Designing Effective Instruction for Long Term ELLs (Grades 5-12)

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1. Distinguishing among our LTELLs—Initial/Low Literacy LTELLs vs. LTELLs Who Perform at 2-3 Years Below Grade Level

2. Assessing and Planning Instruction for Both Types of LTELLs: Principles, Frameworks and Planning Tools

3. Choosing Materials LTELLs Want to Read

4. Moving Students Forward through Leveled Books on a Theme and Teaching Close Reading Tactics

5. Inspiring Writing in LTELLs: Motivating Topics, Mentor Texts, and Scaffolds

6. Progress Monitoring Students’ Reading and Writing Skills Development in An Era of Common Core Standards

7. Providing Encouragement and Feedback to Motivate Students

Agenda
“these students have often achieved oral proficiency but lag behind in their ability to use English for literacy and content learning for reasons only partially related to L2 status—e.g. mobility and switching between language programs”

Short & Fitzsimmons, 2007
Characteristics of LTELLs

Long-term English learners:
• Have lived most or all of their lives in the United States
• Are often orally bilingual and sound like native English speakers, but do not have well-developed academic literacy skills in English
• Often have developed habits of non-engagement, learned passivity, and invisibility in school
• Perform below grade level in reading and writing and, as a result, struggle in all content areas
• Have overall school performance is low, with poor grades and grade retention commonplace, making this population at high risk for dropping out
Kate Kinsella

In addition to being below grade level, struggling readers:

“tend to be notably unmotivated. They are especially likely to have low confidence in their reading, which is termed self-efficacy in the research literature (Wigfield, Eccles, and Rodriguez, 1998). These students are likely to lack confidence in their ability to read or even to improve their reading skills......They are unlikely to read for their own enjoyment, seek satisfaction of their curiosity through books, or enjoy the challenge of a complex plot or intricate knowledge books (p. 60)”

Guthrie and Davis, 2003
• Experience high degrees of inconsistency in the prior schooling, resulting in
• Limited opportunities for academic language development in either English or their native language
• Which in term impacts their performance in language arts as well as contact classes
• They are orally proficient in both English and their native language, yet feel more comfortable and prefer reading and writing in English
• They do not receive specialized services designed for their needs and instead are placed in programs that are mismatched to their language abilities (ESL classes with newer arrivals) and learning needs (remedial options for native speakers)

Menken & Kleyn 2010

NYC – LTELL Study
• They read and write several grade levels below (approximately 3) their actual grade level
• They are frequently retained which contributes to their lack of confidence and disengagement in learning
• Leads to high drop out rates
• Fail their coursework and know they are unlikely to meet high school graduation requirements; so more likely to leave school

Menken & Kleyn 2010
DISTINGUISHING AMONG OUR LTELLS
Two Types of LTELLELLs

Group 1: Low literacy ELLs; Far from Grade Level Expectations; Need Intensive Supports; Struggling Learners Who May Be Receiving RTI

Group 2: Perform 2-3 Years Below Grade Level; Near Grade Level Expectations; Need to Catch Up/Ramp Up
One day I was on my LTI — changing a oil of a toyota car. I done changing oil. I have to put a sticker to the car when they need come back to the next changing oil. I struggled that I put the coin mile. I aske my mental see if was right. 0

write a list of the things you did at your LTI last week. what did you learn from these activities? How did you come to learn this?
I think thanksgiving means to have fun and celebrate with your relatives and talk about stuff with your family and be thankful for what you have. You have your things eat a lot of food and get stuffed with turkey with your family. My family had a great time. We danced to music and ate a tasty turkey. Well, my aunt likes to cook the turkey and make the rice. My mom brings the salad, the chips, snack and other good stuff. My uncle brought the cheesecake. This year we like to dance to Spanish music and just say what we're thankful for. What made it special that my family don't meet up a lot but on Thanksgiving we all did and got to see my uncle who I barely see. I got to chill with him on Thanksgiving. We always cook turkey make rice salad, mash potatoes and more. Not the whole family is there because I have one aunt and two cousins in Puerto Rico but we still have a good time together.

One month ago, I was in P.E. To work with my friends practicing for the Central High School soccer team. We had a big soccer game vs. classical college. So we were there practicing our shooting. The field was kind of wet because the day before it had rained. All of my friends did very good shots even I did good shots.

Then we were going to do different exercises. Everybody kicked the last shot, and all those shots went directly in the net and finally, it was my turn. I placed the first one on me on the ground and then I got ready for my shot. I took some steps back and then ran towards the ball to kick the ball. But when I was running towards the ball, I slipped and I kicked the ball very badly.

My shot was so bad. It was not even near the goal. Some of my friends laughed and I just picked myself up and acted like nothing happened. I felt that people were looking at me that moment was one of the most embarrassing moments of my life.
ASSESSING AND PLANNING INSTRUCTION FOR BOTH TYPES OF LETLELS: PRINCIPLES, FRAMEWORKS AND PLANNING TOOLS
Adolescent ELL Needs

Critical Literacy Skills Needed by LTELLs

To develop sufficient English proficiency to achieve, need:

- To acquire a rich vocabulary in both languages
- To build speaking and writing skills to support school success
- To build academic knowledge and skills
- To engage in school
MOTIVATE & ENGAGE WITH REAL WORLD TOPICS

- Expand Oral Language Base
- Advance Reading Skills
- Thematically Connected Literary and Informational Texts
- Advance Writing Skills
- Build Academic Skills
Principles of Instruction:

1. Choose Interesting and Important Topics
2. Connect Engaging Literature to Informational Texts Around a Broad Theme
3. Integrate the Teaching of Skills and Strategies Into Meaning-Centered Instruction
4. Connect with Grade Level Standards (CCSS, ELD) & Set Clear Expectations for Growth
5. Teach Study Skills and Make More Independent in Academic Settings; Build Self-Confidence
6 Practices that Promote Reading Engagement
(Guthrie and Davis, 2003)

1. Establish Knowledge Goals (Big Questions; Motivating Themes—e.g. How does global warming affect our lives?)
2. Real World Interactions (e.g. homelessness—engagement and motivation)
3. Many interesting texts (magazines, newspaper reports, internet articles); authentic reading and writing activities
4. Support for Student Choice (topic, text, partner, activity)
5. Direct strategy instruction (activate background knowledge; think alouds)
6. Collaborative Support
Program Characteristics

- Reading instruction builds both reading skills and the desire for and interest in reading increasingly complex materials (Ivey & Fisher, 2006; Moore et al., 1999).

- Vocabulary building and word study are a routine and active part of every class, as are the identification and interpretation of idiomatic expressions and sayings (Graves 2006; Jiménez, 2005).

A word to the wise
Go figure
Program Characteristics

- Writing instruction takes place in an environment in which students’ writing has an authentic purpose and audience, in which writing is relevant to students’ lives, in which content is at the center of the writing process, and in which critical thinking skills are engaged—not just regurgitation of delivered material (AEE, 2004; Samway, 2006).
CHOOSING MATERIALS TELLS WANT TO READ
Content and Proficiency Criteria

Content

• Interest; Connection to Real World Issues
• Age appropriateness and relevancy
• Cultural appropriateness and cross-cultural connections
• Genre appropriateness for grade level demands
• Authenticity of simplified texts

Proficiency

• Starts at students’ current levels and moves them forward; Stretches to grade level texts
• Rigor of texts; clear expectations and teaching in a way that upholds expectations
Chapter Books

Books Kids Want to (and can) Read!

Chanda’s WARS
Allan Stratton

Chanda’s SECRETS
Allan Stratton
NOW A MAJOR MOTION PICTURE: LIFE, ABOVE ALL.

“A Life, Above All has the high art and big heart of any award-worthy film.”
Time Magazine

“The film is about deep human emotions, evoked with sympathy and love.”
Roger Ebert, Chicago Sun-Times
Anansi the spider is a trickster. In this West African myth (Ghana), Anansi must outsmart the powerful and dangerous creatures of Africa to become the owner of all the stories in the world.

http://books.google.com/books/about/African_Mythology.html?id=QYBNwkWaFuMC
Chapter Books

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Roger Ebert, Chicago Sun-Times
Advantages of Chapter Books
ELLs Need Explicit Instruction and Models

Guided Practice

Feedback

Reader Response for ELLs

Chapter 8
Prompts for Reading Response Journals

- Predict
  - When I read the title, I thought the book would be about....
- Connect
  - What does the story remind you of?
- Question
  - I wonder why....
- Visualize
  - What kinds of images did you see while you were reading/
- Evaluate
  - Did the main character make the right/wrong decisions?
- Respond
  - What do you like least/most about the protagonist?
Study Skills Programs: What to Include

- Note taking skills (including the use of voice recorders to “take notes”)
- Notebook organization
- How to use highlighters and color coding to identify essential information
- How to use a calendar to manage assignments
- Where to study and how to study
- How to memorize and remember important information
- How to ask for assistance
Listening Comprehension and Note Taking in a Second Language

• Active Listening; Focused Listening
• Recognizing Speech Cues (voice inflection; cue words & phrases; transition words)
• Summarizing & Paraphrasing
• Using Abbreviations (‘‘short hand”)

Sub-skills Involved
Listening Comprehension and Note Taking in a Second Language

- Organizing Information
- Adding Visuals (diagrams and illustrations)
- Asking for Clarification and Repetition
- Using Notes for Studying (Reviewing)

*If taking from a Book:*

- Using Text Features (underlining, bold print, asterisks, checkmarks)

**Sub-skills Involved**
9 Steps for Helping Students Take Better Notes

**Before a Note-Taking Exercise**
1. Provide students with a standard system of heading their notes
2. Provide instruction on shorthand and abbreviation techniques
3. Instruct students on how to recognize a teacher’s signal words

**During a Note-Taking Exercise**
4. Alter your speech, delivery, and vocabulary
5. Use visuals
6. Provide already or partially completed notes
7. Monitor student progress

**After a Note-Taking Exercise**
8. Model how to talk to your notes
9. Allow students to revise and edit notes
Eliminating Ends

- *regular* becomes *reg*
- *information* becomes *info*
- *Wednesday* becomes *wed*

Eliminating Vowels

- *hours* becomes *hrs*
- *normal* becomes *nml*

Useful Abbreviations (step 2)
Useful Symbols (step 2)

- &/+  
- =  
- #  
- X  
- →  
- 1st  
- >  
- <  
- w/  
- w/o  
- @  
- b/c  
- /  
- and  
- is or equals  
- number  
- times  
- leads to  
- first  
- more than  
- less than  
- with  
- without  
- at  
- because  
- per
Note Taking Formats

- Simple Outline
- Cornell Two-Column Notes
- Split Page Notes
- T-Notes
- Mind Mapping
Cornell Notes

Veronika Edits Cornell Notes

T-Chart as an Alternative
Flocabulary is an online library of educational hip-hop songs and videos for grades K-12. Over 20,000 schools use Flocabulary to engage and inspire students. Our team of artists and educators is not only committed to raising test scores, but also to fostering a love of learning in every child.
Note-taking from Videos

Teens with HIV
https://www.youtube.com/watch?v=Ur
vRJVOpWf0

https://www.youtube.com/watch?v=4f_
Q-0oOCle
(3:16) S.African English

Johannesburg
South Africa

Source of the Infection

Challenges to Treatment

How Students Cope

Summary of the Video’s Main Points

As you listen, listen for…..

Notice our featured speakers’ names

Mongezi Sosibo  Lerato  Vanity Sefofu
Read and Add to Your Knowledge

Use These Words:
Activist/Activism
Cure
Disclose/disclosure
Issue
Medicine/Medication
Prevent/Prevention
Protection
Research
Stigma
Support

Compare and Contrast

Mongezi Sosibo
Magic Johnson

Guided Reading Level O/N; Lexile 710, ATOS 4.0
HIV/AIDS in Africa: A 10-Minute Overview (Hope in the Time of AIDS)

<table>
<thead>
<tr>
<th>Scope of the Epidemic</th>
<th>Treatment/Challenges</th>
<th>Impact on Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficult Listening</td>
<td>Moderately Difficult</td>
<td>Least Difficult</td>
</tr>
<tr>
<td>Speed of Facts</td>
<td>Listening</td>
<td>Listening</td>
</tr>
</tbody>
</table>

More Difficult Listening and Note Taking

http://video.nationalgeographic.com/video/kenya-aids-sci
Kibera, Nairobi, Kenya   Kenya’s AIDS Crisis-3 minutes (African Orphans from AIDS)
BUILD ORAL LANGUAGE

Expand and Refine Vocabulary
1. Teach high and low frequency words
2. Teach word learning strategies
   a. Word wheels
   b. Active learning approaches (movement and actions, games)
   c. Synonyms, antonyms, and semantic groupings
   d. Vocabulary journals
3. Help Students Grasp Vocabulary While Reading
   a. Glossed texts
   b. Using cognates

Make Vocabulary Instruction Routine

Chapter 6
LET'S SEE HOW THIS WORKS
WITH CHAPTERS FROM
CHANDA'S SECRETS

CHANDA'S SECRETS

NOW A MAJOR MOTION PICTURE: LIFE, ABOVE ALL

ALLAN STRATTON

"Life, Above All has the heart of any award-worthy film."
Time Magazine

"The film is about deep human emotions, evoked with sympathy and love."
Roger Ebert, Chicago Sun-Times
<table>
<thead>
<tr>
<th>Vivid Verbs Vocabulary Journal, Boxed in Text</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scream</strong></td>
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<tr>
<td><strong>Thrash about</strong></td>
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<tr>
<td><strong>Gasp</strong></td>
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<tr>
<td><strong>Choke</strong></td>
</tr>
<tr>
<td><strong>Drown</strong></td>
</tr>
<tr>
<td><strong>Gurgle</strong></td>
</tr>
<tr>
<td><strong>Heave up</strong></td>
</tr>
<tr>
<td><strong>Hacking</strong></td>
</tr>
<tr>
<td><strong>Stagger around</strong></td>
</tr>
<tr>
<td><strong>Shove</strong></td>
</tr>
</tbody>
</table>

*Notice the vocabulary later when we read Chapter 8*
Moriti: A low rectangular metal fence covered by a nylon or canvas roof that sits over a grave in place of a headstone.

Notice The Vocabulary Later When We Read Chapter 12
Moving Students Forward through Leveled Books and Media on a Theme & Teaching Close Reading Tactics

Chanda’s Secrets

AIDS/HIV in Africa

Literature, Novel, Realistic Fiction

Informational Text
<table>
<thead>
<tr>
<th>African Mythology</th>
<th>Informational Text</th>
</tr>
</thead>
</table>

Moving Students Forward through Leveled Books and Media on a Theme

& Teaching Close Reading Tactics

Anansi Video:

https://www.youtube.com/watch?v=_Sv6m-X5OdI&t=24
Anansi

Animals
Humor
Trickery
Wit/Cunning
Cleverness
Persuasion
Overpowering Forces Greater than Your Own
Triumph

WHAT MAKES A TEXT RIGOROUS?
Common Core Model of Text Complexity

QUALITATIVE
meaning or purpose, structure, language conventionality, and clarity that knowledge demands (Professional Judgment)

READER & TASK CONSIDERATIONS
Reader: motivation, knowledge, and experience
Task: purpose of, complexity, and types of questions posed (Professional Judgment)

QUANTITATIVE
word length, word frequency, sentence length, text cohesion (Computer Generated)

Adapted from Appendix A of The CCSS for Literacy and English Language Arts
Quantitative Measures of Text Complexity

These metrics give different weights to the following proxies for semantic and syntactic complexity:

Word Length
Word Frequency
Word Difficulty
Sentence Length
Text Length
Text Cohesion

Research shows that no metric is better than the others at either predicting text difficulty or student performance on tests

ESL Website http://esl.ncwiseowl.org/
Find Books at Appropriate Lexiles:

Text Leveling Correlation Guide

Grades K-6

Because every reader is different, teachers often rely on a system of leveled books to match their students with just-right books. There are many systems and methods for leveling books and leveling characteristics may differ among the various leveling systems. This chart is designed to assist teachers in correlating the reading levels across five of the most commonly used K-6 leveling systems. The chart approximates how these levels correlate to each other and to school levels. This leveling correlation is presented for general purposes only. Teachers are encouraged to adjust this correlation according to their personal evaluation and professional judgment.

<table>
<thead>
<tr>
<th></th>
<th><strong>Fluent</strong></th>
<th><strong>Early</strong></th>
<th><strong>Emergent</strong></th>
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</thead>
<tbody>
<tr>
<td>Grade 6</td>
<td>Grade 5</td>
<td>Grade 4</td>
<td>Grade 3</td>
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<tr>
<td>Z</td>
<td>Y</td>
<td>X</td>
<td>V</td>
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<td></td>
<td>W</td>
<td>U</td>
<td>T</td>
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<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

Stage of Reading Development

Grade levels are indicated by the number following the grade level.

Basal Reading Levels

Guided Reading Levels

DRA Level

Lexile Level

Lexile Bands for Mathematics © 2012
The CCSS include a staircase of increasing text complexity from elementary through high school keyed against recalibrated Lexile scores.

<table>
<thead>
<tr>
<th>Grade Band</th>
<th>Old Lexile Ranges</th>
<th>CCR Lexile Ranges</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-3</td>
<td>450-725</td>
<td>420-820</td>
</tr>
<tr>
<td>4-5</td>
<td>645-845</td>
<td>740-1010</td>
</tr>
<tr>
<td>6-8</td>
<td>860-1010</td>
<td>925-1185</td>
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<tr>
<td>9-10</td>
<td>960-1115</td>
<td>1050-1335</td>
</tr>
<tr>
<td>11-CCR</td>
<td>1070-1220</td>
<td>1185-1385</td>
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</tbody>
</table>

ESL Website http://esl.ncwiseowl.org/
Literature for LTELLs

Gr. Level 3.7--4.6
Lexile 590

Gr. Level 3.5
Lexile 460-530
Especially for ELLs

**Common Core Model of Text Complexity**

- **Qualitative**
  - meaning or purpose, structure, language conventionality, and clarity that knowledge demands (Professional Judgment)

- **Quantitative**
  - word length, word frequency, sentence length, text cohesion (Computer Generated)

- **Reader & Task Considerations**
  - Reader: motivation, knowledge, and experience
  - Task: purpose of, complexity, and types of questions posed (Professional Judgment)

Adapted from Appendix A of The CCSS for Literacy and English Language Arts
Scaffolding for Text Complexity

- Introducing background knowledge
- Immersing students in more complex language exposure and usage that makes a difference in their ability to access knowledge
- Engaging students with carefully selected or constructed graphic organizers that make the structure of the text visible
- Modeling how to interpret the meaning of texts that use more complex approaches, like satire or rhetorical argument
- Engaging pairs or teams of students with more challenging texts as “buddies” and giving them opportunities to reflect on those texts through discussions with each other or through “buddy” journals
- Making 20 percent of their class reading “stretch” texts that help them reach beyond their reading level
Rich with Opportunities to Make Content Connections Through Thematic Instruction

Designed for Secondary

Mature Themes
Use Book Trailers

http://www.youtube.com/watch?v=2uz5mThaq8

Feature Length Films

https://www.youtube.com/watch?v=tLTclDqAxkw

Use Multimedia to Spark Interest and Motivation
Teaching and Practicing the Strategies Good Readers Use

- Good Readers Preview the Text
- Good Readers Apply Prior Knowledge and Build their Knowledge Foundation
- Good Readers Make Predictions
- Good Readers Code, or Talk to, the Text [stop and jot, reader response stems; Codes=C \(\leftrightarrow\) ?] (comment, connection, question)
- Good Readers Highlight
- Good Readers Make Notes
- Good Readers Reread

<table>
<thead>
<tr>
<th>Good Readers …</th>
<th>Highlight</th>
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<tbody>
<tr>
<td>Preview the text</td>
<td>Make notes</td>
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<tr>
<td>Apply prior knowledge</td>
<td>Reread</td>
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<tr>
<td>Make predictions</td>
<td>Summarize</td>
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<tr>
<td>Code/talk to the text</td>
<td>Paraphrase</td>
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<td>Make inferences</td>
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Pre-reading activities can engage student interest, activate prior knowledge, or pre-teach potentially difficult concepts and vocabulary. They also offer a great opportunity to introduce comprehension components such as cause and effect, compare and contrast, personification, main idea, and sequencing.

Pre-teach concepts

There are times when not only ELLs but all students need to learn new and possibly difficult ideas or concepts. For example, the concepts of democracy or envy may be difficult for all young children to understand at first. Give examples that your students can relate to.

Predicting and direction setting You can focus students’ attention on what is important to look for as they read their text. Making predictions about what might happen in the book gives students a purpose for reading. Setting a direction means using questions that peak students’ interest. It also means focusing students on the purpose for the reading. For example, “Today we are going to read about differences in climates and regions. Let's read first about the climate in our community.”

Suggest comprehension strategies before reading the text, make students aware of what they should be looking for. If you want them to identify cause and effect, point out several examples of this beforehand.

Pre-reading strategies to increase comprehension

Before reading a selection aloud or before students read a text, try taking seven to ten minutes to build word and background knowledge. This should increase all students’ comprehension of the text.

Begin by reviewing the selection and identifying the main concepts you want to teach. Take into account your students’ potential knowledge of these concepts, including your ELLs. Decide how you might best make these concepts relevant and accessible to all of your students. This might be through a film, discussion, student reading assignment, or a text read by you. Try using a combination of three or four of the following strategies:

Do motivating activities You can use any activity that interests students in the text and motivates them to read it. For example, you can bring a real frog to class before reading a frog story.

Build text-specific knowledge

Activate students’ prior knowledge of a topic so that they can consciously use it as they read their text. For example, before reading a text with a jungle as the setting, ask students what they already know about jungles and discuss.

Relate to students’ lives This is a powerful way to motivate students to read and to help them understand what they will be reading. Before reading a story about winning and losing a race, for example, you might want to have your students reflect on the times they have won or lost a race or a contest.

Pre-teach vocabulary

In addition to pre-teaching traditional vocabulary words, include words that convey concepts that ELLs already know. For example, students may know the concept of finding something, but do not know the word find or finding. Write these words on the board and review with the class.
LET'S READ OUR CORE LITERARY TEXT
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**Daily Writing:**
Keep Learning Logs or Journals

- Keep as simple lists
- Bulleted Phrases or Paragraph Form

- Write Logs Individually or with Partners

- Keep on a Regular Basis—so get regular practice writing in their new language about novels or content area topics
Reader Response Stems

What’s The Difference Between Sentence Stems and Sentence Frames?

Which is More Supportive?
Which Stems Could Work Well With
Chanda’s Secrets
Good Readers:

**Summarize**
- Only the most important points
- Communicating the main ideas
- Condensing a large amount of information into a small amount
- Use one’s own words
- Provide a reference

**Paraphrase**
- Some else’s ideas in your own words
- Completely changing the original text
- Use of new words and sentence structure
- Providing a reference
LET’S PRACTICE: Summarize Chapter 12
Use the GIST technique (next slide)

Information on Characters:
- Sara = Mama and Jonah’s daughter
- Jonah = stepfather married to Chanda’s mother
GIST: Exploring Tough Text

- Identify Appropriate Text
- Group the Students
- Demonstrate the Strategy
- Discuss Summary Sentences
- Read and Summarize at Appropriate Points
- Read and Compare Summary Sentences
- Assess Student Progress and Understanding

Create No More than 5-6 Sentences
Reading Literature Common Core Standard:

- Integration of Knowledge and Ideas

- CCSS.ELA-Literacy.RL.7.7 (Grade 6, 7, 8) Compare and contrast a written story, drama or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium (e.g. lighting, sound, color, or camera focus and angles in a film).

- CCSS.ELA-Literacy.RL.11.7 (Grade 11-12) Analyze multiple interpretations of a story, drama or poem, evaluating how each version interprets the source text.
Listening and Speaking Common Core Standard:

- Comprehension and Collaboration

- CCSS.ELA-Listening and Speaking.LS.7.1. Engage in a range of collaborative discussions (one-on-one, in groups and teacher lead) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

  c. 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.
## Interview Key

### Characters

### Activity Taken From:

**Chanda’s Secrets**  
**Teacher’s Booklet, Pearson Education (2006)**  
by Margaret Graham

Permission to copy pupil worksheets granted

### Pupil Resource Sheet 16

<table>
<thead>
<tr>
<th>Character</th>
<th>Questions</th>
</tr>
</thead>
</table>
| **Chanda** | What was the most difficult time for you? Why?  
Who would you say has provided the most support for you? How have they helped?  
Why did you decide to be honest about how AIDS has affected your family? |
| **Esther** | Why did you not tell Chanda about your secret life?  
How do you feel about your life now?  
Can you explain how the clinic and its staff are helping you? |
| **Mrs Tafa** | Why did you keep so many secrets? Were there no times when you felt guilty?  
Which of the secrets you kept do you regret the most, and why?  
How do you feel you helped Chanda and her family?  
Explain how and why your feelings about Esther have changed. |
| **Mr Bateman** | Tell us about your work in Bonang.  
How has AIDS affected your life and work?  
What are your feelings about the poverty-stricken families in your community affected by AIDS? |
| **Mr Seialeme** | What are your feelings about Chanda and how she has coped with all that has happened?  
How do you try to help your students and their families?  
What difference do you think schools and education can make to people's awareness of AIDS here in Bonang?  
How do you feel about the role of superstition and rumour in this society?  
What are your thoughts and feelings about the future of families such as Chanda’s? |
| **Nurse Viser** | What were your thoughts and feelings when Chanda first came to you?  
How does the Thabo Welcome Centre help people in your community?  
What do you feel about the role of superstition and rumour in your community?  
What would make your work in Bonang easier to carry out? |
Character or Event Description Chart

Chanda
INSPIRING WRITING IN LTELLS: MOTIVATING TOPICS, MENTOR TEXTS, AND SCAFFOLDS
The Writing Process

Writing in a Second Language

- Prewriting
- Drafting
- Revising
- Editing
- Publishing
Modifying Writing: The Five Mores

Better Writing

- Time
- Scaffolds
- Models
- Focused Editing
- Flexible Publication
• More time
  • More time to work on and conference about assignments
  • More time to revise and edit with support

• More Models

• More Focused Editing

• More Welcoming, Flexible Publication
  • Sharing a “golden line”
  • A favorite passage or paragraph
  • The entire piece

Modifying the Writing Process for ELLs
Flocabulary is an online library of educational hip-hop songs and videos for grades K-12. Over 20,000 schools use Flocabulary to engage and inspire students. Our team of artists and educators is not only committed to raising test scores, but also to fostering a love of learning in every child.

90-day school-wide and district-wide free trials starting in January

http://www.flocabulary.com/globalization/

5 paragraph essay
http://www.flocabulary.com/five-paragraph-essay/
Using Chanda’s Secrets as Model:

Write a Memoir of a time you were challenged to be a true friend to someone.

<table>
<thead>
<tr>
<th>Figure 8.2 Memoir Rubric</th>
<th>4 ( \text{Exceeds Proficiency} )</th>
<th>3 ( \text{Meets Proficiency} )</th>
<th>2 ( \text{Approaching Proficiency} )</th>
<th>1 ( \text{Substantially Below Proficient} )</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criteria (Standards)</strong></td>
<td>Author tells a very clear, organized, focused story; includes some personal history and context to show how the events of the memoir are important and meaningful to the author.</td>
<td>Memoir includes 2 of the 3 plot points (first-person POV, personal history to give context, focus on a brief event) — story lacks focus and/or importance.</td>
<td>Memoir includes 1 of the 3 plot points (first-person POV, personal history to give context, focus on a brief event) — story is incomplete.</td>
<td>Time and place are not described or confusing; very few details; setting is not very important to the story.</td>
<td>Time and place are not described or confusing; no details; setting is not important to the story at all.</td>
</tr>
<tr>
<td><strong>Plot</strong></td>
<td>Time and place are clearly described — author includes descriptive imagery/literary devices; the importance of the specific time and place is easy to understand.</td>
<td>Time and place are described; author includes some descriptive imagery/literary devices; the importance of the specific time and place is easy to understand.</td>
<td>Time and place are not described or confusing; very few details; setting is not very important to the story.</td>
<td>Time and place are not described or confusing; no details; setting is not important to the story at all.</td>
<td>Time and place are not described or confusing; no details; setting is not important to the story at all.</td>
</tr>
<tr>
<td><strong>Setting</strong></td>
<td>Author’s unique perspective, actions, thoughts, emotions and words are very clear, consistent, and descriptive in all parts of the story; other characters’ words and actions are original, detailed, and clearly important to the story.</td>
<td>Author’s perspective includes some thoughts, emotions, actions and words; is not fully developed; other characters’ words and actions are described.</td>
<td>Author’s perspective is inconsistent or unclear; not enough information about author or other characters to understand the story.</td>
<td>The memoir does not demonstrate any lesson, realization, or discovery.</td>
<td>The memoir is inconsistent or unclear; not enough information about author or other characters to understand the story.</td>
</tr>
<tr>
<td><strong>Character</strong></td>
<td>Lesson</td>
<td>The lesson is unclear, or unrelated to the focused events of the story.</td>
<td>The lesson is unclear, or unrelated to the focused events of the story.</td>
<td>The lesson is unclear, or unrelated to the focused events of the story.</td>
<td>The lesson is unclear, or unrelated to the focused events of the story.</td>
</tr>
<tr>
<td><strong>Lesson</strong></td>
<td>There is a personal lesson, realization, transformation or discovery about self or life.</td>
<td>There is a personal lesson, realization, transformation or discovery about self or life.</td>
<td>There is a personal lesson, realization, transformation or discovery about self or life.</td>
<td>There is a personal lesson, realization, transformation or discovery about self or life.</td>
<td>There is a personal lesson, realization, transformation or discovery about self or life.</td>
</tr>
</tbody>
</table>
CONNECT THE LITERATURE WITH

Understanding Health Issues
I Know Someone with HIV/AIDS
2011, 32 pages
Gr. Level 4.0
Lexile 710
GRL N, O
Heinemann Raintree

Epidemics
Deadly Diseases Throughout History
AIDS
2001; 64 pages
Gr. Level 5.0-8.7
Lexile 1167
GRL Z
Rosen

AFRICA: PROGRESS AND PROBLEMS
AIDS AND HEALTH ISSUES
2014; 112 pages
Gr. Level 6.0
Lexile 1320
Mason Crest

Leveled Informational Texts
Informational Text

Find out about the plants and animals found in three African habitats.

Benchmark Education:  GRL N; Lexile 420-820, Gr. 2-3

http://www.benchmarkeducation.com/habitats-of-africa-and-los-habitats-de-africa.html
Q1: How is HIV Spread?
Q2: Who Is Most Impacted by AIDS?
Q3: What are the effects of AIDS?
Q4: What Can Be Done to Prevent the Spread of AIDS?
Informational Text for LTELLs

Living with HIV

There is no cure for HIV. People who have HIV must take medicine for the rest of their lives.

The medicine helps the T-cells in the body keep fighting HIV for longer. Medicines help people with HIV live a longer, healthier life.

What Questions Can We Answer Using This Text?
The Truth About HIV/AIDS

You can catch HIV by hugging and kissing someone who has it.

**FALSE!** HIV is not like a cold. You cannot catch it by touching someone or breathing the same air.

You can catch HIV by swimming in a public pool or using a public toilet.

**FALSE!** You cannot even catch HIV by using the same cup or spoon.

Everyone who has HIV will get AIDS.

**FALSE!** New medicines help to prevent AIDS. People with HIV are living longer and healthier lives.
Count off in 5’s

ALL but Group 3: READ HIV/AIDS
1: SYMPTOMS AND TREATMENT
2: PREVENTING AIDS
3: RAPID SPREAD
4: STIGMA OF AIDS
5: WOMEN AND AIDS/AIDS PROGRAMS

How Does Your Reading Connect With Chanda’s Secrets?
Developing Writing Fluency:

Daily Writing

• Do Now
• Journal Writing
• Exit Tickets

How Can We Take What We Just Read and Create These Assignments?
Make Some Exit Tickets:
The Truth About......

Symptoms and Treatment; Preventing AIDS, Rapid Spread, Stigma of AIDS, Women and AIDS
When Reading Informational Text: Find Academic Words From the Academic Wordlist To Teach
By the year 2005, there will be more than 10 million people infected with HIV worldwide. When a disease infects and threatens the lives of such a large number of people, it is considered to be an epidemic. In some areas of the world, AIDS-related deaths are reported in alarmingly high numbers. Africa, India, and East Asia are areas that have been hit especially hard by the epidemic.

**Africa**

Almost 24 million Africans have HIV or AIDS. Another 11,000 Africans are infected with HIV each day. One million of the nearly 24 million
<table>
<thead>
<tr>
<th>Leads, Introductory Clauses</th>
<th>Use of passive voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>• By the year 2005,</td>
<td>• it is considered</td>
</tr>
<tr>
<td>• When a disease....</td>
<td>• are reported</td>
</tr>
<tr>
<td>• In some areas of the world....</td>
<td>• are infected</td>
</tr>
<tr>
<td>• By the end of 2000,</td>
<td>• it is estimated</td>
</tr>
<tr>
<td>• At the end of 1999,</td>
<td>• it is also believed</td>
</tr>
<tr>
<td>• In countries where...</td>
<td>• it has also been estimated</td>
</tr>
<tr>
<td>• Without enough people....</td>
<td></td>
</tr>
<tr>
<td>• Without parents or guardians....</td>
<td></td>
</tr>
</tbody>
</table>

Notice Sentence Patterns to Expand Students Sentence Variety
infected Africans are children. The AIDS epidemic has left 11 million African children orphaned. African deaths due to AIDS will soon surpass 20 million. These deaths make up more than 80 percent of worldwide AIDS deaths. Each day, AIDS kills nearly 5,000 Africans.

**India**

It is estimated that 3.7 million people in India are HIV-infected. It is also believed that thousands of cases of AIDS in India remain undiagnosed. In some areas of the country, one out of every fifty pregnant women is HIV-positive. By the end of 2000, the cost of damages due to AIDS will be over $11 billion in India.

**East Asia**

At the end of 1999, nearly 6.5 million East Asian people were living with HIV infection. It has also been estimated that by 2005, the number of AIDS deaths in East Asia will equal those in Africa. Transmission by heterosexual sex is the most common way that AIDS is transmitted in East Asia.

**Orphans of the AIDS Epidemic**

In countries where large numbers of adults have died because of AIDS-related illnesses, many important roles in society, such as educators, health care workers, and law enforcement officers, are left unfilled. Without enough people in these important roles, the quality of life in these countries declines rapidly.

A large number of adult deaths means that many children will be left orphaned. Children who have no relatives who are able to care for them may be left to fend for themselves. Orphaned children are also at a greater risk of becoming infected with HIV. Without parents or guardians, the children may be more likely to be exposed to dangers like sexual abuse, which may lead to HIV infection.
### 5 Paragraph Essay Rubric

#### Criteria (Standards)

<table>
<thead>
<tr>
<th>4</th>
<th>Exceeds Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>• Introduce the topic, question, or issue</td>
<td></td>
</tr>
<tr>
<td>• Thesis statement</td>
<td></td>
</tr>
<tr>
<td>• Three or more supporting reasons</td>
<td></td>
</tr>
<tr>
<td>Body/Argument</td>
<td></td>
</tr>
<tr>
<td>• Topic sentence</td>
<td></td>
</tr>
<tr>
<td>• Specific evidence: Examples, Facts, Quotations, Statistics, Transitions between reasons and evidence</td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td></td>
</tr>
<tr>
<td>• Restate thesis</td>
<td></td>
</tr>
<tr>
<td>• Closing, universal statement</td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td></td>
</tr>
<tr>
<td>• Follows the five-paragraph essay model (intro paragraph, three body paragraphs, conclusion paragraph)</td>
<td></td>
</tr>
<tr>
<td>• Transitions between supporting evidence and paragraphs</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3</th>
<th>Meets Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>• Introduce the topic, question, issue is clearly introduced and leads to the thesis statement with three clear supporting reasons.</td>
<td></td>
</tr>
<tr>
<td>Body/Argument</td>
<td></td>
</tr>
<tr>
<td>• Three or more supporting reasons are very strong; reasons are clearly introduced in a topic sentence and well supported with specific evidence, examples, facts; transitions skillfully used between evidence and reasons.</td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td></td>
</tr>
<tr>
<td>• Thesis is skillfully restated; a clear, universal statement concludes the essay.</td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td></td>
</tr>
<tr>
<td>• Follows the five-paragraph essay model, and effectively uses a variety of transitions throughout essay.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2</th>
<th>Approaching Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>• Introduce the topic, question, issue is introduced; there is a thesis statement with three clear supporting reasons.</td>
<td></td>
</tr>
<tr>
<td>Body/Argument</td>
<td></td>
</tr>
<tr>
<td>• Three supporting reasons are clearly introduced in a topic sentence and well supported with specific evidence, examples, facts; transitions used between evidence and reasons.</td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td></td>
</tr>
<tr>
<td>• Thesis is clearly restated; a universal statement concludes the essay.</td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td></td>
</tr>
<tr>
<td>• Follows the five-paragraph essay model and uses transitions when necessary.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1</th>
<th>Substantially Below Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>• Introduce the topic, question, issue is unclear; thesis is incomplete or confusing.</td>
<td></td>
</tr>
<tr>
<td>Body/Argument</td>
<td></td>
</tr>
<tr>
<td>• Fewer than three supporting reasons; one or more reasons and/or supporting evidence are unclear or missing; few transitions.</td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td></td>
</tr>
<tr>
<td>• Thesis restatement and concluding sentence is weak or unclear.</td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td></td>
</tr>
<tr>
<td>• Some errors in the five-paragraph essay model; some missing or incorrectly used transitions.</td>
<td></td>
</tr>
</tbody>
</table>

### AIDS is a Worldwide Epidemic

- But Has Hit Africa, India and East Asia the Hardest
Writing Common Core Standard:

- **Text Types and Purposes**
- **CCSS.ELA-Literacy.W.7.2**  *Write informative/explanatory texts* to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.

  - **b**—*Develop the topic* with relevant facts definitions, concrete details, quotations or other information and examples
  - **c**—*Use appropriate transitions* to create cohesion and clarify their relationships among ideas and concepts
  - **f**—*provide a concluding statement*.....
Writing Common Core Standard:

- Production and Distribution of Writing.

- CCSS.ELA-Writing. W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
Close Reading of On-Grade Level Text (with supports)

20% of Reading Should Be Stretch Text
SUB-SAHARAN AFRICA HAS BEEN WORST HIT BY HIV/AIDS

Although HIV/AIDS has reached almost every part of the world, no other region has been harder hit than sub-Saharan Africa, home to nearly three quarters of the world’s people living with HIV/AIDS. By the end of 2002, over 29 million people in sub-Saharan Africa were living with HIV/AIDS. Of those, 10 million were young people (aged 15-24) and almost 3 million were children under 15. In 2002 alone, about 2 million adults died of HIV/AIDS in the region.4

THE EPIDEMIC HAS ORPHANED MILLIONS

Eight out of every 10 children who have lost parents to HIV/AIDS live in sub-Saharan Africa. Between 1990 and 2001, the proportion of orphans whose parents died from HIV/AIDS rose from 3.5 per cent to 32 per cent. There are more than 34 million orphans in the region today, 11 million of them orphaned by HIV/AIDS.5 Figure 1-1 shows the most recent estimate of children orphaned by HIV/AIDS published in Children on the Brink 2002. Children on the Brink is a biennial report on orphan estimates and strategies published jointly by UNAIDS, UNICEF and USAID. The data is the outcome of a modelling exercise that involved estimating how many people will die from HIV/AIDS and other causes and calculating the number of children who are likely to be orphaned.

The number of orphans in sub-Saharan Africa would be declining were it not for HIV/AIDS. But because of the disease’s spread, the number of orphans is increasing exponentially.

Even without HIV/AIDS, the percentage of children who are orphans would be significantly higher in sub-Saharan Africa than in other regions of the world. In sub-Saharan Africa, 12 per cent of all children are orphans; compared with 6.5 per cent in Asia and 5 per cent in Latin America and the Caribbean. In 10
countries in the region, more than one in five 14-year-olds is an orphan. HIV/AIDS (together with ongoing armed conflict) is multiplying the already severe pressures on sub-Saharan African families and communities resulting from the exceptionally high numbers of orphaned children.

**THE WORST IS YET TO COME**

As staggering as the numbers already are, the orphan crisis in sub-Saharan Africa is just starting to unfold. As today’s young adults die in growing numbers, they will leave growing numbers of orphaned children. By 2010, HIV/AIDS will have robbed an estimated 20 million children under the age of 15 of one or both parents, nearly twice the number orphaned in this age group in 2001.

The largest increases will be in countries with the highest HIV rates, such as Botswana, Lesotho and Swaziland, where the national adult HIV prevalence has risen higher than thought possible, exceeding 30 per cent. But even where HIV prevalence has stabilized or declined, the number of orphans will continue to grow or at least remain high for several years, reflecting the long time lag between HIV infection and death (see Figure 1-2). For example, HIV prevalence in Uganda peaked in the late 1980s at around 14 per cent and then began to decline dramatically to an estimated 5 per cent in 2001. The number of orphans in the country, however, continued to increase and is only now slowly beginning to decline, from 14.6 per cent of all children in 2001 to a projected 9.6 per cent in 2010.

**WHERE ORPHANS LIVE**

Orphans are concentrated in certain regions and countries in sub-Saharan Africa. The highest percentages of children orphaned are in countries with high HIV-prevalence levels or those that have been recently involved in armed conflict. Given current trends, by 2010, the countries with the highest proportion of children orphaned – more than one in five – will be Botswana, Lesotho, Swaziland and Zimbabwe (see Figure 1-4). Over 80 per cent of these children will be orphaned as a result of adults dying from HIV/AIDS, most of whom are already infected today.

**FIGURE 1-2: THE WORST IS YET TO COME: EPIDEMIC CURVES, HIV/AIDS AND ORPHANS**

![Epidemic curves showing HIV prevalence, cumulative AIDS, and orphans (under 10)](image)


**FIGURE 1-3: INCREASE IN DOUBLE ORPHANS IN SUB-SAHARAN AFRICA DUE TO HIV/AIDS**

![Graph showing increase in double orphans from 1990 to 2010](image)

Source: Children on the Brink 2002.

**FIGURE 1-4: SELECT ORPHAN PROJECTIONS, 2010**

By 2010, orphans will account for 15% to over 25% of all children in 12 sub-Saharan countries.
- Available
- Concentrate
- Conflict
- Decline
- Distribute
- Estimate
- Generation
- Outcome

- Overall
- Percent
- Publish
- Project (v.) (they project that…)
- Proportion
- Region
- Significant
- Strategy
- Trend

Academic Word List Words

Types of Graphics:

- Photographs (labeled or not labeled)
- Captioned Graphics
- Cross-sectional diagrams
- Flowcharts
- Insets
- Maps
- Surface diagrams
- Tables
- Timelines
- Speech bubbles

CCSS emphasize understanding and using graphical elements

Alternate Route to Information (supplemental) or

Visuals that Extend the Text

60% of graphics in Gr.2-3 info texts convey information not given in the text (Fingeret, 2012)
• Create Visuals with Minimal Words
• Use Your Visual to Teach Others About the Problem and Potential Solutions

Use a Teaching Mural to Practice Oral Academic Language
1. What is the total number of adults and children around the world living with HIV/AIDS?

2. What region has the largest concentration of people living with HIV/AIDS? What region has the smallest concentration?

3. Of the total number of people living with HIV/AIDS, what percentage live in sub-Saharan Africa? In North America?

4. Now use the data at left to create a bar graph. How does this format underscore the gravity of HIV/AIDS in Africa?
Compare and Contrast Essays

Comparison/Contrast Essay

The intention of a comparison/contrast essay is to analyze and then highlight the similarities and differences between two subjects. Comparison/contrast essays can be written using two different, easy-to-follow formats: divided or alternating (see "Compare/Contrast Essay Checklist" for details). Beginner-level topics may include seasons, cars, schools, rooms in a house, and foods. Intermediate-level topics may include musical groups, countries, restaurants, short texts, a movie based on a text, or different lifestyles. Advanced topics may include very specific topics related to historical events or persons; scientific processes, discoveries, or persons; and mathematics equations, theories, or persons.

Compare/Contrast Essay Checklist

1. Introduction
   - There is a lead into the topics.
   - There is a thesis about the topics.

2. Body Paragraphs—Divided or Alternating
   Divided
   - Topic 1 is fully described and analyzed in one to three paragraphs.
   - Topic 2 is fully described and analyzed in one to three paragraphs.
   - Topics 1 and 2 are compared and contrasted in one to three paragraphs.

   Alternating
   - Topics 1 and 2 are fully described, analyzed, and compared in one to three paragraphs.
   - Topics 1 and 2 are fully described, analyzed, and contrasted in one to three paragraphs.

3. Concluding Paragraph
   - Restate the topics and your thesis.
   - Closing statement proving your thesis.

Historical Essay

What makes a historical essay distinct is that it includes an analytic response to a historically based question. Inherent in a historical essay is the use of past tense, which is not a defining characteristic of all essays. Indeed most essays—literary analysis, the presentation of scientific information—are written in present tense. But historical essays have characteristics in common with other essays: presenting a thesis and supporting it with evidence and fact.
Speaking and Listening Common Core Standard:

- Presentation of Knowledge and Ideas
- CCSS.ELA-Speaking.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience, and task.
Rotating Discussion for Close Reading

• Read
• Discuss
• Notate
• Rotate
READING STRATEGY & DISCUSSION INSTRUCTION

• The 4 As Protocol*
  • Choose quotes from the text that represent
    • The author’s assumptions
    • What you agree with
    • What you want to argue with
    • What you aspire to
  • Discuss quotes in small groups
  • Debrief as a class

*Source: School Reform Initiative
www.schoolreforminitiative.org
Follow-Up Writing
Writing Common Core Standard:

- **Text Types and Purposes**
- CCSS.ELA-Writing W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Supports for Opinion Pieces
<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td></td>
</tr>
</tbody>
</table>

Although not everybody would agree, I want to argue that

I have several reasons for arguing this point of view.
My first reason is

A further reason is

Furthermore

Therefore though some people might argue that

I think I have shown that
Persuasive Essay

Basic Persuasive Topics
- The school lunch menu needs to change
- Lengthening/shortening the school day
- Someone in the family deserves an award
- Litter—in school or your neighborhood

Since one key component to a successful essay is knowing the topic well from all sides, help students choose topics with which they are very familiar and with which they may have personal experience. The topic of school uniforms is one that teachers frequently use when first teaching about persuasive essays, and this topic translates well for many ELLs who themselves may have worn school uniforms in their native country. Likewise, topics that relate to school or the home are also good to use when introducing students of all language levels to persuasive essays. As students become more familiar with persuasive writing and as their academic language skills improve, you may experiment with using topics that center more around current events such as global warming, substance abuse, and the juvenile justice system.

One piece of advice to convey to students is that they do not necessarily have to agree with the position they are arguing for in their persuasive essay. The purpose of a persuasive essay is not necessarily to share your beliefs and opinions, though that may, at times, be the case. Rather, the purpose is to convincingly present an argument and support it with relevant facts and details. It is often difficult, but excellent practice, for students to try and understand and support a side of an issue that they may not personally agree with. Assume students that they are not "married" to their topic and that writing development is about learning to express ideas and perspectives, even though they may not be their own. (See the following "Persuasive Essay Checklist" and Figure 8.7 for instruction and assessment ideas.)

Persuasive Essay Checklist
1. Introductory Paragraph
   - Introduce controversial topic.
   - State your position on the topic.
   - State your three supporting reasons.
2. Body Paragraphs
   - Topic sentence introduces a supporting reason.
   - Reason is supported with specific evidence, examples, facts, and/or statistics.

http://www.ispot.tv/ad/7ABV/chevron-nigeria-aids-is-going-to-lose

Do You Agree With Chevron?
Is AIDS Going to Lose?
Persuade Your Reader to Adopt Your View
## Persuasive Essay

**FIGURE 8.7 Persuasive essay rubric**

<table>
<thead>
<tr>
<th>Criteria (Standards)</th>
<th>4 Exceeds Proficiency</th>
<th>3 Meets Proficiency</th>
<th>2 Approaching Proficiency</th>
<th>1 Substantially Below Proficiency</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic Is</strong></td>
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<tr>
<td>• Clear</td>
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<td>• Controversial</td>
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<td>• A statement of posi-</td>
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<td>tion</td>
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<tr>
<td>• Stated in introductory paragraph and re-stated in concluding paragraph</td>
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<tr>
<td><strong>Supporting Reasons</strong></td>
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<tr>
<td>• Intro paragraph: three clear reasons</td>
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<tr>
<td>• Body paragraphs: each reason is supported by specific evidence: examples, facts, statistics</td>
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<tr>
<td><strong>Opposing Argument</strong></td>
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<tr>
<td>• Opposing position is considered, presented, and refuted</td>
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<tr>
<td><strong>Language</strong></td>
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<tr>
<td>• Strong, persuasive tone</td>
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<tr>
<td>• Natural language</td>
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<tr>
<td>• Clear, varied words</td>
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<tr>
<td><strong>Organization</strong></td>
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<tr>
<td>• Follows the five-paragraph model (intro, three body paragraphs, conclusion paragraph)</td>
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<tr>
<td>• Transitions between supporting evidence and paragraphs</td>
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<tr>
<td><strong>Language used is strong, clear, and persuasive: natural for the writer, varied words</strong></td>
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<tr>
<td><strong>Language is clear and persuasive: some variety of words is used</strong></td>
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<tr>
<td><strong>Language is dull, weak, repetitive, and/or unnatural for the writer</strong></td>
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<tr>
<td><strong>Some errors in the five-paragraph essay model; some missing or incorrectly used transitions</strong></td>
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<tr>
<td><strong>No organizational structure; no use of transitions</strong></td>
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</tbody>
</table>

*Figure 8.7: Persuasive essay rubric. Topic is never stated. Supporting reasons and evidence are unclear, confusing, or missing. Opposing positions are not considered or presented. Language is weak, dull, and repetitive. Lack of organization.*

Are you ready to map out your argument for your persuasive essay or debate?
Enter your name and the title of your Persuasion Map.

Your Name: 

Your Title: 

Get Started
ALLAN STRATTON is the internationally acclaimed author of *Chanda’s Secrets*, winner of twenty-six awards and citations including the ALA’s Michael L. Printz Honor Book, the Children’s Africana Best Book Award and Booklist’s Editor’s Choice. The film version, *Life, Above All*, won the Prix François Chalais at the Cannes Film Festival and was South Africa’s Oscar entry for best foreign language film. Its sequel, *Chanda’s Wars*, won the CLA Young Adult Book Award and was a Junior Library Guild selection (USA). His most recent novel, *Borderline*, earned an American Library Association Best Fiction nod. All his books have been nominated for the White Pine Award. He lives in Toronto. Visit him online at www.allanstratton.com
PROGRESS MONITORING STUDENTS’ READING AND WRITING SKILLS DEVELOPMENT IN AN ERA OF COMMON CORE STANDARDS

PROVIDING ENCOURAGEMENT AND FEEDBACK TO MOTIVATE STUDENTS
Progress Monitoring Tools

http://www.renaissance.com/products/star-assessments/star-reading
• Solving words
• Searching for and Using Information
• Monitoring and Correcting
• Summarizing
• Maintaining Fluency
• Predicting
• Making Connections
• Synthesizing
• Inferring
• Analyzing/Critiquing

Reading Skills to Monitor
<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Solving Words</strong> - Locates known word(s) in text.</td>
<td><strong>Predicting</strong> - Uses knowledge of language structure to anticipate upcoming words.</td>
<td><strong>Date</strong></td>
</tr>
<tr>
<td>Analyzes words from left to right, using knowledge of sound/letter relationships.</td>
<td>Predicts the ending of a story reading the beginning and the middle of the story.</td>
<td><strong>Date</strong></td>
</tr>
<tr>
<td>Recognizes a few high frequency words in the text.</td>
<td>Makes predictions based on prior knowledge and experiences.</td>
<td><strong>Date</strong></td>
</tr>
<tr>
<td>Locates easy high frequency words in the text.</td>
<td>Makes connections between small ideas/topics.</td>
<td><strong>Date</strong></td>
</tr>
<tr>
<td><strong>Searching for and Using Information</strong> - Matches spoken word with printed word.</td>
<td><strong>Integrates</strong> - new information in text/pictures.</td>
<td><strong>Date</strong></td>
</tr>
<tr>
<td><strong>Moves from left to right when reading.</strong></td>
<td><strong>Talks about what the reader knows relative to information text.</strong></td>
<td><strong>Date</strong></td>
</tr>
<tr>
<td><strong>Uses oral language in combination with pointing.</strong></td>
<td><strong>Inferring</strong> -Talks about characters’ feelings.</td>
<td><strong>Date</strong></td>
</tr>
<tr>
<td><strong>Asks questions to clarify meaning or get information.</strong></td>
<td><strong>Talks about pictures, and integrates ideas from them.</strong></td>
<td><strong>Date</strong></td>
</tr>
<tr>
<td><strong>Monitoring and Correcting</strong> - Uses word-by-word reading as events change.</td>
<td><strong>Analyzing/Critiquing</strong> - Understans how the ideas in a text are related to each other.</td>
<td><strong>Date</strong></td>
</tr>
<tr>
<td><strong>Uses known words to self-monitor and self-correct.</strong></td>
<td><strong>Shares opinions about books and illustrations.</strong></td>
<td><strong>Date</strong></td>
</tr>
<tr>
<td>Re-reads to self-correct errors or confirm meaning.</td>
<td><strong>Shares opinions about books and illustrations.</strong></td>
<td><strong>Date</strong></td>
</tr>
<tr>
<td><strong>Begins to cross-check one kind of information against another.</strong></td>
<td><strong>Gains important information from texts with complex plots, multiple characters, and episodes, and long passages of descriptive language and dialogue.</strong></td>
<td><strong>Date</strong></td>
</tr>
<tr>
<td><strong>Summarizing</strong> - Remembers what the story is about during reading.</td>
<td><strong>Summarizing</strong> - Selectively summarizes most important information in a text, depending on reading purpose.</td>
<td><strong>Date</strong></td>
</tr>
<tr>
<td><strong>Remembers important information from the text.</strong></td>
<td><strong>Identifies important ideas in a text and reports them in an organized way to use as background knowledge in reading or for further discussion - orally or in writing.</strong></td>
<td><strong>Date</strong></td>
</tr>
<tr>
<td><strong>Maintaining Fluency</strong> - Notices and uses end punctuation and reflects it in voice.</td>
<td><strong>Maintaining Fluency</strong> - Demonstrates phrase fluency verbal reading with expression that reflects interpretation of the text.</td>
<td><strong>Date</strong></td>
</tr>
<tr>
<td><strong>Points to words and reads at a steady rate without long pauses.</strong></td>
<td><strong>Points to words and reads at a steady rate without long pauses.</strong></td>
<td><strong>Date</strong></td>
</tr>
</tbody>
</table>

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**Reading Assessment Checklist – Behaviors to Notice, Teach and Support**

Adapted from The Continuum of Literacy Learning Grades K-6 Fountas and Pinell

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**Reading Assessment – Level Y, Z** (Fountas and Pinnell) — DRA – 60

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Progress Monitoring Tools

Writing

http://educationnorthwest.org/traits/traits-rubrics

<table>
<thead>
<tr>
<th>Traits Rubric for Ideas: Grades 3-12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key question:</strong> Does the writer engage the reader with fresh information or perspective on a focused topic?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Not proficient</th>
<th>2 Developing</th>
<th>3 Developing</th>
<th>4 Proficient</th>
<th>5 Proficient</th>
<th>6 Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Main idea</strong></td>
<td>Does not reflect a main idea or purpose; includes content that is off topic</td>
<td>Has a main idea that begins to emerge, but author’s direction is unclear</td>
<td>States or implies a main idea, but it is unclear, unfocused, inaccurate, and/or underdeveloped</td>
<td>Conveys a clear, focused, and accurate main idea with adequate development and/or support</td>
<td>Produces a clear, focused, accurate, and complex main idea with convincing development and/or support</td>
</tr>
<tr>
<td><strong>B. Details and support</strong></td>
<td>Does not convey a main idea or topic</td>
<td>Focuses on a general topic but does not suggest a main idea</td>
<td>Supports a main idea, but the direction of the piece is still unclear</td>
<td>Has a clear, focused main idea</td>
<td>Conveys a clear, focused, and substantive main idea</td>
</tr>
<tr>
<td><strong>C. Developing thinking</strong></td>
<td>Does not show author’s thinking in developing or connecting ideas</td>
<td>Generalizes about the topic without providing logical connections among ideas, or uses connections that are faulty</td>
<td>Begins to develop supporting ideas, some of which lack clarity or obvious logical connection</td>
<td>Presents useful information that helps the reader understand the author’s reasoning, logic, or perspective</td>
<td>Presents useful, fresh information or perspective with logical reasoning that clarifies complex ideas</td>
</tr>
</tbody>
</table>

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Let's Look at Organization and Presentation

Use the K-2 Beginner Rubric

What Needs Do You Notice?
Let’s Use the Six+1 Traits Rubric for Grades 3-12

RATE:
Word Choice

I think Thanksgiving means to have fun and celebrate with your relatives and talk about stuff with your family and be thankful for what you have. You have your things eat a lot of food and get stuffed with turkey. This year my aunt likes to cook the turkey and make rice. My mom brings the salad, the chile, snack and other good stuff. My uncle brought the cheesecake this year. We like to dance to Spanish music and just say what we’re thankful for. What made it special was my family doesn’t meet up a lot but on Thanksgiving we all did and got to see my uncle who I barely see I got to chill with him on Thanksgiving. We always cook turkey, make rice, salad, mash potatoe and more. Not the whole family is there because I have one aunt and two cousins in Puerto Rico, but we still have a good time together.
Came in 2003
9th Grader
Guatemalan
15 yrs. old

One month ago I was in AIA’s
field with my friend practicing for the
Central High School Soccer team.
We had a big soccer game vs. classical
coming. So we were there practicing our
shooting. The field was kind of wet
because the day before it had rained.
All of my friends did very good shots even
I did good shots.

Then we were going to do different
exercises. Everybody kicked three shot
and all three shots went directly in
the net and finally it was my turn.
I placed the in front of me on the
ground and then I got ready for my
shot. I took some steps back and
then I ran towards the ball to kick
the ball. But when I was running towards
the ball I slipped and I kicked the ball
very badly.

My shot was so bad it was not
even near the goal. Some of my friends
laughed and I just picked myself up
and acted like nothing happened. I
felt that people were looking at me.
That moment was one of the most
embarrassing moment of my life.

Yong
ESL
1st period.

12-2-14
Does this student understand the difference between telling a story and writing a story? What L1 influences do you see?
PROVIDE ENCOURAGEMENT AND FEEDBACK TO MOTIVATE STUDENTS
• Guidelines for communicating high expectations when assessing ESL students\(^1\):
  • Give sincere praise regarding a specific area of development
  • Provide frequent and understandable feedback
  • Focus on what the students can do rather than what they cannot
  • Set clear targets for growth and support them in getting there

\(^1\)(Gottfredson, 1991, p. 9)
• Tell students frequently that you care how they are doing in school and are committed to their learning (*pedagogical caring*)
• Make the curriculum relevant to students’ lives and needs
• Promote authentic engagement, pleasure and enjoyment (texts, tasks, grouping)
• Accentuate students’ strengths to promote high self-esteem and investment in learning
• Show students their progress by comparing products they have produced that show growth
What did you learn about instruction for LTELLs?

What did you learn about how to connect:
  --literature to informational texts?
  --oral language to reading and writing?

What do you plan to do to advance LTELLs Reading and Writing skills?