

Designing and Teaching Communication-Focused Activities in Designated ELD Lessons



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Overview

- Apply 3 key features of language development to every ELD activity**
- Speaking, Listening, Reading, Writing:**
 - Information Gap Activities
 - Transition Improv
 - Stronger & Clearer Each Time
- Conversation:**
 - Conversation Skills Poster
 - Argument Balance Scale
- Augmenting and Adapting for Communication**

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WARM-UP

“Our students need to be builders and owners of ideas— not just renters and consumers.”



1. Tell your partner what you think this quotation means.
2. With your partner, decide which is the most effective way to make this happen in our schools.
3. What feature needs to be stronger in our lesson activities in order to help students be builders and owners?



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Understanding Language

Types of Classroom Communication

One-way (Productive Speaking, Listening, Reading, Writing, Multimedia)

(e.g., 1. Tell your partner what you think this quotation means)

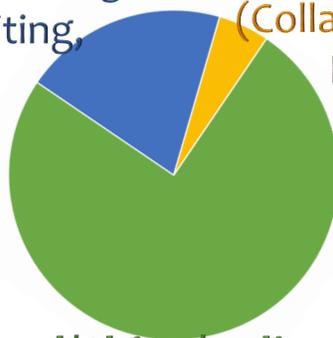
Conversational

(Collaborative Building, Exploring, Arguing)

(e.g., 2. With your partner, decide which is the most effective way to make this happen in our schools.)

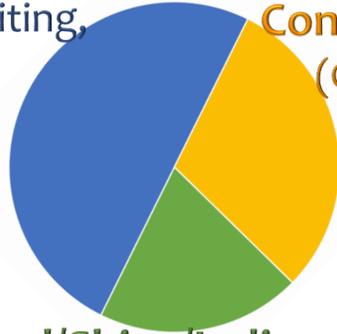
Minimal/Shiny/Indirect/Fake
(Display, IRE)

(e.g., 3. What feature needs to be stronger in our lesson activities in order to help students be builders and owners?)



More Authentic Communication

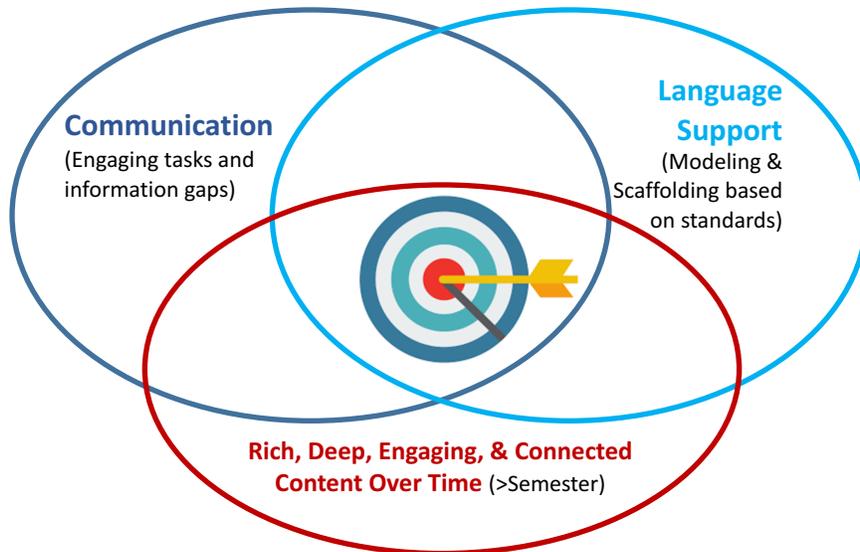
One-way (Productive
Speaking, Listening,
Reading, Writing,
Multimedia)



Conversational
(Collaborative
Building,
Exploring,
Arguing)

Minimal/Shiny/Indirect/Fake
(Display, IRE)

Ingredients for Language Development



Communicativeness “Test” (CDOT Part A) (Essential Features for Language Development)

___ Is there a useful & engaging purpose? In the activity, do students *use* (and *need to use*) language to do something meaningful and engaging beyond just to answer questions or get points? (e.g., language, content, thinking...)
Are there consequences for lack of clarity?

___ Is there information that students *get or give* that they want, need, and don't have?

___ Is there attention to language in service of communication? In the activity, is there extra teaching and assessment focused on improving how language is used?

- Sentence Frames
- Language modeling & scaffolding
- Practice
- Formative feedback

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CDOT PART B: (OBSERVATION)

EVALUATING FEATURE 1 – Useful & Engaging Purpose: In the activity, students use language to do something meaningful and engaging (beyond just to answer questions or get points); the activity (or something similar to it) prepares students to use language for academic purposes.

EVALUATING FEATURE 2 - Information Gap: In the activity, students get or give information that they want, need, and don't have.

EVALUATING FEATURE 3: Attention to Language: In the activity, there is extra teaching and assessment focused on improving how language is used. This includes structuring interactions, modeling, practicing, giving feedback, and/or scaffolding (e.g., visuals, teach grammar or vocabulary, re-read, re-listen, pairs, have them paraphrase).

- Does the teacher highlight how to use language to help fortify students' communication and understanding?
- Do students use teacher support or feedback to improve how they communicate and/or understand ideas?
- Do students use scaffolds to improve how they communicate and/or understand ideas?

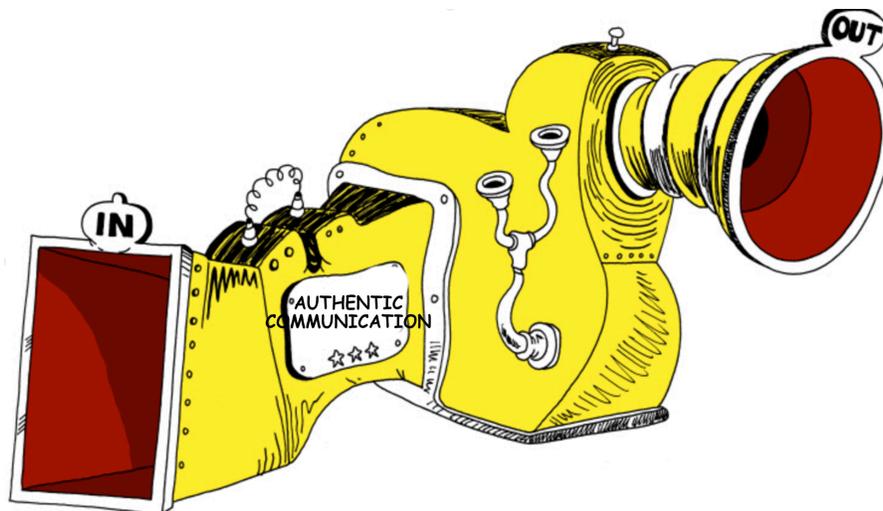
A Ration of Rationale

Modifying (and choosing) lesson activities to have more authentic communication is a hassle. And many activities are loud and “messy.” So...



Why is authentic communication in all reading, writing, oral, and content activities so important—especially for English learners?

Curriculum, Lessons, Activities



ELD Standards				
Part 1: Interacting in Meaningful Ways				
A. Collaborative (Speak, Listen, & Write)				
1. Exchanging information & ideas with others...				
2. Interacting via written English...				
3. Offering opinions...				
4. Adapting language choices...				
B. Interpretive (Listen & Read)				
5. Listening actively...				
6. Reading/viewing closely...				
7. Evaluating language choices...				
8. Analyzing language choices...				
C. Productive (Speak & Write)				
9. Expressing information & ideas...				
10. Writing...				
11. Supporting opinions...				
12. Selecting language resources...				
Part 2: Learning About How English Works				
A. Structuring Cohesive Texts				
1. Understanding text structure...				
2. Understanding cohesion...				
B. Expanding & Enriching Ideas				
3. Using verbs and verb phrases...				
4. Using nouns and noun phrases...				
5. Modifying to add details...				
C. Connecting & Condensing Ideas				
6. Connecting ideas...				
7. Condensing ideas...				

Developing Speaking & Listening
 with
“INFORMATION GAP”
Activities



Info Gap Activities for Listening and Speaking

Information Gap: DRAW IT FOR ME

Tell or read aloud (Listeners...)

- Solve a math problem or other type of problem
- Listen to story to fill in a story map
- Put events on a timeline
- Follow directions for a lab

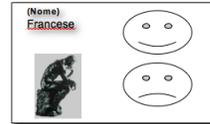
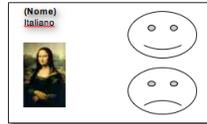
What are situations in each discipline in which two people have to share information?

Information Gap: DRAW IT FOR ME

1. Model for students how you would describe the thing to be designed, and draw it after each sentence
(*Ideas: alien, house, school, park, spaceship, city, playground, submarine, zoo, scene...*)
Students can draw it along with you. Describe it and put up vocabulary on it during or after modeling.
 2. Describe a different (e.g., park) and have students draw it (without you drawing a model).
 3. Then have students draw their own drawing.
 4. Partner them up with partners across the room and have them take turns describing their picture to a partner, who draws and shows the evolving design to the talker, who can help but not show own drawing.
-

Information Gap Cards: Who I am

1. Model for students the goal of sharing biographical info (name, nationality, age when you died, likes & dislikes, etc.)
2. Act out needed vocab (like & dislike verbs) on the wall
3. Give a card to each student and let them practice what they will say to themselves
4. Have them find all three other artists and share their information



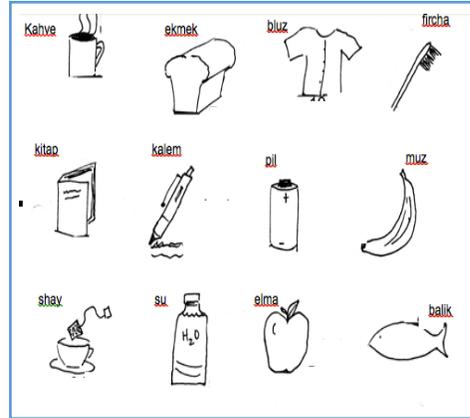
Information Gap Cards: Who I am

Mi chiamo...
 Io sono...
 Mi piace... Non mi piace...
 Scrivere
 Scolpire
 Dipingere
 Inventare
 89 = ottanta nove
 67 = sesanta sette
 82 = ottanta due
 71 = settant'uno
 Avevo ___ anni quando mori



Information Gap: A & B (At the Store)

1. Half of students get A & half get form B
2. Model & preview expressions & vocab
3. Students pair up and each play a role (e.g., A starts as customer; B is store owner)
4. A and B switch roles
5. Optionally, students create their own forms



Info Gap Activities: A and B Forms

B: Bluz ne kadar?

A: ohn-dohkooz

B: Kitap ne kadar?

A: Ohn-besh lira

(switch roles)

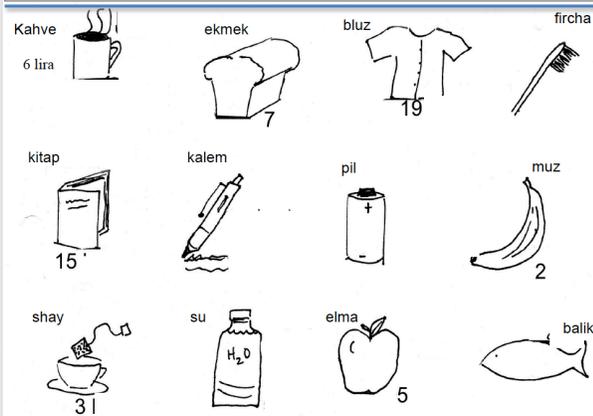
A: Fircha ne kadar?

B: Sekeez lira.

A: Balik ne kadar?

B: Yeermee yooch lira

1 beer	2 eekee	3 yooch	4 dirt	5 besh	6 alth	7 yehdee	A
8 sekeez	9 dohkooz	10 ohn	11 ohn-beer	20 yeer-mee	21 yeermee beer	30 oh-tooZ	



Communicativeness "Test" (Essential Features for Language Development)

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APPLICATION TIME



Information Gap: DRAW IT FOR ME

My monster

Kulture: 6 TL, 15, 31

6 TL

15

31

6 TL

15

31

A: You need to paint the walls and ceiling in a classroom. Your partner want to the school and did some think you need in order many square meters

B: 4 walls in each classroom

Tell or read aloud (Listeners...)

- Solve a math problem or other type of problem
- Listen to story to fill in a story map
- Put events on a timeline
- Follow directions for a lab

Expert Group

A: 10 m, 10m

How can you use information gap activities or "gapify" some activities you already use?

Fostering speaking and listening
with semi-structured discourse:

TRANSITION IMPROV

Activities



Transition Improv Activity: Pro-Con

Topics: Social Media's influence on communication skills

Transitions: **However,**
On the other hand,
Then again, ~~but~~

Frames:
 One advantage is ... For example, ...
 Another positive of ... is... because...
 A negative aspect of ___ is ...
 In spite of the positives of _____,

A & B, Lean?

Transition Improv Activity: Positivo-Negativo

Tema: Viaggiare a altri paesi

Positivi	Negativi
 <p>Posso...</p> <ul style="list-style-type: none"> - mangiare cibo nuovo. Per esempio, in Peru ho mangiato ceviche... - Imparare la storia del paese - riposare, leggere, nuotare 	 <p>Devo...</p> <ul style="list-style-type: none"> - spendere molti soldi. Per esempio, ... - passare molto tempo in aereo. - Cercare bagni puliti

**D'altra parte,
Tuttavia,
Nonostante**

~~Però~~

Nei viaggi, ...
Un vantaggio
Un'altro aspetto positivo e che ... per che...
Un svantaggio e che...

A & B, Lean?



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Transition Improv: For-Against

Topics: Fracking, adding lime to soil to lower pH, genetic engineering, nuclear energy, stem cell research, human-caused climate change, wolf reintroduction, de-extinction, zoos, preserving wetlands, corn as fuel, extraterrestrial life, desalination, ...

**Transitions: However,
On the other hand,
Then again,**

~~but~~

Frames:

One reason for ... is ... For example, ...
Evidence that supports ... is... because...
A reason against ... is ... For example, ...
Evidence that does not support ... is ... because...

*A & B,
Lean?*

OUTPUT: Transition Improv (Similar-Different)

Animal cells

Lysosomes
(digest food and break down waste)

Centrioles
(pull chromosomes from nucleus during mitosis)

No cell wall

Plant Cells

Cell wall
(gives plant its shape)

Large vacuole (store nutrients and waste)

Chloroplasts
(produce carbohydrates using photosynthesis)
One turn with, next turn without

However,
On the other hand,
Then again,

Unlike animal cells, plant cells have ____, which ...

Plant & animal cells both have ____, which serve to...

... are similar to ____ in that they both ____

Animal cells differ from plant cells in that ____

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Transition Improv: Two Views

Views: Patriots
Loyalists

Transitions: **However,**
On the other hand,
Then again,



but

Frames: The ____ thought that ...

Many ____ believed that...

A different perspective held by ____ was that...

In the eyes of ____...

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APPLICATION TIME



Think about how you might apply
Transition Improv to ELD in your setting.

Developing Listening, Speaking,
Clarifying, & Supporting with

“STRONGER Y CLEARER EACH TIME”

Activities:

Stronger-Clearer Grid



Designing “Stronger & Clearer Each Time” Activities



1. Prompt for an **original response**
2. Successive partners: **borrow and use the language, ideas, and evidence** each time-->
 - **Stronger** (often longer) with better supporting evidence and examples, and
 - **Clearer** with more precise terms and linked, organized, complete sentences.
3. Scaffolds **are reduced during** the activity.

“Stronger & Clearer Each Time” Grid Sample

We need save water. Short showers.

Take one or two-word notes and Switch partners!

We need to water plants in the night. Sun too dry.

N A M E	What can we do about the water shortage?
Me	(just two or three key words, if any)
1. <i>Ana</i>	<i>plants night</i>
2.	
3.	
Me	



What can we do about the water shortage?

“Stronger & Clearer Each Time” Grid Sample

We need save water. Short showers.

Take notes and Switch partners!

We need to water plants in the night. Sun too dry.

We need to save water. We need short showers. We need to water in night. Not day.

Short showers, yeah. And change plants. Not pasto (grass). Like desierto.

1. <i>Ana</i>	<i>plants night</i>
2. <i>Leo</i>	
3.	<i>change desierto</i>
Me	



What can we do about the water shortage?

“Stronger & Clearer Each Time” Grid Sample

We need save water. Short showers.

We need to water plants in the night. Sun too dry.

We need to save water. We need short showers. We need to give water in night; not day.

Short showers, yeah. And change plants. Not pasto. Like desierto.

Me (just two or three key words, if any)

We need to save water and take short showers. Change plants in yardas. More like desert, and water plants in night.



What can we do about the water shortage?

Pre- & Post-Grid Writing: Looking at Student Work

PRE (after reading)

Scientists look at rocks and bones.

POST (after Grid)

Scientists look at bones and see how they walked. Look at teeth and footprints. Look at eggs to learn about baby dinosaurs.

Looking at Student Work (Before & After Grid Partners)

PRE

INTERVIEW TIME!
(Listen in, Share out, Create together)

QUESTION: Why should I care about biodiversity?

MY ANSWER: Because the food chain

POST

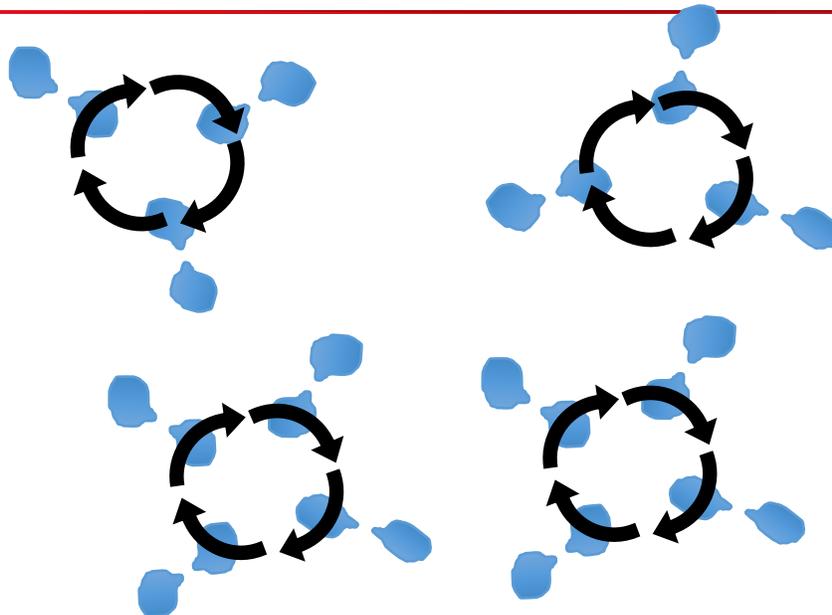
I should care about biodiversity because without the variety of living things there wouldn't be anything to provide for us for example(s) the rosy periwinkle provides a medicine that treats certain cancers including leukemia.



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Practically Speaking: Interaction Mini-Circles



Communicativeness "Test" (Essential Features for Language Development)

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APPLICATION TIME



Think about how you might apply Stronger & Clearer Each Time activities to ELD in your context.

Constructive Conversations

- Building a Conversation Culture
- CC Skills Poster
- Argument Scale
- Role-Based Improv Conversations



Constructive Conversations



A conversation has a spirit of its own, and the language in which it is conducted bears its own truth within it. That is, it allows something to 'emerge' which hence forth exists.

--Hans Georg Gadamer

Build Conversation-Rich Classroom Culture: Reduce these Obstacles

- Our desire for “control” over learning (e.g., “I don’t know what they’re saying back there.”)
- Lack of seeing the long-term & learning value of classroom conversation
- Lack of consequences for unclear language
- Lack of academic conversation assessments, models, supports
- Lack of conversation practice time (scrimmages)
- Over-structured “discourse” activities and over-use of sentence frames



*How can we
reduce these?*

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Conversation Analysis

- Laura: I think air has weight. Remember the balloon?
- Eli: I disagree.
- Laura: Can you give a reason?
- Eli: Cuz I can't feel it. Can you?



- Lisa: I think the dog was his best friend in the story.
- Edgar: I would like to add to your idea. My dog ran away last year and we found him in the park.
- Lisa: Which park?
- Edgar: The one by the train station.
- Lisa: I took a train to San Jose last week.



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Conversation Analysis

Alex: What caused the fall?
 Carlos: The book said disease and war.
 Alex: It also said crops and politics.
 Carlos: All of them, I guess.

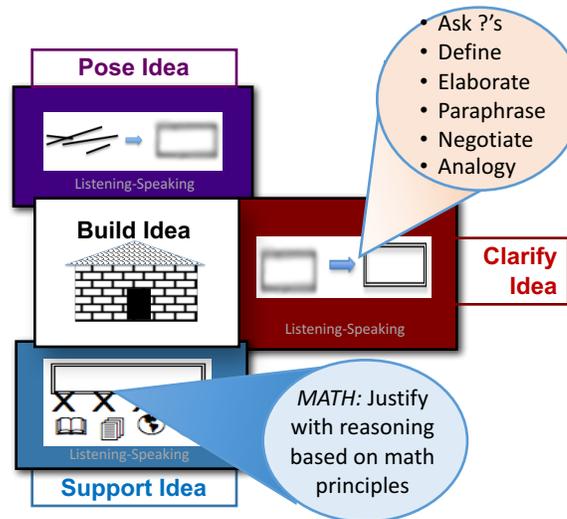


Mansur: I think there are different ways to solve it.
 Lynn: So? Just do what the teacher did.
 Mansur: But why did she turn the fraction over?
 Lynn: Who cares? Just turn it over.
 Mansur: OK.

$$\frac{3a}{3c - 6} \div \frac{9ab}{c^2 - 4} =$$

Constructive Conversation Skills for "Build Up 1 Idea" Mode

Goal: Students collaboratively (but w/o teacher) build an idea (e.g., claim, answer, solution, interpretation), **using the following skills:**



Conversations at Beginning Levels of Proficiency

Learning objective: Use reasons to argue the importance of a historical figure.

Prompt: Talk about what makes Abraham Lincoln a hero.

A: How Lincoln a hero?

B: He stop slavery, the slaves.

A: How?

B: The war.

A: Yeah, Civil. He fighted it stop slavery.

B: Muchos die in the war.

A: Real bad.

B: But cuál es more bad? Slavery or die?

A: Slavery.

B: Why?

A: Cuz you not free, like, como en la cárcel, y te golpean. And Lincoln stop it. He's a hero.



Conversation Observation & Analysis Tool (COAT)

Prompt

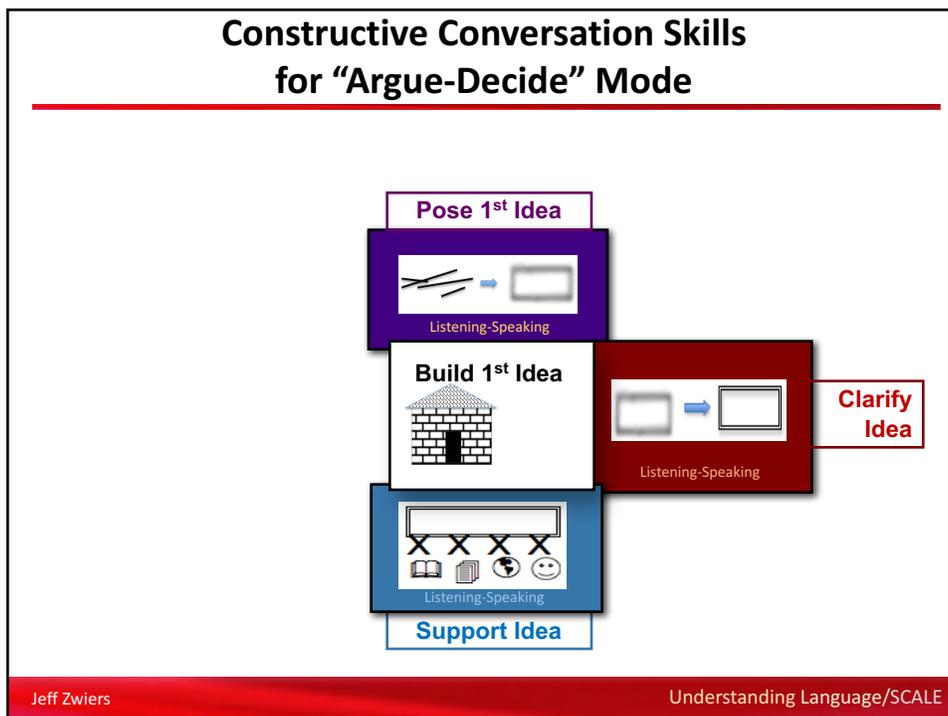
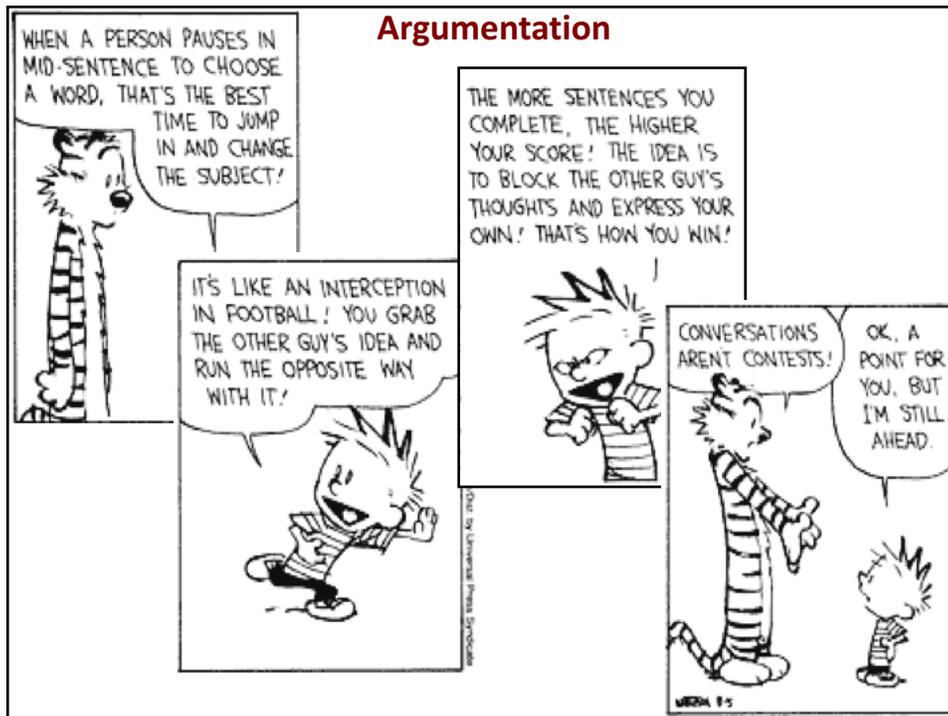
- Relevant & Engaging Purpose Need to talk (Info gaps)
- Clear Expectations (language to use, thinking, content)

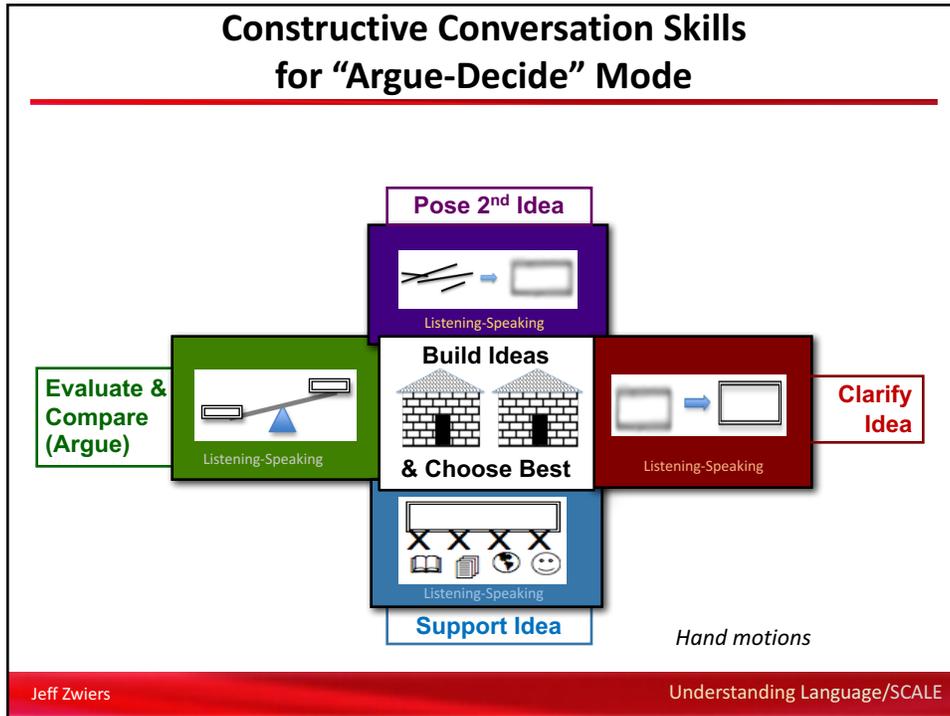
Quantity

- # of turns
- Length of turns
- Equity of voice

Quality

- Use conversation skills to co-construct & argue ideas
 - Turns build on previous turns
 - Students pose or choose a relevant initial idea(s) that is focused on learning objective(s)
 - Students clarify idea(s) (by paraphrasing, defining, elaborating, asking questions, negotiating, etc.)
 - Students support ideas (using evidence, examples, explanations)
 - *If there are two or more competing ideas (argue/decide):*
 - students build up both ideas and
 - (a) evaluate the strength/weight of the evidence of each idea
 - (b) compare the strengths/weights and choose the "strongest/heaviest" idea
 - (c) explain and/or negotiate final decisions & conclusions
- Effective listening
- Clear speaking (+ use of language asked for in prompt)
- Academic thinking (+ use of thinking asked for in prompt)
- Academic content (+ talk about content asked for in prompt)
- Nonverbal communication





Conversation Observation & Analysis Tool

Prompt

Relevant & Engaging Purpose Need to talk (Info gaps)
 Clear Expectations (language to use, thinking, content)

Quantity

of turns
 Length of turns
 Equity of voice

Quality

Use conversation skills to co-construct & argue ideas

- Turns build on previous turns
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Effective listening

Clear speaking (+ use of language asked for in prompt)

Academic thinking (+ use of thinking asked for in prompt)

Academic content (+ talk about content asked for in prompt)

Nonverbal communication

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**Structuring Collaborative Argument Conversations:
Argument Scale**

Claim **vs.** **Opposite or
Different Claim**

Which claim's reasons, evidence, and explanations weigh the most?

Claim/Position Good	Are humans good or evil?	Claim/Position Evil
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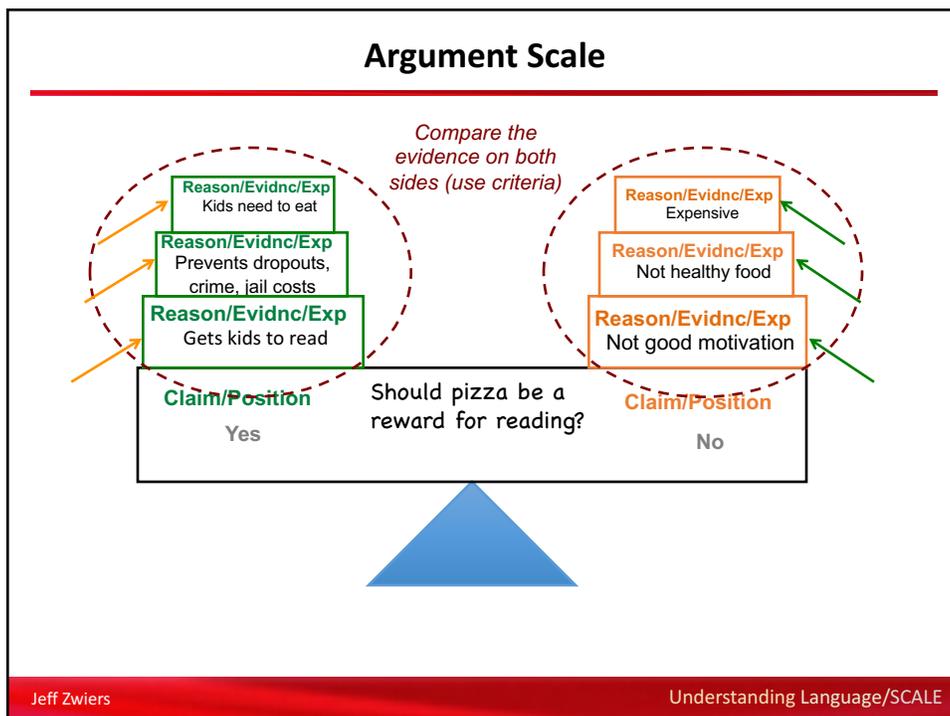
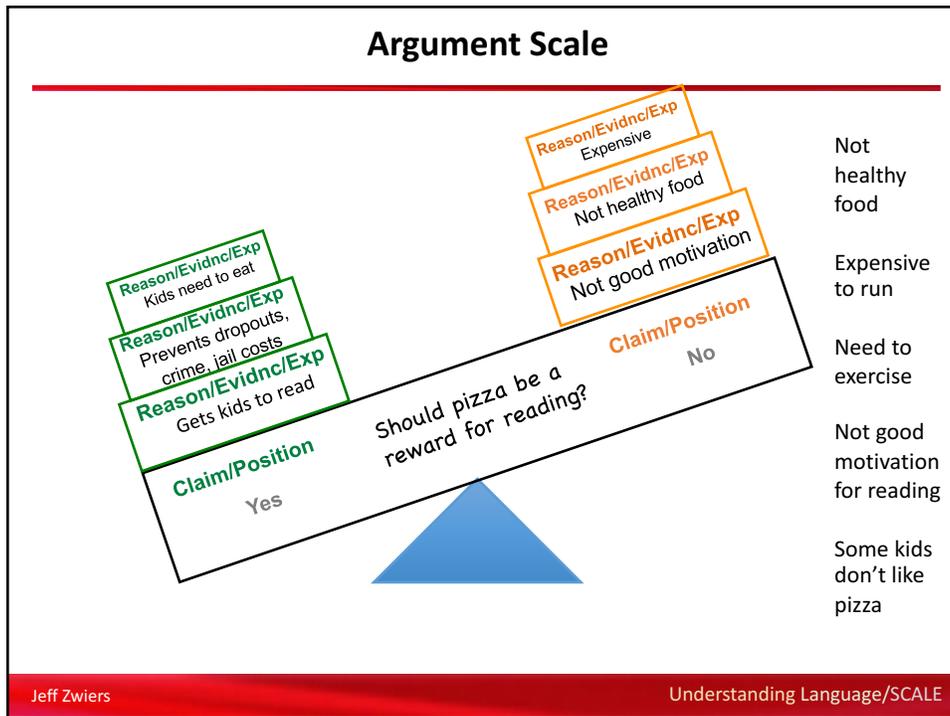
Argument Scale

Prevent dropouts & jail costs	Reason/Evidnc/Exp Kids need to eat	
Gets them to read	Reason/Evidnc/Exp Prevents dropouts, crime, jail costs	
Kids need to eat	Reason/Evidnc/Exp Gets kids to read	
Stay after school	Claim/Position Yes	Claim/Position No

Should pizza be a reward for reading?



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Text: Schoolgirl loses veil legal case

A 12-year-old schoolgirl has failed in a legal challenge to her school's ban on a full-face veil. Justice Silber had been told that the girl's three older sisters had attended the same school and had worn the niqab with no problems. But the school told the girl it was not acceptable because teachers believed it would make communication and learning difficult. About 120 of the school's 1,300-plus pupils are Muslims. About half of them wear the hijab headscarf, which is permitted.



In his judgement, Justice Silber stressed that he was dealing with one particular case - not the wider issue of whether the niqab should be worn, in schools or anywhere else. He said the ban was "proportionate" in the light of certain factors:

- the veil prevented teachers from seeing facial expressions - a key element in effective classroom interaction
- the necessity to enforce a school uniform policy under which girls of different faiths would have a sense of equality and identity
- security - the head teacher had said an unwelcome visitor could move around the school incognito
- the need to avoid peer pressure on girls to take up wearing the veil

The girl's lawyer, Shah Qureshi, said: "It's surprising that he decided that the school had not infringed my client's freedom to manifest her religion given the fact that she entered the school on the understanding that the wearing of the veil was allowed when being taught by male teachers." Costs in the case were awarded against the family.

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Are there consequences for lack of clarity?

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Role-Based Improv Conversations

(Sample Text: 'The Two Brothers')

1. Pick a text that has characters with different things to share with one another (different perspectives, opinions, stories, motivations, etc.)
2. Tell students the prompt (e.g., You will converse with your partner about which one of you brothers was more right. You will come to an agreement.)
3. Assign roles for each pair (e.g., younger brother and older brother)
4. Have students read the text with the prompt in mind, taking notes on what they will say, based on their role.
5. Have them review their notes and put them onto one note card, with key words and not in complete sentences
6. Students converse with their roles in mind. (Using conversation skills, etc.)



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ELA Text

The Two Brothers (Tolstoy)

Two brothers set out on a journey together. At noon they lay down in a forest to rest. When they woke up they saw a stone lying next to them. There was something written on the stone, and they tried to make out what it was.

"Whoever finds this stone," they read, "let him go straight into the forest at sunrise. In the forest a river will appear; let him swim across the river to the other side. There he will find a she-bear and her cubs. Let him take the cubs from her and run up the mountain with them, without once looking back. On the top of the mountain he will see a house, and in that house he will find happiness."

When they had read what was written on the stone, the younger brother said: "Let us go together. We can swim across the river, carry off the bear cubs, take them to the house on the mountain, and together find happiness.

"I am not going into the forest after bear cubs," said the elder brother, "and I advise you not to go. In the first place, no one can know whether what is written on this stone is the truth --perhaps it was written in jest. It is even possible that we have not read it correctly. In the second place, even if what is written here is the truth -- suppose we go into the forest and night comes, and we cannot find the river. We shall be lost. And if we do find the river, how are we going to swim across it? It may be broad and swift. In the third place, even if we swim across the river, do you think it is an easy thing to take her cubs away from the she-bear? She will seize us, and, instead of finding happiness, we shall perish, and all for nothing.

ELA Text

"In my opinion," said the younger brother, "you are wrong. What is written on the stone could not have been put there without reason. And it is all perfectly clear. In the first place, no harm will come to us if we try. In the second place, if we do not go, someone else will read the inscription on the stone and find happiness, and we shall have lost it all. In the third place, if you do not make an effort and try hard, nothing in the world will succeed. In the fourth place, I should not want it thought that I was afraid of anything."

The elder brother answered him by saying, "The proverb says: 'In seeking great happiness small pleasures may be lost.' And also: 'A bird in the hand is worth two in the bush.'"

The younger brother set off, and the elder remained behind. No sooner had the younger brother gone into the forest, than he found the river, swam across it, and there on the other side was the she-bear, fast asleep. He took her cubs, and ran up the mountain without looking back. When he reached the top of the mountain the people came out to meet him with a carriage to take him into the city, where they made him their king.

He ruled for five years. In the sixth year, another king, who was stronger than he, waged war against him. The city was conquered, and he was driven out.

ELA Text

Again the younger brother became a wanderer, and he arrived one day at the house of the elder brother. The elder brother was living in a village and had grown neither rich nor poor. The two brothers rejoiced at seeing each other, and at once began telling of all that had happened to them.

"You see, said the elder brother, "I was right. Here I have lived quietly and well, while you, though you may have been a king, have seen a great deal of trouble,"

"I do not regret having gone into the forest and up the mountain," replied the younger brother. "I may have nothing now, but I shall always have something to remember, while you have no memories at all."

Role-Based Improv Conversations

(Sample Text: 'The Two Brothers')

1. Pick a text that has characters with different things to share with one another (different perspectives, opinions, stories, motivations, etc.)
2. Tell students the prompt (e.g., You will converse with your partner about which one of you brothers was more right. You will come to an agreement.)
3. Assign roles for each pair (e.g., younger brother and older brother)
4. Have students read the text with the prompt in mind, taking notes on what they will say, based on their role.
5. Have them review their notes and put them onto one note card, with key words and not in complete sentences
6. Students converse with their roles in mind. (Using conversation skills, etc.)



Understanding Language

Creativity Conversations

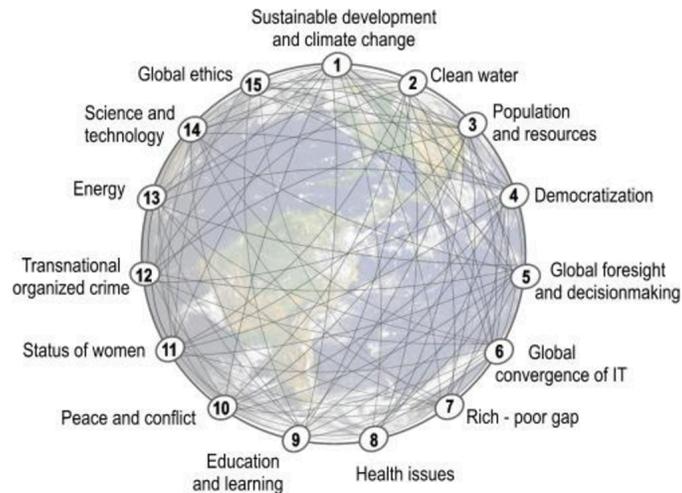
1. Pick a topic that requires a creative way to solve a problem or express a complex idea to others. Give options, if possible.
2. Model for students the collaborative creativity process:
 - Clarify the problem
 - Brainstorm possible solution starters
 - Narrow them down with critical thinking and criteria
 - Zoom in on two and then compare their merits, limits, rationales, evidence, potentials, related histories...
 - Choose the best solution and discuss how to implement it
3. Have students collaborate to create or write their idea for a realistic audience....



Understanding Language

Creativity Conversations

15 Global Challenges facing humanity



Creativity Conversations: *Co-Write an Article on ELD*

1. You will converse with a partner to collaboratively write an *Educational Leadership* article on an important topic (of your choice) for English language development classes (“Designated ELD”)
2. You will first look at sample articles and do a text analysis activity to help you read them and write your own.
3. You will collaboratively title the article, outline it, and write the first paragraph or two.



Text Analysis (Close Reading for Language)

Procedure

1. Listen to students read aloud and identify sentence and organization (discourse/structure/syntax) level challenges.
2. Look in the text for language examples of these challenges...and/or look at the text for challenges that students will also face in many future similar texts
3. Read the example(s) aloud and have pairs answer:
 - Why did the author write it like this?
 - What's another way to write it? Which is better?



Jeff Zwiers

Understanding Language

Text Analysis (Close Reading for Language)

February 2016 | Volume 73 | Number 5
 Helping ELLs Excel Pages 18-23

Engaging Your Beginners

Jane Hill

Six do's and don'ts help teachers engage students at all levels of speaking English—including the first levels.

Most teachers would agree that one of the best parts of the job is seeing the spark—the moment when something you've said or a strategy you've tried lights a spark of interest in a student's eyes. But when you're working with English language learners (ELLs), especially those just beginning to comprehend English, figuring out how to light that spark and maintain engagement can feel like making a series of missteps.

Because beginning-level ELLs often can't communicate what they already know or what they're taking in about a topic, it's hard to know whether you are reaching them at the right level. Even more important is the reality that teachers often lack training in how to effectively handle situations in which language issues complicate communication and motivation. Most teachers aren't taught how to meet the long-term needs of linguistically and culturally diverse students. They find themselves continually questioning their choices, searching for strategies they can count on.

Here are a few key *do's* and *don'ts* that will help classroom teachers engage and challenge beginning-level ELLs.

1. **Do consider each language learner's stage of language acquisition.**



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Text Analysis (Close Reading for Language)

November 2014 | Volume 72 | Number 3
Talking and Listening Pages 10-16

Talking to Learn

Elizabeth A. City

Why are student-driven discussions worth the effort? Three reasons: learning, freedom, and fun.

I didn't participate in a true student-driven discussion until I was learning to be a teacher. My fellow student teachers and I sat in a circle with copies of the Pledge of Allegiance on our desks. An experienced teacher asked, "What do you think is the most important word in the Pledge of Allegiance?" prompting the most stimulating text-based discussion I had ever experienced.¹ Who knew there was so much to say about the Pledge of Allegiance? I didn't—not until I really dove into it with fellow learners. I've never thought the same way about the pledge, or about discussions, again.

Unfortunately, it took 13 years of public schooling, four years of college, and half a year of graduate school for me to experience that moment. We can do better for the students we serve.

Why?

Why bother with student-driven discussions? Your answer to this question is important. If you answer "because it's a Common Core skill" or "because you (or someone else) said so," that's probably not sufficient.

Here's my first answer: Talking matters for learning. Although it's possible to think without talking—and to talk without much thinking—each can strengthen the other. Talking also provides windows into what students are learning. I want schools to be places of rich learning, and therefore I want them to be places



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Text Analysis (Close Reading for Language)

November 2014 | Volume 72 | Number 3
Talking and Listening Pages 24-29

Now Presenting ...

Erik Palmer

How are students supposed to become proficient at speaking if we don't teach them how?

Despite all the speaking that students do in class—in informal discussions and formal presentations, when sharing solutions to problems, asking questions, and working in groups—we have to admit that they don't speak all that well.

Typically, our expectations are low. We sit through mediocre book reports and think, "Oh well, that's just how kids speak." We hear poor student explanations of science fair projects and reason, "It's the project that matters, not how well it's presented." We post a video to YouTube with students speaking poorly and kid ourselves by saying, "Hey, that's authentic speech!" Daily, we accept oral communication that's far below what our students are capable of—and far below what we should accept.

Look at it with fresh eyes. How often do most students zone out when their classmates are speaking? Can you blame them? How often do you have a hard time staying focused when listening to poor speakers?

We undercut many of our activities by not teaching effective speaking skills first. Reader's theater is ineffective if students speak poorly. Poetry recitations are death without strong oral communication skills. Book reports bore classmates and ruin interest in the books presented. Formal presentations about a Supreme Court case or health issue waste classmates' time unless the presentations are engaging enough to command interest.

Everything you do in your class would improve if students spoke better. Students would be more engaged and learn more from one another, discussions would be more productive, and groups would function more smoothly because students would be better able to express their ideas.



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Creativity Conversations: Co-Write an Article on ELD

1. You will converse with a partner to collaboratively write an *Educational Leadership* article on an important topic (of your choice) for English language development classes (“Designated ELD”)
2. You will first look at sample articles and do a text analysis activity to help you read them and write your own.
3. You will collaboratively title the article, outline it, and write the first paragraph or two.



Lesson Planning

Sample Lesson(s) Plan: ELA

- I. **Objectives:** Infer and support themes in short stories. Argue the most important theme for students your age.
- II. **Stronger-Clearer Each Time:** Read same story, share theme, support
- III. **Modified Jigsaw:** Think-Pair-Square: Read different stories, share theme and evidence with partner, then w/ other pair.
- IV. **Transition Improv:** Similar Different (e.g., two stories)
- V. **Academic Conversation Model:** Emphasize skills of supporting and evaluating evidence and importance,
- VI. **Analysis of Text Language**
- VII. **Creativity Conversations** (co-create own story with key theme)



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Understanding Language

Sample Lesson Plan: Nonfiction

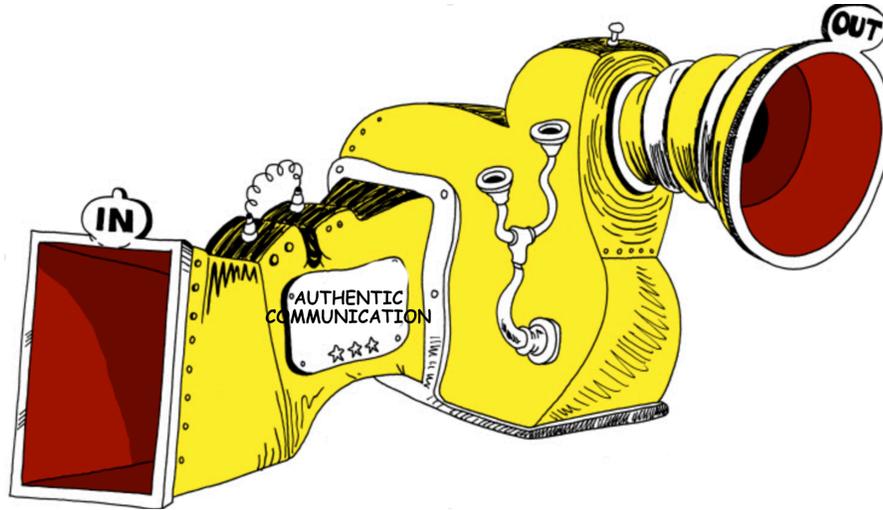
- I. **Objectives:** Argue a claim about an issue.
- II. **Opinion Formation Cards:** Read cards and share opinions; read article.
- III. **Gallery Walk:** (Read different articles on same issue, share posters of opinion and evidence)
- IV. **Transition Improv:** Pro-Con on topic
- V. **Academic Conversation Modeling of use of Argument Balance Scale:** Emphasize skills of supporting and evaluating evidence and importance, and arguing for one theme over another.
- VI. **Creativity Conversations:** Co-Write a final argument letter.



Jeff Zwiers

Understanding Language/SCALE

Adapting Curriculum, Lessons, Activities



Jeff Zwiars

jeffzwiars.org/March21

Understanding Language

Sample ELD Lesson

ELD Standard: ELD.PI.4.6.Ex

- Describe ideas, phenomena, and text elements in greater detail based on close reading of a variety of grade-level texts with moderate support
- Use knowledge of morphology, linguistic context, and reference materials to determine the meaning of unknown words on familiar topics

Related Content Area: **Gold Rush Unit**

Vocabulary List: California, capital, citizen, delegate, ecosystem, hydraulic, injunction, levee, mercury, mining camp, natural resources, nugget, prospector, sawmill, squatter, tailings, timber

Other words from p. 11-12 (context clues): flumes, nozzle (aka monitor), sluices, mercury poisoning

Related ELA Standards: ELA.4.RI.4 & ELA.4.L.4a

- ✓ Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area
- ✓ Determine or clarify the meaning of unknown words and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies
 - Use context as a clue to the meaning of a word or phrase
 - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word

Lesson Components: **Frontloading** for p. 11-12 jigsaw activity (gold rush)

- Discuss posted objective & provide examples of context clues (point out during lesson)
- Pass out Partner A & Partner B handouts (different colors)
- Read Section 1 (whole group) – Teacher led w/ substantial support & modeling (picture clues)
- Partners fill-in-the-blanks and answer vocabulary questions based on context clues
- Read Sections 2, 3, & 4 (one section at a time) – Slow release to independence
- Monitor & check in with groups as needed (esp. Bs & Els)
- Remind students to look for and use context clues to determine the meaning of unknown words
- Closure: Review important vocabulary (see highlighted words above) and show pictures
- Extension: Summarize each section (gist or golden line) and/or review additional vocabulary words

Sample ELD Lesson Activity

Gold Rush Context Clues: Partner A

Student Name: _____

Section 1: New Vocabulary = _____

Gold Rush Context Clues: Partner B

Student Name: _____

Section 1: New Vocabulary = _____

It took hundreds of _____ to operate the new gold _____.

One of the new mining methods was _____ mining, which would often begin high up in the mountains. First, miners built giant _____ at a point in a river where the water moved very fast. These _____ stretched across canyons, along _____, and down _____ mountainsides. The fast water from a river would travel in the flumes for many _____. It would end up at the place where other _____ were waiting. There, the water was directed into a pipe with a huge _____ on the end. It took all the strength they had for the miners to point the _____ in the right direction.

What are "flumes" and where were they built? How do picture clues help?

Sample ELD Activity

Cross-Curricular Reading Comprehension Worksheets: C-2 of 36

Converting Energy to Motion

Cross-Curricular Focus: Physical Science



You use energy every day. Energy is the ability to cause change. Any time you move, you are using energy. When you bounce a ball or ride a bike, you use energy from your body to make the ball or the bike move. Your parents cook food for you to eat. They use heat energy to change the food from raw to cooked.

Not all energy is used as soon as you get it. Sometimes energy is **stored** to be used later. Stored energy can be chemical energy stored in a battery or in your body. It can also be potential energy. Potential energy is based on the position of the object. A ball at the top of a hill has potential energy. A soccer player standing ready to kick a ball has potential energy, too.

Energy of **motion** is also called kinetic energy. Potential energy **converts**, or changes into, kinetic energy when the thing or person begins to move. When the ball starts rolling down hill, kinetic energy is at work. When the soccer player kicks the ball, kinetic energy is at work there, too.

Energy often changes forms. When you switch on the light, electricity converts into light. When you eat, chemical energy from your food converts into thermal and mechanical energy that allows you to move and work. When you switch on a cell phone, chemical energy from the cell phone's battery converts into sound energy and light energy.

Name: _____

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

- 1) What is energy?

- 2) Energy that is based on an object's position is called

- 3) What is another name for energy of motion?

- 4) What is another way to say "changes into"?

- 5) What is kinetic energy?

Video

Context

- 6th Grade History
- Using cards to support discussion moves: paraphrase, clarify, support...
- *Prompt:* Was Xi Huang-Di's building of the Great Wall good or bad?
- Look for usefulness of supports, student strengths and areas to improve based on the COAT



Jeff Zwiers

Prompt	
<input type="checkbox"/> Relevant & Engaging Purpose	<input type="checkbox"/> Need to talk (info gaps)
<input type="checkbox"/> Clear Expectations (language to use, thinking, content)	
Quantity	
<input type="checkbox"/> # of turns	
<input type="checkbox"/> Length of turns	
<input type="checkbox"/> Equity of voice	
Quality	
<input type="checkbox"/> Use conversation skills to co-construct & argue ideas	
<ul style="list-style-type: none"> — Turns build on previous turns — Students pose or choose a relevant initial idea(s) that is focused on learning objective(s) — Students clarify idea(s) (by paraphrasing, defining, elaborating, asking questions, negotiating, etc.) — Students support ideas (using evidence, examples, explanations) 	

<ul style="list-style-type: none"> — <i>If there are two or more competing ideas (argue/decide):</i> students build up both ideas and — (a) evaluate the strength/weight of the evidence of each idea — (b) compare the strengths/weights and choose the "strongest/heaviest" idea — (c) explain and/or negotiate final decisions & conclusions
<input type="checkbox"/> Effective listening
<input type="checkbox"/> Clear speaking (+ use of language asked for in prompt)
<input type="checkbox"/> Academic thinking (+ use of thinking asked for in prompt)
<input type="checkbox"/> Academic content (+ talk about content asked for in prompt)
<input type="checkbox"/> Nonverbal communication

ELD Ideas

TEXT RECONSTRUCTION → OVERVIEW & RESOURCES

1. Read aloud - students listen (60 seconds or less)
2. Read aloud - students take notes, outline, or draw
3. Compare notes with partner (add/modify)
4. Compare pairs with pairs (add/modify)
5. Reconstruct text (not a summary)
6. Compare to original mentor text



ELD Ideas

SENTENCE UNPACKING

Original sentence:

"Although many countries are addressing pollution, *environmental degradation continues to create devastating human health problems each year.*"

Meanings:

- Pollution is a big problem around the world.
- People are creating pollution and ruining the environment.
- The ruined environment leads to health problems in people.
- Health problems are still happening every year.
- The health problems are really, really bad.
- A lot of countries are doing something about pollution.
- Even though the countries are doing something about pollution, there are still big problems.

What this sentence is mostly about: Environmental degradation

What it means in our own words: People are creating a lot of pollution and messing up the environment all around the world, and even though a lot of countries are trying to do things about it, a lot of people have big health problems because of it.

ELD Ideas

SENTENCE DECONSTRUCTION

Sentence: Broken into clauses	Analysis: Type of clause and how I know	Meaning: What it means
Although many countries are addressing pollution,	Dependent (subordinate clause) It starts with <i>although</i> , so it can't stand on its own. It <i>depends</i> on the other clause.	The clause gives credit to a lot of countries for doing something about pollution. Using the word <i>although</i> tells me that the rest of the sentence will show that what they are doing is not enough.
environmental degradation continues to create devastating human health problems each year.	Independent (main clause) It can stand on its own, even if I take the other clause away.	The clause has the most important information. Pollution keeps hurting a lot of people every year all over the world.

Other ELD Ideas

Shared/interactive writing	Think-Pair-Share	Input charts
Writer’s Workshop	Whip-Arounds	Process grid
Pen Pals	Socratic Seminars	Inquiry chart
Blogging, etc.	Video and Audio clips	Sentence pattern chart
Read Alouds	TAPPLE & DOK	Chants
Oral Presentations	Questioning	Cooperative Strip paragraph
Whole Class Discussions	Marzano Vocabulary Steps	
Text Reconstruction	Close Reading	
Mentor texts	Kagan structures (#ed heads, give1get1, etc.)	
Anticipatory Guides	Illustrate complex ideas	
Cloze Sentences	Four Corners	
Clustering/Webbing/Maps	Cooperative Groups	
Graphic Organizers	Jigsaw	
	Quick writes	

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Adapting and Augmenting Curriculum

1. Check the following teaching activities for the three language development features (engaging purpose, information gaps, attention to language), and if not, consider how to improve the activities with these features. (Feel free to focus on the topic of the article that you just started, if applicable)
2. At various times you will be asked to share your ideas with other groups.
3. We will do a final share out near the end of the session to share challenges, insights, and adaptations.

CURRICULUM: Houghton Mifflin ELD Gr. 3

Let's Talk

What are animals like, and what can they do?

1. What things are a part of nature?

Let's Talk

DISCUSSION Introduce the Let's Talk questions on *Student Edition* pages 54 and 55. These questions will help students explore the unit theme: Crafty Creatures. Encourage students to use the sentence starters as they answer the questions. Remind students that there is no single correct answer for any question. The purpose of this activity is to develop students' conversation skills, including both speaking and listening, while introducing and using selected vocabulary introduced in this unit.

Model for students how you would answer the first question. Provide additional models as needed.

EXTEND THE CONVERSATION Use the prompts, having students expand their responses.

1. What things are a part of nature? *Let's take a look outside the window. What things can we see that belong to the natural world?*
2. What mammals do you know? *What do all of these pictures have in common? What special names do we give to baby dogs and cats?*
3. How can you describe a bird? *Where do you usually see birds? What are some things you have seen birds do?*
4. What can some animals do? *Think about a time when you saw an animal do something that surprised you. What did the animal do?*



Modeled Writing, page 110.

Houghton Mifflin ELD Gr. 3

UNIT 2 CRAFTY CREATURES

Theme Project

THEME PROJECT PACING

Week 1: Introduce the project to students.

Week 2: Groups choose an animal and begin research.

Week 3: Groups write the first draft of their field guides.

Week 4: Groups present their Animal Field Guides.

Animal Field Guides

INTRODUCE THEME PROJECT

- Tell students that they will work in groups to study an animal found in their area.
- Explain that they will present their guides to the class at the end of the unit.

COLLABORATE IN SMALL GROUPS

CHOOSE TOPIC

- Divide the class into heterogeneous groups of mixed-language abilities.
- Provide a list of birds, animals, or insects that can be found on the school grounds or in a nearby park. Have each group choose an animal to study.

CONDUCT RESEARCH

Allow students to spend time outdoors observing their chosen animals in action. Have students bring their notebooks to make sketches and take notes as they watch the animals. If possible, offer binoculars and magnifying lenses for students to use.

CREATE ANIMAL FIELD GUIDE

Houghton Mifflin ELD Gr. 3

UNIT 2
LESSON 1

WEEK 1
LANGUAGE WORKOUT
⌚ :15 MINUTES

OBJECTIVES

- Distinguish between singular and plural nouns
- Learn rules of subject-verb agreement (third person)
- Recognize CV(V) words with long e and blend sounds
- Participate in teacher-led discussion related to a theme
- Use content-specific words in discussion

MATERIALS

Student Edition pages 52–55
 Activity Book pages 9, 170, 196, 198
 Chant Poster
 Teacher’s Resource Book pages 18–26

ELD I.A.1.Em, Ek, Br Exchanging information and ideas

1

Singular or Plural

The Challenge *I will point to something, and you will tell me if it takes a singular or plural noun to describe.* Provide an example: Hold up two pens and say, *plural*.

The Rules *You will work in teams for five minutes.* Split the class into two teams. Hold up or point to various items in the class. Sometimes point to a singular item, and sometimes to more than one of the same thing (two desks, three students). Call on a student to say *singular* or *plural*, alternating teams. A team gets one point for every correct answer.

The Reward Tally the correct answers and announce the winning team.

2

Subject-Verb Agreement: to be (third person)

Remind students, *Use is when the subject is a singular noun or he, she, it. Use are when the subject is a plural noun or they.*

TEACHER PROMPTS	STUDENTS RESPOND
1. <i>The cup is beautiful. The cups . . .</i>	<i>The cups are beautiful.</i>
2. <i>They . . .</i>	<i>They are beautiful.</i>
3. <i>It . . .</i>	<i>It is beautiful.</i>
4. <i>The girl . . .</i>	<i>The girl is beautiful.</i>
5. <i>The girls . . .</i>	<i>The girls are beautiful.</i>
6. <i>The cat . . .</i>	<i>The cat is beautiful.</i>
7. <i>The children . . .</i>	<i>The children are beautiful.</i>
8. <i>The shell . . .</i>	<i>The shell is beautiful.</i>

Houghton Mifflin ELD Gr. 3

Academic Language Development



Chant Poster



Concept Poster

READ CHANT Read aloud the chant on the Chant Poster.

WORDS AND CONCEPTS	SUPPORT
Animals are unique, with different things.	Point to animals and say how they are unique, such as the stripes on a tiger.
Fish have fins, and bats . . .	Point to fish and fins. Point to bat and wings.
Reptiles have scales . . .	Point to lizard and scales.
Mammals have fur . . .	Point to bear, monkey, and tiger. Rub your skin.
Some have bills or a tail . . .	Point to bill on bird. Point to tail on monkey.

Draw students’ attention to the images on the Chant Poster.

- *Which animal on the poster has “a tail that swings”?* *monkey*
- *What special body parts do you notice on the animals?* *long bill on bird, fins on fish, stripes on tiger, wings on bat, sharp teeth on bear*
- *How are these birds different?* *These birds have very bright colors.*
- *Where do fish live? Why are they at the bottom?* *They live under water.*

Click and play the chant. On the Chant Poster, track the words with your finger. Replay the chant several times.

EXPLORE THEME CONCEPTS Display the Concept Poster. Read aloud the question: *How does a beaver use nature for protection?* Explain that a beaver is the animal they see on the poster. Use Vocabulary Card 15 to reinforce what *nature* means. *The pictures show what the beaver does to build a home.*

Point to the first image. Have students tell what they see. *beaver, tree, sticks* Direct students’ attention to the first picture. *A beaver has strong front teeth. Beavers use their teeth to chew through tree branches.*

CURRICULUM: Houghton Mifflin ELD Gr. 3

 unique	 trait	 nature
 fish	 fin	 scales

Match the Pictures

Look at the pictures on the vocabulary cards. Choose two pictures that go together. Tell why you think the pictures go together.

CURRICULUM: Houghton Mifflin ELD Gr. 3

ANIMALS USING TOOLS

by Naomi Tyler

People used to say, "Humans are **unique**. They are the only animals that use tools." They were wrong! Some **mammals** and **birds** in **nature** use tools, too.

On Land

1 **Elephants** often tear branches from trees. They use the branches to **swat** flies. They often drop rocks onto the electric fence around a field to crush the fence. That **causes** the electricity to cut off. Then the elephants walk safely into the field to find food.

2 **Sometimes** a gorilla uses a stick to see how deep water is. If it's not too deep, the gorilla wades in, using the stick as a cane.

At Sea

3 **Bottle-nosed dolphins** have a strange **trait**. They search the seabed for sponges. When a dolphin finds one the right size, it wears it on its beak! The sponge protects the beak from scratches and poisonous sea animals.

4 **Sea otters** like to eat abalone. These sea animals live in shells, though. So otters carry stones with them as they dive. They hammer at the abalone shells to get them off the rocks.

In the Air

5 **Some birds** use twigs to dig for insects. Crows are very smart birds. One crow couldn't reach some food with its **bill**. So the crow bent a piece of wire to make a hook! This tool helped the crow get a meal.





Interact with the Text

FIRST READING Based on students' needs, have them read the article independently, in pairs or small groups, or with you. Scaffold comprehension as needed.

CLOSE READ Have students read the pages again. Ask comprehension questions.

- 1 *What is the article mainly about? animals that use tools*
- 2 *What do the headings tell you about each sec-*

5 *How are dolphins and sea otters alike? Both live in the sea.*

6 *How did one crow use wire? It made a hook to help get food.*

 Reread the selection or click and play as students follow along.

BEGIN K-W-L CHART Review the idea you recorded in Lesson 1. Begin a K-W-L chart. Ask students to suggest ideas for the K column, "What We Know." Have students think about what they want to learn. Beginning students can

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Conversation

i When you have a conversation, you talk. You also listen. You listen to the information your friend gives you. You listen to what your friend is asking you.

Talk to a partner. One of you will be person A. The other will be person B.

Person A

Say hello and ask your partner's name.

Person B

Reply. Ask your partner's name.

Answer. Ask where your partner's family comes from.

Reply. Ask your partner the same question.



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Language Support

Language Objectives

- Identify homophones
- Identify multiple-meaning words
- Link subjects and verbs in complex sentences
- Build upon lesson vocabulary

Content Objectives

- Examine photographs as a feature of nonfiction text

- Describe how camouflage helps animals survive

Materials >> Go Digital

- Companion Worktext for Beginning and Intermediate/Advanced
- ELD Visual Vocabulary Cards
- Visual Vocabulary Cards



Set Purpose

This week we will be looking at the language in the informational text "Animal Adaptations." Discussing the language in the text will help you understand what the author is saying. Today we will learn about what animals do to survive and stay alive.

paper? (color it green) Color the paper green and place it back in the plant. Is the paper camouflaged now? (yes)

Explain that chameleons use camouflage to help them live, or survive. What do you think the chameleon will do if it sits in a green tree? (It will turn green.) What do you think the chameleon will do if it sits on a red wall? (It will turn red.)

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Oral Language

EXPLORE THE ESSENTIAL QUESTION

What helps an animal survive?

Use the Graphic Organizer Review *camouflaged* (cognate: *camuflado*) and *survive*. Explain that a chameleon can change its color to match its surroundings. Explain that chameleons are usually green. Point out that a chameleon in a tree will be camouflaged to look like the leaves on the tree.



Talk About It Have students look at the photo and graphic organizer on Beginning pages 40–41 and Intermediate/Advanced pages 112–113. Focus partners on the photograph and have them discuss what the chameleon looks like. Have them write their answers in the web, and then share their answers with the class. **The chameleon is green. The chameleon looks like a leaf.**

Display a green potted plant. Place a white slip of paper among the leaves. Ask students how easy it is to see the paper. *How can I camouflage the*

Explain that chameleons catch and eat insects. *How do you think camouflage helps the chameleon when it looks for food?* If needed, explain that camouflage could help the chameleon sneak up on a bug. Then explain that bigger animals and birds sometimes try to catch and eat chameleons. *How do you think camouflage helps the chameleon when there is a hungry animal nearby?* If needed, explain that camouflage could help the chameleon hide. Have students discuss how camouflage helps the chameleon survive.

BEGINNING *What does the chameleon do to survive? The chameleon uses camouflage to survive. How does camouflage help the chameleon catch bugs? The bugs cannot see the chameleon.* Choral read the sentence frame at the bottom of the page. Have partners use the frame to describe how the chameleon changes and how it holds on to the tree.

INTERMEDIATE/ADVANCED Guide students to answer the following questions in complete sentences. *Why does a chameleon change color? How can camouflage help the chameleon survive?* Have partners chorally read the sentence frame at the bottom of the page and use it to describe how the chameleon has adapted to survive.

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Shared Read

Language Objectives

- Demonstrate understanding of cohesion
- Understand affixes
- Locate and discuss text evidence

Content Objectives

- Understand how and why animals avoid predators
- Read section titles

Materials

- Go Digital
- Companion Worksheet for Beginning



Read "Animal Adaptations"

Reading Routine

- **Build On** In preparation for today's discussions, have students share and discuss what they have learned so far about animal adaptations.
- **Read** Choral read each paragraph with students. Ask questions and use strategies provided to help them understand the text.
- **Discuss** Use prompts and sentence frames to guide the discussion. Have them point to or identify text evidence to support their responses.

PAGE 44

Talk About It Have pairs of students chorally read the title and the Essential Question. Remind students that we read from left to right. Remind students that the photographs in an informational text will help them understand the text.

Have partners take turns reading the questions in the side column and then work together to answer them. Point out the relationship between the words *adapt* and *adaptation*. Guide students to understand that *adapt* and *adaptation* are forms of the same word. Explain that the ending *-ion* is pronounced /shun/. In Spanish: *adaptación*.

PAGE 45

Paragraph 1
Cohesion Chorally read the paragraph. Point out that the animal in the photograph is a skunk.

Explain that *it* in the second sentence refers to the skunk in the first sentence. Ask: *What can the skunk do? It can spray a bad smell.*

Paragraph 2

Point out the cognate *vibraciones*. Explain that something *poisonous* will make you sick if eaten.

Comprehension Help students identify the main idea. *Other animals have adaptations, too!* Help students locate the key details. (bright colors, hearing sounds from far away, feeling vibrations)

Point out the cognate *depredador*. Explain that a predator is an animal that eats another animal. Explain that the word *avoid* means *stay away from*.



Collaborative Have pairs discuss why it is important for animals to avoid predators. Provide this sentence frame: **Animals stay away from predators because predators want to eat the animals.** Ask: *What are some ways animals avoid predators? They have bright colors; they hear sounds that are far away; they feel tiny vibrations.*

Paragraph 3

Read the heading Explain that headings tell the reader what information they are about to read.

Specific Vocabulary Point to the photo of the caribou. Caribou are in the tundra. Point to the photo of the skunk. *Is the skunk in the tundra?* Discuss the differences in the temperature and foliage in the photos. Ask questions for discussion, such as: *Is it cold in the tundra? Are there green plants there?*

Explain the meaning of the word *layer*. Show that you are wearing a layer of clothes. Help students complete the sentence: **The caribou stay warm in the tundra because they have layers of fur and fat.**

Paragraph 4

Sentence Structure Guide students to understand that *it* in the second sentence can be replaced by the words *the muzzles* from the first sentence.

PAGE 46

Paragraph 1
Read the section title. Have students tell where the caribou in the photo is finding food. (on a tree)



Reread Reread the second sentence. Point out the cognates *estómago* and *digerir*. Write the word *unusual* on the board. Cover the letters *un-* and point out the cognate *usual*. Explain that the prefix *un-* means "not," so the word *unusual* means "not usual," or "different from others." Have students point to an *unusual* insect on the same page.



Talk About It Ask students *What do caribou eat? Fiches!* Have students identify text evidence. (It is hard to find food when the snow melts)

Paragraph 2

Read the title of the section and have students point to the camouflaged insect in the photo. Have students chorally read the paragraph and then reread the sixth sentence. Explain that *surroundings* are the things and area around something. *What are the walking stick's surroundings?* (a tree branch) Display a photo of an animal blending in with a natural setting. Have students describe the surroundings and tell what the animal blends in with. Then direct students' attention to the photo of the walking stick and have them complete this sentence frame: **The insect is camouflaged because it looks like a tick. It blends in with the tree branch.**

Sentence Structure Explain that the cornua is used to introduce another name for leaf insects.
Specific Vocabulary Help students identify that being active at night helps phasids avoid predators.

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ALL LEVELS
UNIT 2 - WEEK 4

Language Support

Language Objectives

- Paraphrase information
- Offer opinions
- Write complete sentences
- Present information orally

Content Objectives

- Write sentences to respond to a statement
- Locate text evidence
- Expand on animal adaptations

Materials >> *Go Digital*

- Companion Worktext for Beginning and Intermediate/Advanced



Speaking and Writing

Talk About It Have partners discuss this statement: **Walking sticks have adaptations that help them survive.** Give examples of walking stick adaptations and how they help the insect survive. Cite evidence from the selection and answer in complete sentences.

Walking sticks look like **sticks**. They can **change color** and they are **nocturnal**.

These adaptations help the walking stick **avoid predators**.

Write About It Have partners work together to write 2-4 sentences explaining how the walking stick's adaptations help it survive.

BEGINNING Provide sentence frames to help students record their ideas.

pair of students reads their response. The pair listening restates the information presented. Students should use the words **I heard you say** ____ . **I agree / disagree** ____ .

Then the roles are reversed.

PRESENTATION CHECKLIST

Remind students to:

- ✓ Practice your presentation
- ✓ Speak slowly and clearly
- ✓ Speak loud enough for all to hear

Word Wall Add the following words to your Word Wall for students to refer to during the week.

Word	Cognate
adapt	adaptar

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Text Evidence 

A skunk has a special way to survive. It can spray the enemy, or predator, with a bad smell. This special way to survive is called an adaptation.

Other animals have adaptations, too. Some animals have bright colors. The colors warn predators that these animals are poisonous. Some animals hear sounds that are very far away. Other animals feel tiny vibrations. These adaptations help animals **avoid** their predators.

Staying Warm

Some animals live in places that are very cold like the Arctic **tundra** in Alaska, Canada, Greenland, and Russia. The tundra is home to large animals called caribou. Caribou can weigh over 500 pounds. They have two layers of fur and a thick layer of fat. The fur and fat keep the caribou warm.

The tip of the caribou's nose and mouth is called a muzzle. It is covered in short hair. The hair warms the air before the caribou breathes the air in. This helps the caribou to stay warm as they search for food.



When a skunk turns and sprays a predator, the bad-smelling mist can travel up to 10 feet.

1 Comprehension
Main Idea and Key Details

Reread the second paragraph. Underline three different adaptations animals have to survive.

2 Specific Vocabulary **ACT**

Reread the third paragraph. The word *tundra* means "a large flat area where it is very cold and there are no trees." Underline the sentences that tell you what keeps a caribou warm in the tundra.

Caribou stay warm in the tundra because they _____.

3 Sentence Structure **ACT**

Reread the first two sentences in the last paragraph. Circle the word in the first sentence that can replace the word *It* in the second sentence. Rewrite the second sentence with the word.

A _____ is covered in short hair.

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Text Evidence



1 Talk About It

Discuss why caribou leave the tundra in the winter. Then talk about when they return to the tundra. Write about it.

2 Sentence Structure A S T

Reread the fourth sentence in the second paragraph. Circle the comma. What is another name for leaf insects? Underline the words.

3 Specific Vocabulary A C T

Reread the second paragraph. The word *active* means "busy doing something." Underline another word you see in *active*. How does being active at night help the phasmids? Circle a sentence that tells you.

Finding Food

A caribou eats over six pounds of lichen every day! They have unusual stomachs that help them digest lichen. Caribou can find lichen all year round. But in winter, it is hard to find food on the tundra. So the caribou travel to a large forest area to find food. When the snow melts, the caribou know it is time to return to the tundra.



Lichen can grow in very cold temperatures.

Camouflaged Insect

Look closely at the photograph below of the tree branch. Can you see the insect? It is a phasmid. Some phasmids are known as leaf insects, or walking sticks. Phasmids look like leaves or twigs. These insects change colors to **blend in** with their surroundings. Predators cannot see them. Since phasmids are **active** only at night, this helps them avoid their predators, too.

This phasmid is called a walking stick because it looks like a stick with legs.



img: iStock.com/Robb; iStock.com/John H. Johnson/PhotoLibrary

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Respond to the Text



Partner Discussion Work with a partner. Read the questions about "Animal Adaptations." Show where you found text evidence. Write the page numbers. Then describe what you learned

What did you learn about caribou?

I read that caribou live in _____

In the text, caribou stay warm because they have _____

Caribou eat _____ because they can find it all year round.

Text Evidence

Page(s): _____

Page(s): _____

Page(s): _____

What did you learn about alligators?

I read that alligators live in the _____

Part of the year, it is _____

In the text, alligators get water by _____

Text Evidence

Page(s): _____

Page(s): _____

Page(s): _____



Group Discussion Present your answers to the class. Cite text evidence for your ideas. Listen to and discuss the group's opinions about your ideas.

I think your idea is _____



Write Work with a partner. Look at your notes about "Animal Adaptations." Then write your answer to the essential question. Use text evidence to support your answer. Use vocabulary words in your writing.

What helps an animal survive?

Caribou survive in the cold Arctic tundra because they have _____

Alligators survive when it is very dry in the Everglades because they dig _____

Caribou and alligators have adaptations that help them _____



Share Writing Present your writing to the class. Then talk about their opinions. Think about their ideas. Explain why you agree or disagree with their ideas. You can say:

I agree with _____

I do not agree because _____

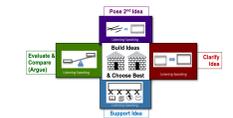
APPLICATION TIME



Think about how you might apply any new insights related ELD in your setting, especially at the curriculum and pedagogy levels.

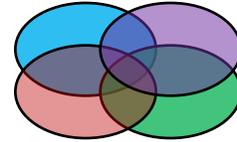
Review

- Apply 3 key features of language development to every ELD activity**
- Speaking, Listening, Reading, Writing:**
 - Information Gap Activities
 - Transition Improv
 - Stronger & Clearer Each Time
- Conversation:**
 - Conversation Skills Poster
 - Argument Balance Scale
 - Role-based & Creativity Conversations
- Augmenting and Adapting for Communication**



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