LONG TERM ELL INSTITUTE: STOPPING AND CATCHING LONG TERM ELLS (Grades 4-9)

NYS/NYC Regional Bilingual Education Resource Network (RBE-RN) Center
FORDHAM UNIVERSITY LINCOLN CENTER CAMPUS

MARCH 10, 2017 8:30-3:00

Nancy Cloud, Ed. D. Rhode Island College
ncloud@ric.edu nancycloud2@gmail.com
Today’s Agenda

- Review key research to understand the LTELL phenomenon and to identify students who are on the path to becoming LTELLs or are already categorized as LTELLs.

- Review five elements of instructional programming that can make a difference for “At-Risk of LTELL” or LTELLs:
  1) Learner Engagement,
  2) Development of Study Skills,
  3) Connected Language Development (L,S,R,W),
  4) Advancing Academic Listening Skills, and
  5) Systematic and Focused Writing Development Across the Genre.
Today’s Agenda

- Building a profile of our LTELl/”At Risk of LTELl” Students’ Language Needs

- Review and practice with a model ENL unit to ensure that it possesses the essential qualities of successful instruction for At-Risk of LTELl or LTELls (particularly learner engagement strategies)
Key Resource Documents for this Session

2010 November/December

Changing Course for Long Term English Learners

New research sheds light on what happens to English learners over the years they spend in school, and what effective programs for Long Term English Learners look like.

English learners have been part of the landscape of California public schools for decades. Since No Child Left Behind defined English language learners as a “significant subgroup,” the urgency of ensuring ELL achievement has become a major focus for schools throughout the state.

Fortunately, this is an era in which much is known about how to teach English learners in ways that make good on the promise of a quality education for all. And yet, the significant investment that has been made in school improvement has not shown the hoped-for results for ELLs. In fact, here in California, the achievement gap has grown for English learners in the past decade.

Now, new research sheds light on what happens to English learners over the years they spend in school, and identifies a large group of Long Term English Learners (LTELLs) – students who enroll in the primary grades as ELLs and arrive in secondary schools seven or more years later without the English skills needed for academic success, and having accumulated major academic deficits along the way. Who are these students? Why is this happening? What can be done to meet their needs? What can be learned from their experience that sheds light on work to be done across the preschool to 12th grade spectrum in order to better serve ELLs?

What is a Long Term English Learner?

Formally, English learners are students who are foreclosed from equal educational opportunity because they don’t have sufficient proficiency in English to fully access the academic curriculum of schools. They are generally viewed, therefore, simply in terms of where they are along the continuum toward English proficiency. Policy, program design, curriculum development and research have focused primarily on ELLs in elementary school. And yet, almost a third of California’s ELLs are in grades 6 - 12.

At the secondary level, while ELL courses and curriculum are designed primarily for newcomer students, many coordinators of ELL programs have recognized for years that there is another distinct group within the adolescent ELL population. Various terms are used informally for this “other group”: ELL Lifers, Five Planners, the L3 generation, Thirds Forever, protracted ELLs, and other labels. In 1995, a California Tomorrow publication posted a set of terminologies distinguishing among secondary school English learners: Newcomer (well educated), Newcomer (underschooled), Normatively developing English Learner, Over-age for grade English Learner, and Long Term English Learner. Since that time, Long Term English Learner has become a term used more frequently in the field.

In the fall of 2009, the coalition California Together conducted a statewide survey to document the extent of this Long Term
Key Resource Document for this Session

Reparable Harm
Fulfilling the Unkept Promise of Educational Opportunity for California’s Long Term English Learners

Laurie Olsen, Ph.D.

First Edition 2010

Meeting the Unique Needs of Long Term English Language Learners
A GUIDE FOR EDUCATORS
By Laurie Olsen, Ph.D.

Current Edition 2014
Framework and Recommendations

Here we offer a CUNY-NYSIEB framework for LTELs that addresses: (1) Programmatic Structures, (2) Curricular Structures, (3) Classroom Structures and Resources (4) Pedagogical Strategies, and (5) Assessment Strategies that should be adapted with flexibility to meet the specific needs and strengths of the students, the educators, and the school.

1. Programmatic Structures
   Appropriate, yet Demanding!

2. Curricular Structures
   A curriculum with cultural connections and language and literacy supports.

3. Classroom Structures and Resources
   Make the how’s of learning and language explicit while providing high interest materials.

4. Pedagogical Strategies
   Work together to leverage and extend students’ bilingualism!

5. Assessment strategies
   Intentional and adapted.
How Might You Use These Resources?
On-Site Study Groups
Self-Study Professional Growth
Inform Myself
To prepare for a Staff Meeting
Focus for a District Professional Day
Who Are LTELLs?

identifying students who are on the path to becoming LTELLs or are already categorized as LTELLs
Long-Term (>6 Years of ELL Services)

Long-term ELLs (LTELs) are defined as those ELL students who have received more than 6 years of service and have yet to pass the NYSESLAT, the assessment used to determine proficiency in English, and are therefore still entitled to ELL services. Long-term ELLs made up 24.9% of the ELL Population (May 31, 2014 report)
If enter in later elementary grades could still be on the way to LTEL.
Monitoring years in program is critical!

<table>
<thead>
<tr>
<th>Grade</th>
<th>Possible Years in Program</th>
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<tbody>
<tr>
<td>4</td>
<td>At Risk of LTEL</td>
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</table>
Characteristics of LTELLs

- 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
Characteristics of LTELLs

How are your LTELLs like those described by Kate Kinsella?
Characteristics of LTELLs

- Struggling academically
- Distinct language needs
  - High functioning social language
  - Weak academic language and gaps in reading/writing
  - Stuck at Intermediate Level
- Non-engagement — habits of learned passivity and invisibility in school
- Want to go to college — unrealistic views of their academic preparation
- Significant gaps in academic background knowledge
- Discouraged Learners
• 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 turn impacts their performance in language arts as well as content classes

• 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)

• They read and write several grade levels below their actual grade level (approximately 3)

• They are frequently retained which contributes to their lack of confidence and disengagement in learning

• Leads to high drop out rates

Menken & Kleyn 2010

NYC – LTELL Study
How ELLs Become LTELLs

Which Causes Do You Think Are Behind Your LTELL Population?

- Haven’t consistently received ELD programs or services
- Enrolled in weak ELL programs or poorly implemented programs
- Not enough support in content classes to understand; participate
- Not enough access to L1 support
- Inconsistent; fragmented programming (coherence, consistency)
- Moving back and forth
LTELL Students Need:

To develop sufficient English proficiency to achieve, need:

- To acquire a rich vocabulary in both languages
- To build speaking, reading and writing skills to support school success
- To build academic knowledge and skills
- To engage in school

Critical Literacy Skills Needed by LTELLs
The Importance of Learner Engagement
Non-Engagement

- Habits of Non-Engagement, Learned Passivity, and Invisibility in School

Unique to Long Term ELL
Why Learner Engagement?

Many Long Term English Language Learners develop habits of non-engagement, passivity, and invisibility in school.

It is not surprising that students without command of the language of the classroom would be reluctant to participate.

Over years, non-participation becomes a habit for LTELs, and some remain silent for much of the school day.

LTELs have not been explicitly taught the study skills or behaviors associated with academic success and engagement.

They are passed from grade to grade by educators who struggle to engage them and who have varied expectations for their performance.
Motivating Students

by:

- Topic
- Task
- Materials
- Grouping
- Role Models/Mentors

Student Engagement
Use Technology

Set Meaningful Goals

Use Partner Work; Cooperative Learning

Connect to Students’ Interests; to Students’ Lives

Affirm Students’ Cultural and Linguistic Identity
Use Technology

- Use short audio and video clips in every unit
- Incorporate internet resources in L1/L2; Google images
- Use rap, chants and music that students will enjoy and will get language in
- Connect to feature films and popular culture (music videos, etc.)
Use Partner Work; Cooperative Learning

- Make certain that students have meaningful roles in every task; know what they are to do and are engaged
- Dyad is the ideal structure for practice, feedback and support
- Use cooperative learning structures to create practice opportunities for students (inside outside circle)
- Use participatory structures to maximize output
Total Participation Techniques

- Thumbs Up/Pencils Up
- Stand Up/Sit Down
- Hold-Up Cards
- Response Boards

Simple TPTs to Check In On ELLs
Total Participation Techniques

- **Hold-up response cards** (yes/no; true/false or specific answers) or write their responses on whiteboards to hold up for the teacher to see.

- **Quick draws/writes, chalkboard splashes** (all the students write their responses on assigned spots on the classroom whiteboard/blackboard or on chart paper; then students respond to similarities, differences and surprises), ranking activities, and so forth). Himmele & Himmele (2011)
Activity

Partner A: Review #4 On-the-spot TPTs

Partner B: Review #5 TPT Hold-Ups

Partner C: Review #6 TPTs Involving Movement

Share 2 Ideas from the Page You Read—Ones you don’t use much!

#4 On-the-spot TPTs

Think-Pair–Share
1. Ask students to reflect on a question or prompt. Give them a BRIEF amount of time to form a response.
2. Have students turn to a partner.
3. Have partners share their responses.

Quick Writes
1. Select a prompt that you would like students to address.
2. Give students time to collect their thoughts and jot down a response.
3. Follow up with a pair-share.

Quick Draws
1. Select a big idea or major concept in your lesson.
2. Ask students to reflect on the meaning of the concept and create a visual image that represents that concept.
3. Have students share and explain their image with a partner.

Chalkboard Splash
1. Create a sentence starter, prompt, or question to which you want all students to see the class’ responses.
2. As students provide answers, have them put their response in a specific place on the chalkboard or SmartBoard.
3. Debrief with the students reading the different answers and jotting down differences, similarities, and surprises.
4. Ask students to share in small groups.

Thumbs-Up When Ready
1. Ask students to reflect on your prompt.
2. Explain when they are ready, they should put their thumb up.
3. You can add a pair-share to allow demonstration of what they know.

Processing Cards
1. Give students processing cards (one side says thinking the other says ready to share).
2. Have students place the “still thinking” side up while they finish the task.
3. When they are complete with the task, students should turn the card to “ready to share”.
4. Be sure to have an in-between activity to give students who finish up early something to do while waiting on their peers.

Similes
1. Create similes using some of the topics you are studying.
2. Ask students to formulate an explanation for how the simile might be true.
3. Ask students to share with a small group.
4. After they have been modeled, have students create their own.

Numbered Heads Together
1. Have the students count off (1-4) so each group member is assigned a number. (Be sure to confirm student numbers)
2. Inform students that all group members will have to report their group’s information. Once group work is over, select a number to report out.
3. Call on a team and have the student with the selected number report out.

Thumbs Up/Down Vote
1. Ask a yes/no or agree/disagree question.
2. Ask students to give a thumbs-up if they vote yes or a thumbs-down if they vote no.
3. Be sure you have all students vote – so do not move on until they have all voted.

Ranking
1. Select items, concepts, steps, events, descriptions, etc.
2. Ask students to rank them according to criteria you have provided.
3. Ask students to provide justification for the way they chose to rank the concepts.

Excerpts from Chapter 4
Total Participation Techniques, Himmele & Himmele
pgs.31-48
Affirm Student’s Cultural and Linguistic Identity

- Ensure that you know the primary language(s), culture(s) of your students so you can affirm their identities.

- Use authors/illustrators, protagonists/actors from similar cultural backgrounds to motivate students; to see themselves in the curriculum.

- Create “Identity texts”; make reading and writing as personal as possible.
Connect to Students’ Interests and to Students’ Lives

- Motivation is key; Ensure that you know your students’ interests and what will motivate and engage them
- Feed student interests in wide reading that you offer
- Make bridges between the curriculum and students’ lives outside of school
Set Meaningful Goals

- Each quarter, marking period, set goals with the students that are attainable; within reach
- Map out a way of getting there and monitor student progress towards their goals
- Structure a reward system that celebrates progress towards goals
Provide Encouragement and Feedback to Motivate Students

• Guidelines for communicating high expectations when assessing ESL students¹:
  • 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)
Encouraging Students

- 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 Will You Do to Ensure Learner Engagement? Motivate Your Potential LTELL Students?
The Importance of Building Study Skills
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
Study Skills

- **Notebook/Folder Organization**
  - Using a Notebook, With Dividers
  - Notebook Paper Styles and When to Use Each (grid paper, lined paper, unlined paper, etc.)
  - How to Use the Pockets Effectively
  - Using Folders for Each Subject

- **Studying: Working Alone or With a Partner to Complete Assignments**
  - When is it good to work alone?
  - How can you work effectively with a partner?
  - Doing Your Own Work
  - Organizing Your Study Space at Home
Study Skills

Capturing Assignments
- Copying Assignments from the Board; Peer Check for Accuracy
- Using a Planner to Record Projects and Tests
- Breaking Down Assignments
- Maintaining Deadlines
- Giving Yourself Extra Time
- Color coding Systems
- Keeping an Extra Set of Books at Home
- Strategy of Doing the Hard Tasks First

Using Post-It Notes and Other Tools
- School Supplies—What to Have on Hand
- Using post-it notes
- Using daily checklists and lists
- Using zip lock bags
Study Skills

Managing Yourself in Class

- Positive Self-Talk to Maintain Focus
- Managing Yourself to Respect Others and the Teacher
- Seating for Success
- Keeping Distractions to a Minimum
- Social Skills that Foster Achievement in Class
Study Skills

Following Directions

- Following Oral Directions
- Asking for Clarification or Repetition
- Following Written Directions—Finding and boxing the key words (list, trace, relate, diagram, compare, evaluate, criticize, summarize); underlining the important information
- Reviewing directions with peers or with the teacher to be sure you understand
More Study Skills

Checking your Work Before You Submit

- Editing Tools (Physical, Online)
- Checking Your Work Against the Directions Given to Make Sure It is Complete

Making and Using Learning tools

- Flash Cards
- Pneumonic Devices (acronyms, memorization tips)
- Using Notes to Study for Tests
More Study Skills

Using Book Features
- Table of Contents
- Index
- Glossary
- Reference/Resource Lists

Using Internet Resources
- Online thesaurus
- Online dictionary
- Encyclopedias

http://www.flocabulary.com/unit/text-features/TEXT FEATURES
Test Taking Skills

- Types of tests and their meaning
- High Stakes tests (e.g. graduation)
- Routine classroom-based tests
- Quizzes; Pop quizzes
- Staying Calm; reducing test anxiety before and during the test
- Test taking Strategies: Answering the items you know first and other strategies for getting the best score possible
- Timed tests and how to handle them; Using time wisely; Budgeting your time
Which study skills do your students need most?
When could you teach those skills?
Things that Affect Listening for L2 Learners

- Rate of speech/Volume of speech
- Anxiety/Nervousness
- Background noise
- Distractions from classmates
- Other environmental and acoustical factors

Note-taking and Note-Making
Processing Words and Phrases

- ELLs may capture the words and phrases, but not know how to write them.
- ELLs may not recognize the words being used therefore have no ability to capture them or write them.
- ELLs may tune out from time to time or be so busy writing one thought, they miss others.
<table>
<thead>
<tr>
<th>Signal Word Categories</th>
<th>Signal Words</th>
<th>Interpret This As…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emphasis</td>
<td>mostly, main, important, especially, most importantly, specifically</td>
<td>This is very important. Write this down!</td>
</tr>
<tr>
<td>Compare/Contrast</td>
<td>but, although, on the other hand, conversely, though, on the contrary</td>
<td>A contrasting point to note. Write this down!</td>
</tr>
<tr>
<td>Cause/Effect</td>
<td>because, as a result, the reason for, due to, led to, created, brought about, hence, consequently, therefore, as a result of this</td>
<td>A detailed explanation that is making connections. Write this down! Make sure you know how it connects to information already provided</td>
</tr>
<tr>
<td>Ordinal/sequential, numbers/list</td>
<td>first, second, third, last, finally, ultimately, next</td>
<td>Providing a sequence or timeline. Write each point down! If you miss a point, ask your teacher to repeat that point.</td>
</tr>
<tr>
<td>Signal Word Categories</td>
<td>Signal Words</td>
<td>Interpret This As…</td>
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<td>-----------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------</td>
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<tr>
<td>Specifics/elaboration</td>
<td>For example, such as, the following, that is to say, furthermore</td>
<td>Only write this down if you need examples or something to clarify the point</td>
</tr>
<tr>
<td>Summary</td>
<td>Basically, in short, in brief, in conclusion</td>
<td>Pay attention because this is the big idea (gist), write this down only if you do not have this in your notes already</td>
</tr>
<tr>
<td>Repetition</td>
<td>In other words, in addition, let me put that another way</td>
<td>Reinforces a point made, so pay attention. You do not need to write this down.</td>
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<tr>
<td>Hints to write information down</td>
<td>Here is something you should know, I wouldn’t forget this point if I were you, remember this, this is particularly important, there are five things you have to know</td>
<td>This is very important. Write this down! Ask the teacher to repeat if you do not catch everything! Make sure you have this recorded correctly!</td>
</tr>
</tbody>
</table>
Cornell Notes

Veronika Edits Cornell Notes

See T-Chart as an Alternative
Notetaking
http://www.flocabulary.com/note-taking-methods/

notes during class. Use abbreviations and leave space between chunks of information in order to fill in details later on.

3. The LEFT side is reserved for key words, main topics or questions. You can fill this in sometime after the lesson.

4. The BOTTOM area is where you write a one or two sentence summary of the class lesson, and your application.
Inquiry Charts (I-Charts): Cumulative Note Taking

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<tbody>
<tr>
<td>What I Know Right Now</td>
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<td>Source 1:</td>
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<td>Source 2:</td>
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<td>Source 3:</td>
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<td>Summaries:</td>
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<td>Name</td>
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**Inquiry Chart (I-Chart)**

**From Our Classroom Strategy Library**

**All About Adolescent Literacy**

**Resources for Parents and Educators of Kids Grades 4—12**

<table>
<thead>
<tr>
<th>What We Know</th>
<th>Question 1</th>
<th>Question 2</th>
<th>Question 3</th>
<th>Question 4</th>
<th>Other Interesting Facts</th>
<th>New Questions</th>
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</thead>
<tbody>
<tr>
<td>Source 1</td>
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<td>Source 2</td>
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How Can We Use the Results of the NYSESLAT to Target Needed Skills for Instruction
### School Year

<table>
<thead>
<tr>
<th>Gr</th>
<th>Last Name, First Name</th>
<th>ID Number</th>
<th>Listening Score</th>
<th>Code</th>
<th>Speaking Score</th>
<th>Code</th>
<th>Writing Score</th>
<th>Code</th>
<th>Reading Score</th>
<th>Code</th>
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<td>261</td>
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### How Can This Analysis Help You Plan?

1. Convert the Scores.
2. Create a **Profile of Performance** by listing best to worst skill (modality) areas (L, S, R, W).
3. Note the **Overall Level** of the Student (Entering, Emerging, etc.).
4. Note if they fall in the **low, mid or high range** of the level they are in.
5. Note if they are developing the 4 skills/modalities evenly or unevenly.
ATTACHMENT G
NYSESLAT 2016
SCALE SCORE RANGES FOR DETERMINING
ENGLISH LANGUAGE PROFICIENCY

To determine a student’s overall proficiency level, find the student’s
total scale score in the scale score ranges on this chart.

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<thead>
<tr>
<th>Grade</th>
<th>Entering</th>
<th>Emerging</th>
<th>Transitioning</th>
<th>Expanding</th>
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<td>120–175</td>
<td>176–220</td>
<td>221–262</td>
<td>263–317</td>
<td>318–360</td>
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<td>179–220</td>
<td>221–262</td>
<td>263–317</td>
<td>318–360</td>
</tr>
</tbody>
</table>
1. Convert the Scores.
2. Create a **Profile of Performance** by listing best to worst skill (modality) areas (L, S, R, W)
3. Note the **Overall Level** of the Student (Entering, Emerging, etc.)
4. Note if they fall in the **low, mid or high range** of the level they are in.
5. Note if they are developing the 4 skills/modalities evenly or unevenly.

### ATTACHMENT E
**Grades 7–8 NYSESLAT 2016**
**Raw to Scale Score Conversion Chart**

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### Speaking

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### Reading

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**Potential Proficiency Bands**

<table>
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<tr>
<th>Scaled Scores</th>
<th>Proficiency Level</th>
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<tr>
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<td>43-54</td>
<td>Emerging</td>
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<td>67-78</td>
<td>Expanding</td>
</tr>
<tr>
<td>79-90</td>
<td>Commanding</td>
</tr>
</tbody>
</table>

*These are not confirmed ranges; they are very rough estimates, just breaking the total point spread from 30-90 into regular intervals for the 5 proficiency levels—**USE WITH EXTREME CAUTION!**
Dear Parent/Guardian of Jane,

We are pleased to provide you this report about Jane’s performance on the New York State English as a Second Language Achievement Test (NYESLAT) that was administered in the spring of 2016 to all English Language Learners/Multilingual Learners (ELLs/MLLs). The scores from this test provide one way to understand student English Language development. However, these scores do not tell the whole story about what Jane knows and can do.

For more information about this test, the New York State standards, and how you can help Jane, go to: www.p12.nysed.gov/biling/bilingual/parent-information/home.html

**JANE’S ENGLISH LANGUAGE PROFICIENCY LEVEL IS EMERGING**

**JANE’S TOTAL SCALE SCORE**

- **COMMANDE**
  - Has met the State standard to demonstrate proficiency and is now designated as a Former ELL/MLL entitled to receive two years of ELL/MLL services.

- **EXPANDING**
  - As an ELL/MLL, shows great independence in advancing his or her academic language skills.

- **TRANSITIONING**
  - As an ELL/MLL, shows some independence in advancing his or her academic language skills.

- **EMERGING**
  - As an ELL/MLL, has some dependence on supports and structures to advance his or her academic language skills.

- **ENTERING**
  - As an ELL/MLL, has great dependence on supports and structures to advance his or her academic language skills.

**ENGLISH LANGUAGE PROFICIENCY AREAS/MODALITIES**

**LISTENING**
Students listen to determine information and develop ideas in grade-level academic discussions

- **JANE’S SCALE SCORE**
- **X**

**SPEAKING**
Students use grade-appropriate language to contribute to discussions about academic texts and topics.

- **JANE’S SCALE SCORE**
- **X**

**READING**
Students read grade-level academic texts to determine information and develop ideas.

- **JANE’S SCALE SCORE**
- **X**

**WRITING**
Students use grade-appropriate language to structure thoughts and ideas in writing, about literary and informational texts and topics.

- **JANE’S SCALE SCORE**
- **X**

These scale scores range from 30-90
Balance the Four Skills in the Integrated ENL Class

Don’t favor Reading and Writing Over Listening and Speaking

According to Saunders, Goldenberg and Marcelletti (2013) “ELD Instruction Should Incorporate Reading and Writing But Should Emphasize Listening and Speaking”
Last Two Elements of Instructional Programming for LTELLs/At Risk of LTELLs:

Advancing Academic Listening Skills

Systematic and Focused Writing Development Across the Genre

Will Be Modeled in the Sample Unit
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
Expand Oral Language Base

Advance Writing Skills

Advance Reading Skills

Build Academic Skills

Thematically Connected Literary and Informational Texts

MOTIVATE & ENGAGE WITH REAL WORLD TOPICS
Content and Proficiency Criteria

Content
• Interest; Connection to Real World Issues
• Age appropriateness and relevancy
• Global and cross-cultural connections
• Cross genre for exposure to all types of writing
• Fidelity 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

Choosing Materials LTELLs Want to Read
A CUNY-NYSIEB FRAMEWORK FOR THE EDUCATION OF ‘LONG-TERM ENGLISH LEARNERS’: 6-12 GRADES

Laura Ascenzi-Moreno
Tatyana Kleyn
Kate Menken

With contributions from members of the CUNY-NYSIEB Leadership Team: B. Collins, A. Ebe, S. Hesson and L. Pappas

Spring 2013
CUNY-NYSIEB. The Graduate Center, The City University of New York
365 Fifth Avenue, NY, NY 10016
Curricular/Classroom Structures

1. Grade level Curriculum with Additional Supports
2. Connections to Students’ Home and Transnational Cultures
3. Use Curricular Materials Connected to Students’ Backgrounds and interests
4. Engage Students through Project-based Learning
5. Provide Students with Choice Related to Topics, Products, etc.
Curricular/Classroom Structures

6. Integrate Language and Content Goals for Each Lesson

7. Develop a Curriculum that Teaches Literacy Across the Genre/Content Areas

8. Embed Study Skills; Technology

Provide for Connected Language Development (L, S, R, W)
Robust Vocabulary Development

TEACHING ALL TYPES OF TEXTS ACROSS A RICH THEME: A MODEL UNIT AROUND MOUNT EVEREST
Use Text Sets

- Provide students with opportunities to learn the same high-frequency vocabulary across a number of books, words that they can use in their own early writing.

- Permit students to develop schema associated with a particular theme and build networks of related concepts to talk and write about.

- Help students build confidence and fluency in reading; they have encountered these words and phrases before!

- Develop comprehension skills so they can tackle new books
Frontloading: Building Background & Vocabulary

Sacred Mountain: Everest
Pages 6-7
Why text sets?

- CCSS explicitly call for reading sets of related texts.
- Within a grade level, there should be an adequate number of titles on a single topic that would allow children to study that topic for a sustained period (NGA + CCSSO, 2010).
- Standard 9 asks children to identify similarities in and differences between two texts on the same topic.
- This includes informational text on children’s websites; recorded books and so forth.

What makes a text rigorous?

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>
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<tbody>
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<td>2-3</td>
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<td>960-1115</td>
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<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/
Especially for ELLs

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
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
Introducing the topic:
Frontloading vocabulary:

Mount Everest (Mt.)
Mountain(s)
Group of Mountains (mountain range)
Himalayas
Mountain climbers
Summit/top
Sherpa Guides
Tibet, Nepal
Continent of Asia

Climb; Reach
Is Found

Lexile 350, 2.1, GRL J

Informational Texts
Mount Everest (EV-uhr-ist) is the highest mountain on Earth. It is 29,035 feet high. That’s about as high as most big airplanes fly!
Mount Everest is found between Tibet and Nepal on the continent of Asia.

It is part of a group of mountains called the Himalayas (him-uh-LAY-uhs).

People called Sherpas (SHUR-puhs) live in Nepal.
Many Sherpas work as guides.

They help mountain climbers reach the top of Mount Everest.

Mountain climbers come from all over the world to climb this famous mountain.
It is difficult to climb Mount Everest.

Many mountain climbers have died trying to reach the top.

But hundreds of mountain climbers have been successful.
Lexile 620; 4.2; GRL N

Lexile 870; 5.9
Lexile 890, 5.6, GRL R

Lexile 890, 5.6

Lexile1020, 6.8, GRL S

Informational Texts
Novels (Chapter Books)

Lexile 850; 5.6

Lexile 760, 5.4, DRA 60, GRL Y
Advantages of Chapter Books for LTELs
Tallest peak or tallest pigsty: Nepal struggles with trash on Everest

By: Jason Redmond. Photo: Reuters/Files

April 29, 2014

Nepal's tourism minister assured his government was taking steps to clean up the waste left by climbers on Mount Everest after the worst environmental blight in the country's history.

"We are not leaving behind shirts or socks and pick up trash left by someone who said Mount Everest is the most beautiful mountain in the world," said Bhim Bahadur Deuba. Nepal's Health Secretary at the press conference. "We will make sure that they go clean, and they will leave.

The goal is for people to not leave trash, and the environment will help clean the mountain. We will not send illegal waste, such as plastics, rubber, or metal waste, to leave behind in the mountains."

Lexile Range 450-1090
"Clean up!" Nepal's government tells Mount Everest climbers

By Associated Press, adapted by Newsela staff on 03.05.14
Word Count 331

KATMANDU, Nepal — Watch out, litterbugs. What climbers carry up Mount Everest, they must bring back down.

Mount Everest is the world’s tallest mountain. It is also the world’s tallest garbage dump. Nepal says there’s too much garbage on Everest. It has a new rule.

Climbers must carry their garbage down. Each climber must carry down 18 pounds of garbage. That’s how much each throws away. To make sure, Nepali workers will weigh the trash. The new rule starts this spring.

How To Stop Littering

Climbers don’t have to pick up garbage. "We just want them to bring back what they took up." This is according to Maddhu Suden Burlakoti. He is Nepal’s head of mountaineering.

The goal is to stop littering. Climbers throw away all kinds of things. They throw away food wrappers. They also throw away broken tents.

Climbers turned cleaners: Nepali government asks trekkers to pick up trash

By Associated Press, adapted by Newsela staff on 03.05.14
Word Count 607

KATMANDU, Nepal — Mount Everest is the world’s highest mountain. It is also the world’s highest garbage dump.

Now, Nepal is telling climbers that what they carry up, they must bring down.

The country has made a new rule that each climber must leave the mountain with about 18 pounds of garbage. That’s the amount of trash the typical climber throws away. The new rule starts this spring.

"We are not asking climbers to search and pick up trash left by someone else," said Maddhu Sudan Burlakoti. He is Nepal’s head of mountaineering. "We just want them to bring back what they took up."
**Want to climb Mount Everest? Better bring some trash bags**

By Associated Press, adapted by Newsela staff on 03.05.14
Word Count 730

A climber prepares to descend the Hillary Step as he makes his way down from the summit of Mount Everest, in the Khumbu region of the Nepal Himalayas. Nepal will slash the climbing fees for Mount Everest to attract more mountaineers to the world's highest peak. Photo: AP Photo/Alpenglow Expeditions, Adrian Ballinger

**Tallest peak or tallest pigsty: Nepal struggles with trash on Everest**

By Associated Press, adapted by Newsela staff on 03.05.14
Word Count 797

A climber prepares to descend the Hillary Step as he makes his way down from the summit of Mount Everest, in the Khumbu region of the Nepal Himalayas. Nepal will slash the climbing fees for Mount Everest to attract more mountaineers to the world's highest peak. Photo: AP Photo/Alpenglow Expeditions, Adrian Ballinger

KATMANDU, Nepal — Mount Everest, the world’s highest mountain, has become the world’s highest garbage dump.

Now, in an effort to get mountain climbers to clean up their trash, Nepal’s government has made a new rule. Litterbugs, watch out.

Starting this spring, Nepali officials will check that each climber leaves the mountain with about 18 pounds of garbage. That’s about how much trash a climber throws away on the route down from the peak.

"We are not asking climbers to search and pick up trash left by someone else," said Maddhu Sudan Burlakoti, head of mountaineering at the Tourism Ministry. "We just want them to bring back what they took up."

The goal is to make sure no new trash will be left on Everest. Officials hope the rules will help clear the mountain of crumpled food wrappers, broken tents and empty oxygen containers.

---

KATMANDU, Nepal — Mount Everest, the world’s highest peak, has earned another nickname: "the world's highest garbage dump," because of the tons of trash climbers leave behind.

Now, in an effort to clean up Everest, Nepal is making new rules to persuade climbers to pick up after themselves. So, litterbugs, beware.

Starting this spring, Nepali officials at Everest base camp will check that each climber descends the mountain with about 18 pounds of trash. That’s the amount the government estimates an exhausted climber throws away along the route down from the top.

"We are not asking climbers to search and pick up trash left by someone else," said Maddhu Sudan Burlakoti, head of the mountaineering department at the Tourism Ministry. "We just want them to bring back what they took up."

The goal is to make sure no new trash will be left on Everest. Officials hope the rules will help clear the mountain of crumpled food wrappers, shredded tents and empty oxygen cylinders littering the mountain.
National Geographic Videos (Unsung Heroes)

**Inquiry Chart (I-Chart)**

<table>
<thead>
<tr>
<th>Name</th>
<th>Topic</th>
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<tbody>
<tr>
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<table>
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<tr>
<th>What We Know</th>
<th>Question 1</th>
<th>Question 2</th>
<th>Question 3</th>
<th>Question 4</th>
<th>Other Interesting Facts</th>
<th>New Questions</th>
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<tbody>
<tr>
<td>Who climbs Mt. Everest and why?</td>
<td>Who benefits from the climbing industry</td>
<td>What problems does the climbing industry create?</td>
<td>How does someone prepare for a climb?</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Source 1**

**Source 2**

**Source 3**

**Summaries**

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*All About Adolescent Literacy*  
Resources for Parents and Educators of Kids Grades 4—12  
[www.adlit.org](http://www.adlit.org)
THEMES THAT MOTIVATE AND CONNECT WITH ADOLESCENT MALES

Extreme Sports Adventure

Making Personal and Cultural Connections

urban
13-year-old
divorced parents
estranged father
ADVANCING ACADEMIC LISTENING SKILLS
Building Background: Jordan Romero

Vimeo: https://vimeo.com/43160645
CNN: https://www.youtube.com/watch?v=6hL3Tv1TouU

YouTube Video: https://www.youtube.com/watch?v=W3t1Vxzhgw
News Reports on Jordan Romero: https://www.youtube.com/watch?v=jHEwXbv5f0

2:30


News Reports on Jordan Romero

7 minutes
Focused Viewing Activity:

<table>
<thead>
<tr>
<th>What did you learn about Jordan and his family</th>
<th>What are some of the challenges in climbing?</th>
<th>How did Jordan prepare for his climbs?</th>
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<tbody>
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Anticipation Guide:

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<th>My Opinion</th>
<th>My Partner’s</th>
<th>Video</th>
<th>What Do YOU think?</th>
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<td></td>
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<td>1. Jordan became inspired to climb at school.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>2. By age 11, Jordan had climbed 7 mountain summits.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Mountain climbers don’t climb straight up the mountain.</td>
</tr>
<tr>
<td>✓ Agree</td>
<td></td>
<td></td>
<td>4. Jordan prepared just one year to climb Mt. Everest.</td>
</tr>
</tbody>
</table>

X Disagree
Brooke Raboutou, Climber  
https://www.youtube.com/watch?v=5P5akoQ_eNI
Words in Context:

- average
- comparison
- impossible
- (phenom)
- precedents
- elite
- challenges
- holds
- maintain
- flexibility
- unique
- champion
- intense/intensity
First Dominican to Climb Mount Everest Teaches Kids to Reach Their Summit

Cultural Connections
Dominican Climbers: *Ivan Gomez, Karim Mella, Federico Jovine*

Newspaper accounts:

http://nbclatino.com/2013/02/10/photos/climb-moma-kids-to-reach-summit/#te1

Video Segment: In English (he is probably Bridging)

https://www.youtube.com/watch?v=68W6Emrq6xM

• http://www.imdb.com/title/tt2517192/

• trailer: https://vimeo.com/51295467

FEATURE FILM
Use of High Status Content
Music Videos: Miley Cyrus
The Climb
https://www.youtube.com/watch?v=NG2zyeVRcbs
Extension to Our Text Set: Motivational Video
(Academic Listening & Note Taking)

https://www.youtube.com/watch?v=jcSbftFmOY4
Look at sentence structures and vocabulary variety/range (nouns, verbs, adjectives/adverbs, prepositions, conjunctions, etc.)

Look at Student Writing Samples to Determine Language Needs
How to Improve Your ESL Students’ Writing: Eliminating Simple Vocabulary

Take a look at these two groups of sentences:

1. I got a good sandwich yesterday from Tina’s. I was so happy!
2. I ate a delicious hummus and eggplant sandwich yesterday from Tina’s. I was overjoyed!

Okay, so which pair of sentences is better?

The second one, right? It’s more descriptive, and doesn’t use flat words like “got” and “good”.

Now consider this: which sentence would you expect to see written by an ESL student? That answer could very depend on their teacher!

As an ESL writing teacher, it can get frustrating to read multiple student essays that contain simple vocabulary. Whether preparing students to move into regular academic classes or for TOEFL and IELTS, it’s important to rem them to use the academic language that they have learned.

At lower levels of ESL, teachers accept the simple vocabulary because students are just starting to learn to use language in sentences. When those students reach higher levels, however, it’s important to teach them to improve these elements in order to turn their essays from bland to impressive.

Lower-level students can benefit from the following lessons, but those classes will not be as in-depth as what will presented here.

Identifying Crutch Words

Teachers must identify the words that they want to eliminate and provide reasons for the elimination.

Crutch words are vocabulary words students learned in earlier classes that students tend to use often. These are generally vague, abstract terms that students fall back on when they can’t think of what to write. In many cases this is acceptable for conversation, but these students want to improve their essay writing skills.

The most common crutch words I’ve encountered are: good, bad, and get. Students would often write “a good/opinion,” when they could have written something more specific.

In higher-level classes, you can tell students at the beginning of the course that they should find replacements for such crutch words. In intermediate levels, you can progressively guide students away from the simple vocabulary.

To help students expand their vocabularies, here are some resources of topic-specific vocabulary lists – to be used:

- Traveling by airplane
- Enjoying the summer months

Provide your own suggestions if students take too long or run out of ideas.

Move on to the next key word.

If you want to focus on words like “get,” you will need to present it in phrases. ESL students tend to learn set phrases, such as “get a job” and “get married,” and often forget about synonyms for other uses. You should reinforce substitutions through other lessons (I changed example sentences for class to include “obtain,” “receive,” “earn,” etc.).

When the lessons avoid using the crutch words you’re looking to eliminate, the students will grow accustomed to the synonyms and will be more likely to use the words in essays.

If you teach a class in which students are reluctant to take notes, print out a worksheet with the key words and a lot of blank space for students to write the synonyms. You may want to include a synonym or two to get them started. This type of worksheet could also work as a homework assignment before or after you present the lesson.

Notes on Using a Thesaurus

Intermediate ESL students should begin learning to use a thesaurus to improve their word choices. If you teach a class that requires timed essays, it’s best to suggest that students don’t rely on the thesaurus while writing. Altering the word choice in such essays can be saved for the final proofreading before the time has expired.

Even at higher levels, I have found students who didn’t understand that all the words listed as synonyms weren’t necessarily interchangeable. You should present a brief lesson on how to use a thesaurus for essay writing at the beginning of the semester.

Long-term Results

Don’t expect students to improve in this aspect of their writing immediately. Some students will struggle to pick up on more effective vocabulary, but others will alter their writing sooner. You will need to reinforce the target vocabulary and possibly present this exercise in an abridged form again. The repetition of using synonyms in their revised essays will also lead to results throughout the semester.

I’ve had ESL students who were frustrated by the constant appearance of the letters “WC” on their essays. By the end of the semester, however, they had learned to avoid those crutch words and were able to write clearer, more concise sentences that added to their ideas rather than obscure the meaning.

Through lessons targeting specific weak vocabulary in essays, students will alter their writing habits and choose more appropriate academic vocabulary in the future, which will improve their performance in subsequent classes.

1:36

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Tallest peak or tallest pigsty: Nepal struggles with trash on Everest

By Associated Press, adapted by Newsela staff on 03.05.14
Word Count 797

A climber prepares to descend the Hillary Step as he makes his way down from the Khumbu region of the Nepal Himalayas. Nepal will slash the climbing fees for most of the world’s highest peaks. Photo: AP Photo/Alpenglow Expeditions, Adrian Balling

KATMANDU, Nepal — Mount Everest, the world’s highest peak and nickname: “the world’s highest garbage dump,” because of the trash left behind.

Now, in an effort to clean up Everest, Nepal is making new rules to pick up after themselves. So, litterbugs, beware.

Starting this spring, Nepali officials at Everest base camp will descend the mountain with about 18 pounds of trash. That’s estimates an exhausted climber throws away along the route down from the summit.

“We are not asking climbers to search and pick up trash left by someone else,” says Maddhu Sudan Burlakoti, head of the mountaineering department at the Department of Tourism. “We just want them to bring back what they took up.”

The goal is to make sure no new trash will be left on Everest. Officials hope to help clear the mountain of crumpled food wrappers, shredded tent material and cylinders littering the mountain.

No Way Of Checking For Litterbugs

The government has long asked climbers to clear their trash, but there was no way to check what people brought down. There also was little or no enforcement despite threats to keep $4,000 climbing deposits for littering teams. And the threats were rarely carried out.

The government did not say what action it would take against climbers who descend without the 18 pounds of trash.

About 230,000 people came last year specifically to trek the Himalayas, with 810 attempting to scale Everest. About 450,000 foreigners visit Nepal each year.

More than 4,000 climbers have climbed the 29,035-foot summit since 1953. Everest was first conquered that year by New Zealand climber Edmund Hillary and his Sherpa guide Tenzing Norgay. Hundreds of others have died in the attempt. And many climbers have succeeded only with help from oxygen tanks, equipment porters and Sherpa guides.

Nepali authorities have never had much control over what happens at the mountain’s extreme altitudes and remote regions.

A Sacred Mountain

Instead, private trekking companies organize climbs and report any problems. They are not clear away the trash. The trekking companies launch yearly expeditions to bring whatever garbage hasn’t been covered over by ice and snow since the last climbers were there.

There is no way to say how much garbage is still left on Everest,” said Dawa Steven Sherpa. He has been leading Eco Everest Expeditions since 2008 and plans this year’s trips to include about 30 foreign climbers and 45 Nepalis. “It is impossible to say what is on the ice.”

Sherpas and environmentalists applauded the government’s new clean-up rules.

“A rule that should have been introduced a long time back,” said Ang Tshering, president of Nepal Mountaineering Association. “It is going to make sure that climbers follow the rules.”

Team A: Underline the nouns
Team B: Box the verbs
Nepal Hoping For More Climbers Than Ever

If the garbage-checking tent at Everest base camp is successful, the model will be rolled out to other climbing routes, the Tourism Ministry said.

The nine officials being posted to Everest base camp will also be better able to help climbers in trouble or resolve disputes. Last year, a fist fight broke out between three European climbers and several Sherpa guides over safe climbing procedures.

"They will be there for the safety of the climbers," Burlakoti said. "In case of medical emergency or disaster, these officers would be able to respond."

The new measures are part of a wider effort by Nepal's government to take control and increase revenues from its trekking industry.

Last month, the government said it would reduce Everest climbing fees to $11,000 a person next year to attract more people. Climbers currently pay $25,000 unless they are part of a group receiving a discount. Groups of seven pay only $70,000. Fees for other mountains, including seven more of the world's 10 tallest, will also be reduced.

The group discount had been criticized for making climbing more dangerous. Critics say it encourages people to team up even if they have vastly different experience and barely know each other.

However, the fee change irked environmentalists who said the mountain was already overburdened. Italian climbing legend Reinhold Messner has called for Nepal to close down Everest for a few years for the mountain to rest and recover.
Tallest Peak or Tallest Pigsty: Nepal Struggles with Trash on Everest

Mount Everest is located in Kathmandu, Nepal and it has the world’s highest peak. The climbers are leaving trash on the mountain. Mount Everest is known for “the world’s highest garbage dump.” Now Nepal is making new rules to prevent climbers from leaving their trash behind. Hoping the rules will work to keep the mountain clean. The government did not say what will happen to climbers who does not return without 18 pounds of trash. The authorities can not control what happens at the mountain altitudes. Mount Everest is a tourism industry. The tourism ministry will remedy so they will share with other climbing routes. Officials will be at certain places in case of an emergency. If Mount Everest climbers don’t follow rules, Nepal will close Everest for a few years for the mountain to heal.
What is happening is that many people are visiting the mount Everest but they are leaving too much trash behind. The trekking company fear that this will ruin the mountain's environment so they came up with a way to solve it. The garbage-checking tent will make sure that every climber who goes up there takes their trash with them.
Which of these aspects does each student need help with?

Word Choice
- Using action verbs; vivid verbs
- Using descriptive adjectives
- Using qualifying adverbs
- Using specific words; using precise vocabulary

Sentence Fluency
- Using more sentence variety
- Creating longer and more complex sentences
- Starting sentences different ways
- Using passive and active structures
The Importance of Systematic and Focused Writing Development
### GENERAL CLAIM 1
**Students can structure thoughts and ideas in writing.**

<table>
<thead>
<tr>
<th>Anchor 1</th>
<th>Entering</th>
<th>Emerging</th>
<th>Transitioning</th>
<th>Expanding</th>
<th>Commanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can create and structure a written text.</td>
<td>Student may use words or short phrases to provide an orientation or an idea in a written text.</td>
<td>Student can use words, phrases, and simple sentences to provide an orientation, organized or connected ideas, or closure in a written text.</td>
<td>Student can use phrases, simple sentences, and occasionally expanded and/or complex sentences to provide an orientation, logically organized and/or connected ideas, and/or closure in a written text.</td>
<td>Student can use simple, expanded, and/or complex sentences to provide an orientation, logically organized and/or connected ideas, and closure in a written text.</td>
<td>Student can use a variety of simple, expanded, and complex sentences to sufficiently provide an orientation, logically organized and connected ideas, and closure in a written text.</td>
</tr>
<tr>
<td></td>
<td>Writing lacks orientation, organized or connected ideas, or closure.</td>
<td>Writing includes basic orientation, organized or connected ideas, or closure.</td>
<td>Writing includes limited orientation, organized or connected ideas, and/or closure.</td>
<td>Writing includes occasional orientation, logically organized and/or connected ideas, and closure.</td>
<td>Writing includes infrequent orientation, logically organized and connected ideas, and closure.</td>
</tr>
<tr>
<td></td>
<td>Writing includes numerous errors; errors may totally obscure meaning.</td>
<td>Writing includes frequent errors; errors may obscure meaning.</td>
<td>Writing includes frequent errors; errors may obscure meaning.</td>
<td>Writing includes occasional errors; errors do not obscure meaning.</td>
<td>Writing includes infrequent errors; errors do not obscure meaning.</td>
</tr>
</tbody>
</table>

### GENERAL CLAIM 2
**Students can write about literary and informational texts and topics.**

<table>
<thead>
<tr>
<th>Anchor 2</th>
<th>Entering</th>
<th>Emerging</th>
<th>Transitioning</th>
<th>Expanding</th>
<th>Commanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can adapt vocabulary appropriately when writing.</td>
<td>Student may use common Tier 1 and grade-level Tier 2 words or short phrases to describe ideas or facts in a written text.</td>
<td>Student can use words and short phrases, including common grade-level Tier 2 words, to describe ideas or facts in a written text.</td>
<td>Student can use words and phrases, including a few grade-level Tier 2 and Tier 3 words, to describe detailed ideas and/or facts in a written text.</td>
<td>Student can use words and phrases, including some grade-level Tier 2 and Tier 3 words, to describe detailed ideas and facts in a written text.</td>
<td>Student can use words and phrases, including grade-level Tier 2 and Tier 3 words, to precisely describe detailed ideas and facts in a written text.</td>
</tr>
<tr>
<td></td>
<td>Writing lacks descriptions of ideas or facts.</td>
<td>Writing includes basic descriptions of ideas or facts.</td>
<td>Writing includes minimally detailed descriptions of ideas and/or facts.</td>
<td>Writing includes partially detailed descriptions of ideas and facts.</td>
<td>Writing includes precisely detailed descriptions of ideas and facts.</td>
</tr>
<tr>
<td></td>
<td>Writing includes numerous errors; errors may totally obscure meaning.</td>
<td>Writing includes frequent errors; errors may obscure meaning.</td>
<td>Writing includes frequent errors; errors may obscure meaning.</td>
<td>Writing includes occasional errors; errors do not obscure meaning.</td>
<td>Writing includes infrequent errors; errors do not obscure meaning.</td>
</tr>
<tr>
<td>Anchor 3</td>
<td>Students can develop a narrative written text.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Target of Measurement 3</strong></td>
<td>Students can use grade-appropriate language to provide or refer to multiple characters, precise details, sequenced events, and closure to develop a narrative text.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entering</td>
<td>Student may use words or short phrases to provide a character, a detail, an event, or closure to develop a narrative text.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emerging</td>
<td>Student can use words, phrases, and simple sentences to provide or refer to characters, details, events, or closure to develop a narrative text.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transitioning</td>
<td>Student can use phrases, simple sentences, and occasionally expanded and/or complex sentences to provide or refer to multiple characters, details, sequenced events, and/or closure to develop a narrative text.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expanding</td>
<td>Student can use simple, expanded, and/or complex sentences to provide or refer to multiple characters, details, sequenced events, and closure to develop a narrative text.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commanding</td>
<td>Student can use a variety of simple, expanded, and complex sentences to sufficiently provide or refer to multiple characters, details, sequenced events, and closure to develop a narrative text.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Anchor 4</th>
<th>Students can develop an informational written text.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target of Measurement 4</strong></td>
<td>Students can use grade-appropriate language to provide precisely stated and linked claims and evidence, a variety of support, and closure to develop an informational text.</td>
</tr>
<tr>
<td>Entering</td>
<td>Student may use words or short phrases to provide a claim or closure to develop an informational text.</td>
</tr>
<tr>
<td>Emerging</td>
<td>Student can use words, phrases, and simple sentences to provide a claim, some support, or closure to develop an informational text.</td>
</tr>
<tr>
<td>Transitioning</td>
<td>Student can use phrases, simple sentences, and occasionally expanded and/or complex sentences to provide linked claims and evidence, a variety of support, and/or closure to develop an informational text.</td>
</tr>
<tr>
<td>Expanding</td>
<td>Student can use simple, expanded, and/or complex sentences to provide stated and linked claims and evidence, a variety of support, and closure to develop an informational text.</td>
</tr>
<tr>
<td>Commanding</td>
<td>Student can use a variety of simple, expanded, and complex sentences to sufficiently provide precisely stated and linked claims and evidence, a variety of support, and closure to develop an informational text.</td>
</tr>
</tbody>
</table>

Writing lacks development of characters, details, events, or closure. Writing includes basic development of characters, details, events, or closure. Writing includes limited development of multiple characters, details, sequenced events, and/or closure. Writing includes partial development of multiple characters, details, sequenced events, and closure. Writing includes occasional errors; errors do not obscure meaning. Writing includes infrequent errors; errors do not obscure meaning.
Vocabulary Usage - The specificity of words and phrases; Tier 1, 2, 3

Linguistic Complexity - The amount and quality of speech or writing

Language Control - Comprehensibility based on the amount and types of errors.

Advancing LTELls Writing
Sequence

Words That Bring Order

Sequence words help show the order of things. They help signal such things as when something happened, the steps in a sequence, and the logical order of things.

Examples of Opening Statements
- There are several steps to this process. The first is . . .
- In the beginning, ____.
- In their recent work, ____.
- It’s never to early to ____.

Examples of Words That Bring Sequence
- Show how one event leads to another
- Give examples of a process, step-by-step, not just the summary
- Show connections or order in your writing
- Sequence words reinforce or clarify important evidence for the reader. Specific evidence, types of evidence.

Which signal words and phrases do you teach?

Signal Words and Phrases
A, B, C
after
afterward
afterwards
already
always
as soon as
at last
at length
at (time)
at that time
at this point
at this time
bedtime
before
currently
cycle
daylight
dinnertime
during
earlier
early
eventually
finally
finally
first
for one thing
former
formerly
from
future
here, there
how to
immediately
in order
in the future
in the meantime
in the past
Initially
into
last
lastly
late
lately
later
latter
lunchtime
new
later
latter
meanwhile
most important
new
next
now
o’clock
old
on time
past
preceding
present
presently
previously
prior
prior to
recently
second
sequence
shortly
since
soon
subsequently
then
thereafter
third
time
to
to this day
today	tomorrow
ultimately
until
when
whenever
while

Sequences
- First, second, third
- First of all, then, meanwhile
- Former, latter
- In the first place, in the second place, . . .
- For one thing, ______.

Questions
- What is the sequence?
- What kind of sequence is used? Time? Logical order? Step-by-step?
- What are the details and/or examples for each part of the sequence?
- Is there a reason for the sequence?

Examples of Closing Statements
- From beginning to end, ____.
- This process showed the four steps for ____.

Text Structures for Different Types of Writing
By Dr. Deborah Wahlstrom
www.DataDeb.wordpress.com
Building Academic Language Across a Series of Texts on a Theme

Building Semantic Webs Across the Unit and Focusing on Precise Nouns, Vivid Verbs, Adjective/Adverbs

Building Oral Academic Language to Link to Written Academic Language
THE NEXT MORNING Sun-jo, Zopa, the driver, and two Sherpas were sitting on the tailgate drinking tea. By the look of their disheveled hair and rumpled clothes they must have slept in the truck.

Sun-jo confirmed that they had. “But only for two hours,” he said. “We were out getting supplies up until then.”

He wasn’t kidding. There was so much stuff piled in the bed, I didn’t know where we were going to sit.

We squeezed ourselves between the gear Sherpas (brothers, named Yogi and Yash) at haze of Kathmandu behind us.

WE TOOK OUR TIME. stopping at Buddhist monasteries along the way, where Zopa pick food and supplies. We already had plenty of food he was given wasn’t going to last very mountain. I asked about it but got the stai reply.

Away from the city, Nepal was everything I had it to be. Beautiful valleys, rustic villages, fields tilled pulled plows, all against the backdrop of the massive, sparkling Himalayas. I had been up on Mount McKinley and Mount Rainier, but they would be dwarfed by these snow-covered peaks.

We stopped for the night outside a tiny village. Sun-jo and I started to help set up camp, but Zopa waved us off.

“You two go climb.” He pointed to a wall about a quarter mile away. “Don’t fall. Come down before dark.”

He didn’t have to tell us twice. We jogged over to the wall. It wasn’t a difficult climb, but about halfway up I had to stop to rest and catch my breath. Sun-jo, who had picked a more difficult route, scrambled up the rock like a lizard, smiling as he climbed past, which taught me a couple of things about him. He had much better lung capacity than me—and he was competitive.

Climbers will tell you that the thing they love about climbing is that it’s just them against the rock, blah, blah, blah... That may be true if they are alone on the rock, but put another climber next to them, and the race is on.

hocked when he blew by me so effortlessly. I was going to climb Everest, and Sun-jo was just ride up to Base Camp. Then I reminded myself ys ago I was clinging to a skyscraper a few hun-bove sea level—not exactly the best training for highest peak in the world. If I was going to sum- oining to have to do better than watch Sun-jo’s butt over the top as I hung below him gasping for

you picked the more difficult way,” he said when I walked up to him on the rim. We both knew this associated his saying it.

We sat on the edge for a while taking in the view. It was too late to climb down before dark, so we decided to rappel to the bottom. Sun-jo offered to let me go first, but I shook my head. First up, first down.
Catch (my breath)
Gasp (for breath)
Climb
Scramble
Blow by (Blew by me)
Cling to
Scale
Summit
Disappear
Rappel
Cross Into
Hike
Use Texts from Text Set as Mentor Texts

Find a Complex Sentence With Clauses

Expand, Extend Sentence Patterns

We chose the Umbwe climbing route, which is the hardest and also the steepest route to the top.

I started out fast and strong, but my guide, Samuel Kusamba, and the porters kept saying “Pole Pole” (which means “Slowly, Slowly” in Swahili).

Soon they realized that I was doing fine at that speed, so we just kept moving along.
THE MOST IMPORTANT TRAITS FOR MOVING LANGUAGE FORWARD:

WORD CHOICE AND SENTENCE FLUENCY (VARIETY)
Mini-Lessons and Writing Conferences

**Word Choice**
- Using action verbs; vivid verbs
- Using descriptive adjectives
- Using qualifying adverbs
- Using specific words; using precise vocabulary

**Sentence Fluency**
- Using more sentence variety
- Creating longer and more complex sentences
- Starting sentences different ways
- Using passive and active structures

Do you use **Close Reading, Mentor Texts** for Language Development?
Teach Narrative, Informational/Explanatory and Argumentative Writing

Work On All Genres of Writing While in the Unit
Start with Frontloading but keep building, expanding and refining language
Not Without Risk

The success of Norgay and Hillary excited the imaginations of people around the world. Thousands flocked to the area with dreams of reaching the top of Mount Everest. Tourism became a major part of the mountain economy. To take advantage of Everest’s popularity, China reopened the northern route to the mountain in 1979.

This increased access worried the Sherpa. Everest became a tourist attraction open to any climber with enough money to pay fees as high as U.S. $100,000 per person. Sometimes people who had little climbing experience were allowed to go up the mountain and whose bodies were not conditioned enough to survive in the brutal environment and reach the summit. This endangered everyone on the expeditions.

Climbing the mountain involves huge risks. The weather is unpredictable and can change at any moment. Spring is considered the safest time to climb. The weather is warmer then, and there is less rain and snow. Climbers often arrive at Base Camp as early as March but have only the months of April and May to make their attempts to reach the summit. Four camps are placed along the southern route. Five are placed along the northern route.

Once on the mountain, climbers must stay at each camp long enough for their bodies to adjust to the altitude. This can take from a few days to a few weeks. Climbers sometimes stay at higher elevations and then come down for a while to help their bodies grow stronger.

The temperature drops quickly at higher altitudes. Even experienced climbers can get frostbite or suffer from hypothermia, a condition in which the body’s temperature falls too low. Deep cracks in the ice, called crevasses, are a hidden danger. Sudden snowstorms can make it impossible for climbers to find their way back to camp. An avalanche can occur without warning, burying everything in its path and totally changing the landscape.

The area above 25,000 feet (7,620 meters) is called the Death Zone. Temperatures can fall to -100 degrees Fahrenheit (-73 degrees Celsius). Wind speeds as high as 100 miles (161 kilometers) per hour have been reported. Altitude sickness and lack of oxygen are two of the most dangerous threats. The air contains only one-third the amount of oxygen found at sea level. Most climbers are not able to survive in these conditions without special clothing and equipment.

It can take as long as two months to reach the summit of Everest. Much of this time is spent getting used to the altitude and waiting for ideal weather. On the final approach up the mountain, climbers must reach the top by noon and can stay there only a few minutes before returning to camp. By then the climbers are exhausted and have used up most of their oxygen. If they delay, the climbers also risk navigating the dangerous ice and rocks in the dark. Those who do not reach the summit early in the day must often wait a full year or more before trying again.
Alphaboxes

Topic __________________________

Cluster/Word Web 1
Write your topic in the center circle and details in the smaller circles. Add circles as needed.
Mt. Everest Glossary

Want to become an expert on Mt. Everest and mountain climbing? First you need to know the language of climbing.

**Altitude:** Height above sea level.

**Assault team:** Two or more climbers who attempt to reach a mountain summit.

**Avalanche:** A mass of snow, ice, or rock pouring down a mountainside.

**Base camp:** A central setup of tents where food, equipment, and medical supplies are stored; a relay site for climbers.

**Buddhist:** (adj.), Based on the teachings of Buddha; (n.), a member of the religion that adheres to the teachings of Buddha.

**Col:** A depression or pass in a mountain range.

**Cornice:** An overhanging mass of hardened snow at the edge of a ridge, usually formed by wind.

**Cwm:** (pronounced coom) A valley on the side of a hill or mountain.

**Crampon:** Metal frame with spikes worn on hiking boots for ice climbs.

**Crevasse:** A deep, open crack in a glacier.

**Icefall:** A cascade of ice that results when a glacier descends over a changing slope of ground beneath.

**Ice pick:** (also called ice axe) A tool for chopping ice or securing oneself while climbing over ice.

**Oxygen system:** A system of oxygen tanks carried by climbers. A "closed system" allows climbers to breathe pure oxygen from the tank; an "open system" allows climbers to breathe a mixture of pure oxygen and outside air.

**Porter:** A person who carries supplies.

**Sherpa:** A clan of people originally from Tibet who live along Nepal's mountainous eastern border with Tibet.

**Sirdar:** A Sherpa leader on a mountaineering or trekking expedition.

**Summit:** The highest point.

**Traverse:** (v.), To cross a mountain slope; (n.), a steep slope that has to be climbed from side to side.
Afterward

Tenzing and Hillary are heroes. In a way, they stand for all human beings. They’ve proved people can reach the highest point on the planet. Their feat is celebrated all over the world.

In Great Britain, loudspeakers boom out the news on the same day a new queen is crowned. Crowds cheer madly—Everest has been conquered! Young Queen Elizabeth sends a telegram of congratulations.

In Katmandu, the king of Nepal rolls out a red carpet for the climbers. Thousands of people line the streets, and there’s a parade three miles long. Tenzing is awarded the Star of Nepal. It is the highest honor of his native country.

Hillary and Tenzing fly to India, where Tenzing has lived for years. Twenty thousand sand people mob them at the airport. India issues postage stamps that bear both their
portraits. Some people even want to change Everest’s name to Mount Tenzing.

Later, Queen Elizabeth bestows a great honor on Hillary. She makes him a knight— from now on he will be called Sir Edmund Hillary. Tenzing receives an important award called the George Medal from the queen. Streets in Britain are named after both heroes.

But some people begin to argue about the expedition. Which climber is better? Which man reached the summit first? Some believe Hillary is getting more credit than Tenzing since he is a white man and Tenzing is brown.

Hillary and Tenzing don’t understand the fuss. Each knows he could not have succeeded without the other. And the two of them together wouldn’t have stood a chance if it hadn’t been for the teamwork of the whole expedition.
Tenzing becomes the head of a school that trains mountain climbers. Hillary explores the Antarctic and climbs more mountains. He even forms an expedition to hunt for the yeti.

Hillary also devotes himself to helping Sherpas. They are a very poor people. He raises money to build schools, a hospital, an airstrip, and many bridges. He and Tenzing stay friends.

Neither man ever climbs Everest again. They both feel a second try at the summit couldn’t be as exciting.

But as the years pass, other climbers reach the top. Some take the path blazed by Hillary and Tenzing. Some create new challenges by trying different routes. Lighter and more advanced equipment makes their success possible.

Others want to find the easiest way up the mountain. They use computers to plan the best route, or they fly partway up by helicopter. To them, nothing is as important as standing on the top.

There are even a few daring people who climb all the way without extra oxygen. One man, Reinhold Messner, accomplishes something truly incredible. In 1980, he reaches Everest’s summit without an oxygen tank and all alone.
The earth’s highest mountain is still a perilous place. More than a hundred climbers have died trying to reach the top. As long as humans seek to challenge themselves, some will head straight to Everest. A few will reach the summit—and many more will not.

Yet no matter how many people climb it, we’ll always remember that first success. Everest was the mountain that would never be conquered—until Tenzing and Hillary made it to the top.
Using Vocabulary Notebooks

https://www.youtube.com/watch?v=1LS7m9qj1uY
5:46
Robyn Rich
7th Grade Language Arts

A Teacher-made Think Aloud:
What to do when you come upon an unknown word


8th Grade Teacher
Barter (verb) to trade. I found this word on page 195 of
Dead End in Norvelt by Jocelyn Gentos.

Shouting sentence: When their van was too full,
Frank and Mike (The Amazing Pikes) bartered with the
farmer, trading their big items for some
smaller ones.

Trade (noun) a long. bitter-sounding speech.
Found on page 202 of Dead End in Norvelt.

Attribute (verb) to regard as resulting
from a specific cause. Said this word was
spotted on page 10. The word was
we're working.

Related Words: tirade

Tirade (noun) a long. bitter-sounding speech.
Found on page 202 of Dead End in Norvelt.

Attribute (verb) to regard as resulting
from a specific cause. Said this word was
spotted on page 10. The word was
we're working.

Tirade (noun) a long. bitter-sounding speech.
Found on page 202 of Dead End in Norvelt.

Related Words: tirade

Tributary (noun) a river that flows into
a larger river. Found on page 8.

Antonym: subordinate

Barter (verb) to trade. I found this word on page 195 of
Dead End in Norvelt by Jocelyn Gentos.

Shouting sentence: When their van was too full,
Frank and Mike (The Amazing Pikes) bartered with the
farmer, trading their big items for some
smaller ones.

With gilded pen, I fight:

Perennial (adj)
1. Found on intro page of The Mad Scientists club
2. Lasting through the year (years).

Heraldry (n)
1. Found in Ms. Kowalski's Civil War Amendments paper in the 15th Amendment paragraph.
3. Family Crest

Sinfonie: Joe disenfranchised
Bob because he was an African American.

Persnickety (adj)

Antonyms: Scrupulous

Silent Dialogue

• Tape three or four pictures on a large piece of paper
• Ask students to write about the picture in front of them for two minutes
• Next students rotate the large paper so they are looking at a new picture.
• Ask students to look at the picture, respond to what the other student wrote and contribute more.
• After all students have written about all pictures they discuss the pictures and what they wrote.

Lydia Stack, Understanding Language Project
Stanford University
Silent Dialogue Pictures

Expedition
Explore
Summit
Route
Equipment
Perilous
Challenge
Conquered
Teaching Writing to Diverse Student Populations

By: Access Center (2008)

Writing is a complex operation requiring knowledge of text structure, syntax, vocabulary, and topic, and sensitivity to audience needs; so it is not surprising that many teens find writing challenging. This article identifies the qualities of strong writing instruction, and offers advice to teachers for incorporating writing instruction into their practice, using tools like notebooks and journals, and sharing strategies that reinforce the importance of pre-writing and revision.

In this article:

- Areas of Difficulty for Students With Writing Problems
- Qualities of Strong Writing Instruction
- Establishing Routines
- Additional Instructional Considerations
- Breaking Down Different Genres in Writing
- Building and Assessing Advanced Writing Components
- Spelling and Handwriting Strategies
- Teaching Composing Strategies
- Integrating Writing Instruction with Content Area Learning
- Summary

According to data from the 2002 National Assessment of Educational Progress (NAEP), only 28% of fourth graders, 31% of eighth graders, and 24% of twelfth graders performed at or above a proficient (i.e., competent) level of writing achievement for their respective grade level (Persky, Daane, & Jin, 2003). This Access Center resource is intended to help teachers implement writing instruction that will lead to better writing outcomes for students with and without writing difficulties. We provide research-based recommendations, activities, and materials to effectively teach writing to the wide range of students educators often find in their classrooms.

There are three apparent reasons why so many children and youth find writing challenging. First, composing text is a complex and difficult undertaking that requires the deployment and coordination of multiple affective, cognitive, linguistic, and physical operations to accomplish goals associated with genre-specific conventions, audience needs, and an author's communicative purposes.

Second, the profile of the typical classroom in the United States has undergone dramatic changes in the recent past. Many more students today come from impoverished homes, speak English as a second language, and have identified or suspected disabilities (Persky, Daane, & Jin, 2003).

This increasing diversity of the school-aged population has occurred within the context of the standards-based...
Integrate writing instruction with reading instruction; with content instruction

Teach across the genre within a thematic unit
Resource for You

Text Structures

for DIFFERENT TYPES OF WRITING

By Dr. Deborah Wahlstrom
www.DataDeb.wordpress.com

https://datadeb.files.wordpress.com/2012/02/001_text_structures-deb-wahlstrom.pdf
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3 Types of Writing

Argumentative 40%

Informational 40%

Narrative 20%

5 Text Structures

Compare and Contrast
How are things alike? How are they different?

Cause and Effect
What is the cause? What is its effect?

Problem and Solution
What is the problem? How can it be solved?

Sequence
What is the order?

Description
What are all the parts of the idea?

DataDeb.Wordpress.com
Content Cards for Text Structures
COMPARISON/CONTRAST

Two Climbers, Two Mountains, Two Peoples; Text-to-Text Comparison (film vs. text; text vs. text; film vs. film)
Contrast

**How Things are Different**

When you contrast two or more things, you show how they are different.

Contrasting does not always mean good vs. bad. It also means how one thing is simply different from another.

**Examples of Opening Statements**
- There are several ways that ____ and ____ are different.
- There are several ways that ____ and ____ differ.
- ____ and ____ are different in several ways.
- While ____ is the main difference between these two things (people, events, places, etc.), there are others. These include ____ and ____.
- ____ is different from the other because ____.

**Examples of Ending Statements**
- People tend to prefer dogs as pets and adventure novels in books.
- The setting in the book was fall, while the setting in the movie was winter.

**Signal Words and Phrases**
- although
- and yet
- better
- but
- by contrast
- conversely
- despite
differ
difference
different
different from
differently
either/or
even though
however
in contrast
instead
former/latter
more/less than

- neither/nor
- nevertheless
- nonetheless
- on the contrary
- on the other hand
- opposite
- otherwise
- regardless
- still
- though
- unequal
- unless
- unlike
- variations
- vary
- whereas
- while
- yet

**Examples of Statements of How Things are Different**
- ____ has ____ while ____ has ____.
- ____ does ____ but ____ does not.
- ____ acted with honor, but ____ did not.
- They were opposites. ____ liked ____ while ____ did not.
- Unlike ____ ____ rode the bus to school every day.
- ____ has a different view.
- Mary liked ice cream but Howard liked brownies.
- Dogs are usually friendlier than cats, but cats are cleaner than dogs. (A contrast sentence with different adjectives – friendliness/cleanliness.)
- A different view is ____.
- Another way to view this is ____.

**Questions**
- What two or more things are being contrasted?
- What are the details to show how they differ?
- How do the things being contrasted differ?
- In what ways are these things different?
- In what ways are ____ and ____ different?
Comparing:

Two Climbers
Two Mountains
Two Peoples
(Sherpa vs. Tamangs)
Text-to-Text Comparison (film vs. text; text vs. text; film vs. film)
Problem/Solution
(Cause/Effect)
Tallest peak or tallest pigsty: Nepal struggles with trash on Everest

By Associated Press, adapted by Newsela staff on 03.05.14

Word Count 797
Trash at the Top of the World

The increased traffic on Mount Everest has led to another problem: garbage. The slopes of Everest are now littered with piles of empty oxygen tanks, broken tents, sleeping bags—even dead bodies.

But efforts are being made to clean up Mount Everest. Sherpas receive a reward for any oxygen tanks they return. And the Nepalese government now requires every climber to bring back eighteen pounds of garbage.
How to Survive in Thin Air
How to Treat Frostbite
How to Prepare for a Climb
Surviving in Thin Air

There are ways to lower the risk of altitude sickness. A person’s body can adjust to surviving on less oxygen. It is important to climb a mountain slowly, and to spend time at various altitudes. This gives the body a chance to get used to its new surroundings. The lungs breathe faster, working hard to bring in as much oxygen as possible. More red blood cells are produced to carry oxygen to different parts of the body.

It can take two months for the body to become used to life on Everest. Today, just below the Khumbu Icefall lies Everest Base Camp. Here, climbers will camp out for weeks, so their bodies can adjust to the high altitude. Most guides then take climbers up and down a portion of the mountain a number of times before allowing anyone to enter the Death Zone. After spending time at various camps on the mountain, climbers typically return to Base Camp to regain their strength before making the final trip to the summit.
Lexile Range
580-1110
Gr. 3-Gr. 8

Articles/Current Events

NEWSELA
Most who climb Everest can't do it without bottled oxygen – but some try

By Washington Post, adapted by Newsela on 05.27.16
Word Count 622

In this May 2013 photo, tents are pitched on Camp 2 as climbers rest on their way to the summit of 29,035-foot-tall Mount Everest. May is the most popular month for Everest climbs because of more favorable weather. AP Photo/ Pasang Geljen Sherpa

Take a step.

Stop.

Breathe in and out 15 times.

Take another step.

Stop.

This is how Ed Viesturs describes approaching the top of Mount Everest without the benefit of bottled oxygen.

Viesturs is the only American to reach the top of all 14 of the world’s tallest mountains. He climbed them all without using extra oxygen. "I'd be literally having to force myself after that 15th breath to take the next step," he said. Up there, he said, one wrong movement and "all of a sudden you lay there for 10 minutes trying to catch your breath."

A few choose to climb world's tallest mountain without bottled oxygen

By Washington Post, adapted by Newsela on 05.27.16
Word Count 967

In this May 2013 photo, tents are pitched on Camp 2 as climbers rest on their way to the summit of 29,035-foot-tall Mount Everest. May is the most popular month for Everest climbs because of more favorable weather. AP Photo/ Pasang Geljen Sherpa

Take a step, stop, breathe in 15 times, breathe out 15 times, take another step and stop. This is how one of the world's most accomplished mountaineers describes approaching the summit of Mount Everest without the benefit of bottled oxygen.

"I'd be literally having to force myself after that 15th breath to take the next step," said Ed Viesturs, the only American who has stood atop all 14 of the world’s 8,000-meter peaks. He scaled them all without using extra oxygen. In the thin air, he said, one wrong movement and "all of a sudden you lay there for 10 minutes trying to catch your breath."

Most people who climb Everest begin using bottled oxygen, or just "oxygen" in climbing terms, at around 23,000 feet. Above 26,000 feet, nearly everyone uses it. Only 3 percent of the climbers who make it to the top of Everest don't use oxygen, according to Richard Salisbury of the Himalayan Database. These climbers make up almost a quarter of deaths taking place above 26,000 feet on Everest.
Treating Frostbite

When people are out in extremely cold weather, they often wiggle their fingers and toes. This improves blood circulation and helps prevent frostbite. When people can’t feel their fingers or toes, it can be an early sign of frostbite. Frostbite can occur in as little as five minutes.

When a person develops frostbite, the most important thing is to thaw the affected area right away. For example, you can put frostbitten fingers into a bowl of warm water and gradually heat the water up. Once the tissue is thawed, the area must be kept warm and not exposed to the cold. Direct heat from fires or heating pads is not advised, nor should the skin be rubbed or massaged. Often there is no lasting damage from frostbite.
How to Prepare for a Climb
Packing for the Trip

It takes a lot of special gear to climb Mount Everest. Here is some of the equipment you’ll need.

**Climbing Suit**

Worn as the outermost of several layers, this down-filled one-piece suit can keep you warm at temperatures of -100°F.

**Glacier Glasses**

The sun is dangerously bright at high altitudes, especially when reflected by snow. Even a few minutes without eye protection can result in painful eye burns and make you temporarily snow-blind.

**Backpack**

You’ll need a good backpack to carry food, climbing equipment, and extra clothes. Since it’s dangerous to remove your mittens for even a moment in extreme cold, the zippers and storage compartments must be easy to operate.

**Sleeping Bag**

Down-filled and warm enough for the bitter cold of the mountain, a good sleeping bag is essential for surviving the nights on Everest.

**Mittens**

The inner and outer layers keep your hands warm and dry. The mittens must be extremely warm but flexible enough for you to use an ice ax and other tools.

**Crampons**

These sets of sharp metal spikes attach to your boots to give you secure footing on icy surfaces.

**Radio**

The members of a climbing party use radios to stay in contact with each other and to call for help in an emergency.

**Shovel**

The shovel acts as an anchor in deep snow, and is used to clear tents after snowstorms and to dig out climbers buried by avalanches.

**Stove**

A reliable stove melts snow into drinking water and allows climbers to make hot tea.

**Ice Ax**

This multipurpose tool can be held like a walking stick for balance, used like a pick to cut footholds in the ice, or driven into the snow to keep you from sliding down the mountain after a fall. Stopping a slide in this way is called a “self-arrest.”

**Trekkling Poles**

Used for balance, the poles can be adjusted in length for different kinds of terrain.

**Mountaineering Boots**

These boots have a plastic outer shell and several layers of insulation to keep your feet warm and dry.

**Ropes**

On Everest, the guides or lead climbers anchor the rope above steep and dangerous sections of the route. Climbers attach themselves to the rope for safety.

**Oxygen Mask and Tank**

All but the strongest and most experienced climbers must use extra oxygen at the mountain’s higher altitudes.

**Jumar**

A device used in climbing a rope; a jumar slips easily up but cannot slide down.

**Tent**

It’s important to take a strongly built tent with a streamlined shape that can withstand the gale-force winds and shed the heavy snow you’ll probably experience on the mountain.
DESCRIPTION
Using a Text Excerpt to Demonstrate Author’s Craft—All the Ways Description was Accomplished
Buddhist legends told of a hidden valley in the Himalayas that would provide protection, food, and safety from the dangers of war or famine. Some of the Sherpa traders established a post called Namche Bazaar in the 1830s. The trading post was located at 11,286 feet (3,452 meters). As the legends said, wood and water were abundant.

**A Sherpa House**

Villages range in size from a dozen houses to more than one hundred. A traditional Sherpa house is built of stone walls coated with white clay. The roof is constructed from heavy timbers weighted down with stones, or from metal, which is more wind resistant. Windows are placed in the south wall to receive maximum sunlight. Bins of food are stored on the first floor. This area is also used to house livestock. A wooden ladder leads to the living quarters on the second floor. This long room contains a hearth for cooking and heating. The floor is covered with rugs and carpets, and benches or platforms are used for sitting and sleeping. Household items and clothing are stored in trunks and cabinets on the north wall. There is also a small altar for worship. Many Sherpa homes today use hydroelectric power, but some in the upper Khumbu still do not have running water, electricity, or telephones.

**Old Religion**

There are more than a dozen Sherpa clans. These are all descended from a common ancestor. People are very close within the same clan. When a daughter weds within the clan, dowry—gifts of money, jewelry, rugs, and cloth—is given to the new house. When a son weds he receives his parents’ land and animals. The youngest son leaves the family house and must take care of his siblings. Families without a son may adopt their youngest brother, the *maksu*, as their son.
A traditional Sherpa house is built of stone walls coated with white clay. The roof is constructed from heavy timbers weighted down with stones, or from metal which is more wind resistant. Windows are placed in the south wall to receive maximum sunlight.... A wooden ladder leads to the living quarters on the second floor...
Should Teens Be Allowed to Climb Everest?

Should Climbers Be Allowed to Climb Without Oxygen Tanks?

Should Laws Be Enacted to Protect the Mountain (from Trash, etc.)?
Opinion Piece:

The primary conflict in this book is between:

• Peak and nature (Mt. Everest,)
• Peak and his father,
• Peak and himself?
Dad sat down next to me. “Nothing’s ever good all the time, Jordan. If it’s ninety percent good and ten percent bad, you have to keep reminding yourself about the ninety percent. It’s moments like this, when you feel you can’t take another step, that separate success from failure.” He helped me to my feet and gave me the same upbeat smile I’d see when he’d set off on adventure races. “Time to suck it up and climb, dude.”
In a strange way, the conversation helped to center me. It reminded me that climbing, even though there might be other people in your party, is a solo sport. Your legs, your arms, your muscles, your endurance, your will are yours alone. A partner can encourage you, maybe even stop you from falling, but they can’t get you to the top. That’s entirely up to you.
Conquer Your Own Everest.

Here are 7 Steps for setting any BIG goal:

1) Identify your goal, then write it down in detail.

2) Set a deadline (date) for completing your goal.

3) List all obstacles to reaching the goal.

4) Identify people and groups who can help you make your goal a reality.

5) List the skills you will need in order to reach your chosen goal.

6) Create a plan of action. (you've got to have a plan!)

7) Ask: "How can this goal help myself and others?"

Motivating Your Students: Text to Self
Author Website Page on Book Sacred Mountain Everest
http://www.christinetaylorbutler.com/sacredmountain.html

Roland Smith (Curricular Resources) on Peak
http://www.rolandsmith.com/about/curriculum/

Jordan Romero website:
http://www.jordanromero.com

Wiki/Weebly Sites on the Novel Peak:
https://peakbyrolandsmith.wikispaces.com
https://sites.google.com/site/wwwpeakorg/welcome
http://peakexperience2.weebly.com/index.html

Live Binder-Peak
http://www.livebinders.com/play/play/1202825
Curricular/Classroom Structures

Pages 12-15

1. Grade level Curriculum with Additional Supports
2. Connections to Students’ Home and Transnational Cultures
3. Use Curricular Materials Connected to Students’ Backgrounds and Interests
4. Engage Students through Project-based Learning
5. Provide Students with Choice Related to Topics, Work Partners, Ways of Gathering Information, Products, etc.
Curricular/Classroom Structures

6. Integrate Language and Content Goals for Each Lesson
7. Develop a Curriculum that Teaches Literacy Across the Genre/Content Areas
8. Embed Study Skills; Technology

Provide for Connected Language Development (L, S, R, W)
What will you do to prevent LTELLs?
Thank You!

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