

## Exhibit 1. Assessment Log

*Exhibit 1 displays a form that could be used to display a student's assessment information so it is available in one place for easy teacher access.*

Name: \_\_\_\_\_ School: \_\_\_\_\_

Date of Initial School Entry: \_\_\_\_\_

### English Language Proficiency Assessment

Administration Date	Listening	Speaking	Reading	Writing	Composite Score

### Content Area Assessments

Administration Date	Assessment Name	Score

### Other Assessments

Administration Date	Assessment Name	Score

## Exhibit 2. Student Education History, Home Language Use, and Home Computer Access

*Exhibit 2 displays a survey to a record parent's or guardian's information related to their child's educational history, home language use, and home computer access.*

*The form should be translated into the home languages used by students in the district.*

Preferred name: \_\_\_\_\_ School start date: \_\_\_\_\_

Current grade: \_\_\_\_\_ Current homeroom: \_\_\_\_\_

### Education History

1. Grades completed in native country. *Check all that apply.*

- |  |   |
|--|---|
| <input type="checkbox"/> Prekindergarten | <input type="checkbox"/> Sixth grade    |
| <input type="checkbox"/> Kindergarten    | <input type="checkbox"/> Seventh grade  |
| <input type="checkbox"/> First grade     | <input type="checkbox"/> Eighth grade   |
| <input type="checkbox"/> Second grade    | <input type="checkbox"/> Ninth grade    |
| <input type="checkbox"/> Third grade     | <input type="checkbox"/> Tenth grade    |
| <input type="checkbox"/> Fourth grade    | <input type="checkbox"/> Eleventh grade |
| <input type="checkbox"/> Fifth grade     | <input type="checkbox"/> Twelfth grade  |

2. Age and grade of entry in U.S. schools.

\_\_\_\_\_

3. Interrupted schooling. *Check one. If yes, please describe.*

- Yes
- No
- Unsure

\_\_\_\_\_

4. Special needs. *If yes, please describe.*

- Yes
- No
- Unsure

\_\_\_\_\_

\_\_\_\_\_

## Home Language Use

1. Language(s) used in the home. *Circle all that apply.*

- English
- Spanish
- Chinese (including Mandarin and Cantonese)
- Tagalog (including Filipino)
- Vietnamese
- Arabic
- French
- Korean
- Other \_\_\_\_\_

Approximate percentage of native language used in the home: \_\_\_\_\_%

Approximate percentage of English used in the home: \_\_\_\_\_%

*Percentages should add up to 100%.*

## Computer Access and Device Availability

1. Internet connection at home.

- Yes
- No

2. Types of devices available at home. \_\_\_\_\_

## Exhibit 3. Special Education Referral Form

*Exhibit 3 displays a form that could be used to accompany a referral of an English learner for special education services.*

**Student Name:** \_\_\_\_\_

**Student Homeroom:** \_\_\_\_\_

**Referrer:** \_\_\_\_\_ **Date of Referral:** \_\_\_\_\_

Please attach the School Instructional/Supplemental Team Notes.

### **Reason(s) for Referral**

*Include observations as well as assessment information.*

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### **Intervention(s)**

*Describe specific classroom interventions and strategies used with the student, the frequency, and the outcome prior to referral.*

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### **Parent Concerns**

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Case Manager: \_\_\_\_\_ Person to Contact for IEP Meeting: \_\_\_\_\_

Target meeting date for review of consultation results: \_\_\_\_\_ Time: \_\_\_\_\_

Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Exhibit 4. Standards and Objectives Scaffolded for English Learners

*Exhibit 4 displays an English language arts standard and language proficiency standard scaffolded for English learners. Rather than simplify the language of the standards, the words that are challenging have been underlined and their meanings are displayed in a side-by-side glossary. Student-friendly objectives are also provided for each standard. These objectives might also be provided in students' native languages for students who are less proficient in English.*

<p><b>Instructions for Students</b></p> <ul style="list-style-type: none"> <li>▪ Listen as your teacher reviews the standards and objectives.</li> <li>▪ Talk with your partner about what you think they mean.</li> <li>▪ Be ready to share.</li> </ul>	<p><b>GLOSSARY</b></p>	
<p><b>Reading (Informational Text)—Key Ideas and Details</b></p> <p><b>CCSS ELA Standard:</b> <u>Determine</u> a <u>central</u> idea and <u>analyze</u> its <u>development</u> in the course of the <u>text</u>, including its <u>relationship</u> to <u>supporting</u> ideas; provide an <u>objective summary</u> of the <u>text</u>. (RI.8.2)</p> <p><b>Student Objective:</b> I will <u>determine</u> the <u>main</u> idea of the <u>text</u>. I will <u>summarize</u> the text.</p> <p><b>ELPA21 Standard:</b> An EL can <u>analyze</u> and <u>critique</u> the <u>arguments</u> of others <u>orally</u> and in writing.</p> <p><b>Student Objective:</b> I will <u>examine</u> and <u>judge</u> the <u>arguments</u> of others, when spoken or in writing.</p>	<p><b>accurately</b>—correctly</p> <p><b>acquire</b>—learn</p> <p><b>analyze</b>—examine/think about</p> <p><b>argument</b>—reasons</p> <p><b>central</b>—most important</p> <p><b>critique</b>—evaluate or judge something</p> <p><b>determine</b>—decide or figure out</p> <p><b>development</b>—formation</p> <p><b>examine</b>—check</p> <p><b>flexible</b>—being able to change for new situations</p>	<p><b>judge</b>—decide if something is right or wrong</p> <p><b>main</b>—most important</p> <p><b>objective</b>—fair</p> <p><b>orally</b>—spoken instead of written</p> <p><b>relationship</b>—connection</p> <p><b>strategy</b>—a method or a plan of action to do something</p> <p><b>summary</b>—said or written in a shorter way;</p> <p><b>summarize</b>—say or write something in a shorter, simpler way</p> <p><b>supporting</b>—helping</p> <p><b>text</b>—written words</p>

## Exhibit 5. Glossary to Support Text Comprehension

*Exhibit 5 displays two rows from a glossary developed to help English learners (ELs) read an excerpt from *The Voice that Challenged a Nation* (Freedman, 2004).<sup>1</sup> The glossaries include all words that are central to understanding the text and deemed challenging for ELs. There are instructions for teachers. To create a student handout, delete the instructions for teachers.*

<p><b>Instructions for Teachers</b></p> <ul style="list-style-type: none"> <li>▪ Familiarize students with their glossary and tell them they will be using it during reading.</li> <li>▪ Prior to reading, briefly elaborate on any words that you think might need more explanation than is provided in the glossary.</li> </ul>
<p><b>Instructions for Students</b></p> <ul style="list-style-type: none"> <li>▪ Use the glossary as you are reading to help you understand the meanings of the words in the text.</li> <li>▪ After you finish reading the passage, rewrite each word.</li> <li>▪ Check to make sure you understand the definition. If not, note this in the self-assess column. Ask your teacher or a partner to help you or look up the word in a bilingual dictionary.</li> <li>▪ If you speak another language that shares cognates with English, determine if the word is a cognate.</li> <li>▪ Work individually or with a partner to write an example phrase in English for each glossary word.</li> </ul>

Word <i>Translation</i>	Rewrite the Word	English Definition	Example From the Text	Self-Assess: Do You Understand the Definition?	Example	Is it a Cognate?
animated <i>animado</i>		full of excitement or interest	People arrived in large <u>animated</u> groups.			
despite <i>a pesar de</i>		without being affected or stopped	<u>Despite</u> cold and threatening weather, the crowd began to assemble.			

<sup>1</sup> Freedman, R. (2004). *The voice that challenged a nation: Marian Anderson and the struggle for equal rights*. New York, NY: Clarion.

## Exhibit 6. Prompt and Response Frames for Supporting Academic Conversations

*Exhibit 6 displays an activity to build English learners' speaking and listening skills through prompt and response frames. Students read a passage or engage in another type of academic activity, and then they work in pairs to have an academic conversation about the passage they have read or activity they have participated in. The exhibit includes instructions for teachers and for students. The table that follows displays other prompt and response frames.*

<b>Building Speaking and Listening Skills</b>	
<p><i>Use this activity after students have had an opportunity to read a short passage. "Short" should be calibrated to students' level of English proficiency.</i></p> <p><b>Instructions for Teachers</b></p> <ul style="list-style-type: none"> <li>▪ Create prompt and response cards for students.</li> <li>▪ Have students work in pairs to have an academic conversation about the passage.                             <ul style="list-style-type: none"> <li>• Student A makes a summary statement about the passage.</li> <li>• Student B asks Student A to <u>elaborate</u>, <u>clarify</u>, or <u>provide examples</u> using the academic conversation starters.</li> <li>• Student A elaborates or clarifies his or her summary statement.</li> <li>• Student B <i>builds on</i> or <i>challenges</i> Student A's idea.</li> </ul> </li> <li>▪ If students have not used these sentence starters in the past, use two students to model for the class an academic conversation using sentence starters.</li> </ul>	
<p><b>Instructions for Students</b></p> <ul style="list-style-type: none"> <li>▪ Read and then summarize the first section of the text with a partner.</li> <li>▪ Each person should choose a part (A or B) and then use the prompts below to guide the conversation.</li> </ul>	
<b>Student A</b>	<p><i>Make a summary statement. In one or two sentences, summarize what happened in the passage. Use one of the following sentence starters:</i></p> <p>The key idea is ... The main idea is ...</p>
<b>Student B</b>	<p><i>Use your prompt cards to ask your partner to <u>elaborate</u>, <u>clarify</u>, or <u>provide examples</u>.</i></p> <p>Can you tell me more about ... What do you mean by ...</p>
<b>Student A</b>	<p><i>Use your response cards to <u>elaborate</u>, <u>clarify</u>, or <u>provide examples</u>.</i></p> <p>To elaborate ... To clarify ... An example is ...</p>

<b>Student B</b>	<p><i>Use your prompt and response cards to ask another question or <u>build on your partner's response</u>.</i></p> <p>Can you tell me more about ...</p> <p>What do you mean by ...</p> <p>I can add that ...</p> <p>Also ...</p> <p>Another way to think about this/do this problem is ...</p>
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### **Additional Prompt and Response Frames**

<b>Skill</b>	<b>Prompt Frames</b>	<b>Response Frames</b>
<u>Elaborate, clarify, and provide a rationale</u>	What do you mean by ____? Can you tell me more about __? Why did you _____?	I mean that _____. First, I _____. Second, I _____. I _____ because _____.
<u>Support ideas with examples and evidence</u>	Can you give me an example of _____? What is the evidence for ____?	An example of _____ is _____. The evidence is that _____. In the text is said that _____.
<u>Build on and/or challenge a partner's idea</u>	Do you agree that _____? Can you add to this idea? Do you have another idea for how to solve this problem?	No, I don't agree because _____. Yes, my idea is _____. Yes, I would add that _____. Yes, I would solve this problem by _____.
<u>Paraphrase</u>	What do we know so far? What did you hear me say?	We know that _____. I heard you say that _____.
<u>Synthesize conversation points</u>	What are the main points? What is the key idea?	The main points are _____. The key idea is _____.

### **GLOSSARY**

**build on:** add to

**challenge:** to question if something is right

**clarify:** to make something easier to understand

**elaborate:** to add more information

**evidence:** facts

**paraphrase:** to say something using different words

**rationale:** reason

**support an idea:** give more information about an idea

**synthesize:** to bring together or combine; to find the main idea

This exhibit is based on a core academic skills poster with prompt and response frames drawn from Zwiers & Crawford, 2011, pp. 31–33. The full citation is as follows: Zwiers, J., & Crawford, M. (2011). *Academic conversations: Classroom talk that fosters critical thinking and content understandings*. Portsmouth, NH: Stenhouse.



## Exhibit 7. Scaffolded Math Learning Goals

*Exhibit 7 displays instructions and information to help teachers introduce one math content standard and one English language proficiency standard to English Learners. Support for students includes objectives that represent the standards and glossaries for the objectives as well as an activity to help students learn word meanings for underlined words in the objectives. There are instructions for teachers, instructions for students, and student worksheets in which students write the objectives in their own words as well as the meanings of words in the glossary.*

### Instructions for Teachers

- Read the math and English language proficiency objectives aloud, defining underlined words as you read. For example, you might read, “Solve multiple step problems” and then say, “That means you will solve or find answers to problems that have more than one step.”
- Have students work in pairs to put the objectives into their own words.
- If there is time, have students complete the glossary activity.
- Review student work.

### Standards

**CCSS Math Content 4.0A. A.3—Use the Four Operations with Whole Numbers to Solve Problems:** Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding

**WIDA grade 3–5 cluster; ELP standard 3—Language of mathematics:** Paraphrase information about math processes involving computation using realia or manipulatives and teacher models in L1 or L2.

### Instructions for Students

- Listen as your teacher reviews the math objective.
- Talk with your partner about what you think it means. Write down the objective in your own words.
- Do the same for the language proficiency objective.
- Turn to the glossary activity. Write your own sentence or phrase using the word. If you speak another language, write the word in that language.
- When you are finished, your teacher will review work with the class.

Student Math Objective	
<p><b>Student Objective:</b> I will <u>solve multistep word problems</u> using addition, subtraction, multiplication, and division. I will <u>represent</u> these problems with <u>equations</u> using letters for the numbers I don't know. I will decide whether the answers seem right using <u>estimation</u>.</p> <p><b>Objective in My Own Words:</b></p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><b>GLOSSARY</b></p> <p><b>equations</b>—two numbers or expressions that are linked by an equal sign (=)</p> <p><b>estimation</b>—a careful guess based on experience and information</p> <p><b>multistep</b>—more than one step</p> <p><b>represent</b>—to show</p> <p><b>solve</b>—to find an answer to</p> <p><b>word problems</b>—math problems written in words instead of numbers</p>

Student Language Objective	
<p><b>Student Objective:</b> I will <u>explain</u> what I did to <u>solve</u> the math problem using my own words and objects or <u>illustrations</u>.</p> <p><b>Objective in My Own Words:</b></p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><b>GLOSSARY</b></p> <p><b>explain</b>—help someone understand</p> <p><b>illustrations</b>—pictures or drawings</p> <p><b>solve</b>—to find an answer to; find a way to fix</p>

Glossary Activity			
Word or phrase	Word or phrase in my home language	Definition in English	My own sentence or phrase that uses the word
equations		two numbers or expressions that are linked by an equal sign (=)	
estimation		a careful guess based on experience and information	
explain		to give information so that another person can understand something	
illustrations		pictures or drawings	
multistep		problems with more than one step required	
represent		to show	
solve		to find an answer to; find a way to fix	
word problem		math problem written in words instead of numbers	

## Exhibit 8. Differentiated Dialogic Reading

*Exhibit 8 displays a differentiated dialogic reading lesson. Dialogic reading is a research-based interactive reading technique that encourages teachers to ask students with questions and engage them in discussions while reading. Scaffolded dialogic reading provides additional support for English learners (ELs) who need it through glossed vocabulary, word banks, and supplementary (right there) questions as well as guiding questions. It also provides opportunities for partner as well as whole-group discussion. ELs who are more proficient in English might be asked fewer supplementary questions and given sentence starters rather than sentence frames or only the questions themselves without word banks.*

*In this example, students read a short segment of text and work together to answer a guiding and supplementary questions. Following the excerpt, are notes for teachers, instructions for teachers, instructions for students, and a student worksheet.*

### Scaffolded Dialogic Reading

When Mary Lennox was sent to Misselthwaite Manor to live with her uncle everybody said she was the most disagreeable-looking child ever seen. It was true, too. She had a little thin face and a little thin body, thin light hair and a sour expression. Her hair was yellow, and her face was yellow because she had been born in India and had always been ill in one way or another.

*This activity supports ELs in reading an excerpt from The Secret Garden (Burnett, 1911).<sup>2</sup>*

### **Notes for Teachers**

- The following lesson includes a guiding question and supplementary questions. The supplementary questions have been added to help ELs answer the guiding question.
- The activity can be used before the general education lesson to prepare ELs for answering the guiding questions.
- While the supplementary questions remain the same, the student materials can be easily adjusted for ELs at different levels of proficiency. As modeled in this example, ELs with lower levels of proficiency might be provided with sentence frames and word banks to help them answer the supplementary questions. For ELs with intermediate levels of proficiency, teachers might consider using sentence starters rather than frames. ELs with more advanced levels of proficiency are unlikely to need frames, sentence starters, or a word bank.
- A glossary should be provided for the underlined words. Make every effort to provide comprehensible definitions.

### **Instructions for Teachers**

- Pose the guiding question.
- Read the passage aloud once, glossing underlined vocabulary as you read. Students follow along in their text.
- Have students work in pairs or individually to answer the supplementary questions.
- Review answers to the supplementary questions with students.
- Have students work in pairs to answer the guiding question.
- Discuss the answer to the guiding question with the class.
- Have students write the answer to the guiding question.

### **Instructions for Students**

- Listen and follow along as your teacher reads the text and the guiding question. Your teacher will define words in context as she or he reads.
- Work with a partner to answer the supplementary questions. Use your glossaries to find definitions for the underlined words that you don't know. Use the word bank and sentence frames to complete your answers to the questions.
- Your teacher will review the answers with the class.
- You will then discuss the guiding question(s) with your teacher and the class.
- After the discussion, write your answer to the guiding question.

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<sup>2</sup> Burnett, F. H. (1911). *The secret garden*. New York, NY: Frederick A. Stokes.

## STUDENT WORKSHEET

### Guiding Question: How does the narrator describe Mary?

When Mary Lennox was sent to Misselthwaite Manor to live with her uncle everybody said she was the most disagreeable-looking child ever seen. It was true, too. She had a little thin face and a little thin body, thin light hair and a sour expression. Her hair was yellow, and her face was yellow because she had been born in India and had always been ill in one way or another.

#### Glossary

**disagreeable-looking**—not good looking

**everybody**—all the people

**expression**—look on one's face

**ill**—sick

**manor**—large house

**sour**—unhappy

**thin**—skinny

**true**—correct

### Supplementary Questions

1. **What did people say about Mary?**

People said she was the most \_\_\_\_\_ child ever seen.

2. **What word does the narrator use to describe Mary's expression? What does it mean?**

The narrator says that Mary had a \_\_\_\_\_ expression. It means that she looked \_\_\_\_\_.

3. **What word does the narrator use to describe Mary's face, body, and hair? What else does the narrator say about her hair and face?**

The narrator says that Mary's face, body, and hair were \_\_\_\_\_.  
Her hair and face were \_\_\_\_\_.

4. **What word describes Mary's expression?**

The word \_\_\_\_\_ describes Mary's expression.

5. **Why was Mary's face yellow?**

The text says that her face was yellow because she had been \_\_\_\_\_  
in India and had always been \_\_\_\_\_ in one way or another.

#### Word Bank

born    thin    disagreeable-looking    unhappy    yellow    ill    sour

### Guiding Question: How does the narrator describe Mary? (Use your own words.)

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## Exhibit 9. Enhancing Background Knowledge Through Introductory Text

*Exhibit 9 displays an activity to build English learners' (ELs') background knowledge through reading an introductory text prior to reading a segment of *The Voice that Challenged a Nation* (Russell, 2004).<sup>3</sup> There are instructions for teachers and instructions for students. To create a student handout, just delete the instructions for teachers. Students read the passage and use the glossary to help with challenging words. They review the guiding question but don't answer it until they have completed the supplementary questions that help guide them through the text. Sentence frames are provided to support ELs with lower levels of English proficiency.*

### Enhancing Background Knowledge: Civil Rights in the United States

This activity builds background knowledge to support ELs' comprehension of a text excerpt from *A Voice that Challenged the Nation* that the students will read in a subsequent class.

#### Instructions for Teachers

- Ask the guiding question.
- Read the text aloud using proper pacing and intonation.
- As you come across challenging words, use definitions in the glossary to make their meanings clear. (For example, you might explain that in the sentence “The Civil Rights Act made it illegal to discriminate against people,” “illegal” means against the law, so the Civil Rights Act made it against the law to discriminate against people.)
- Have students work in pairs to answer supplementary questions.
- Review answers with students.
- Re-ask guiding question(s) and discuss answer(s) with students.
- Ask students to draw from the supplementary questions for their answers.
- At the end of the section, have students work in pairs to come up with a summary statement, using their answers to the guiding question.

#### Instructions for Students

- Listen and follow along as your teacher reads the text and the guiding question.
- Work with a partner to answer the supplementary and guiding questions. If needed, use the word bank and sentence frames to complete your answers to the questions.
- Your teacher will review the answers with the class. You will then discuss the guiding question with your teacher and the class.

#### Guiding Question

**After the Civil Rights Act of 1964 was passed, what kinds of discrimination were stopped?**

<sup>3</sup> Freedman, R. (2004). *The voice that challenged a nation: Marian Anderson and the struggle for equal rights*. New York, NY: Clarion.

### Civil Rights in the United States

African Americans (people whose ancestors came from Africa) have not always had the same rights, or freedoms, as everyone else. Before 1863, many African Americans were slaves. In 1863, President Abraham Lincoln signed the Emancipation Proclamation, which freed the slaves. However, many white people found ways to discriminate against African Americans. They banned or barred African Americans from using the same schools and public places. African Americans could not serve on juries and they were often prevented, or stopped, from voting. They did not receive fair treatment under the law, or the justice that all people should receive according to the U.S. Constitution. In 1964, the United States passed the Civil Rights Act. The Civil Rights Act made it illegal to discriminate against people.

### GLOSSARY

**ancestor**—a family member who lived a long time before you were born

**ban/bar**—stopped

**civil rights**—basic freedoms

**constitution**—a country’s basic laws

**discriminate**—treat someone badly because of their race

**illegal**—against the law

**jury**—a group of people who decide if someone broke the law

**justice**—fairness

**Emancipation**

**Proclamation**—an order from the president that freed the slaves

**Public places**—places that are open to all people

**slave**—a person who is owned by another person

### Word Bank

Abraham Lincoln	ancestors	schools	public
Africa	places	voting	juries

### Supplementary Questions

1. **What does it mean if a person is African American?**

It means that their \_\_\_\_\_ came from \_\_\_\_\_.

2. **Which president banned slavery with the Emancipation Proclamation?**

President \_\_\_\_\_ banned slavery.

3. **Before the Civil Rights Act was passed, how were African Americans treated badly or differently?**

African Americans could not serve on \_\_\_\_\_ and could not study at the same \_\_\_\_\_ or use the same \_\_\_\_\_. They were prevented from serving on \_\_\_\_\_.

### Guiding Question

**After the Civil Rights Act of 1964 was passed, what kinds of discrimination were stopped?**

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## Exhibit 10. Enhancing Background Knowledge Using Text, Visuals, and Multimedia

*Exhibit 10 displays an activity to build English learners' (ELs') background knowledge prior to reading The Voice that Challenged a Nation (Russell, 2004).<sup>4</sup> For both Parts A and B of the activity there are instructions for teachers and instructions for students. To create a student handout, just delete the instructions for teachers. In Part A, students read the excerpt about the monuments using the glossary for support. They then work with a partner to label the monuments. In Part B, students watch a video clip and check the monuments they see in the video clip.*

### Enhancing Background Knowledge: The National Mall

This activity builds background knowledge to support ELs' comprehension of a text excerpt from *The Voice that Challenged the Nation* that the students will read in a subsequent class.

#### **Instructions for Teachers (Part A)**

- Have students work in pairs to read the text below and mark the Washington, D.C., landmarks.
- Review answers with students.

#### **Instructions for Students (Part A)**

- Read the text.
- Work with a partner to fill in the Washington, D.C., landmarks. Find and label the Washington Monument, the Lincoln Memorial, and the Reflecting Pool.

<sup>4</sup> Freedman, R. (2004). *The voice that challenged a nation: Marian Anderson and the struggle for equal rights*. New York, NY: Clarion.



### The National Mall

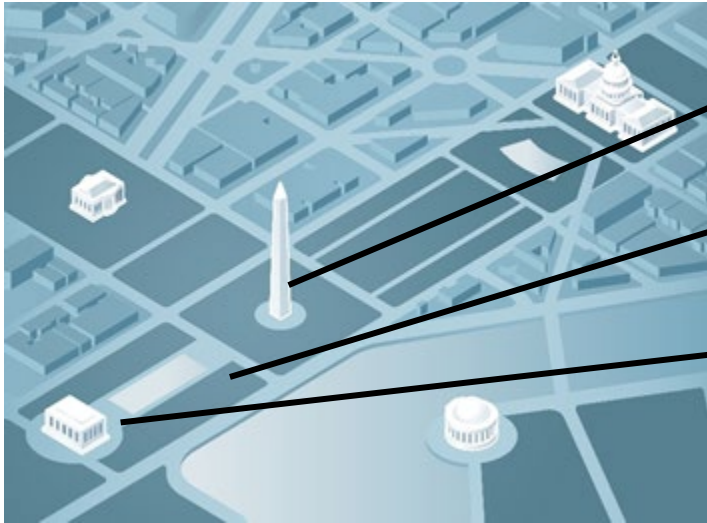
The National Mall is in Washington D.C. Washington, D.C. is the capital of the United States. This Mall is not a place to shop. It is a park with lots of landmarks and monuments. Below is a picture of part of the National Mall. There is also a map and an image of some landmarks around the National Mall. The tallest building is the **Washington Monument**. The rectangular building is the **Lincoln Memorial** and the rectangular pool of water is the **Reflecting Pool**.

### GLOSSARY

**image**—picture

**landmarks**—a historic buildings

**monument**—buildings or structures to help us remember a person or something important that happened



Washington Monument



**Instructions for Teachers (Part B)**

- Show this short video clip: <http://www.youtube.com/watch?v=mAONYTMf2pk>
- Have students check the landmarks as they see them in the video.

This activity builds background knowledge to support ELs' comprehension of a text excerpt from *The Voice that Challenged the Nation* (Freedman, 2004), which the students will read in a subsequent class.

**Instructions for Students (Part B)**

- You will watch a short video about Marion Anderson, who was a famous singer.
- Check the landmarks as you recognize (see) them in the video clip.

**Using Multimedia: The National Mall**

Washington Monument



Reflecting Pool



Lincoln Memorial

## Exhibit 11. Developing ELs' Meta-Cognitive Skills

*Exhibit 11 displays an activity to develop English learners' (ELs') meta-cognitive skills. There are instructions for teachers and instructions for students. To create a student handout, just delete the instructions for teachers. After students have been supported in comprehending the text, have students reread the text, starring challenging words and underlining sections of the text they have not understood. As a class, discuss unknown word meanings and text sections. Have students support each other.*

### Annotating the Text

This activity takes place after ELs have been supported in comprehending a text passage. This activity helps ELs become aware of words, phrases, and sections of the text they don't understand.

#### Instructions for Teachers

- Have students reread the text.
- Model underlining one challenging word and posing one question about a challenging part of the text.
- Have students work together to star words and phrases they still don't understand.
- If necessary, review the kinds of questions student might ask about text (e.g. what, where, why, who, when questions)
- Have students work together to underline sections of text they still don't understand and write questions that they can ask that will help clarify the meaning of each section of text they don't understand.
- As a class, discuss the unknown word meanings and text sections with the class. Have students help each other out with definitions and questions.

#### Instructions for Students

- Reread the passage once more.
- Star up to five words you still don't understand and write them in the spaces below.
- Underline sections of the text that still confuse you and prepare questions about these sections.
- Be ready to discuss your words and questions with the class.
- Your class will discuss unknown word/phrase meanings and questions. Your classmates and teacher will help you.

1. Write up to five words or phrases you still don't know.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2. Write questions about the sections of the text that you still don't understand.

- \_\_\_\_\_
- \_\_\_\_\_

## Exhibit 12. Scaffolded Dialogic Reading

*Exhibit 12 displays scaffolded dialogic reading. Dialogic reading is a research-based interactive reading technique that encourages teachers to prompt students with questions and engage them in discussions while reading. Scaffolded dialogic reading provides additional support for English learners (ELs) who need it through glossed vocabulary, word banks, and supplementary (right there) questions as well as guiding questions. It also provides opportunities for partner as well as whole-group discussion. ELs who are more proficient in English might be asked fewer supplementary questions and given sentence starters instead of sentence frames or only the questions themselves without word banks.*

*There are instructions for teachers, instructions for students, and an activity for students in which they use a word bank and sentence frames to answer a guiding question and supplementary questions related to a passage of text they have read. To create a student handout, detach the instructions for teachers. Students read the guiding question but do not answer it until they have answered the supplementary questions independently or with a partner.*

Scaffolded Dialogic Reading
<p><u>Despite</u> cold and <u>threatening</u> weather, the crowd began to <u>assemble</u> <u>long before</u> the concert was to begin. People <u>arrived</u> <u>singly</u> and <u>in pairs</u> and in large <u>animated</u> groups. Soon the streets leading to <u>the Mall</u> in Washington, D.C., were <u>jammed</u> with thousands of people <u>heading for</u> the Lincoln Memorial.</p>
<p><b>Instructions for Teachers</b></p> <ul style="list-style-type: none"> <li>▪ Ask the guiding question.</li> <li>▪ Read the text aloud using proper pacing and intonation.</li> <li>▪ As you come across challenging words, use the definitions in the glossary to make their meanings clear to students. For example, you might explain that “threatening weather” means that the weather looks like it will be bad, and “assemble” means to gather together.</li> <li>▪ Ask students to work in pairs or individually to answer supplementary questions.</li> <li>▪ Review answers with students.</li> <li>▪ Re-ask the guiding question(s).</li> <li>▪ Ask students to work in pairs or individually to answer to the guiding question. Suggest they review their answers to the supplementary questions to help them.</li> <li>▪ Call on one or two pairs to answer the guiding question.</li> </ul>
<p><b>Instructions for Students</b></p> <ul style="list-style-type: none"> <li>▪ Listen and follow along as your teacher reads the text and the guiding question.</li> <li>▪ Work individually or with a partner to answer the supplementary questions. Use your glossaries to find definitions for the underlined words that you don’t know. If needed, use the word bank and sentence frames to complete your answers to the questions.</li> <li>▪ Your teacher will review the answers with the class.</li> <li>▪ Then work with individually or with a partner to answer the guiding question(s).</li> <li>▪ Your teacher will review answers with the class.</li> </ul>

## STUDENT WORKSHEET

**Guiding Question: The author tells us three important things about the scene as people began to arrive. In your own words, tell what they are.**

Despite cold and threatening weather, the crowd began to assemble long before the concert was to begin. People arrived singly and in pairs and in large animated groups. Soon the streets leading to the Mall in Washington, D.C., were jammed with thousands of people heading for the Lincoln Memorial.

### Supplementary Questions

1. **Which words describe the weather?**

The words \_\_\_\_\_ and \_\_\_\_\_ describe the weather.

2. **Did the weather prevent the crowd from assembling, or gathering together? How do you know?**

The weather (did / did not) prevent the crowd from assembling. We know this because the author uses the word \_\_\_\_\_.

3. **When did the crowd begin to assemble?**

People began to assemble \_\_\_\_\_ the concert.

4. **In what type of groups did the people arrive?**

People arrived \_\_\_\_\_, \_\_\_\_\_, and in \_\_\_\_\_ groups.

5. **Which word describes the streets leading to the Mall?**

The word \_\_\_\_\_ describes the streets leading to the Mall.

6. **How many people were in the streets leading to the Mall?**

\_\_\_\_\_ of people were in the streets leading to the Mall.

### Word Bank

animated	in pairs	singly
cold	jammed	thousands
despite	long before	threatening

**Guiding Question: The author tells us three important things about the scene as people began to arrive. In your own words, tell what they are.**

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### Glossary

animated-excited	Despite-without being stopped	long before- a lot of time before
arrived-got to a place	heading for-moving to	Mall-place in Washington, D.C with lots of monuments and important building
jammed-lots of people	in pairs-groups of two	threatening weather-weather that looks like bad weather such as rain or snow.
singly-one at a time	assemble-come together	