

Amplify ELD designated lessons

Lesson design

Amplify ELD follows a 6-Lesson Cycle whose structure is consistent across units.

Each cycle is introduced with a Conversation and Collaboration lesson that focuses on oral language and pair and small-group activities. The lessons are centered on the texts students are studying in their ELA classes. They alternate between three formats that provide instruction that students need in order to:

- Build background (explore and understand context).
- Analyze language (derive meaning by decoding challenging language and concepts).
- Produce language (make oral presentations and actively listen).

The second lesson in the cycle begins with reading a passage from the ELA core text; students read two such passages each cycle. For four days in the cycle, students work with vocabulary words that correspond to the core text they read. Students are working with words that they have already encountered in this core text. These words are differentiated by English proficiency level, but all students learn words that are essential to understanding the passage and/or frequently occurring across many texts (i.e., high-utility). Students are also introduced to academic words that correspond to topics and themes in the units or are more broadly connected to academic dialogue and text. Students are encouraged to use these words in their writing and discussion throughout the week.

Vocabulary practice is always followed by a discussion of the reading, either to build basic comprehension of the passage and make a personal connection (Lessons 2 and 4), or to offer and defend an opinion on the passage (Lessons 3 and 5). In Lessons 2 and 4, students write to the same prompt they have discussed as a class. In Lesson 6, they read feedback and revise these pieces. All writing and revision sessions are followed by an opportunity for students to share their writing with the group and get peer feedback.

In Lessons 4 and 5, students learn about grammatical features that are present in the focal text, and practice these with short writing prompts. The focus of grammar study is always on how parts of English work to make meaning and communicate specific information.

In Lesson 6, students engage in a special combination of close reading and grammar study by unpacking a Super Sentence. Super Sentences are information-rich, multi-clause excerpts from a focal text that students learn to break into meaningful chunks and paraphrase to build deep understanding. Students follow these discussions of Super Sentences with a revision of one of their own pieces of writing, working to extend either the subject or predicate of a sentence, and notice the impact on the piece.

Each part of the lesson is described in greater depth below, and the rationale for the instruction is explained.

Lesson pacing

The ELD designated lessons closely follow the pacing of the core ELA lessons so that students become particularly familiar with the language of the core texts. Having studied them more closely in the ELD lessons, the English Learners become experts in these passages when they are in their core classrooms. Resources at the end of this section provide the ELD teacher with information about the context of the core passages studied in the ELD lessons, and how these texts are taught in the core lessons, so that the ELD teacher can support the English Learner's developing expertise.

ELD designated lessons are built around a 60-minute block of time, providing extensive resources for the teacher. These lessons are modularized and can be tailored to fit the needs of a school's allotted time for these lessons—and should be adjusted by the teacher to respond to her students' learning trajectories. For example, some students will not require as much extensive practice with the grammar concepts in the sections on Language Connections, and other students may move through the section on word meanings more quickly, skipping one part of the word study, to get to the Text Discussion. The teacher uses the ELD formative assessment guide to make sure students are getting what they need from each section of the lesson.

As called for in the CA ELA/ELD Framework, the Amplify ELD designated lessons are designed for:

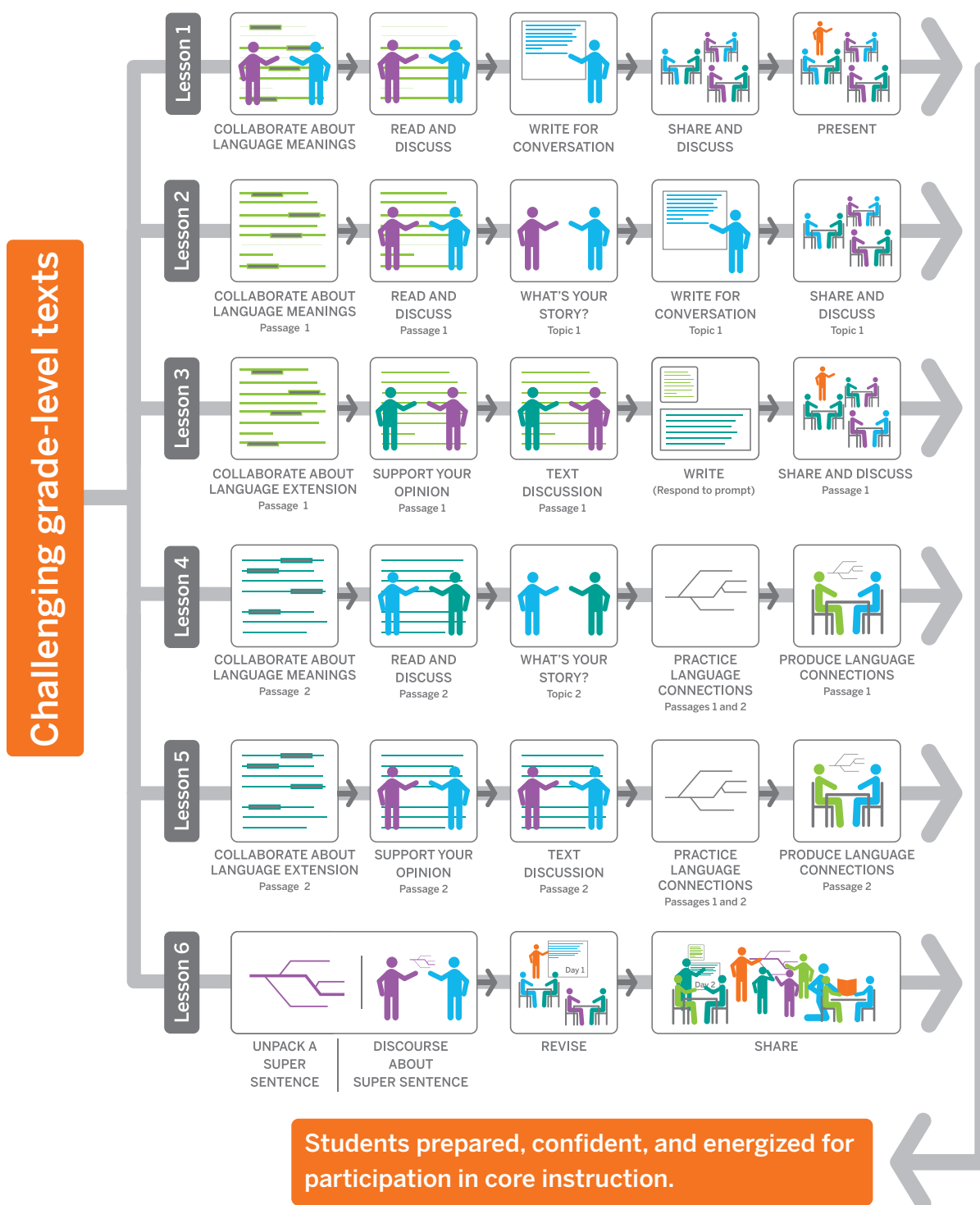
- 1. Intellectual quality:** The Amplify ELD lessons integrate passages from the core lessons to provide students with activities that motivate them and challenge them intellectually.
- 2. Academic English focus:** By incorporating texts from multiple content areas (i.e., science, history, and literature), the Amplify ELD lessons focus primarily on ensuring ELs' proficiency with academic English and literacy in all disciplines, as outlined in the CA ELD Standards, the CA CCSS for ELA/Literacy, and other content standards.
- 3. Extended language interaction:** Students are provided with opportunities to use their developing English skills to communicate. Through sharing writing, telling stories, and acting out the meaning of words, the Amplify ELD lessons ask students to respond to prompts that are tiered according to students' English proficiency level; these leveled prompts encourage students to meaningfully observe, listen, and speak, which helps emphasize oral language development.
- 4. Focus on meaning:** The Amplify ELD curriculum uses text-based discussion questions to target making meaning, establishing connections to the language demands of ELA and other content areas, and analyzing the language of texts and tasks essential for mastering comprehension.
- 5. Focus on forms:** Through rigorous vocabulary and grammar skills studies, the Amplify ELD lessons promote students' understanding of fundamental language structures that are essential for everyday communication. Students answer questions about text structure, the writer's purpose, and the reader's role in order to understand the complexity of the English language. The Amplify ELD curriculum promotes the use of general academic or domain-specific vocabulary as well as grammar skills through explicit instruction and interactive activities, which are reinforced throughout the year.

- 6. Planned and sequenced events:** The Amplify ELD curriculum is structured and leveled so that students build upon their knowledge from their core lessons, increasing their fluency and language proficiency. The ELD lessons are specifically sequenced so that students can develop their language skills each day, building on what they learned in the previous lesson. See the 6-Lesson Cycle below to see the way that the lessons carefully build skills in each language domain.
- 7. Scaffolding:** Lessons are tiered and scaffolded according to students' proficiency levels. The ELD lessons draw on students' prior experiences in order to individualize and differentiate instruction on a need-based basis. The lessons' text-based questions give students additional practice with close reading, and the Sentence starters and Response Starters provide appropriate scaffolding to support listening, speaking and writing about challenging texts in the ELA curriculum. Since the Amplify ELD curriculum provides options for each ELD level (Emerging, Expanding, Bridging), students doing work at all language proficiency levels receive effective support to practice and develop their conversational and academic communication skills.
- 8. Clear lesson objectives:** The Amplify ELD units are aligned with the guidelines of the CA ELD Standards and clearly display these standards in a lesson brief for each lesson. Additionally, lessons set more specific objectives by presenting the passage that students will be unpacking over the course of the lesson at the start of the lesson, naming the reading or writing skill or the grammar concept, or calling out the main topic students will be writing about.
- 9. Corrective feedback:** The Amplify ELD 6-Lesson Cycle provides teachers with the opportunity to make students aware of a particular moment in their writing where they make an impact and/or how they use one skill. By focusing on just one moment or one skill, students aren't overwhelmed or confused by the teacher's observations, thereby making the feedback more purposeful. The Amplify program for formative assessment in the ELD lessons shows teachers what to expect of their ELD students working at each level when learning in each language domain. Additionally, lessons provide correct answers where applicable and possible answers for discussion questions to support teachers.
- 10. Formative assessment practices:** Teachers utilize a rubric to formally and informally assess student progress on the following: conversation and discussion on familiar topics, reading text and discussing it, writing for conversation (about experience), writing about text, and language connections. The rubric details early and exit skills for each ELD level (Emerging, Expanding, Bridging).



“The Amplify ELD lessons integrate passages from the core lessons to provide students with activities that motivate them and challenge them intellectually.”

Activities in the 6-Lesson Cycle



Activities in the 6-Lesson Cycle: Descriptions and rationale

Lesson 1:

Conversation and collaboration: The first lesson in each 6-Lesson Cycle is focused on fostering the development of oral language and literacy skills. The activities in these lessons provide students with an opportunity to practice and improve conversation and oral presentation skills.

The conversation and collaboration lessons provide the instruction students need in order to:

- **Build background:** Students explore, examine, and discuss context related to the core text. Students occasionally work individually but more frequently in pairs or small groups to generate discourse based on the text.
- **Analyze language:** Students work together and independently to derive meaning from challenging words, phrases, and concepts related to the core text.
- **Produce language:** Students work in pairs and small groups to develop a presentation based on their new understanding of the core text. These lessons provide instruction that supports students as they develop organizational and oral presentation skills.

Rationale: While discourse plays an important role in all of Amplify’s ELD lessons, the first lesson in each 6-Lesson Cycle, conversation and collaboration, is centered on students working and talking together. In order to emphasize oral language, these lessons are not digital, but are instead primarily focused on socially engaged activities such as collaborative writing and oral presentations. As research shows, ELs need multiple opportunities for oral language practice to progress in language acquisition. These lessons support ELs as they learn from each other and develop oral language fluency and reading proficiency.

Lessons 2-6:

Present and read original passage: The teacher provides some context for the passage the class is about to read. She or he then projects and reads aloud an excerpt from the text that students are reading in their ELA core lessons. Students doing work at the Emerging Level have the option of studying an adapted passage alongside the original. This occurs in every lesson. Two passages are used per week, with new ones introduced in Lessons 2 and 4.

Rationale: This lesson segment combines two scaffolding strategies for English Learners; “chunking” text and providing multiple opportunities to experience and process text. Chunking a text is a useful comprehension strategy in which a key passage of a core text is selected for deeper exploration. In this lesson, an excerpt from the ELA core text is selected. In working with this passage, ELs experience the text in multiple ways, including a read aloud. Teacher read alouds provide ELs with a strong model of reading in English and can help to develop listening (receptive) skills. As the teacher reads the passage aloud, the passage is projected so that students can also read along. This is a text students have already read in their ELA lesson, thus these additional aural and visual experiences with the text provide multiple exposures to material that ELs need in order to develop fluency and increase comprehension.

Collaborate about language, meaning: The teacher introduces five vocabulary words. Students see one word at a time, along with a contextual definition based on how the word has appeared in the core text and often, an illustration. The teacher poses a question to prompt students to discuss the meaning and usage of the word, and then students engage in a quick drama exercise, acting out a situation related to the word. Students read the word in its original context in the focal passage, and then write their own sentences with the vocabulary. Words have been chosen according to their utility and how essential they are to understanding the passage. They are differentiated by English proficiency levels. This occurs in Lessons 2 and 4.

Rationale: Knowledge of academic vocabulary is strongly linked to academic success. English Learners, in particular, need enhanced and explicit vocabulary instruction to support growth across all skill areas, including listening, reading, speaking, and writing. Vocabulary development is most effective when it is contextualized and occurs in conjunction with the reading of a text. Effective vocabulary instruction must also actively involve students. Furthermore, research shows that as with text processing, ELs must have multiple opportunities to interact with and use the newly learned vocabulary. The sequence of vocabulary activities included in each of the Amplify units provides a comprehensive approach to explicit vocabulary instruction that includes definitions, concrete examples, visual representations, and false cognates for Spanish speakers. Furthermore, the vocabulary instruction offers multiple opportunities for ELs to learn about and interact with new words in both receptive (e.g., listening, reading) and productive (e.g., speaking, writing, acting) modalities.

Collaborate about language, extension: Students review the vocabulary introduced in Lessons 2 or Lesson 4, and students share and compare the sentences they wrote the day before, noticing different ways to use the word. Students then study a “vocabulary extension diagram” for each word, which presents synonyms, antonyms, parts of the word (i.e., affixes and base words), other forms of the word, and other uses of the word. Next, the teacher discusses the diagram with students, asking students to notice variations of impact on tone through different synonyms. Students then respond in writing to a question about their personal experience, using the word in their response. Finally, they share their responses with partners, and then read their responses to the whole class. This entire process repeats for each word. This occurs in Lessons 3 and 5.

Rationale: ELs need to acquire thousands of English words to be proficient and to fully access the grade-level curriculum. If the proportion of unknown vocabulary is too high in a given text, ELs’ comprehension is negatively affected. Thus, in addition to contextualized word instruction, vocabulary development must also include a variety of vocabulary development experiences. Rich vocabulary development includes explicit teaching of word learning strategies, such as identifying word parts (e.g., roots, affixes), as well as studying elements of language (e.g., synonyms, antonyms, and multiple meaning words). These rich experiences support ELs’ vocabulary knowledge as they build relational and contextual knowledge of words and develop the necessary tools to unpack complex text.

Read and discuss: First, the teacher and students reread the passage introduced at the beginning of the lesson. On the first day of work with a passage (Lessons 2 and 4), the teacher guides students to build comprehension of the passage with close-reading questions that focus them on the meaning conveyed by particular words, and then prompts students to make a personal connection to the text. On other days (Days 2 and 4), students are prompted to form and defend an opinion about part of the text. Students see sentence frames that can support them in these conversations. This occurs in Lessons 2, 3, 4 and 5.

Rationale: Middle school students face increasing cognitive demands as they cope with complex texts and reading to learn across content areas. For English Learners, who are learning both a new language and content, academic success often requires additional, focused support to access and make sense of text. ELs, who may have difficulty accessing the text due to limited English language proficiency, also benefit from peer discussions and from sharing their own personal experiences with the topic or theme. The “Read and Discuss” lesson segment provides ELs with additional experiences with a selected text excerpt through repeated reading and exploration of the text, peer and whole class oral discussion, and teacher-guided questioning. These strategies support bridging the gap between ELs’ prior knowledge and new knowledge gleaned through the text.

Unpack a Super Sentence: In this exercise, one complex, multi-clause sentence from the passage has been chosen for sustained discussion. Together, the class identifies the simple subject and simple predicate of the sentence. The teacher checks that students have a general comprehension of the sentence before breaking students into pairs. The pairs are assigned one chunk of the sentence to discuss and paraphrase, and then the whole class comes back together to paraphrase the entire original sentence and examine the relationship between the chunks. This occurs only in Lesson 6.

Rationale: Explicit instruction of text analysis skills helps ELs become more effective readers and writers. Without explicit guidance and opportunities to play with language, ELs may be able to decode text without really understanding the meaning. This activity supports ELs’ comprehension and the development of text analysis skills as they “unpack” a Super Sentence. Chunking the sentence into smaller, meaningful units helps ELs gain meaning from the smaller units before linking them together to develop overall meaning (Wong Fillmore and Fillmore, 2012). Exploring language in this way focuses ELs’ attention to the relationships among language, form, structure, and function. This explicit skill instruction supports ELs’ abilities to recognize and understand both the structure and content of complex texts.

Practice language connections: The teacher introduces a grammatical concept, differentiated by English proficiency level. Students focus on how these grammatical forms are used in the focal passage, so that their attention is always on how these forms are used to make meaning in context. Students answer three multiple-choice questions on the grammar topic, and the teacher immediately provides feedback to the class. Across proficiency levels, students study the same grammar topic (e.g. verbs), but at greater levels of complexity with increasing English proficiency. This occurs in Lessons 4 and 5.

Rationale: ELs need direct instruction and modeling of English language structures and conventions. Rather than teach these in isolation, effective instruction of language conventions should: connect to related readings from the curriculum; be communication-based; and, be designed through intentional lessons with the EL’s language level in mind. Making explicit connections between language lessons and related readings further helps ELs to learn the ways writers use language and literary devices to convey meaning, thereby also increasing their comprehension of texts from a variety of genres.

Produce language connections: Students apply the grammar lesson to their own writing. They compose a response to a question that elicits particular grammatical forms, and then volunteers share their writing with the class for feedback. As with “practice language connections,” the application exercises are differentiated by English proficiency level. This occurs in Lessons 4 and 5.

Rationale: Effective instruction of language conventions incorporates meaningful opportunities for ELs to apply and produce newly learned language forms, both orally and in their writing. It also integrates structured opportunities for ELs to receive feedback. In the “produce language connections” lesson segment, ELs are able to try out new language forms in their writing and then repeat them orally as they share their writing with the class. Not only does this activity help ELs to synthesize and practice new language forms, it also provides the teacher with an important authentic assessment opportunity.

Write for conversation: First, the teacher leads students in a warm-up, asking a series of questions to spark their thinking. Next, students write a response to the text, composing an answer to the question or topic introduced in “read and discuss.” Students are encouraged to use the vocabulary words introduced in the “collaborate about language” time. This occurs in Lessons 2 and 3.

Rationale: An effective English Language Development approach devotes regular and consistent time to writing. In the “write for conversation” lesson segment, ELs are afforded the much needed space to respond to the text they are reading through purposeful writing activities. Guided by a specific question or topic, this focus on writing allows students to express the meaning they are making around the text, apply newly learned language conventions and vocabulary, and make personal connections to the text topic or theme. Relating personal connections to text increases ELs’ deeper understanding of the themes and meanings of a text. In addition, it increases motivation for discussion and writing tasks because these tasks become more meaningful to ELs. And increased motivation leads to increased language production.

Revise: Before Lesson 5, the teacher reviews students’ writing in Lessons 2 and 3 and highlights a sentence in each composition for students to review and revise. In Lesson 6, students have five minutes to reread and reconsider their writing. The teacher may elect to direct students’ attention to a revision prompt provided in the curriculum, but may also give his or her students different directions for revision according to their demonstrated needs. Students then have 10 minutes to improve their writing, revising according to teacher suggestions or the prompt. This occurs only in Lesson 6.

Rationale: ELs need immediate and focused feedback in order to grow as writers. They also need opportunities to apply feedback and revise their written work. The most effective feedback is purposeful and based on the EL’s specific language level and needs. It is equally important for the feedback to be explicit, to identify what the EL is doing well, and to provide a limited and concrete focus for growth and revision. This is a case where identifying more areas for improvement is not better as it can overwhelm the EL. Identifying specific areas and allowing time for revision helps ELs understand that writing is a process and that it takes time and multiple drafts to produce a strong piece of text that effectively communicates their ideas.

Share and discuss: Two to three students share their writing with the class. One to two students comment on each piece of writing. Sentence frames are provided to help students explain the impact of a piece of writing and to ask questions about it. Additional Sentence frames extend the conversation so that the original reader can probe further with follow-up questions. Sharing time occurs on Days 1, 2 and 5, after students have produced or revised writing.

Rationale: This segment supports ELs' academic development in several ways. First, it provides ELs with a much needed opportunity to hear multiple student writing examples. Hearing multiple student examples supports ELs in developing their ability to recognize strong writing. It also helps to increase ELs' self-confidence with their own writing as they come to recognize that everyone is in a space of learning and developing proficiency in English, helping to reduce the "I'm the only one" fear. Second, the "Share and Discuss" lesson segment allots specific time for meaningful oral discourse. Providing opportunities for purposeful listening and speaking are essential for language and literacy development. The more opportunities students have for meaningful conversations, the quicker they will develop language proficiency.

Resources:

Wong Fillmore, L., and Fillmore, C. J. (2012). "What Does Text Complexity Mean for English Learners and Language Minority Students?" Stanford, CA: Stanford University, Understanding Language.

Differentiation in the ELD designated lessons

The Amplify ELD designated lessons emphasize oral language development and give students working at all language proficiency levels effective support to practice and develop their conversational and academic communication skills. The lessons are differentiated for students working at three different levels of ELD instruction: Emerging, Expanding, and Bridging. Amplify has modularized the lessons so that teachers can choose to move students to different levels depending on what work they are ready for in different domains of instruction. For example, one student might work at the Emerging level in the vocabulary/word meanings instruction and work at the Expanding level when it comes time to read and discuss the text.

Note in the description of the lesson format above and in the lesson maps to follow, that while each part of the Amplify ELD lesson focuses students on a particular domain as a primary area, the lessons purposefully bring in the other domains and integrate their use. So, when students are primarily learning new concepts about how language is connected, they move between straightforward grammar exercises, recognizing a syntactical structure in a familiar text, to describing orally and in writing what that structure does for the meaning of that text. Likewise, when students are primarily building knowledge of new word meanings, they are practicing writing sentences using those words, working on discussion skills with partners, and close reading the text to understand the impact of that word in a multi-layered, complex sentence. The ready availability of student-facing differentiated content makes it easy for a teacher to provide a student with more or less support or challenge even in the middle of one of these instructional activities.

Please see the next section on formative assessment for even more detailed guidance about how to use the Amplify ELD formative assessment tools to determine at which level students should be working at which points in the lessons.

The major differences in ELD instruction at the three different levels and in different domains of language instruction, are as follows:

Emerging

Reading: Students doing work at the Emerging level read the same core passages as the other levels, but the Emerging-level materials provide the support of an adapted version of the text to refer to in order to fully comprehend the passage and actively participate in the lesson.

The Emerging-level adaptations are line-by-line paraphrases of the original text. Grammar and vocabulary are level appropriate (simple verb tenses in the past, present, and future), yet the authors' voice and styles are kept intact. Students working at the Emerging level use the adaptation to access the basic meaning of the original text, but turn to the original text for evidence for discussion and close reading.

For each original passage, students working at the Emerging level answer basic comprehension questions with Wh-words and yes/no questions.

Speaking and writing: Students working at the Emerging level express basic ideas with phrases and short sentences. Since students working at this level need substantial support, they are often provided with visuals such as drawings and charts, or graphic organizers. In addition, speaking and writing activities have sentence starters and sentence frames to support students' written and oral production.

The expectation of students working at this level is that students can speak and write using basic sentence structures such as simple verb tenses in present, past, future, and some modal expressions like "can" and "might."

Vocabulary/word meanings: The vocabulary activities include high-frequency words as well as Tier 2 (general academic) words. Vocabulary words and activities are supported by visuals, synonyms, and contextual sentences to help students working at the Emerging level grasp the meaning of the words. The lessons at this level contain some of the same vocabulary activities as the other levels, but the questions, acting prompts, and vocabulary extension activities are written at a simpler level to challenge students, without overwhelming them.

Grammar/language connections: The lesson activities in language connections and grammar at the Emerging level focus on developing students' ability to expand subjects and predicates. Students expand subjects with adjectives. Students add detail to predicates with prepositional phrases to show the time or location of an action. Students work directly with simplified examples from the passages (or adaptations of the passages) to discover how the parts of a sentence work to form a complete idea.

Expanding

Reading: Students working at the Expanding level comprehend information on familiar topics and on some unfamiliar topics in contextualized settings. The activities at this level challenge students to read a variety of grade-appropriate texts using contextual clues.

Speaking and writing: Students working at the Expanding level have a wider range of language to express more complex feelings and respond to questions using extended discourse. They express ideas in highly structured and scaffolded academic interactions. Students working at this level need moderate support, but they can benefit from visuals such as drawings and charts, or graphic organizers. Speaking and writing activities are accompanied by sentence starters and sentence frames, not only to promote language fluency but to introduce students to more sophisticated language.

Vocabulary/word meanings: The vocabulary activities at this level include a higher percentage of Tier 2 words and academic language. In addition to vocabulary words, students working at the Expanding level are introduced to more advanced phrases such as phrasal verbs and idioms. Visual cues, synonyms, and example sentences using the target vocabulary/phrases are provided for extra support.

Grammar/language connections: The lesson activities in language connections and grammar at the Expanding level focus on developing students' ability to expand subjects and predicates. Students expand subjects with adjectives and prepositional phrases. Students add detail to predicates with prepositional phrases and/or adverbs to show the time, location, and manner of an action. Students work with increasingly complex examples from the text (e.g., compound and complex sentences that express cause and effect) to discover how multiple ideas are connected in the same sentence.

Bridging

Reading: Students working at the Bridging level can read about abstract concepts with understanding and begin to recognize language subtleties in a variety of settings. Students working at this level can read complex text at grade level and are also supported by the visuals such as drawings and charts.

Speaking and writing: Students working at the Bridging level initiate and sustain dialogue on a variety of grade-level academic and social topics. They have an increasing awareness of how to tailor language to specific purposes and audiences. Students doing work at this level need light support. Visuals such as drawings and charts, or graphic organizers are provided only when necessary. Sentence starters and sentence frames are introduced exclusively to transition students to using high-level academic vocabulary and text structures.

Vocabulary/word meanings: Word meaning activities are done around only Tier 2 and 3 (domain-specific) words. In addition to vocabulary words, students working at the Bridging level are introduced to more advanced language such as idioms and figurative language. Visual cues, synonyms, and example sentences using the target language are provided for extra support.

Grammar/language connections: The lesson activities in language connections and grammar at the Bridging level focus on developing students' ability to expand subjects and predicates. Students expand subjects with adjectives, prepositional phrases, and adjective clauses. Students add detail to predicates with prepositional phrases and/or adverbs to show the time, location, manner, frequency and degree of an action. Students work with increasingly complex examples from the text (e.g., complex sentences that show order and exception) to discover how multiple ideas are connected in the same sentence.

Activities that encourage oral communication and interaction to allow for grouping across levels

ELs will differ in their acquisition of English as numerous variables affect their language development. These include the level of formal education in their native language, personality (shy or outgoing), cultural styles and norms, life experiences, etc. ELs who are doing work at the Emerging level will need a great deal more scaffolding and support in the types of oral language production opportunities provided than will students who are doing work at the Expanding or Bridging levels. It is also important to recognize that often ELs will be working at different levels/stages of language development within the different domains (reading, writing, speaking, and listening) of English language acquisition. For example, students might be able to read/decode English text but not comprehend all that they have read or be able to speak fluently. Or, more commonly, many students can often comprehend more language than they can produce, so teachers should provide numerous opportunities for students to practice oral language in various ways that allow students to feel safe and encouraged to take risks in their own language learning. The following is a list of activities that experts in oral language have contributed to be used alongside the Amplify ELD curriculum at the teachers' discretion to encourage oral communication and interaction between students.

Roundtable is a way for students to generate as many facts and ideas about a topic as they can. It allows a teacher to formatively assess what ELs already know about a topic and to add to their vocabulary. Students need to listen to others in the group so that they do not repeat something already said.

Procedure: Divide students into groups of three or four. Write the topic (e.g., “vegetables”) on the board or use a computer and project it onto a screen. The first student names a vegetable. The next student names another vegetable, but cannot repeat something that has already been said. Students continue to name vegetables for 3-5 minutes. When time is called, one student from each group names as many vegetables as he or she can remember, and the teacher records these on the board/computer/chart paper for the class to see. (Source: *K-12 Strategies for Teaching ELD Curriculum Guide*, SFUSD Language Academy)

Inside-Outside Circle provides ELs with authentic opportunities to give and get information from a number of students. Students practice asking and answering questions. Sentence frames might be needed to help students form questions and answers.

Procedure: Divide the students into two groups and ask them to stand in two circles, one inside the other. The students inside the circle face out and the students in the outside circle face in. Students in the inside circle ask the students in the outside circle a question. Then the students in the outside circle answer the question. After asking and answering a question the students on the outside circle move to the right. They face a new partner and ask and answer questions again. Students continue to rotate after each question and answer. The questions for Inside-Outside Circle can be presented in two ways: 1) the teacher asks a question and the students respond to their partners, or 2) the students hold cards with the question to be asked and can read the question to their partner and show them (if needed) in order to procure a response from their partner. (Source: *K-12 Strategies for Teaching ELD Curriculum Guide*, SFUSD Language Academy)

5Ws Interview is an interview between two students about a problem or a story. The purpose of this activity

is for students to identify with the thoughts and problems of the speaker to learn to formulate the basic Who, What, When, Where, and Why questions.

Procedure: Using an outline or sentence frames, students ask each other Who, What, When, Where, and Why questions about the topic of the story. Students answer the questions based on the reading. Students then switch roles. (Source: *K-12 Strategies for Teaching ELD Curriculum Guide*, SFUSD Language Academy)

Jigsaw Reading (“home” and “expert” groups) is a collaborative learning technique where individuals become experts on one portion of the text and share their expertise with others in the small groups (called “home” groups). This technique enables students to cover large portions of material in a short period of time. Everyone shares responsibility for learning.

Procedure: Divide students into “home groups.” Assign each person in each home group an “expert” number. Students reassemble into “expert groups” to master the assigned content and to determine how best to teach the material to their “home” groups. “Experts” return to their “home” groups and share content they learned by teaching their “home groups.” (Source: *K-12 Strategies for Teaching ELD Curriculum Guide*, SFUSD Language Academy)

Hot Seat is a group activity that allows students to portray or “become” a character in the story. Students in character answer questions from others in the group. The purpose of this activity is to enable students to talk about events from different points of view, while developing interviewing skills and testing their knowledge of the book.

Procedure: Divide the class into small groups of 3-5 students. Each group writes 3-5 questions for a character in the text. Questions might focus on why a character did something or how the character felt about something that happened. Each group sends one person to the next table to be in the “Hot Seat.” Students who are in the “Hot Seat” are given two minutes to respond while “in character” to questions posed by the group. Students are encouraged to be dramatic and apply their knowledge of the text. A variation would be to send one member of each group to the front of the class and assign each person the name of a character. The class asks the different characters the questions they have written. Props such as puppets, masks, and costumes can also be used in this activity. (Source: *K-12 Strategies for Teaching ELD Curriculum Guide*, SFUSD Language Academy)

Dinner Party is an activity that works well with novels or historical fiction but can be adapted to other contexts. Students apply knowledge of a text, novel or history to a dramatic activity. For example, the teacher could pose the prompt, “Suppose you could have a dinner party for authors, historical figures or characters from literature we have studied: Whom would you invite? Why would you select them? What would be the seating order of the guests at the table, and why would you place them in that order? What do you think guests would talk about during dinner?” During each dinner party, specific content must be included and the characters must respond to each other as realistically and accurately as possible. (Source: Vogt & Echevarria, 2008)

Physical Timeline is a kinesthetic way for students to sequence events in history or in a story rather than completing a worksheet. For example, a student receives a notecard with one piece of information, such as

a date; another student receives a notecard with an event; and another student receives a notecard with another corresponding detail or fact about the event. The students organize themselves, first matching up the event with the date and corresponding details/facts. They then form a human timeline in front of the room. This activity requires students to synthesize and organize information by asking questions and working collaboratively. (Source: Vogt & Echevarria, 2008)

Reader's Theater is an activity in which students rewrite a story in the form of a script, then practice their roles, reading dramatically from the script.

Procedure: Students are divided into pairs or small groups. Parts of a story are chunked and assigned to different groups. Students write their own script for their assigned chunk of text and prepare for a class performance (consider props, actions/blocking, etc.) Students perform in front of an audience (usually the rest of the class). Groups self-assess, and the audience assesses the performance of each group. (Source: *K-12 Strategies for Teaching ELD Curriculum Guide*, SFUSD Language Academy)

Jeopardy is a popular game show in which an answer is posed and contestants have to say the corresponding question. The rules of this game can be adapted for the classroom. Students must come up with the answers and the corresponding questions to various topics that they have studied in class. This activity is especially suited for vocabulary review. (Source: Vogt, M.E., Echevarria, J. and Short, 2010)

Adaptations for all of the above activities can be adjusted for Emerging, Expanding, and Bridging levels by limiting or increasing the following:

- Range of items or information (e.g., by limiting the number of items, chunking the text, and/or using familiar texts)
- Time (e.g., the amount of time spent on task)
- Level of support and scaffolds
- Difficulty level (e.g., of the given material)
- Product (e.g., final product)
- Participation (e.g., oral, kinesthetic, written, picture)

Adapted from Vogt, M.E., Echevarria, J. and Short, D. (2010).

References

Vogt, M.E. and Echevarria J. (2008) *99 Ideas and Activities for Teaching English Learners with the SIOP Model*. Boston: Allyn & Bacon.

Vogt, M.E., Echevarria, J. and Short, D. (2010). *Making Content Comprehensible for Secondary English Learners: The SIOP Model*. Boston: Allyn & Bacon.

K-12 Strategies for Teaching, ELD Curriculum Guide, SFUSD Language Academy