Can You Hear Me Now?

Expressive Language: Speaking & Writing for English Learners

https://www.youtube.com/watch?v=_qivqXzmrz0
Presentation Overview

- Introduction
- Laws and Court Cases
- Terms to Know
- Resources for Lesson Planning
- Language Domains
- BICS and CALP
- Language Objectives
- Strategies for Speaking and Writing
- Resources
Finding SAMUEL resources on the ALSDE website:

- www.alsde.edu
- Hover over Department Offices
- Under Office of Student Learning, click Federal Programs
- Click English Language Learners
- Hover over SAMUEL
- Click 2017 – 2018
- Look for PowerPoint and Handouts for 9-12
Same Does NOT mean Equal!

**Lau v. Nichols**
(US Supreme Court Decision 1974)

Equitable Access to Education

Its all about the program!

**Castañeda vs. Pickard**
(5th Cir. 1981 648 F.2d 989 (US COURT OF APPEALS))

Sound Theory and Research, Implementation, Evaluation

ALL IN Folks!

**Plyler v. Doe**
(U.S. Supreme Court Decision 1982)

Chilling Effect, Registration Process

Every Student Succeeds Act of 2015 (ESSA)
- High academic standards for all students
- Monitor exited ELs for four years (accountability)
- ELs language proficiency and academic achievement are more fully integrated into accountability and assessment

Title VI Civil Rights Act of 1964
No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.
Terms to Know

- **EL** - English Learner (the student)
- **ESL** - English as a Second Language (program)
- **ELD** - English Language Development (program)
- **L-TEL** - Long-term ELs (5 years or more)
- **SIFE** - Students with Interrupted Formal Education (Newcomers)
- **L1** - Native Language
- **L2** - Second Language
**Language Domains**

- **Listening**: Process, understand, interpret and evaluate spoken language in a variety of situations.
- **Speaking**: Engage in oral communication in a variety of situations for a variety of purposes and audiences.
- **Reading**: Process, understand, interpret and evaluate written language, symbols and text with understanding and fluency.
- **Writing**: Engage in written communication in a variety of situations for a variety of purposes and audiences.
Input
Receptive Language

Output
Productive Language

Listening
Reading

Speaking
Writing
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Proficiency Standard 1</td>
<td>English language learners communicate for Social and Instructional purposes within the school setting</td>
<td>Social and Instructional Language</td>
</tr>
<tr>
<td>English Language Proficiency Standard 2</td>
<td>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</td>
<td>The language of Language Arts</td>
</tr>
<tr>
<td>English Language Proficiency Standard 3</td>
<td>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics</td>
<td>The language of Mathematics</td>
</tr>
<tr>
<td>English Language Proficiency Standard 4</td>
<td>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</td>
<td>The language of Science</td>
</tr>
<tr>
<td>English Language Proficiency Standard 5</td>
<td>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</td>
<td>The language of Social Studies</td>
</tr>
</tbody>
</table>
In addition to the WIDA standards, the Alabama CCRS states:

- The Alabama CCRS standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects (including mathematics).

- Literacy standards for Grade 6 and above are based on teachers of ALL SUBJECTS using their content-area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields.

- It is important to note that the Grades 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

http://web.alsde.edu/general/ALCCS_Alabama_English_Language_Arts_Course_of_Study.pdf (pg. 1)
WiDA™ Language Proficiency Levels

- **Entering** (Level 1): words and pictures
- **Emerging** (Level 2): simple sentences
- **Developing** (Level 3): simple paragraph
- **Expanding** (Level 4): paragraph
- **Bridging** (Level 5): extended passages
- **Reaching** (Level 6): support
**Figure 5M: CAN DO Descriptors for the Levels of English Language Proficiency, PreK-12**

For the given level of English language proficiency, with support, English language learners can:

<table>
<thead>
<tr>
<th>Level 1: Emerging</th>
<th>Level 2: Beginning</th>
<th>Level 3: Developing</th>
<th>Level 4: Expanding</th>
<th>Level 5: Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LISTENING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name objects, people, pictures</td>
<td>Ask WH- questions</td>
<td>Formulate hypotheses, make predictions</td>
<td>Discuss stories, legends, concepts</td>
<td>Draw conclusions from oral information</td>
</tr>
<tr>
<td>Answer WH- (who, what, when, where, which) questions</td>
<td>Describe pictures, events, objects, people</td>
<td>Give speeches, oral reports</td>
<td>Explain phenomena, give examples and justify responses</td>
<td>Construct models based on oral discourse</td>
</tr>
<tr>
<td>Match oral statements to objects, figures or illustrations</td>
<td>Describe processes, procedures</td>
<td>Offer creative solutions to issues, problems</td>
<td>Express and defend points of view</td>
<td>Make connections from oral discourse</td>
</tr>
<tr>
<td><strong>SPEAKING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Match icons and symbols to words, phrases or environmental print</td>
<td>Locate and classify information</td>
<td>Interpret information on data</td>
<td>Conduct research to glean information from multiple sources</td>
<td>Engage in debates</td>
</tr>
<tr>
<td>Identify concepts about print and test inferences</td>
<td>Sequence pictures, events, processes</td>
<td>Find details that support main ideas</td>
<td>Draw conclusions from explicit and implicit text</td>
<td>Explain phenomena, give examples and justify responses</td>
</tr>
<tr>
<td><strong>READING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Label objects, pictures, diagrams</td>
<td>Make lists</td>
<td>Produce basic sentences, provide oral responses</td>
<td>Summarize information from graphics or notes</td>
<td>Apply information to new contexts</td>
</tr>
<tr>
<td>Write in response to a prompt</td>
<td>Produce drawings, phrases, short sentences, stories</td>
<td>Produce lists, reports</td>
<td>Edit and revise writing</td>
<td>React to multiple genres and discourses</td>
</tr>
<tr>
<td>Produce icons, symbols, words, phrases to convey messages</td>
<td>Give information, responses to Oral or written directions</td>
<td>Complete/conduct Information Research</td>
<td>Create original ideas or detailed responses</td>
<td>Author multiple formal genres of writing</td>
</tr>
</tbody>
</table>

Academic and cognitive development due to age, grade level, sport, and diversity of educational experiences and individual learning disabilities (if applicable) are to be considered in using this information.
ACTIVITY: Pass the Pencil

• Write your first name at the top of the paper.

• Write one thing that intrigued you about the first few slides.

• Pass your paper to the left.

• Write one thing that you already knew from the first few slides.

• Pass your paper to the left.

• Write something that you want to know more about.

• Pass the paper back to its owner.

• Share and Discuss.
• Level 1: words and pictures
  • Name/Identify items
  • Answer yes/no questions
  • Answer WH- questions
  • All with VISUAL SUPPORT
• Level 2: short, simple sentences
  • Ask WH- questions
  • Describe pictures, objects
  • Restate facts
• Level 3: complex sentences/short paragraphs
  • Describe procedures
  • Retell stories/events
• Level 4: multiple paragraphs/longer passages
  • Paraphrase/summarize content
  • Describe in small groups
  • Explain Cause/effect with support (sentence starters)
• Level 5: still needs support with academic language
  • Engage in debate
  • Give examples/justify responses
  • Defend point of view
Basic Interpersonal Communication Skills vs. Cognitive Academic Language Proficiency

(Cummins, 1979)

BICS
“Playground” or Social Language
1-2 YEARS

CALP
5-7 YEARS
Academic Language

1-2 YEARS
5-7 YEARS
Level 1: words and pictures
- Label objects, diagrams
- Draw in response to prompts
- Produce words/phrases

Level 2: short, simple sentences
- Make lists
- Produce phrases, short sentences
- Give info from oral or written directions

Level 3: complex sentences/short paragraphs
- Produce bare-bones texts
- Compare/contrast info
- Describe events, people, processes

Level 4: multiple paragraphs/longer passages
- Summarize information
- Edit and revise writing
- Create original ideas

Level 5: still needs support with academic language
- Apply information to new contexts
- Multiple forms of writing
Resources for lesson planning:

- CCRS
- WIDA Standards
- Key Uses Can Do Descriptors
How do I create effective language objectives for my English learners?
# Lesson Plan - Standards and Objectives

## Rags to Riches or Riches to Rags?

### Standards

**MA2015 (9-12) Algebraic Connections** -
- 3. Use formulas or equations of functions to calculate outcomes of exponential growth.
- 7. Use analytical, numerical, and graphical methods to make financial and economic decisions.

**ELA 2015** -
- 22. Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. [W.9-10.2]

### Objectives

<table>
<thead>
<tr>
<th>What</th>
<th>Content</th>
<th>How</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td></td>
<td>Students will be able to:</td>
<td></td>
</tr>
<tr>
<td>• apply the interest formulas to a real life situation.</td>
<td></td>
<td>• Describe the components of the interest formulas (<em>speaking</em>) using visuals and manipulative supports.</td>
<td></td>
</tr>
<tr>
<td>• use the writing process to create an expository (explaining) essay.</td>
<td></td>
<td>• Explain which solution yields the greatest return (<em>speaking</em>) using words, pictures and other graphic supports.</td>
<td></td>
</tr>
</tbody>
</table>

### CCRS

**English Language Development (ELD) Standards**

- **Standard 1** - English language learners communicate for Social and Instructional purposes within the school setting.
- **Standard 2** - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
- **Standard 3** - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
**Why are language objectives important?**

Focusing on the objectives is important because this is how you will grade your ELs at their proficiency level.

<table>
<thead>
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<tbody>
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<tr>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

| Students will be able to: | | |
| • Describe the components of the interest formulas (speaking) using visuals and manipulative supports. | | |
| • Explain which solution yields the greatest return using words, pictures and other graphic supports. (speaking) | | |
| • Sort the steps of the writing process by creating a poster, storyboard, or graphic organizer to sequence the steps. (writing) | | |
| • Write a paragraph to explain how they solved the problem using sentence frames, a word bank, and other visual/graphic supports. (writing) | | |
Creating Language Objectives for Speaking

When you plan your lessons, what language development concerns will you address?

HOW are they going to speak?

Language Objectives Verbs

- Retell
- Summarize
- Discuss
- Share
- Tell
- Persuade
- Argue
- Report
- Recite
- Describe
- Comment
- Answer
- Explain
- Sing
- Echo
- Repeat
- Read aloud
- Present
- Talk
- Say
- Whisper
- Chant
- Announce
- Ask
Creating Language Objectives for Writing

When you plan your lessons, what language development concerns will you address?

HOW are they going to write?

Language Objectives Verbs
- Write
- Draw
- Copy
- Compare
- Contrast
- Draft
- Type
- Label
- Edit
- Sort
- Summarize
- Fill in
- Illustrate
- Color
- Record
- Collect
- Graph
- Diagram
- Create
- Make
- Print
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Content</th>
<th>Language</th>
</tr>
</thead>
</table>
| Students will be able to: | • apply the interest formulas to a real life situation.  
• use the writing process to create an expository essay. | • explain the interest formulas using graphics and other supports  
• write an expository essay using appropriate proficiency level supports |

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
</table>
| Differentiated Instruction | Explain by  
• Ordering events or with sequential language (e.g., first, next, step 1)  
• Using words and phrases to identify visually supported events | Explain by  
• Naming properties, characteristics, etc. of illustrated content related topics  
• Posing and responding to WH - questions that relate to events | Explain by  
• Connecting causes to effects in a series of statements  
• Sequencing processes, cycles, or procedures in short extended discourse | Explain by  
• Describing components of systems in small groups and class discussions  
• Providing precise words and phrases to provide details, descriptions, classifications, etc. |
| Speaking | Explain by  
• Producing short responses to questions using word/phrase banks  
• Labeling graphics to describe events | Explain by  
• Choosing words and phrases to provide precise details, ordered procedures  
• Integrating headings and other text features to organize writing | Explain by  
• Presenting information objectively by using a neutral tone appropriate to the content area  
• Integrating images, diagrams, formulas, or charts to describe events | Explain by  
• Synthesizing information about events from a variety of sources  
• Organizing information and details logically and cohesively |
| Writing | Explain by  
• Visual vocabulary; realia; photos; videos; sentence frames; pairs or small groups | Explain by  
• Visual vocabulary; realia; photos; videos; sentence frames; graphic organizers; pairs or small groups | Explain by  
• Visuals to introduce new vocabulary; graphic organizers; pairs or small group | Explain by  
• Visuals to introduce new vocabulary; graphic organizers; pairs or small group |

From WIDA Can-Do Descriptors – Key Uses Editions
ACTIVITY

▪ Read your assignment, “Rags to Riches or Riches to Rags?.”

▪ Your group has a Can Do chart with your student’s proficiency levels highlighted.

▪ Look at your Differentiated Lesson Plan

▪ As a group, decide what types of resources you can use to help your student complete this assignment.

▪ List your ideas on chart paper and share.
What’s next?

We have:

▪ looked at our students’ scores and determined their proficiency levels,
▪ planned our lesson, and written our objectives.

Now, we need to gather our resources...
Without visuals, your EL students will be lost.
돼지 세마리가 있었습니다. 첫번째 돼지는 지푸라기 집에 살았어요. 또다른 돼지는 나무막대 집에 살았어요. 제일 똑똑한 돼지는 벽돌 집에 살았어요.
크고 못된 늑대는 돼지들을 잡아 먹고 싶어한답니다. 늑대가 “후”하고 입김을 불어 지푸라기 집을 무너뜨렸어요. 놀란 돼지는 재빨리 나무막대 집으로 뛰어갔지요. 늑대가 다시 “후”하고 입김을 불어 나무막대 집도 무너뜨렸어요.
돼지 두마리는 재빨리 벽돌집으로 뛰어갔어요. 하지만 늑대는 벽돌집을 무너뜨리지 못했습니다. 그래서 늑대는 돼지 세마리를 먹을수가 없었어요.
Here are some vocabulary words...will this help?
Here’s some more vocabulary!

- 벽돌
- 먹다
- 붙다
- 늑대
- 아래로
- 뛰다
The Three Pigs
There are three pigs.
One pig has a house of straw.
One pig has a house of sticks.
The smart pig has a house of bricks.
A big, bad wolf wants to eat the pigs.
The wolf blows the straw house down.
The pig runs to the stick house.
The wolf blows the stick house down.
The pigs run to the brick house.
The wolf cannot blow the brick house down.
The wolf cannot eat the pigs.

Building Background for your EL students is essential!
Things that help...

• **Build background information** Engage students in discussion before reading to determine what they know.

• **Teach vocabulary explicitly** - always use pictures!

• **Always model for the student** what he/she is supposed to do. Provide a finished example when possible.

• **Add pictures. Use videos!**
Frontloading is vital for ELs

- Hands-on activities
- Manipulatives

Pre-teach vocabulary and important concept words
New Vocabulary must be taught explicitly.

The height of the Eiffel Tower is 1,063 feet tall.

Which of these is more appropriate to use with Level 1 ELs?
Why?

The height of the Eiffel Tower is 1,063 feet tall.

the measurement from top to bottom
Songs, Chants, and Poems

PEMDAS
Parentheses, start with these.
Exponents, those go next.
Multiply or divide.
Add the facts or subtract.

PEMDAS, it gives us steps.
PEMDAS, it says what’s next.
PEMDAS, with those operations.
PEMDAS, evaluate expressions.

When you multiply or divide,
Left to right, that’s your guide.
Add the facts or subtract,
Left to right, that’s where it’s at.

Music and lyrics by: Andrew Stargel
Using Anchor Charts with ELs

1. Create them in front of the students
2. ELs (and other students) benefit from seeing the process being worked out.
3. Less words - more pictures
4. TPR - Total Physical Response - act it out!
5. Take a pic and let students add to their visual dictionaries.
SCUBA
Math strategies to solve word problems

In math, a “picture” can be an equation or a formula.

Rags to Riches or Riches to Rags?

Read the paragraph below and follow the directions given after the paragraph.

On her fifteenth birthday, Algebra's Calcuique's grandmother surprised her with one of the best gifts of all. Algebren's grandmother had heard her talk endlessly about the cute guy that lived down the street from her and how she had always dreamed of going to the prom with him. Algebren's grandmother knew that she would need the perfect dress and accessories for her Cinderella evening. Therefore, she gave Algebra $200 for her birthday to use toward her perfect date ensemble. Algebra's father suggested Algebra invest the money instead of simply placing it away in her piggy bank due to the fact that inflation would cause her dream dress to become more expensive in the future. So, he gave her the following three options:

1) he will invest the money in an account that will compound annually for the next three years at 4.75% APR (Annual Percentage Rate),

2) he will open a savings account for her in which the balance is compounded quarterly at 4.75% APR, or

3) he will invest the money in the bank's special investment promotion which compounds continuously at 4.75% APR.

Using the information given above and your knowledge of the interest formulas, write an expository essay explaining which investment is the best choice for Algebra to get the most return from her grandmother's gift. You must provide and introductory paragraph, one paragraph for each interest
Introduction –
  • Tell who does what
  • Algebrea has $200 to buy a dress. Her father suggests that she invests the money in the bank.
  • State the problem
  • Algebrea must choose the investment that is best.

Paragraph 1 - How much money will she have if she chooses option 1?

Paragraph 2 - How much money will she have if she chooses option 2?

Paragraph 3 - How much money will she have if she chooses option 3?

Conclusion - Tell why this solution is best.

Algebrea should invest her money in the account that compounds interest _______ because it will yield the most money.
## Language learning strategies for Speaking

<table>
<thead>
<tr>
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<th>Level 3: Developing</th>
<th>Level 4: Expanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provide wall charts with illustrated academic vocabulary.</td>
<td>• Assign roles in group work.</td>
<td>• Provide <strong>Graphic Organizers</strong> or notes to scaffold oral retelling.</td>
<td>• Require full sentence responses by asking open ended questions.</td>
</tr>
<tr>
<td>• Ask simple <strong>WH</strong> (who, what, when, where), yes-no or either-or questions.</td>
<td>• Use <strong>Clock Buddies</strong>.</td>
<td>• Prompt for academic language output.</td>
<td>• Use <strong>Varied Presentation Formats</strong> such as role plays.</td>
</tr>
<tr>
<td>• Elicit <strong>Choral Responses</strong>.</td>
<td>• Use <strong>Numbered Heads Together</strong>.</td>
<td>• Use <strong>Think-Pair-Share-Squared</strong>.</td>
<td>• Scaffold oral reports with note cards and provide time for prior practice.</td>
</tr>
<tr>
<td>• Encourage participation in group chants, poems, and songs.</td>
<td>• Develop <strong>Key Sentences Frames</strong> for pair interactions.</td>
<td>• Repeat and <strong>Expand</strong> student responses in a <strong>Collaborative Dialogue</strong>.</td>
<td>• Use <strong>Reader's Theatre</strong> to scaffold oral language growth.</td>
</tr>
</tbody>
</table>

*Retrieved from the GO TO Strategies Matrix*

## Language learning strategies for Writing

<table>
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<tr>
<td><strong>Entering</strong></td>
<td><strong>Emerging</strong></td>
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<td><strong>Expanding</strong></td>
</tr>
<tr>
<td>- Require students to label visuals and/or create language balloons.</td>
<td>- Teacher note taking on a <a href="http://www.makebeliefscomix.com/">Graphic Organizer</a>.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Require vocabulary notebooks with L1 translations or non-linguistic representations.</td>
<td>- Use a <a href="http://www.makebeliefscomix.com/">Roving Chart</a> in small group work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Provide <a href="http://www.makebeliefscomix.com/">Key Sentence Frames</a> with word and picture banks.</td>
<td>- Use Interactive Journals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Use <a href="http://www.makebeliefscomix.com/">Think-Write-Pair-Share</a>.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Use <a href="http://www.makebeliefscomix.com/">Text to Graphics and Back Again</a>.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>- Teach <a href="http://www.makebeliefscomix.com/">Signal Words</a> (comparison, chronology, cause - effect, and listening) for academic writing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Provide <a href="http://www.makebeliefscomix.com/">Cloze</a> paragraphs with a <a href="http://www.makebeliefscomix.com/">Word Bank</a>.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Provide <a href="http://www.makebeliefscomix.com/">Rubrics</a> and exemplars to scaffold writing assignments.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Teach and utilize the writing process.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Provide an outline for the standard five-paragraph essay.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Provide <a href="http://www.makebeliefscomix.com/">Report Frames</a> for independent, structured, content writing.</td>
<td></td>
<td></td>
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</table>

Retrieved from the GO TO Strategies Matrix

Activity

Each group has:
• an activity/resource packet
• a Can-Do chart with your student’s proficiency level scores
• a task to complete

Using the materials in your packet:
• work with your group
• decide how you can use your resources to help your student complete the assigned task
• share your ideas with the group
Examples of supports to accommodate your ELs

**Sensory Support**
(Realia, photos, videos)

**Graphic Support**
(Foldables, Graphic Organizers)

**Interactive Support**
(Websites, Small Groups)
Resources
Teachers pay Teachers and Pinterest have great FREE stuff!
Key Sentence Frames and Report Frames are essential for Level 1 and 2 ELs

Sentence frames for writing an essay.

1. Algebrea needs a dress to go to the _________.
   Her grandmother gave her $_______________.
   Her father says to put the money in the _________.

2. In the account that compounds ____________,
   Algebrea will have $_______________.

3. In the account that compounds ____________,
   Algebrea will have $_______________.

4. In the account that compounds ____________,
   Algebrea will have $_______________.

5. The best choice for Algebrea is the account that
   compounds ________________, because it will
   give her the (most, least) money.

Which is the introductory paragraph? 1 2 3 4 5
Which is the concluding paragraph? 1 2 3 4 5

Use these frames to help your student explain options 1, 2 and 3

Compound Interest Formula (including Principal)

\[ A = P \left(1 + \frac{r}{n}\right)^{nt} \]

- **Amount**
- **Interest Rate (decimal)**
- **Time (years)**
- **Principal**
- **Number of times interest is compounded per year**

\[ A = \underline{\text{_______}}\left(1 + \underline{\frac{\text{_______}}{\text{_______}}}\right)^{\text{_______}} \]

\[ A = \underline{\text{_______}}\left(1 + \underline{\frac{\text{_______}}{\text{_______}}}\right)^{\text{_______}} \]

\[ A = \underline{\text{_______}}\left(1 + \underline{\frac{\text{_______}}{\text{_______}}}\right)^{\text{_______}} \]
# Lesson Plan - Rags to Riches or Riches to Rags?

<table>
<thead>
<tr>
<th>Standards</th>
<th>CCRS</th>
<th>WIDA English Language Development (ELD) Standards</th>
</tr>
</thead>
</table>
| **MA2015 (9-12) Algebraic Connections** -  
  - 3. Use formulas or equations of functions to calculate outcomes of exponential growth.
  - 7. Use analytical, numerical, and graphical methods to make financial and economic decisions.  
**ELA 2015** -  
  - 22. Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. [W.9-10.2] |
| **Standard 1** - English language learners communicate for Social and Instructional purposes within the school setting.  
**Standard 2** - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.  
**Standard 3** - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics. |

<table>
<thead>
<tr>
<th>Objectives</th>
<th>What</th>
<th>Content</th>
<th>How</th>
<th>Language</th>
</tr>
</thead>
</table>
| students will be able to:  
  - apply the interest formulas to a real life situation.  
  - use the writing process to create an expository (explaining) essay. |
| Students will be able to:  
  - **Describe** the components of the interest formulas (speaking) using visuals and manipulative supports.  
  - **Explain** which solution yields the greatest return using words, pictures and other graphic supports. (speaking)  
  - **Sort the steps of the writing process** by creating a poster, storyboard, or graphic organizer to sequence the steps. (writing)  
  - **Write** a paragraph to explain how they solved the problem using sentence frames, a word bank, and other visual/graphic supports. (writing) |
How are you going to assess them?

- Rubrics are effective tools to use with EL students.
- Remember that EL students must be graded at their proficiency level (what they *can* do)
- ELs must also be accommodated at their proficiency level.

<table>
<thead>
<tr>
<th>Writing Focus (10)</th>
<th>10 (20)</th>
<th>8 (16)</th>
<th>6 (12)</th>
<th>4 (8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well organized (beginning, middle, end); Uses transitions; Correct sentence structure</td>
<td>Meets all requirements</td>
<td>Does not meet one requirement</td>
<td>Does not meet two requirements</td>
<td>Missing more than two elements</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Approach to the Problem (10)</th>
<th>10 (20)</th>
<th>8 (16)</th>
<th>6 (12)</th>
<th>4 (8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follows PEMDAS; Uses formulas; Identifies elements of formula</td>
<td>Meets all requirements</td>
<td>Does not meet one requirement</td>
<td>Does not meet two requirements</td>
<td>Missing more than two elements</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Explanation (20)</th>
<th>10 (20)</th>
<th>8 (16)</th>
<th>6 (12)</th>
<th>4 (8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates understanding of compound interest; makes sound explanation; uses transitions</td>
<td>Meets all requirements</td>
<td>Does not meet one requirement</td>
<td>Does not meet two requirements</td>
<td>Missing more than two elements</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conclusion (10)</th>
<th>10 (20)</th>
<th>8 (16)</th>
<th>6 (12)</th>
<th>4 (8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly stated; cites evidence from the text; uses transitions</td>
<td>Meets all requirements</td>
<td>Does not meet one requirement</td>
<td>Does not meet two requirements</td>
<td>Missing more than two elements</td>
</tr>
</tbody>
</table>

**Total** (50)

Rubrics are effective tools to use with EL students.

Remember that EL students *must be graded* at their proficiency level (what they *can* do)

ELs must also be accommodated at their proficiency level.

Does your rubric reflect your objectives?
Grading

- Grading of ELs should be based on students' level of English proficiency.
- The teacher ensures this through the continual use of accommodations and assessments according to the students’ I-ELP.
- Appropriate instruction and differentiation must be adjusted according to language proficiency level in order to appropriately accommodate the student.
- Documentation of these components (lesson plans, work samples, and ongoing assessments) should be maintained by the classroom teacher.

Grading and Retention Guidelines for EL Students

• Retention of ELs shall not be based solely upon level of English language proficiency.

• It is important to document the accommodations you are providing to your students.

• It is important to document that the student’s grades are accommodated.

• Documentation can include: lesson plans, student work samples, notes in your grade book, etc.
References and Resources

http://www.alsde.edu/
https://www.wida.us/
https://www.flocabulary.com/subjects/
https://www.teacherspayteachers.com/
http://www.cal.org/what-we-do/projects/project-excell/the-go-to-strategies
Thank you for coming!

Please feel free to contact us!

Regional State ESL Coaches

- **North Alabama:**
  - Robin Stutts [stutts@alsde.edu](mailto:stutts@alsde.edu)
  - Debbie Baeder [dbaeder@alsde.edu](mailto:dbaeder@alsde.edu)

- **Central Alabama:**
  - Krista Whatley [kwhatley@alsde.edu](mailto:kwhatley@alsde.edu)

- **South Alabama:**
  - Mayté Cotton [mcotton@alsde.edu](mailto:mcotton@alsde.edu)
  - Susan Penton [spenton@alsde.edu](mailto:spenton@alsde.edu)