



ESOL
Language • Rigor • Equity

English Language Development Instructional Guide

High School

Department of Secondary Curriculum &
Districtwide Programs
2018



Language is *Evidence of Learning* for all students. The language we use communicates deep understanding of the content. What does proficiency look like?

- Precise content specific academic vocabulary
- Complex sentences with grammatical structures to match the purpose
- Extended and elaborative with organization, coherence and cohesion

Rigor is the result of work that challenges students' thinking in new and interesting ways. It occurs when they are encouraged toward a sophisticated understanding of fundamental ideas and are driven by curiosity to discover what they don't know.

Equity: "MCPS will take proactive steps to help English Language Learners overcome language and other barriers so they can meaningfully participate in their schools' educational programs. MCPS will provide access to rigorous coursework and equal access to comparable academic programs both among schools and among students within the same school without regard to actual or perceived personal characteristics."

Board of Education of Montgomery County. Policy for Nondiscrimination, Equity, and Cultural Proficiency. June 26, 2017

Language, Rigor, and Equity

Guiding Principles

- All students bring valuable knowledge, culture, and language to the classroom.
- Students need well-structured opportunities to practice language to learn it. Amplify, do not simplify, language.
- Content and language develop inseparably and in integrated ways; language development occurs over time and in a non-linear manner.
- Scaffold students toward independence with complex tasks; do not scaffold by simplifying text language and task complexity.
- We are the gatekeepers of language in the classroom as teachers and leaders.
- Acquiring the language for a masterful use of academic English in writing and speaking benefits all students.

WIDA's Mission:

WIDA advances academic language development and academic achievement for children and youth who are culturally and linguistically diverse through high quality standards, assessments, research, and professional learning for educators.

WIDA's Values:

- **Innovation:** Drawing upon research and practice to create the best resources for children, youth and educators.
- **Service:** Exceeding expectations with trusted and knowledgeable support of our clients and stakeholders.
- **Can Do Philosophy:** Recognizing and building upon the assets, contributions, and potential of culturally and linguistically diverse children and youth.
- **Collaboration:** Facilitating interaction among educators, state and local educational agencies, researchers, policy-makers, and experts worldwide.
- **Social Justice:** Challenging linguistic discrimination, cultural biases, and racism in education.

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Contents

Acknowledgements:	2
Academic Language: WIDA & Maryland Career & College Ready Standards (MCCRS)	3
Language Targets for English Proficiency	4
Amplifying Language in Context	16
“Juicy Sentences” - Helping Students Access Complex Text.....	22
WIDA Scoring Rubric for Language Production	23
Scoring/Grading Guide.....	24
ESOL Student Feedback and Reflection Form.....	25
Evidence of Learning: Language & Literacy	26
New Instructional Practice Guide	27
English Language Development Progressions	33

Academic Language: WIDA & Maryland Career & College Ready Standards (MCCRS)

	Discourse Dimension	Sentence Dimension	Word/Phrase Dimension
WIDA	Linguistic Complexity	Language Forms & Conventions	Vocabulary Usage
WIDA Criteria for English Language Proficiency	<p>Multiple, complex sentences</p> <p>Organized, cohesive, and coherent expression of ideas characteristic of particular content areas</p>	<p>A variety of complex grammatical structures matched to purpose</p> <p>A broad range of sentence patterns characteristic of particular content areas</p>	<p>Technical and abstract content-area language, including content-specific collocations</p> <p>Words and expressions with precise meaning across content areas</p>
MCCRS for Language	Knowledge of Language	Conventions of English	Vocabulary Acquisition & Use
High Leverage Language Targets for Proficiency	<p>Transition words to express ideas with cohesion and coherence.</p> <p>Graphic organizers to support organization and elaboration matched to purpose.</p> <p>*Develop sentence complexity, make language more precise in purpose specific to connections, time, and relationships, and provide for cohesion and coherence when expressing ideas.</p>	<p>Perfect tenses</p> <p>Passive Voice</p> <p>Conditional verb tenses</p> <p>Noun clauses</p> <p>Adjective clauses</p> <p>*Expressions that show contrast or comparison</p> <p>*Expressions that show time relationships</p> <p>*Expressions that show cause and effect</p> <p>*Direct quotations and reported speech</p> <p>*Other subordinating expressions</p>	<p>Technical and abstract content-area language, including content-specific collocations</p> <p>Words and expressions with precise meaning across content areas</p>
Language, Rigor, & Equity: Elevate student agency to connect these dimensions of academic language.			

Language Targets for English Proficiency

Introduction: The Language Targets section of the English Language Development Instructional Guide is developed as a resource for the teachers. There are numerous components to English grammar and language. In this guide are 10 Language Targets selected for their level appropriateness and their importance in the specific expression of ideas and relationships. These Targets include grammar that is intended to add to the students' repertoires of a "variety of grammatical structures" as expressed in the Language Forms and Conventions section of the WIDA Scoring Rubric, as well as expressions that will contribute to the students' ability to construct "a variety of sentence lengths" as stated in the Linguistic Complexity section of the rubric.

The Language Targets are illustrated throughout the English Language Development Guide with examples from the text, including writing and speaking practice questions that provide more opportunity for their use.

Teachers need to be aware that students differ. They should feel free to teach and review other grammatical components of the language as student data indicates.

1. Perfect Tenses - Summary

Forms:

Present Perfect: *Have* or *has* + *past participle* of verb. (I have eaten.)

Past Perfect: *Had* + *past participle* of verb. (I had already seen the movie.)

Future Perfect: *Will have* + *past participle* of verb. (She will have left by the time you get home.)

The Past Participle is the same as the Simple Past Tense for regular verbs: Studied/ played/ carried.

For irregular verbs, the forms vary: seen, sat, eaten, drunk, forgotten.

Progressive forms:

Present Perfect Progressive: *Have been* or *has been* + *-ing form of the verb*. (I have been sitting here for twenty minutes.)

Past Perfect Progressive: *Had been* + *-ing form of the verb*. (She had been studying for an hour when her friend called.)

Future Perfect Progressive: *Will have been* + *ing form of verb*. (We will have been playing soccer for 2 hours by the time the next game starts.)

Uses:

1. The Present Perfect is used to indicate an action that occurred at a non-specified time in the past or multiple times in the past. Compare:
 - A. I saw that movie last weekend. (Simple Past Tense - A specific time in the past.)
 - B. I've seen that movie. (Present Perfect - Sometime in the past, not specified.)
 - C. She's eaten there many times. (Present Perfect - Multiple times in the past.)
2. The Present Perfect is used to indicate an action that started and is not finished.
 - A. I've lived in my current apartment for 4 years. (Present Perfect - I still live there. The condition continues.)
 - B. I lived on Maple Street for 4 years. (Simple Past - I don't live there anymore. The condition has ended.)
 - C. They've been waiting for an hour. (Present Perfect Progressive - They are still waiting.)

- D. They were waiting for an hour. (Past Progressive - They left. They aren't waiting any longer.)

Past Perfect

The Past Perfect and Future Perfect are less commonly used than the Present Perfect.

The Past Perfect indicates an action that was completed before another action in the past. (The past of the Past Tense.)

- A. I had already eaten by the time she got home. (She came home in the past. I ate before she came home.)
 B. We had been playing soccer for ten minutes when the PE teacher arrived. (The PE teacher arrived in the past. We started playing soccer ten minutes before she arrived.)

The Simple Past is more commonly used than the Past Perfect with before or after to convey the same time relationship of events.

- A. I finished my homework before she arrived. (Simple Past - Use of before.)
 B. I had finished my homework before she arrived. (Past Perfect - No use of before.)
 C. After I woke up, I took a shower. (Simple Past - Use of after.)
 D. After I had woken up, I took a shower. (Past Perfect - No use of after.)

Future Perfect

The Future Perfect is used to indicate an event will be completed before another event in the future.

- A. We will have eaten by the time you get to the restaurant. (You will get to the restaurant in the future. We will have eaten before you get there.)

Expressions that are commonly used with the perfect tenses:

- A. Since + a specific time. She has lived in the United States since 2016.
 B. For + an amount of time. She has lived in the United States for 2 years.
 C. Already – I have already finished. He's already gone.
 D. Never – I've never heard of that. She's never been to Vietnam. He's never ridden a horse.
 E. Ever (in questions) - Have you ever been to California? Has she ever had the flu?

Common confusions:

- The Present Perfect and the Simple Past can communicate similar ideas.
 - I finished an hour ago. (Simple Past is used because of the specific time.)
 - I've already finished. (Present Perfect is used because the time is not specific.)
- The Present Perfect requires using have or has.

2. Passive Voice

Forms – The Passive Voice is formed by moving the object to the front of the sentence and using a form of the verb *to be* with the *past participle*.

The verb “to be” indicates the tense of the sentence.

- A. That house was built in 1932. (“That house” is the object. “Was built” is the verb. “Was” is Simple Past tense, which makes this a Simple Past tense sentence. “Built” is the *past participle* of “build.”)
 B. Spanish is spoken in many countries. (“Spanish” is the object. “Is” is the Simple Present tense, which makes this a present tense sentence. “Spoken” is the *past participle* of “speak.”)

- C. The bill will be passed next week. (“The bill” is the object. “Will be” is the Simple Future tense, which makes this a Simple Future tense sentence. “Passed” is the *past participle* of “pass.”)

Many Modals and Modal Like Expressions use “be” and the *past participle* to form the Passive Voice.

- A. The food should not be eaten outside of the cafeteria.
 B. Tickets may be purchased on the day of the show.
 C. The Chromebooks cannot be taken home without permission.

The subject in an active sentence can be included in a passive sentence by use of a by phrase.

- A. Those cookies were made by my brother. (My brother made the cookies.)
 B. The bill will be signed by the president. (The president will sign the bill.)

If the subject is not important to the sentence, then it is left out.

- A. Spanish is spoken in Peru. (No need here to say “by people.” It’s understood.)
 B. That purse was made in Italy. (No need to say “by someone.” It doesn’t add to the meaning of the sentence.)
 C. That purse was made by my sister. (The fact that my sister made the purse is important. Therefore, the *by phrase*, “by my sister”, is included in the sentence.)

Uses: The Passive Voice is used when the subject is less important to the meaning of the sentence than the object. The original subject may be unknown.

Expressions commonly associated with the Passive Voice:

1. Participial Adjectives: These are adjectives derived from a verb. Examples include: Interested/interesting, excited/excited.
 The students were excited to go on a field trip. The trip was exciting. The students were excited.
 She was bored by the lecture. (The lecture caused the boredom. She was bored. The lecture was boring.)
2. Stative Passive Expressions: The stative passive uses the past participle as an adjective. Many stative passive expressions include a preposition:
 - A. I’m finished with this book.
 - B. Are you opposed to lowering the voting age?
 - C. She’s not acquainted with Ms. Wren.

Common Confusions:

1. Students may confuse adjective forms: Interested/interesting. (I am interesting in sports.)
2. Students may use an incorrect preposition in a Stative Passive Expression. (The city is known with its architecture.)

3. Conditional Verb Tenses

Forms: There are several forms of conditional sentences. They use different verb tenses.

True (sometimes called “real”) sentences in the present or future: These sentences express something that happens based on a condition.

The verb following “if” is in the Present Tense.

The verb in the other clause is in the Present Tense if the action is a habit or occurs regularly.

It is in the Future Tense if the action will take place in at a specific time in the future.

- A. If I finish my homework, I watch TV. (General habit.)
- B. If I finish my homework, I will watch TV. (A specific time in the future.)
- C. If we have enough time, we play video games. (General habit.)
- D. If we have enough time after school today, we ’ll play video games. (A specific time in the future.)

Untrue (sometimes called “Unreal”) conditionals express a result if the condition were true. They are called untrue because the condition is not true.

Present Untrue Conditional Sentences: The verb in the “if” clause is in the Simple Past Tense.

Special case: the only forms of the verb to be are “were” or “weren’t.”

The verb in the other clause is “would” plus the verb. To show ability, “could” can be used.

- A. If I were seven feet tall, I could dunk. (I am not seven feet tall; I cannot dunk.)
- B. If I had a million dollars, I would buy my parents a house. (I don’t have a million dollars; I am not buying my parents a house.)
- C. If I were at home, I would be taking a nap. (I am not at home. I am not taking a nap.)
- D. If they weren’t hungry, they wouldn’t stop to eat. (They are hungry. They are stopping to eat.)
- E. If she weren’t sick, she ’d be here. (She is sick, so she isn’t here.)

Past Untrue Conditional Sentences: The verb in the “if” clause is in the Past Perfect Tense.

The verb in the other clause uses “would have” plus the *past participle* of the verb. To show ability, “could have” can be used.

- A. If I had known you were sick, I would have called you. (I didn’t know you were sick, so I didn’t call you.)
- B. If we had been there, we would have had a good time. (We weren’t there, so we didn’t have a good time.)
- C. If we hadn’t bought a car, we could have taken a long vacation. (We bought the car, so we couldn’t take a long vacation.)

In Sentence D below, the “If” clause refers to the past, and the second clause refers to the present. Note the different verb tenses:

- D. If she had bought Google stock ten years ago, she ’d be rich. (She didn’t buy Google stock, so she isn’t rich now.)

Uses: Conditional Sentences show condition. If something happens (or doesn’t happen) then something else will happen (or not happen.)

Conditional Sentences are used in many ways, such as:

To express advice:

- A. If I were you, I ’d take that job.
- B. If I were him, I would have studied for that test.
- C. If I had been in that situation, I would have gone home.

To express possibility:

- A. If I have money, I ’ll eat out with you.
- B. If she has time, she can help us.

To explain what would have happened under different circumstances:

- A. If I had gone to law school, I might have made a lot of money.
- B. If her brother weren’t sick, he ’d be here.

Conditional Sentences can use a variety of Modals and Modal Like Expressions.

- A. If it snows, I might stay home.
- B. If it snows, I can't go outside.
- C. If it snows, school will close.
- D. If it snows, we shouldn't drive to school.
- E. If it snows, we'll go sledding in the park.

Expressions used with Conditional Verb Tenses

“If” or “When” are commonly used in Conditional Sentences.

“Wish” sentences use similar verb forms.

- A. I wish she were here. (She isn't here.)
- B. I wish I hadn't done that. (I did that.)
- C. I wish we hadn't been late for the movie. (We were late for the movie.)

Common Confusions

1. Using “was” instead of “were.”
 - A. If he was here, he'd help us finish the project. (If he were here, he'd help us finish the project.)
 - B. I'd leave if the boss wasn't here. (I'd leave if the boss weren't here.)
2. Using “will” after “if.”
 - A. If I will go to the party, I will have a good time. (If I go to the party, I will have a good time.)
3. Changing the from positive to negative, or vice versa, to convey the correct meaning of the Conditional Sentence:
 - A. I didn't study, so I didn't pass the test. If I had studied, I wouldn't pass the test. (If I had studied, I would have passed the test.)
4. Confusion about the Past Perfect of “have” , which is “had had.” The repetition of “had” can be confusing.
 - A. If I had time yesterday, I would have played soccer with you. (If I d had time yesterday, I would have played soccer with you. or If I had had time yesterday, I would have played soccer with you.

4. Direct Quotations and Reported Speech

Forms:

Direct Quotations:

To write Direct Quotations in a sentence beginning with a quote, put the quoted words inside the quotation. End the Direct Quote with a comma, question mark, or exclamation mark.

- A. “I'm ready to leave,” she said.
- B. “Where are you going?” he asked.
- C. “Help me!” he cried.

To write Direct Quotations in a sentence ending with a quote, put a comma after the first part of the sentence. Place the quoted words inside the quotation marks. Begin the quote with a capital letter. Punctuate the end of the sentence with a period, question mark, or exclamation mark.

- A. She said, “We’re ready to go.”
- B. He asked, “Where are you going?”
- C. He screamed, “Look out!”

If the writer indicates the speaker in the middle of a sentence, the second part of the quote is not capitalized.

- A. “When it comes to scoring,” the coach said, “she’s our strongest player.”

Reported Speech:

In informal Reported Speech, the Present Tense can be used to report an immediate quotation.

- A. “I’m ready to go,” she said. “What did she just say?” She said she’s ready to go.

In more formal Reported Speech, the verb tense of the reported information changes to the past form of the Quoted Speech.

- A. She said, “I’m hungry.” / She said she was hungry.
- B. Theo said, “I’ll be at the airport at 4:00.” / Theo said he would be at the airport at 4:00.
- C. Maribel said, “I have to work this weekend.” / Maribel said she had to work this weekend.
- D. Mr. Chen said, “I can be at the meeting.” / Mr. Chen said he could be at the meeting.
- E. Ms. Santos said, “I mailed the letter.” / Ms. Santos said that she had mailed the letter.

Questions: Yes/no questions in Reported Speech use “if,” “whether,” or “whether or not.”

- A. She asked me, “Did you go to the game?” She asked if I had gone to the game.
- B. We asked Tina, “Can you help us?” We asked Tina if she could help us.
- C. “Do you want to see a movie?” I asked. I asked her whether or not she wanted to see a movie.

Information Questions: Information Questions follow the patterns of Noun Clauses. See the Noun Clauses section for more examples.

- A. “When do you want to go?” She asked me when I wanted to go.
- B. “Where is the bus stop?” he asked. He asked me where the bus stop is/was.

Uses: Reported Speech gives the idea of the speaker’s words. Verb tenses and pronouns may change. Quotation marks are not used in Reported Speech.

Direct quotations are used when quoting exactly what someone has said using quotation marks.

Expressions used with Indirect or Direct Quotations

Different expressions can be used introduce direct quotes or reported speech:

Questions: ask, inquire, and wonder:

- A. She wondered where I had been.
- B. “Where have you been?” she inquired.

Statements: say, claim, tell, state:

- A. She claimed she wasn’t there.
- B. “The store is closed,” he stated.
- C. She told me she liked the movie.

Other expressions: exclaim, shout, cry, whisper:

- A. She exclaimed, “I passed my driver’s test!”

- B. "Can you lend me a pencil?" he whispered.
- C. "Ouch!" she shouted.

Common Confusions

1. Students may be hesitant in using Reported Speech, instead preferring to use Direct Quotations.
2. Students may be confused about which verb tenses to use in Reported Speech.
3. Because they contain Noun Clauses (see below), sentences using Reported Speech may require a change in word order:
 - A. "What time is it?" she asked. / She asked me what time is it. (She asked me what time it is/was.)
4. Not omitting "do" "does" or "did" in Reported Speech questions:
 - A. She asked me, "Do you take the bus to school?" / She asked me do I take the bus to school. (She asked me if I take/took the bus to school.)

5. Noun Clauses

Forms: A Noun Clause is a group of words which include a noun and a verb and functions as a noun.

- A. I don't know where she lives. (her address)
- B. Could you please repeat what you said? (your previous statement)
- C. Do you know whose book this is? (the owner of the book)
- D. Whether I finish or not is not important. (my finishing)

When a Noun Clause is the object of the verb, it does not have the usual question word order. The subject precedes the verb. "Do", "does", or "did" are not used.

- A. Can you tell me when they ate lunch? (When did they eat lunch?)
- B. She asked me when they left. (When did they leave?)
- C. Do you know when the next bus arrives? (When does the next bus arrive?)
- D. I don't remember what time I go to the dentist. (What time do I go to the dentist?)

When the original question does not use "did," "do," or "does," the word order is reversed when the Noun Clause is the object.

- A. Can you tell me when you can go to the movies? (When can you go to the movies?)
- B. Do you know what time it is? (What time is it?)

When the Noun Clause is the subject, the word order is the same as the original question.

- A. She asked me what happened.
- B. I don't know who took my book.

Uses: A Noun Clause can be used instead of a Noun Phrase. In sentence A, the Noun Phrase is the subject of the sentence. In sentence B, the Noun Clause is the subject of the sentence.

- A. Her opinion was interesting. ("Her opinion" is a Noun Phrase.)
- B. What she said was interesting. ("What she said" is a Noun Clause.)

Noun Clauses are used in questions to soften the intensity or make them more polite.

- A. What time is it?

- B. Can you tell me what time it is?

Noun Clauses also are used to express uncertainty, ask for information, or wonder about a situation. They are used in indirect quotations.

- A. Is she running late?
 B. I wonder if she's running late.

Expressions used with Noun Clauses

Common expressions used with Noun Clauses include:

- A. I know/ don't know - I don't know when the bus arrives. (When does the bus arrive?)
 B. I wonder - I wonder who she is. (Who is she?)
 C. Can you tell me - Can you tell me what "anticipate" means? (What does "anticipate" mean?)
 D. I can't remember/I remember - I can't remember if we have homework or not. (Do we have homework?)

Common Confusions: Changing the original question to a Noun Clause can be confusing to students.

- Noun Clauses may require a change in word order:
 - How old are you? / Please tell me how old are you. (Correct: Please tell me how old you are.)
- Not omitting "do" "does" or "did" in Noun Clauses.
 - Does she have any siblings? / I don't know does she have any siblings. (Correct: I don't know if she has any siblings.)

6. Adjective Clauses

Forms: An Adjective Clause uses a relative pronoun to modify a noun. These pronouns are: *who, whom, whose, which* and *that*.

- She's the person who gave me directions.
- The teacher whom we met yesterday was awarded the grant.
- I talked to the parents whose daughter had the lead role in the play.
- The book which is on the desk needs to be put back on the shelf.
- A marsupial is an animal that keeps its young in a pouch.

The relative pronoun is often omitted when the noun is an object.

- He's the man whom I told you about. (I told you about *him*.)
- He's the man I told you about.
- That's the same movie which I saw last month. (I saw *it* last month.)
- That's the same movie I saw last month.
- Look at the new watch that I bought. (I bought *it*.)
- Look at the new watch I bought.

Uses: An Adjective Clause is a clause that modifies a noun. Because it functions like an adjective, it is called an Adjective Clause. It provides specificity and sentence length and is a way to connect two related sentences. The Adjective Clause is placed directly after the noun it modifies.

- That's the *woman* who lives next door to me. (The Adjective Clause "who lives next door to me" modifies the noun "woman.")
- She purchased a *car* that had great fuel efficiency. (The Adjective Clause "that had great fuel efficiency" modifies the noun "car.")

Expressions used with Adjective Clauses:

- A. Where – That’s the restaurant where we met.
- B. When – I remember the day when I first came to the U.S.
- C. Prepositions – about, by, for, to with.... That’s the show I told you about.

Common Confusions:

1. Whom/who – *Whom* is the relative pronoun used when the adjective clause is an object of a verb or preposition. *Whom* is not commonly used in everyday spoken English. Use of relative pronouns is often related to the formality of the situation.
 - A. Mr. Johnson is the teacher whom I met at the conference. (I met *Mr. Johnson* at the conference.)
 - B. My Johnson is the teacher who I met at the conference.
 - C. Mr. Johnson is the teacher that I met at the conference.
 - D. Mr. Johnson is the teacher I met at the conference.

7. Expressions That Show Time Relationships.

- A. Once - Once he got home, he had lunch.
- B. After - We went for a walk after watching a movie.
- C. Before - I had a snack before I started my homework.
- D. While - While he was cooking, he listened to music.
- E. Upon - Upon arriving home, she unpacked and took a nap.
- F. In the meantime/ meanwhile - He made dinner; meanwhile, she set the table.
- G. Simultaneously - They simultaneously ate and read.
- H. During - I ate popcorn during the movie.
- I. Subsequently - She got a raise; subsequently, she bought a new car.
- J. Previous(ly) - Previous to living in Canada, she lived in Mexico.

Common Confusions

1. Common confusions will be related to understanding the meaning of the expression, the grammar of the words after the expression (phrase or clause), or punctuation.
2. There are many punctuation variations when using Expressions that Show Time Relationships, such as using a comma when sentences begin with these expressions and not using a comma when the expressions are in the middle of a sentence.
 - A. While playing soccer, I hurt my ankle. (The sentence begins with “While”, so it has a comma.)
 - B. I hurt my ankle while playing soccer. (“While” is in the middle of the sentence, so there is no comma.)
3. Remember, the use of Expressions that Show Time Relationships to increase sentence length and add precision to meaning is more important than correct pronunciation.

8. Expressions That Show Cause and Effect.

Forms and Uses:

Many expressions can show cause and effect: Because/Since in a dependent clause.

- A. Because she was hungry, she had a snack.
- B. We went inside because it started to rain.

- C. Since I was tired, I took a nap.
- D. I took a nap since I was tired.

“Because of” and “Due to” followed by a noun phrase:

- A. Because of the rain, the game was canceled.
- B. We were off yesterday because of the snow.
- C. Due to the cold, we decided to stay home.
- D. We stayed home due to the cold.

“Due to the fact that” followed by a clause shows cause and effect.

- A. Due to the fact that they live in the desert, many animals have ways to conserve water.
- B. Owls have large eyes due to the fact that they are nocturnal.

“Therefore” and “Consequently” are transitions that show cause and effect.

- A. I was 15 minutes late; therefore, I missed the beginning of class.
- B. He didn’t study; consequently, he failed the test.

“As a consequence” is another way to express cause an effect.

- A. He ran every day after school. As a consequence, he was able to increase his speed and endurance.
- B. As a consequence of reading 30 minutes every day, she increased her reading speed.

Common Confusions:

1. There are many punctuation variations when using these expressions such as using a comma when sentences begin with the expressions “Because/because of/due to/ due to the fact that/ since” and not using a comma when these expressions are in the middle of the sentence.
 - A. Because I forgot my pen, I had to borrow one.
 - B. I had to borrow a pen because I forgot mine.

2. Use of a semicolon when expressions such as “therefore/consequently/as a consequence” are preceded by a complete sentence.
 - A. The band won first prize; consequently, the school held an assembly to recognize their achievement.
 - B. My sister is five years older than I; therefore, my parents give her more responsibility.

Note: While it is desirable that students use correct pronunciation, using the expression to convey correct, precise meaning is more important than punctuation. Encourage students to use the expressions and focus on writing and meaning,

9. Expressions That Show Contrast or Comparison

Uses: Expressions that Show Contrast or Comparison are ways to show differences or similarities.

Expressions Used To Show Contrast:

- A. “But” – Shows contrast. Use a comma when “but” connects two sentences.
 1. I finished, but she didn’t.
 2. I wanted to buy lunch, but I forgot my money.
- B. “However” – Similar in use to “But.” Use a semicolon or period when connecting ideas with two sentences.

1. I studied for the test; however, I didn't do very well.
2. Jon was late for class. However, the teacher didn't see him walk into the room.
- C. "While" and "Whereas" are used to show contrast, often in situations or condition. Use a comma.
 1. Lions are carnivores, whereas hippos are herbivores.
 2. Whereas hippos are herbivores, lions are carnivores.
 3. While Chile has a long coastline, Paraguay is a landlocked country.
- D. "Yet" shows contrast in the sense of overcoming an opposing situation or unexpected results.
 1. He reached and jumped, yet he couldn't touch the basketball rim.
 2. She was tired, yet she kept driving.
- E. "Despite" shows contrast in the sense of overcoming an opposing situation. "Despite" is followed by a noun or noun phrase.
 1. We made it to school on time despite the terrible traffic.
 2. Despite being tired, she finished her school project.
- F. "Despite the fact that" has the same use as "Despite", but it is followed by a clause (sentence.)
 1. Despite the fact that it was cold and rainy, he did not wear a jacket.
 2. She came to school despite the fact that she was sick.
- G. "On the contrary" is used to show the opposite.
 1. He didn't miss the party; on the contrary, he was the first one there.
 2. We didn't lose the soccer game. We won, 6-2, on the contrary.
- H. "Even though" "although" and "though" show an unexpected result or situation. If the expression begins the sentence, use a comma. Do not use a comma if the expression is in the middle of the sentence.
 1. Even though I was tired, I played in the game.
 2. She walked home though she was tired.
 3. Although I don't usually eat pizza, I ate some because there was no other choice.
- I. "Nevertheless" and "Nonetheless" show unexpected results. They have specific punctuation patterns. Use a semicolon when connecting two sentences.
 1. We were tired. Nevertheless, we finished the project.
 2. He ate two sandwiches; nonetheless, he was still hungry.
- J. "On the other hand" is used to show an alternate or contrasting situation.
 1. She arrived early. Her friend, on the other hand, was twenty minutes late.
 2. I don't like pasta; on the other hand, I love pizza.

Expressions that Show Comparison

"Similar(ly)" and "Similar to" show similarity, while many other expressions show sameness.

- A. "Similar(ly)" - Frogs eat insects; similarly many snakes will eat slower moving insects.
- B. "Similar to" - Frogs are similar to snakes in that they both eat insects.
- C. "The same as" - My bookbag is the same as hers.
- D. "Just like" - Just like many other students, she enjoys going outside for recess.
- E. "Just as" - Just as playing chess requires concentration, playing tennis requires focus on the game.
- F. "Likewise" - I enjoy walking; likewise, my teacher enjoys taking a walk at lunch time.

Common Confusions

1. Common confusions will be related to understanding the meaning of the expression, the grammar of the words after the expression (phrase or clause), or punctuation.
 - A. Even though I was sick, I went to the doctor's office. (Meaning of expression misunderstood.)
 - B. Despite he was hungry, he didn't eat anything. (Using a clause instead of a phrase after "despite.")
 - C. Despite being hungry, he didn't eat anything. (Correct use of words after "despite.")
 - D. We were invited to the party, however we didn't go. (Incorrect Punctuation.)

Remember, the use of Expressions that Show Contrast and Comparison to increase sentence length and add precision to meaning is more important than correct punctuation.

10. Other Subordinating Expressions

Uses: Subordinating Expressions are words that introduce a subordinate (or dependent) clause. Use of a subordinate clause creates a complex sentence.

Subordinating Expressions include:

- A. after (time sequence) - After hearing her ideas, I changed my opinion.
- B. although (contrast) - We could communicate although we spoke different languages.
- C. as long as (condition) - As long as she has a car, she will drive to work.
- D. because (cause) - We went inside because it started to rain.
- E. before (time sequence) - She ate before she left.
- F. even if (condition) - Even if I lose the game, I will still enjoy playing.
- G. even though (contrast) - He finished his homework even though he was tired.
- H. if (condition) - If I get home early, I will watch a movie.
- I. in order that (purpose) - She studied in order that she would do better on her upcoming test.
- J. once (time sequence) - Once the cheese is melted, take the pizza out of the oven.
- K. provided that (condition) - We will have the meeting provided that school is not canceled.
- L. rather than (preference/contrast) - I enjoy running rather than swimming.
- M. since (cause/time sequence) - He rested since he was out of breath. Since I moved here, I've been happy.
- N. so that (purpose) - The teacher turned out the lights so that the student could better see the film.
- O. though (contrast) - Though he's taller than her, she can reach a higher point by jumping.
- P. unless (condition) - I won't go unless you do.
- Q. whenever (condition) - Whenever it rains, it takes longer to get home.
- R. whereas (contrast) - She has brown hair, whereas he has black hair.
- S. wherever (condition) - Wherever I've lived, I've always been happy.
- T. while (time/contrast) - She exercised while he watched television. While I enjoy action films, I don't like dramas.

Many of these Subordinating Expressions are described in previous Language Targets. They are highlighted in order to provide more ways for students to connect ideas with precision and increase sentence length.

Common Confusions

1. Common confusions will be related to understanding the meaning of the expression, the grammar of the words after the expression (phrase or clause), or punctuation.

Remember, the use of Subordinating Expressions to increase sentence length and add precision to meaning is more important than correct punctuation.

Amplifying Language in Context

10 High Leverage Language Targets for English Language Proficiency

Language Target	Curriculum/Lesson Location	Example in Context For “Juicy Sentence” Protocol	Writing & Speaking Practice for Students Specifically Using the Language Target
<p>EXAMPLE</p> <p>Perfect Tenses: present perfect, past perfect, perfect continuous tenses. Statements and questions. (He hadn’t finished when the teacher collected the assignment. Have you ever been to Vietnam?)</p> <p>(WIDA: Language Forms and Conventions)</p>	<p>Keytone</p> <p><i>Building Bridges</i> Unit 2 Pg 90</p> <p><i>Minor Earthquakes: No Reason to Stop Drilling for Oil</i></p>	<p>PP: “Scientists have shown that drilling for oil may cause some earthquakes.”</p>	<p>What else have scientists shown?</p> <p>What else have you learned about earthquakes?</p>
<p>Perfect Tenses: present perfect, past perfect, perfect continuous tenses. Statements and questions. (He hadn’t finished when the teacher collected the assignment. Have you ever been to Vietnam?)</p> <p>(WIDA: Language Forms and Conventions)</p> <p><small>Reference: <i>Fundamentals of English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 4: Present Perfect and Past Perfect.</i></small></p> <p><small>Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 1, Overview of Verb Tenses, pages 4-8, and Chapter 3: Perfect and Perfect Progressive Tenses.</small></p>			

Language Target	Curriculum/Lesson Location	Example in Context For “Juicy Sentence” Protocol	Writing & Speaking Practice for Students Specifically Using the Language Target
<p>Passive Voice: (The house was destroyed. The teacher was informed that he was being transferred to a new school.)</p> <p>(WIDA: Language Forms and Conventions)</p> <p><i>Reference: Fundamentals of English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 10: The Passive</i></p> <p><i>Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 11, The Passive</i></p>			
<p>Conditional Verb Tenses for real and unreal situations (If I were the main character, I would have left my town.)</p> <p>(WIDA: Linguistic Complexity, Language Forms and Conventions)</p> <p><i>Reference: Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 20, Conditional Sentences and Wishes</i></p> <p><i>Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 17: Adverb Clauses, pages 377-379</i></p>			

Language Target	Curriculum/Lesson Location	Example in Context For “Juicy Sentence” Protocol	Writing & Speaking Practice for Students Specifically Using the Language Target
<p>Direct Quotations and Reported Speech: (She said that she was finished. She said, “I’m finished.”)</p> <p>(WIDA: Linguistic Complexity, Language Forms and Conventions)</p> <p><small>Reference: <i>Fundamentals of English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 14: Noun Clauses, pages 384-393.</i></small></p> <p><small>Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 12, Noun Clauses, pages 258- 269.</small></p>			
<p>Noun Clauses: (I know how much it costs.)</p> <p>(WIDA: Linguistic Complexity, Language Forms and Conventions)</p> <p><small>Reference: <i>Fundamentals of English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 14: Noun Clauses, pages 370-383</i></small></p> <p><small>Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 12, Noun Clauses, pages 242-257</small></p>			

Language Target	Curriculum/Lesson Location	Example in Context For “Juicy Sentence” Protocol	Writing & Speaking Practice for Students Specifically Using the Language Target
<p>Adjective Clauses: to describe a person or thing. (She was the character who argued with Ha.)</p> <p>(WIDA: Linguistic Complexity, Language Forms and Conventions)</p> <p><small>Reference: <i>Fundamentals of English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 12: Adjective Clauses</i></small></p> <p><small>Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 13, Adjective Clauses</small></p>			
<p>Expressions that Show Time Relationships: (We boarded the bus when it arrived. As soon as it stopped raining, I left the house.)</p> <p>(WIDA: Linguistic Complexity)</p> <p><small>Reference: <i>Fundamentals of English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 2: Past Time, pages 48-52</i></small></p> <p><small>Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 17: Adjective Clauses, pages 365-372</small></p>			

Language Target	Curriculum/Lesson Location	Example in Context For “Juicy Sentence” Protocol	Writing & Speaking Practice for Students Specifically Using the Language Target
<p>Expressions that Show Cause and Effect: (Because of the weather, we stayed home. It began to snow heavily; therefore, the students were dismissed early.)</p> <p>(WIDA: Linguistic Complexity)</p> <p><small>Reference: <i>Fundamentals of English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 8: Connecting Ideas, pages 221-228</i></small></p> <p><small>Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 17: Adverb Clauses, pages 373-374</small></p> <p><small>Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 19: Connectives that Express Cause and Effect, Contrast, and Condition, pages 397-405</small></p>			
<p>Expressions that Show Contrast and Comparison: (Frieda was talkative, while her brother was reserved. Even though the weather was cold, he didn’t wear a jacket. I planned to finish the project; however, I did not have sufficient time.)</p> <p>(WIDA: Linguistic Complexity)</p> <p><small>Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 17: Adverb Clauses, pages 374-377</small></p> <p><small>Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 19: Connectives that Express Cause and Effect, Contrast, and Condition, pages 406-415</small></p>			

Language Target	Curriculum/Lesson Location	Example in Context For “Juicy Sentence” Protocol	Writing & Speaking Practice for Students Specifically Using the Language Target
<p>Other Subordinating Expressions: (Now that she was in a new school, she had to make new friends. We were allowed to watch a movie provided that we finished our homework.)</p> <p>(WIDA: Linguistic Complexity)</p> <p><i>Reference</i></p> <p>http://blog.writeathome.com/index.php/2013/07/50-subordinating-conjunctions-and-why-they-matter/</p> <p>https://www.thoughtco.com/subordinating-conjunction-1692154 (Lists, examples from quotes, combining practice.)</p>			

“Juicy Sentences” - Helping Students Access Complex Text

The “**Juicy Sentence**” is a strategy developed by Lily Wong Fillmore, specifically to address the needs of ELLs and accessing complex text. The juicy sentence provides the opportunity for students to gain a deeper understanding of the text and language structures by breaking apart a complex sentence. Through this close look at the sentence, many aspects of language can be taught in context. This activity should be short and done in context with the text – ten to fifteen minutes. Do not let it take up a class period.

- **Choose a sentence worthy of analysis.** After engaging the students in a close read choose a sentence worthy of analysis. This may include: target grammar structure, vocabulary worth investigating further, complex structure, language features that match grade level language standards, etc.
- **Post the sentence.** Write the sentence for the class and ask the students to copy the sentence verbatim.
- **What does it mean?** Instruct students to write what they think the sentence means.
- **Discuss meaning.** Follow up with a discussion on the meaning of the sentence, which will usually lead to a deeper discussion of how that sentence relates to the text that was read.
- **Discuss Vocabulary.** Discuss any vocabulary and the use of context clues to determine the meaning (other instructional opportunities may come up for vocabulary – word replacement, etc.)
- **Target Language & Language Standards.** Have the students write about “anything else they notice” about the sentence. This is difficult at first, as they need some modeling as to what this means. This is when you go into target language structures, language standards – circling verbs and discussing tense, circling words with affixes and discussing meanings, base words, etc., circling punctuation and discussing purpose, etc... The target language structures and the grade level language standards really drive this learning.
- **Mimic the structure.** Ask the students to rewrite the sentence using the same structure as the author. For example, if the sentence uses quotations, the students will include the same quotations. If the sentence is a compound sentence, the students will write a compound sentence. The topic does not have to mimic the original sentence, and may actually, show a deeper understanding when it does not.
- **Provide opportunity to practice the target language in orally & in writing.** Finally give students the opportunity to practice the target language structure. They may find further examples of the target structure in the text, practice the structure orally with a partner, and develop other examples of the structure.

Here is an example from a fifth grade story found in Houghton Mifflin Harcourt’s, *Katie’s Trunk*:

My breath got caught somewhere midst my stomach and chest, and I could not get it back.

This sentence gives the opportunity to discuss how the sentence relates to the overall meaning of the story, to determine the meaning of *midst* using context clues, to teach about compound sentence structures, and verb endings. Another version of how to use a juicy sentence is described in the article found on this website: <http://leafturned.wordpress.com/2010/03/13/juicy-language/>

After using the juicy sentence to examine syntax, you can take this instruction further. Judith Hochman uses kernel and complex sentences to expand students’ understanding of syntax in her book *Teaching Basic Writing Skills*. A kernel is when a sentence is broken apart into the smallest sentence possible (Volcanoes erupt). The complex sentence expands a kernel into a more detailed, complex sentence. You can begin this understanding by tearing the juicy sentence into a kernel, and expanding it using the student’s own language. Then this learning can be connected to sentence expansion with the students’ personal writing. Hochman’s book also gives specific examples to learning other aspects of language from the sentence level to full essay writing, with applications from K-6th grades.






More information about Lily Wong Fillmore’s work can be found in this article: (http://ell.stanford.edu/sites/default/files/pdf/academic-papers/06-LWF%20CJF%20Text%20Complexity%20FINAL_0.pdf)

WIDA Scoring Rubric for Language Production

Level	Linguistic Complexity (Discourse Level)	Language Forms & Conventions (Sentence Level)	Vocabulary Usage (Word Level)	Teacher Notes
6 Reaching	A variety of sentence lengths of varying linguistic complexity in a single tightly organized paragraph or spoken response or in well-organized extended text, related to the topic; tight cohesion and organization.	Has reached comparability to that of English proficient peers functioning at the “proficient” level in state-wide assessments.	Consistent use of just the right word in just the right place; precise vocabulary usage in general, specific and technical language.	
5 Bridging	A variety of sentence lengths of varying linguistic complexity in an extended spoken or written response, related to the topic; responses show cohesion and organization.	A variety of grammatical structures matched to purpose; approaching comparability to that of English proficient peers; errors don’t impede comprehensibility.	Technical and abstract content-area language Words and expressions with precise meaning related to content area topics	
4 Expanding	A variety of sentence lengths of varying linguistic complexity, multiple complex sentences, related to the topic; emerging cohesion used to provide detail and clarity; organized expression of ideas.	A variety of grammatical structures; generally comprehensible at all times, errors don’t impede the overall meaning	Usage of specific and some technical language related to the content area; lack of needed vocabulary may be occasionally evident.	
3 Developing	Simple and <i>some</i> expanded sentences that show emerging complexity used to provide detail, related to the topic. Expanded expression of one idea or emerging expression of multiple related ideas.	Repetitive grammatical structures; generally comprehensible; comprehensibility may from time to time be impeded by errors when attempting to produce more complex structures.	Usage of general and some specific language related to the content area; lack of needed vocabulary may be evident.	
2 Emerging	Phrases and short sentences, related to the topic. Much of the response may be copied or directly repeated from the passage. Emerging expression of ideas and authentic language.	Formulaic grammatical structures: generally comprehensible; communication may be impeded when going beyond phrases and short, simple sentences or by phonological, syntactic or semantic errors	Usage of general language related to the content area; social and instructional words and expressions across content areas. Reaching for vocabulary when going beyond the highly familiar.	
1 Entering	Single words, set phrases or chunks of simple language; varying amounts of the passage may be copied or adapted.	Simple grammatical structures; When using memorized or copied language, is generally comprehensible; communication may be significantly impeded when going beyond the highly familiar.	Usage of highest frequency vocabulary from school setting and content areas.	

Adapted from the WIDA Performance Definitions 2012 & WIDA Interpretive Rubric 2017.

Scoring/Grading Guide

ESOL Course Level/Marking Period	WIDA Level Writing Score					
	1 	2 	3 	4 	5 	6
1/1	C/B	A	A	A	A	A
1/2	C/B	A	A	A	A	A
1/3	E/D/C	B/A	A	A	A	A
1/4	E/D	C/B	A	A	A	A
2/1	E/D	C/B	A	A	A	A
2/2	E/D	C/B	A	A	A	A
2/3	E/D	D/C	B/A	A	A	A
2/4	E	D/C	B/A	A	A	A
3/1	E	D	C/B	A	A	A
3/2	E	E/D	C/B	A	A	A
3/3	E	E/D	C/B	A	A	A
3/4	E	E/D	C/B	A	A	A
4/1	E	E	D	C/B	A	A
4/2	E	E	D	C/B	A	A
4/3	E	E	E/D	C/B	A	A
4/4	E	E	E/D	C/B	A	A
5/1	E	E	E/D	C/B	A	A
5/2	E	E	E/D	C/B	A	A
5/3	E	E	E/D	C/B	A	A
5/4	E	E	E/D	C/B	A	A

Letter Grade	Level of Performance	Numeric Value	Standards-Based Grading Notes:
A	Outstanding	90-100	Teachers have more than one grading option in certain categories. Teachers should use their professional expertise in language development to evaluate their students' responses based on the WIDA Rubric for Scoring. Teachers should consider all three dimensions of Academic Language- Word, Sentence, and Discourse when evaluating students' language production. If a response does not meet the next level in all three dimensions, but is strong in two, the teacher has the option of using the lower grade in the next level. (For example, if in 3/1 a student scores a level 3 in word and sentence, but not in discourse, the teacher has the option of awarding the student a C, the lower of the two scores in that level.) No response is scored a "0."
B	High Level	80-89	
C	Acceptable	70-79	
D	Minimal	60-69	
E	Unacceptable	50-59	

ESOL Student Feedback and Reflection Form

Name _____

Assessment _____

Score _____

Previous WIDA ACCESS level _____

Areas of Strength: Which parts of the writing/speaking are strong?

Teacher:

Student:

Areas of Improvement: Which parts of the writing/speaking need improvement?

Teacher:

Student:

Next steps: What teaching and learning needs to occur in the next marking period?

Teacher:

Student:

Evidence of Learning: Language & Literacy

Evidence of Learning- District		ESSA	Evidence of Learning-District	
Marking Period 1	Marking Period 2	ACCESS for ELLs	Marking Period 3	Marking Period 4
Required ESOL Progress Check: Reading to Write	Required ESOL Progress Check: Listening to Speak		Required ESOL Progress Check: Reading to Speak	Required ESOL Progress Check: Listening to Write
METS: MAP-R Fall			MAP-R Spring	

Pre-assessment Considerations for Language Development

Ensuring Language, Rigor, & Equity for Instructional Excellence for ELLs

A key to equity is knowing what students CAN Do. Pre-assessment assess a student’s strengths in language prior to instruction. If Pre-assessments can be a great tool to help, teachers identify the language needs of ELLs. Here are some ways in which teachers can use a pre-assessment to maximize students’ potential.

- 1. Pre-assessments allow teachers to see what language skills students have already mastered in order to avoid having students spend time on a skill they already know.** If only a couple of students need the learning, then teachers can individualize their instruction. If the majority of students are struggling with a specific language target, then teachers can amplify that language target in the lesson. It is recommended that ESOL teachers prepare a longer pre-test for their students at the beginning of the year or unit in a “getting to know you” community building approach. The pre-assessment can be a writing or speaking prompt is an open-end performance based task aligned to a standard or learning target that provides the opportunity for a student to use academic language naturally and independently. Score the writing or speaking production using the WIDA Scoring Rubric. Do not grade this pre-assessment. Instead, use it to compare to the Progress Checks throughout the year to ensure students are applying their language development into language production.
- 2. Pre-assessments help measure learning and language development in current time. By comparing pre-assessments and summative assessments, teachers are able to see what their students actually acquired or learned throughout the lesson.**
- 3. Pre-assessments give students a preview of what will be expected of them. Setting clear expectations helps students begin to focus on the key language targets that will be covered throughout the lessons.** This also gives students and teachers actionable feedback to set educational goals for the coming weeks based on the curriculum language targets for proficiency, which is an equitable practice.

Possible Pre-Assessment Prompts:

Consider students’ choice within a selection of possible open-ended pre-assessment writing or speaking prompts that provide the opportunity for students to produce academic language naturally and independently, here are some ideas:

- *If you could end any one problem in the world, what would it be? Why?*
- *Create your own holiday. What would you celebrate? How could you get others to join in the fun?*
- *Describe the best vacation, journey, or trip that you ever took.*
- *Would you rather parachute out of a plane or go scuba diving? Why?*
- *If you could throw a party for all your friends, what would it be like? Where would you hold it? What would you do? Who would come?*
- *Write or speak about a rule at school or at home that you don’t like. How would you replace it?*
- *What did you do last summer? If you could have done anything, what would you have done?*
- *Sitting down all day is not considered very healthy, yet students sit at desks almost all day to learn. Would you prefer to stand at a desk and learn? Why or why not? Provide at least three reasons.*
- *What time of day do you enjoy most and what time do you enjoy least? Explain why and include example*

New Instructional Practice Guide (IPG) for ELLs

Draft by Sue Pimentel

Use this reflection and coaching guide to support instructional excellence for ELLs.

IPG for ELA/Literacy Grades 3 - 12	In Addition, When Working With ELL Students
Core Action 1: Focus each lesson on a high-quality text (or multiple texts).	Core Action 1: Focus each lesson on a high-quality text (or multiple texts).
<ul style="list-style-type: none"> A majority of the lesson is spent reading, writing, or speaking about text(s). 	<ul style="list-style-type: none"> Form small groups of ELLs who are struggling with language and literacy for targeted assistance to deconstruct the text before releasing responsibility. Provide linguistic supports to facilitate focused and targeted discussions that require ELLs to confer on content and cite evidence from the text to support the position they take. Read the text aloud at the start of the lesson, and then facilitate a discussion with ELLs about the meaning of words in the text. Provide opportunities for ELLs to reread the text to identify vocabulary and sections of the text they did not originally understand. Provide multiple opportunities and varied activities for students to discuss the text with their peers in pairs or small groups for short periods of time.
<ul style="list-style-type: none"> The text(s) are at or above the complexity level expected for the grade and time in the school year. 	<ul style="list-style-type: none"> Select texts that are quantitatively in the grade band, but emphasize one or two qualitatively complex features at a time (i.e., if purpose is highly complex, language and knowledge demands are less; if language is highly complex, other features are more straightforward). Offer readers more accessible texts (including those in a students' L1) in preparation for reading more complex texts on the topic. Pre-teach conceptually complex vocabulary.
<ul style="list-style-type: none"> The text(s) exhibit exceptional craft and thought and/or provide useful information. 	<ul style="list-style-type: none"> Choose brief complex, content-rich informational texts that: <ul style="list-style-type: none"> Are brief, interesting, and engaging for ELLs. Connect to a given unit of study and build ELLs' knowledge of a topic. Provide sufficient detail and examples for ELLs to be able to comprehend the passage. Contain ideas that can be discussed from a variety of perspectives.

Core Action 2: Employ questions and tasks, both oral and written that are text specific and reflect the standards.	Core Action 2: Employ questions and tasks, both oral and written that are text specific and reflect the standards.
<ul style="list-style-type: none"> • Questions and tasks address the text by attending to its particular structure(s), concepts, ideas, and details. 	<ul style="list-style-type: none"> • Build on and expand knowledge about how a text ELLs are reading is structured and different from other texts they have studied.
<ul style="list-style-type: none"> • Questions and tasks require students to use evidence from the text to demonstrate understanding and to support their ideas about the text. These ideas are expressed through both written and oral responses. 	<ul style="list-style-type: none"> • Simplify wording of questions without diminishing the cognitive demand of the question (e.g. What does the author tell us about how this historical event affects Mexico today? “...how Mexico changed because of the Aztec period?”) • Strategically use tools—short videos (less than 5 minutes), visuals, models and graphic organizers—to anchor instruction in a common shared experience and help students make sense of content. • Use a clear set of instructional routines that support students as they generate and organize their ideas for writing and research (e.g., move from partner discussion to notes to graphic organizers to paragraphs, and finally to independent writing of compositions).
<ul style="list-style-type: none"> • Questions and tasks attend to the words (academic vocabulary), phrases and sentences within the text. 	<ul style="list-style-type: none"> • Concentrate on a small set of academic vocabulary in a given text that are central to its meaning and used frequently for in-depth instruction over the course of several lessons and through multiple modalities: <ul style="list-style-type: none"> ○ Provide ELL student-friendly definitions of the target academic words that include connotations and apply these definitions to the context of the text. ○ Explicitly clarify and reinforce the definitions using examples, non-examples, and concrete representations. ○ Provide opportunities for ELLs to respond to questions where they have to show their understanding of subtle differences in usage and meaning especially of multiple meaning words ○ Facilitate structured discussions to increase opportunities for ELLs to talk about academic words. ○ Require ELLs to use the target academic words in their writing activities. ○ Engage ELLs in activities (crosswords, charades, sketching, and drawing to represent word meanings) that will increase exposure to and experiences with the word. • Teach word-learning strategies to help students independently figure out the meaning of words, including attending to context clues, word parts, true cognates, words as different parts of speech, and rewriting sentences using different forms of root words. • Use language, gestures, and visual to clarify words’ meanings. • Provide regular practice deconstructing complex sentences and syntax (e.g., focus on juicy sentences).

	<ul style="list-style-type: none"> • Focus readers’ attention on meaning-critical grammatical structures and word-learning strategies and how those might compare with how grammar is used to make similar meaning in students’ first languages. • Focus on the extensive use of reference chains where the same people, things, or events are linked throughout a text using pronouns. • Focus on language and grammar in conjunction with, and in the service of, meaningful academic work.
<ul style="list-style-type: none"> • Questions are sequenced to build knowledge by guiding students to delve deeper into the text and graphics. 	<ul style="list-style-type: none"> • Structure questions and tasks to facilitate focused and targeted student discussions on the content under study through prompts and fast-paced engaging activities. • Teach ELLs in an explicit, systematic manner, using ample modeling and think-alouds to depict how to complete each instructional task.
Core Action 3: Provide all students with opportunities to engage in the work of the lesson.	Core Action 3: Provide all students with opportunities to engage in the work of the lesson.
<ul style="list-style-type: none"> • The teacher keeps all students persevering with challenging tasks. Students habitually display persistence with challenging tasks, particularly when providing textual evidence to support answers and responses, both orally and in writing. 	<ul style="list-style-type: none"> • Provide additional instruction in small groups consisting of three to five ELLs who are struggling with language and literacy to practice newly acquired skills, such as using new vocabulary words and summarizing small portions of text. • Provide ELLs with daily opportunities to talk about content in pairs or small groups, anchored around topics present in the text(s). • Give ELLs a chance to think about content, practice what they have learned, and receive feedback <i>before</i> working with and contributing to whole class discussions. • Allow ELLs to collaborate in their home languages as they work on tasks to be completed in English. • Present directions and tasks orally and visually; repeat often; and ask students to rephrase.
<ul style="list-style-type: none"> • The teacher expects evidence and precision from students and probes students’ answers accordingly. Students habitually display persistence in providing textual evidence to support answers and responses, both orally and in writing. 	<ul style="list-style-type: none"> • Rephrase questions to give ELLs access. • Include listening comprehension activities designed to help ELLs to arrive at a reasonable interpretation of extended discourse, rather than to process every word literally. • Expect precision on content while allowing room for non-native, imperfect or developing English language usage. • Conduct frequent checks on ELLs’ understanding and provide immediate corrective feedback.
<ul style="list-style-type: none"> • The teacher encourages reasoning and problem solving by posing challenging questions and tasks that offer opportunities for productive struggle. Students persevere in solving questions and tasks in the face of initial difficulty. 	<ul style="list-style-type: none"> • Allow ELLs to use native language to process content, language and text before responding in English. • Consistently provide ELLs with rehearsal time in linguistically similar small groups or pairs (and in heterogeneous levels of language proficiency if possible) so students get more listening and speaking opportunities and build confidence before participating in whole class discussions.
<ul style="list-style-type: none"> • The teacher demonstrates awareness and appropriate action regarding the variations present in student progress toward reading independently. 	<ul style="list-style-type: none"> • Strategically use tools—short videos, visuals and graphic organizers—to anchor instruction and help students make sense of content.

<p>When appropriate, students demonstrate progress toward independence in reading and writing.</p>	<ul style="list-style-type: none"> • Use a set of instructional routines that support students as they generate and organize their ideas for writing and research (e.g., move from partner discussion to notes to graphic organizers to paragraphs, and finally to independent writing of compositions). • Provide language-based supports such as glossaries, word banks, sentence frames, and graphic organizers to facilitate ELLs’ entry into and development of writing. • Initially, model and provide think-alouds often to help students, but over time perform them less often, allowing ELLs more opportunities to think aloud their reasoning independently.
<ul style="list-style-type: none"> • When appropriate, the teacher explicitly attends to strengthening students’ language and reading foundational skills. Students demonstrate use of language conventions and decoding skills, activating such strategies as needed to read, write, and speak with grade level fluency and skill. 	<ul style="list-style-type: none"> • Teach students to turn questions around and use them as their sentence starters. <ul style="list-style-type: none"> • Provide text-specific sentence starters for ELLs to use, such as: <ul style="list-style-type: none"> • “What this means to me is...” • “I think this represents...” • “The idea I am getting is...” • So the big idea is... • “A conclusion I am drawing is... “ • “...and many more.” • “I like the opening sentence/paragraph because _____,” • “In this paragraph the author has clearly explained that _____,” • and “An idea I have to make it stronger is _____” • For ELLs who struggle with basic foundational reading skills, spend time not only on those skills but also on vocabulary development and listening and reading comprehension strategies. • Focus on sounds in English that do not appear in student’s home language to help students make and practice those sounds.

*** Beyond the Lesson Discussion Questions for Science and Technical Subjects**

Discussion Questions	Suggestions for ELLs
<ul style="list-style-type: none"> Why was this text/resource selected for today's lesson? Is this text one of a sequence of texts designed to build knowledge? Please explain. 	<ul style="list-style-type: none"> Choose brief complex, content-rich informational texts that: <ul style="list-style-type: none"> Are brief, interesting, and engaging for ELLs. Connect to a given unit of study and build ELLs' knowledge of a topic. Provide sufficient detail and examples for ELLs to be able to comprehend the passage. Contain ideas that can be discussed from a variety of perspectives. Read informational texts that focus on one conceptually connected topic at a time (avoid jumping quickly from topic to topic) since the concreteness supports language proficiency and vocabulary and knowledge development. Offer readers more accessible texts (including those in a students' L1) in preparation for reading more complex texts on the topic.
<ul style="list-style-type: none"> What content knowledge are students expected to gain from reading this sequence of resources? 	<ul style="list-style-type: none"> Provide essential supporting information prior to reading the instructed text that cannot be learned from careful reading of the text.
<ul style="list-style-type: none"> Beyond this lesson, what steps have been taken to ensure that students are reading a range and volume of informational texts as recommended by the CCSS? 	
<ul style="list-style-type: none"> What steps have been taken to ensure students are given frequent opportunities to read independently and engage with a high volume of texts? How are students held accountable for reading independently? 	
<ul style="list-style-type: none"> Beyond this lesson, what steps have been taken to ensure all students are reading texts of increasing complexity with increasing independence over the course of the year? 	<ul style="list-style-type: none"> Use readers or Read&Write for Google Chrome for ease of access to online dictionaries.
<ul style="list-style-type: none"> How are students monitored as they progress toward being able to read and comprehend grade-level and informational texts independently and proficiently? 	
<ul style="list-style-type: none"> How are all students supported in working with grade-level text? What scaffolds are provided for students who are reading below grade level? What opportunities are provided for students who are reading above grade level to engage more deeply with the content? 	<ul style="list-style-type: none"> With full length or independent reading, make e-copies and recordings available. Read complex text aloud as the first read. Pre-read the text to ELLs prior to the classwide instruction, chunking text more significantly/shorter chunks. Use a variety of in-text (highlighting and annotating) and out-of-text (graphic organizer, colored paper) tools to navigate the text and organize their understanding.

<ul style="list-style-type: none"> • How are students increasingly taking charge of writing tasks expected by the grade level standards? 	<ul style="list-style-type: none"> • Give students access to graphic organizers to complete collaboratively as precursor to writing assignments. • Prior to drafting an extended written piece, engage students in a small-group discussion so that they can work together to brainstorm and organize ideas. • Provide mentor texts when asking students to write unfamiliar writing genres or forms and explicit lessons that focus on language and text structures (e.g., transitions and linking phrases). • Institute well established and predictable instructional routines for writing that are research based (e.g. color coding evidence to sort it easily into categories such as good/bad = pro/con; visual aids and anchor charts posted around the room). • Provide students with substantive feedback on ELLs’ writing based on the lesson’s or the week’s instructional objective at multiple points during the writing process; feedback is constructive and followed by further opportunities for practice (e.g., if lesson’s instructional objective is to have students write a compelling argument, then provide specific feedback on the ideas rather than on spelling, grammar or punctuation). • Group students together and have them read each other’s work, giving them the opportunity to report on each other’s ideas and provide feedback when appropriate.
<ul style="list-style-type: none"> • Beyond this lesson, what steps have been taken to ensure that student writing tasks reflect the range of tasks recommended by the CCSS? 	<ul style="list-style-type: none"> • Attend to the fact that some writing skills are affected by students’ cultural and linguistic backgrounds that may not align with those of standards (e.g., understanding counter-arguments, linear path to argument). • Maximize the use of ELLs’ existing linguistic and cultural resources by ensuring that students have meaningful ideas to write about. • Anchor writing assignments in content to create meaningful opportunities to communicate rather than to complete mechanical text production exercises. • Allow ELLs to use their home languages or varieties of language during the writing process, including working and talking in pairs.
<ul style="list-style-type: none"> • What steps have been taken to ensure students regularly conduct both short and more sustained research projects? 	<ul style="list-style-type: none"> • Maximize the use of ELLs’ existing linguistic and cultural resources by ensuring that students have meaningful ideas to research. • Anchor research assignments in content to create meaningful opportunities to communicate rather than to complete mechanical text production exercises. • Allow ELLs to use their home languages or varieties of language during the research process, including working and talking in pairs.

English Language Development Progressions

[The English Language Development Progressions \(ELDP\)](#) align with research about stages of language and literacy development and reflect the linguistically diverse population of Montgomery County Public Schools. The ELDP can and should be used by ESOL teachers and content area teachers with ELLs. Teachers can use the ELDP to develop literacy and language in academic settings within their content area.

ESOL teachers should refer to the ELDP to ensure instruction accelerates language development and student agency. The ELDP provides a research based guide of appropriate **scaffolding** at different levels with the goal of developing student independence.

The ELDP focus specifically on the needs of English Language Learners. The ELDP are aligned with the emerging research that has called for the integration of content and language in new language development (Chamot, 2009; Coyle, Hood, & Marsh, 2010; Echevarria, Vogt, & Short, 2012). The idea behind integrating content and language is that new language development happens most successfully when learners are engaged in authentic content-specific tasks from the very beginning of their exposure to the new language. That is, when provided appropriate scaffolding, language learners can start developing language for academic purposes at the same time that they are developing basic communication skills in their new language (Walqui & Heritage, 2012). In order to demonstrate the trajectory of learning language and content, the ELDP identify five levels of WIDA’s progressions (Entering, Emerging, Developing, Expanding, and Bridging). The five levels of language progressions demonstrate a trajectory of language learning and teaching. It should be emphasized that students at all five levels are expected to work with the same grade level texts. At the entering level of the ELDP, grade level texts are heavily scaffolded (e.g. pre-identified words, graphic organizers, option to use home language, etc.). This scaffolding is temporary assistance by which a teacher or peer helps a learner accomplish a task in their “zone of proximal development” (Vygotsky, 1978), the gap between what students can do independently and what they can do with supports implemented by a skilled expert (Gibbons, 2002). The performance indicators at the entering level have scaffolding explicitly built into them because students who are very new to the language will need such supports to engage with grade level texts. Gradually, these scaffolds are removed from the performance indicators. Thus, the ELDP demonstrate that with appropriate supports all learners can engage meaningfully with grade level text to meet the expectations of the MCCRS, rather than working with simplified texts or lower level texts. The difference between the levels is not with the complexity of the text or rigor of the content, but instead with the amount of scaffolding provided for students to access the grade level text that all students work with.

The ELDP were developed by National Advisory Group of ELL experts. The ELDP follow the lead of the Framework for English Language Proficiency issued by of the Council of Chief State Schools (2012), by organizing language into receptive (listening and reading) and productive (speaking and writing) functions within the modalities of oracy (oral skills) and literacy (written texts). The division into receptive and productive language functions allows for a more integrated approach to language development. Students just beginning to learn a language have limited oral and written receptive or productive skills in the new language. Therefore, they have to develop both receptive competencies in oral language (listening) and written language (reading), while also needing to develop productive competencies in oral language (speaking) and written language (writing). Instruction for these students must include all four components of language (listening, speaking, reading, and writing). Organizing language development as productive and receptive ensures the integration of the four components of language and emphasizes that students who are new to a language do not need to first develop oral language before being exposed to written language.