

ExC-ELL



## **BUILD YOUR ENGLISH LEARNERS' READING COMPREHENSION SKILLS ACROSS-THE-CURRICULUM**

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ExC-ELL

## **AGENDA**

- Highlights from on-going research and evidence-based instruction on reading comprehension for ELs/ELLs.
- Model/share some ExC-ELL (Expediting Comprehension for ELLs) instructional strategies that integrate **academic language, close reading, and writing**.
- Effective classroom implementation and features of successful school improvement.

## **ExC-ELL      AGENDA – Reading Specifics**

1. What words to pre-teach from a text that students are about to read
2. Modeling ‘think alouds’ to your students as a reading strategy
3. The power of peer reading and summarization with new words
4. How to organize peer reading
5. After-reading activities to anchor knowledge
6. Close reading and rereading
7. How writing improves with intensive reading

## **ExC-ELL      Diversity of ELLs/ELs**

- ✓ LT-ELLs -- Long-Term ELLs
- ✓ R-ELLs -- Reclassified ELLs
- ✓ M-ELLs -- Migrant ELLs
- ✓ Struggling Readers – never classified
- ✓ SIFE -- Students with Interrupted Formal Education
- ✓ HSN -- Highly Schooled Newcomers
- ✓ SE-ELLs -- Special Education ELLs

## ExC-ELL

## The New York Carnegie Corporation Funded ExC-ELL

ExC-ELL – a professional development program for mainstream teachers of math, science, social studies, and language arts.

5 years of empirical testing of ExC-ELL – no other program has undergone so much testing and refinement.

**Shows great results!**

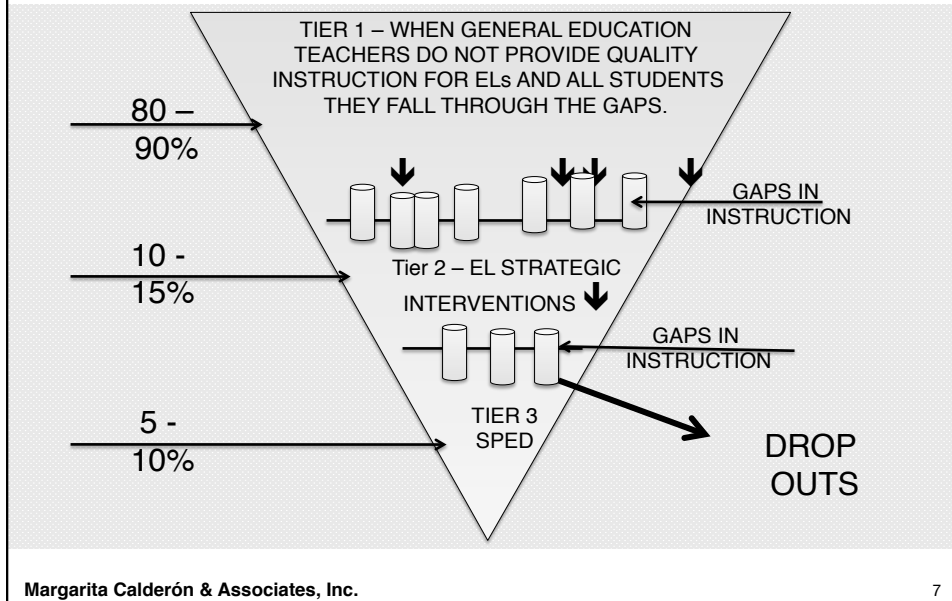


## ExC-ELL **ExC-ELL Parallels the CCSS**

**The CCSS call for 6 basic changes in the way all K-12 teachers have been teaching:**

- 1. Academic vocabulary** (e.g., tier 1, 2, 3 words).
- 2. Language** (e.g., rich discourse, discussions, questions, answers).
- 3. Reading** (e.g., text complexity, more informational than literary).
- 4. Writing from sources** (e.g., texts they are reading).
- 5. Building knowledge in the disciplines** by teaching reading, vocabulary and writing in science, social studies, and language arts.

## ExC-ELL Why Involve Every Teacher in the School?



## ExC-ELL Why is Vocabulary Important?

- *Command of a large vocabulary frequently sets high-achieving students apart from less successful ones (Montgomery, 2000).*
- *The average 6-year-old has a vocabulary of approximately 8000 words, and learns 3000-5000 more per year (Senechal & Cornell, 1993).*
- *Vocabulary in kindergarten and first grade is a significant predictor of reading comprehension in the middle and secondary grades (Cunningham, 2005; Cunningham & Stanovich, 1997) or reading difficulties (Chall & Dale, 1995; Denton et al. 2011).*



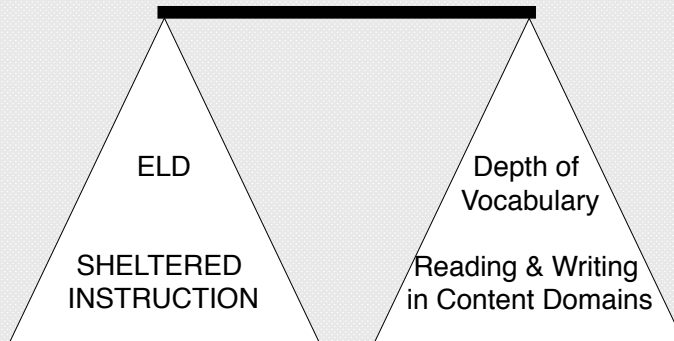
How many words are your  
ELs learning per year?  
How much do they read per  
subject area?

### CCSS: Vocabulary Prevalent In Complex Texts

- Some students will have smaller tier 1, 2, and 3 vocabularies when they enter the classroom. Instruction must address this **vocabulary gap early and aggressively.**
- **Provide more instruction** for students with weaker vocabularies rather than offering them fewer words.
- **Focus on tier 2 vocabulary instruction** to help students **access grade level texts.**

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**BASED ON CURRENT RESEARCH,  
ELLs NEED A BALANCE OF**



**DRAW YOUR BALANCE. WHAT CARRIES  
MORE WEIGHT IN YOUR SCHOOL FOR ELLs?**

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## **Old Definition of Sheltered Instruction**

### **Focus on Teachers to make content comprehensible by**

- Building on student experiences and using material with familiar content
- Using graphic organizers (tables, webs, Venn diagrams)
- Using pictures, demonstrations, real-life objects, gestures
- Providing hands-on, interactive learning activities
- Designating language and content objectives for each lesson
- Reading to students and scaffolding questions
- Giving ELs simplified texts to read

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## **New Definition of Sheltered Instruction**

### **Focus on student learning by teaching:**

- Key vocabulary before, during and after reading
- Discourse protocols to use for discussions, questions and answers related to the topic
- Comprehension skills necessary for each particular grade level text
- Appropriate writing protocols and skills for each writing assignment
- Performance assessments to gauge and track individual learning progressions (Calderón, 2012).

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## **Key: Teach Vocabulary Before, During & After Students Read**

- **Vocabulary knowledge** correlates with reading comprehension.
- **Reading comprehension** correlates with procedural and content knowledge.
- **Content knowledge** correlates with academic success.
- **Comprehension depends on knowing between 90% and 95% of the words in text.**
- **Knowing words means explicit instruction not just exposure. Students need 12 production opportunities to own a word.**

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## **Semantic Awareness**

Semantic Awareness is a cognitive, metacognitive, affective, and linguistic stance toward words that the whole school should adopt.

It is a mindset that word consciousness involves motivating and showing students how important it is to be learning words for every subject area.

Semantic awareness helps students become more skillful and precise in word usage at many levels of complexity and sophistication.

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## **Key: Teach Reading Comprehension in Every Subject**

### ***Without reading instruction on content area literacy:***

- **SURFACE COMPREHENSION:**

Literal comprehension; students read on their own and answer questions; questions are low-level.

### ***With reading instruction integrated into content areas:***

- **DEEP COMPREHENSION:**

Critical comprehension; students learn new vocabulary continuously; associate new readings with prior knowledge; add new knowledge, discuss ideas, interpret facts and information, and apply critical thinking skills to text.

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**Key: Teach Text-Based Writing**

- Writing is to show that students can analyze and synthesize sources in texts they read, presenting careful analysis, well-defended claims, ideas, and clear information.
- **They draw evidence from a text or text to support analysis, reflection, or research.**
- They use the vocabulary pre-taught and grammar learned from the text they read.

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1. SUMMARIZE: THE MESSAGES FROM WHAT HAS BEEN PRESENTED SO FAR.
2. DISCUSS: WHAT ARE SOME IMPLICATIONS FOR YOUR CLASSROOM AND YOUR SCHOOL?

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## **Summary Starters**

**Initially**

**Following that**

**Additionally**

**Finally**

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**WHICH WORDS TO SELECT TO  
TEACH IN ALL SUBJECT  
AREAS IN L1 & L2?**

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## **Academic Language**

- ✓ **For formal discourse between teacher-student and student-student interaction around standards/goals.**
- ✓ **For text comprehension.**
- ✓ **For words you want to see in their formal writing.**
- ✓ **For success in the new tests.**
- ✓ **For academic and economic status.**

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## **Tier 2 & 3 —Subcategories**

1. Polysemous words
2. Words for specificity
3. Sophisticated words
4. Connectors, transition words
5. Phrasal clusters
6. Information processing words
7. Cognates & false cognates when possible
8. Sentence & question starters & frames
9. Idioms, metaphors, similes, puns

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## ExC-ELL TIER 3 – CONTENT SPECIFIC

Square root	Photosynthesis	Government
Rectangle	Germ	Bylaws
Radical numbers	Atom	Bailout
Circumference	Matter	Congressional
Pi square	Osmosis	Capital
Power	Power	Power

## ExC-ELL Tier 2—Subcategories

***Polysemous words*** (homonyms or homographs) across academic content areas:

- solution
- table
- divide
- prime
- round
- trunk
- state
- power
- cell
- right
- radical
- leg
- left
- light
- **fall**
- **check**
- **court**
- **hand**
- **long**
- **pin**
- **rest**
- **roll**
- **sense**



**ExC-ELL TIER 2 – WORDS THAT NEST CONTENT WORDS AND CONCEPTS**

**Some Examples of Transition Words & Connectors for:**

- **Cause & Effect -- because, due to, as a result, since, for this reason, therefore, in order to, so that, thus...**
- **Contrast -- or, but, although, however, in contrast, nevertheless, on the other hand, while ...**
- **Addition or comparison -- and, also, as well as, in addition, likewise, moreover, by the way ...**
- **Giving examples -- for example, for instance, in particular, such as ...**

**ExC-ELL WHAT TYPE OF WORDS ARE THESE?**

**vary, underlying, albeit, solely, state, successive, denote, crucial, oddly, analogous, compiled, whereby, notwithstanding, forthcoming, coincide, widespread, implicit...**

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**TIER 2 – PHRASAL CLUSTERS AND  
IDIOMS**

- **Run off**
- **Run away**
- **Break a leg**
- **Once in a while**
- **Complete sentence**
- **Long noun phrases**
- **Relatively easier**
- **Stored Energy**
- **Stimulus package**
- **Close reading**

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**TIER 2 – SOPHISTICATED WORDS FOR  
SPECIFICITY FOR THE WORD “TALK”**

- **Whisper**
- **Argue**
- **Specify**
- **Announce**
- **Request**
- **Reveal**
- **Remark**
- **Declare**
- **Describe**
- **Pontificate**
- **Discuss**
- **Proclaim**
- **Shout**
- **Scream**
- **Converse**
- **Communicate**
- **Verbalize**
- **Debate**
- **Articulate**
- **Question**

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## IDIOMS WITH: talk

- Small talk
- Sweet talk
- Talk shop
- Talk big
- Talk sense
- Talk down
- Talk back
- Talk over
- Speak up
- Pep talk
- Talk your ear off
- Talk in circles
- Talk in riddles
- Talk a mile a minute
- Dance around a topic
- Talking to a brick wall
- Talk of the town
- Spit it out
- Talking point
- Talk your way out of it

## ExC-ELL

## Spanish to English: ¡Fácil!

Fácil

- Facile
- Facilitate
- Facilitator
- Facilitation

Edificio

- Edifice
- Edify
- Edification

## ExC-ELL TIER 2 - SENTENCE STARTERS

**Summarizing.** Students create a new oral text that stands for an existing text. The summary contains the important information or big ideas.

- + This story tells about a . . .
- + This section is about the . . .
- + One important fact here is that . . .

**Determining important information.** Students tell the most important idea in a section of text, distinguishing it from details that tell more about it.

- + The main idea is . . .
- + The key details that support that are . . .
- + The purpose of this text is to . . .

## ExC-ELL TIER 2 - QUESTION STARTERS

- Can you help me \_\_\_\_\_?
- I don't understand \_\_\_\_\_.
- Where is/are \_\_\_\_\_?
- How do I \_\_\_\_\_?
- May I ask a question?
- How much time do we have for \_\_\_\_\_?
- Where do I \_\_\_\_\_?
- Would you please repeat that?

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## Tier 1 Words for ELs

Tier 1 Problem Words	Examples
Spelling	Tough, toothache, phrase, highlight, because
Pronunciation or confusion with homophones	Weather/whether, sum/some, blue/blew, whole/hole, access/exes/axis, sell/cell, ship/chip
Background knowledge	Lawnmower, blender, parka, skyscraper
False cognates	Exit, character, embarrassed, success

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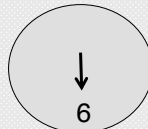
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1

2

3



## Summarize and Memorize



### the Tiers

steps

specificity

friends

latitude

measures of  
central tendency

high five

rodeo

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**Summary of  
Vocabulary Tiers 1, 2, 3 For ELLs**

**TIER 1** -- Basic words ELLs need to communicate, read, and write. Those that should be taught.

**TIER 2** -- Information processing words that nest Tier 3 words in long sentences, polysemous words, transition words, connectors; more sophisticated words for rich discussions and specificity in descriptions.

**TIER 3** -- Subject-specific words that label content discipline concepts, subjects, and topics. Infrequently used academic words.

**Criteria for Selecting Words to  
Teach**

- It is important to the understanding of the concept.
- It is critically important to the discipline.
- It is critically important to this unit.
- You want to see it in their writing.
- It is not useful at this time.

## ExC-ELL Multiple Applications of Words

Text structure	Writing strategy	TIER 2
Problem – solutions	<ul style="list-style-type: none"> <li>• problems are identified and solutions are provided</li> <li>• supporting details describe the problem and solution</li> </ul>	accordingly, answer, as a result, because, challenge, decide, fortunately, if ___ then, issue, one reason is, outcome is, problem, so, solution, the problem is solved by, therefore, thus, unfortunately, trouble

## ExC-ELL A Change in Climate

From one day to the next, weather can have a big effect on your life. When it rains, you have to stay indoors or carry an umbrella. When it's cold, you have to bundle up.

Over the course of hundreds, thousands, and millions of years, weather trends affect life on Earth in more dramatic ways. Ice ages or long droughts, for example, can wipe out certain types of plants and animals. Although many species manage to survive such extreme, long-term climate shifts, their living conditions also change.

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## Identify & Classify Words

Type of Words	Tier 3	Tier 2	Tier 1
Polysemous			
Phrases (bundled up words, idioms)			
Cognates			
Connectors & transition			
Homophones			
Other:			

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## SOME EXAMPLES

Type of Words	Tier 3	Tier 2	Tier 1
Polysemous			cold
Phrases (bundled up words, idioms)	Weather trends, ice ages, climate shifts,	When it ... you Wipe out, Long-term	Bundle up, Stay indoors
Cognates		Effect, affect, dramatic, extreme	
Connectors & transition		From one day to the next, Over the course of, for example	
Homophones	Weather/whether		
Other:			indoors



## ExC-ELL **Pre-Teaching Vocabulary**

- **Not passive role** – don't ask them to look up in dictionary or define in the context of a sentence or copy from the board or to listen to the word and meaning only.
- **Active role** – ask them to use the word with peers, apply to real-life experiences, connect with meaning used in the text.
- **Use of the word** – in reading comprehension and discussion, and in oral and written summaries.

## ExC-ELL **PRE-TEACHING VOCABULARY** **An Example for 2<sup>nd</sup> to 12<sup>th</sup>**

1. Teacher says the word. Asks students to repeat the word 3 times.
2. Teacher states the word in context from the text.
3. Teacher provides the dictionary definition(s).
4. Explains meaning with student-friendly definitions.
5. Highlight grammar, spelling, polysemy, etc.
6. → **Engages students in activities to develop word/concept knowledge.**
7. Remind students how/when to use the word.

## ExC-ELL Teaching Concepts/Vocabulary

1. Teacher asks students to repeat the word.
2. Teacher states the word in context from the text.
3. Teacher provides the dictionary definition(s).
4. Explains meaning with student-friendly definitions.
5. Engages students in activities to develop word/concept knowledge.
6. Highlights features of the word: polysemous, cognate, tense, prefixes, etc.
7. Reminds when to use it.
1. Say *effect* 3 times.
2. Weather can have a big *effect* on your life.
3. The result or consequence of something.
4. Two cups of coffee in the morning have a big effect on me -- I can't sleep at night!
5. What has had a big effect on your life recently? TTYP
6. It is a cognate – *efecto*. How do we spell *effect*? What other word is similar?
7. Use *effect* in your EXIT PASS today.

## ExC-ELL Pre-teaching Vocabulary

- Try to keep teacher talk to 1 minute for the 7 steps; students' practice to 1 minute (2 - 3 minutes per word).
- 100% student participation!!!
- DO NOT ask them to write, draw, guess what it means, or spend too much time giving examples that might draw students away from the real meaning. Writing and further depth of word meaning and practice can come after reading. Avoid methods that want you to take up to 20 minutes per word!

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### ORACY

- The ability to express oneself fluently and grammatically in speech.

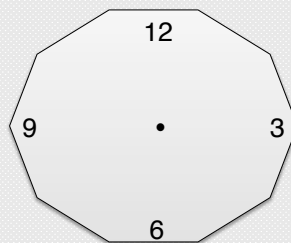
### DISCOURSE

- A formal discussion of a topic in speech or writing;
- Engage in conversation.

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### CLOCK BUDDIES

- Draw a clock on your paper and indicate the hours: 12, 3, 6, 9.



- Find one partner for each hour. Write your name on their clock and they write their name on yours.

## ExC-ELL INTERACTION COMBOS

1. Turn and Talk

2. Pair, Square, Share

3. Table Talk

4. Corners

## ExC-ELL Discourse for Text Discussions

- This is about...
- I understand this is about...
- I think this is about...
- I liked the ...
- I learned a new word...
- The same happened to me when...
- This text is about...
- I liked the part where..
- I think this means...
- I don't understand this part ...
- That character reminds me of ...
- That part reminds me of...

## ExC-ELL **Argumentative Speech/Writing**

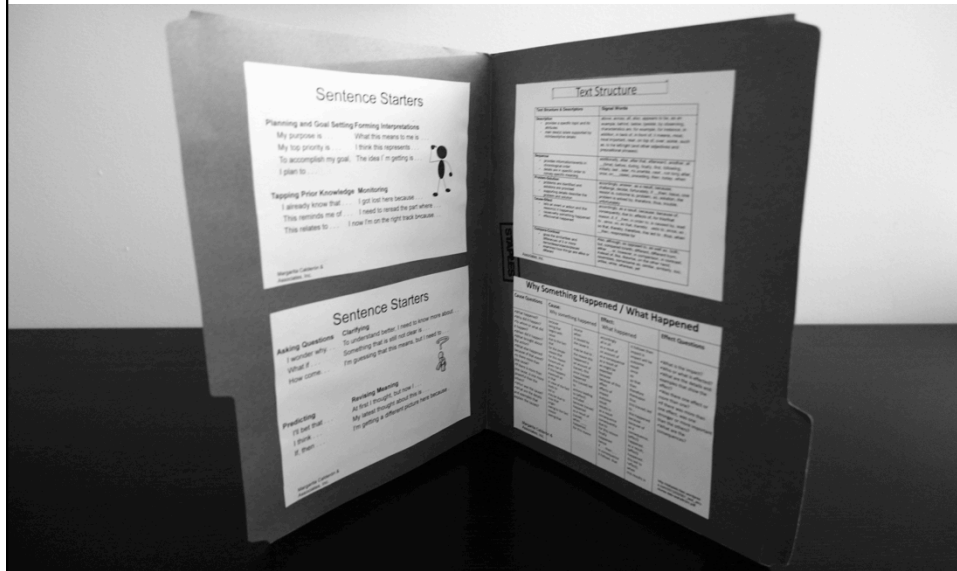
- The effect of ... on...
- The evidence I use to support ... is...
- I disagree with that observation because...
- I concur with her/him because ...
- Moreover, I found that ...
- Furthermore, based on ... I think ...
- Based on ... my hypothesis is ....

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**Argumentation is HUGE in the Standards;  
let's make sure our students have the  
academic discourse to do it properly**



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## GRAMMAR FROM THE TEXT

**Main categories of grammar that are difficult for ELLs and can be highlighted in the texts they are reading.**

- A. Compound and complex sentences**
- B. Nominalization and long noun phrases**
- C. Passive voice structures**
- D. Long or multiple prepositional phrases and idioms.**

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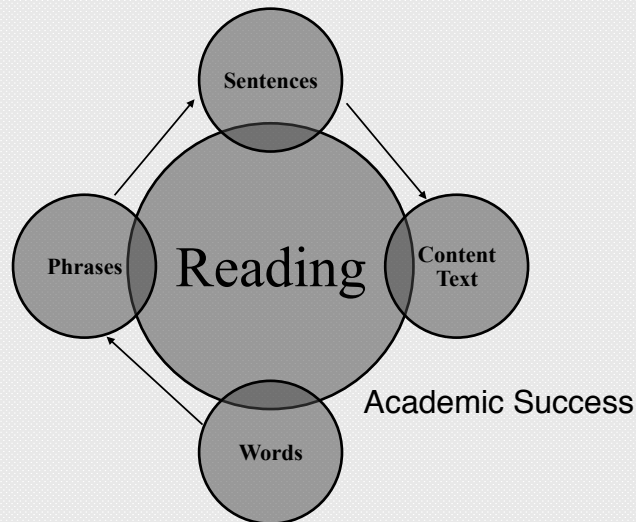
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## **Vocabulary and Oracy Development Takes Place During:**

- |  |   |
|--|---|
| <ol style="list-style-type: none"><li>1. Pre-teaching of vocabulary</li><li>2. Teacher read alouds</li><li>3. Student peer reading</li><li>4. Peer summaries</li><li>5. Depth of word studies/grammar</li><li>6. Class discussions</li></ol> | <ol style="list-style-type: none"><li>7. Cooperative learning activities</li><li>8. Formulating questions and Numbered Heads</li><li>9. Round Table Reviews</li><li>10. Pre-writing &amp; drafting</li><li>11. Revising/editing</li><li>12. Reading Final Product</li></ol> |
|--|---|

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## **READING PROCESS**



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## A Queen's Wish

One gray winter day the elderly queen **summoned** all her grandchildren to the castle. "I have been **fortunate** to have lived a long life," she said. "But in time your **generation** will rule the country. You must work **persistently** to help the people and take care of the land.

"We will always work hard," the children replied.

"You must also be **faithful** to your brothers and sisters, no matter what," the queen said.

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## Before Reading Science, Math, Social Studies, and Language Arts

- Build Content or Concept Background if necessary
- Explicitly Pre-teach Key Words and Phrases for it
- Set Content and Language Objective/Standard
- Discuss Text Features and Text Structures
- Model Comprehension Strategy
- Partner Reading



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## BUILDING KNOWLEDGE IN THE DISCIPLINES

- 80-90% of reading standards require **text-dependent analysis**; building knowledge from multiple sources, as well as making connections between texts and learned material.
- **Pre-reading activities are eliminated** (summaries, translating, stimulant questions, or telling the students what they are going to learn in advance of reading the text).
- **Why?** It distracts the reader from the central act of reading – of engaging with the text trying to make meaning for himself or herself.

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## BUILDING KNOWLEDGE IN THE DISCIPLINES

- **Reading well means** gaining the maximum insight or knowledge possible from each source.
- **Use shorter, challenging texts** that elicit close reading and re-reading at each grade level.
- Select and explicitly teach specific passages within the text to provide opportunities for **close reading**.
- Students should **read, re-read deliberately** and slowly to probe and ponder the meanings of individual words, the order in which sentences unfold, and the development of ideas over the course of the text.

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**CATHERINE'S WORLD**

**KEY**

- Russia, 1689
- Land added by Peter the Great by 1725
- Land added by Catherine the Great by 1792
- Boundary of Russia before 1772
- Russia, 1796
- Prussia, 1796

**Time Line**

- 1725** Peter the Great dies. Catherine the Great becomes Empress.
- 1728** Catherine the Great is born on May 2 in Sviatoye Pole.
- 1741** Peter the Great's daughter Elizabeth becomes ruler of Russia.
- 1748** Catherine marries Paul Peter Ulrich, the future Peter III.
- 1762** Empress Elizabeth dies on January 5, and Peter becomes ruler of Russia. Catherine proclaims herself ruler of Russia on June 28. Peter abdicates.
- 1767** Catherine completes the Great Instruction (Edict of October).
- 1773** Empress Elizabeth's daughter, Catherine II, is crowned Empress.
- 1788** Catherine dies on November 6. Her son, Paul, succeeds her.

**DID YOU KNOW?** Catherine commissioned 83 commemorative medals during her reign.

**CATHERINE THE GREAT**

Structure	Signal Words	Graphic
<p><b>Description</b></p> <ul style="list-style-type: none"> <li>provides a specific topic and its attributes</li> <li>main idea(s) is/are supported by rich/descriptive details</li> </ul>	<p>above, across, all, also, appears to be, as an example, behind, below, beside, by observing, characteristics are, for example, for instance</p>	
<p><b>Sequence</b></p> <ul style="list-style-type: none"> <li>provides information/events in chronological order</li> <li>details are in specific order to convey specific meaning</li> </ul>	<p>additionally, after, after that, afterward, another, at ___(time), before, during, finally, first, following, initially, last, later, meanwhile, next</p>	
<p><b>Problem-Solution</b></p> <ul style="list-style-type: none"> <li>problems are identified and solutions are provided</li> <li>supporting details describe the problem and solution</li> </ul>	<p>accordingly, answer, as a result, because, challenge, decide, fortunately, if ___ then, issue, one reason is, outcome is, problem, so</p>	

## ExC-ELL

Text Structure & Descriptors	Signal Words
<b>Description</b> <ul style="list-style-type: none"> <li>provides a specific topic and its attributes</li> <li>main idea(s) is/are supported by rich/descriptive details</li> </ul>	above, across, all, also, appears to be, as an example, behind, below, beside, by observing, characteristics are, for example, for instance, in addition, in back of, in front of, it means, most, most important, near, on top of, over, some, such as, to the left/right (and other adjectives and prepositional phrases)
<b>Sequence</b> <ul style="list-style-type: none"> <li>provides information/events in chronological order</li> <li>details are in specific order to convey specific meaning</li> </ul>	additionally, after, after that, afterward, another, at ___(time), before, during, finally, first, following, initially, last, later, meanwhile, next, not long after, once, on ___(date), preceding, then, today, when
<b>Problem-Solution</b> <ul style="list-style-type: none"> <li>problems are identified and solutions are provided</li> <li>supporting details describe the problem and solution</li> </ul>	accordingly, answer, as a result, because, challenge, decide, fortunately, if ___then, issue, one reason is, outcome is, problem, so, solution, the problem is solved by, therefore, thus, trouble, unfortunately
<b>Cause-Effect</b> <ul style="list-style-type: none"> <li>tells an event or action and the reason(s) it happened</li> <li>cause=why something happened</li> <li>effect=what happened</li> </ul>	accordingly, as a result, because, because of, consequently, due to, effects of, for this/that reason, if, if ___then, in order to, is caused by, lead to, since, so, so that, thereby, leads to, since, so, so that, thereby, therefore, this led to, thus, when ___then, responsible for
<b>Compare-Contrast</b> <ul style="list-style-type: none"> <li>gives the similarities and differences of 2 or more items/ideas/objects/places</li> <li>examines how things are alike or different</li> </ul>	Also, although, as opposed to, as well as, both, but, compared to/with, different, different from, either ___ or, however, in comparison, in contrast, instead of, like, likewise, on the other hand, resembles, same/same as, similar, similarly, too, unlike, while, whereas, yet

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## ExC-ELL

# Model Reading Comprehension Strategy

### *Teacher Read and Think Alouds*

**•Fluency**  
**•Comprehension Strategies**  
**•Self-correction**  
**•Fix-it strategies**

M  
O  
D  
E  
L

M  
O  
D  
E  
L

**Extend comprehension**

**Teach more words**

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## ExC-ELL

There's lots of evidence of drastic changes in climate occurring in the distant past. Earth today may again be in the midst of such a climate change. In the last 100 years, studies show, global temperatures have risen an average of 0.6 degrees C.

That might not sound so bad. After all, what difference does half a degree make?

A growing number of studies suggest, however, that such an increase could have a big impact on life.

## ExC-ELL Partner Reading + Summary

- The teacher reads and models strategies.
- Partner A reads the **first sentence**.  
Partner B helps.
- Partner B reads the **next sentence**.  
Partner A helps.
- After each paragraph, partners “put their heads together” and summarize what they read using **Tier 2 and Tier 3 words**.
- Partners continue until they finish reading the section assigned.

## ExC-ELL

Biologists and ecologists are discovering, often by accident, that climate change is forcing some plants and animals into new habitats. Others are becoming extinct. Sometimes, scientists show up at a site they've studied for years, only to discover that the organisms they've been tracking are no longer there. What's more, it now looks like this redistribution of life on Earth is sometimes happening at an alarmingly fast pace.

"These little pieces of information are all warning signs that stuff is going on," says Erik Beever. He's a research ecologist with the United States Geological Survey in Corvallis, Ore. "Our world is changing more rapidly than we have observed in the recent past," he says.

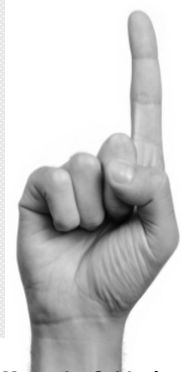
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## ExC-ELL

### Let's Debrief

Review the steps.  
What did you observe during this strategy?



How does the summary help with oracy?



How is this beneficial to students?



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**ExC-ELL STRATEGIES TO ANCHOR  
VOCABULARY AND COMPREHENSION:**

- Oral summaries
- Formulating Bloom Questions by students
- Numbered Heads Together
- Round Table for anchoring new words
- Concept maps, semantic maps, graphing
- Other Cooperative Learning strategies
- Exit/Entry Pass for anchoring sentences, concepts, and tier 2 and 3 words
- Other types of writing to summarize

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**ExC-ELL CCSS = QUESTIONS AND LITERACY  
TASKS FOR CLOSE READING**

- **High-quality** sequences of text-dependent questions should be modeled.
- Questions should begin with relatively simple questions requiring **attention to specific words, details, and arguments**, and then more to explore the impact of those specifics on the text as a whole.
- Series of questions that demonstrate students ability to follow the details of what is explicitly stated in the text.

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## Applying Bloom's Taxonomy to Text-Based Questions

THINKING PROCESS	VERBS FOR OBJECTIVES	MODEL QUESTIONS	INSTRUCTIONAL STRATEGIES
<p><b>(Knowledge-1)</b> Shallow processing: drawing out factual answers, testing recall and recognition</p> <p><b>R</b> <b>E</b> <b>M</b> <b>E</b> <b>M</b> <b>B</b> <b>E</b> <b>R</b></p>	<p>choose describe define identify label list locate match memorize name omit recite recognize select state</p>	<p>Who? Where? Which one? What? How? What is the best? Why? How Much? When? What does it mean?</p>	<ul style="list-style-type: none"> <li>• Highlighting</li> <li>• Rehearsal</li> <li>• Memorizing</li> <li>• Mnemonics</li> </ul>

## Numbered Heads Together for Accountability

- Number off in your team from 1 to 4.
- Listen to the question.
- Put your heads together and find the answer.
- Make sure everyone in your team knows the answer.
- Be prepared to answer when your number is called.

ExC-ELL

## Assessment by Writing

The ultimate proof -- at the end of the block, day, week:

Write one or two paragraphs summarizing what you learned about \_\_\_\_\_ using as many tier 2 and tier 3 words as you have learned.

Extra points if you use appropriate connectors, transition or signal words. Use compound sentences or different types of clauses.

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ExC-ELL

## Writing to Learn

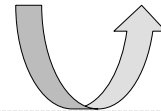
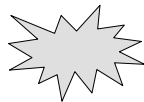
Writing Mode	Purpose	Key Verbs/Phrases
Description / Expressive	Use concrete/sensory details to describe a person, place or event so that reader can visualize and sense what is described.	Describe, create a picture
Narration	Tell a story (real, personal, imaginary) in a time sequence.	Tell, tell about a time, imagine that...
Exposition / Informative	Convey information by explaining ideas, facts or processes, without analysis or interpretation.	Explain, explain how, tell why (cause and effect), classify, compare and contrast.
Persuasion	Influence or convince the reader to agree with the writer by providing reasons or examples.	Convince/persuade/present an argument about an idea or point of view.



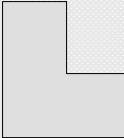

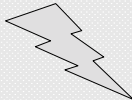
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Writing Mode	Purpose	Key Verbs/Phrases
<b>Problem/Solution</b>	Showing the development of a problem and one or more solutions to the problem. The author states a problem and various solutions or states a question-answer format and then answers the problem.	Explain,, because, consequently, as a result, ultimately, the answer was, added new parts, deleted old parts
<b>Compare/Contrast</b>	Pointing out likenesses (comparison) and/or differences (contrast) among facts, people, events, concepts	Compare how two or more things are alike and/or are different. It is quite different from, it is so similar to, it is just like, it differs in that, in contrast, on the other hand..
<b>Cause/Effect</b>	To show how facts, events, or concepts (effects) happen or come into being because of other facts, events, or concepts.	Explain, explain how, tell why (cause and effect), classify, compare and contrast. When, consequently, as a result of ...



- Each team tears two sheets of different-colored construction paper into creative pieces. 
- Share your piece with your team and talk about it -- What does it look like?
- Write a group story with plot, characters, background setting.  
- Paste the pieces beside the story of that match.
- Share your story.  

**ExC-ELL** **WRITE AROUND**  
**STAGE 2: REVISING (CUT & GROW)**

- ✓ **Students cut their essay right after the sentence where they are going to add evidence from the text.**
- ✓ **The elaborated sentences are written on the colored sheet.**
- ✓ **Once written, the students tape the rest of their essay onto the colored sheet.**
- ✓ **Students reread their improved essay on the core content for the workshop.**

**ExC-ELL** **Vocabulary, Language, Literacy & Knowledge Progressions**

**How do your students progress through the different proficiency levels?**

**Does their vocabulary progress in the 4 language domains – listening, speaking, reading, writing?**

**Does their vocabulary progress in the 4 core subjects – math, science, social studies, language arts?**

**Is their academic language differentiated and targeted for each proficiency level and range of schooling background?**

## **ExC-ELL    How Schools Are Successful!**

- 1. Adhere fidelity to all 12 components**
- 2. Have 80-100% of teachers in a school implementing ExC-ELL**
- 3. Train administrators and coaches**
- 4. Coach teachers 3 to 5 times a year**
- 5. Implement TLCs/PLCs**

## **ExC-ELL                                    School Features for EL Success**

- 1. Whole-school structures & effective leadership**
- 2. Integration of language, literacy and content**
- 3. Cooperative learning/interaction**
- 4. Professional development for whole school**
- 5. Teacher support: Coaching & TLCs**
- 6. Parent/family support teams**
- 7. Tutoring**
- 8. Benchmark assessments and monitoring of implementation**

**ExC-ELL**

## **STRUCTURES FOR TEAM TEACHING**

**A 'push-in' organizational model as “when ESL is provided in the mainstream general education classroom. A licensed ESL teacher goes into a mainstream classroom to deliver, support or co-deliver instruction in elementary or in the secondary school’s content area classes such as English, math, science, and social studies.**

**A ‘pull-out’ model as when the ESL teacher pulls out students for ESL and coordinates with general education teacher.**

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### **Features of Success for Team Teaching It’s dancing with the stars!**



**What are some qualities of a beautiful dance?**

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## ExC-ELL

1. Both teachers are directing the class and are in front of the class.

\*\*\*Core teacher teaches content, ESL teacher provides examples, clarifies, uses visuals, restates, etc.

## ExC-ELL

2. Turn taking.

\*\*\*ESL teacher pre-teaches vocabulary,

\*\*\*The core teacher presents the concepts,

\*\*\*The ESL teacher asks/clarifies questions elicits summaries from students, reinforces use of new vocabulary.

## ExC-ELL

3. Both teachers teach multiple groups by switching groups every 20 minutes or so.

\*\*\*Also used in centers' activities.

## ExC-ELL

4. One student at a time.

\*\*\*The ESL teacher slips in quietly and sits next to an EL and asks if she needs help.

\*\*\*After a while, the ESL teacher goes to another EL and asks if he needs help.

## ExC-ELL

5. ESL teacher works with a small group of ELs in a corner.

\*\*\*The ESL teacher slips in quietly and works with a small group of ELs with own lesson, different from the content teacher's lesson.

## ExC-ELL

## POLL QUESTION

Which of the 5 structures are currently in place for you?

1. Both direct class in front
2. Turn taking
3. Switch groups every 20 minutes or so
4. One student at a time
5. Small group of ELs in a corner.

**ExC-ELL**

## **What We Have Found Problematic**

- **One ESL teacher going into 5 or so different classrooms is too stressful.**
- **If ELs are scattered throughout the classroom, it is impossible to give quality time to each.**
- **If ELs are clustered in a corner of a room, they may have to speak softly, not speak at all, and mainly work quietly on worksheets.**
- **If co-teachers do not plan together.**

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**ExC-ELL**

**Team teaching is a good beginning.**

**However . . .**

**due to the overwhelming number of LT-ELS, globalization and increased migration worldwide, all teachers need professional development on integrating oracy, reading and writing in their content areas.**

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**ExC-ELL**

**All teachers in the schools should be prepared to make content comprehensible and accessible to ELs by teaching academic vocabulary, reading and writing in each content area – an ESL teacher cannot do it alone anymore!**

**ExC-ELL**

**With effective professional development, both content and ESL teachers can accomplish so much more.**



**ExC-ELL Teachers Meet in TLCs to Share Lessons and EL Successes**

**TEACHERS LEARNING COMMUNITIES**



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**ExC-ELL TLC Typical Discussions**

**How do our students progress through the different proficiency and reading levels?**

**Does academic vocabulary progress in the core subjects – math, science, social studies, language arts, and all other subjects?**

**Who wants to come and observe me next week?**

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# PEER COACHING



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ExC-ELL

## Teachers and Coaches Trained Together on Coaching

VOCABULARY & ORACY	Quality of Instruction				Quality of Student Application				Comments
	1	2	3	4	1	2	3	4	
<b>For Explicit Instruction, the teacher:</b>									
3.1 Says the word and asks students to repeat 3 times.									
3.2 Gives the complete sentence from the text where the word is found.									
3.3 Provides the dictionary/glossary definition.									
3.4 Gives a student-friendly definition.									
3.5 Points out grammar/word structure: prefix, suffix, polysemous, cognate, past tense, etc.									
3.6 Engages 100% of the students in using the word verbally several times.									
3.7 Informs students how they will be held accountable for mastery of the word.									
3.8 Targets academic language and appropriate grammar related to subject matter.									
Examples of words taught:									

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## ExC-ELL **Teacher Support Technology**

- **For data on teacher and student performance and impact;**
- **For planning and refining lessons;**
- **For coaches to give feedback**
- **For principal walk-throughs and specific feedback**
- **For peer coaching**
- **For classroom research**

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## **iCoach with SWIVL**



A 'personal Cameraman' can be used to follow the microphone/tracker that the teacher wears

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SWIVL



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## Uploading Own Videos

Choose a video from the list to view it.

Template assignment, current invitations and completed review count.

Video description and templates used.

Template	Invitations	Completed	Total Comments
iCoach	1	1	0

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## **Administrators Support By:**

- Providing time for planning time/collaboration between general education and ESL teachers.
- Scheduling ESL teachers' workload with meticulous care.
- Grouping ELs by proficiency levels and no more than 2 grade levels.
- Keeping ESL classes small (below 15; ideally 10).
- One ESL teacher per content areas (one for math, one for science...)

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## **Administrators Support By:**

- Providing all necessary resources and materials.
- Providing on-going professional development for general and ESL teachers together.
- Promoting high status for all EL efforts and respect for team-teachers.

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➤ **Bold Moves By NC, NM, VA and MA!**

**Professional development for everyone in the State, district, whole school around EL instruction.**

**All other students benefit.**

- **TITLE III Directors/ESL Consultants offer summer Institutes to schools throughout the State.**
- **ELL Support Team was trained and now goes to different schools to coach teachers who participate in the summer Institutes.**

**ExC-ELL CHARLOTTE MECKLENBURG  
Bold Moves**

- 1. First, one whole-school – great student growth in reading and math one year!**
- 2. Next, 7 schools sign up for whole-school PD including administrators, literacy coaches, and all teachers.**
- 3. Meanwhile, PD for 25 District coaches and EL specialists on the 12 ExC-ELL components and how to observe, coach, and support teachers.**

**ExC-ELL MASSACHUSETTS #1 for ELs**

- 1. Required 45 hours of Professional Development for the 40,000+ teachers in the State on the 12 instructional features for ELs' academic success.**
- 2. Required 15 hours of Professional Development for all principals, assistant principals, supervisors, coaches in the State on the 12 instructional features, how to observe these in the classroom, and how to support teachers.**



ExC-ELL **HEADLINES! June 2014**

➤ **SUCCESS! A WHOLE-SCHOOL  
APPROACH TO PD ON INTEGRATED  
INSTRUCTION FOR ELS WORKED IN  
OUR SCHOOL!**

(and, it worked for all other students)

ExC-ELL **2014 HEADLINES IN YOUR  
SCHOOL**

**ALL CONTENT TEACHERS TEACH:**

- **Academic vocabulary** (e.g., tier 1, 2, 3 words).
- **Language** (e.g., rich discussions, argumentative discourse, questions, answers, oracy).
- **Reading** (e.g., text complexity, close reading, slow deliberate reading, more informational text).
- **Writing from sources** (e.g., texts students are reading; writing in all subject areas).
- **Building knowledge in the disciplines** by teaching reading, vocabulary and writing in math, science, social studies, and language arts.

ExC-ELL

**THANK YOU!!!**

**Wishing you great success  
in your endeavors!**

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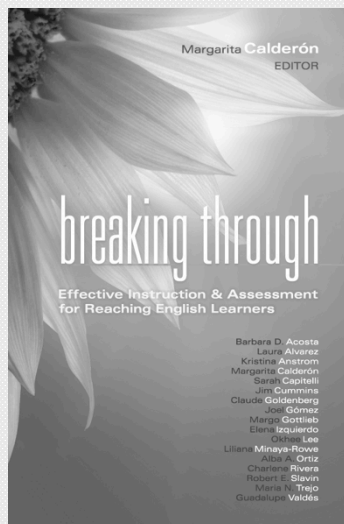
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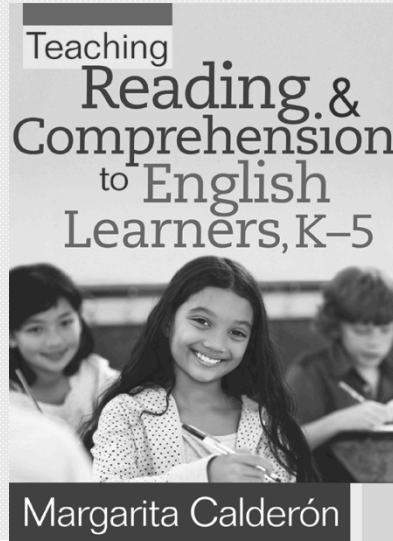
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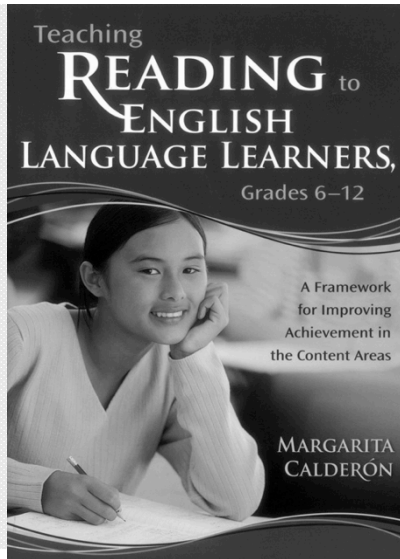
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- Ways to implement the program while concurrently meeting core standards and content objectives

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- Las dos caras de la participación
- La formación de equipos
- La sugerencia clave

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