backwards Planning
  - Time line
  - Word Association Task

- **Building Background**
  - Anticipation Guide
  - Backwards Book Walk
  - Brainstorming
  - Carousel Brainstorming
  - Charts of Key Info
  - Clustering/Webbing/Mapping
  - Concept Definition Maps
  - Contextualizing Vocabulary
  - Corners
  - Exclusive Brainstorming
  - Four Corners
  - Four Corners Vocabulary
  - Idea Wave
  - Identifying Cognates
  - Insert Method
  - KWL Chart
  - Lesson Connections
  - List-Group-Label
  - Most Important Word
  - Mystery Word
  - Novel Ideas
  - Open Mind Diagram
  - Opinion Survey
  - Personal Dictionaries
  - Predict-O-Gram
  - Predictions
  - Pretest with a Partner
  - Questioning
  - Read My Mind
  - Realia, Photos, and Illustrations
  - Signal Words
  - Snowballs
  - Story Impression
  - Student Glossary
  - Student Journals
  - Surprise Book
  - Take Five
  - Treasure Hunt
  - Vocabulary Alert
  - Vocabulary Cards
  - Vocabulary Games
  - Vocabulary Self-Selection
  - Vocabulary Taboo
  - Word Generation
  - Word Map
  - Word Sorts
  - Word Splash
  - Word Study Books
  - Word Walls

- **Comprehensible Input**
  - Adapted Dictogloss
  - Adapted Reading Experience Approach
  - Bookmarks
  - Concept Personification Role-Play
  - Everyone Gets a Chance
  - Fishbowl
  - Flip Books
  - Framed Outlines
  - Graphic Organizers (ID relationships)
  - Guided Listening
  - Homographs, Homophones, & Synonyms
  - Idiom Match-Up
  - Imaging
  - Information Gap Instructions (1 way task)
  - Interactive Reading Guide
  - Mnemonic Strategies
  - Move It
  - One-Way Information Gap Question Task
  - Recast
  - Reformulation
  - Taped Text
  - Text Identification
  - Think Aloud
  - Two-Way Information Gap Task
  - Visuals
  - Vocabulary Cards
<table>
<thead>
<tr>
<th>Strategies</th>
<th>Interaction</th>
<th>Practice/ Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Ample Opportunities for Students</td>
<td></td>
<td></td>
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<tr>
<td>14. Scaffolding Techniques</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Variety of Question Types/ Higher Order Thinking Skills</td>
<td></td>
<td></td>
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<tr>
<td><strong>Strategies</strong></td>
<td><strong>INTERACTION</strong></td>
<td><strong>PRACTICE/ APPLICATION</strong></td>
</tr>
<tr>
<td>Acting Out a Problem</td>
<td>Affinity</td>
<td>Are You Sleeping?</td>
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<tr>
<td>Adapted Venn Diagram</td>
<td>Card Games</td>
<td>Bingo</td>
</tr>
<tr>
<td>Anticipation/Reaction Guide</td>
<td>Carousel</td>
<td>Card Games (student generated)</td>
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<tr>
<td>Canned Questions</td>
<td>Clock Appointments</td>
<td>Circular Check</td>
</tr>
<tr>
<td>Categorize/Classify Chart</td>
<td>Clock Buddies</td>
<td>Concept Sketches</td>
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<tr>
<td>Category Sort</td>
<td>Co-op Co-op</td>
<td>Cooperative Dialogue</td>
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<tr>
<td>Cognates</td>
<td>Cocktail Party</td>
<td>Cooperative Graphing</td>
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<tr>
<td>Cornell Notes (&quot;STARS&quot;)</td>
<td>Dinner Party</td>
<td>GIST</td>
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<tr>
<td>Differentiated Question Prompts</td>
<td>Fan &amp; Pick</td>
<td>Group Timeline</td>
</tr>
<tr>
<td>Directed Reading-Thinking Activity (DRTA)</td>
<td>Find Your Match</td>
<td>In The Loop</td>
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<tr>
<td>Frayer Model</td>
<td>Flash Cards</td>
<td>Information Gap</td>
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<tr>
<td>GIST</td>
<td>Four Corners</td>
<td>Learning Cell</td>
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<tr>
<td>Gloss</td>
<td>Frozen Moment</td>
<td>Lines of Communication</td>
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<td></td>
<td>Gallery Walk</td>
<td>Making Bigger Words</td>
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<tr>
<td></td>
<td>Give-one, Get-one</td>
<td>Numbered Heads</td>
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<tr>
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<td>Great Performances</td>
<td>Together</td>
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<td></td>
<td>Group Reel</td>
<td>Process Writing</td>
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<td>Group Response Board</td>
<td>Projects</td>
</tr>
<tr>
<td></td>
<td>Idea Wave</td>
<td>Puppetry</td>
</tr>
<tr>
<td></td>
<td>Information Gap</td>
<td>Questionnaires &amp; Interviews</td>
</tr>
<tr>
<td></td>
<td>Inside-Outside Circle</td>
<td>Read-Around Groups</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reader-Writer Speaker Response Triads</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Roam the Room</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Role Playing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Round Robin</td>
</tr>
</tbody>
</table>

| | | |
| **Strategies** | **INTERACTION** | **PRACTICE/ APPLICATION** |
| Group Assessment | Investigations | Are You Sleeping? |
| Guided Note Taking | Is it Complete? | Bingo |
| In-Text Questions | Jigsaw | Card Games (student generated) |
| Interactive Reading Guide | Line-Ups | Circular Check |
| KWL Chart | Lines of Communication | Concept Sketches |
| Note Taking | Literature Study Groups | Cooperative Dialogue |
| Pantomime, Role Play | Mine/Not Mine | Cooperative Graphing |
| Parking Lot | Numbered Heads Together | GIST |
| Plus-Minus Chart | Process Writing | Group Timeline |
| PQRST | Projects | In The Loop |
| Progressive Maps | Puppetry | Information Gap |
| Question-Answer Relationships (QAR) | Questionnaires & Interviews | Learning Cell |
| Quick Draw | Read-Around Groups | Lines of Communication |
| Quick Write | Reader-Writer Speaker Response Triads | Making Bigger Words |
| | Roam the Room | Numbered Heads Together |
| | Role Playing | Pantomime-A-Tale |
| | Round Robin | Pass the Picture |
| | | Piece O' Pizza |
| | | Poetry & Patterns |
| | | Posters |
| | | Role Play |
| | | Round Robin Writing |
| | | Send-A-Problem |
| | | Simulations |
| | | Text Recall |
| | | The Frame Up |
| | | Virginia Reel |
| | | Vocabulary Go-Fish |
| | | Zip Around |

**Strategies compiled by FUSD Instructional Coaches:** Capistrano, Fernandez, Rogers, Scheck-Rodgers, Vang

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*Strategies compiled by FUSD Instructional Coaches: Capuchino, Fernandez, Rogers, Stretch Rodgers, Vang* 

*DRAFT 3/12/10*
**Sentence Starters for Reader Response**

**Tapping Prior Knowledge:**
- I already know that…
- This reminds me of…
- This relates to…

**Forming Interpretations:**
- What this means to me is…
- I think this represents…
- The idea I’m getting is…
- One question that this text answers is…
- One question that this text addresses is…

**Asking Questions:**
- I wonder why…
- What if…
- How come…
- How is it possible that…

**Monitoring:**
- I lost track of everything except…
- I need to reread the part where…
- I know I’m on the right track because…
- A term or idea that was unclear to me was…

**Predicting:**
- I’ll bet that…
- I think…
- If ____ then …

**Revising Meaning:**
- At first I thought ____ but now I…
- My latest thought about this is…
- I’m getting a different picture here because…

**Visualizing:**
- I can picture…
- In my mind I see…
- If this were a movie…

**Analyzing the Author’s Craft:**
- A golden line for me is…
- This word/phrase stands out for me because…
- I like how the author uses ____ to show…

**Making Connections:**
- This reminds me of…
- I experienced this once when…
- I can relate to this to other readings because…
- The argument here is similar to ____ because…
- Another example of ____ is…

**Reflecting and Relating:**
- So, the big idea is…
- A conclusion that I’m drawing is…
- This is relevant to my life because…
- This author is trying to make me (see, feel, know, do) …
- It makes a difference that this text was written because…

**Adopting an Alignment:**
- The character I most identify with is…
- The idea I find most provocative is…
- I reject this author’s view because…

**Evaluating:**
- I like/don’t like ____ because…
- This could be more effective if…
- The most important message here is…
- One big difference between this and ____ is…

Developed by Marcie Wolfe at the Institute for Literacy Studies with input from WAC faculty.

**Sources:**
- WAC Faculty, Lehman College, Bronx, NY, 2005.
Making Content Comprehensible for English Language Learners—SIOP Model
SHELTERED INSTRUCTION— for Academic Achievement

Key Components – Teaching language and content effectively:

1. **Preparation:**
   - Clearly define content objectives
     - Write on the board
     - State orally
   - Clearly define language objectives
     - Write on the board
     - State orally
   - Choose content concepts for age appropriateness and “fit” with educational background of students
   - Use supplementary materials to make lessons clear and meaningful
   - Adapt content to all levels of student proficiency—use graphic organizers, study guides, taped texts, jigsaw reading...
   - Provide meaningful and authentic activities that integrate lesson concepts with language practice opportunities—surveys, letter writing, making models, plays, games...

2. **Building Background:**
   - Explicitly link concepts to students’ background experience
   - Make clear links between students’ past learning and new concepts
   - Emphasize key vocabulary

3. **Comprehensible Input:**
   - Speak appropriately to accommodate students’ proficiency level
   - Clearly explain academic tasks
   - Use a variety of techniques to make content concepts clear—modeling, hands-on materials, visuals, demos, gestures, film clips...

4. **Strategies:**
   - Provide ample opportunities for students to use strategies—GIST, SQ3R, Reciprocal Teaching, mnemonics, 12 minute research paper, 2 column notes, repeated readings, ...
   - Consistently use scaffolding techniques throughout lesson—think-alouds, paraphrasing, partnering...
   - Employ a variety of question types—use Question Cube, Thinking Cube, Bloom’s Taxonomy...

5. **Interaction:**
   - Provide frequent opportunities for interaction and discussion—Supplies much needed “oral rehearsal”
   - Group students to support language and content objectives—use at least 2 different structures during a lesson—pairs, triads, teams, varied by language proficiency or interest
   - Consistently afford sufficient wait time—let other students write down answers while waiting for one student to respond
   - Give ample opportunities for clarification for concepts in L1—use bilingual paraprofessionals, native language materials, notes by students...

6. **Practice/Application:**
   - Supply lots of hands-on materials
   - Provide activities for students to apply content/language knowledge—discussing and doing make abstract concepts concrete, allow students to work in partners before working alone
   - Integrate all language skills into each lesson—listening, speaking, reading, writing

7. **Lesson Delivery:**
   - Clearly support content objectives—objectives apparent throughout lesson; no “bird-walks”
   - Clearly support language objectives—students given ample opportunities to “show off” their language capabilities in speaking, reading, writing
   - Engage students 90-100% of the lesson—less “teacher talk”, no “down-time”, students are actively working in whole groups, small groups, individually...
   - Appropriately pace the lesson to students’ ability level

8. **Review/Assessment:**
   - Provide comprehensive review of key vocabulary—teach, review, assess, teach...; use word study books, Content Word Wall, ...
   - Supply comprehensive review of key content concepts—review content directly related to objectives throughout lesson; use graphic organizers as review
   - Regularly give feedback to students on their output—clarify, discuss, correct responses
   - Conduct assessment of student comprehension and learning—use a variety of quick reviews: thumbs up-down, numbered wheels, small dry erase boards; include student self-assessment...

Source taken from: “Making Content Comprehensible for English Language Learners”, Echevarria, Vogt, Short
Compiled by the Bilingual and Compensatory Education Resource Team, Dearborn Public Schools, Michigan 2002
Making Content Comprehensible—
1. Lesson Preparation

Adaptation of Content:

- Make texts accessible to all students without “watering down” texts.
- Use before, during, and after reading or writing.

**Graphic Organizers:**
Schematic visuals that assist students to grasp the “wholeness and parts” of a concept. Use to supplement written or spoken words—
- Before reading or writing: guides and supplements to build background for difficult or dense text and helps organize writing
- During reading: focuses students’ attention and makes connections, helps with taking notes and understanding text structure
- After reading or writing: assists in recording personal understandings and responses; double-checks organization

**Examples:** “I Wonder”, Venn Diagrams, Timelines, Discussion webs, Thinking maps…

**Tip:** With English Language Learners, it is helpful to actually construct the graphic organizer in front of the students on chart paper or transparency for deep understanding.

**Outlines:**
Teacher prepared outlines that help students take notes in an organized manner.

**Tip:** T-charts are useful outlines to begin organizing.

**Tip:** Some students need picture support, or to see the completed outline first.

**Highlighted text:**
For newcomers: highlight (using blue highlighter) key concepts, important vocabulary, and summary statements in students’ textbooks. Newcomers only read highlighted sections. This reduces stress yet maintains key concepts.

**Marginal notes:**
Like highlighted text, teacher notes in the margins of a newcomer’s textbook assist in focusing attention on important ideas, key concepts, key words and their definitions, or draw attention to important supporting facts for “why” or “how”. The Teacher’s Edition marginal notes may help in choosing key facts, etc. Parent volunteers could assist in putting in marginal notes in multiple textbooks. If you didn’t want to write in actual student textbooks, you could use sticky notes that are removable.

**Taped Text:**
Teacher, paraprofessional, or older student tapes textbook for newcomers. This allows for multiple exposures to text and should improve reading and understanding. Students can take home text and tape for homework.

**Adapted Text:**
Sometimes it is necessary to rewrite dense text in order for English Language Learners to comprehend a content. Short, simpler sentences are easier for newcomers to understand. The format should follow a topic sentence followed by several supporting detail sentences. All sentences need to be relevant to the content. Maintaining a consistent format affords easier reading and more connections to prior knowledge.

**Jigsaw text reading:**
One or two members of each cooperative team are chosen by the teacher to form an “expert” team. Each “expert team” is responsible for one section of assigned text. Text sections are read aloud in the “expert team”, discussed and reviewed for essential information, key vocabulary, and better collective understanding. When clear understanding is reached, “expert team” members return to their original cooperative teams to teach their teammates—demonstrating peer-modeling. English Language Learners benefit from this system because they are learning from others while not burdened with reading the longer text.

**Leveled study guides:**
Teacher composes guides to accompany students’ textbook—may include:
- Summary of text—Questions-- Statements of learning
Teacher can designate questions for different levels by marking with * (easiest), ** (moderately challenging, and *** (most challenging)

**Supplementary Materials: Sources**
- Hands-on manipulatives and realia—connects abstract concepts with concrete experiences and student’s own life
- Pictures, Photos, Visuals: provide visual support to harder concepts. Helps relate to prior knowledge and oral presentations. Include models, charts, overheads, maps, timelines as you are presenting concepts
- Multimedia: film clips, songs and chants, posters, computer games, etc.—related to concept solidify key concepts into the deep memory
- Demonstrations: Model step-by-step completion of tasks, or model language to use with presentations. This scaffolds and enhances learning
- Related Material: Most Dearborn schools have a multitude of leveled books—both fiction and non-fiction that supplement science and social studies themes. Check your school’s resource room for materials.

Source taken from: “Making Content Comprehensible for English Language Learners”, Echevarria, Vogt, Short

Compiled by the Bilingual and Compensatory Education Resource Team, Dearborn Public Schools, 2002
1. **Contextualizing Key Vocabulary:**
   Review the content and select key terms that are critical to understanding the lesson’s most important concepts. The teacher
   - Introduces and defines terms simply and concretely
   - Demonstrates how terms are used in context
   - Explains use of synonyms, or cognates to convey meaning

2. **Vocabulary Self-Selection:**
   After reading a content text, students self select vocabulary they think is essential to the understanding the content concepts.
   - Words are selected by individuals, partners, or teams
   - Shared, discussed, and agreed upon by whole class
   - Empowers students in choosing the most appropriate key vocabulary

3. **Personal Dictionaries:**
   Personal dictionaries are created as an individual vocabulary and spelling resource for students.
   - Students read text in partners or teams and select unknown words
   - Teacher works with teams to review each student’s personal dictionary and providing clarifications where needed
   - Words can be arranged alphabetically, by concept, or structure

4. **Content Word Wall:**
   This is a Content Word Wall specific to one content area, reserved for key vocabulary that relates to that content.
   - Key words are displayed alphabetically
   - Revisited frequently during lessons
   - Students use words throughout unit of study
   - Remove some words regularly in order to keep words displayed to a reasonable number

   Ex: **Social Studies Word Wall**—Revolutionary War

   | A: Battle | Constitution | decide | Declaration |
   | E: flag   | G | H: Independence |
   | J: liberty | K | M: notify... |

5. **Concept Definition Map**
   A simple graphic system used to discuss complex concepts and clarify the meaning of a concept.
   Ex: **Concept Definition Map**—Revolution

   ![Concept Definition Map](image)

6. **Cloze Sentences:**
   Used to teach and review content vocabulary in context.
   - Teacher chooses a sentence that has a strong contextual support for the vocabulary focus word.
   - Possible replacement words are brainstormed
   - Teacher assists students in choosing correct word
   Ex: During a **[revolution]** a group of people tries to overthrow an existing government or social system.

7. **Word Sorts:**
   Students categorize words or phrases (previously introduced) and sorts them according to meaning, structure, word endings, or sounds. This reinforces word relationships, spelling, and word structure.
   Ex: **Word Sort by endings**—American Revolution

   - revolution: taxation, frustration, participation, solution
   - -sion: tension, passion, mission, vision
   - -tation: representation, plantation

8. **Word Generation:**
   This is a review of new content vocabulary through analogy. Students brainstorm words that contain a “chunk” of a word.
   Ex: Port “to carry”—portable, export, transport, deport...

9. **Visual Vocabulary:**
   English Language Learners benefit from a “picture” of a term added to a definition of the word. Use stick figures, a picture dictionary format, or a photograph.

10. **Vocabulary through Songs:**
    Use the “Jim Walters Approach”—“Science Through Song CD” for teaching difficult concepts through a song format. Concepts and relationships are explained and remembered easier for some students through this multiple intelligence medium.

Source taken from: “Making Content Comprehensible for English Language Learners”, Echevarria, Vogt, Short

Compiled by the Bilingual and Compensatory Education Resource Team, Dearborn Public Schools, 2002
Appropriate Speech:
- Use speech that is appropriate to students' proficiency level—slow down and enunciate where applicable
- Avoid jargon and idiomatic speech as much as possible

Explanation of Academic Tasks:
- Present instructions in a step-by-step manner and/or with demonstrations. Write oral directions on board—ask students to re-explain
- Use peer-modeling—Focus attention on one group that is functioning well on activity. Let those students explain step-by-step instructions to whole class using an overhead transparency

Scaffolding: Use verbal and procedural scaffolding routinely:
- Verbal scaffolding: Paraphrasing—restating student's response to model correct English
  - Think-Alouds—saying out loud what you are doing as you try to use a strategy
  - Reinforcing contextual definitions—restating a term by giving a context or definition. Ex. Aborigines, the native people of Australia, were being driven from their homes.
- Procedural scaffolding:

  Explicit Teaching  Modeling  Practicing  Applying

  --Small group instruction with less experienced students practicing with experienced students
  --Partnering students for practice

Questioning:
- Use a variety of question types: see "Thinking Cube" for examples.
- Use "Question Cube" to promote students asking a variety of questions: Who, What, When, Where, Why, How

Interaction:
- Effective classes are characterized by a variety of grouping structures
  - At least 2 different grouping structures should be used during a lesson—partners, triads, teams, etc.
  - Vary group configurations from day-to-day across the week to pique interest, and increase student involvement

Wait Time:
- Effective teachers wait 20 seconds or more for a student to respond—many English Language Learners need longer time to formulate answers.
- While waiting for a student to reply other students can be writing down their response then confirm with answer.

Clarifying Key Concepts in First Language:
- Allowing students to confer with each other, teacher, or paraprofessional in their native language about subject matter material provides needed support for true understanding of content while student is learning English

Application of Content and Language Knowledge:
- Discussing and doing make abstract concepts concrete, therefore projects, discussion teams, reports lend themselves to true comprehension
- Include opportunities to practice English—reporting out orally and in writing, working with teams or partners

Integration of Language Skills:
- Reading, writing, listening, and speaking are mutually supportive and need to be developed in an integrated manner. Practice in writing promotes development in reading.

Review of Key Vocabulary
- Review of vocabulary needs to include attention to word structure and sentence structure
- Multiple exposures to new terminology builds proficiency
  - Use paraphrasing as review—provides context
  - Use multiple modalities to remember words
  - Have students use Individual Word Study Books for personal reference—grouping words by structure (-tion, -sion, -tation...)

Assessment of Lesson Objectives:
- Use a variety of methods to elicit group responses
  - Thumbs up/thumbs down—Used to obtain a quick summary of agree/disagree responses. "I don't know" response is indicated by a closed fist
  - Number wheels or numbered fingers: Used to indicate responses to multiple-choice questions. Teacher puts possible responses on board or transparency, waits, then says "Show me!"
  - Response boards: Use individual chalk boards or dry-erase boards for responses given in unison. Dollar stores or home improvement centers—bathroom tile board makes great dry-erase boards!

Source taken from: “Making Content Comprehensible for English Language Learners”, Echevarria, Vogt, Short

Compiled by the Bilingual and Compensatory Education Resource Team, Dearborn Public Schools, 2002
Making Content Comprehensible—
4. Strategies

✓ Discussing and doing make abstract concepts concrete
✓ Academic language learning is more effective with learning strategies

Content teaching –One Approach (40-55 minutes):

- Do an “I Wonder” Brainstorming—(5 minutes) about book, topic, theme—should be in the form of questions (Who, what, when, what if, why…) or “I wonder if…”

- Do a Preview and Predict strategy—15 minutes:
  1. 1 minute—Students individually preview text material, looking at illustrations, photos, bold print…
  2. 3 minutes—With a partner, students write 3 things they think they will learn about from this text. Write in complete sentences, note form, or pictures, depending on students’ language proficiency.
  3. 4 minutes—Partners share their list with another pair of students and list is condensed and or expanded. Transfer final list to chart paper.
  4. 3 minutes—4 person teams report out findings and post list.
  5. 4 minutes—Teacher reads first section of text (one page or less) while students follow along.

- Do GIST summarizing strategy—7 minutes:
  1. 3 minutes—After reading a passage or section of text, teacher and students underline or pick out 10 words and concepts that are “most important” to understanding text.
  2. 1 minute—Write 10 words on the board.
  3. 3 minutes—Teacher and students write 1-2 summary statements using as many of the listed words as possible. Could be partner work. Post on board.

- 3 minutes—Refer back to Preview Chart. Read each statement, confirm if it is + or -, depending on reading selection. Erase or cross out statements that are not likely to relate to rest of reading selection, and add new predictions.

- 10 minutes—Students continue with reading, either in partners or small teams and do GIST strategy within their team. If the selection is too long, teams can jigsaw reading selection and share out their summary statements with whole group.

- Refer back to “I Wonder” chart—4 minutes. Write down answers to questions that were found in reading. If questions were not answered brainstorm where answers could be found and form Research Teams to explore other sources.

- Represent new learning in some way—6 minutes—by one of these:
  --Use Thinking Cube to generate at least 6 higher order thinking questions about text.
  Ex: Give a quote from the book that tells what matter is made of.
  How many ways can matter change?
  How can you measure matter?

--Make a Word Splash using the important words in this text.

--Construct a graphic organizer (T-list, Venn Diagram, etc.) depicting the highlights of reading selection.

--Illustrate new learning on a poster including appropriate captions and details.

--Create a poem, chant, song, or play demonstrating new learning.

--Do a Graffiti Write representing students’ learning:
  1. Each team has chart paper, each team member has a marker. A topic or question is posed. At the start signal each person writes a personal comment about the topic or question on the chart paper—at the same time. 2 minutes.
  2. When time is called, teams rotate to next table, read comments and add their own—may be same topic/question or another question or focus. 2 minutes.
  3. Rotate again, either to another table or back to own table. Post results.

- Report Out representations for class to enjoy or problem solve answers.

Source taken from: “Making Content Comprehensible for English Language Learners”, Echevarria, Vogt, Short
Compiled by the Bilingual and Compensatory Education Resource Team, Dearborn Public Schools, 2002
Making Content Comprehensible—5. Interaction

Opportunities for Interaction:

😊 Learning is more effective when students have an opportunity to participate fully—discussing ideas and information

😊 Effective teachers strive to provide a more balanced linguistic exchange between themselves and their students—ELL students need the practice in speaking!

😊 Interaction accesses the thought processes of another and solidifies one’s own thinking

😊 Talking with others, either in pairs or small groups allows for oral rehearsal of learning

- Encouraging more elaborate responses:
  --going beyond "yes" and "no" answers—
  "Tell me more about that"
  "What do you mean by…”
  "What else…”
  "How do you know?"
  “Why is that important?”
  "What does that remind you of?"
  "In other words…. Is that accurate?’
  or teacher allows wait time for student to formulate answer
  or teacher calls on another student to extend classmate’s response

- Fostering student-student interaction:
  --Putting students in pairs, triads or small groups
  --Types of activities that encourage “table talk”:
    Literature circles, think-pair-share, jigsaw readings debates, science or math experiments

Grouping Configurations:

😊 All students, including English Language Learners, benefit from instruction that frequently includes a variety of grouping configurations

😊 It is recommended that at least 2 different grouping structures be used during a lesson

- Variety:
  ❅ Whole class—
  To develop classroom community
  To provide a shared experience for everyone

  ❅ Flexible small groups—
  To promote multiple perspectives
  To encourage collaboration

  ❅ Partnering—
  To provide practice opportunities
  To give assistance before independent practice

- Homogeneous or Heterogeneous grouping
  ❅ By gender, language proficiency, language background, and/or ability
  ❅ Variety maintains students' interest
  ❅ Movement from whole class, to partners, to small group increases student involvement
  ❅ Varying group structures increases the preferred mode of instruction for students

- Cooperative Learning Activities:
  Information gap activities—Each student in a group has only one or two pieces of information needed to solve the puzzle or problem. Students must work together, sharing information while practicing their language, and using critical thinking skills.
  Jigsaw—Jigsaw reading task by chunking text into manageable parts (1-2 pages). Number students in each group (1-4 or 5). All #1s read the first 2 pages, #2s read the second 2 pages, etc. These expert groups then discuss their reading and share ideas. The original groups reconvene, discuss the whole text and share their expertise. Students pool their information.

  Numbered heads together—Similar to Jigsaw without forming expert groups. Each student works on one portion of assignment and then students share.

  Four corners—Great activity to introduce a topic or chapter of study. Write one question or idea on each chart paper. Divide class into 4 groups, each group has a different color marker—students move to one corner chart paper and designated student begins writing their ideas on chart. Time activity 2-4 minutes. Students move clockwise to next corner, read responses and add their comments.

  Roundtable—Use with open-ended questions, grammar practice. 4-5 students are grouped at tables, one sheet of paper, one pencil. Question or grammar point is given by teacher, students pass paper around table, each writing their own response. Teacher circulates room.

  3 Step Interview—Students are paired. Each student listens to the other as they respond to a topic question. At the end of 3 minutes, each pair joins another pair of students and shares what their partners said. Good way to practice language.

  Writing Headlines—Good way to practice summarizing an activity, story or project. Provide models of Headlines. Students work in pairs writing a headline for an activity. Pairs share out their headlines and class votes on most effective headline.

  Send a Problem—One table team sends a question or problem to another table. Each table team solves or answers question and passes it back to original table. This is a good way to review for a test.

Wait Time:

- Wait time varies by culture: The average length of wait time in US classrooms is clearly not sufficient
  --Effective teachers allow students to express their thoughts fully without interruption

  TIP: Allow students to practice their answer with a partner before calling on them to speak out before the whole class.

  TIP: Have more advanced students write down their responses while waiting, and then check their answers against the final answer.

Clarify Key Concepts in L1:

- Best practice indicates that ELLs benefit from opportunities to clarify concepts in their native language L1—
  --Use bilingual paraprofessionals, teachers, peers as clarifiers for vocabulary, concepts, or procedures
  --Use native language texts, dictionaries as tools to illuminate or illustrate topic

Source taken from: “Making Content Comprehensible for English Language Learners”, Echevarria, Vogt, Short

Compiled by the Bilingual and Compensatory Education Resource Team, Dearborn Public Schools, 2002
Hands-on Materials and/or Manipulatives for Practice:

Smiley face Students have a greater chance of mastering content concepts and skills when:
- given multiple opportunities to practice
- practice is in relevant, meaningful ways
- practice includes “hands-on” experiences

Smiley face Planning for hands-on practice:
- Divide content into meaningful short chunks
- Time for practice should be short—10-15 minutes
- New learning should have several short practices close together
- Older learning should be practices distributed further apart—review material periodically
- Give students immediate feedback on how well they have done

Smiley face ELL students need to connect abstract concepts with concrete experiences: Material can be organized, created (chart learning), counted, classified (concept mapping), stacked (index card review), rearranged, dismantled...

Application of Content and Language Knowledge:

Smiley face Abstract concepts and new information needs to be applied in a personally relevant way—
- Writing in a diary format through a character
- Making and Playing a game for content review (Jeopardy, Bingo, Wheel of Fortune…)
- Creating a semantic map
- Writing test questions to ask another student
- Teaching concepts to another student

Smiley face Discussing and “doing” make abstract concepts concrete.
- Clustering
- Making and using graphic organizers
- Solving problems in cooperative groups
- Engaging in discussion circles
- Partnering students in a project before independent work

Smiley face Opportunities for social interaction promote language development.
- Small group discussions
- Working with partners
- Reporting out information orally and in writing

Smiley face Modeling correct English after a student has made a pronunciation or grammar error can gently but effectively instill appropriate usage.

Integration of Language Skills:

Smiley face Reading, writing, listening, and speaking are interrelated and integrated naturally—we read when we write, we listen when we are talking with someone, etc.

Smiley face Most young children become grammatically competent in their home language by age 5—for ELL students, the teacher needs to develop language skills in a holistic manner.

Smiley face Practice in any one area (listening, speaking, reading, writing) promotes development in the others.

Smiley face Connections between abstract and concrete concepts are best accomplished when all language processes—reading, writing, listening, and speaking—are incorporated during practice and application.

What does a Classroom that Incorporates Listening, Speaking, Reading and Writing...

Does your classroom incorporate a variety of Listening, Speaking, Reading, and Writing activities during Practice and Application?

Source taken from: “Making Content Comprehensible for English Language Learners”, Echevarria, Vogt, Short
Compiled by the Bilingual and Compensatory Education Resource Team, Dearborn Public Schools, 2002
Making Content Comprehensible—
7. Lesson Delivery

Content Objectives:
- Content objectives must be clearly supported by lesson delivery:
  - Should be stated orally
  - Should be written on board for all to see—preferably in a designated space every time
  - Purpose:
    - Reminds us of lesson focus
    - Provides a structure to classroom procedures—before, during, after
    - Allows students to know direction of the lesson
    - Supplies way for students and teacher to evaluate lesson in light of content objectives
  - Limit content objectives to one or two per lesson

“When teachers spend their time and energy teaching students the content the students need to learn, students learn the material…”

Language Objectives:
- Language objectives must be clearly supported by lesson delivery:
  - Should be stated orally
  - Should be written on board for all to see—preferably in a designated space every time
  - Can relate to ESL Standards from TESOL
  - Can be from State Language Arts Benchmarks
  - Can be specific to book language studied (certain verb form, word endings, vocabulary, punctuation, summarizing, active discussion…)
  - Needs to be recognizable in lesson’s delivery

Students Engaged:
- Students should be engaged 90-100% of the period for lesson delivery to be effective

“When students spend their time actively engaged in activities that relate strongly to the materials they will be tested on, they learn MORE of the material.”
Leinhart, Bickel & Pallay

Aspects of student engagement to consider:
- Allocated time—decisions teachers make regarding amount of time spent on topic and each academic task (reading, word study, writing…)
- There is a balance between teacher presentation and opportunities for students to apply information.
- Engaged time—Time students are actively participating during allocated time: The more actively students participate in the instructional process the more they achieve.
- Students learn more then they are attending to the learning tasks that are the focus of instruction
- Academic learning time—Students’ time-on-task, when the task is related to the materials on which they will be tested—not just-for-fun activities!
- Class time needs to be planned efficiently—and therefore effective use of time and resources

Factors that contribute to high levels of student engagement:
1. Well planned lessons
2. Clear explanation of academic tasks or instructions
3. Appropriate amount of time spend on an academic task
4. Strong classroom management skills
5. Opportunities for students to apply learning in meaningful ways
6. Active student involvement
7. Lesson design meets the language and learning needs of students

Pacing:
- Pacing refers to the rate at which information is presented during a lesson.
  - Rate for ELL students must be brisk enough to maintain students’ interest but not too quick to lose their understanding.
  - Practice will reward a perfect pace.

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Making Content Comprehensible—

8. Review and Assessment

Review of Key Vocabulary:
😊 Key vocabulary can be developed through analogy:
▪ Relating newly learned words to other words with the same structure or pattern (ex: photosynthesis ↔ photography)

▪ Drawing students’ attention to tense, parts of speech, and sentence structure

▪ Repeating and reinforcing language patterns for words to become automatic

😊 Ways to scaffold:
▪ Paraphrasing—oral rehearsal of what student is going to say with group before saying it to the whole class or saying the definition of a word right after the word

▪ Systematic study—remember “research says isolated word lists and dictionary definitions alone do not promote vocabulary and language development. Words should be studied through multiple modalities—see them, say them, write them many times in different ways, act them out, sing them, draw them, find them in context….

▪ Word Study Books—This is a student-made personal notebook in which the student includes frequently used words and concepts. Book can be organized by language structure: -tion, -sion, -tation and/or alphabetical, and/or by topic of study (ex: Revolution words)

  One way to enter words: Write the word, include a personal definition, use the word in a sentence, and add a memorable symbol or drawing that will trigger the word from memory.

▪ “School Talk” sessions—Teach discussion circle protocol: taking turns, polite disagreement words, how to ask and answer questions. Do a practice session with a fun topic of students’ interest like movie stars, cars…

Review of Key Content Concepts:
😊 Review key concepts during and at the end of a lesson:
▪ Informal summarizing review—ex: “Up to this point….Discuss in your groups the 3 important things we have learned so far.”

▪ Periodic review (chunking) leads into next section to be studied

▪ Structured review—summarizing with partners, listing key points on board.

▪ Link review to content objectives—ensures focus on essential concepts

▪ Final review—allows students to assess their own understandings and clarify misunderstandings

Providing Feedback:
😊 Periodic review:
▪ Clarifies and corrects misconceptions

▪ Develops students’ proficiency in English

▪ Allows for paraphrasing students’ responses in correct English and complete sentences

😊 Feedback given orally and in writing, supported by facial expressions and body language—nod, smile, encouraging look…

Assessment of Lesson Objectives:
😊 Assessment is “the gathering and synthesizing of information concerning students’ learning”

😊 Evaluation is “making judgments about students’ learning”. Assessment comes first, then evaluation

😊 Informal Assessment:
▪ On-the-spot, ongoing opportunities to determine the extent of students’ learning.

▪ Includes teacher observations, anecdotal reports, informal conversations with students, quick-writes.

😊 Authentic Assessment:
▪ Application to real life—real life contexts

▪ Multidimensional—ex: students’ writing, taped pieces, interviews, videotapes, observations, projects, discussion, performances, group responses...

▪ Includes multiple indicators to show competency of a content objective. Use of a rubric defines level of learning and is shared with students and parents

▪ Group responses:

  ▪ Agree/Disagree, True/False, Yes/No—index cards that students or groups of students could use to quickly give their answers to questions. Teacher can quickly see responses.

  ▪ Thumbs up/thumbs down—Like the index cards, students can quickly respond to questions. For “I don’t know” students can make a fist. Teacher gets a feel for whole class understanding or agreement.

  ▪ Numbered wheels—Tag board strips (5” x 1”). Each strip is numbered 0-5 or 0-10. This allows students to answer multiple-choice questions quickly by holding up appropriate number. O is a “Don’t know” response. These are great for review before a written test.

  ▪ Response boards: Small chalk or white boards, or even plastic plates can be used for group responses. Use dry-erase markers, chalk, or crayons that can be erased for next question.

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