Creating Dual Language/Bilingual Education Programs that Ensure Strong Language and Literacy Development in Both Languages

Session I: Ensuring the Development of Both Languages through Careful Planning, Flexible Grouping and Teaching Strategies that Promote the Active Participation of All Students

The Metropolitan Center for Research on Equity and the Transformation of Schools
NYS Statewide Language Regional Bilingual Education Resource Center at NYU

January 7, 2020
PS #25
9:00 AM - 2:35 PM

Nancy Cloud, Ed. D., Professor Emerita
Rhode Island College, Providence, RI
ncloud@ric.edu

- Careful Planning to Promote the Development and Use of Both Languages Across the Curriculum
  - Distributing both languages across the daily/weekly schedule with parity in mind
  - Living up to the name of your program model (50/50; 90/10; 80/20; TBE program)
  - Supporting learning through Translanguaging and providing for transfer through Bridging
- Applying the 4 Principles of Quality Instruction Outlined in the Guiding Principles for Dual Language Education (3rd Edition) to your Program
  - Principle 1: Instructional methods are derived from research-based principles of dual language education and to ensure fidelity to the model
  - Principle 2: Instructional strategies support the attainment of the three core goals of dual language education
  - Principle 3: Instruction is student-centered
  - Principle 4: Instructional staff effectively integrate technology to deepen and enhance the learning.

Day 1 Agenda
- Grouping Practices that Promote Language Proficiency and Content Learning
  - Reminder of the Abilities of All Proficiency Levels (Entering, Emerging, Transitioning, Expanding, Commanding)
  - Ways to Group Students (flexible grouping practices)
  - Bilingual Pair Activities (Grouping; Proficiency-appropriate tasks)
  - Bilingual Small Group Activities (How to handle mixed proficiency groups)

- Strategies that Promote Active Participation of Students
  - Using the Participation Protocol to Encourage Quality Listening and Speaking
  - GLAD Strategies (picture file cards, observation charts, sentence patterning charts, expert groups and team tasks)
  - Supporting Talk with Sentence Frames (Talk Moves) and Graphic Organizers
  - Total Participation Techniques (TPT Hold Ups; On-the-Spot TPTs; TPT Movement Activities)
  - Cooperative Learning Techniques (Give One, Get One, Stand Up and Share; Idea Wave)

- Resources for Teachers

**Day 1 Agenda**

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2013

Elise Hamayan  Fred Genesee  Nancy Cloud

**Dual Language Instruction A-Z**

- Practical Guidance for Teachers and Administrators

Argentina  NY, RI

Montreal, Canada
CAREFUL PLANNING TO PROMOTE THE DEVELOPMENT AND USE OF BOTH LANGUAGES ACROSS THE CURRICULUM

• Distributing both languages across the daily/weekly schedule with parity in mind
• Living up to the name of your program model (50/50; 90/10; 80/20; TBE programs)
• Supporting learning through Translanguaging and providing for transfer through Bridging

The Non-Negotiable Goals of Dual Language Programs

• Bilingualism; Biliteracy
• High Levels of Academic Achievement
• Biculturalism; Cross-Cultural Competence

At Grade Level
Dual Language Education Guiding Principles

Strand 2: Effective Features of Curriculum
Reflects and values students’ cultures

Strand 3: Instruction:
Principle 4: Teachers create a multilingual and multicultural learning environment

Instructional materials reflect the various subgroups of the student population and incorporate materials and themes that address respect and appreciation for all cultures.

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How can teachers promote positive cross-cultural attitudes and behaviors among students:

Teachers should concentrate as much on values, norms, and perspectives of the partner language culture as they do on visible cultural practices, such as holidays, foods, music, and dance.

Becoming bicultural is as important as becoming bilingual, and it has to be actively fostered; it doesn’t happen on its own. By having cross-cultural objectives in each lesson and unit, teachers ensure that they are paying adequate attention to this important goal of the program.

www.cal.org/twi/toolkit/index.htm
Program Models and Plan for Language Distribution Across the Day/Week

Program model:

• Two-way Immersion—50/50; 90/10; 80/20, etc.
• Transitional Bilingual Education (3 years in program)

Language allocation: Who teaches what when in which language.

Considering Your Program Model; Plan for Language Use

Taking Stock of Our Programs

Short Term Program

Cohort Program
Transitional Bilingual Education (TBE)

Amount of Home Language Use

80/20 L₁/L₂

50/50 L₁/L₂

20/80 L₁/L₂

L₁ for content instruction; Start to Develop L₂

Decrease L₁

L₁ for Support Only; Largely L₂

Transitional Bilingual Education

TBE Programs

- Home Language to preview
- New language to View/Teach (while connecting to the home language as needed)
- Home Language to Review and then back to the New Language (bridging)

Preview-View-Review
Stay True to the Model:

Insure that Target Timeframes In Each Language Are Met

Resist English!

You Must Have Teachers of Special Subjects Who Speak Your Other Language

DL Programs

<table>
<thead>
<tr>
<th>Grade</th>
<th>Partner Lg.</th>
<th>English</th>
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<tbody>
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</table>
Plan for the development of both languages across the curriculum

Don’t Allow English to Overpower the Other Target Language

Implement Your Program Model with Fidelity

language police
Prepare the Students for Informal Interactions
So They Can Stay in the Target Language

Teach “transactional” language kids need
(can I borrow a pencil, etc.)

Look at Your Day/Week

<table>
<thead>
<tr>
<th>Subjects (Include Lunch, Recess, Specials)</th>
<th>Spanish, Chinese, Haitian Creole, Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning Meeting</td>
<td>list minutes per day or week</td>
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<td>Math</td>
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<td>Language Arts</td>
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<td>P.E., Art, Music</td>
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</tbody>
</table>

© Freeology.com
**Language Allocation and Use**

Programmatic Level

Visual representation of language allocation and use across different levels of education.

Curricular Level

- **PERSON** (Who delivers the curriculum and in what language(s)?)
- **PLACE** (Where is the curriculum delivered and in what languages?)
- **TIME** (When are the languages delivered in the curriculum?)
- **CONTENT** (What content areas are delivered in what language?)

Visual representation of language allocation and use at the curricular level.

Instructional Level

- **PERSON** (Who delivers the curriculum and in what language(s)?)
- **PLACE** (Where is the curriculum delivered and in what languages?)
- **TIME** (When are the languages delivered in the curriculum?)
- **CONTENT** (What content areas are delivered in what language?)

Visual representation of language allocation and use at the instructional level.

**Language Allocation and Use**

- **90/10** Non-English language
- **50/50** Non-English language

Visual representation of language allocation and use at different language levels.
Single language/target language only
(“como se dice” strategy instead of switching when there are unknown words)

- Language to Time of Day
- Language to Day of the Week
- Language to Subject
  - Language by Unit
  - Language by Marking Period

**Language Use in Instruction**

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**Principles that Guide the Development of Two Languages**

*pp. 161-165*

1. **The Status Principle**: The two languages in a DL program must have equal status to ensure that students attain full proficiency in both.

2. **The Bridge Principle**: Students need to access what they know in their two languages.

3. **The Balanced Literacy Principle**: To develop literacy in two languages, use instructional strategies that begin with authentic and interesting text, and then focus on specific aspects of written language.

4. **The Integrated Instruction Principle**: It is easiest to learn language and to learn about language through another content area.

5. **The Oral Language Foundation Principle**: Literacy is developed on a foundation that is set in oral language.
Traditionally, languages have been treated as separate.

### Additive Bilingualism:
Two monolinguals in one; Balanced wheels of a bicycle
Let’s first consider Bilingualism

Dynamic Bilingualism looks at language practices from the perspective of the bilingual.

Dynamic language practices in action, emerging

Understanding Dynamic Bilingualism

We have a single semiotic system for making meaning, regardless of the number of named languages we speak.

This system is what Ofelia García refers to as translanguaging.
Codeswitching, rather than a sign of missing language, is also the reflection of a dynamic linguistic process.

In inviting that process in, we invite in FULL linguistic and cultural identities.

Translanguaging

While flexible, translanguaging is **not** an “anything goes” language practice.

**It is** strategic and purposeful language practices to:

1. to leverage students abilities
2. provide access to content
3. recognize their whole identities
Having translanguaging spaces for instruction does not in any way dismiss the need for separate spaces in which children are asked to perform in one language or the other. These separate spaces have been created so that the teacher knows what language to use, and so that students have to expand their language practices to meet communication demands with monolinguals.

Bilingual teachers must allocate a different space to each of the languages but they must also make connections among the two languages.
When Is Translanguaging a Good Idea?

1. When brainstorming ideas before speaking or writing (but be sure to offer key terms/phrases that kids are missing)
2. When students are clarifying something (a task or a concept)
3. When students want to show their full abilities side by side emerging skills in their new language (e.g. identity texts)
4. When students lack a word or phrase, and need to get the idea out to show comprehension (but then be sure that they get exposure and practice to the language they need).

What is Bridging?

• Transfer academic content students have learned in one language to another (a planned instructional period)
• Develop students’ academic language in both languages across the content areas
• Engage in contrastive analysis between English and Spanish
• Develop metalinguistic awareness (how both languages “do things”; how their systems work)

https://www.teachingchannel.org/blog/2017/09/15/teaching-for-biliteracy/
Oral Language

- Multilingual word walls; vocabulary notebooks
- Cognate lists on board of key terms; or cognate pocket charts tied to unit
- Target word definitions in students’ home languages
- Word part study cross-lingually (-des/-dis)
- Sentence building across languages (comparison of placement; conventions)

GLAD BRIDGING TEACHING STRATEGIES
Pictorial Input Chart

- Make vocabulary and concepts comprehensible
- Drawn in front of the students for brain imprinting
- Organizes information
- Becomes a resource for students

Step-by-Step

1. Use to illustrate unit vocabulary and concepts.
2. Resources for pictorials include: textbooks, expository children’s books (Eyewitness Explorers series) websites (www.enchantedlearning.com), teacher resource books.
3. Use an opaque, overhead, or document camera to enlarge the picture and trace on butcher paper in light pencil, including vocabulary words and notes.
4. With students present, trace over the pictorial with markers, providing verbal input as you go. Chunk your information in different colors.
5. Revisit to add word cards and review information.
6. Creates LANGUAGE FUNCTIONAL ENVIRONMENT.
7. Allow students to color pictorials.
8. At the end of the unit, make a master to use next year, and then raffle the pictorials.
BRIDGING STRATEGIES TO MAKE ESSENTIAL CONNECTIONS BETWEEN THE TWO LANGUAGES

Center for Teaching for Biliteracy

http://www.teachingforbiliteracy.com/

Karen Beeman
Cheryl Urow

Center for Teaching for Biliteracy
The Bridge

The Bridge is the period during the unit where the focus is on instructing students in how to transfer what they have learned from one language to the other and on engaging in a contrastive analysis between Spanish and English.

Kinder

Beeman, K. and Urow, C. 2012
Strategy: Use blue and black ink; Blue=language of instruction; black = bridge language

• show the similarities and differences between the two languages.
• focuses on the structures of language, which may include phonetics, phonology, morphology, syntax, semantics, and even possible pragmatics,
• looks at the two languages with a side-by-side contrastive analysis.

Establish terminology (key words; phrases) in both languages

Contrastive Analysis

For non-Romance Languages this might include symbol study (numbers, characters, alphabetic differences, etc.)
• Haitian-Creole and English do share cognates: [link](https://research.steinhardt.nyu.edu/scmsAdmin/media/users/atn293/cognates/english_haitian_cognates.pdf) (atmosphere--atmosfè; analyze (to)--analize)

• Unlike English, Chinese is a tonal language. ... In English, changes in pitch are used to emphasize or express emotion, not to give a different word meaning to the sound.

• The concept of time in Chinese is not handled through the use of different tenses and verb forms, as it is in English.

• In Arabic there is a single present tense, as compared to English, which has the simple and continuous forms.

• As with Spanish (and often in Haitian Creole), adjectives in Arabic follow the noun they qualify.

Cross-linguistic Comparisons/Contrastive Analysis

Así se dice – Sentence Level

All Language Programs Can Do This!

Boeman, K. and Urow, C. 2012
Let’s Discuss *Bridging* For A Unit You Teach:  
What are some *Cross-Linguistic Comparisons* you could make for an upcoming unit?

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**Based on This Introduction to the Two Terms**  
*How Do They Differ?*

**Translanguaging**  
**Bridging**

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**In What Ways Might They Be Similar?**
APPLYING THE 4 PRINCIPLES OF QUALITY INSTRUCTION OUTLINED IN THE GUIDING PRINCIPLES FOR DUAL LANGUAGE EDUCATION TO YOUR PROGRAM

• Principle 1: Instructional methods are derived from research-based principles of dual language education and to ensure fidelity to the model (same for TBE Programs)
• Principle 2: Instructional strategies support the attainment of the three core goals of dual language/bilingual programs
• Principle 3: Instruction is student-centered
• Principle 4: Instructional staff effectively integrate technology to deepen and enhance the learning.

Guiding Principles for Dual Language Education

Free Resource for You!

Alternative Programs for ELLs (Discusses TBE and DL Programs):
https://www.cde.ca.gov/sp/el/er/documents/chapter6.pdf
Bilingual education is meant to build a bridge that helps students become proficient in their native language and English. Many children do not make it over that bridge. Often, it is not discovered until they are in the second or third grade that the student does not have a proficiency in either language.

When a third grade teacher finds students who are still classified as non-Spanish speakers and limited English speakers, then something very wrong has happened, especially if the students have been enrolled in the district since pre-kindergarten. When teachers discover that children cannot read in either English or Spanish, they find it extremely difficult to bring the students up to grade level. Most often these students are language minority students, or English language learners.

Many students who are entering pre-kindergarten are simultaneous bilinguals or circumstantial bilinguals. Simultaneous bilinguals are students who acquired two languages simultaneously as a first language. Circumstantial bilinguals are students whose parents’ immigration forced them to acquire their second language (Valdez and Figueroa, 1996).

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**Guiding Principles at a Glance**

**Program Structure**
- All aspects of the program work synergistically and integrate the components of dual language education and bilingual education to promote language proficiency, academic achievement, and cultural development.
- The program encourages the use of all program languages to promote biliteracy development and cultural proficiency.
- The program promotes the use of all program languages to promote biliteracy development and cultural proficiency.

**Curriculum**
- Instructional strategies support the attainment of the three core goals of dual language education: instruction in the target languages, instruction in the home language, and instruction in biliteracy development.
- Instructional methods are derived from research-based principles of dual language education and ensure fidelity to the model.

**Instruction**
- Instruction is student-centered and meets the needs of diverse learners.
- Instruction promotes an awareness of language variation.
- Instruction in one language builds on concepts and metacognitive skills.

**Assessment & Accountability**
- Instruction promotes the use of research-based principles of dual language education and ensures fidelity to the model.

**Staff Quality & Professional Development**
- Instruction promotes the use of research-based principles of dual language education and ensures fidelity to the model.

**Family & Community**
- Instruction promotes the use of research-based principles of dual language education and ensures fidelity to the model.

**Support & Resources**
- Instruction promotes the use of research-based principles of dual language education and ensures fidelity to the model.

**Find this Checklist in Your Packet**

**Principle 1**
- Instructional strategies support the attainment of the three core goals of dual language education: instruction in the target languages, instruction in the home language, and instruction in biliteracy development.
- Instructional methods are derived from research-based principles of dual language education and ensure fidelity to the model.

**Principle 2**
- Instructional strategies support the attainment of the three core goals of dual language education: instruction in the target languages, instruction in the home language, and instruction in biliteracy development.
- Instructional methods are derived from research-based principles of dual language education and ensure fidelity to the model.

**Principle 3**
- Instructional strategies support the attainment of the three core goals of dual language education: instruction in the target languages, instruction in the home language, and instruction in biliteracy development.
- Instructional methods are derived from research-based principles of dual language education and ensure fidelity to the model.
Let’s Try It Out With Principle 1

<table>
<thead>
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<th>Principle 1</th>
<th>Institutional methods are defined from research-based principles of dual language education and ensure fidelity to the model.</th>
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<tr>
<td><strong>Key Field A</strong></td>
<td>The program model and corresponding curriculum are implemented with fidelity.</td>
</tr>
<tr>
<td><strong>Minimal alignment</strong></td>
<td>Instruction that promotes appropriate separation of languages depends on the models and developing understanding for the corresponding curriculums with fidelity.</td>
</tr>
<tr>
<td><strong>Partial alignment</strong></td>
<td>Instruction is provided only as part of the dual language model, with little or no separation of the partner languages.</td>
</tr>
<tr>
<td><strong>Full alignment</strong></td>
<td>Instruction is provided as part of the dual language model, with maximum separation of the partner languages.</td>
</tr>
<tr>
<td><strong>Exemplary practice</strong></td>
<td>Instruction is provided as part of the dual language model, with complete separation of the partner languages.</td>
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</table>

Key Field A

**Minimal alignment**

Instruction is not separated from the partner languages. The instructional goals and strategies are shared across the partner languages.

**Partial alignment**

Instruction is provided in one language and is separated from the partner language. The instructional goals and strategies are minimally separated across the partner languages.

**Full alignment**

Instruction is provided in both partner languages and is separated from the partner language. The instructional goals and strategies are maximally separated across the partner languages.

**Exemplary practice**

Instruction is provided in both partner languages and is completely separated from the partner language. The instructional goals and strategies are completely separated across the partner languages.

**High Levels of Language Acquisition for Both Languages**

Each program language is used to provide language arts instruction, and both languages are used to support academic instruction. The separation of languages is minimal, and the instructional goals and strategies are integrated across the partner languages.

**Strong Language Arts Instruction in Both Languages (for Biliteracy Development)**

Language arts instruction is provided in both program languages, in a coordinated way.

**Sociocultural Competence is Promoted in Both Languages**

Language arts instruction is provided in both program languages, in a coordinated way.
**Key Point F**

Teachers who provide support services (e.g., special education, gifted education, ESL) and specials (e.g., art, music) align their instruction with the dual language model.

<table>
<thead>
<tr>
<th>Minimal alignment</th>
<th>Partial alignment</th>
<th>Full alignment</th>
<th>Exemplary practice</th>
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<tbody>
<tr>
<td>Support teachers and teachers in the support areas have little knowledge of dual language instructional strategies, and their instruction does not align with the goals or philosophy of the program. There is no coordination between classroom teachers and specials teachers.</td>
<td>Some specials teachers and teachers in the support areas use dual language instructional strategies, but this is not consistent across the whole school. Individual classroom teachers coordinate with support services.</td>
<td>All specials teachers and teachers in the support areas are fully trained in dual language instructional strategies, and their instruction is aligned with the goals and philosophy of the program. Support services are available in both English and the partner language. There is a structured process of coordination between classroom teachers and support services.</td>
<td>Support services are fully aligned with classroom teachers. In support areas, dual language instructional strategies are used by all specialists and are aligned with dual language instructional strategies. Support services are available in both English and the partner language. There is a structured process of coordination between classroom teachers and support services.</td>
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</table>

**Key Point G**

When delivering instruction, teachers take into consideration the varying needs of students with different language learner profiles (e.g., native speakers, second language learners, new arrivals, students who are already bilingual in English and the partner language).

<table>
<thead>
<tr>
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<th>Partial alignment</th>
<th>Full alignment</th>
<th>Exemplary practice</th>
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<tbody>
<tr>
<td>Instruction is delivered with little or no differentiation to meet the varied needs of language learners (e.g., as if all students were native or second language learners with little or no proficiency in the language of instruction).</td>
<td>Some modifications are made to address the varied needs of language learners, but instruction is still geared toward one end of the proficiency continuum or the other.</td>
<td>A variety of instructional techniques, including cooperative learning and flexible grouping, are consistently used to challenge and support all students as needed.</td>
<td>A variety of instructional techniques, including cooperative learning and flexible grouping, are consistently used to challenge and support all students as needed. Teachers engage in outreach opportunities within and beyond the district to learn from and support other dual language programs regarding the differentiation of instruction for varying language learner profiles.</td>
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**Teach Teachers Align their Instruction with the Dual Language Model**

**Principle 2: Instructional strategies support the attainment of the three core goals of dual language education**

**Principle 3: Instruction is student-centered**

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**Get into Pairs**

**Rate Your Program on All Key Points under Principle 2 & Principle 3**
APPENDIX A

Principle 1
Instructional methods are derived from research-based principles of dual language education and ensure fidelity to the model.

Key Points

Key Point A
The program model and corresponding curriculum are implemented with fidelity.

Key Point B
Instruction incorporates appropriate separation of languages to promote high levels of language acquisition.

Key Point C
Standards-based academic content instruction is provided in both program languages in a coordinated way.

Key Point D
Explicit language arts instruction is provided in both program languages, is based on language-specific standards, and is coordinated across languages to ensure biliteracy development.

Key Point E
Instruction that promotes sociocultural competence is provided in both program languages in a coordinated way.

Key Point F
Teachers who provide support services (e.g., special education, gifted education, ESL) and specials (e.g., art, music) align their instruction with the dual language model.

Key Point G
When delivering instruction, teachers take into consideration the varying needs of students with different language learner profiles (e.g., native speakers, second language learners, new arrivals, students who are already bilingual in English and the partner language).

Principle 2
Instructional strategies support the attainment of the three core goals of dual language education.

Key Points

Key Point A
Teachers integrate language and content instruction.

Key Point B
Teachers use sheltered instruction and other pedagogical strategies for bilingual learners to facilitate comprehension and promote language and literacy development.

Key Point C
Instruction in one language builds on concepts learned in the other language.

Key Point D
Instruction promotes metalinguistic awareness and metacognitive skills.

Key Point E
Instruction leverages students' bilingualism by strategically incorporating cross-linguistic strategies.

Key Point F
Instruction promotes an awareness of language variation.

Key Point G
Teachers use a variety of strategies to ensure equitable participation among all students.

Key Point H
Teachers use a variety of strategies to promote the sociocultural competence of all students.

Principle 3
Instruction is student-centered.

Key Points

Key Point A
Teachers use active learning strategies in order to meet the needs of diverse learners.

Key Point B
Teachers create meaningful opportunities for sustained language use.

Key Point C
Student grouping maximizes opportunities for students to benefit from peer models.

Key Point D
Instructional strategies build independence and ownership of the learning process.

Principle 4
Instructional staff effectively integrate technology to deepen and enhance the learning process.

Key Points

Key Point A
Instructional staff use technology tools to engage all learners.

Key Point B
Students use technology to display their understanding of content and to further develop their language and literacy skills in both program languages.

Where can you improve?
What needs the most attention?
What will you work on first?

PRINCIPLE 4: INSTRUCTIONAL STAFF EFFECTIVELY INTEGRATE TECHNOLOGY TO DEEPEN AND ENHANCE THE LEARNING

Technology for Young Dual Language Learners

Dr. Rebecca Palacios (Colorin Colorado)
https://www.youtube.com/watch?v=hIMhBC4ndY
The best tools for dual language learners support the three Cs:
• Communication
• Conversation
• Connected concepts in context

• Translation Apps
• Book Flix
• Story Place: https://www.storyplace.org/es
• YouTube Videos
• Google Hangout/Skype/What’sApp
• National Geographic en español

See Also: https://www.engagingeverystudent.com/dual-immersion-spanish-resources/
Reminder: The Importance of Oral Language

- **oral language is the base** on which the other language arts develop (Sticht & James 1984)
- We need to continuously support students in developing oral language throughout all grades (Pinnell & Jaggar 1991)
- **children develop oral language by using it** (Halliday 1975).

Mixed Proficiency Levels
Differentiated Instruction

<table>
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<tr>
<th>Entering</th>
<th>Emerging</th>
<th>Transitioning</th>
<th>Expanding</th>
<th>Commanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>In L2</td>
<td></td>
<td></td>
<td></td>
<td>In L1</td>
</tr>
</tbody>
</table>

Amount, Complexity of Language Produced and Amount of Scaffolding Needed IN EACH LANGUAGE
### LISTENING GRADES 1-2

**Communicative Functions:**
- Identify, signal, interpret, and communicate events, stories, personal experiences, problems, solutions, or any other information.
- Give and/or receive information.
- Ask questions.
- Give, ask, present ideas, facts, or private opinions.
- Express agreement or disagreement.
- Convey emotions.
- Ask for and provide information, directions, and/or advice.
- Participate in conversations.
- Comment on events or topics.
- Ask for clarification, provide further details, and express need for more information.
- Provide summaries or restate others' ideas.
- Understand and interpret information given in oral presentations.
- Contribute to a discussion.
- Interpret information from audiovisual sources.
- Provide evidence and support for ideas.
- Convey meaning with reference to other situations.
- Use reference words and phrases.
- Signal relationships, ideas, and events.
- Identify key details and events.
- Draw conclusions and make inferences.
- Provide facts and details.
- Use context clues.
- Provide logical or sequential order.
- Establish cause and effect.
- Identify and use vocabulary, reference words, phrases, context clues, syntactic structures, and other appropriate strategies.
- Participate in a discussion about academic topics or texts.
- Use grade-level appropriate language to ask questions, provide facts, or information about a topic or text, and/or provide an opinion (supported by a reason for Emerging and above).

#### Levels of Support

- **Emerging (excludes TOM 4)**
  - Monitors the meaning of a few Tier 1 words.
  - Determines the meaning of some Tier 1 and a few Tier 2 words.
  - Identifies most simple or some expanded sentences.

- **Transitional (excludes TOM 4)**
  - Monitors most simple or some single sentence or a few compound sentences.
  - Determines the meaning of some Tier 1 and a few Tier 2 words.
  - Identifies a variety of simple or expanded sentences.

- **Expanding**
  - Monitors most simple or some expanded sentences.
  - Determines the meaning of few Tier 1 and some Tier 2 words.
  - Identifies a variety of simple or expanded sentences.

- **Commanding**
  - Monitors most simple or some compound sentences and fluid language.
  - Determines the meaning of few Tier 1 and some Tier 2 words.
  - Identifies a variety of simple or expanded sentences and fluid language.

**Language Expectations**

- **Emerging**
  - Can participate.
  - Can participate in a discussion about academic topics or texts.
  - Can use grade-level appropriate language to ask questions, provide facts, or information about a topic or text, and/or provide an opinion (supported by a reason for Emerging and above).

- **Transitional**
  - Can participate in a discussion about academic topics or texts.
  - Can use grade-level appropriate language to ask questions, provide facts, or information about a topic or text, and/or provide an opinion (supported by a reason for Emerging and above).

- **Expanding**
  - Can participate in a discussion about academic topics or texts.
  - Can use grade-level appropriate language to ask questions, provide facts, or information about a topic or text, and/or provide an opinion (supported by a reason for Emerging and above).

- **Commanding**
  - Can participate in a discussion about academic topics or texts.
  - Can use grade-level appropriate language to ask questions, provide facts, or information about a topic or text, and/or provide an opinion (supported by a reason for Emerging and above).

**Teaching Arrangements**

- **Emerging**
  - Whole class
  - Small groups
  - Partnerships

- **Transitional**
  - Whole class
  - Small groups
  - Partnerships

- **Expanding**
  - Whole class
  - Small groups
  - Partnerships

- **Commanding**
  - Whole class
  - Small groups
  - Partnerships

**Scaffolds**

- **Emerging**
  - No support needed
  - Limited support
  - Substantial support

- **Transitional**
  - No support needed
  - Limited support
  - Substantial support

- **Expanding**
  - No support needed
  - Limited support
  - Substantial support

- **Commanding**
  - No support needed
  - Limited support
  - Substantial support

**Shaded columns come from the Progressions; Rest from the Performance Level Descriptions and Targets of Measurement.

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### SPEAKING GRADES 1-2

**Communicative Functions:**
- Contribute to conversations, offer an exchange, describe or convey relevant details and/or narrate a story, provide facts or information about a topic or text, and/or provide an opinion (supported by a reason for Emerging and above).
- Express agreement or disagreement.
- Convey emotions.
- Ask for and provide information, directions, and/or advice.
- Participate in conversations.
- Comment on events or topics.
- Ask for clarification, provide further details, and express need for more information.
- Provide summaries or restate others' ideas.
- Understand and interpret information given in oral presentations.
- Contribute to a discussion.
- Interpret information from audiovisual sources.
- Provide evidence and support for ideas.
- Convey meaning with reference to other situations.
- Use reference words and phrases.
- Signal relationships, ideas, and events.
- Identify key details and events.
- Draw conclusions and make inferences.
- Provide facts and details.
- Use context clues.
- Provide logical or sequential order.
- Establish cause and effect.
- Identify and use vocabulary, reference words, phrases, context clues, syntactic structures, and other appropriate strategies.
- Participate in a discussion about academic topics or texts.
- Use grade-level appropriate language to ask questions, provide facts, or information about a topic or text, and/or provide an opinion (supported by a reason for Emerging and above).

#### Levels of Support

- **Emerging (excludes TOM 4)**
  - Monitors the meaning of a few Tier 1 words.
  - Determines the meaning of some Tier 1 and a few Tier 2 words.
  - Identifies most simple or some expanded sentences.

- **Transitional (excludes TOM 4)**
  - Monitors most simple or some single sentence or a few compound sentences.
  - Determines the meaning of some Tier 1 and a few Tier 2 words.
  - Identifies a variety of simple or expanded sentences.

- **Expanding**
  - Monitors most simple or some expanded sentences.
  - Determines the meaning of few Tier 1 and some Tier 2 words.
  - Identifies a variety of simple or expanded sentences.

- **Commanding**
  - Monitors most simple or some compound sentences and fluid language.
  - Determines the meaning of few Tier 1 and some Tier 2 words.
  - Identifies a variety of simple or expanded sentences and fluid language.

**Language Expectations**

- **Emerging**
  - Can participate.
  - Can participate in a discussion about academic topics or texts.
  - Can use grade-level appropriate language to ask questions, provide facts, or information about a topic or text, and/or provide an opinion (supported by a reason for Emerging and above).

- **Transitional**
  - Can participate in a discussion about academic topics or texts.
  - Can use grade-level appropriate language to ask questions, provide facts, or information about a topic or text, and/or provide an opinion (supported by a reason for Emerging and above).

- **Expanding**
  - Can participate in a discussion about academic topics or texts.
  - Can use grade-level appropriate language to ask questions, provide facts, or information about a topic or text, and/or provide an opinion (supported by a reason for Emerging and above).

- **Commanding**
  - Can participate in a discussion about academic topics or texts.
  - Can use grade-level appropriate language to ask questions, provide facts, or information about a topic or text, and/or provide an opinion (supported by a reason for Emerging and above).

**Teaching Arrangements**

- **Emerging**
  - Whole class
  - Small groups
  - Partnerships

- **Transitional**
  - Whole class
  - Small groups
  - Partnerships

- **Expanding**
  - Whole class
  - Small groups
  - Partnerships

- **Commanding**
  - Whole class
  - Small groups
  - Partnerships

**Scaffolds**

- **Emerging**
  - No support needed
  - Limited support
  - Substantial support

- **Transitional**
  - No support needed
  - Limited support
  - Substantial support

- **Expanding**
  - No support needed
  - Limited support
  - Substantial support

- **Commanding**
  - No support needed
  - Limited support
  - Substantial support

**Shaded columns come from the Progressions; Rest from the Performance Level Descriptions and Targets of Measurement.
### LISTENING GRADES 5-6

**Communicative Functions:** identify, signal, refer, discuss, provide information, meaning of vocabulary, central ideas, details, evidence, conclusions, relationships, describe events, points of view, emotional, detecting narrative elements, theme or message; determine development of ideas (not listing)

<table>
<thead>
<tr>
<th>Proficiency Levels</th>
<th>Language/Phonics</th>
<th>Vocabulary/Concepts</th>
<th>Type of Support</th>
<th>Teaching Arrangements</th>
<th>Level of Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering</td>
<td>Mostly use short phrases or predictable sentences that signal important information, main ideas, key details, concepts, events, points of view, messages, story or topic, description, sequence, relationships, connections, evaluation, and/or synthesize</td>
<td>Mostly use the literal meaning of some Tier 1 words</td>
<td>Occasional support</td>
<td>Teacher-led small group</td>
<td>Substantial support</td>
</tr>
<tr>
<td>Emerging</td>
<td>Mostly use short phrases or a few simple sentences (longer)</td>
<td>Mostly use the literal meaning of some Tier 1 and a few Tier 2 words and phrases</td>
<td>Occasional support</td>
<td>Teacher-led small group</td>
<td>Medium support</td>
</tr>
<tr>
<td>Transitioning</td>
<td>Mostly use simple and some expanded or complex sentences (longer)</td>
<td>Mostly use the literal meaning of some Tier 1 and some Tier 2 words and phrases</td>
<td>Occasional support</td>
<td>Teacher-led small group</td>
<td>Partially independent</td>
</tr>
<tr>
<td>Expanding</td>
<td>Mostly use simple and some expanded or complex sentences (longer)</td>
<td>Mostly use the literal meaning of some Tier 1 and some Tier 2 words and phrases</td>
<td>Occasional support</td>
<td>Teacher-led small group</td>
<td>Partly independent</td>
</tr>
<tr>
<td>Commanding</td>
<td>Mostly use a variety of simple, expanded and complex sentences (longer)</td>
<td>Mostly use the literal meaning of some Tier 1 and Tier 2 words and phrases</td>
<td>Occasional support</td>
<td>Teacher-led small group</td>
<td>No support needed</td>
</tr>
</tbody>
</table>

* Shaded columns come from the Progressions; Rest from the Performance Level Descriptions and Targets of Measurement

### SPEAKING GRADES 5-6

**Communicative Functions:** participate in/contribute to discussions, discuss a topic or text, ask questions, describe a character, provide information on a topic or text, describe events, points of view, emotional, determine story or process in sequence, analyze a topic or text, provide an opinion, express feelings

<table>
<thead>
<tr>
<th>Proficiency Levels</th>
<th>Language Expectations</th>
<th>Errors</th>
<th>Type of Support</th>
<th>Teaching Arrangements</th>
<th>Level of Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering</td>
<td>Some Trivial; not applicable</td>
<td>None or few in sentences</td>
<td>Occasional support</td>
<td>Teacher-led small group</td>
<td>Substantial support</td>
</tr>
<tr>
<td>Emerging</td>
<td>Some; phrases or complete sentences</td>
<td>Mostly contain errors in words and structure that totally obscure meaning</td>
<td>Occasional support</td>
<td>Teacher-led small group</td>
<td>Medium support</td>
</tr>
<tr>
<td>Transitioning</td>
<td>Some; simple and expanded sentences</td>
<td>Mostly contain errors in words and structure that partially obscure meaning</td>
<td>Occasional support</td>
<td>Teacher-led small group</td>
<td>Partially independent</td>
</tr>
<tr>
<td>Expanding</td>
<td>Some complex and expanded sentences</td>
<td>Mostly contain errors in words and structure that partially obscure meaning</td>
<td>Occasional support</td>
<td>Teacher-led small group</td>
<td>Partly independent</td>
</tr>
<tr>
<td>Commanding</td>
<td>Some or all complex and expanded sentences</td>
<td>Mostly contain errors in words and structure that partially obscure meaning</td>
<td>Occasional support</td>
<td>Teacher-led small group</td>
<td>No support needed</td>
</tr>
</tbody>
</table>

* Shaded columns come from the Progressions; Rest from the Performance Level Descriptions and Targets of Measurement
Scaffolding

Figure 3G: Examples of Sensory, Graphic and Interactive Supports

<table>
<thead>
<tr>
<th>Sensory Supports</th>
<th>Graphic Supports</th>
<th>Interactive Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Real-life objects (realia)</td>
<td>• Charts</td>
<td>• In pairs or partners</td>
</tr>
<tr>
<td>• Manipulatives</td>
<td>• Graphic organizers</td>
<td>• In triads or small groups</td>
</tr>
<tr>
<td>• Pictures &amp; photographs</td>
<td>• Tables</td>
<td>• In a whole group</td>
</tr>
<tr>
<td>• Illustrations, diagrams &amp; drawings</td>
<td>• Graphs</td>
<td>• Using cooperative group structures</td>
</tr>
<tr>
<td>• Magazines &amp; newspapers</td>
<td>• Timelines</td>
<td>• With the Internet (Web sites) or software programs</td>
</tr>
<tr>
<td>• Physical activities</td>
<td>• Number lines</td>
<td>• In the native language (L1)</td>
</tr>
<tr>
<td>• Videos &amp; Films</td>
<td></td>
<td>• With mentors</td>
</tr>
<tr>
<td>• Broadcasts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Models &amp; figures</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Benefits of Grouping Students

https://www.youtube.com/watch?v=8B64qFEBxY
You cannot be everyone’s communication partner!

Students cannot get enough speaking opportunities just interacting with you!

Using Grouping and the Physical Space to Encourage Interaction
How Is Your Room Set Up?
Can You Easily Set Up Seated and Standing Student Interactions

- Comprehensible input
- Increased verbal interaction
- Contextualized language
- Reduced anxiety
- Active involvement of the learner (to fight the natural fatigue of working in a second language)

Why Form Bilingual Pairs/Groups?
## Grouping in Pairs

### Principles:
- Flexible not fixed
- Group according to proficiency (e.g. adjacent proficiency pairs), or
- Group by content area abilities, or
- Group by literacy level, or
- Group by learning style, or personality, etc.

### Pairing Tactics:
- Use name cards in pocket chart
- Use name cards with Velcro or magnetic backs
- Use clips or close pins with printed student names
- Color code the partners (in terms of their roles)

---

**ENCOURAGING MAXIMUM LANGUAGE USE IN THE TARGET LANGUAGE**

Small Groups: What to control

- Group size (partners are best for language use and language learning)
- Group composition
  - Native speakers with non-native speakers; Consider proficiency levels of students placed in the same group
  - Use of team leader (strength in target language) and compatible work partners
  - Give each student a role they have the language to perform
  - From time to time, put native language speakers in groups together and matched target language proficiency students in other groups (adjacent proficiency levels)—Use Differentiated Activities Designed for Each Type of Group—PURPOSE???

Instructions for Group Work

- Give proficiency compatible roles for each person
- Clear instructions as to how they are to work; what to do if lack words (como se dice…); ability to express themselves
- Give rubrics that rate and reward them for staying in the target language
- Offer tools to each group (electronic translators, voice apps, bilingual glossaries and dictionaries; word banks; phrase banks)
<table>
<thead>
<tr>
<th></th>
<th>Very Good</th>
<th>Good</th>
<th>Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research and collecting information</strong></td>
<td>I collected new information from various places, such as books, the internet etc.</td>
<td>I collected new information from a few places</td>
<td>I only collected data from a single location</td>
</tr>
<tr>
<td><strong>Sharing</strong></td>
<td>I clearly shared my information or ideas with my classmates.</td>
<td>I shared my information or ideas with my classmates.</td>
<td>I shared my information or ideas with my classmates.</td>
</tr>
<tr>
<td><strong>Completing tasks</strong></td>
<td>I completed all of my tasks on time.</td>
<td>I completed most of my tasks on time.</td>
<td>I completed some of my tasks on time.</td>
</tr>
<tr>
<td><strong>Contribution</strong></td>
<td>I contributed new ideas or solutions to the activity.</td>
<td>I contributed some ideas or solutions to the activity.</td>
<td>I contributed no new ideas or solutions to the activity.</td>
</tr>
<tr>
<td><strong>Listening to other group members</strong></td>
<td>I listened carefully to what my group members said.</td>
<td>I listened moderately to what my group members said.</td>
<td>I listened a little to what my group members said.</td>
</tr>
<tr>
<td><strong>Co-operating with my team</strong></td>
<td>Everyone worked well together and helped each other.</td>
<td>Not everyone worked well together and helped each other.</td>
<td>Some people worked well together and helped each other.</td>
</tr>
</tbody>
</table>

**Add a “language use” criteria: Staying In the Target Language (“We did all of our work in Arabic”)**

**Offer Tools**

- **Franklin BES1940 Speaking Spanish-English Dictionary**
  - https://velazquezpress.com

- **Apps for phone Voice Translators**
Offer Tools-Chinese; Haitian Creole


Velázquez Press

- Dictionaries; Academic Vocabulary Lists (including science, math, language arts-specific lists)

https://velazquezpress.com/products/language/chinese
-- same offerings in Chinese

Bilingual Dictionaries
Spanish/English Cognates

http://spanishcognates.org/search/node/

http://spanishcognates.org/search/node/cell

Spanish Online Dictionaries

Google Translate
iTranslate Voice
My Language Pro
Say Hi Translate

Popular Voice Translator Apps
Building Fluency

Insure Opportunities To Use L2 In stage-appropriate ways

Level the Input and Output Expectations Using the Bilingual Progressions

Verbs for Planning ESL Instruction

<table>
<thead>
<tr>
<th>Entering</th>
<th>Emerging</th>
<th>Transitioning</th>
<th>Expanding</th>
<th>Commanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Pictorial or graphic representation of the language of the content areas;</td>
<td>• General language related to the content areas</td>
<td>• General and some specific language of the content areas</td>
<td>• Specific and some technical language of the content areas</td>
<td>• The technical language of the content areas;</td>
</tr>
<tr>
<td>• Words, phrases, or chunks of language when presented with one-step commands, directions;</td>
<td>• Phrases or short sentences</td>
<td>• Expanded sentences in oral interaction or written paragraphs</td>
<td>• A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs</td>
<td>a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level Appropriate Interactions</th>
</tr>
</thead>
<tbody>
<tr>
<td>listen</td>
</tr>
</tbody>
</table>
STRATEGIES THAT PROMOTE ACTIVE PARTICIPATION OF STUDENTS

- Using the Participation Protocol to Encourage Quality Listening and Speaking
- GLAD Strategies (picture file cards, observation charts, sentence patterning charts, and team tasks)
- Supporting Talk with Sentence Frames (Talk Moves) and Graphic Organizers
- Total Participation Techniques (TPT Hold Ups; On-the-Spot TPTs; TPT Movement Activities)
- Cooperative Learning Techniques (Give One, Get One, Stand Up and Share: Idea Wave)

We will Try Out/Practice 5 Participation Protocol: Preparing Students for Talking

https://www.teachingchannel.org/video/participation-protocol-ousd

- Look at your partner
- Lean towards your partner
- Lower your voice
- Listen attentively
- Use evidence and examples
To ensure that all students participate:

- Assign roles
- Give individual feedback (comments, rubric, etc.)
- Give each member of the group a set number of objects (paper clips, poker chips, counters); or do the reverse—have them take an object from the center for each contribution they make
- Offer helpful stems to get kids started

GLAD STRATEGIES
To Increase Student Participation and Language Use
1. Focus & Motivation:

- Strategy: Picture Card File
- Manipulatives

Picture Card File

Manipulatives
Pictures for Description/Explanation

Observation Charts

- A type of inquiry chart
- Stimulate students' curiosity
- Build background information while providing the teacher with a diagnostic tool
- Provide opportunity for language support from peers

Step-by-Step

1. Use real photos, in color, if possible.
2. National Geographic magazines and the internet are good resources.
3. Attach plain white paper.
4. Have students work in pairs or teams to discuss the pictures. Only one pencil per group is allowed. They may write:
   - an observation
   - a question
   - a comment

Observation Charts
9. Observation charts

Definition:
Observation charts are groupings of pictures related to the Project GLAD unit. Students work in pairs to write or draw their observations or questions on paper next to the charts.

1. Teacher models how the observation chart works and the expectations for student participation (e.g., one writing utensil per pair, discuss together with partner, write/sketch what they see). (Note that if observation charts have been done before, explanation may not need to be as explicit.)

2. There are an adequate number of observation charts around the room so students are not crowded (e.g., 5-7).

3. Working in pairs, students circulate and talk to their partner about the charts.

4. Students record words and/or sketches on blank paper provided by the pictures.

5. Once the activity starts, teacher turns “control” over to the students, while still monitoring their participation.

Sentence Patterning Charts

Sprinkle other strategies
Sentence Patterning Chart
- Students are in proximity to the teacher and can all see the chart and teacher.
- The teacher writes defines/describes 5 parts of speech (one at a time: adj., noun, verb, adverb, prepositional phrase), using gestures when appropriate.
- Teacher asks students to discuss examples of words for each part of speech, one part at a time, with a partner.
- Students call out their ideas and teacher writes appropriate responses on the chart, one part at a time.
- Final chart has five color-coded columns labeled in the following order: adjective, noun, verb, adverb, prepositional phrase (each in a different color).
- Teacher leads students in Farmer in the Dell tune with academic vocabulary (“adjective, adjective, noun…”).
- Teacher leads students in tune with words the teacher selects from the chart with post-its.
- Individual students take turns moving post-its to make a new sentence and the class sings the song.

Note: SPC is often followed by an extension activity such as Trading Game, Flip-Chart, Strip Book, Reversing Game.

### Sentence Pattern Charts

<table>
<thead>
<tr>
<th>Articles</th>
<th>Adjectives</th>
<th>Nouns</th>
<th>Verbs</th>
<th>Adverbs</th>
<th>Prepositional Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>(black)</td>
<td>(orange)</td>
<td>(red)</td>
<td>(green)</td>
<td>(blue)</td>
<td>(purple)</td>
</tr>
<tr>
<td>A</td>
<td>little</td>
<td>girl</td>
<td>ran</td>
<td>quickly</td>
<td>past my door</td>
</tr>
</tbody>
</table>

Use Color Coding

Maintain Color Scheme on Word Walls;

Vocabulary Notebooks;

Sentence Frames, etc.

---

## Sentence Patterning Charts
Now You Try It!

Make a Sentence Pattern Chart
For Spanish, Haitian Creole, Chinese, Arabic

To Go With Your Lesson/Unit

Team Tasks

- Used in place of centers
- Allow teacher to pull flexible groups
- Use modeled strategies
- Provide scaffolding:
  - Teacher models
  - Team task
  - Individual work

Step-by-Step
1. Choose strategies that have been modeled and revisited at least once for team tasks
2. Assign about 3 tasks at first, and add tasks throughout the unit
3. Teams work together to complete tasks using large construction paper
21. Team tasks

**Definition:** Team tasks occur when small groups of students work together on a variety of tasks that have already been done as a whole group. Each student works in a different color so their contribution to each task is visible.

**Note:** Choose and rate 1 team, not all teams.

1. There is a written “menu” of activities that teams are supposed to complete. Teacher either reviews the menu OR there is evidence that the students already know what to do in groups.

2. There is evidence that items on the menu have already been taught (e.g., you can see the group-created charts).

3. Teams have a written record of students’ names and the colors they are using for team tasks (the “team task key”).

4. Teams decide and manage how they will divide the workload (minimal teacher control).

5. Each student has a role in each task as evidenced by their color represented on each paper.

6. Students do not interrupt teacher if the teacher is working with a small group.

---

Team Tasks for Reptile Unit

[Team Task Menu Image]

[Team Task for Reptile Unit Image]

<table>
<thead>
<tr>
<th>Talk Moves</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ADD ON</strong></td>
</tr>
<tr>
<td>&quot;I would like to add on to what ______ said.&quot;</td>
</tr>
<tr>
<td><strong>REASONING</strong></td>
</tr>
<tr>
<td>&quot;I agree because ______.&quot;</td>
</tr>
<tr>
<td>&quot;I disagree because ______.&quot;</td>
</tr>
<tr>
<td>&quot;This is true because ______.&quot;</td>
</tr>
<tr>
<td><strong>REPEATING</strong></td>
</tr>
<tr>
<td>&quot;I heard you say ______.&quot;</td>
</tr>
<tr>
<td>&quot;Can you repeat what you said?&quot;</td>
</tr>
<tr>
<td><strong>REVOICING</strong></td>
</tr>
<tr>
<td>&quot;So, you are saying ______.&quot;</td>
</tr>
<tr>
<td>&quot;What I think you said was ______.&quot;</td>
</tr>
<tr>
<td>&quot;Did you mean ______?&quot;</td>
</tr>
<tr>
<td><strong>SAY MORE</strong></td>
</tr>
<tr>
<td>&quot;Can you say more about that?&quot;</td>
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<td><strong>PRESS FOR REASONING</strong></td>
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<tr>
<td>&quot;Why do you think that?&quot;</td>
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<td>&quot;What is your evidence?&quot;</td>
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<table>
<thead>
<tr>
<th>Talk Moves</th>
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<tbody>
<tr>
<td><strong>ADD ON</strong></td>
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<tr>
<td>&quot;I would like to add on to what ______ said.&quot;</td>
</tr>
<tr>
<td><strong>REASONING</strong></td>
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<tr>
<td>&quot;I agree because ______.&quot;</td>
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<tr>
<td>&quot;I disagree because ______.&quot;</td>
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<tr>
<td>&quot;This is true because ______.&quot;</td>
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<tr>
<td><strong>REPEATING</strong></td>
</tr>
<tr>
<td>&quot;I heard you say ______.&quot;</td>
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<tr>
<td>&quot;Can you repeat what you said?&quot;</td>
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<tr>
<td><strong>REVOICING</strong></td>
</tr>
<tr>
<td>&quot;So, you are saying ______.&quot;</td>
</tr>
<tr>
<td>&quot;What I think you said was ______.&quot;</td>
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<tr>
<td>&quot;Did you mean ______?&quot;</td>
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<tr>
<td><strong>SAY MORE</strong></td>
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1/9/20

Talk Moves

**Add On:**
- “I would like to add on to what ______ said.”

**Reasoning:**
- “I agree, because…”
- “I disagree because…”

**Revising:**
- “I hear what you said, but…”
- “What can we add to this idea?”

**Revealing:**
- “Tell me more about…”
- “Where did you get this idea from?”

**Think Time:**
- “Let’s think about this for a moment…”
- “Tell me more about…”

**Say More:**
- “Tell me more about…”
- “How do you know this is true?”

**Press for Reasoning:**
- “Why do you think that?”
- “What evidence do you have?”

**Talk Moves:**
- Kind, purposeful classroom discussions where everyone’s voice is heard and valued.

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**5th grade**
https://www.teachingchannel.org/video/student-participation-strategy

**8th grade**
https://www.teachingchannel.org/video/developing-communication-skills

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**TRY IT OUT**

CREATE SOME SENTENCE FRAMES/TALK MOVES FOR YOUR UNIT
Graphic Organizers

Diagrama de secuencia

https://www.whatihavelearnedteaching.com/graphic-organizers-language-support/

http://www.eduplace.com/graphicorganizer/

Naming Fecha

https://seidlitzeducation.com/seidlitz-ed-plc-downloads

https://www.whatihavelearnedteaching.com/graphic-organizers-language-support/
Graphic Organizers

See also:  https://www.readinga-z.com/worldlanguages/spanish/reading-graphic-organizers/
https://www.readinga-z.com/worldlanguages/french/reading-graphic-organizers/

Hunt for Graphic Organizers in Your Target Languages
Or Make Your Own!

Types of Rocks; Teachers Pay Teachers
Arabic

https://www.teacherspayteachers.com/Product/GRAPHIC-ORGANIZERS-ARABIC-AND-ENGLISH-3780715

Russian

https://ppt4web.ru/biologija/krugovorot0.html
Graphic Organizers

https://www.whatihavelearnedteaching.com/graphic-organizers-language-support/

SEIDLITZ ORGANIZADOR GRÁFICO

Giving kids the gift of academic language.™

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Causa y efecto

https://seidlitzeducation.com/seidlitz-ed-plc-downloads

Total Participation Techniques (TPTs)

- Simultaneous Participation
- Decentering of the Classroom
- Shifting Responsibility to the Students
- Encouraging All Students to Use Their New Language
- Noticing What Language Needs to Be Built in the Target Language and Teaching It
TPT Hold-Ups

- Selected Response (executive, judicial, legislative)
- True/Not True (Yes, No; Agree, Disagree)
- Processing Cards (Still Thinking, Ready to Share)

When combined with writing:
- Multiple-Choice Hold-Ups (full response; or A, B, C, D)
- Whiteboard Hold-Ups (student writes answer)
Listening Accountability Tactics

- Quick jot; Use jot to support speaking
- Retell then add
- Identify the most valuable contribution
- Ask a follow up question to the speaker

Quick Draws (After Listening)

- Can be used with any age group
- Opportunity to demonstrate current understanding of an abstract term (i.e. renewable resource) or abstract concept (i.e. sustainability).
- Taps existing background knowledge

How it works:
- Select a big idea or major concept with in your lesson
- Ask students to reflect on the meaning of the concept and create a visual image that represents that concept.
- Have students share and explain their image with a partner, in a small group, or in a Chalkboard Splash.
Thumbs Up, Thumbs Down Vote
Plus justification for Response

Steps:

• Ask a question for which a yes/no or agree/disagree response is appropriate

• Ask students to put thumbs up if they agree or down if they disagree.

• FOLLOW THROUGH!!!! All student must vote don’t move on until they do.

• Finish with a Pair-Share in which students justify their rationale for voting the way that they did.

Active Participation Strategies

Source:

Active participation is the consistent engagement of the minds of all students with that which is to be learned.

The following strategies must utilize the key attribute that every student must show their signal, card, slate, etc. at the same time. The teacher says “1, 2, 3 show” or has students signal with their eyes closed. Remember to:

• call non-volunteers, not students with their hands raised
• Allow wait time before calling on a volunteer
• Ensure all students know the procedure
• Allow the students to answer your question by not answering them yourself

I. Quick Strategies to check student’s understanding during any point in the lesson:

1. Hand signals:
   • thumbs up or thumbs down to indicate agreement or disagreement
   • use fingers to indicate a number selection such as “Which is the correct solution one, two, or three?”
   • teacher gives feedback to the students

2. Whiteboards/Slates
   • student writes answer or solution to a question posed by the teacher
   • teacher solicits all students to show at the same time
   • teacher gives feedback to the students

3. Think-pair-share
   • teacher presents a question
   • teacher gives wait time for student to form an answer
   • teacher instructs students to share their answer with a partner
   • teacher calls on or自愿 volunteers to share with the class

4. Numbered Heads
   • students number off in a group from 1 to 4
   • teacher poses a question
   • group discusses the answer
   • teacher selects a number from 1 to 4 and asks all students who represent that number to raise their hand
   • teacher calls on a non-volunteer or chooses a student to generate a number such as rolling the die
   • teacher provides feedback

5. Pass or Play
   • teacher poses a question and gives wait time
   • teacher calls on a student and asks them “pass or play?”
   • student says “play” if they wish to answer the question or “pass to _________” if they wish to pass to a specific classmate

6. Paraphrase
   • student writes down one or two main ideas directly from the text or notes
   • student now paraphrases these ideas in their own words
   • teacher provides feedback

7. Identification
   • teacher instructs the student to underline, circle, star, or highlight key vocabulary or key concepts
   • teacher provides feedback

II. Strategies for Teacher/Student Actions (these may take prior preparation for materials):

8. Response cards
   • cards are prepared by the teacher in advance
   • cards contain specific responses such as the different types of screwdrivers or knives
   • teacher poses a question that can be answered by the cards
   • students hold up their choice after the teacher solicits the showing of all cards by students
   • teacher gives feedback to the students

Informational Question
   • teacher poses a question and then asks students to label two cards with “strongly agree” or “strongly disagree”
   • students stand up or sit down in agreement or disagreement to a provided statement
   • students star or highlight information according to teacher direction
   • teacher provides feedback
RESOURCES FOR TEACHERS

https://www.amazon.com/Teaching-Biliteracy-Strengthening-Bridges-Languages/dp/193400094


ncloud@ric.edu
nancycloud2@gmail.com