Can You Hear Me Now?

Expressive Language: Speaking & Writing for English Learners

https://www.youtube.com/watch?v=re-k5moOsTY
Presentation Overview

- Introduction
- Laws and Court Cases
- Terms to Know
- Resources for lesson planning
- Language Domains
- BICS and CALP
- Language Objectives
- Language Learning Strategies for Speaking and Writing
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

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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
- **ESL** - English as a Second Language (program)
- **ELD** - English Language Development (program)
- **L1** - Native language
- **L2** - Second language
Resources for Lesson Planning

Alabama College- and Career-Ready Standards & Support
Navigating Success for All.

WiDA®

WiDA® International
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
Understanding Language

Listening

Reading

Output
Producing Language

Speaking

Writing
WiDA ™ English Language Development Standards

- Social & Instructional Language
- Language of Language Arts
- Language of Mathematics
- Language of Science
- Language of Social Studies

Academic Language
<table>
<thead>
<tr>
<th>Standard</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Development Standard 1</td>
<td>Social and Instructional language</td>
</tr>
<tr>
<td>English language learners communicate for Social and Instructional purposes within the school setting</td>
<td></td>
</tr>
<tr>
<td>English Language Development Standard 2</td>
<td>The language of Language Arts</td>
</tr>
<tr>
<td>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</td>
<td></td>
</tr>
<tr>
<td>English Language Development Standard 3</td>
<td>The language of Mathematics</td>
</tr>
<tr>
<td>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics</td>
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</tr>
<tr>
<td>English Language Development Standard 4</td>
<td>The language of Science</td>
</tr>
<tr>
<td>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</td>
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</tr>
<tr>
<td>English Language Development Standard 5</td>
<td>The language of Social Studies</td>
</tr>
<tr>
<td>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</td>
<td></td>
</tr>
</tbody>
</table>
WiDA™ Language Proficiency Levels

1. Entering
   - Words and pictures

2. Emerging
   - Simple sentences

3. Developing
   - Simple paragraph

4. Expanding
   - Paragraph

5. Bridging
   - Extended passages

6. Reaching
   - Support
Basic Interpersonal Communication Skills vs. Cognitive Academic Language Proficiency

(Cummins, 1979)

BICS

Playground Language

1-2 YEARS

CALP

5-7 YEARS

Academic Language

GRAFITTI Activity
Carlos

Native Country: Honduras
Native Language: Spanish
Grade Level: 5th
Proficiency Level: 1
Educational Background: Completed 2nd Grade in Honduras

Background Info: Carlos traveled to the U.S last year with an older brother. He is under asylum status. His mother sent him to the U.S. to escape the cartel influence in their town. He lives with his uncle and aunt. There are five children in the home, ages 1-12. His uncle works construction and is often out of town. His aunt works cleaning rooms at a local hotel. An older cousin takes care of the children when the parents are not at home.
Ana Victoria

Native Country: Venezuela
Native Language: Spanish
Grade Level: 5th
Proficiency Level: 2
Educational Background: Completed 4th Grade with English classes in Venezuela

Background Info: Ana Victoria arrived this year from Venezuela because there is economic collapse in her country. Her mother is a chemical engineer in Venezuela. Her father is working construction and traveling an hour and a half to work each day. Her mother does not have a job. Stephanie has no siblings. They are living with a sponsor, an American citizen, through Catholic Services.
Andy

Native Country: China
Native Language: Mandarin
Grade Level: 5th
Proficiency Level: 3
Educational Background: Completed 3rd Grade in China

Background Info: Andy is adopted from an orphanage by a family in the U.S. Andy now has three siblings. He was adopted in 2016. His father works in a car factory. His mother is a teacher. Andy has one older brother and two younger sisters.
Ania

Native Country: Yemen
Native Language: Arabic
Grade Level: 5th
Proficiency Level: 4
Educational Background: Ania started 1st grade in U.S.

Background Info: Ania arrived to the U.S. with her family when she was six years old with her parents. They came to the U.S. for a better life. Her father is a small business owner. Her mother is a homemaker. She has three older brothers.
Your guides in lesson planning are:

- CCRS
- WIDA Standards
- Key Uses Can Do Descriptors
The “Overall” score does NOT tell the story!
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>Activity</th>
<th>Level 1 Entering</th>
<th>Level 2 Beginning</th>
<th>Level 3 Developing</th>
<th>Level 4 Expanding</th>
<th>Level 5 Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td>LISTENING</td>
<td>• Point to stated pictures, words, phrases</td>
<td>• Sort pictures, objects according to oral instructions</td>
<td>• Locate, select, order information from oral descriptions</td>
<td>• Compare/contrast functions, relationships from oral information</td>
<td>• Draw conclusions from oral information</td>
</tr>
<tr>
<td></td>
<td>• Follow one-step oral directions</td>
<td>• Follow two-step oral directions</td>
<td>• Follow multi-step oral directions</td>
<td>• Analyze and apply oral information</td>
<td>• Construct models based on oral discourse</td>
</tr>
<tr>
<td></td>
<td>• Match oral statements to objects, figures or illustrations</td>
<td>• Match information from oral descriptions to objects, illustrations</td>
<td>• Categorize or sequence oral information using pictures, objects</td>
<td>• Identify cause and effect from oral discourse</td>
<td>• Make connections from oral discourse</td>
</tr>
<tr>
<td>SPEAKING</td>
<td>• Name objects, people, pictures</td>
<td>• Ask WH- questions</td>
<td>• Formulate hypotheses, make predictions</td>
<td>• Discuss stories, issues, concepts</td>
<td>• Engage in debates</td>
</tr>
<tr>
<td></td>
<td>• Answer WH- (who, what, when, where, which) questions</td>
<td>• Describe pictures, events, objects, people</td>
<td>• Describe processes, procedures</td>
<td>• Give speeches, oral reports</td>
<td>• Explain phenomena, give examples and justify responses</td>
</tr>
<tr>
<td></td>
<td>• Restate facts</td>
<td>• Restate facts</td>
<td>• Retell stories or events</td>
<td>• Offer creative solutions to issues, problems</td>
<td>• Express and defend points of view</td>
</tr>
<tr>
<td>READING</td>
<td>• Match icons and symbols to words, phrases or environmental print</td>
<td>• Locate and classify information</td>
<td>• Sequence pictures, events, processes</td>
<td>• Interpret information or data</td>
<td>• Conduct research to glean information from multiple sources</td>
</tr>
<tr>
<td></td>
<td>• Identify concepts about print and text features</td>
<td>• Identify facts and explicit messages</td>
<td>• Identify main ideas</td>
<td>• Find details that support main ideas</td>
<td>• Draw conclusions from explicit and implicit text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Select language patterns associated with facts</td>
<td>• Use context clues to determine meaning of words</td>
<td>• Identify word families, figures of speech</td>
<td></td>
</tr>
<tr>
<td>WRITING</td>
<td>• Label objects, pictures, diagrams</td>
<td>• Make lists</td>
<td>• Produce bare-bones expository or narrative texts</td>
<td>• Summarize information from graphics or notes</td>
<td>• Apply information to new contexts</td>
</tr>
<tr>
<td></td>
<td>• Draw in response to a prompt</td>
<td>• Produce drawings, phrases, short sentences, notes</td>
<td>• Compare/contrast information</td>
<td>• Edit and revise writing</td>
<td>• React to multiple genres and discourses</td>
</tr>
<tr>
<td></td>
<td>• Produce icons, symbols, words, phrases to convey messages</td>
<td>• Give information requested from oral or written directions</td>
<td>• Describe events, people, processes, procedures</td>
<td>• Author multiple forms of genres of writing</td>
<td></td>
</tr>
</tbody>
</table>

Variability of students’ cognitive development due to age, grade level spans, their diversity of educational experiences and diagnosed learning disabilities (if applicable), are to be considered in using this information.
GRAFITTI

Proficiency Levels

Can Do’s

WIDA Standards

BICS

ACOS

CALP

Language Domains

Court Cases
How do I create effective language objectives for my English learners?
Writing
Language Objectives for Speaking

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

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
<table>
<thead>
<tr>
<th>Standards</th>
<th>CCRS/ACOS</th>
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<tbody>
<tr>
<td>SS2010 (5) United States Studies: Beginnings to the Industrial Revolution 7. Determine causes and events leading to the American Revolution, including the French and Indian War, the Stamp Act, the Intolerable Acts, the Boston Massacre, and the Boston Tea Party.</td>
<td>Standard 1 English Language Learners communicate for Social and Instructional purposes within the school setting.</td>
<td>Standard 5 English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</td>
</tr>
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<table>
<thead>
<tr>
<th>Objectives</th>
<th>Content</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the causes and events that led to the Boston Tea Party.</td>
<td>Write a paragraph describing the causes and events that led to the Boston Tea Party using a graphic organizer using visual vocabulary, sentence and paragraph frames.</td>
<td>Explain orally the causes and events that led to the Boston Tea Party using prompts and a graphic organizer using visual vocabulary, sentence and paragraph frames.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Level 1</th>
<th>Level 2</th>
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<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Differentiated Instruction</td>
<td>Describe through discussion and dictation the causes and events that led to the Boston Tea Party in L1 if appropriate and/or answering questions using key words/phrases with some content based vocabulary.</td>
<td>Describe through discussion and clozed writing the causes and events that led to the Boston Tea Party in L1 if possible and/or answering questions using short sentences with key content based vocabulary.</td>
<td>Describe through discussion and writing the causes and events that led to the Boston Tea Party using some content grade-level vocabulary in complete sentences with possible L1 interferences and some errors that do not impede meaning.</td>
<td>Describe through discussion and writing the causes and events that led to the Boston Tea Party using content grade-level vocabulary using completed sentences of varying lengths with possible L1 interferences and a few errors that do not impede meaning.</td>
</tr>
</tbody>
</table>
## Performance Level Descriptors

### SPEAKING

<table>
<thead>
<tr>
<th>Level</th>
<th>Students at this level generally can</th>
</tr>
</thead>
</table>
| 6     | use English to communicate orally and participate in all academic classes, for example:  
  - React and respond to multiple points of view  
  - Organize and present research-based information  
  - Clarify how or why something happens  
  - Persuade others based on opinions, examples and reasons |
| 5     | use English to communicate orally and participate in all academic classes, for example:  
  - Discuss the causes and impact of events  
  - Summarize and relate information  
  - Present and justify ideas showing how or why  
  - Express and defend opinions backed by examples and reasons |
| 4     | communicate orally in English using language related to specific topics in school and can participate in class discussions, for example:  
  - Compare stories, issues, concepts  
  - Paraphrase and summarize information  
  - State ideas to show how or why with examples  
  - Give opinions supported by detailed reasons |
| 3     | communicate ideas and details orally in English using several connected sentences and can participate in short conversations and discussions in school, for example:  
  - Relate stories or events  
  - Share ideas and provide details  
  - Describe processes or procedures  
  - Give opinions with reasons |
| 2     | communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example:  
  - Share about what, when, or where something happened  
  - Compare objects, people, pictures, events  
  - Describe steps in cycles or processes  
  - Express opinions |
| 1     | communicate orally in English using gestures and language that may contain a few words, for example:  
  - Ask and answer simple questions about what, when, or where something happened  
  - Name familiar objects, people, pictures  
  - Show how to solve problems using words and gestures  
  - Express personal preferences |
### Appendix D: Performance Level Descriptors on Score Reports

<table>
<thead>
<tr>
<th>Level</th>
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<td>6</td>
<td>use English to communicate orally and participate in all academic classes, for example:</td>
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<tr>
<td></td>
<td>- React and respond to multiple points of view</td>
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<tr>
<td></td>
<td>- Organize and present research-based information</td>
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<td></td>
<td>- Clarify how or why something happens</td>
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<tr>
<td>5</td>
<td>use English to communicate orally and participate in all academic classes, for example:</td>
</tr>
<tr>
<td></td>
<td>- Discuss the causes and impact of events</td>
</tr>
<tr>
<td></td>
<td>- Summarize and relate information</td>
</tr>
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<td></td>
<td>- Present and justify ideas showing how or why</td>
</tr>
<tr>
<td></td>
<td>- Express and defend opinions backed by examples and reasons</td>
</tr>
<tr>
<td>4</td>
<td>communicate orally in English using language related to specific topics in school and can participate in class discussions, for example:</td>
</tr>
<tr>
<td></td>
<td>- Compare stories, issues, concepts</td>
</tr>
<tr>
<td></td>
<td>- Paraphrase and summarize information</td>
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<td>- State ideas to show how or why with examples</td>
</tr>
<tr>
<td></td>
<td>- Give opinions supported by detailed reasons</td>
</tr>
<tr>
<td>3</td>
<td>communicate ideas and details orally in English using several connected sentences and can participate in short conversations and discussions in school, for example:</td>
</tr>
<tr>
<td></td>
<td>- Relate stories or events</td>
</tr>
<tr>
<td></td>
<td>- Share ideas and provide details</td>
</tr>
<tr>
<td></td>
<td>- Describe processes or procedures</td>
</tr>
<tr>
<td></td>
<td>- Give opinions with reasons</td>
</tr>
<tr>
<td>2</td>
<td>communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example:</td>
</tr>
<tr>
<td></td>
<td>- Share about what, when, or where something happened</td>
</tr>
<tr>
<td></td>
<td>- Compare objects, people, pictures, events</td>
</tr>
<tr>
<td></td>
<td>- Describe steps in cycles or processes</td>
</tr>
<tr>
<td></td>
<td>- Express opinions</td>
</tr>
<tr>
<td>1</td>
<td>communicate orally in English using gestures and language that may contain a few words, for example:</td>
</tr>
<tr>
<td></td>
<td>- Ask and answer simple questions about what, when, or where something happened</td>
</tr>
<tr>
<td></td>
<td>- Name familiar objects, people, pictures</td>
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<tr>
<td></td>
<td>- Show how to solve problems using words and gestures</td>
</tr>
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<td></td>
<td>- Express personal preferences</td>
</tr>
</tbody>
</table>

# Language learning strategies for Speaking

<table>
<thead>
<tr>
<th>Level 1 Entering</th>
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<th>Level 3 Developing</th>
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</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 WH (who, what, when, where), yes-no or either-or questions.</td>
<td>• Use <strong>Clock Buddies</strong>.</td>
<td>• <strong>Prompt</strong> 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</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>• Use <strong>Think-Pair-Share-Squared</strong>.</td>
<td>• Develop <strong>Key Sentences Frames</strong> for pair interactions.</td>
<td>• Use <strong>Reader's Theatre</strong> to scaffold oral language growth.</td>
</tr>
</tbody>
</table>

Retrieved from the GO TO Strategies Matrix

The Boston Tea Party

Sammy lived in Boston. And he loved to drink tea. But one day something happened. That made him angry.

A king in a faraway land said "From now on every time someone drinks a cup of tea they must give me a dime."

This did not seem fair to Sammy. The king lived so far away why should he care what Sammy drank?

Back in 1776,
King George had bad politics.
He was very young at heart.
He got off to a very bad start.
America had its soon-to-be states.
Self-rule then became debate.
King George made some unfair rules.
America and England soon would duel.
Freedom was to be everyone's right.
For this, they said, "Yes, we will fight."
Historians were not sure if this event was planned. Sam Adams had a meeting that day. Colonists were angry. They could only buy tea from the East India Company. The tax was too high. The colonists protested. They dressed like the Mohawk Indians. They boarded three ships. They threw 342 chests of tea into the Boston Harbor.
“Writing helps solve problems, affirms students’ identities, and generates linguistic feedback from teachers that can increase language awareness and academic language proficiency.”

Dr. Jim Cummins
Language Objectives for Writing

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

- Write
- Draw
- Copy
- Compare
- Contrast
- Draft
- Type
- Label
- Edit
- Sort
- Summarize

- Fill in
- Illustrate
- Color
- Record
- Collect
- Graph
- Diagram
- Create
- Make
- Print
## Lesson Plan

<table>
<thead>
<tr>
<th>Standards</th>
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<tr>
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<tr>
<td><strong>Describe</strong> the causes and events that led to the Boston Tea Party.</td>
<td><strong>Write</strong> a paragraph describing the causes and events that led to the Boston Tea Party using a <strong>graphic organizer</strong> using visual vocabulary, sentence and paragraph frames. <strong>Explain</strong> orally the causes and events that led to the Boston Tea Party using <strong>prompts</strong> and a <strong>graphic organizer</strong> using visual vocabulary, sentence and paragraph frames.</td>
<td></td>
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<td><strong>Differentiated Instruction</strong></td>
<td><strong>Describe</strong> through discussion and <strong>dictation</strong> the causes and events that led to the Boston Tea Party in L1 if appropriate and/or answering questions using key words/phrases with some content based vocabulary.</td>
<td><strong>Describe</strong> through discussion and <strong>cloze writing</strong> the causes and events that led to the Boston Tea Party in L1 if possible and/or answering questions using short sentences with key content based vocabulary.</td>
<td><strong>Describe</strong> through discussion and <strong>writing</strong> the causes and events that led to the Boston Tea Party using some content grade-level vocabulary in complete sentences with possible L1 interferences and some errors that do not impede meaning.</td>
<td><strong>Describe</strong> through discussion and writing the causes and events that led to the Boston Tea Party using content grade-level vocabulary using completed sentences of varying lengths with possible L1 interferences and a few errors that do not impede meaning.</td>
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# Performance Level Descriptors

## WRITING

<table>
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<th>Level</th>
<th>Students at this level generally can</th>
</tr>
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</table>
| 6     | Communicate in writing in English using language from all academic classes, for example:  
- Produce clearly organized commentaries and editorials on various issues  
- Elaborate narratives with rich, descriptive language and complex organization  
- Create formal written reports on a variety of issues, ideas and information  
- Produce well-organized persuasive essays using complex and technical language |
| 5     | Communicate in writing using language from all academic classes, for example:  
- Create detailed opinion pieces about a variety of topics  
- Write summaries of various types of texts  
- Describe causes, effects and consequences of processes and events  
- Express and defend positions supported by examples and reasons |
| 4     | Communicate in writing in English using language related to specific topics in school, for example:  
- Produce papers describing specific ideas or concepts  
- Narrate stories with details of people, events and situations  
- Create explanatory text that includes details or examples  
- Provide opinions supported by reasons with details |
| 3     | Communicate in writing in English using language related to common topics in school, for example:  
- Describe familiar issues and events  
- Create stories or short narratives  
- Describe processes and procedures with some details  
- Give opinions with reasons in a few short sentences |
| 2     | Communicate in writing in English using language related to familiar topics in school, for example:  
- Describe ideas or concepts using phrases or short sentences  
- Label illustrations describing what, when, or where something happened  
- State steps in processes or procedures  
- Express opinions about specific topics or situations |
| 1     | Communicate in writing using visuals, symbols and may contain few words in English, for example:  
- Express ideas or concepts using text and illustrations  
- Share personal experiences through drawings and words  
- Label steps in processes presented in graphs or short texts  
- State opinions or preferences through text and illustrations |
## Appendix D: Performance Level Descriptors on Score Reports

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<th>Level</th>
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| 6     | Communicate in writing in English using language from all academic classes, for example:  
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|       | - Create formal written reports on a variety of issues, ideas and information  
|       | - Produce well organized persuasive essays using complex and technical language |
| 5     | Communicate in writing using language from all academic classes, for example:  
|       | - Create detailed opinion pieces about a variety of topics  
|       | - Write summaries of various types of texts  
|       | - Describe causes, effects and consequences of processes and events  
|       | - Express and defend positions supported by examples and reasons |
| 4     | Communicate in writing in English using language related to specific topics in school, for example:  
|       | - Produce papers describing specific ideas or concepts  
|       | - Narrate stories with details of people, events and situations  
|       | - Create explanatory text that includes details or examples  
|       | - Provide opinions supported by reasons with details |
| 3     | Communicate in writing in English using language related to common topics in school, for example:  
|       | - Describe familiar issues and events  
|       | - Create stories or short narratives  
|       | - Describe processes and procedures with some details  
|       | - Give opinions with reasons in a few short sentences |
| 2     | Communicate in writing in English using language related to familiar topics in school, for example:  
|       | - Describe ideas or concepts using phrases or short sentences  
|       | - Label illustrations describing what, when, or where something happened  
|       | - State steps in processes or procedures  
|       | - Express opinions about specific topics or situations |
| 1     | Communicate in writing using visuals, symbols and may contain few words in English, for example:  
|       | - Express ideas or concepts using text and illustrations  
|       | - Share personal experiences through drawings and words  
|       | - Label steps in processes presented in graphs or short texts  
<p>|       | - State opinions or preferences through text and illustrations |</p>
<table>
<thead>
<tr>
<th>Level 1 Entering</th>
<th>Level 2 Emerging</th>
<th>Level 3 Developing</th>
<th>Level 4 Expanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Require vocabulary notebooks with L1 translations or non-linguistic representations.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide Key Sentence Frames with word and picture banks.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Retrieved from the GO TO Strategies Matrix

http://www.makebeliefscomix.com/

Examples of supports to accommodate your ELs

Sensory Supports

Graphic Supports

Interactive Supports

http://slidereplayer.com/slide/776038/

http://www.pbubuilder.org/PBUFiles/238/Student/decisions-rev_process_then_vocab_.htm

https://quizlet.com/38670324/boston-tea-party-game-flash-cards/

Quizlet pbubuilder
Anchor Charts

CAUSES OF THE REVOLUTION
- American Revolution (1775-1783)
- French & Indian War (1754-1763)
- Proclamation of 1763
- Quartering Act
- Stamp Act
- Townshend Acts
- Boston Massacre

BOSTON TEA PARTY
- December 16, 1773
-causes
- Tea Act: Only the British East India Company could sell tea to the colonists.
- Sons of Liberty gown onto a ship and dumped 342 crates of tea into the Boston Harbor.

FIRST CONTINENTAL CONGRESS
- September 1774

INTOLERABLE ACTS
- 1774

EFFECTS
- Boston Massacre
- Parishioners rebelled against the Tea Act.
- Colonists arrived and destroyed the Tea Company's product.
- Many foreign trade routes were lost.
- The Boston Tea Party led to a run on tea.

January 8, 2016
The Intolerable Acts

1) The port of Boston was closed until the colonists paid for the destroyed tea.

2) The royal governor could ban town meetings.

3) British officials accused of crimes would stand trial in Britain instead of in Massachusetts.

4) A new Quartering Act was passed allowing British troops to be quartered in unoccupied colonial buildings and homes.
<table>
<thead>
<tr>
<th>Social Language</th>
<th>Instructional Language</th>
<th>Academic Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tea</td>
<td>Write</td>
<td>Boston, Massachusetts</td>
</tr>
<tr>
<td>Ship - Boat</td>
<td>Tell</td>
<td>Britain</td>
</tr>
<tr>
<td>Harbor - Water</td>
<td>Draw</td>
<td>British Soldiers</td>
</tr>
<tr>
<td>Chest - Chest</td>
<td>Point</td>
<td>Patriot Soldiers</td>
</tr>
<tr>
<td>King</td>
<td>Match</td>
<td>Boston Harbor</td>
</tr>
<tr>
<td>Meeting</td>
<td>Label</td>
<td></td>
</tr>
<tr>
<td>Law</td>
<td>What</td>
<td></td>
</tr>
<tr>
<td>Town - city</td>
<td>When</td>
<td></td>
</tr>
<tr>
<td>Cost</td>
<td>Where</td>
<td></td>
</tr>
<tr>
<td>Pay</td>
<td>How</td>
<td></td>
</tr>
<tr>
<td>Costume</td>
<td>Why</td>
<td></td>
</tr>
<tr>
<td>Throw - threw</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase - Decrease</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Killing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Angry - Mad</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cause/Effect</td>
<td>American Colonist</td>
</tr>
<tr>
<td></td>
<td></td>
<td>American Colonies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mohawk</td>
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<tr>
<td></td>
<td></td>
<td>Sons of Liberty</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Continental Congress</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chest of Tea</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Taxes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Intolerable Acts</td>
</tr>
</tbody>
</table>

Building the Background with Vocabulary Support
What are other strategies or resources that can be used to teach or review vocabulary?
The graphic organizer is adapted to proficiency level as well.

**Daily Activity From Interactive Notebook**

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**The Boston Tea Party R.A.F.T. Writing Project**

On the night of December 16, 1773, a small group of Massachusetts colonists called the "Sons of Liberty" dressed up as Native Americans. They needed a disguise to trick intercepting British sailors aboard three boats. They smacked into the Boston harbor and onto the boats. They dumped 342 chests of British tea onto the harbor. This event is called the Boston Tea Party.

Doing so angered the British. They issued laws to punish the colonists including a law that closed the port in Boston. No ships could get through to deliver tea or anything else.

The colonists called these "Intolerable Acts," saying they were too bad to live with. The twelve colonies decided to stop buying all British products. They also formed a militia to prepare for war. The American Revolutionary War began in 1775. It lasted eight years until the colonists won their freedom from the British empire.

<table>
<thead>
<tr>
<th>Role</th>
<th>Audience</th>
<th>Format</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>A colonist disguised as a Native American</td>
<td>Yourself</td>
<td>Journal Entry</td>
<td>Describe the scene AFTER you clashed aboard the British ship</td>
</tr>
<tr>
<td>A British sailor aboard one of the three ships</td>
<td>A Friend</td>
<td>Letter</td>
<td>Describe how it was like seeing the colonists dumped tea onto the harbor</td>
</tr>
<tr>
<td>King George III</td>
<td>A Messenger</td>
<td>Outfit</td>
<td>You have learned about what happened in Boston. How do you react? What will happen next?</td>
</tr>
<tr>
<td>A young colonist who heard about what happened in Boston</td>
<td>Your Parents</td>
<td>Conversation</td>
<td>Discuss what you have heard with your parents. What do you think will happen next?</td>
</tr>
</tbody>
</table>

---

**About This Assignment:**
You will act-play – or pretend to be an important person in history – in this assignment. Think about what we have learned about the Boston Tea Party. Imagine you are one of the people above. How would they think, act, and speak? Write your project as if YOU are one of those people.

Project created by Christopher Mitchell, camitchell313@gmail.com
Dictation Strategy

Teacher writes the paragraph correctly using these words depending on the student’s progress.
Historians were not sure if this event was planned. ________had a meeting that day. _______were angry. They could only buy tea from the __________. The tax was too high. The colonist ________. They dressed like the__________. They three ships. They threw 342 chests of tea into the __________.
Proficiency Level 3

What do you think?
What supports are needed?
What strategies can be used?
What do you think?

What supports are *still* needed?

What strategies can be used?
<table>
<thead>
<tr>
<th>Level</th>
<th>Speaking</th>
</tr>
</thead>
</table>
| 1     | Communicate orally in English using gestures and language that may contain a few words, for example:  
|       | - Ask and answer simple questions about what, when, or where something happened  
|       | - Name familiar objects, people, pictures  
|       | - Show how to solve problems using words and gestures  
|       | - Express personal preferences |
| 2     | Communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example:  
|       | - Share about what, when, or where something happened  
|       | - Compare objects, people, pictures, events  
|       | - Describe steps in cycles or processes  
|       | - Express opinions |
| 3     | Communicate ideas and details orally in English using several connected sentences and can participate in short conversations and discussions in school, for example:  
|       | - Relate stories or events  
|       | - Share ideas and provide details  
|       | - Describe processes or procedures  
|       | - Give opinions with reasons |
| 4     | Communicate orally in English to communicate and participate in all academic classes, for example:  
|       | - Discuss the causes and impact of events  
|       | - Summarize and relate information  
|       | - Present and justify ideas showing how or why  
|       | - Express and defend opinions backed by examples and reasons |
| 5     | Use English to communicate orally and participate in all academic classes, for example:  
|       | - React and respond to multiple points of view  
|       | - Organize and present research-based information  
|       | - Clarify how or why something happens  
|       | - Persuade others based on opinions, examples and reasons |
| 6     | Assessment |

<table>
<thead>
<tr>
<th>Level</th>
<th>Writing</th>
</tr>
</thead>
</table>
| 1     | Communicate in writing using language related to common topics in school, for example:  
|       | - Describe familiar issues and events  
|       | - Create stories or short narratives  
|       | - Describe processes and procedures with some details  
|       | - Give opinions with reasons in a few short sentences |
| 2     | Communicate in writing using language related to specific topics in school, for example:  
|       | - Produce papers describing specific ideas or concepts  
|       | - Narrate stories with details of people, events and situations  
|       | - Create explanatory text that includes details or examples  
|       | - Provide opinions supported by reasons with details |
| 3     | Communicate in writing using language related to common topics in school, for example:  
|       | - Produce clearly organized commentaries and editorials on various issues  
|       | - Elaborate narratives with rich, descriptive language and complex organization  
|       | - Create formal written reports on a variety of issues, ideas and information  
|       | - Produce well organized persuasive essays using complex and technical language  
| 4     | Communicate in writing using language related to specific topics in school, for example:  
|       | - Create detailed opinion pieces about a variety of topics  
|       | - Write summaries of various types of texts  
|       | - Describe causes, effects and consequences of processes and events  
|       | - Express and defend positions supported by examples and reasons  
| 5     | Communicate in writing using language from all academic classes, for example:  
|       | - Produce clearly organized commentaries and editorials on various issues  
|       | - Elaborate narratives with rich, descriptive language and complex organization  
|       | - Create formal written reports on a variety of issues, ideas and information  
|       | - Produce well organized persuasive essays using complex and technical language  
| 6     | Writing |
References

http://www.learnalberta.ca/content/eslapb/writing_samples.html

http://www.readingrockets.org/article/writing-poetry-english-language-learners

http://www.readingrockets.org/article/vocabulary-development-ells

http://www.readingrockets.org/strategies/raft


http://www.readingrockets.org/article/teaching-writing-diverse-student-populations
Pass the Pencil