

THE ENGLISH LANGUAGE DEVELOPMENT INSTRUCTIONAL FRAMEWORK

NEW MEXICO PUBLIC EDUCATION DEPARTMENT
LANGUAGE & CULTURE BUREAU



The State of New Mexico
New Mexico Public Education Department
Language and Culture Bureau

English Language Development Instructional Framework
Guidance Handbook

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Michelle Lujan Grisham
Governor of New Mexico

Karen Trujillo, PhD
Secretary of Education

Kara Bobroff
Deputy Secretary of Identity, Equity, and Transformation

Mayra Valtierrez
Director of Language and Culture

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Notes

This document is available on the NMPED website at <https://webnew.ped.state.nm.us/>. Click on the Offices/Programs tab in the top menu and find the Language and Culture Bureau (LCB). This guide is located in the English Learners section of the LCB website and can be accessed at:

<https://webnew.ped.state.nm.us/bureaus/languageandculture/english-learners/>. Please provide feedback on this manual here: <https://www.surveymonkey.com/r/ELDIF>

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DEDICATION AND HOW TO USE THE ELDIF GUIDANCE HANDBOOK

Dear New Mexico Educators,

This English Language Development Instructional Framework (ELDIF) has been inspired by the hard work of New Mexico teachers and their dedication to the growth and development of English Learners (ELs). The ELDIF taskforce dedicates this framework to you. We are in the trenches with you. We go through what you go through and we are here to support you. We know that your intention is to serve ELs, and you may not have had the guidance and resources to do so.

The taskforce was created by the New Mexico Public Education Department's Language and Culture Bureau through a call-for-applications process. The taskforce is made up of English Language Development (ELD) educators that met 12 times on Saturdays for over a year with a focus of creating a framework to guide and support teachers of ELs. As we developed the framework, we had the following objectives:

1. Research, review and identify ELD instructional practices needed to serve ELs in EL Programs¹.
2. Research, review and identify ELD research in order to develop a sample ELD curriculum that is rigorous and meets the standards set in New Mexico's Every Student Succeeds Act (ESSA) plan.
3. Identify related instructional materials for the effective implementation of ELD instruction.
4. Identify related statewide professional development needs for the effective implementation of ELD instruction.
5. Provide actionable recommendations from the research and review process for the LCB to inform statewide policy and decision-making.

This framework is not just another "thing" that you are expected to "fit in" to your instruction. This is a framework to *guide* your instruction and to fit the needs of your students. You may use this handbook in its entirety or use the framework on its own. You are so important to your students and your communities and the ELDIF can help all your students, but it is critical for the ELs that you teach and serve.

Thank you for your commitment and dedication to the students of New Mexico.

The ELD Taskforce

¹ The term "language instruction educational program" means an instruction course — (A) in which an English learner is placed for the purpose of developing and attaining English proficiency, while meeting challenging State academic standards; and (B) that may make instructional use of both English and a child's native language to enable the child to develop and attain English proficiency, and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English and a second language. (ESEA Section 3201(7))

TASKFORCE BIOGRAPHIES AND ACKNOWLEDGEMENTS

The taskforce would like to give special thanks to Mayra Valtierrez, Kirsi Laine, Dr. Ayanna Cooper, Dr. Sharroky Hollie, and Dr. Icela Pelayo for setting the foundation for this work.

Rebecca Cabildo is a National Board-Certified English Language Development and Special Education teacher in Los Alamos, NM. She has worked with a diverse group of K-6th grade students who speak many different languages (Spanish, Chinese, Tewa, French, Arabic, to name a few) and Students with Disabilities SWD. *I would like to personally thank Dr. Kurt Steinhaus, LAPS Superintendent and Virginia Terrazas, my principal for their support and encouragement.*

Melissa Gooch is Nationally Board Certified in Literacy-Reading Language Arts. She teaches English Language Development in Farmington, NM at McCormick Elementary School. She has taught for 10 years, mainly 1st thru 3rd grades. She works with Hispanic and Native American K-5 students. She advocates for the English Language learners at the school. *I would like to personally thank Karen Brown and Diane Arrington for their support and encouragement.*

Beth Anthony teaches 9th grade Language Arts at the Clovis High School Freshman Academy (CHSFA) in Clovis, NM and is also the English Language Case Manager for CHSFA. Beth has taught for twenty-three years and has taught all levels, from K-12. As the EL Case Manager, Beth advocates for EL students on her campus by teaching them, tracking their progress, communicating with students, their parents and teachers, and supporting teachers and staff with EL professional development. *I would like to personally thank the following people for their encouragement and support: Curtis W. Anthony, Lidia Arceo, Thelma Sparks, Santi Gutierrez, Lendra Hailey, Bekki Jones, Vandhana Palliyarikkal, Brian Pickard, Renee Russ, and John Howell.*

Andrea Chavez is the English Learner Language Specialist for Deming Public Schools in Deming, NM. She works with teachers to increase the English language proficiency and achievement of English learners. Andrea enhances teachers' understanding of cultural awareness, the application of instructional strategies that optimize the learning for English learners and coaches teachers to apply the most effective teaching tools, skills, and attitudes to increase student engagement to support a standards-based learning environment for ELs to increase academic achievement across the content areas. *I would like to thank my husband and children for supporting me during the duration of this taskforce. I would also like to thank Michael Chavez for encouraging me to apply and providing the support needed to drive my professional growth.*

Maria L. Rodriguez-Burns is the English Language Coordinator for Rio Rancho High School. She also teaches the 9th - 12th grade English Language Development class. She has taught for 13 years, mainly high school and adults English as a second language. She works collaboratively with the staff and advocates for all English Language Learners in school. *I would like to thank the following people for their support and guidance, Suzanne Nguyen - Wisneski, Marsha Hubbell - Espinosa, Dr. Icela Pelayo, Dr. Ayanna Cooper, Jeanette Garcia and Aubrey Tucker.*

Kathleen Lujan is an ELD and ELA Instructor, Instructional Coach, and NM Secretary of Education Teacher Advisor at Cuba Middle School. She has taught for 28 years at all levels: University, High School, Middle School, and Elementary. She received the Teacher Excellence Award from West Texas A&M University. Kathleen is a dedicated advocate for students of all ages to achieve their highest potential.

Ann Swickard is an ELD Elementary District Coach for the Department of Language and Cultural Equity at Albuquerque Public Schools. She was the lead facilitator for ELD taskforce. *I would like to personally thank the children of New Mexico past, present and future because that's why we're here.*

STUDENT REPRESENTATION OF THE ELDIF



Elizabeth Majkrzak
9th Grade
Clovis High School
Clovis Municipal Schools

RECOMMENDATIONS TO THE NMPED LCB TEAM FROM THE TASKFORCE.

The taskforce, as part of their objectives, was asked to provide actionable recommendations from the research and review process for LCB to inform statewide policy and decision-making. The taskforce has provided the following recommendations.

RECOMMENDATION	DESCRIPTION / PURPOSE	DESIRED OUTCOME
Use ELDIF in teacher preparation	New Mexico institutions of higher education use the ELDIF and the state's ELD Standards in their educator preparation programs. As well as, address the state's EL identification process and exit criteria.	Teachers will enter the teacher workforce prepared to meet the needs of ELs.
EL Students with Disabilities (ELSWD) guidance manual	Created through a collaborative effort of the Special Education Bureau (SEB) and the LCB that provides guidance on the needs of ELWD. So that ELD teachers are informed about Special Education policy and how to serve students. Preferred an Elementary and a Secondary manual.	ELD teachers will collaborate with Special Education teachers in order to ensure the students are receiving both services.
NMTEACH professional development enhancement	Specific professional development for administrators on the ELD Framework and needs of ELs so they may understand how it aligns with the observation rubric and how to identify the practices and support their teachers.	Observation rubric professional development will include ELD Framework and WIDA Standards components.
Professional development for superintendents and school boards	Support from all levels of leadership for ELD teachers which includes superintendents, and other district staff, as well as school boards. Leadership must prioritize ELs and their needs, including funding, professional development, staffing, tuition reimbursement for additional credentials, and instructional resources to support teachers and school leaders.	ELD teachers that are set up for success because they have what they need and the support to serve ELs.
Culturally and Linguistically Responsive (CLR) professional development	Culturally and linguistically responsive instructional-practices professional development for ELD teachers and leaders. This includes both research behind CLR and the instructional strategies.	ELD teachers that know their students academically, culturally, and linguistically and how to implement EL programs that are responsive to the needs of ELs.
Language objectives professional development	Professional development for ELD teachers and content teachers on how to write language objectives and their connection to content objectives.	Specific language objectives in ELD blocks and content courses that support with speaking, writing, reading and listening.
Professional development on academic discourse	Professional development for ELD teachers and content teachers on how to facilitate academic discourse—that goes beyond vocabulary—to support the use of academic language in context and content courses.	Teachers will support ELs with the use of language based on specific academic conversations.
Students with Interrupted Formal Education (SIFE) professional development	Professional development for ELD teachers and content teachers on Students with Interrupted Formal Education in order to provide interventions and language accommodations.	Teachers will have the skills necessary to provide instruction to students with SIFE.
Adoption of ELD instructional materials	The NMPED should add ELD to their upcoming instructional materials adoption cycles.	ELD teachers will have instructional materials that support them in the implementation of the ELDIF.
Rigor in instructional practices	Professional development for teachers on implementing rigorous instruction and how to provide ELs with opportunities to participate in complex academic thinking.	Teachers will have the necessary knowledge to provide ELs rigorous instruction. As wells as to ensure teachers understand that an ELs English

		proficiency level does not reflect cognitive abilities.
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IMPORTANT ACRONYMS

CLR	Culturally and linguistically responsive education meets culturally-diverse students where they are. It includes strategies such as considering students' cultures and language skills when developing learning objectives and instructional activities, monitoring academic progress, and more to help culturally diverse students be successful.
CRT	Culturally relevant or responsive teaching is a pedagogy grounded in teachers' displaying cultural competence: skill at teaching in a cross-cultural or multicultural setting. Teachers using this method encourage each student to relate course content to his or her cultural context.
EL	Means English learners. These are students whose home or heritage language influence is not English, and who are unable to speak, read, write, and understand English at a level comparable to their grade-level English proficient peers, as determined by objective measures of proficiency. The term EL replaces ELL and LEP.
ELD	English Language Development is a systematic instructional model designed to develop the English language proficiency of English language learners (i.e., students who speak English as a second language). ELD instruction emphasizes the development of all four language domains: reading, writing, listening, and speaking.
ELDIF	The English Language Development Instructional Framework is a tool developed by the New Mexico ELDIF Taskforce for teachers of ELs and includes the components for ELD instruction, sample lesson plans, resources, and policy recommendations. The ELDIF may be used in conjunction with ELD instructional materials and New Mexico's WIDA ELD Standards during designated ELD instruction also known as ELD blocks.
ESSA	Every Student Succeeds Act (ESSA) reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA) and was signed into law by President Obama December 10, 2015. ESSA will replace the NO Child Left Behind Act of 2001.
LCB	As part of the implementation of Every Student Succeeds Act, the Language and Culture Bureau of the New Mexico Public Education Department (NMPED) serves as the lead for language, culture, and equity within the Teaching and Learning section of the NMPED. The Language and Culture Bureau will serve as the contact on: <ul style="list-style-type: none">• implementing state-funded Bilingual Multicultural Education Programs;• meeting Federal obligations to English Learners by providing English Learner Programs that support students in becoming proficient in English and achieving academically;• leveraging the Title III English Language Acquisition Subgrant to maximize positive impact and outcomes for Immigrant students and students served in English Learner Programs;• effective World Language instruction;• the Seal of Bilingualism-Biliteracy on New Mexico Diploma of Excellence; and• Culturally and Linguistically Responsive Instruction.
NMPED	The New Mexico Public Education Department is part of New Mexico's executive branch of government and the Governor's cabinet. The Secretary of Education holds an appointed, cabinet position. New Mexico State Statutes (NMSA) establish that the NMPED shall properly and uniformly enforce the provisions of the Public School Code [Chapter 22 [except Article 5A] NMSA 1978].
ELSWD	English learner Student with disabilities refers to English learners who are also "children with disabilities" under the IDEA, as defined in Section 602(3) of that Act and 34 CFR §300.8. (ESEA Section 3201(4))
SWRL	Speaking, writing, reading and listening refers to the four domains of language (Cooper, WIDA Essentials Actions ch.1 3). SWRL should be included in the ELD instructional block and at least one domain must be included in language objectives.
WIDA	WIDA is part of the University of Wisconsin – Madison, a top-five university in the field of education. WIDA is housed in the Wisconsin Center for Education Research (WCER), one of the first, largest, and most productive education research centers in the world. WIDA provides language development resources to those who support the academic success of multilingual learners. WIDA offers a comprehensive, research-based system of

language standards, assessments, professional learning and educator assistance. WIDA's trusted resources are used by 41 domestic states and territories and more than 400 international schools throughout the world.

One of WIDA's core programs is the WIDA Consortium, which is a collaborative group of 40 states, territories, and federal agencies.

REQUIREMENTS FOR SERVING ENGLISH LEARNERS

President Obama signed the Every Student Succeeds Act (ESSA) on December 10, 2015 and with that new accountability for the ELs in our country. ELs are protected under Title VI of the 1964 Civil Rights Act and under the Equal Educational Opportunities Act of 1974 (EEOA). The EEOA requires that public schools take “appropriate action to overcome language barriers that impede equal participation by [their] students in [their] instructional programs”(<https://www2.ed.gov/about/offices/list/ocr/eeolep/index.html>). Under Civil Rights law and the Elementary and Secondary Education Act of 1965, school districts² that receive federal financial assistance have an obligation to identify and serve all EL students. Non-compliance with Title VI of the Civil Rights Act in serving ELs could potentially mean a loss of all federal funding, such as special education, Title I, Title II, and Title III.

School districts must identify EL's in a timely manner, offer educationally sound language assistance, provide quality staff, adequate resources, equitable access to school programs and activities, monitor and regularly assess the progress in both English language proficiency and content knowledge, and provide interventions when needed, avoid unnecessary segregation, exit EL's from program when proficiency in English is reached, and evaluate the EL program for effectiveness (Office for Civil Rights, n.d). At this time, a particular EL program is not required. School districts are allowed to choose the program as long as it meets the needs of their EL's and they use a valid reliable assessment to measure the student's English proficiency in reading, writing, listening and speaking (Office for Civil Rights, n.d).

HOW TO COMPLY WITH THE OFFICE OF CIVIL RIGHTS AND DEPARTMENT OF JUSTICE ENGLISH LEARNER REQUIREMENTS

According to the Office of Civil Rights (OCR) and the Department of Justice, districts must:

- Identify and assess ELs in a timely, valid, and reliable manner.
- Provide educationally-sound and proven-successful EL programs.
- Provide qualified and sufficient staff.
- Create opportunities for equal access to all curricular and extracurricular activities.
- Avoid unnecessary segregation.
- Meet the needs of ELs who have opted out of the program.
- Monitor and evaluate students' progress in English language proficiency and content knowledge
- Exit EL students when they have become proficient in English.
- Evaluate the effectiveness of the language program.
- Provide meaningful communication to all limited English proficient parents in a language they can understand.

² For the purpose of this manual, the term “district” means local districts and state charter schools as defined in Sections 21-1-2 and 22-8B-2 NMSA 1978.

HOW TO COMPLY WITH THE NEW MEXICO PUBLIC EDUCATION DEPARTMENT ENGLISH LEARNER REQUIREMENTS

In addition to the OCR requirements, the NMPED requires districts to:

1. Identify ELs within the first 30 days from the beginning of the school year OR within two weeks of the initial enrollment.
2. Send home a parent notification letter of EL classification within the first 30 days from the beginning of the school year OR within two weeks of the initial enrollment.
3. Provide a minimum of 45 minutes of ELD as indicated in the three options in the table below.

1. English language development (ELD) pull-out course and sheltered instruction in content areas
English language instruction in the ELD course is differentiated based on the English language proficiency level of the students.
2. English language development (ELD) block and sheltered instruction in content areas (elementary grades only)
The English language is differentiated based on the English language proficiency level of the students (minimum of 45 minutes daily)
3. Integrated English language development (ELD)—English language arts (ELA) course and sheltered instruction in content grades (secondary grades only)
For ELs with an ACCESS for ELLs overall composite score that is nearing proficiency. English language instruction in the ELD-ELA course is integrated with grade level ELA instruction.

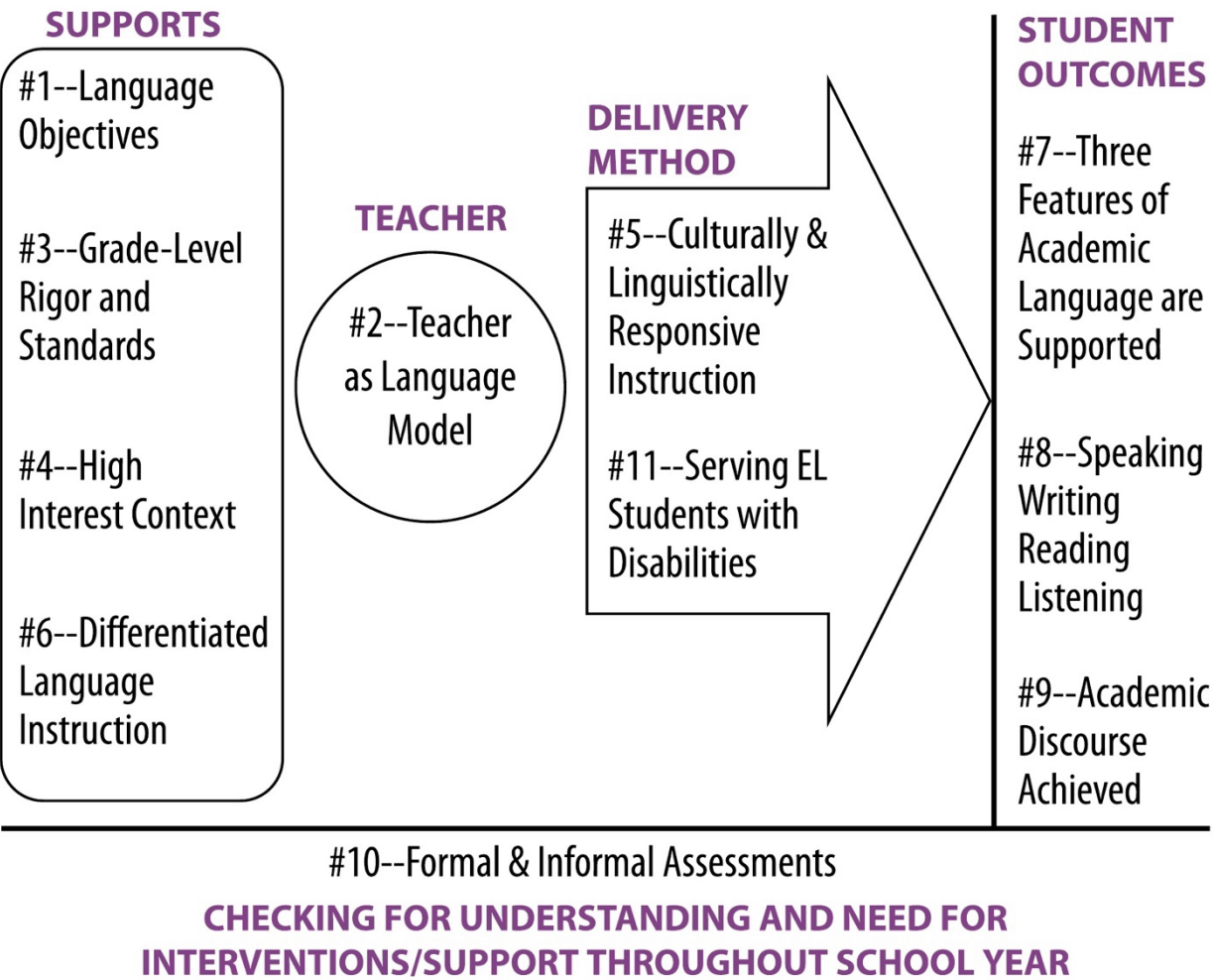
In order to be compliant in the above areas, a firm foundation and awareness of state and federal requirements for EL's and all district-level policies and procedures are necessary.

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The ELDIF supports English language acquisition and development in ELD instructional blocks. ELD teachers can implement the ELDIF and use it to bridge the ELD block instruction into content courses. ELD teachers and content teachers are accountable to help all English Learners (ELs) achieve English language proficiency through collaboration and professional development (ESSA, 2017). The ELDIF is designed to assist teachers in empowering ELs to succeed academically and navigate school culture.

The New Mexico English Language Development Framework



The 11 Components of the English Language Development Instructional Framework Developed by the Taskforce	
1. A Language Objective	A clear language objective must be part of instruction and communicated to students.

2. Teachers as Language Models	The teacher intentionally models and facilitates the use of English language forms and functions during the lesson. The teacher provides immediate encouragement and constructive feedback on language use.
3. Grade-Level Rigor and Standards	The ELD instructional content is aligned to grade-level content standards and the NM ELD standards.
4. High-Interest Context for English Language Production	High-interest context motivates students to learn and use language. Context is important for ELs because it sets the stage for language production.
5. Culturally and Linguistically Responsive Instruction	It is important to meet culturally-diverse students where they are. It includes strategies such as considering students' cultures and language skills when developing learning objectives and instructional activities, monitoring academic progress, and more to help culturally diverse students be successful.
6. Differentiate English Language Development Instruction for Each EL	ELD instruction should be aligned to students' individual English language proficiency levels to support their unique linguistic needs.
7. Three Features of Language	ELD instruction should include all three features of the English language. <ul style="list-style-type: none"> ● Word/Phrase level (<i>vocabulary usage</i>) ● Sentence Level (<i>language forms and conventions</i>) ● Discourse Level (<i>linguistic complexity</i>)
8. SWRL	Speaking, writing, reading and listening (SWRL) refers to the four domains of language (Cooper, WIDA Essentials Actions ch.13). SWRL should be included in the ELD instructional block and at least one domain must be included in your language objective.
9. Academic Discourse	The ELD instructional block must provide ELs with intentional opportunities to hear and produce the English language. ELs need a space to practice structured academic conversations.
10. Formal and Informal Assessments	Students should be assessed regularly on their progression in English based on the language objective.
11. Serving EL Students with Disabilities	<p>Students must be supported for both language and their disability. A student who is identified as an EL with a disability qualifies for both services: language support services as well as the services per the student's individualized education program. The ELDIF components one through ten should be addressed while keeping in mind the accommodations in the Individual Education Program (IEP).</p> <p>EL students who are identified with disabilities need to have both ELD and the special education services specified in the IEP. There are thirteen disability categories: Autism; Deaf-Blindness; Developmental Delay; Emotional Disturbance; Hearing Impairment, including Deafness; Intellectual Disability; Multiple Disabilities; Orthopedic Impairment; Other Health Impairment; Specific Learning Disability; Speech or Language Impairment; Traumatic Brain Injury; Visual Impairment, including Blindness.</p>

#1—LANGUAGE OBJECTIVES

In the ELD block, the language objective is the main focus of the lesson and the content objective is secondary. The language objective aligns to the content standards and addresses the functions of academic language that will be developed and reinforced. There are three key components in a language objective:

1. academic language forms (key content vocabulary, complexity, and grammar)
2. the domain (speaking, writing, reading and listening)
3. the specific academic language functions

Sample Content Objective:

Students will write a conclusion paragraph for persuasive writing.

Sample Language Objective:

Students will use (function) transitional phrases (language form) in writing (domain).

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<http://www.colorincolorado.org/article/language-objectives-key-effective-content-area-instruction-english-learners#video>

#2—TEACHERS AS LANGUAGE MODELS CHECKLIST

The teacher, as a language model, is a critical component in the ELDIF and intentionally models and facilitates the use of language during the lesson. Students need to hear English modeled on a daily basis for pronunciation, fluency, rate, etc.

	ACTION
✓	Intentionally model the English language.
✓	Model the conventions of the English language.
✓	Encourage the language process by utilizing “think alouds”, that essentially verbalize the thought process.
✓	Give positive and constructive feedback.
✓	Explicitly model and give students structured opportunities to practice the sentence level and discourse level of academic language.
✓	Respect that students may use their home language as they work within the ELD block to produce an English product.

HOW TO ASSESS FOR TEACHING BIASES: SELF QUIZ

According to Dr. Sharroky Hollie in *Culturally and Linguistically Responsive Teaching and Learning*, before we can make necessary changes to our classroom culture, we have to identify our own biases (Hollie, 31-32). Teachers can do this by showing cultural responsibility and checking for biases. Hollie states that assessing biases is simple.

Check your internal filter by:	
✓	<ol style="list-style-type: none">1. thinking about where your information originates,2. how has your understanding been formulated because of the information, and finally,3. how experiences have created our current truths.
Question your belief system	
✓	<p>To “Question your belief system” is difficult because you first have to realize that you have a bias. Hollie states, “Psychology research tells us that most of what we believe is formed between infancy and pre-adolescence, and we spend the rest of our lives debunking or reconfirming what we believe” (31). Once we overcome this barrier and are in tune with our filters, we can begin to question why we believe as we do.</p> <ol style="list-style-type: none">1. <i>What experience created this bias?</i>2. <i>Why am I reacting this way when I know better?</i>
Listen to your deficit monitor.	
✓	Finally, “Listen to your deficit monitor”. The moment your internal voice tells you that you are wrong is when you realize the inaccuracy of your prejudice and that you need to restructure your thinking in order to see the world more effectively.

Teachers have biases based on life experiences and these biases can hinder exemplary teaching and student success. The important thing is to identify the things that limit thinking about what a student can and cannot do. Students have been living up to biases and not realizing it. Once teachers look past their own biases, they can give students the unbiased education they deserve.

Teachers can learn more about what biases may be impacting their practice by taking the Implicit Bias Test: <https://implicit.harvard.edu/implicit/>

BIAS IN TEACHING PRACTICE SCENARIOS

Mahatma Gandhi said, “Be the change you wish to see in the world.” In order to do that, you must be culturally responsible. If you want an efficient classroom full of high-functioning students, and you want to meet all the needs of your students, it begins with you.

Example 1: Megan is a veteran teacher of fifteen years who wanted a professional change, so she left an affluent high school in Las Vegas, Nevada and accepted a job at a high school with 100% poverty rate. Megan wanted to make a difference and add to the graduation rate of this school. She wanted to make a difference.

How does she show a bias and why is this bias dangerous?

Megan thinks that because the school has a high economically disadvantaged population, she can help those students succeed; students who she would assume to have little or no chance of graduating given their economic struggles. Her bias is that she assumes that because the students are economically disadvantaged, they are low achieving and more likely to drop out of school. This bias is an example of deficit thinking paradigm because her mindset is generalized based off specific criteria and experiences she has collected for years. Once students pick up on this bias, they will more than likely resent her or live up to her bias.

#3—GRADE-LEVEL RIGOR AND STANDARDS

Rigor is more than planning a lesson or teaching certain standards. Effectively implementing rigor is a matter of weaving together your curriculum, instruction, and assessment so that students grow and learn at new levels. ELs are capable of engaging in complex thinking, reading and comprehension of complex texts, and writing about complex material regardless of their English language proficiency level. From Barbara R. Blackburn's, "Rigor is NOT a Four-Letter Word":

FIVE KEY MYTHS ABOUT RIGOR

- Myth #1: Lots of homework is a sign of rigor
- Myth #2: Rigor means doing more
- Myth #3: Rigor is not for everyone
- Myth #4: Providing support means lessening rigor
- Myth #5: Resources do not equal rigor

She says:

"True rigor is creating an environment (ie., focus on progress, each small step that together show student growth, encouraging students not to give up, using language that shows students you know they can learn, and celebrating the positive will help create an environment to support rigor) **in which each student is expected to learn at high levels** (continually reminding students they can and providing the supports students need to be successful), **each student is supported so he or she can learn at high levels** (focus on scaffolding within a lesson, prior knowledge, modeling the thinking process when using specific strategies, providing support for gaps that occur between current knowledge and the new standards), **and each student demonstrates learning at high levels** (provide a variety of ways students can demonstrate understanding, provide opportunities to play to students' strengths, check for understanding with formative assessments, incorporate strategies for each student to participate, use think-pair-shares, clickers, dry erase boards, thumb up thumbs down strategies to see if each student is understanding each part of the lesson)."

A NEW DEFINITION OF RIGOR

Rigor doesn't simply mean giving students more or harder work. Instead, it's 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.

Rigor is not defined by a text- it comes from what students do. It is not standard across a curriculum- it is individual to each student's needs. It is not quantified by how much gets crammed into a school day- it is measured in depth of understanding.

Brian Sztabnik (May 7, 2015, Edutopia)

#4—HIGH-INTEREST CONTEXT FOR ENGLISH LANGUAGE PRODUCTION

High-interest context is important for ELs because it sets the stage for language production. High-interest context includes science, social studies, math, project-based learning, and thematic units, which motivates students to learn and use language. Additional examples of high-interest context:

1. Real-world skills (college application skills, budgeting, etc.)
2. Student Interest survey
3. ELD does not need to focus only on ELA. It can include science, math, social studies, technology, and art.
4. Social skills/societal norms/code-switching
5. Thematic units and project-based learning
6. Culturally relevant materials based on demographics of class

ELD PROJECT-BASED LEARNING: ART AS FUNCTION FOR LEARNING ENGLISH

Chinua Achebe, world-renowned Nigerian author, essayist, and *Man Booker International Prize for Lifetime Achievement* recipient, said that art should be functional. A beautiful pot, bowl, or blanket should not be an “artifact” in a museum but rather should be used daily as a part of the community, which created the art.

With this in mind, the arts can be used in teaching ELD to ELs. The arts, including choral reading, readers’ theater, poetry, drawing, music, graphic design, to name a few, can be used to help ELs learn English but also can help design a CLR classroom. Teachers can see “what the student brings culturally and linguistically as an asset” through art-based projects in the ELD classroom (Hollie, 6).

Incorporating art into an ELD classroom can function as an opportune way to help ELs master the four domains of learning a language: speaking, writing, reading, listening (SWRL) (Cooper). “Students need to understand all levels of language and how they are interrelated to make meaning from written and spoken language” (Mora-Flores, 34). Teachers can utilize the arts to achieve English language proficiency in all four domains of language.

#5—CULTURALLY AND LINGUISTICALLY RESPONSIVE INSTRUCTION CHECKLIST

It is important for teachers to know their students—including honoring their culture and language—to support them in being academically successful. The following checklist supports teachers in creating a culturally responsive classroom. For a complete guidance handbook on CLRI, go to <https://webnew.ped.state.nm.us/bureaus/languageandculture/culturally-and-linguistically-responsive-instruction/>.

✓	Develop culturally responsible lessons with students in mind.
✓	Use texts that are relevant and student-centered.
✓	Culturally connect to students by engaging them in academic dialogue, regularly interacting with them, and show interest in their lives.
✓	Utilize a variety of strategies.
✓	VABB: Validate, Affirm, Build, Bridge https://www.culturallyresponsive.org/new-page-1
✓	Know your student's language, social, and academic background. Gather information about each of your students.
✓	Know what other services your students may receive.

CULTURALLY AND LINGUISTICALLY RESPONSIVE TEACHING

When teachers develop culturally relevant lessons, they legitimize every culture represented in the classroom. By this action, both a flourishing and nurturing environment is created. “Approaching a student’s education in these culturally and linguistically responsive ways- rather than emphasizing deficits- has the potential to truly engage all students in learning, both in college and beyond” (Villegas & Lucas 2007). An educator who learns, adapts, and develops relationships will help students bridge the gap between home and school culture. True unhindered learning will naturally take place.

Culturally responsive teachers must also use texts that are relevant and student-centered. This goes beyond ethnicity and nationality. Culture encompasses every aspect of life and when a student can connect to a text, that student will be more interested in what is being taught. Students will be engaged in stories that personally speak to them.

Relatable texts are necessary, but they are not enough. Teachers must culturally connect with students by engaging them in academic dialogue, regularly interacting with them, and showing interest in their lives. Teachers need to tailor their teaching techniques and instructional strategies to meet students where they are while holding high standards for where they are going.

Although culturally relevant teaching (CRT) has been around for decades, there are basic misconceptions about it. Educators believe that CRT embodies a toolbox of choosing the “ideal strategies”. Even though a teaching approach should be filled with a variety of stratagems, a teacher’s wheelhouse should be filled with many techniques. If something doesn’t work, try something else. There is no perfect fit. Lesson plans should be as diverse and creative as your students.

Being a culturally relevant educator also means taking care of student needs. Dr. Sharoky Hollie created an acronym that every educator should keep in mind, VABB. Validation. Affirmation. Building. Bridging (Hollie 2018).

Validate a student’s home culture and language.

Affirm and intentionally give students alternate perspectives of the bias's their cultures receive.

Build an appreciation of cultural linguistic behaviors and use those behaviors to develop a rapport with your students.

And finally, **Bridge**. Teachers are very influential when it comes to the lives of their students. To bridge means to teach them how to be successful beyond the classroom.

Henry Adams expressed, "A teacher affects eternity; he can never tell where his influence stops." There is a difference between being a good teacher and being a culturally responsible one. The good teacher may help a student absorb necessary skills to pass the grade level, but a culturally responsible teacher will help a student succeed in school and in life.

References

Gonzalez, Jennifer. "Culturally Responsive Teaching: 4 Misconceptions." *Cult of Pedagogy*, 7 May 2018, www.cultofpedagogy.com/culturally-responsive-misconceptions/.

Hollie, Sharroky, and Becky Allen. *Culturally and Linguistically Responsive Teaching and Learning Responsive Teaching and Learning; Classroom Practices for Student Success*. Shell Education, 2018.

Villegas, A. & Lucas, T. (Mar. 2007) *Responding to Changing Demographics: The Culturally Responsive Teacher*. Educational Leadership, Vol. 64, Number 6 (pgs. 28-33)

#6—DIFFERENTIATED LANGUAGE INSTRUCTION

Each student comes to school, not only with unique academic needs, but also with unique background experiences, culture, language, personality, interests, and attitudes toward learning. Effective teachers recognize that all of these factors affect how students learn in the classroom, and they adjust, or differentiate, their instruction to meet students' needs (Ford 2011).

The goal of differentiated instruction is to create learning opportunities that make allowances for differences in how individual students learn in order to ensure equal access to important academic content. Content may be adjusted for students who need additional practice with essential elements before moving on; however, the expectation is that adjustments in other areas will ultimately allow all students to master the same key content (Ford 2011).

Thus, "differentiated instruction is not the same as individualized instruction. Every student is not learning something different; they are all learning the same thing, but in different ways. And every student does not need to be taught individually; differentiating instruction is a matter of presenting the same task in different ways and at different levels, so that all students can approach it in their own ways" (Irujo, 2004).

It is important to recognize that differentiated instruction is an approach to teaching, not simply a collection of strategies or activities. Effective differentiation requires ongoing evaluation of students' needs and conscious attention to designing instructional activities and assessment to meet those needs. It is true that teachers must have an extensive repertoire of research-based instructional strategies at hand, but they must also be able to "think outside the box" to ensure that each student's needs are met. As Tomlinson and Imbeau (2010) point out, the teacher's role in the differentiated classroom is to continually ask him/herself, "What does this student need at this moment in order to be able to progress with this key content, and what do I need to do to make that happen?"

Ford, Karen. "Differentiated Instruction for English Language Learners" *Colorin Colorado*, 2011,
<http://www.colorincolorado.org/article/differentiated-instruction-english-language-learners>

Irujo, S. (2004, September/October). Differentiated instruction: We can no longer just aim down the middle. *ELL Outlook*. Retrieved from <http://coursecrafters.com/ELL-Outlook/index.html>

Tomlinson, C. A., & Imbeau, M. B. (2010). *Leading and managing a differentiated classroom*. Alexandria, VA: ASCD.

WIDA'S CAN DO DESCRIPTORS KEY USES EDITION FOR DIFFERENTIATION

WIDA's Can Do Descriptors Key Uses Edition provides a language differentiation roadmap and framework for linguistic goal setting for teachers of English Learners. This powerful tool takes the guess-work out of differentiation for ELs. Teachers of ELs have a two-fold task of supporting ELA while providing access to the grade-level rigor of the content. While it is critical for teachers to provide highly-individualized instruction to ELs, this is easier said than done. The Can-Do Descriptors Key Uses Edition functions as a rigorous guide for ELs, their teachers and parents. The Can-Do Descriptors Key Uses Edition can be utilized in any academic context and can support all five ELD standards.

The WIDA Can Do Descriptors Key Uses Edition (found at <https://wida.wisc.edu/teach/can-do/descriptors>) help teachers identify what ELs are able to do in regards to language in a variety of situations and content areas. It gives examples of how students' use content language with SWRL for each of the ELPs. When using these descriptors, educators can break down the Key Uses into different language functions for assessment and instruction which gives students differentiated instruction for their ELP level. These can also be used when collaborating with others about a students' academic language growth. It can be used to advocate for ELs grade-level content using their ELP level. This allows educators to meet student's specific academic language needs in the content areas. More importantly, ELD teachers can collaborate with content teachers and use the Key Uses Edition to examine and analyze a unit of instruction to identify where they can be used with grade-level content.

WHY USE THE CAN-DO DESCRIPTORS KEY USES EDITION?

The Can-Do Descriptors Key Uses Edition is an interpretive guide for ACCESS for ELLs scores in all domains. Why not use the results of this important proficiency assessment to provide a baseline for instruction? The New Mexico Rising Stars, New Mexico's ESSA Plan, sets new accountability measures factored into the school report card based on ELs' "growth to proficiency" scores. Students will have a growth target based on their previous year's ACCESS for ELLs composite score. ELs will also have the goal of gaining proficiency within 5 years. Using the Can-Do Descriptors Key Uses Edition will help ensure that students are on the path towards proficiency, while gaining access to grade-level rigor and given appropriate linguistic goals and supports.

HOW ARE THE CAN-DO DESCRIPTORS KEY USES EDITION STRUCTURED?

The Can-Do Descriptors Key Uses Edition have a variety of features. When beginning to implement the tool, it may be helpful for teachers of ELs to study the Can-Do Descriptors Key Uses Edition in a professional learning community or professional learning environment. At first, the tool maybe overwhelming, but as teachers continue to implement, instruct and reflect; it can become an invaluable instructional component. To begin, teachers of ELs must understand the structures of the Can-Do Descriptors Key Uses Edition.

GRADE-LEVEL BANDS

The Can-Do Descriptors Key Uses Edition is divided into 6 different grade-level bands based on the ACCESS for ELLs assessment. The bands give examples of developmentally appropriate uses of academic language based on grade-level standards. The bands are: kindergarten, first grade, second and third grade, fourth and fifth grade, sixth through eighth grade and ninth through twelfth grade.

LANGUAGE DOMAINS

According to WIDA's Guiding Principles, "students develop proficiency in listening, speaking, reading and writing at different rates and in different ways." Therefore, it is important to look at each student's domain scores (listening, speaking, reading and writing). The Can-Do Key Uses Edition allows teachers to plot the domain scores of the student in order to most effectively address individual needs. When analyzing the domain scores, students often have one or two domains that are much higher. It may be helpful for the ELD teacher to focus on the lower domain scores. Another strategy is to use the skills in the higher domains to leverage success in the lower domains. For example, if a student scores higher in writing than speaking, a teacher might give opportunities for that student to do a quick write before participating in an academic discussion.

PROFICIENCY LEVELS

The Can-Do Descriptors Key Uses Edition gives descriptors for each English language proficiency (ELP) level within each domain and each key use of academic language. The proficiency levels are:

ENTERING 1.0-1.9	The student does not understand or speak English with the exception of a few isolated words or expressions.
EMERGING 2.0-2.9	<ul style="list-style-type: none">-The student understands and speaks conversational and academic English with hesitancy and difficulty.-The student understands parts of lessons and simple directions.-The student is at a pre-emergent or emergent level of reading and writing in English, significantly below grade level.

DEVELOPING 3.0-3.9	<ul style="list-style-type: none"> -The student understands and speaks conversational and academic English with decreasing hesitancy and difficulty. -The student is post-emergent, developing reading comprehension and writing skills in English -The student's English literacy skills allow the student to demonstrate academic knowledge in content areas with assistance.
EXPANDING 4.0-4.9	<ul style="list-style-type: none"> -The student understands and speaks conversational and academic English well -The student is near proficiency in reading, writing, and content area skills needed to meet grade level expectations. -The student requires occasional support.
BRIDGING 5.0-5.9	<ul style="list-style-type: none"> -The student understands and speaks conversational and academic English well. -The student is near proficient in reading, writing, and content area skills needed to meet grade level expectations. -The student requires occasional support.
REACHING 6.0	<ul style="list-style-type: none"> -The student was formerly limited English proficient and is now fully English proficient. -The student reads, writes, speaks and comprehends English within academic classroom settings.

One feature of the Can-Do Descriptors Key Uses Edition is that proficiency level 6 is thoroughly explained. This can provide a reference for goal setting for students who are at higher levels of proficiency.

KEY USES OF ACADEMIC LANGUAGE

The Can-Do Descriptors Key Uses Edition incorporates the key uses of academic language, unlike previous versions. Researchers found that the Common Core Standards require students to not only recount information but also to explain processes and procedures, argue using evidence, and engage in academic discussion. As a result, the Can-Do Descriptors Key Uses Edition includes examples of what students can do within each key use of academic language depending on the proficiency level of the domain score. The key uses are:

RECOUNT	To display knowledge or narrate experiences or events. Example tasks for the Key Use of Recount include telling or summarizing stories, producing information reports, and sharing past experiences.
EXPLAIN	To clarify the “why” or the “how” of ideas, actions, or phenomena. Example tasks for the Key Use of Explain include describing life cycles, sharing why or how things work, stating causes and effects, and sharing results of experiments.
ARGUE	To persuade by making claims supported by evidence. Example tasks for the Key Use of Argue include stating preferences or opinions and constructing arguments with evidence.
DISCUSS	To interact with others to build meaning and share knowledge. Example tasks for the Key Use of Discuss include participating in small or large group activities and projects. (WIDA, 2017)

The first three key uses; recount, explain, and argue, stand alone and include examples of receptive or expressive language skills. Discuss is a unique key use of academic language. When students engage in discussion, they may use a combination of the other three uses. Also, students will need to process the language of their peers as well as formulate their own utterances. Because this skill is so important, encompasses many language skills, and presents such a challenge for some ELs, discussion stands alone. It may be helpful to reference a student’s oral language score when filling out the discussion section.

CAN DO PHILOSOPHY

One of the most powerful features of the Can-Do Descriptors Key Uses Edition is the embodiment of WIDA’s Can Do Philosophy. So often in the field of education, the focus is on what skills a student may be lacking. English language acquisition is a process of building upon existing linguistic structures, therefore, there is no deficit, only potential for growth. Each descriptor is written with can do language, clearly articulating what a student at that particular level of proficiency *can* do with language, if not more. This growth mindset empowers students and teachers of ELs.

“At WIDA, we believe that everyone brings valuable resources to the education community. Linguistically and culturally diverse learners, in particular, bring a unique set of assets that have the potential to enrich the experiences of all learners and educators. As these young children and students learn additional languages, educators can draw on these assets for the benefit of both the learners themselves and for everyone in the community. By focusing on what language learners can do, we send a powerful message that students from diverse linguistic, cultural, and experiential backgrounds contribute to the vibrancy of our early childhood programs and K–12 schools. The efforts of every stakeholder in the school community, from home care providers to superintendents, can enhance the education of language learners. The more we know about their cultural backgrounds, home environments and formative experiences, and the positive contributions these experiences afford our school communities, the more effective standards-based instruction will be. We believe practitioners and educators have the power to recognize and unleash the potential that language learners bring to their learning communities.” (WIDA, 2014)

APPLICATIONS OF THE CAN-DO DESCRIPTORS KEY USES EDITION

The best part of this tool is that it helps teachers of ELs support English language acquisition using data-driven differentiation in order to meet the needs of individual students. Educators are endlessly creative and below is a short list of the possibilities for the Can-Do Key Uses Edition.

FACILITATES FLEXIBLE HOMOGENEOUS GROUPING

Many teachers use the Can-Do Descriptors Key Uses Edition to group children according to similar domain score. Students in these groups may benefit from similar scaffolds, strategies and instruction. Also, being at a similar proficiency level, allows students a space to listen to and produce language without being “talked over” by a peer who has a higher level of proficiency. Teachers may choose which domains to focus on or may choose to support the lower scores of students.

PROVIDES A REFERENCE FOR FORMATIVE LANGUAGE ASSESSMENT

Students are capable of surprising growth, so it is important to formatively assess the progress of the students and change grouping when necessary. The Can-Do Descriptors Key Uses Edition provides a reference for teachers to anecdotally formatively assess students’ language acquisition within the four domains of language. Kindergarten teachers may find this particularly helpful because their students will not have ACCESS for ELLs scores for their students.

CREATES COMMON CONTEXT FOR COLLABORATIVE GOAL SETTING

Many data “gurus” tout the benefits of communicating instructional goals with students, parents and other educators who support the student. The Can-Do Descriptors Key Uses Edition is a tool that can be used to show the students’ independent level and can be referenced for setting linguistic goals. For example, if a student is a 3.6 in listening, the teacher would show the descriptor for level 3 but the student and teacher may set the instructional goal based on the descriptor for level 4. This communication is essential for all stakeholders, especially content teachers who are charged with providing access to the content areas for ELs.

TIPS FOR IMPLEMENTING THE CAN-DO DESCRIPTORS

<i>Take your time.</i>	Choose one or two domains to focus on when you're getting started. Expressive domains, (speaking and writing), may be easier at first. You may also want to just focus on one key use of academic language until you feel confident. Analyze the function of language in your unit and try to choose the key use of academic language that is most prevalent.
<i>Work with a team.</i>	Capitalize on the power of collaboration. You have language experts in your school, enlist their help when you are starting on your journey. Share successes and barriers.
<i>Keep it on the front burner.</i>	It can be difficult to incorporate a new instructional strategy into your daily practice, stick with it! There may be other initiatives from your school or district, maintain a focus on this strategy especially as you are learning it. Persist through initial frustration and determine creative ways that this tool can support your instructional routines.

#7—THE THREE FEATURES OF ACADEMIC LANGUAGE

According to WIDA (2012) and Jeff Zwiers³, ELs need support with the three features of academic language. The three dimensions of academic language are the word/phrase level, sentence level, and the discourse level. Many teachers are very comfortable supporting students with new vocabulary, especially tier II (across content academic vocabulary) and tier III (content specific vocabulary). Students, particularly ELs, need support with vocabulary, where to put the vocabulary, and how to structure sentences. WIDA's standards highlight the three features of academic language, and they have created a handy guide, the performance definitions, for practitioners. When planning ELD lessons, educators should keep in mind that they are supporting students with all three features of academic language:

1. Word/Phrase Level or vocabulary usage	If direct instruction for ELs only involves vocabulary definitions, then students will struggle using vocabulary in correct contexts.
2. Sentence Level or language forms and conventions	Students need support with language forms, which explicitly model the use of the English language.
3. Discourse Level or linguistic complexity	Therefore, teachers must remember to explicitly model and give students structured opportunities to practice the sentence level and discourse level of academic language.

<https://wida.wisc.edu/sites/default/files/resource/Features-of-Academic-Language.pdf>

³ Jeff Zwiers, is a senior researcher at the Stanford Graduate School of Education and the director of professional development for Understanding Language, a research and professional learning effort focused on improving instruction and assessment of English learners and other diverse students.

#8—SPEAKING, WRITING, READING, AND LISTENING

Speaking, Writing, Reading and Listening are the four skills of language which allow a student to comprehend and produce spoken language. When planning instruction, teachers can combine multiple language domains receptively or productively, orally or through literacy. Students can build these skills simultaneously, but students will not acquire them at the same rate. Some skills are developed more quickly than others. Teachers will need to plan intentional teaching opportunities for students to practice speaking, writing, reading, and listening daily.

See the WIDA Essential Actions A Handbook for Implementing WIDA's Framework for English Language Development Standards: <https://wida.wisc.edu/sites/default/files/resource/Essential-Actions-Handbook.pdf>

SPEAKING

Academic discourse and conversational proficiency require fluency for the EL student. Phonology, the study of the patterns of sound in a language and how speech sounds are organized in the mind to convey meaning, can be achieved by using poetry, choral readings, oral debate, and readers' theater. Jeff Zwier's **Academic Conversations** in chapter six, *Developing Academic Grammar and Vocabulary Through Conversation*, is also a gold mine of examples and vocabulary to help ELs attain oral proficiency in English.

WRITING

Written discourse for ELs must include orthography, the conventions for writing a language including, norms of spelling, hyphenations, capitalization, word breaks emphasis, and punctuation. In "Connecting Content and Language for English Language Learners", Mora-Flores' chapter on *Written Discourse*, a section on "Authentic Writing Opportunities" gives examples of art being used to develop writing skills for ELs. The entire chapter is very beneficial for teachers to utilize in achieving writing proficiency for EL students (Flores, 100-123). **Writing:** ELs writing original poetry in a CRL classroom will help the students learn punctuation, rhythm of the language, and comprehension of figurative language such as similes, metaphors, and symbols.

READING

Drama (Reader's Theater) and reading literary texts aloud are effective uses of the arts to help ELs' Proficiency. For example, reading plays aloud, using rubrics and setting up the classroom desks as a theater in the round engages ELs in reading. When EL students are the characters in a story or play, they learn the rules of punctuation for dialogue, and for fluency, reading with expression, which denotes comprehension. In a CRL classroom, a definite way to help ELs become proficient readers is to "introduce reading materials that are culturally relevant" (Salva, 84). For example, in Richard Paul's "Critical Thinking Handbook K-3rd Grades", he uses a fable from the Middle East to tell a moral story. Instructional materials that address values from various cultures in the state and around the world are important tools that can be used with culturally and linguistically responsive instructional practices. This allows students to build connections from their culture and bridge into others.

LISTENING

Using music to help ELs reach listening proficiency can be fun and engaging for EL students. A search on the computer gives a variety of educational songs for ELs. (Sesame Street is a good example of using music to learn,) Another example is to have ELs write their own lyrics and music to learn syntax, arranging words and phrases to create well-formed sentences. Art is not meant to be stored in a closet until the 50-minute Art class meets. Art is a function which can be used every day in an ELD classroom where ELs can achieve English proficiency by drawing, writing, singing, and acting.

#9—ACADEMIC CONVERSATIONS/ACADEMIC DISCOURSE

Academic Conversations are sustained and purposeful conversations. ELD teachers and content teachers need to facilitate academic discourse, that goes beyond vocabulary, to support the use of academic language in context.

- Teachers need to model and give students structured opportunities to practice the sentence and discourse level of academic language.
- Academic conversation can be taught like other essential academic skills.
- It is structured and guided, not free speech
- Sentence frames can be utilized as a support as long as there is variation in the frames and the frames increase in complexity throughout the school year
- Research suggests that 60 - 90% of the ELD block should focus on students speaking and listening (American Educator, 2014).
- Once academic discourse becomes part of the classroom culture, teachers can apply these skills across all academic areas to support higher-level thinking.

(<http://jeffzwiers.org/>)

“Children’s conversations are powerful sculptors of how they will think, build ideas, and relate to others throughout life” (Zwiers, Hamerla, p. 1).

Most children develop oral language effortlessly. Their parents model and encourage them to speak, but do not give them implicit instruction. Most children arrive at school with well-developed speech, but underdeveloped conversational skills. Teachers know the importance of systematically teaching reading and writing to all students, but not developing conversational skills.

Being able to converse effectively with others is a skill that students will need throughout their lives. They will need to be able to listen actively, create, clarify, support ideas and evaluate during conversations with others in multiple situations (Zwiers/Hammerla, p 3). The ability to effectively communicate is an essential skill for many employers. It is important for teachers to develop a culture of conversation in their classrooms. It takes time, modeling, and direct instruction to develop that culture. Frequent meaningful discussions should become part of the learning environment because they benefit all students, not only ELs.

Students today, have few opportunities to engage in discourse on any level. Social media tends to keep people in “Echo Chambers” where the only voices heard are ones that agree with our own. Teaching students to engage in academic discourse helps them critically analyze the information they are given by media, advertising or their peers.

For specific help, sample lesson plans, and practical tools, <http://jeffzwiers.org/> is an excellent resource. For K-3 teachers, The K-3 Guide to Academic Conversations by Jeff Zwiers and Sara Hamerla is a practical guide to implementing Academic discourse in the classroom. Academic Conversations by Jeff Zwiers and Marie Crawford is another resource for teachers of older students.

Jeff Zwiers and Sara Hammerla. *“The K-3 Guide to Academic Conversations: Practices, Scaffolds and Activities*, 2018, Corwin.

Jeff Zwiers and Marie Crawford. *Academic Conversations*. Stenhouse Publishers, 2018.

<http://jeffzwiers.org/>

#10—FORMAL AND INFORMAL ASSESSMENTS

Students should be assessed every day with a focus on the language objective to provide constructive feedback to the student and to inform future instruction. Formative assessments may include but are not limited to exit tickets, bell ringers, teacher observation, think-pair-share-write, short quizzes, self-evaluations, peer editing, etc. Summative assessments include interim assessments such as the WIDA Model, NWEA Maps etc., any other district mandated tests, and assessments that are part of the statewide assessment program which includes ACCESS for ELLs.

#11—EL STUDENTS WITH DISABILITIES

EL students who are also identified as Students with Disabilities (SWDs) must have both ELD and associated Special Education interventions. Both categories are covered under federal law and interventions are not interchangeable. There are thirteen disability categories: Autism; Deaf-Blindness; Developmental Delay; Emotional Disturbance; Hearing Impairment, including Deafness; Intellectual Disability; Multiple Disabilities; Orthopedic Impairment; Other Health Impairment; Specific Learning Disability; Speech or Language Impairment; Traumatic Brain Injury; Visual Impairment, including Blindness.

The ELD teacher needs to be part of the IEP team. The ELD teacher and Special Education teacher need to work together to make sure that the unique needs of each EL/SWD student are met in all environments. Both are essential and of equal importance.

ELD-RESOURCE LIST

Any reference in this guidance handbook to any person, or organization, or activities, products, or services related to such person or organization, or any linkages from this guidance handbook to the web site of another party, do not constitute or imply the endorsement, recommendation, or favoring of the New Mexico Public Education Department.

WIDA ELD Standards

<https://wida.wisc.edu/teach/standards/eld>

Vocabulary Teaching:

www.vocabulary.com

Academic Discourse Resources:

www.Jeffzwiers.org

https://inquiryproject.terc.edu/prof_dev/library.cfm.html

for Teachers of ELs

<http://ell.stanford.edu/> (Understanding Language: Stanford University Open Source Resources)

<http://www.colorincolorado.org/>

Culturally and Linguistically Responsive Teaching

<https://www.tolerance.org/>

<https://www.splcenter.org/>

<https://www.indianpueblo.org/>

<https://implicit.harvard.edu/implicit/> (Useful for discovering hidden bias)

Text Resources

<https://www.dogonews.com/>

<https://newsela.com/>

<https://www.readworks.org/>

Government Resources

<https://webnew.ped.state.nm.us/bureaus/languageandculture/> (PED LCB)

<https://www2.ed.gov/about/offices/list/ocr/index.html> (OCR)

<https://www.ed.gov/esea> (ESSA)

https://webnew.ped.state.nm.us/wp-content/uploads/2017/12/BMEB_Serving-ELs_TA_Manual_2016_Rev_2.8.17.pdf

(NM PED, Serving English Language Learners)

<https://webnew.ped.state.nm.us/wp-content/uploads/2018/02/New-Mexico-ESSA-State-Plan.pdf> (NM PED, ESSA Plan)

6 Principles for Exemplary Teaching of English Learners (TESOL)

<https://www.tesol.org/the-6-principles/>

https://www.tesol.org/docs/default-source/books/6P/6p-quickvisualguide_web.pdf?sfvrsn=0

WIDA Resources: <https://www.wida.us/downloadLibrary.aspx>

LESSON PLANS

The following are sample lesson plans for various grade levels. They have been created using different formats to meet the needs of our diverse teaching styles. Each lesson plan was created with all eleven components in mind so that teachers may practice implementing the ELDIF. It is also suggested that teachers modify their own lesson plans by integrating the components of the ELDIF.

ELD LANGUAGE ARTS 2ND GRADE LESSON PLAN

Disclaimer: This lesson may require longer than one week to complete the activities. The content is designed to be taught during the 45-minute ELD block but depending on the needs of your students you may need to extend the time for each activity.

CARLOS AND THE SQUASH PLANT ELD LESSON	
GRADE LEVEL	2 ND
CONNECTION TO CCSS ELA NM STANDARDS <i>Framework # 3</i>	RL.2.1 Ask and answer such questions as <i>who, what, where, when, why</i> and <i>how</i> to demonstrate understanding of key details in text RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral. RL.2.3 Describe how characters in story respond to major events and challenges SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups SL.2.1.A Follow agreed-upon rules for discussions SL.2.1.B Build on others' talk in conversations by linking their comments to the remarks of others SL.2.1.C Ask for clarification and further explanation as needed about the topics and texts under discussion. SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences

NECESSARY PRE-DAY 1 INSTRUCTION	
Resources & Needed Materials	Pictorial Peer & Self-Assessment for conversations

Peer and Self-Assessment for Conversations

Name(s):			
			
			
			
			

Sentence Frame Cards

"K-3 Guide to Academic Conversations: Practices, Scaffolds and Activities" by Jeff Zwiers and Sara Hamerla

Essential Questions

How do I behave when participating in academic conversations

Instructional Procedures & Assessment

Follow "Setting up the Foundation" lesson plan on pgs. 14-16 of the "K-3 Guide to Academic Conversations" book

Framework # 2, 9, 10

Assessment: Students will be able to participate in conversations by listening and contributing ideas, complete the self-assessment and utilize the skills learned in the lesson.

DAY 1 FOCUSED LISTENING LESSON PLAN

Language Objective Day 1

Framework # 1

I can identify and describe pictures to my partner

Academic language Day 1

Framework # 3

Central message, moral, lesson, support, evidence, because

Resources & Needed Materials Day 1

- Picture cards
- Sentence frame cards
- Pictorial Self-assessment chart (see picture above in Pre-Day 1 Instruction)
- K-W-L chart
- Interactive word wall
- "E is of Enchantment" book
- "K-3 Guide to Academic Conversations: Practices, Scaffolds and Activities" by Jeff Zwiers and Sara Hamerla

Essential Questions Day 1

- 1.1 What can I learn from a story?
- 2.1 How can I apply the moral to my life?
- 3.1 What patterns can I observe from my experiment?
- 4.1 How does my environment influence me? How can I respond?
- 5.1 Why is important to be a good listener?
- 6.1 What could go wrong when you don't listen?
- 7.1 What do you think we are supposed to learn from the main character in this book? Use parts of the story to support your idea?

Instructional Procedures & Assessment Day 1

Framework # 2, 4, 5, 6,
7, 8 9, 10

Step 1.1: (WHOLE GROUP) Teacher will have students play a game of telephone using the sentence "New Mexico is the land of enchantment." When the sentence has been revealed by the last student, the teacher will tell the students what the original sentence was.

Step 2.1: Teacher will lead students in a discussion using the following questions: "Why is it important to be a good listener? What could go wrong when you don't listen?"

Step 3.1: Teacher will review the listening skills from the previous pre-day 1 listening skills lesson.

Step 4.1: Teacher will show students the book "E is for Enchantment." They will read aloud the big headings on each page and model the sentence frames found in the example language features during the picture walk. Teacher will tell students that we will be using this book to make our interactive word wall.

	<p>Step 5.1: (PARTNERS) Teacher will pass out the picture cards from the book to students. Students will work with a partner and discuss the cards they are given by telling what they know about it using the appropriate level of sentence frames for that student. Teacher will monitor the conversations and give necessary support as needed.</p> <p>Assessment 1: Teacher will review the pictorial peer self-assessment chart and have the class identify how they did on each category. Class will set a new class goal based on the self-assessment results</p>
	<p>Step 6.1: (WHOLE GROUP) As a class, teacher and students will fill out the K and W sections of the K-W-L chart about New Mexico.</p>
	<p>Step 7.1: (INDIVIDUAL) The teacher will then have each student write a caption for their picture card. Students will use the sentence frames in the example language features chart. Teachers will monitor and give support as necessary.</p>

EXAMPLE LANGUAGE FEATURES DAY 1 Framework # 6, 7

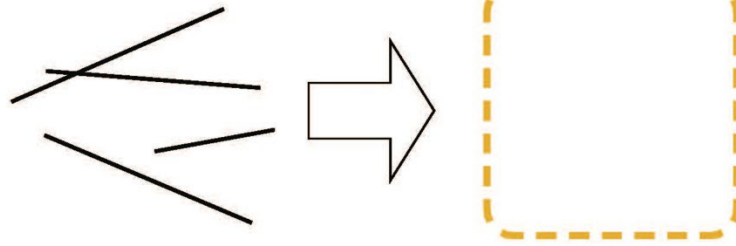
Teachers can pull students in ability groups to ensure that they are supported with these features of academic vocabulary

Linguistic Complexity Day 1 Discourse Dimension	LEVELS 1-3	LEVELS 2-4	LEVELS 3-5
	Match pictures with labels <ul style="list-style-type: none"> • hot air balloon • jewelry • missions • Georgia O'Keefe • yucca • vaquero 	-Adobe homes give shelter with the bricks of straw and clay	N is for Natural Resources of copper and uranium ore, and glistening gypsum crystals in dunes on the desert floor
Language Forms & Conventions Day 1 Sentence Dimension	-This is a _____. - I have a picture of _____. - I'd like to ask you about _____. - I know _____ about New Mexico.	- I have a picture of _____. It reminds me of _____. - My picture shows _____. I saw _____ at the _____. - I wonder why _____.	- My picture shows _____. I wonder _____ why _____. - My picture is _____. I would describe it as _____. - One unique feature of New Mexico is _____.

	- I wonder ____ about New Mexico.	- I'd like to ask you about ____. - Based on my experience, New Mexico ____.	- New Mexico is special because ____.
Vocabulary Usage Day 1 Word/Phrase Dimension Day 1	- Pueblo villages - natural resources - storyteller doll * see story for more examples	- I have a picture of _____. It reminds me of _____. - My picture shows _____. I saw _____ at the _____. - I wonder why _____. -I'd like to ask you about _____. 	- My picture shows _____. I wonder ____ why _____. - My picture is _____. I would describe it as _____. - One unique feature of New Mexico is _____.

DAY 2 CREATE AND POSE IDEAS LESSON PLAN		
Language Objective Day 2 <i>Framework # 1</i>	Students will make a prediction. Students will sequence the first part of the story with attention to key details.	
Academic language Day 2 <i>Framework # 3</i>	Central message, moral, lesson, support, evidence, because	
Resources & Needed Materials Day 2	<ul style="list-style-type: none"> • Carlos and the Squash Plant by Jan Romero Stevens • Create and Pose Ideas Anchor Chart (K-3 Academic Conversations book) 	

Create and Pose Ideas



State an idea that solves a problem, finds a pattern, or gives an opinion.

Questions:

What is your idea?

What does it remind you of?

Responses:

One idea is...

That reminds me of...

Adapted from Zwiers & Hamerla (2018).

- Parking Lot Chart
- New Mexico Power Point
- Map of New Mexico
- Blank comic strip
- Sentence frame cards
- Post-it notes

Essential Questions Day 2

- 1.2 What can I learn from a story?
- 2.2 How can I apply the moral to my life?
- 3.2 What patterns can I observe from my experiment?
- 4.2 How does my environment influence me? How can I respond?
- 5.2 Why is it important to be a good listener?
- 6.2 What could go wrong when you don't listen?
- 7.2 What do you think we are supposed to learn from the main character in this book? Use parts of the story to support your idea.

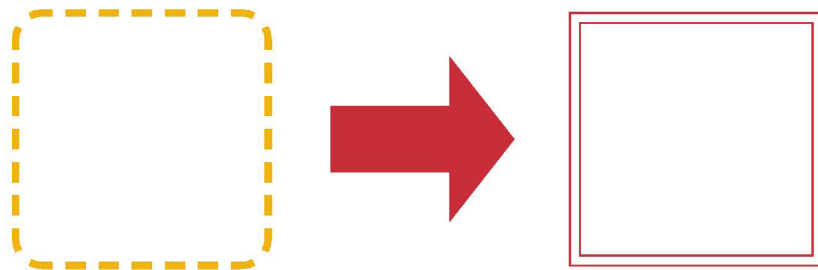
Instructional Procedures & Assessment Day 2 <i>Framework # 2, 4, 5, 6, 7, 8, 9, 10</i>	Step 1.2: (<i>WHOLE GROUP</i>) Teacher will show students a map of New Mexico and will identify Espanola on the map. The teacher will then show the power point of New Mexico that shows different pictures of Espanola. (<i>PARTNERS</i>) Students will participate in a Think-Pair-Share-Write where they discuss: <i>Have you been to Espanola? What does it remind you of? What do you think it is like to live there?</i> Students will finish by writing down a sentence based on what was discussed in the think-pair-share-write using the sentence frame: <i>I think_____.</i>		
	Step 2.2: (<i>WHOLE GROUP</i>) Teacher will share a time when they didn't listen and got in trouble. (<i>PARTNERS</i>) Students will participate in a think-pair-share-write where they tell their partner about a time when they didn't listen to an adult and they got in trouble. The teacher will monitor the conversations and assist as needed. Students will finish by writing a sentence about the discussion. (<i>WHOLE GROUP</i>) The teacher will then introduce the story "Carlos and the Squash Plant" by Jan Romero Stevens and read the first 6 pages of the story and stop when they see the picture of Carlos with leaves growing out of his ear.		
	Step 3.2: The teacher will discuss the Create and Pose anchor chart with students. The teacher will model how to use the sentence frames found on the anchor chart. (Refer to pgs. 27-28 in the "K-3 Guide to Academic Conversations book).		
	Step 4.2: (<i>PARTNERS</i>) Students will need a partner. The teacher will pass out post-it notes to each pair of students. They will identify what they think will happen next in the story with their partner. Students will write their idea on the post-it using the sentence frames and place it on the parking lot chart. (<i>WHOLE GROUP</i>) Once all the groups have posted their prediction, the teacher will review them with the class.		
	Step 5.2: (<i>SMALL GROUP</i>) The teacher will put the students in small, homogeneous groups where they will work on developing comic strips based on the story. The students will out the first 2 squares of the comic strip. The teacher can use the book as a reference or to assist students in retelling the story. (Refer to the linguistic complexity section of the example language features below in order to help students fill out the comic strip.		
	Step 6.2: (<i>INDIVIDUAL</i>) While the teacher works in groups, the students will work on adding words to the word wall which will include a picture and caption for things we have in New Mexico. Students can write sentences for the captions already found on the wall to add more information about how the word is used in context.		
	Assessment 2: <i>Students will be assessed with their comic strips. Use the following question to assess their work:</i> <i>Are students able to use the sentence frames to retell the first section of the story?</i>		
EXAMPLE LANGUAGE FEATURES DAY 2 <i>Framework # 6, 7</i> <i>Teachers can pull students in ability groups to ensure that they are supported with these features of academic vocabulary</i>			
Linguistic Complexity Day 2	LEVELS 1-3	LEVELS 2-4	LEVELS 3-5
	Carlos	Carlos has _____.	Carlos lives in _____.

Discourse Dimension	Plant mama garden ear dirt home	Mama said ____. Carlos likes ____. His ear had ____.	Carlos spent most of his days ____. His mother would warn him ____. After dinner, ____. When Carlos looked in the mirror, he saw ____.
Language Forms & Conventions Day 2 Sentence Dimension	What is your idea? One idea is ____.	What does it remind you of? That reminds me of ____.	I predict/imagine that ____. I infer that ____ based on ____.
Vocabulary Usage Day 2 Word/Phrase Dimension	Carlos plant Espanola fertile squash earth moral central message lesson	Next to alongside -He had been in -between his toes -inside his ears -would warn him -moral -central message -lesson	but instead of, after diner, -But of course, -When the bright summer sun shone in his bedroom window in the morning, -Just as he was wondering what to do -moral -central message -lesson

DAY 3 CLARIFY IDEAS LESSON PLAN	
Language Objective Day 3 <i>Framework # 1</i>	Students will clarify their answers and paraphrase their partner's answers. Students will sequence the next part of the story with attention to key details.
Academic language Day 3 <i>Framework # 3</i>	Central message, moral, lesson, support, evidence, because
Resources & Needed Materials Day 3	Paraphrase charts

If you say...	I'll paraphrase...
I played with my friend. We went on the swings and we played monsters.	So what you're saying in that today at recess you played on the swings and pretended to be a monster with your friend.
In this story, Carlos lived in Española and tended a large garden with his brother and father. Carlos would get dirty every day from working in the garden. his mother told him to take a bath, but he didn't listen. The next morning, he saw leaves coming out of his ears.	So the story is about a little boy who lives on a farm with his family in a Northern New Mexico town called Española.

Clarify Ideas



Make sure you both have the same understanding of the idea (be on the "same page"). You and your partner have a clear idea to build up.

Questions:

Can you elaborate on...?
 What do you mean by...?
 What is your definition of...?

Responses:

In other words, you are saying that...
 What I mean by... is...

- Clarify ideas about anchor chart
- Carlos and the Squash Plant by Jan Romero Stevens
- Student comic strips

Essential Questions Day 3

- 1.3 What can I learn from a story?
- 2.3 How can I apply the moral to my life?
- 3.3 What patterns can I observe from my experiment?

	<p>4.3 How does my environment influence me? How can I respond?</p> <p>5.3 Why is it important to be a good listener?</p> <p>6.3 What could go wrong when you don't listen?</p> <p>7.3 What do you think we are supposed to learn from the main characters in this book? Use parts of the story to support your idea.</p>
<p>Instructional Procedures & Assessment Day 3</p> <p><i>Framework # 2, 4, 5, 6, 7, 8, 9, 10</i></p>	<p>Step 1.3: (WHOLE GROUP) The teacher will discuss the Clarify Ideas anchor chart with the students. The teacher will model how to use the sentence frames found on the anchor chart. (Refer to pages 34-36 in the K-3 Guide to Academic Conversations book).</p>
	<p>Step 2.3: (PARTNERS) The teacher will have the students get with their inside/outside circle partner and practice clarifying/paraphrasing the following topic:</p> <ul style="list-style-type: none"> Students will clarify/paraphrase their parking lot prediction from the previous day, using the sentence frames.
	<p>Step 3.3: (WHOLE GROUP) Before reading the next pages in the book, the teacher will lead the class in a discussion to review the predictions. The teacher will read pages 7-13 in <i>Carlos and the Squash Plant</i>.</p>
	<p>Step 4.3: (WHOLE GROUP) Teacher will have students participate in fishbowl modeling by having the teacher and a student introduce the topic: "What do you think we are supposed to learn from the main character? What could go wrong when you don't listen?" The teacher will model this skill using the prompt from the clarifying anchor chart.</p>
	<p>Step 5.3: (WHOLE GROUP) The students will line up facing each other, and the teacher asks the students on the right side of the room to ask the question: "What is the lesson to be learned from reading this story? What could go wrong when we don't listen?" The teacher will then have the students on the left side ask the question to the right side who will mumble their answer and the left side will ask, "Can you repeat that please? I didn't understand." The teacher can refer to the clarify placemat for the questions and prompts that students need to use.</p>
	<p>Step 6.3: (INDIVIDUAL) The teacher will have the students write down the idea they built and clarified based on the topic that was given. The teacher will monitor and assist students as needed.</p>
	<p>Step 7.3: (SMALL GROUP) The teacher will put the students in small, homogeneous groups where they will work on developing comic strips based on the story. The students will fill out the next 2 squares of the comic strip. The teacher can use the book as a reference or to assist students in retelling the story. (Refer to the linguistic complexity section of the example language features below in order to help students fill out the comic strip.)</p>
	<p>ASSESSMENTS Day 3: Classroom assessment using the pictorial peer and self-assessment for conversations rubric. Students will be assessed with their comic strips. Use the following questions to assess their work.</p> <p><i>Are students able to use the sentence frames to retell the next section of the story?</i></p>

EXAMPLE LANGUAGE FEATURES DAY 3 Framework # 6, 7

Teachers can pull students in ability groups to ensure that they are supported with these features of academic vocabulary

Linguistic Complexity	LEVELS 1-3	LEVELS 2-4	LEVELS 3-5
Discourse Dimension	hat cornmeal cakes shoot bath outside inside	Carlos put on a ____. Carlos worked ____. Carlos did not ____. The next morning, the plant had _____.	-Before going downstairs for breakfast, Carlos ____. -Carlos went into the bathroom, but again, ____. -The next morning when the sun felt warm on his face, _____.
Language Forms & Conventions	-Can you elaborate on ____?	What's your definition of ____?	-In other words, you are saying that ____?
Sentence Dimension	-What do you mean by ____?		-What I mean by ____ is ____?
Vocabulary Usage	-Cottonwood tree	at nightfall	that had merely been
Word/Phrase Dimension	wide-brimmed hat	the next morning	moral
	sunny day	moral	central message
	moral	central message	lesson
	central message	lesson	
	lesson		

DAY 4 SUPPORT AN IDEA WITH EXAMPLES, EVIDENCE AND REASONS LESSON PLAN

Language Objective Day 4	Students will support their clarifying idea with key details from the text.
Framework # 1	Students will sequence the next part of the story with attention to key details
Academic language Day 4	Central message, moral, lesson, support, evidence, because
Framework # 3	
Resources & Needed Materials	<ul style="list-style-type: none"> • Example/Non-example power point • Table Visual Organizer (K-3 Guide to Academic Conversations)

Table Visual Organizer

Idea to be supported				
Evidence / example		Evidence / example		Evidence / example

Adapted from Zwiers & Soto (2016).

- Supporting placemat (K-3 Guide to Academic Conversations)
- Carlos and the Squash Plant by Jan Romero Stevens
- Student comic strips

Essential Questions Day 4

- 1.4 What can I learn from a story?
- 2.4 How can I apply the moral to my life?
- 3.4 What patterns can I observe from my experiment?
- 4.4 How does my environment influence me? How can I respond?
- 5.4 Why is important to be a good listener?
- 6.4 What could go wrong when you don't listen?
- 7.4 What do you think we are supposed to learn from the main character in this book? Use parts of the story to support your idea.

Instructional Procedures & Assessment Day 4

Framework # 2, 3, 4, 5,
6, 8, 9, 10

Step 1.4: (*WHOLE GROUP*) Teacher will show the Example/Non-example power point “New Mexico is the Land of Enchantment” as examples of specific landmarks from around New Mexico and non-examples of specific landmarks from around the world. As a class, the teacher and students will fill out the table visual organizer with the supporting information (refer to pg. 41 in the “K-3 Guide to Academic Conversations book”).

Step 2.4: As a class, review what happened in the story previously up to this point. Teacher will read pages 14-22 of “Carlos and the Squash Plant.”

	<p>Step 3.4: The teacher will then put the students in small, homogeneous groups where they will work on developing comic strips based on the story. The students will fill out the next 2 squares of the comic strip. The teacher can use the book as a reference or to assist students in retelling the story. (Refer to the linguistic complexity section of the example language features below in order to help students fill out the comic strip.</p>
	<p>Step 4.4: (PARTNERS) With a partner, students create a table visual organizer using their clarifying idea from the previous day and use key details from the text as their evidence to support their idea. Students can refer to the comic strips they are making for extra support</p>
	<p>ASSESSMENT 4: Students will be assessed with their comic strips. Use the following question to assess their work:</p> <ul style="list-style-type: none"> Are students able to use the sentence frames to retell the next section of the story? Were students able to provide evidence to support their idea? <p>Teacher will assess whether students are able to support their clarifying idea with support using specific evidence from the story.</p>

EXAMPLE LANGUAGE FEATURES DAY 4 Framework #6, 7

Teachers can pull students in ability groups to ensure that they are supported with these features of academic vocabulary

Linguistic Complexity	LEVELS 1-3	LEVELS 2-4	LEVELS 3-5
Discourse Dimension	bed garden dirtier heavy vine blossoms coiling cloudy windy	Mama asked Carlos ____. After dinner, Carlos ____. -The next morning, the vine ____. Carlos put on a _____.	-That evening Carlos came from the garden ____. -Carlos's head felt heavy because he ____. -Carlos lied to his mother and said _____.
Language Forms & Conventions	-Can you give an example from the book?	-Can you give an example from other books we have read?	-Can you give an example from the world?
Sentence Dimension	-In the book it says ____.	-Can you give examples from your life? -I also learned ____.	-How does that example support the idea? -This is important because ____.
Vocabulary Usage	cloudier	moral	moral
Word/Phrase Dimension	windy	central message	central message
	windier	lesson	lesson
	moral		
	central message		
	lesson		

DAY 5 EVALUATING-COMPARING-CHOOSING LESSON PLAN

Language Objective Day 5

Framework # 1

Students will determine the central theme of the story by examining evidence with a partner.
Students will sequence the final part of the story with attention to key details.

Academic language Day 5

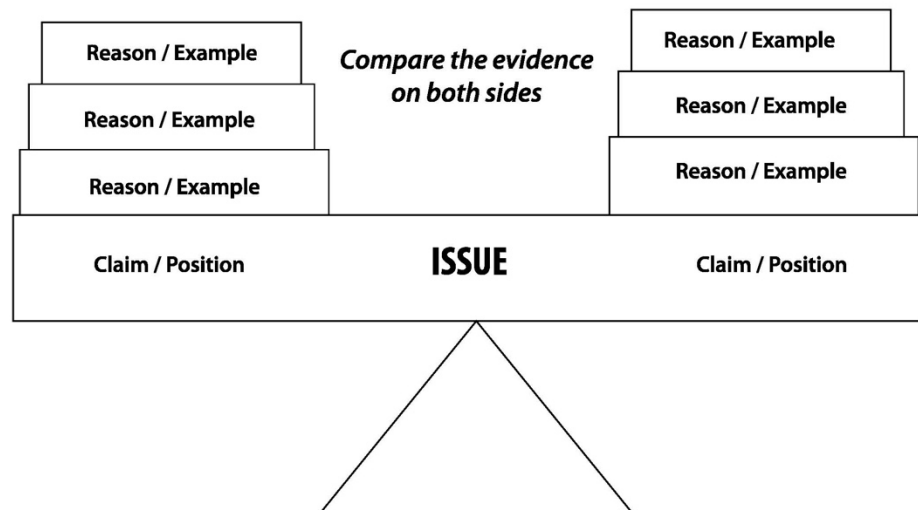
Framework # 3

Central message, moral, lesson, support, evidence, because

Resources & Needed Materials Day 5

- Carlos and the Squash Plant by Jan Romero Stevens
- Argument balance scale (K-3 Guide to Academic Conversations)

Argument Balance Scale Visual Organizer



- Student comic strips

Essential Questions Day 5

- 1.5 What can I learn from a story?
- 2.5 How can I apply the moral to my life?
- 3.5 What patterns can I observe from my experiment?
- 4.5 How does my environment influence me? How can I respond?
- 5.5 Why is it important to be a good listener?
- 6.5 What could go wrong when you don't listen?
- 7.5 What do you think we are supposed to learn from the main character in this book? Use parts of the story to support your idea.

Instructional Procedures & Assessment Day 5

Step 1.5: (WHOLE GROUP) Teacher and students will review what has occurred in "Carlos and the Squash Plant" up to this point. The students will get a partner and make a verbal prediction about what Carlos will do after his hat blows off with a partner.

Framework # 2, 3, 4, 5, 6, 7, 8, 9, 10	<p>Step 2.5: The teacher will read aloud the rest of the story “Carlos and the Squash Plant.”</p>
	<p>Step 3.5: (SMALL GROUP) The teacher will then put the students in small, homogeneous groups where they will work on developing comic strips based on the story. The students will fill out the last 2 squares of the comic strip. The teacher can use the book as a reference or to assist students in retelling the story. (Refer to the linguistic complexity section of the example language features below in order to help students fill out the comic strip.)</p>
	<p>Step 4.5: (WHOLE GROUP) As a whole group, the teacher will pose 3 different central messages:</p> <ul style="list-style-type: none"> • <u>Moral 1:</u> It is important to take a bath every day. • <u>Moral 2:</u> Don't lie to your mother. • <u>Moral 3:</u> Listen to your parents. • <u>Moral 4:</u> Always wear a hat. <p>As a class, students will collaborate to choose one of the central messages of the story. Students will consider the question: “What was the author trying to teach the readers about the story?”</p>
	<p>Step 5.5: (PARTNERS) With a partner, the students will use the argument balance scale to determine which is the central message of the story. Students will find specific evidence from the story that supports each moral and explain them. Students will use the vocabulary support, evidence, because in their explanations.</p>
	<p>ASSESSMENT: Teacher will assess whether students are able to determine the best central message of the story and find specific evidence to support that idea.</p>

EXAMPLE LANGUAGE FEATURES DAY 5 Framework # 6, 7

Teachers can pull students in ability groups to ensure that they are supported with these features of academic vocabulary

Linguistic Complexity	LEVELS 1-3	LEVELS 2-4	LEVELS 3-5
Discourse Dimension	tingly itchy shrink small smaller smallest	-Carlos took a hot ____. -The plant began to ____. -Carlos's mom said _____.	-The more he scrubbed ____, the vine had completely ____. -Mama, I ____ and I even remembered to _____.

Language Forms & Conventions	-Is that strong evidence? Why?	-Is this example, evidence, or reason more important than that one?	-Which side weighs more? Why?
Sentence Dimension	-The evidence is strong because ____.	-This reason is more important because ____.	-This idea is better because ____.
Vocabulary Usage	moral	moral	moral
Word/Phrase Dimension	central message	central message	central message
	lesson	lesson	lesson
	support	at the same time	
	evidence		
	because		

ELD LANGUAGE ARTS, 2ND GRADE LESSON PLAN, RESOURCES

Children's Book List:

How Chile Came to New Mexico by Rudolfo Anaya (2014)
The Farolitos of Christmas: A New Mexico Christmas Story by Rudolfo Anaya (1987)
How Hollyhocks Came to New Mexico by Rudolfo Anaya (2012)
Maya's Children: The Story of La Llorona by Rudolfo Anaya (1997)
Tia's Tamales by Ana Baca (2011)
Way out West by Miles Backer (2006)
New Mexico: Land of Enchantment by John Hamilton (2017)
El Cucuy! A Bogeyman Cuento in English and Spanish by Joe Hayes (2001)
The Day it Snowed Tortillas by Joe Hayes (2003)
New Mexico by Ann Heinrichs (2018)
E is or Enchantment: A New Mexico Alphabet by Helen Foster James (2004)
... And Now Miguel by Joseph Krumboltz (1953)
New Mexico: Images of a Land & Its People by Lucian Niemeyer (2004)
Carlos and the Squash Plant by Jan Romero Stevens (1993)
Carlos and the Skunk by Jan Romero Stevens (1997)
The Santa Fe Trail by Linda Thompson (2005)

What's Great About New Mexico by Jenny Fretland Vanvoorst (2015)

Teacher Book List

Rediscover New Mexico: A Tri-Lingual Adventure in Literacy by Kathy Barco (2007)

The K-3 Guide to Academic Conversations: Practices, Scaffolds, and Activities by Jeff Zwiers & Sara Hamerla (2018)

ELD LANGUAGE ARTS, 2ND GRADE LESSON PLAN, WEBSITES

<http://www.wida.us>

<http://www.teacherspayteachers.com>

<http://www.jeffzwiers.org>

ELD FIGURATIVE LANGUAGE LESSON PLAN FOR 4TH GRADE

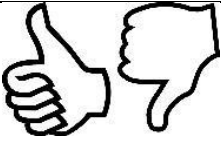

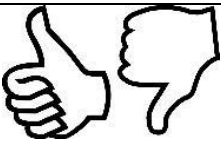



Essential Question	How will utilizing figurative language enhance my writing?
Language Objectives	<p>Speaking: I will orally present my legend story using social and academic language forms and functions.</p> <p>Writing: I will create and write a legend using figurative language as well as my personal experiences and background.</p> <p>Reading: I will read two stories to identify figurative language and the components of a legend.</p> <p>Listening: I will listen to my classmates' story and gather information to support my ideas.</p>
Content Objectives	<p>I can identify the figurative language in a text using context clues.</p> <p>I can collaborate with a group to determine the components of a fable</p> <p>I can create a legend story with figurative language embedded in the text.</p> <p>I can construct a rubric to critique myself and others.</p> <p>I can explain and justify answers to the class during an oral presentation.</p>
Common Core State Standards for ELA	<p><u>CCSS.ELA-LITERACY.RL.4.3</u> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p><u>CCSS.ELA-LITERACY.W.4.3</u> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>

	<p><u>CCSS.ELA-LITERACY.W.4.7</u> Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p><u>CCSS.ELA-LITERACY.L.4.5</u> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><u>CCSS.ELA-LITERACY.SL.4.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>
DAY 1	
ACTIVITIES DAY 1	<p>Using background knowledge, students will discuss where the saying “May the force be with you” came from and what it means. They will discuss how this saying can be used in writing.</p> <p>In order to activate prior knowledge from a previous lesson, students will complete a cloze reading (for example Princess Penelope, Teachers Pay Teachers) to identify figurative language (simile, metaphor hyperbole, personification, alliteration, idiom, and allusion).</p> <p>In partners, the students will rewrite the Princess Penelope story using their own figurative language.</p>
English Proficiency Level Differentiation DAY 1	<p>Level 1-3: May need Pre-teaching of popular culture reference, additional visuals, definition of “force.”</p> <p>Levels 2-4: May need explanation of popular culture references.</p>
The Teacher as a Language Model DAY 1	The teacher will model figurative language in context while providing positive, constructive feedback to students.
DAY 2	
ACTIVITIES DAY 2	<p>In partners, students will be given two books (one legend, and one other non-fiction on the same topic: for example <i>Uncle Snake</i> by Matthew Gollub and <i>The Snake Book</i> by DK Publishing). The students will read the books together and discuss the components that they think make up a legend. Students will take notes on their observations.</p> <p>Students will review the routines and procedures for academic discussions and get out their conversational skills graphic organizer. Students will use their notes to initiate a class wide academic discussion regarding the elements that make up a legend. Teacher will only facilitate and take notes during the discussion.</p> <p>Students will develop a list of agreed upon elements of a legend and create a chart.</p>
English Proficiency Level Differentiation DAY 2	<p>Level 1-3: May need to be paired with a student with a higher level proficiency as a peer mentor</p> <p>Levels 2-4: May need pre-teaching of features of language (sentence and discourse level) and vocabulary found in the books.</p>
The Teacher as a Language Model DAY 2	The teacher will model social and academic language forms and functions.
DAYS 3-4	

ACTIVITIES DAYS 3-4	<p>In groups of three to four students will, use their research, resources and personal experiences to create a legend incorporating figurative language and the elements they determined to be a legend.</p> <p>Students will analyze the rubric for the oral presentation and generate additional requirements.</p> <p>Each group will complete a brainstorm, rough draft and a final draft. The final draft must include illustrations of each character.</p>
English Proficiency Level Differentiation DAYS 3-4	<p>Level 1-3: May need sentence frames and to be paired with a student with a higher level proficiency as a peer mentor</p> <p>Levels 2-4: May need to be paired with a student with a higher level proficiency as a peer mentor.</p>
The Teacher as a Language Model DAYS 3-4	The teacher will model sentence frames and vocabulary for written and oral use.
DAY 5	
ACTIVITIES DAY 5	<p>Oral Presentation</p> <p>Students will either storytell their legend or act it out.</p> <p>Students will assess their own presentation by completing the self-critique rubric.</p> <p>Students will assess other groups legends by completing the group rubric. Students will determine whether the group incorporated figurative language and all the components of a fable.</p> <p>Students will be given a chance to justify their legend.</p> <p>Students will reflect in their journal:</p> <p>What is one thing I learned?</p> <p>What is one thing I found interesting?</p> <p>What is one question I still have?</p>
English Proficiency Level Differentiation DAY 5	<p>All levels 1-3: May need sentence frames for journal writing.</p> <p>I learned that _____.</p> <p>I thought that _____ was interesting because _____.</p> <p>One question that I still have is _____?</p>
The Teacher as a Language Model DAY 5	The teacher will model oral presentation procedures and expectations.
Materials DAY 5	<p><u>Day 1</u>: "May the Force be with you" written on board, loose leaf paper, and Princess Penelope cloze reading (Teachers Pay Teachers).</p> <p><u>Day 2</u>: a legend book and other book for each partner group, loose leaf paper, chart paper, and conversational skills graphic organizer (Zwier: http://jeffzwiers.org/tools).</p> <p><u>Day 3-4</u>: Student notes, research, and loose leaf paper</p> <p><u>Day 5</u>: materials for presentation (props), rubrics, and journal</p>

Assessment DAY 5	<p>Teacher will observe groups and record any questions or comments that come up during students' presentations.</p> <p>The teacher will assess the language objective by observing the use of figurative language in the legend.</p> <p>All students will use the self-critique rubric to assess their own legend.</p>
Monitor and Adjust DAY 5	<p>Walk around and support students immediately during group work if needed.</p> <p>Ask clarifying questions of students during presentations if needed.</p> <p>Be ready to encourage high level feedback.</p>
ELDIF Self-Guiding Questions DAY 5	<p>A Language Objective: <i>Which activities in my lesson plan will support understanding the use of social and academic language forms?</i></p> <p>Teachers Are Language Models: <i>How am I intentionally modeling the use of English? How am I encouraging the use of ELs' home/first language to complete their stories and presentations in English?</i></p> <p>Grade-Level Rigor and Standards: <i>What content standards are connected to the activities? Are the assignments age appropriate and aligned to the grade-level of my ELs?</i></p> <p>High-interest Context for English Language Production: <i>Do the activities motivate ELs to learn and use the English Language?</i></p> <p>Culturally and Linguistically Responsive Instruction: <i>Are the materials and activities I use in my lesson plan culturally responsive to all ELs in my classroom?</i></p> <p>Differentiate ELD Instruction For Each EL: <i>Do the activities provide support and scaffolding based on all EL's language proficiency levels?</i></p> <p>Three Features of Language: <i>Do the activities reflect the three features of language?</i></p> <p>SWRL: <i>Which of the activities address the language domains within language objectives? Have I SWRLed in this unit?</i></p> <p>Academic Discourse: <i>Do the activities provide ELs a specific space to practice structured academic conversations?</i></p> <p>Formal and Informal Assessments: <i>How do I know that my students have met their language objective.</i></p>

[illegible]

Name		
Oral Presentation Group Critique Rubric		
Group #	Do you agree or disagree with the response? (Circle one)	
Group 1		Why?
Group 2		Why?
Group 3		Why?
Group 4		Why?
Group 5		Why?
Group 6		Why?

Reflection

Name

1. What is one thing I learned

2. What is one thing I found interesting?

3. What is one question I still have?

ELD LESSON PLAN EXAMPLE FOR *ROMEO AND JULIET*, ACT 1, SCENE 5--HIGH SCHOOL, ELP LEVELS 3-5
WITH DIFFERENTIATED INSTRUCTION FOR SPEAKING AND WRITING LEVELS 1-2

Lesson plans will include (what you won't see):	<ul style="list-style-type: none"> • Essential Questions and Depth of Knowledge (DOK) level questioning in discussion/prompting and within student academic discourse • WIDA Can Do Descriptors • Class Discussions- be sure to have culturally relevant discussions. High school students have a specific jargon. When you use appropriate jargon, they will connect an archaic term with one that is a part of their culture. For example, Romeo sneaks onto the Capulet property. Students consider him a stalker or creeper. • Formal assessments are 4th and 9 weeks tests. Also, at the end of specific sections of <i>Romeo and Juliet</i> students complete written responses that require textual evidence that provide for formal assessments. Informal assessments occur throughout the lesson. Examples: proper completion of notes, organizers, worksheets, analysis of their academic language, and informal discussion. • Language Model- teachers must intentionally model and facilitate the use of English language forms and functions. Teachers must also provide immediate encouragement or constructive feedback.
Classroom walls are walls that teach.	By this point in the year, Academic Discourse anchor charts as well as a Figurative Language Word Wall are present. Students have been using them for weeks and they are used as "go to" sources, if needed.
SWRL	SWRL will already be in the procedure section of your lesson plans. However, I've noted it on the plans so you can see where I used it with the lesson.
At any time	<ul style="list-style-type: none"> • These lessons can be modified to accommodate your students' needs. Please keep in mind that the elements in this lesson plan are derived from the English Language Development Framework (2018). • Remember, this is an exemplar. Your plans won't normally be this lengthy. In order to fit your students' needs, you must modify and adjust your lessons.

1 Week (5 days)- 2nd 9 weeks						
Date	Day 1 (50-minute block)		Subject	English 1 ENG1063	ELP Level(s)	3.0 - 5.0
Grade Level		9th	CC Standard		SL 9.1 d “Today, you will respond thoughtfully to diverse perspectives.” The objective will be written on the board so that students own and are vested in the objective.	
Language Objective (MPI- model performance indicator)			Use academic vocabulary to engage peer conversation Conversation will address text-based support from an outside text			
Materials Needed			Cold Call Cards (each card has a student’s name- student or teacher created) Journals (at any point during the class, if a student makes a connection from the FOCUS to the lesson, he/she must make a quick note of it in their journals—ongoing activity this year; we write every day, even if it’s just 2-3 minutes a day) Student-created Graphic Organizers/Timelines Anchor charts: academic vocabulary, discussion etiquette			

	Conversation Planning Form
Assessment: (formal/ informal)	<p>Journal Jumpstart</p> <p>Uninterrupted academic discourse (in pairs)</p> <p>Note-taking (varies within journal, graphic organizer, timeline...)</p> <p>(By September- you will be consistently informally assessing your students using diagnostic assessments with journals, organizers, notes, and Academic Discourse. You'll be able to assess your student's strengths and areas of growth.)</p>
Procedure: Writing, Speaking, and Listening	<p>Teacher will (T w/) monitor students as they complete the FOCUS (bell ringer).</p> <p>FOCUS- Journal Jumpstart "Why do Americans wear masks on Halloween?"</p> <p>Student will (S w/) respond to question in their journals. (3 minutes) T and S w/ discuss the American holiday. (2 minutes)</p>
Speaking and Reading high interest context	<p>T w/ prompt students for information concerning the purpose for Halloween. T w/ go to:</p> <p>https://www.westernunion.com/blog/cultural-masks-of-the-world/</p> <p>T and S w/ read through and discuss each culture, the masks they use, and the purpose for the masks. (10-15 minutes)</p>
Teacher models	<p>As T and S are reviewing material, T will use anchor charts, graphic organizers, and timelines to reach the different levels of language learners.</p> <p>T w/ model speaking, listening, reading, and writing through this process. S w/ model teacher when responding to prompts.</p>
Differentiate- various levels of conversation words Level 3 (L3) writing basic sentences L4 simple, compound level L5 compound, complex level	<p>T and S w/ review Act 1. S w/ refer to their graphic organizers and timelines to assist in the following session of Academic Discourse. (10 minutes review) T w/ provide a list of sentence stems.</p> <p>*Academic Discourse session (Began these techniques at the first of the year; what you see is an ongoing development of these methods)</p> <p>T w/ separate students into pairs.</p>
Academic Discourse	<p>S w/ have one question to address and will use their Conversation Planning Forms. Each student has his/her own form.</p> <p>Teacher script (project this on the board):</p> <p>"Now that we've discussed the timeline and reviewed all the events to this point, consider this discussion question. 'How does a masquerade develop the plot? Use an outside text to strengthen your conclusions.' Before you begin, organize and generate your thoughts on your Conversation Planning Form. It will help you develop the direction of your conversation." (As you read this to the class, point to each word and properly model reading and speaking. Make sure that all students know the task before you begin.)</p>
	T w/ give students five minutes to fill out individual forms. They will connect, make comparisons, and determine a possible scenario caused by Romeo's secretive entrance into the Capulet

Cold Call prompts will come from the 3 DOK levels	<p>party. They will use an outside text to defend their scenarios. (Lower EL's might need extra time but an average time is 6 minutes.)</p> <p>T w/ monitor students as they complete their forms and make sure students are adhering to the set standard of behavior during this activity. (Cold Call your class. Use your cards to randomly call your students as you prompt them in a review of the anchor charts.)</p> <p>Once time is up, T w/ say:</p> <p>“Any questions or concerns?” (Teacher will address them, if any)</p> <p>“You will have five minutes to discuss the question, make connections and comparisons, and consider possible scenarios for The Capulet Party.” (Project this on the board for visual learners and lower EL levels.)</p> <p>T w/ monitor conversations and model vocabulary and behavior, if needed. S w/ use their forms, timelines, and anchor charts during the activity.</p> <p>(5 minutes)</p> <p>Debrief: T w/ regroup the students. S w/ lead the class discussion/debrief. S w/ share outside texts, comparisons, connections, and possible scenarios for the story plot. (5-10 minutes)</p> <p>Closure: “Tomorrow, we will use what we’ve learned today and see how Shakespeare decided to develop the plot. Tell the class five things you learned today and be sure to use academic vocabulary when sharing.”</p> <p>T w/ use Cold Call cards.</p>
Speaking	<p>(The following section is a justification of how SWRL is incorporated in the lesson.)</p> <p>S w/ discuss prompt with teacher and peers.</p> <p>S w/ engage in academic conversations regarding The Capulet Masquerade and why it's important to the story's plot.</p>
Writing	<p>S w/ respond to prompt through journal writing.</p> <p>S w/ plan conversation using Conversation Planning Form.</p>
Reading	<p>T and S w/ read “Ten Fascinating Cultural Masks from Around the World”.</p> <p>T and S w/ read Act 1, Scene 5.</p>
Listening	<p>S w/ listen to partner's contribution to discussion and project an effective attitude during the conversation.</p>
Academic Discourse:	<p>S w/ engage one another in discussion concerning The Capulet Masquerade.</p>
CLR Text:	<p>https://www.westernunion.com/blog/cultural-masks-of-the-world/</p> <p>This website contains 10 cultures of the world that use celebratory masks.</p>

Date:	Day 2 (50-minute block)	Subject:	English 1 ENG1063	ELP Level(s):	3.0 - 5.0
Grade Level:	9 th	CC Standard:	SL 9.1 c “Today, you will respond to questions and create a discussion concerning large ideas, ie. ‘The Big Picture’.”		

			The Big Picture is a term I use to express connotative thinking which derives from a deeper thought process.
Language Objective:		Use academic vocabulary to engage peer into conversation Identify figurative language and analyze author's purpose	
Materials Needed:	<ul style="list-style-type: none">• <i>Romeo and Juliet</i> (graphic novel)• Cold Call Cards• Journals• Renaissance Music (You Tube) https://www.youtube.com/watch?v=hHXU4UYxnfE&list=PL_J2o9Ugm9ehqSiBFZWUkZYPhpXD4Ewtf		
Assessment: (formal/informal):	Journal Jumpstart Class Discussion Multi-sensory art activity		
Procedure: *Show Differentiation *Be a Language Guide	T w/ monitor students as they complete the FOCUS . FOCUS- " <i>Journal Jumpstart: If you could design Romeo's mask, what would it have looked like? What about Juliet's? Tybalt's? Why would they look as they do? Think about the masks you made. How did they reflect you? </i> " (5 minutes) T and S w/ address each question. T w/ use Cold Call cards to prompt students. (3 minutes) T w/ go to: https://publishing.cdlib.org/ucpressebooks/view?docId=ft8870087s&chunk.id=d0e2778&toc.depth=1&toc.id=d0e2778&brand=ucpress T and S w/ discuss the decorations and purposes of tribal masks. T w/ have students go to Act 1, Scene 5 (pg. 42) in their <i>Romeo and Juliet</i> graphic novels. S must have their timelines, graphic organizers, and journals at the ready.		
	T w/ review the time period, purpose of the party, Romeo breaking a social law by going to the party, and possible scenarios discussed the previous day. In order to set the mood of the setting, T w/ play: https://www.youtube.com/watch?v=hHXU4UYxnfE&list=PL_J2o9Ugm9ehqSiBFZWUkZYPhpXD4Ewtf T w/ have students listen to the music for three minutes. During that time, students need to decipher instruments and discuss the mood of the music. (5 minutes for entire process) T w/ prompt with: <ul style="list-style-type: none">• "What mood does this music create? How is it created?• How does this song connect with the types of masks they would be using?• What if they had played <i>Toccata and Fugue in D Minor</i> by Bach? How would that have changed the mood? " (5 minutes)		
	T w/ monitor students as they read their assigned parts. T w/ stop at appropriate times to discuss various levels of vocabulary.		
	T w/ paraphrase where needed but most of the paraphrasing will come from students. (10-15 minutes)		
	T w/ stop at pg. 44 when Romeo first notices/speaks about Juliet. "Oh she doth teach the torches to burn bright..." T w/ have a student re-read the soliloquy. S w/ paraphrase the section. S w/ identify figurative language.		

		<p>T w/ model academic discourse through the question: “Why is the simile important in this soliloquy?”</p> <p>S can refer to Figurative Language Word Wall for assistance.</p> <p>T w/ continue: “What other form of figurative language could Shakespeare have used to make his point?”(10 minutes)</p> <p>T and S w/ read as much as possible before Closure (last 5 minutes).</p> <p>Closure: “What could have happened if Romeo had not worn a mask to the party? In the end, did a mask keep him disguised? Discuss</p>
Speaking		<p>Class Discussion</p> <p>Reading their assigned parts (parts change at each new scene)</p>
Writing		Journal Jumpstart
Reading		Act 1, Scene 5
Listening		<p>Renaissance music</p> <p>Class Discussion</p>
Academic Discourse:		Class Discussion: Journal Jumpstart, Class Discussions
CLR Text:		<p>University of California Press- e-Books</p> <p>https://publishing.cdlib.org/ucpressebooks/view?docId=ft8870087s&chunk.id=d0e2778&toc.depth=1&toc.id=d0e2778&brand=ucpress</p>

Date:	Day 3 (50-minute block)	Subject:	English 1 ENG1063	ELP Level(s):	3.0 - 5.0
Grade Level:	9 th	CC Standard:	RL 9.6 “Today, you will analyze a cultural experience as we read <i>Romeo and Juliet</i> .”		
Language Objective:		Use academic vocabulary to engage peer conversation Identify figurative language and analyze how it’s being used in a text			
Materials Needed:	<ul style="list-style-type: none">• <i>Romeo and Juliet</i> (graphic novel)• Renaissance Music (You Tube) https://www.youtube.com/watch?v=hHXU4UYxnfE&list=PL_J2o9Ugm9ehqSjBFZWUkZYPhpXD4Ewtf• Cold Call Cards				
Assessment: (formal/informal):	FOCUS Academic Discourse with the intent to paraphrase Identifying figurative language				
Procedure: *Show Differentiation *Be a Language Guide	T w/ monitor as students complete the FOCUS. FOCUS- Journal Jumpstart: <ul style="list-style-type: none">• Go to pg. 44 in <i>Romeo and Juliet</i>.• Go to Romeo’s soliloquy concerning his admiration of Juliet.• Identify one form of figurative language and explain why he uses it.• Why was it more important for Shakespeare to use figurative language instead of literal?				
	(5 minutes) T and S w/ discuss FOCUS.				
	T w/ make a real world comparison by comparing Romeo to a typical teenager who is interested in someone. He uses words to convey his emotions. In which ways would a modern teen let a girl know that he’s interested? (emojis, texts, letters, selfies...)				
Academic Discourse:		T w/ put students into pairs.			

	<p>T w/ pose the question: “If Romeo lived today, how would he let Juliet know he was interested?” (emojis, texts, letters, selfies...)</p> <p>T w/ time students as they answer and elaborate. S must make supportive example terms: Specifically, In fact, For instance... (3 minutes)</p> <p>T w/ pose 2nd questions: “What would Romeo think about the way teenagers communicate today?” (3 minutes) T w/ monitor during discussion to ensure professional, appropriate language.</p> <p>T and S w/ review previous day’s text.</p> <p>T w/ continue to play Renaissance music to help with the setting.</p> <p>T and S w/ continue from yesterday’s reading and will complete Act 1, Scene 5. (30 minutes)</p> <p>S w/ summarize the final scene and add it to their timelines. (5 minutes). T w/ lead students into Closure by prompting them with a question.</p> <p>Closure: Now that Romeo and Juliet have fallen in love and know one another’s identity, what is their next course of action? (Prediction- Exit Ticket)</p> <p>Discuss</p>
Speaking	Academic Discourse, Class Discussion, Closure
Writing	Journal Jumpstart Timeline summary
Reading	Act 1, Scene 5
Listening	Renaissance music Discussions
Academic Discourse:	2 questions posed to be discussed in pairs
CLR Text:	<i>Romeo and Juliet</i> , culturally connect Renaissance Era to modern time Student will make a cultural connection with tragic hero

Date	Day 4 (50-minute block)	Subject	English 1 ENG1063	ELP Level(s)	3.0-5.0
Grade Level	9 th	CC Standard	RL 9.2 and 9.1 “Today, you will determine the main theme of this section and cite evidence that defends it.”		
Language Objective		Use academic vocabulary to engage peer conversation Determine a theme and support with textual evidence			
Materials Needed	<ul style="list-style-type: none">• <i>Romeo and Juliet</i> (graphic novel)• Journal• Comprehension Target Talk organizer projected on the board• Cold Call Cards				
Assessment: (formal/informal)	Target Talk Informal discussion on painting				
Procedure: *Show Differentiation *Be a Language Guide	FOCUS: Define theme. What types of themes are already present in the play? You have three minutes to respond in writing. T w/ monitor students as they complete the FOCUS. (3 minutes) T and S w/ discuss the FOCUS. (3 minutes) T and S w/ review Act 1, Scene 5 and two events that have advanced the plot. (<i>Romeo and Juliet</i> have fallen in love with one another. Tybalt has sworn to kill Romeo.) (5 minutes) T w/ assign new parts for Act 2, Scenes 1 and 2. Pg. 54.				

	<p>Before the reading, T w/ project the painting, <i>Romeo and Juliet</i> by Sir Francis Dicksee. T w/ review elements we consider when analyzing paintings: color, shade, brush strokes, position of items. mood... (3-5 minutes) T w/ prompt students: “What type of theme can be developed from this painting?” Discussion</p> <p>As students read, T w/ stop for clarification and interpretation.</p> <p>S w/ read to pg. 62. (20 minutes)</p> <p>When the class finishes Scene 2, T w/ project the Comprehension Target Talk on the board.</p> <p>T w/ review the procedure for the Target Talk activity.</p> <p>S w/ work together and determine possible themes for the play with quotes to defend each theme. (5 minutes)</p> <p>Closure: <i>Did the painting connect with the actual play? Prove it.</i> Discussion and Journal (5 minutes)</p>
Speaking	FOCUS and Painting Discussion, Target Talk, Closure
Writing	Journal Jumpstart
Reading	Act 2, Scenes 1 and 2
Listening	Discussion during FOCUS and Painting and Target Talk
Academic Discourse	Target Talk
CLR Text	<i>Romeo and Juliet</i> , graphic novel <i>Romeo and Juliet</i> by Sir Francis Dicksee

Date:	Day 5 (50-minute block)	Subject:	English 1 ENG1063	ELP Level(s):	3.0-5.0
Grade Level:	9 th	CC Standard:	RL 9.2- 9.1 “Today, you will determine a main theme of this section and cite evidence that defends it.”		
Language Objective:		Use academic vocabulary to engage peer conversation Determine a theme and support with textual evidence			
Materials Needed		<ul style="list-style-type: none">● <i>Romeo and Juliet</i> (graphic novel)● Comprehension Target Talk organizer projected on the board but with blank shapes that represent each section (students will fill in necessary information)			
Assessment: <i>(formal/informal)</i>		Target Talk Activity (has become the FOCUS)			
Procedure: *Show Differentiation *Be a Language Guide		FOCUS: <ol style="list-style-type: none">1. Get in your pairs from yesterday.2. Get a paper for each Target Talk section. <i>(These papers will be labeled and color-coded. Sections include: Idea, Connections and Visualizations, Predictions, Inferences, Questions and Clarifications, and Summaries and Important Parts. Students will tape them on the board on the projected Target Talk graphic organizer. By this point, students will be familiar with this process.)</i>3. Finish yesterday’s task. Go to your notes and pick a theme that you can defend with the text. You have ten minutes. (10 minutes) <p>T w/ begin discussion with the various themes that can be supported with text. T (or a student) w/ write the brainstorm themes on the side of the Target Talk Organizer.</p>			

As a class, S w/ vote on the best theme for the class based on the textual evidence.
If situation arises, T w/ allow and monitor debate between students.

T w/ assign two leaders (each taking one half of the class). T w/ monitor and model procedure, if necessary, as students collaborate, problem solve, and complete the Target Talk organizer. (20-25 minutes)

T script:

"Now that you've mastered finding the theme in the play, let's try finding one in a poem by N. Scott Momaday. This poem is called "Simile". What's a simile?"

T w/ review this poetic device.

T w/ have students connect it to similes they've seen in *Romeo and Juliet* and other texts.

T w/ project the poem on the board.

T w/ have students silently read the poem.

T w/ say, *"What is important about reading poems?... Correct, poems are like friends. You can't just meet a person once, have a quick conversation, and be friends after that. Poems are like friends because we have to get to know them and figure out who they are. We just compared poems to friends. What device did I use?... Correct. Simile."*

T w/ have students reread the poem. T w/ lead students into generating a theme for Momaday's poem that's similar to Target Talk but condensed. (10 minutes)

Closure: *"Tell me three things you learned today... Next time we meet, we will begin Act 2, Scene 3 by completing an Anticipation Guide. Romeo and Juliet have decided to... what? Romeo said he has to speak to whom to perform the ceremony...? So next time, we will see how both Romeo and Juliet make specific choices that alter their lives."* (5 minutes)

Speaking	Target Talk, Poem discussion
Writing	Target Talk
Reading	Target Talk, Poem
Listening	Target Talk, Poem discussion
Academic Discourse:	Target Talk, Poetic Discussion
CLR Text:	<i>Romeo and Juliet</i> "A Simile" by N. Scott Momaday

ELD FINANCIAL LITERACY LESSON PLAN FOR 11TH AND 12TH GRADES

WEEK 1 - RESEARCH AND PURCHASING YOUR FIRST CAR

DAY 1 50 MINUTE BLOCK

ELP LEVELS 2.0 - 5.0

Learning Objectives	<p>Students will compare car loans and different money lenders</p> <p>Students will research borrowing money and paying it back</p> <p>Students will learn what having good credit means</p>
Language Objectives	<p>Students will know what vocabulary is needed to buy a car (base price, extended warranty, factory warranty, lemon law, recall, Vin)</p> <p>Students will know what vocabulary is needed to finance a car and how it works (interest rates, loan principal, credit score, down payment)</p> <p>Students will learn how to ask questions and negotiate a price (provide sentence frames)</p>
CCSS	<p>Literacy.W. 11-12.8 Gather relevant information from multiple</p> <p>Literacy.L.11-12.6 - Acquire and use accurately general academic and domain-specific words....</p> <p>Literary. SL. 11-12.1 a - Come to discussion prepared, having read and researched material...</p>
EQ	How can I buy my first car?
Materials Needed	<p>Tablets or computer, internet access</p> <p>Notebooks</p> <p>Google doc chart</p>
Assessment	Google doc chart
Dream Car Research	<p>What car would you like to own? Why? List the extras you would like to have on your car. (Sources computer, newspapers, auto traders)</p> <p>Imagine you saved \$4000 as a down payment to buy the car, how much would that take off the price of the car?</p> <p>Go to Edmunds.com to find your car (or any website, local car dealer), list the features, list the price</p>

		<p>How much do you need to borrow?</p> <p>Subtract the down payment of \$4000 from the total price of the car ? That number is the loan principal \$_____.</p> <p>Calculate your monthly payment</p> <p>Loan principal ÷ number of months to pay back your loan × interest rate</p> <p>For example -</p> <p>Purchase Price of Car \$10,0000</p> <p>Down payment - \$4000</p> <p>Payment Balance \$6000</p> <p>***CAR PAYMENT CALCULATOR Real link :)</p> <p>Loan Term in Months 24 months (2 years)</p> <p>Interest rates 6%</p> <p>Monthly Payment \$265.92</p>			
Lender	Loan Principal	Loan Term	Interest Rate	Monthly Payment	Total amount paid
Bank #1		36 months	6.50%		
Bank #2		48 months	4.50%		
Bank #3		60 months	3.30%		
Post Activity Question	Which loan is the best for your situation? Why? Discuss with your group.				

Business Community Engagement	<p>Have a banker come in to speak to the students, Students should be in groups of four, the banker will walk around and talk to the groups. Have your proposals ready (cost of the car, down payment and state the reason why the bank should loan you the money).</p> <p>Banker can address questions regarding lending, what to be aware of with lending institutions.</p>
	(Create a Google doc / Real Link :)
WEEK 2 - PLANNING AND STICKING TO A BUDGET	
Learning Objectives	<p>Students will understand the parts of a budget and create their personal budget</p> <p>Students will keep track of their spending and analyze patterns</p> <p>Students will learn and demonstrate good spending and saving habits</p>
Language Objectives	<p>Students will know what vocabulary is needed to create a balanced budget (fixed expenses, variable expenses, net income)</p> <p>Students will learn how to talk about their money goals (provide sentence frames) ** Include</p>
CCSS	<p>Literacy.W. 11-12.8 Gather relevant information from multiple</p> <p>Literacy.L.11-12.6 - Acquire and use accurately general academic and domain-specific words....</p> <p>Literary. SL. 11-12.1a - Come to discussion prepared, having read and researched material...</p> <p>Literacy SL.11-12.4 - Present information, findings and supporting evidence</p>
EQ	Create and use a budget?
Materials Needed	<p>Tablets or computer, internet access</p> <p>Notebooks</p> <p>Google sheet budget</p>
Assessment	Google sheet (living document)
Discussion questions	Ask students what do they want to buy? A car, computer, phone, a trip? Do they want to save up for college?
Talk about making a budget.	To know how much money you need, you have to research and figure out, estimate of the money needed for this goal ?

How much money do you have?	Track your spending and lending for 5 days (Monday - Sunday) Write down everything you spend on (food, money, streaming services, movies). What are you spending your money on?		
	Google Sheet Link (7 days)		
Date	Description	Total	Balance
Google Doc	How do you earn your money? How often? How much time do we spend working for our money? what do we do? Can we control our spending a little better considering these factors?		
Google Docs	review your seven day spending. What patterns do you see? Some students can share out . (speaking, provide sentence frames) Do you talk about money in your home ? Does your culture dictate the way you spend and talk about money?		
	<p>Review vocabulary about expenses, label what is a fixed expense (phone bill, car payment, etc...) bills that you know you have to pay and variable expenses (food, movies, the mall). Make sure the students identify what is a need and what is a want.</p> <p>Once students know their fixed expenses, they can make a stronger budget</p> <p>How do students earn money or have money? An allowance, a job, birthday money. Ask students to keep track of money they receive and earn.</p>		

Vocabulary	<p>Gross income - money you earn before taxes</p> <p>Net Pay - take home money</p>
VISUAL	PAYCHECK STUB
Google Sheet	<p>FIXED EXPENSES COST</p> <p>VARIABLE EXPENSES COST</p> <p>NET INCOME A WEEK</p> <p>Link to Budget Sheet or GOOGLE SHEETS TEMPLATE GALLERY</p> <p>UNDER GENERAL CREATE LINKS</p>
WEEK 3 - UNDERSTANDING YOUR PAYCHECK / TAXES	
Learning Objectives	<p>Students will explore the payroll deductions and what they mean</p> <p>Students will learn about filing taxes</p>
Language Objectives	Students will know how to discuss payroll deductions and how to adjust or change them with human resources
CCSS	<p>Literacy.W. 11-12.8 Gather relevant information from multiple</p> <p>Literacy.L.11-12.6 - Acquire and use accurately general academic and domain-specific words....</p> <p>Literary. SL. 11-12.1a - Come to discussion prepared, having read and researched material...</p>
EQ	How do I understand my take-home pay / my earnings?
Materials Needed	<p>Tablets or computer, internet access</p> <p>Notebooks</p> <p>Google doc</p>

Assessment	Vocabulary with visual and labels (paycheck stub)
Vocabulary	<p>net income, gross income, direct deposit, taxes (under the age of 18) review NM tax laws, federal, state, social security (what are all these terms ?)</p> <p>Health insurance, 401K, some money can go directly to their savings account and checking account</p>

LIST OF PROFESSIONAL TEXTS

The K-3 Guide to Academic Conversations by Jeff Zwiers and Sara Hamerla. Published by Corwin.

An excellent introduction to Academic Discourse in early elementary grades. Full of practical applications to teach and apply discourse skills in all subject areas.

Academic Conversations by Jeff Zwiers and Marie Crawford. Published by Stenhouse.

A guide for implementing Academic Conversation/Academic Discourse strategies for upper grades.

Evaluating All Teachers of English Learners and Students with Disabilities by Diane Staehr Fenner, Peter Kozik and Ayanna Cooper. Published by Corwin.

A resource for evaluating programs for EL and Special Education students.

Culturally and Linguistically Responsive Teaching and Learning, 2nd Edition by Sharroky Hollie. Published by Shell Education.

Connecting Content and Language for English Language Learners by Eugenia Mora-Flores. Published by Shell Education.

A good introduction for teachers who are not familiar with teaching English Learners.

Boosting Achievement by Carol Salva and Anna Matis. Published by Seidlitz Education.

Good information on working with Students with Interrupted Formal Education (SIFE) students.

The ELL Teacher's Toolbox by Larry Ferlazzo and Katie Hull Sypnieski. Published by Jossey-Bass.

An excellent compilation of strategies, resources and graphic organizers for use with EL students.

Blind Spot by Mahzarin R. Banaji and Anthony G. Greenwald. Published by Bantam Books..

LESSON PLAN PRINTABLES⁴

⁴ K-3 Guide to Academic Conversations: Practices, Scaffolds, and Activities by Jeff Zwiers and Sara Hamerla., Corwin, A SAGE Company, Copyright 2018. Peer and self-assessment for conversation p. 124, Table Visual Organizer p. 41, Create and pose ideas p. 26, Argument balance scale p. 44, and Clarify ideas is on p. 32

Peer and Self-Assessment for Conversations




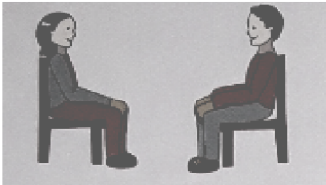

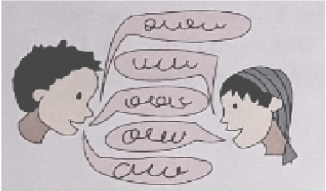
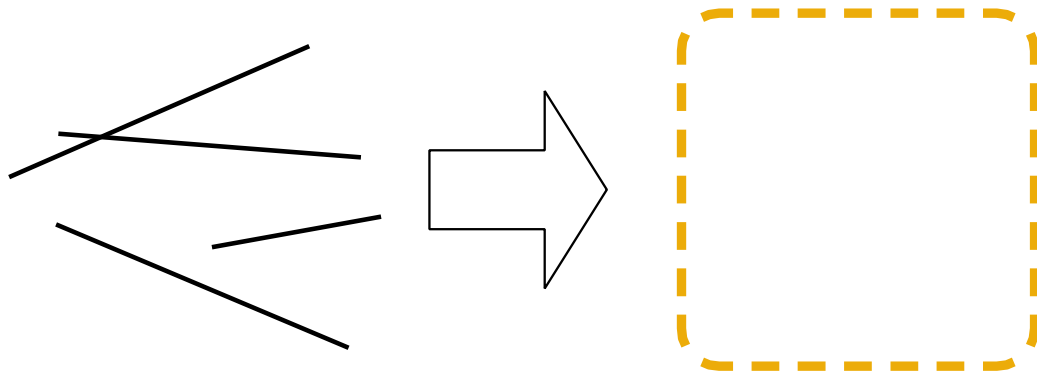
Name(s):			
			
			
			
			

Table Visual Organizer

Idea to be supported				
Evidence / example		Evidence / example		Evidence / example

Adapted from Zwiers & Soto (2016).

Create and Pose Ideas



State an idea that solves a problem, finds a pattern, or gives an opinion.

Questions:

What is your idea?

What does it remind you of?

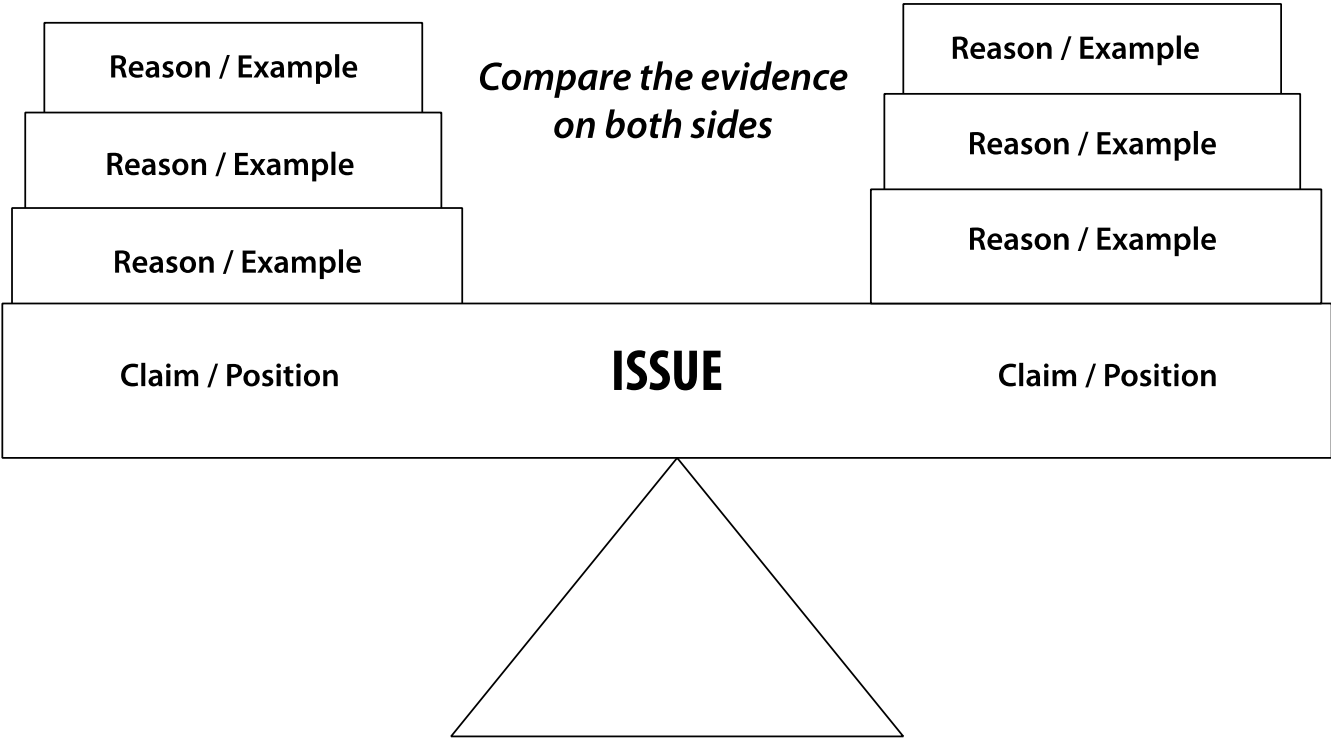
Responses:

One idea is...

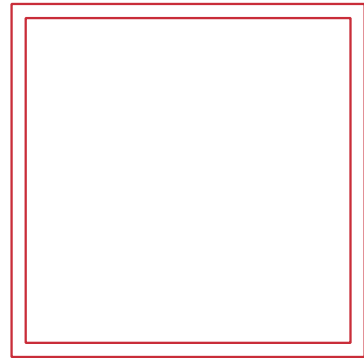
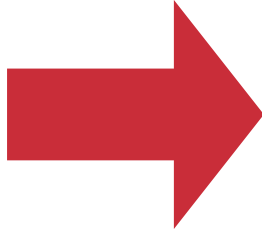
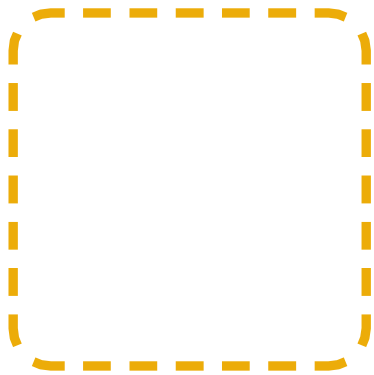
That reminds me of...

Adapted from Zwiers & Hamerla (2018).

Argument Balance Scale Visual Organizer



Clarify Ideas



Make sure you both have the same understanding of the idea (be on the "same page"). You and your partner have a clear idea to build up.

Questions:

Can you elaborate on...?

What do you mean by...?

What is your definition of...?

Responses:

In other words, you are saying that...













What I mean by... is...

If you say...	I'll paraphrase...
I played with my friend. We went on the swings and we played monsters.	So what you're saying is that today at recess you played on the swings and pretended to be a monster with your friend.
In this story, Carlos lived in Española and tended a large garden with his brother and father. Carlos would get dirty every day from working in the garden. his mother told him to take a bath, but he didn't listen. The next morning, he saw leaves coming out of his ears.	So the story is about a little boy who lives on a farm with his family in a Northern New Mexico town called Española.

LENDER	LOAN PRINCIPAL	LOAN TERM	INTEREST RATE	MONTHLY PAYMENT	TOTAL AMOUNT PAID
Bank #1		36 months	6.50%		
Bank #2		48 months	4.50%		
Bank #3		60 months	3.30%		

[illegible]

[illegible]

Name		
Oral Presentation Group Critique Rubric		
Group #	Do you agree or disagree with the response? (Circle one)	
Group 1	 	Why?
Group 2	 	Why?
Group 3	 	Why?
Group 4	 	Why?
Group 5	 	Why?
Group 6	 	Why?

Reflection

Name

4. What is one thing I learned

5. What is one thing I found interesting?

6. What is one question I still have?

GLOSSARY OF TERMS & ACRONYMS

This glossary includes terms used in this manual as well as other technical assistance and guidance manuals produced by the Language & Culture Bureau. For more information: <https://webnew.ped.state.nm.us/bureaus/languageandculture/>

Terms & Acronyms	Interpretation
Academic Conversation/Discourse	Academic Conversations are sustained and purposeful conversations about school topics.
Academic Vocabulary	Vocabulary used in an academic, school setting and words which are content, skill-based words.
ACCESS for ELLs or ACCESS	New Mexico's statewide, standards-based, criterion-referenced English language proficiency (ELP) assessment designed to annually measure K-12 English language learners' social and academic proficiency in English. ACCESS 2.0 is the newest version of the ELP assessment and is computer-based.
Alternate ACCESS	Means the annual large-print English language proficiency assessment that is administered individually to students in grades 1-12 who are identified as English learners with the most significant cognitive disabilities. This assessment is paper-based.
BAR	Means Budget Adjustment Request. Requests for net increases and decreases to the budget that may include increases due to new grant funds and decreases due to the need to reduce appropriations to keep spending within available revenues—BARs must be approved by designated authority prior to posting as a budget adjustment.
Bicultural	Identifying with the cultures of two different cultural groups—to be bicultural is not necessarily the same as being bilingual, and vice versa.
Bilingualism	Refers to the ability to command two languages existing on a continuum of language skills.
Biliteracy	The ability to effectively communicate or understand thoughts and ideas through two language systems and vocabularies, using both written symbols (Hargett, 1998).
BMEPs	Means Bilingual Multicultural Education Programs that provide instruction in, and the study of, English and the home or heritage language of the student. It may also include the delivery of the content areas in the home or heritage language and English, and it incorporates the cultural heritage of the child into specific aspects of the curriculum.
CCSS	Means Common Core State Standards. The state-led effort to develop the Common Core State Standards was launched in 2009 by state leaders—including governors and state commissioners of education from 48 states, two territories, and the District of Columbia—through their membership in the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO).
CLD	Means Culturally and Linguistically Diverse students who are of a different cultural background than dominant United States culture and who may have inherited a home or heritage language other than English from their family, tribe, or country of origin.
Content Areas	All subject matter areas of the school's curriculum, as defined in the New Mexico Standards for Excellence, 6.29.1-11 NMAC, Content Standards and Benchmarks. It especially refers to the core content areas—language arts, math, science and social studies.
CRT	CRT stands for Culturally Responsive Teaching is the validation and affirmation of home culture and language for the purpose of building and bridging the student to success in the culture of academia (Hollie, p 232)
Culture	Deep patterns of values, beliefs, practices and traditions that have been compiled and normalized over a period of time, setting the standard for what is normal and expected (Muhammad & Hollie, 2012). This socially acquired knowledge may be learned and is shared among individuals in the home, community, and/or institutions.
DFA	New Mexico Department of Finance Administration

DHEW	Department of Health, Education, and Welfare
Differentiated Instruction	An approach that teachers can use to make grade level content comprehensible to all students with specific attention to the diverse language and learning needs of their ELs. (WIDA, 2012)
Discussion Etiquette	The outlined decorum and good form a student must project during Academic Discourse and/or all class discussion.
District	A unit for administration of a public-school system often comprising several towns within a state—excluding state charter schools (each its own district), there are 89 school districts in NM, with Albuquerque Public Schools being the largest and Mosquero Municipal Schools being the least populated.
DOK	DOK means Depth of Knowledge, the depth of understanding required to answer or explain an assessment-related item or a classroom activity. The concept of depth of knowledge was developed in the 1990s through research by Norman L. Webb, a scientist at the Wisconsin Center for Education Research.
DTA/DTC	Means a local district test administrator or district test coordinator. This personnel must be a certified employee of the district, trained in and knowledgeable about proper test administration and test security, have completed a PED confidentiality agreement, and have attended one of the PED-sponsored trainings within the time-frame specified by the PED.
Dual Language Immersion (bilingual education model)	A BMEP model designed to develop high academic achievement in two languages, additive bilingual and biliterate proficiency, and cross-cultural skills
ED	Means the US Department of Education. This is the agency of the federal government that establishes policy for and administers and coordinates most federal assistance to education. It assists the president in executing his education policies for the nation and in implementing education laws enacted by Congress.
EEOA	Means the Equal Educational Opportunities Act of 1974. It is a US federal law that prohibits discrimination against faculty, staff, and students—including racial segregation of students—and requires school districts to take action to overcome barriers to students' equal participation.
EL	Means English learners. These are students whose home or heritage language influence is not English, and who are unable to speak, read, write, and understand English at a level comparable to their grade-level English proficient peers, as determined by objective measures of proficiency. The term EL replaces ELL and LEP.
ELD	Means English Language Development and refers to instruction designed specifically for ELs to further develop their listening, speaking, reading, and writing skills to achieve English language proficiency.
ELD Standards	Means the 2012 WIDA Amplification of the English Language Development Standards-Pre-Kindergarten through Grade 12. The ELD Standards represent the social, instructional and academic language that students need to engage with peers, educators, and the curriculum in school.
ELL	English Language Learner. See EL above.
ELL	Means English Language Learners. This term is outdated and has been replaced with the term, EL. When the term ELL is used in this action plan, it is a direct quote from an older document.
ELP	Means English language proficiency, usually refers to a student's ACCESS score level, 1.0 to 5.0.

English Language Acquisition Program (Title III)	See Title III and LIEP
Enrichment (Bilingual Education Model)	A BMEP model designed to further develop the home language of fully English proficient students and to teach the cultures of the state
EPSS	Means educational plan for student success—a long-range plan for improvement that is developed by individual schools and districts
ESEA	Means the Elementary and Secondary Education Act of 1965 (ESEA). The act is an extensive federal statute that funds primary and secondary education. It also emphasizes equal access to education and establishes high standards and accountability. In addition, it aims to shorten the achievement gaps between students by providing each child with fair and equal opportunities to achieve an exceptional education. As mandated in the act, the funds are authorized for professional development, instructional materials, resources to support educational programs, and parental involvement promotion.
ESL	Means English as a second language. It is an educational approach in which EL students are provided explicit instruction in the use of the English language. Instruction is based on a targeted curriculum that focuses on English language learning (not subject matter content). ESL is traditionally taught as a separate course for ELs only. This term has been replaced by English Language Development (ELD).
ESSA	Every Student Succeeds Act (ESSA) reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA) and was signed into law by President Obama December 10, 2015. ESSA will replace the NO Child Left Behind Act of 2001.
FEP	Means fluent English proficient. See IFEP and/or RFEP.
Heritage Language (Bilingual Education Model)	The language other than English that is inherited from a family, tribe, community, or country of origin—whether or not the student is proficient in the language
Heritage Speaker	A student whose first (dominant) language is English and home/heritage language(s) include both English and a language(s) other than English. Heritage speakers may be initially classified as either IFEP or EL as a results of the language screener, W-APT.
Home Language	Means a language other than English that is the primary or heritage language spoken at home or in the community
IEP	Means Individualized Education Program as required by the Individuals with Disabilities Education Act. An IEP is a legal document that spells out a child's learning needs, the services and accommodations the school will provide, and how progress will be measured.
IFEP	Initial Fluent English Proficient, formerly known as “never ELL”. May refer to a student whose language usage survey indicated that there is no influence of languages other than English in the student's home (Native English speaker) OR it may refer to a student who scored proficient on the English language proficiency screener (W-APT).
Immigrant Children and Youth	Individuals who are aged 3 through 21, were not born in any U.S. state (including District of Columbia and the Commonwealth of Puerto Rico), and have not been attending one or more schools in any one or more states for more than three full academic years.
L1	Home or Primary Language is the language, other than English, spoken at home. The following terms are interchangeable: first language (L1), native language, primary language, mother tongue and/or home language. May include heritage language.
L2	Second Language is used in several ways and can refer to the second language learned. (Harris & Hodges, R.E., 1995).
Language Acquisition	The process of acquiring a language.
Language Majority	A person or language community that is associated with the dominant language of the country.

Language Proficiency	Measure of how well an individual can speak, read, write, and comprehend a language comparable to the standard expected for native speakers of the language. Language proficiency is composed of oral (listening and speaking) and written (reading and writing) components, as well as academic and non-academic language and comprehension of said language. The methods and assessments used for measuring language proficiency are varied. Language proficiency is an agreed-upon construct dependent on tribes, communities, and/or institutions.
LAS	Language Assessment Scales. An approved Spanish language proficiency assessment option used in the state of New Mexico for students participating in state-funded, BMEPs.
LCB	Language and Culture Bureau of the NMPED that works to, meet federal obligations to ELs by providing policy and guidance on EL programs, leverage Title III English Language Acquisition Subgrants to maximize positive outcomes for ELs and Immigrant students, implement state-funded BMEPs, provide effective World Language instruction, provide guidance on the Seal of Bilingualism-Biliteracy on the NM Diploma of Excellence, and implement Culturally and Linguistically Responsive Instruction.
LEA	Local education agency. Synonymous with a local school system—usually a local school district or a state charter school—indicating that a public board of education or other public authority maintains administrative control of the public schools in a city or county.
LEP	Limited English proficient is the term previously used by the federal government to identify those students who have insufficient English to succeed in English-only classrooms. The term English learner (EL) replaces LEP.
LESA	Means limited English speaking ability
LIEP	Language instruction educational programs and refers to instructional programs that assists ELs and immigrant students to attain English language proficiency, develop high levels of academic attainment in core academic subjects, and meet the same challenging, state academic standards as all children are expected to meet.
LOTE	Means a language other than English
LUS	Language Usage Survey—a survey designed to identify LOTEs in a student's background to determine if language screening is necessary, as federally required.
Maintenance (Bilingual Education Model)	A BMEP model designed to develop and maintain proficiency and literacy in the primary or home language while developing a student's literacy and oral skills in English
MCNL Endorsement	Means the modern, classical, and Native language endorsement available to licensed New Mexico teachers
Multilingualism	Refers to the ability to command three or more languages existing on a continuum of language skills.
NALC Certificate	Native American language and culture certificate available to tribally approved proficient speakers of the tribe's language and/or licensed New Mexico teachers
Native English speaker	A student whose first and home language is English OR a student whose first (dominant) language is English and home/heritage language(s) include both English and a language(s) other than English. See <i>related entries: heritage language, heritage speaker, home language</i> .
Native Language	See home language and L1.
NCLB	Means the No Child Left Behind Act. This act authorized several federal education programs that are administered by the states. The law was a reauthorization of the Elementary and Secondary Education Act. Under the 2002 law, states were required to test students in reading and math in grades 3–8 and once in high school. This law required data disaggregation by sub-groups, including ELs and Students with Disabilities for the first time since the ESEA was enacted in 1965.

NMAC	Means New Mexico Administrative Code
NMPED	Means New Mexico Public Education Department
NMSBA	Means New Mexico Standards-Based Assessment
NMTEACH	NMTEACH is an educator effectiveness system designed to establish a framework for continuous improvement and professional growth for teachers and principals, which, in turn, promotes student success.
OBMS	Means Operating Budget Management System. This is the required on-line system for data entry of accounting and budgeting information to be used by New Mexico public and charter school districts using the Uniform Chart of Accounts (UCOA).
OCR	The U.S. Department of Education's Office for Civil Rights has responsibility for enforcing Title VI of the Civil Rights Act of 1964.
OELA	The US Department of Education's Office of English Language Acquisition provides national leadership to help ensure that English learners and immigrant students attain English proficiency and achieve academic success.
Opt Out	A parent's right to refuse particular services or program participation. A parent CANNOT refuse or opt out of EL status or the ACCESS for ELLs® (English language proficiency) assessment conducted annually.
PAC	A Parent Advisory Committee, required by Bilingual Multicultural Education statute (NMSA 22-23) and regulation (6.32.2 NMAC), is a group of parents representative of the language and cultural of the students to assist and advise in the development, implementation, and evaluation of the program.
PARCC	Means Partnership for Assessment of Readiness for College and Career and is a consortium of states and the District of Columbia that have worked to create and implement uniform K–12 assessments in mathematics and English language arts.
Parent	For the purposes of this manual, <i>parent</i> means <i>parent, foster parent, or legal guardian</i> .
PD (Professional Development)	Means professional development. It is the continuous process of acquiring new knowledge and skills that relate to one's profession, job responsibilities, or work environment.
PED	Means Public Education Department, also NM PED
RFEP	Means reclassified fluent English proficient, formerly known as <i>exited ELL</i> . It refers to a student who has reached proficiency in the annual English language proficiency assessment and is thus no longer classified as an English learner.
RfR	Means Request for Reimbursement. An RfR is a method of cost reimbursement where districts, state charter schools, fiscal agents, etc. are reimbursed through the PED for allowable expenses charged to a certain program/fund and that do not exceed the limitations of their approved budgets for that program/fund through the PED.
SAT	Means Student Assistance Team. It is a school-based group of people whose purpose is to provide additional support to students who are experiencing academic or behavioral difficulties that are preventing them from benefiting from general education, because they are either performing below or above expectations.
SBAC	Means State Bilingual Advisory Council. It is an ad hoc group that advises the PED through the BMEB on all matters pertaining to bilingual multicultural education and English Learners.
Scaffold	An educator's intentional act of building upon students' already acquired skills and knowledge to teach new skills (WIDA, 2012).
School Board	A local school board means the locally elected, policy-setting body of a school district. Its members serve four-year terms and can be re-elected indefinitely.
SDAIE	Means specifically-designed academic instruction delivered in English. It is a teaching approach intended for teaching various academic content to students who are still learning English.

SEA	Means state education agency. It is the state-level government agency within each state responsible for providing information, resources, and technical assistance on educational matters to schools and residents.
SEG	Means State Equalization and Guarantee which is also known as the New Mexico public school funding formula. This applied school funding formula determines an equitable distribution of funds that are allocated state-wide in order to equalize educational opportunity for all children in New Mexico.
SEI	Means Structured English Immersion
SGTs	Means school growth targets and refers to the state academic proficiency annual targets based on student performance on standards-based assessments.
SHARE	Means Statewide Human Resources, Accounting, and Financial Management Reporting System. It is the State of New Mexico's employee platform for managing processes and procedures related to human resources, accounting, and finances.
SharePoint®	Means the PED's electronic database platform for completing and submitting required BMEP instructional plans for state-approved BMEPs.
Sheltered Instruction	This approach integrates the development of English language proficiency and the acquisition of grade-level academic content area knowledge and academic skills.
SIFE	Stands for Students with Interrupted Formal Education.
SPED	Means special education as part of the Individuals with Disabilities Education Act.
Standardized Curriculum	Means district curriculum that is aligned with the state academic content standards, benchmarks, and performance standards
STARS	Student Teacher Accountability Reporting System is state reporting system used by New Mexico Public Schools to report data to the PED. STARS is a comprehensive student and staff information system that provides a standard data set for each student served by New Mexico's 3Y–12 public education system.
Student Outside Texts	This refers to any text that is currently not being read in class. For example, if a class is reading <i>To Kill A Mockingbird</i> and the teacher requests that a comparison be made from an outside text, this text must be something that the student has already read either in or outside of class.
Supports	Use of instructional strategies or tools used to assist students in accessing content necessary for classroom understanding or communication and to help construct meaning from language (WIDA, 2012).
SY	Means school year. The abbreviation is used when discussing specific school years.
TA	Is a local district test administrator who must be a certified employee of the district, trained in and knowledgeable about proper test administration and test security, complete a PED confidentiality agreement, and have attended one of the PED-sponsored trainings within the time-frame specified by the PED.
TAFM	Means technical assistance and focused monitoring. This is the approach of the PED-BMEB to support district/state charters conduct required self-monitoring as part of effective bilingual multicultural education and Title III program implementation.
TAFM	Means technical assistance and focused monitoring. This is the approach of the PED-BMEB to support district/state charters conduct required self-monitoring as part of effective bilingual multicultural education and Title III program implementation.
TESOL Endorsement	Teachers of English to speakers of other languages is an endorsement given to elementary- and secondary-licensed teachers qualified to teach English as a second language classes.
Title I	Title I is supplemental federal funding provided to local school districts to improve the academic achievement of disadvantaged students. It is part of the Elementary and Secondary Education Act first passed in 1965.

Title II	Title II is supplemental federal funding provided to local school districts to improve educator quality and for teacher development (professional development).
Title III	Title III is supplemental federal funding provided through formula-based subgrants for eligible districts/state charters to assist in increasing the English language proficiency and academic achievement of its current English Learners (ELs).
Title III-Immigrant Program	Competitive subgrants used to enhance instructional opportunities for districts experiencing significant increases in immigrant children and youth
Title VI	Title VI of the Civil Rights Act of 1964 prohibits discrimination based on race, color, or national origin in programs or activities that receive federal financial assistance.
Transitional Bilingual Education Model	A BMEP model designed to gradually transition students from home language instruction to an all-English curriculum.
Two-Way, Bilingual Multicultural Programs	See dual language immersion.
Tydings Amendment	The statutory authority for the period for obligating and expending carryover funds is the <i>Tydings Amendment</i> , section 412(b) of the General Education Provisions Act (GEPA), 20 U.S.C. 1225(b).
W-APT	The state-approved English language proficiency screening test used in the English learner identification process.
WIDA	A multi-state consortium that has developed a proprietary ELD standards framework for language learning, aligned assessments, resources, and provides professional development opportunities that support educators of language learners.
WIDA Screener Online:	The state-approved English language proficiency screening test used in the English learner identification process for 1st through 12th grades.