

Advanced Literacies for English Learners LIASCD

October 4, 2019



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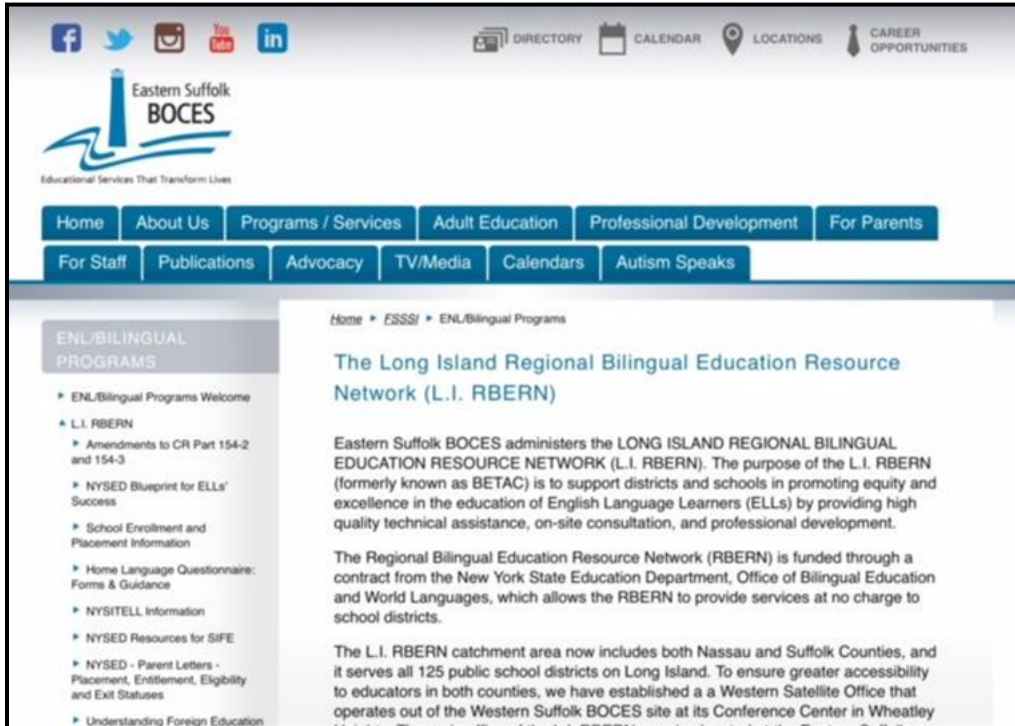
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Workshop Objectives

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In today's session we will:

- Explore Hallmarks 1 & 2 of NYSED Advanced Literacies
- Examine the use of scaffolds to provide ELL/MLLs with complex text and rich content area information
- Explore research-based strategies for supporting ELLs' use of context-rich texts, and conversational and academic language development



What are Advanced Literacies?



What are Advanced Literacies?

Advanced literacies refers to the skills and competencies that enable communication in increasingly diverse ways and promote the understanding and use of text for a variety of purposes.

Linguistically Diverse Learners and the NYS Next Generation P-12 Learning Standards

A Series of Topic Briefs Produced for the New York State Education Department by Nonie K. Lesaux, PhD & Emily Phillips Galloway, EdD

The New York State Education Department (NYSED) is pleased to present to you a series of eight topic briefs produced for NYSED by Nonie K. Lesaux, PhD from Harvard University & Emily Phillips Galloway, EdD from Vanderbilt University. These briefs are designed to aid New York State educators in implementing the NYS Next Generation Learning Standards; complement and support the Next Generation Standards and related documents; offer an expansion and deeper explanation of concepts embedded in the Standards, Introduction, and Preface; and provide additional guidance to the field particularly in settings serving linguistically diverse learners.

- [Topic Brief One: Advanced Literacies for Academic Success](#)
- [Topic Brief Two: What Goes Into Effective Reading Comprehension](#)
- [Topic Brief Three: Hallmark One of Advanced Literacies Instruction: Engaging, Content-rich Texts](#)
- [Topic Brief Four: Hallmark Two of Advanced Literacies Instruction: Classroom Discussion](#)
- [Topic Brief Five: Hallmark Three of Advanced Literacies Instruction: Building Written Language](#)
- [Topic Brief Six: Hallmark Four of Advanced Literacies Instruction: Academic Vocabulary and Language](#)
- [Topic Brief Seven: Advanced Literacies Instruction: Spotlight on Interactive Units of Study](#)
- [Topic Brief Eight: Spotlight on Language Production Projects](#)



LINGUISTICALLY DIVERSE LEARNERS AND THE NYS NEXT GENERATION P-12 LEARNING STANDARDS

BRIEF 3 OF 8

Hallmark 1 of Advanced Literacies Instruction: Engaging, Content-Rich Texts

Produced for the New York State Education Department by
Nonie K. Lesaux, PhD & Emily Phillips Galloway, EdD

Hallmark 1:
Work with engaging texts that feature big ideas and rich content

LINGUISTICALLY DIVERSE LEARNERS AND THE NYS NEXT GENERATION P-12 LEARNING STANDARDS

BRIEF 4 OF 8

Hallmark 2 of Advanced Literacies Instruction: Classroom Discussion

Produced for the New York State Education Department by
Nonie K. Lesaux, PhD & Emily Phillips Galloway, EdD

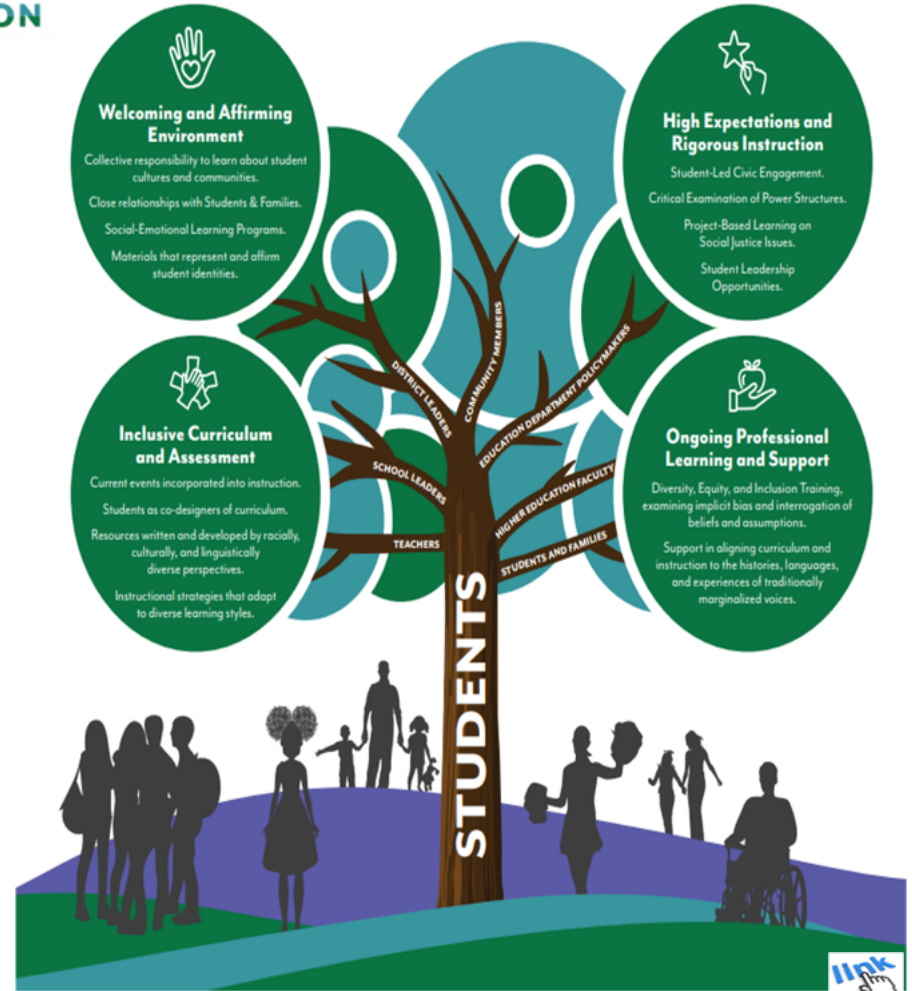
Hallmark 2:
Talk and discussion to build both conversational and academic language knowledge

**CULTURALLY
RESPONSIVE-
SUSTAINING
EDUCATION**



EXECUTIVE SUMMARY

The CR-S framework helps educators create student-centered learning environments that: affirm racial, linguistic and cultural identities; prepare students for rigor and independent learning; develop students' abilities to connect across lines of difference; elevate historically marginalized voices; and empower students as agents of social change.



Hallmark 1 of Advanced Literacies Instruction: Engaging, Content-Rich Texts

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Hallmark 1:
Work with engaging
texts that feature
big ideas and rich
content

What do Advanced Literacies Look Like? Indicators in Instruction:

- ☑ Texts appear to be of high-interest to readers; students are motivated to read them.
Instructor connects the purpose for reading the text to the unit's goals.
- ☑ Students understand the role that each text plays in building up their understanding of the unit's topic.
- ☑ Instructor creates space for students to share alternative interpretations of the text.
- ☑ Instructor requires that students use (text-based) evidence to support any claims made about the text.
- ☑ Students have opportunities to answer text-dependent questions to build comprehension, then have opportunities to make inferences from text.





Texts are an excellent
and crucial platform to
building language and
knowledge.

(Kieffer, Lesaux. 2007)

Dimensions of Text Complexity

9

How to estimate a text's complexity for a reader

Teacher

What do my students know about this text's topic? Author? Literary? Devices/themes/language that appear in this text?

Teacher

What will my students be asked to do with this text? How familiar is this task?

Reader

Text

Task

Teacher

How many levels of meaning does the text contain? How many allusions to other texts or culture appear in the text? What types of complex/abstract words appear in the text? Is there lots of figurative language? Are there sentence structures that contain multiple ideas? Are graphics used to convey information? Are there shifts in points of view, time, or storylines that make comprehension challenging?

Qualitative

Quantitative

Teacher

What is the Lexile, Flesch-Kincaid, or reader-level according to text-leveling software?

Shifting How We Think About Complex Texts

10

From...

To...

Texts are extremely challenging



Texts feature essential knowledge and ideas, language in text is language used in the discipline

Texts are at or above grade-level, or below grade-level



Multiple texts and sets of texts at different levels from many perspectives

Texts offer little engaging content, compromising learning activities



Questions guide reading, help student identify ideas for developing reading comprehension skills

High Quality Instructional Practices

11

- What do students know that can help them to understand this text?
- How do the other texts we have read help students understand this text?
- What is the purpose of this text?
- Text sets-a range of texts on a single topic of multiple levels and perspectives builds background
- Informational texts
- Appropriate instructional supports

Instructional Supports

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- Scaffolds
- Word Bank
- Translanguaging
- Sentence Stems
- Modeling
- Text annotations
- Bridging
 - e.g., Brainstorming, Thinking Maps, KWL charts
 - Schema Building
 - Word walls, word sorts
- Contextualizing
 - Related materials- pictures, videos, manipulatives, hands-on activities



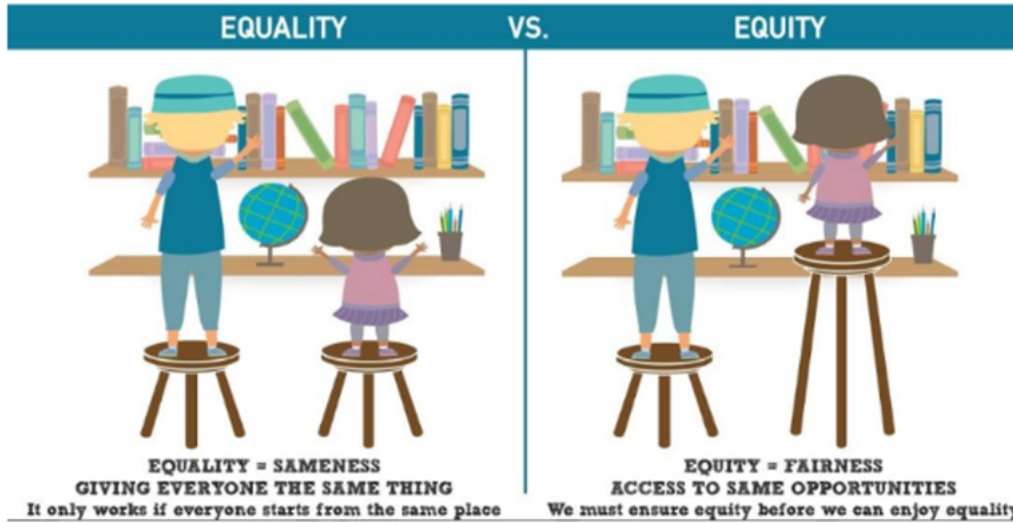
[Digital file] Retrieved from <https://www.readingrockets.org/article/supporting-ells-mainstream-classroom-reading-instruction>



A scaffold is a temporary support a teacher provides to a student that enables the student to perform a task he or she would not be able to perform alone (Gibbons, 2015; National Governors Association for best Practices, CCSSO, 2010).

9 Ways to Scaffold a Text

<p>Define words</p> <p>Bold 2 words. In the margin, create a glossary style definition for each</p>	<p>Add visual supports</p> <p>Add one illustration to the text. Add one chart or diagram to the text.</p>	<p>Main Ideas</p> <p>Highlight or underline the main idea of each paragraph.</p>
<p>Graphic organizer</p> <p>Create a blank graphic organizer the student could use to help organize the text.</p>	<p>Outline</p> <p>Create an outline of the text using no more than 3 words per bullet.</p>	<p>Make Connections</p> <p>Add one "Think about when you..." bubble to the text.</p>
<p>Provide background knowledge</p> <p>Add one sidebar to the text to build additional knowledge of the topic.</p>	<p>Scaffold discussion of the text</p> <p>Create 6 sentence stems students could use to discuss the text.</p>	<p>Get the gist</p> <p>Write a 2 sentence summary of the passage for students to read before they read the text.</p>



Created by Miklan Royer for Mid-State RBERN at OCM BOCES

FIGURE 3.9 Suggested Scaffolds at Each Proficiency Level

ELP Level	Scaffolds for Instruction by Level	Scaffolds for All Levels
<i>Beginning</i>	<ul style="list-style-type: none"> • Access to text, video, and/or instructions in home language, as well as in English • Sentence frames to help ELs respond to text-dependent questions posed throughout the lesson • Word walls and word banks • Reduced linguistic load for language of instruction 	<ul style="list-style-type: none"> • Concise background knowledge • Pretaught vocabulary • Graphic organizers • Glossaries • Dictionaries • Repetition, paraphrasing, and modeling • Pair and small-group work
<i>Intermediate</i>	<ul style="list-style-type: none"> • Access to text, video, and/or instructions in home language, as well as in English, as appropriate • Sentence stems • Word walls and banks 	
<i>Advanced</i>	<ul style="list-style-type: none"> • See scaffolding for all levels 	

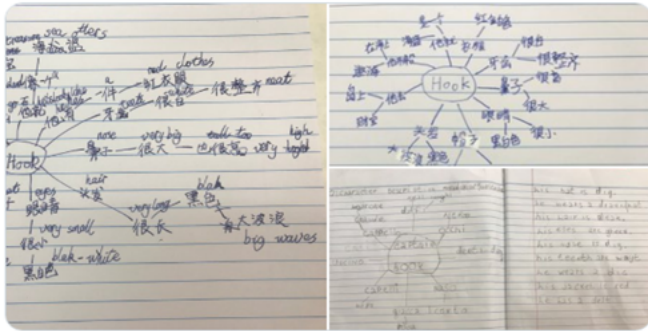
Source: Adapted from August, D., Staehr Fenner, D., & Snyder, S. (2014). *Scaffolding instruction for English language learners: A resource guide for ELA*. Retrieved from <https://www.engageny.org/resource/scaffolding-instruction-english-language-learners-resource-guides-english-language-arts-and>

Fenner, D. S., Snyder, S., & Breiseth, L. (2017). *Unlocking English learners potential: strategies for making content accessible*. Thousand Oaks, CA: Corwin, a SAGE Company.



Emeny @Emeny · Sep 24

#Translanguaging in my classroom; I was blown away with the results. All of this was done with little guidance from me (10 mins Home lang. 15 mins Eng.) My Italian student is new to English, and look what he could do!
@JamesDykman #ellchat #ellsapd #eal #EnglishTeacher

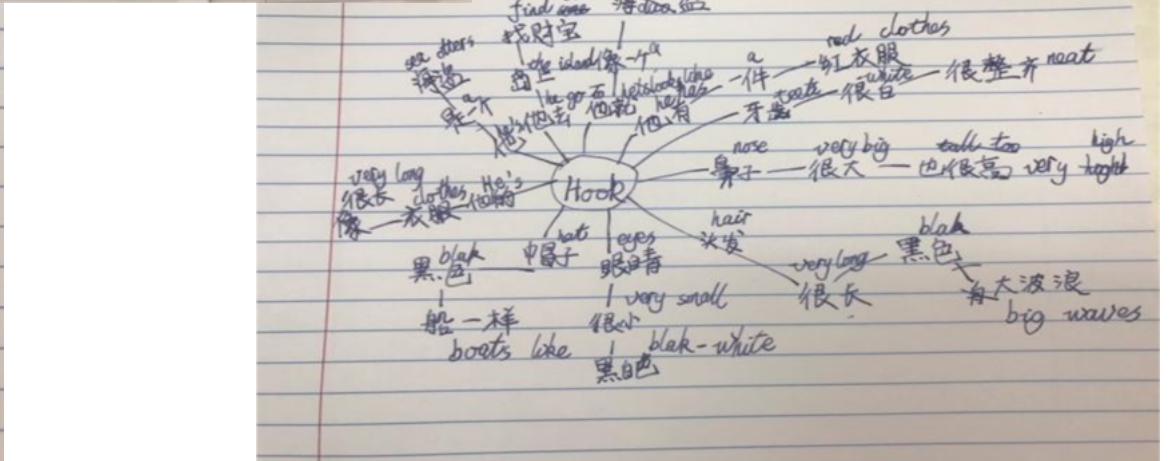
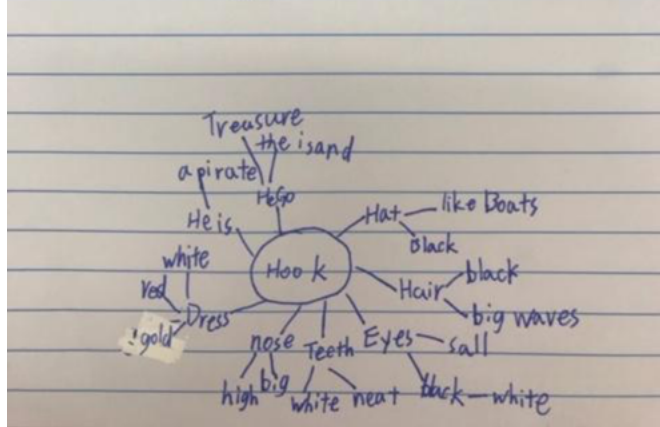
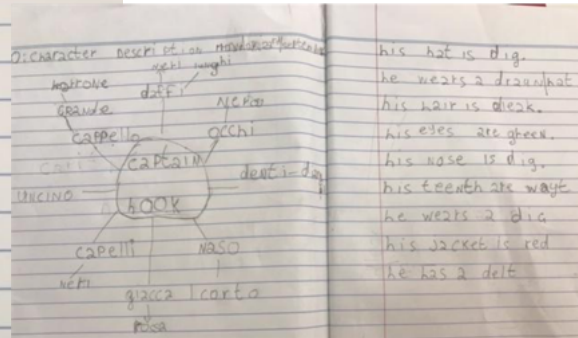
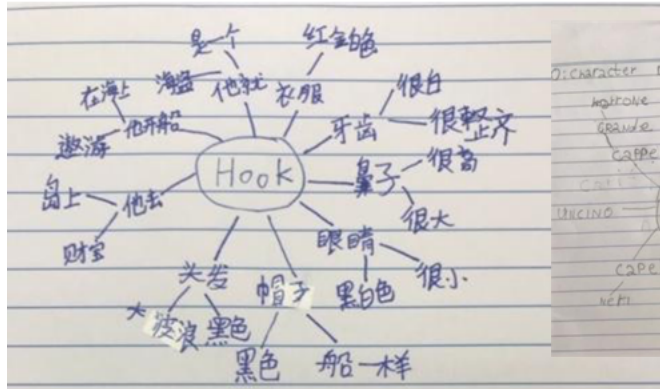


Translanguaging: “the process whereby multilingual speakers utilize their languages as an integrated communication system. It is the only way to create meaning while learning.”



Ofelia García Ph.D.
CUNY Graduate Center

<https://www.little-sponges.com/index.php/2018/05/10/5-ways-teachers-can-create-translanguaging-classroom/>



Hallmark 2 of Advanced Literacies Instruction: Classroom Discussion

Produced for the New York State Education Department by
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Hallmark 2:
Talk and discussion
to build both
conversational and
academic language
knowledge

What do Advanced Literacies Look Like? Indicators in Instruction:

- Instructor communicates the importance of using target words when speaking.
- Instructor acknowledges the challenges associated with learning language and conveys an attitude that values experimenting with language by *praising students' attempts* at using target language when speaking, i.e., an expectation that students will *not* likely use words correctly or precisely at first.
- Instructor builds in talk routines if these are not already an integral part of the curriculum.
- Students are aware of talk routines—and demonstrate a level of comfort with them.
- Student discussion is part of each lesson, e.g., peer-to-peer interaction (brief or extended), debates, interviews.
- Students are encouraged to use peers as language resources when speaking.
- Students are asked to use previously taught words, language structures, and strategies for academic language learning when speaking, i.e., an expectation that students will *not* likely use words correctly or precisely at first.



WHAT DO YOU THINK?



Reading and writing
float on a sea of talk.

-James Britton

Created by Lindsay Barna

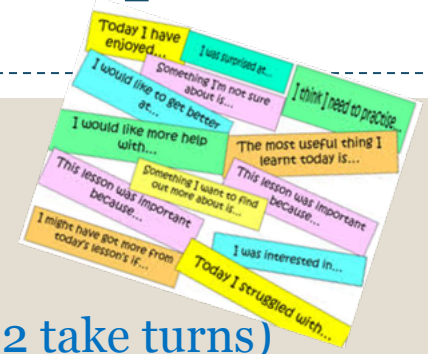
literacycoachmusings.wordpress.com

Oral Language - Sentence Stem Completion

18

Directions:

- Complete each of the sentence stems below
- Form two lines facing each other for a *Conga-sation*
- Discuss first response with your partner (partner 1 & partner 2 take turns)
- At signal, line 1 shifts to the right, line 2 remains
- Discuss second response with new partner
- Repeat for Question #3



1. Why do you think it's important to develop ELLs' oral language skills?

I think it's important because...

2. What is one strategy you use to support ELLs' engagement in academic conversations?

One strategy that I use to support ELLs' engagement in academic conversations is...

3. What is one question you have about engaging ELLs in academic conversations?

One question I have about engaging ELLs in academic conversations is...

Shifting How We Think About Classroom Talk

From...

To...

Infrequent classroom discussion and talk



Frequent use of formats that promote classroom talk – think-pair-share, jigsaw, debates, and small group work

Using discussion and talk as strategies for processing new content



Also using discussion and talk as a method for demonstrating thinking and learning

Using discussion and talk as a stand-alone strategy for learning



Using discussion and talk to support reading and writing instruction, and vice versa

Advantages of Academic Conversations



from Academic Conversations by Jeff Zwiers & Marie Crawford

5 Areas of Benefits



Language & Literacy

- * Academic Language
- * Vocabulary
- * Literacy Skills
- * Oral Language & Communication Skills



Cognitive

- * *Critical Thinking Skills*
- * *Different Perspectives & Empathy*
- * *Creativity*
- * *Negotiating Meaning & Focusing on a Topic*



Content Learning

- * Content Understandings
- * Connections
- * Co-construct Understandings
- * Assess Learning



Social & Cultural

Psychological

- * *Equity*
- * *Empathy*
- * *Relationships*
- * *Academic Ambience*
- * *Lessons More Culturally Relevant*
- * *Inner Dialogue & Self-Talk*
- * *Self-Discovery*
- * *Engagement & Motivation*
- * *Student Voice & Empowerment*
- * *Confidence & Academic Identity*
- * *Choice, Ownership, & Control over Thinking*

Created by @HSeslteacher for #ECGClassTalk #ECG2015

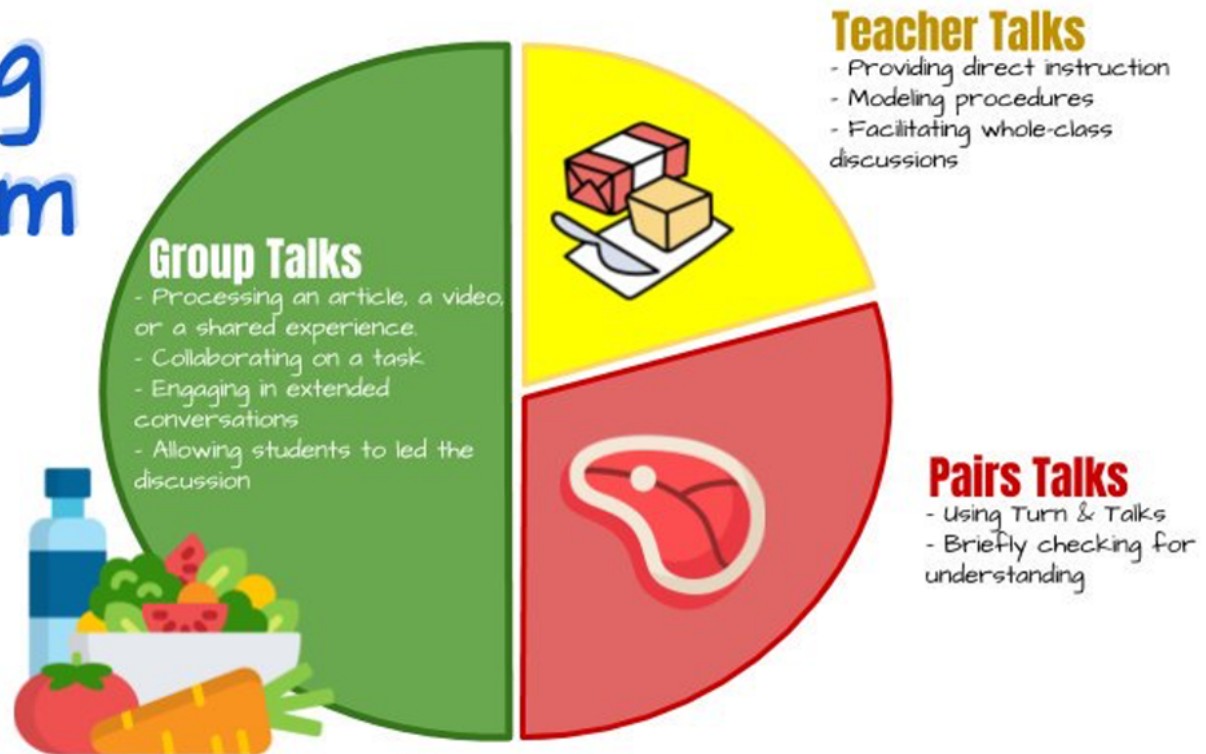
“Conversations show us students’ communication behaviors, higher-order thinking skills, academic language proficiency, and content understandings...

They often provide a better window into students’ thinking than written work or tests.”

(Zwiers & Crawford, 2011, p. 185)

<https://create.piktochart.com/output/7173769-academic-conversations>

Balancing Classroom Talks



@TanELLclassroom



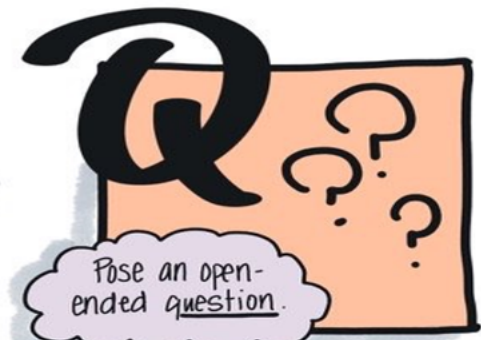
QSSSA

engaging

a structured conversation strategy

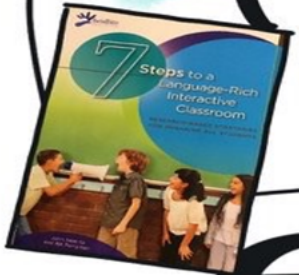
@Seidlitz_Ed

100%
TOTAL PARTICIPATION



Pose an open-ended question.

- use rich vocabulary
- keep it posted



2. **S** Signal

- x hands on head
- x thumbs
- x thinker's chir
- x stand up

3. **S** Provide STEMS

Support English Language Structures

According to the text...

In my opinion...

4. **S** share

- discuss in pairs or groups

Lower the affective filter

- verbalize
- hear from peers

5. **a** assess

- > randomly call on a few students
- > check for understanding
- > clear up misconceptions

#7Steps @valentinaESL



QSSSA Script

WHY?

Class, without calling out answers, think about this question...
(QUESTION)

Linked to objectives and lesson goals, focuses and activates prior knowledge for ELLs.

When you think you have an answer in mind, let me know by ____.
(SIGNAL)

Build in wait time for ELLs to process.

When you discuss your answers I want you to respond in this format ...
(STEM)

Provides opportunity for students to practice targeted academic language.

Turn to your partner and discuss...
(SHARE)

Increases student talk, chance to compare their response with others, and 100% of class practices targeted language.

Select students to share or ask everyone to write their response.
(ASSESS)

Scaffolds for ELLs, ensures students are prepared to respond.

(Seidlitz & Perryman, 2011)

➤ Despite proven benefits of academic conversations, many ELs are still provided insufficient opportunities to engage in these types of oral language activities...



Q: What percent of the school day do you think ELLs engage in speaking?

S: (Signal) “Thumbs Up” when you have your answer

S: (Stem) I think that ELLs engage in speaking _____% of the school day.

S: (Share) Tell the person to your right your response

A: (Assess) Can the person at each table sitting closest to the door share the group’s response?



1
COME TO THE
DISCUSSION PREPARED



2
USE
APPROPRIATE
BODY LANGUAGE

4 PRACTICES FOR FOSTERING ELS' ORAL LANGUAGE DEVELOPMENT



3
PARTICIPATE
BY TAKING TURNS

4
MAKE
CONNECTIONS



READ THE FULL BLOG POST AT BIT.LY/4OLPRACTICES

 @SUPPORTEDUC

STAHR FENNER & SNYDER, 2017

Four Practices for Fostering ELLs' Oral Language Development

Step 1: Come to the discussion prepared

- ❖ Student-friendly lesson objectives
- ❖ Prior knowledge
- ❖ Pre-teach and provide guided practice with needed vocabulary
- ❖ Provide sufficient thinking and writing time
- ❖ Use scaffolded graphic organizers to support ELLs' sharing of ideas



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Step 2: Use appropriate body language

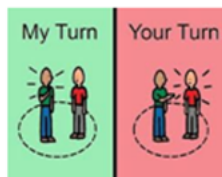
- ❖ Be aware of cultural norms related to
 - ❖ eye contact
 - ❖ leaning in toward partner
 - ❖ personal space
 - ❖ nodding to show understanding
- ❖ Use role plays to demonstrate appropriate and inappropriate gestures



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Step 3: Participate by taking turns

- ❖ Structured pair work
- ❖ Talking stick, rock, chips
- ❖ Create a communication culture that values the sharing of diverse ideas
- ❖ Teach and model language for inviting classmates to participate
- ❖ Use gap or barrier activities where students must collaborate to share information that they need to complete the task



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Step 4: Make connections

- ❖ Explicitly model how to make connections to what their peers are saying, to prior learning, and to their life experiences
- ❖ Teach language that students can use to connect ideas (e.g., I want to add on to what Joaquin said...)
- ❖ Practice discrete conversation skills (e.g., agreeing, disagreeing) through mini-lessons on familiar topics



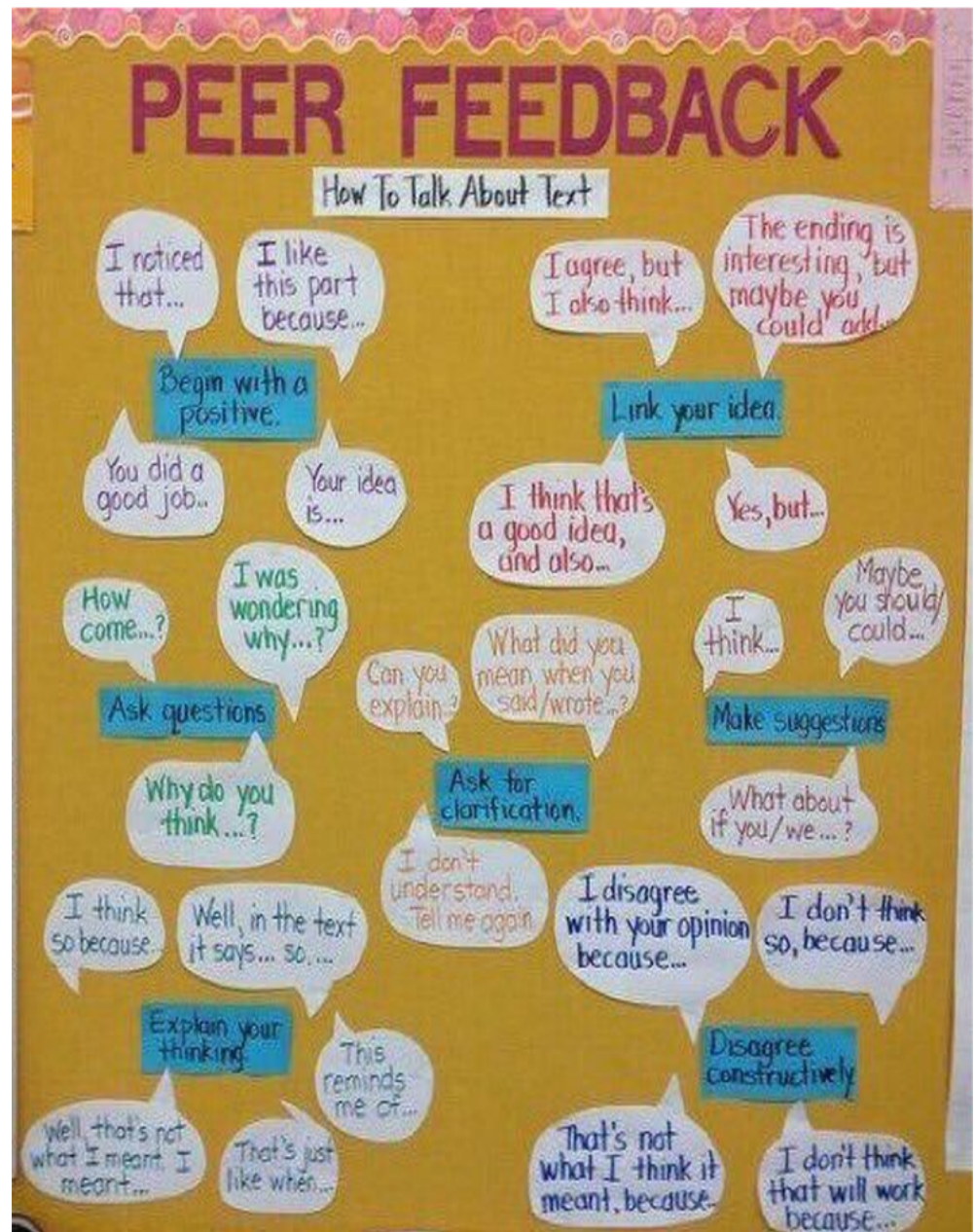
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Keep Language Visible and Accessible

Katie Toppel, Ed.D.
@Toppel.ED

Following

5th graders rocked their academic conversation about animal intelligence. They challenged each other to give examples and had fun respectfully disagreeing with each other's opinions using accountable talk. 🐾





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Scaffolded Interaction: Retelling Chains with Transition Words: First, Next, Then, Finally

Socratic Seminar

- Highly social nature of learning (John Dewey, Lev Vygotsky, Jean Piaget, and Paulo Friere)
- Formal discussion based on a text, in which the leader asks open-ended questions
- Students listen closely to the comments of others, thinking critically for themselves, and articulate their own thoughts and their responses to the thoughts of others
- Students learn to work cooperatively and to question intelligently and civilly



<https://www.youtube.com/watch?v=JvYnXSRguzw>

Israel, Elfie. "Examining Multiple Perspectives in Literature." In *Inquiry and the Literary Text: Constructing Discussions in the English Classroom*. James Holden and John S. Schmit, eds. Urbana, IL: NCTE, 2002.



Directions:

8 people sit around table facing each other in “inner circle”
 8 people form “outer circle”
 Inner circle will discuss questions
 Outer circle will watch, take notes, and later pose questions and give comments about what they observed
 The teacher can be part of either the inner "fishbowl" circle or the outer circle.

<https://sites.google.com/a/dcsdk12.org/etil-academycadre/fishbowl-socratic-seminar>

Socratic Seminar Peer Scoring Sheet

1

On notebook paper, write your name on the BOTTOM LEFT side. Write your peer's name on the UPPER RIGHT side. This is very important!

As you listen to your Socratic Seminar partner on the inside circle, evaluate him or her on the following scale:

	4 Points	3 Points	2 Points	1 Point
1. Participation	My partner often moved the conversation forward without prompting.	My partner sometimes moved the conversation forward without prompting.	My partner sometimes participated in the conversation, but prompting was needed.	My partner did not participate an adequate amount for the time given.
2. Comprehension of the Text/Topic	My partner demonstrated a deep knowledge of the text and the question.	My partner demonstrated a general or shallow knowledge of the text and the question.	My partner did not seem to comprehend the text or the question posed.	My partner did not participate enough for me to gauge his or her understanding of the text/question.
3. Listening	My partner obviously listened to others with an open mind AND he or she asked for clarification or responded to other people's statements.	My partner listened to others with an open mind.	My partner somewhat listened to others; however, it seemed that he or she was mostly waiting to speak rather than listening with an open mind OR he or she did not respond to other people's statements/ideas.	My partner did not appear to listen to the Socratic Seminar. He or she seemed inattentive.
4. *Textual Support <small>**Optional category for discussions that are based on a text.</small>	My partner regularly used explicit or implicit evidence from the text (quotes or summaries) to support his or her response.	My partner referred to the text sometimes, but not always.	My partner referred to the text but only rarely or in a shallow way.	My partner did not refer to the text at all.
5. **Preparation <small>**Optional category for discussions that require preparation.</small>	My partner came to the seminar prepared, either with FINISHED notes, COMPLETE WORKSHEET(S), and/or a FULLY ANNOTATED text.	My peer was only somewhat prepared. Preparation was minimal.	My peer put minimal effort into preparation. Notes, worksheet(s), and/or annotations were not complete.	No preparation has been visibly completed.

Once finished, add up the number of points earned on your notebook paper. Make sure that you peer's name is on the paper – your peer WILL NOT see your score. At the end of the grading period, all Socratic Seminar scores per person will be added and input into the grade book. Your peer will not know your individual scores, but instead will see his or her added score from ALL Socratic Seminars.

The points possible are:

- 12 for a Socratic Seminar that includes questions 1-3
- 16 for a Socratic Seminar that includes questions 1-4
- 20 for a Socratic Seminar that includes questions 1-5. I will tell you the total possible for each individual seminar.

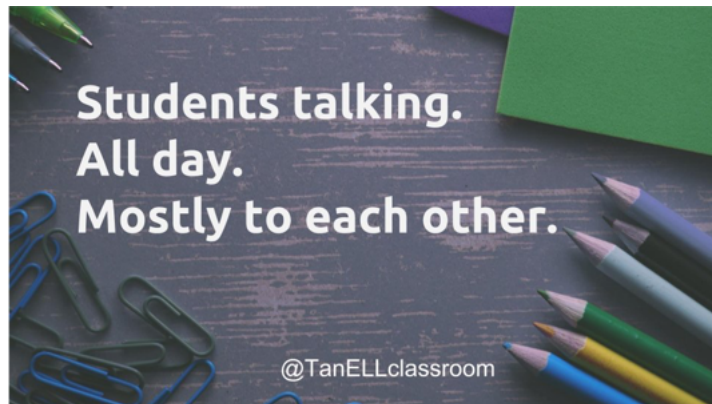
FIGURE 4.11 Helping ELs Prepare for a Socratic Circle

Strategy	Recommendations for ELs
<p>Preparing for Socratic circles: ELs need deep understanding of the text.</p>	<ul style="list-style-type: none"> • Be sure that students are adequately prepared for the activity by giving them sufficient scaffolding to understand the text (e.g., concise background knowledge, glossaries, and scaffolded text-dependent questions). • Provide students with graphic organizers to help them frame their thinking about the text in writing. • Give students practice and support in developing open-ended questions about a particular text. • Give students practice in anticipating the types of open-ended questions that other students might ask about a text.
<p>Modeling: ELs need to know what high-quality responses and questions sound like.</p>	<ul style="list-style-type: none"> • Model a successful Socratic circle by first practicing the following steps with a familiar text at a lower level of complexity. • Provide ELs with opportunities to practice questioning and responding in small groups before expecting them to participate in a whole-class discussion. • Provide sentence stems that students can use in asking and responding to questions, clarifying others' ideas, and commenting on the ideas of others. Give students practice in using these stems. • Highlight questions or responses that are particularly effective. Explain why those particular questions or responses are of high quality.
<p>Balancing Participation: Help support ELs' participation in the discussion.</p>	<ul style="list-style-type: none"> • If some students are dominating the discussion, limit all participants to a certain number of questions and responses. • Guide students to invite those who are less active to participate (e.g., "Marisol, what do you think about what Sam said?"). • As the facilitator, use the last few minutes of the discussion to invite those students who haven't asked a question to take part in the discussion. • Be comfortable with silence. The time will allow those who need more time to think more opportunities to participate.



Source: Staehr Fenner, D., & Snyder, S. (2015). Socratic circles and the Common Core: An introduction [blog post]. Retrieved from <http://www.colorincolorado.org/blog/socratic-circles-and-common-core-introduction-part-i>

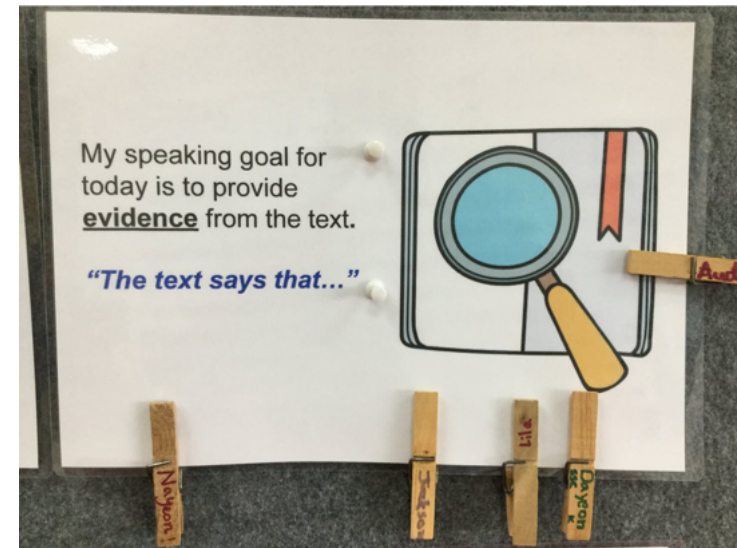
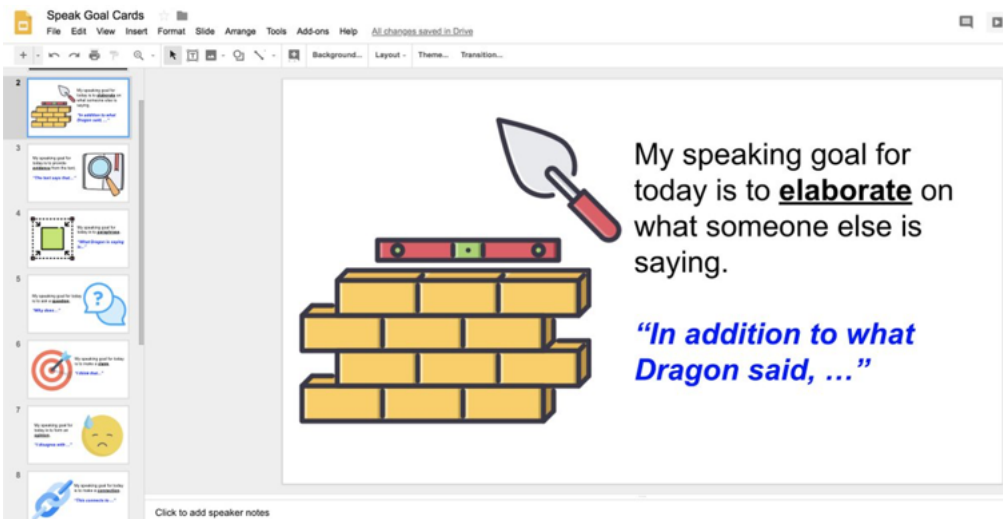
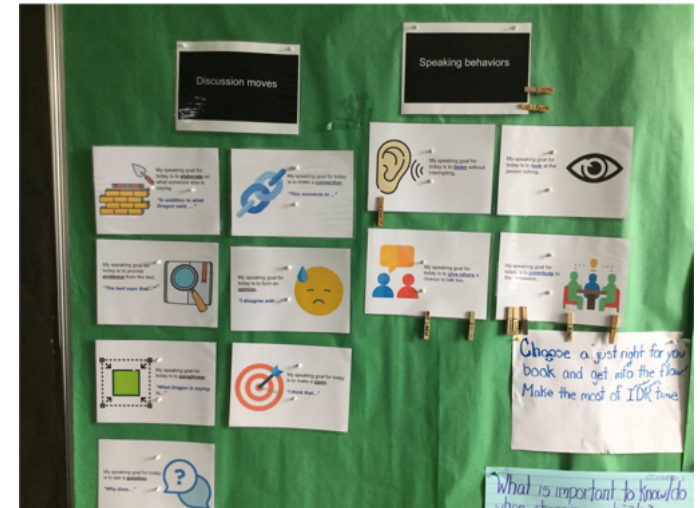
Staehr Fenner, D., & Snyder, S. (2017). *Unlocking English learners' potential: Strategies for making content accessible*. Thousand Oaks, CA: Corwin. p.105.



Tan Huynh @TanELLclassroom · 25 Sep 2018

Ss pick a goal for the discussion by placing a clip on the appropriate poster:

docs.google.com/presentation/d/1ST9v6p43M8gZqtZPg-A3FInvSZ7PUGd7NbelmZQ4Mn4/edit#slide=id.g4294babcfa_0_51 #ellchat #ell #eld #esol #tesol #bctf #education



https://docs.google.com/presentation/d/1ST9v6p43M8gZqtZPg-A3FInvSZ7PUGd7NbelmZQ4Mn4/edit#slide=id.g4294babcfa_0_51

Activity

Lee Sus Fleep

Directions:

Read the passage and answer the question.

Created by Mikian Royer for Mid-State RBERN at OCM BOCES



1-2-4 Protocol:

- 1- independently
- 2- with a partner
- 4- with a team

Once upon a time there were lee sus fleep. The fleep of fleep sent the fleep to snarp their own splotn. Sus Floop Pee snarp his splot of mig. Sus Floop Fee snarp his splot of vis. Sus Floop Lee snarp his splot of pon. Pee day a ufer came and sput Sus Floop Pee splot vert and plim Sus Floop Pee. Next the ufer sput Sus Floop Fee splot vert and plim Sus Floop Fee. After that the ufer tried to sput Sus Floop Lee splot vert but it didn't compo vert. Sus Floop Lee lived happily ever after.

1- Independently

Read passage and answer

Question:

Why didn't the ufer plim Sus Floop Lee?

Unfamiliar Words	Notes
pee	
fee	
lee	
flop, fleep	
sus	
sput	
vert	
plim	
otfleep	
snarp	
splot, slotn	
ufer	
mig	
vis	
pon	
compo	



2- With a Partner

Puzzling Partners

- Find your partner by matching up your puzzling words (numbered, color-coded, fitted pieces)
- work with your partner to discuss and translate as many unfamiliar words as you can
- complete the Notes column of the unfamiliar words list with notes, definitions, annotations, pictures, etc.

Unfamiliar Words	Notes
pee	
fee	
lee	
flop, fleep	
sus	
sput	
vert	
plim	
otfleep	
snarp	
splot, slotn	
ufer	
mig	
vis	
pon	
compo	



4- With a Team

Join another partnership to continue the discussion:

- compare and exchange notes
- translate as many additional unfamiliar words as you can
- complete the Notes column of the unfamiliar words list with notes, definitions, annotations, pictures, etc.
- reread and annotate the passage together, using the completed list to translate unfamiliar words



Les Sus Fleep



Ufer



Splot


- The Sus Fleep and the Ufer are the main characters in the story.
- The story takes place where the fleep snarp their splot.

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Lee Sus Fleep

Once upon a time there were lee sus fleep. The fleep of fleep sent the fleep to snarp their own splotn. Sus Floop Pee snarp his splot of mig. Sus Floop Fee snarp his splot of vis. Sus Floop Lee snarp his splot of pon. Pee day a ufer came and sput Sus Floop Pee splot vert and plim Sus Floop Pee. Next the ufer sput Sus Floop Fee splot vert and plim Sus Floop Fee. After that the ufer tried to sput Sus Floop Lee splot vert but it didn't compo vert. Sus Floop Lee lived happily ever after.

lee - 3
 sus - little
 fleep - pigs

houses 

built

straw

sticks

bricks

wolf

blow

down

ate

fall

Unfamiliar Words	Notes
pee	
fee	
lee	
flop, fleep	
sus	
sput	
vert	
plim	
otfleep	
snarp	
splot, slotn	
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mig	
vis	
pon	
compo	

QSSSA.....Q (Question)

So.....

Why didn't the ufer
plim Sus Floop Lee?



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S (Signal):  “Thumbs Up” when you know the answer

S (Stem):

- The ufer didn't plim sus floop lee because _____.

S (Share): Choose a stem to share your answer with a partner.

A (Assess): Can someone wearing a blue shirt share with class?



Once upon a time there were **three little pigs**. The **pigs' mother** sent the **pigs** to **build** their own **houses**. **Little pig one** built his house of **straw**. **Little pig two** built his house of **sticks**. **Little pig three** built his house of **bricks**. **One day** a **wolf** came and **blew** little pig one's house **down** and **ate** little pig one. Next the **wolf** blew little pig two's house **down** and **ate** little pig two. After that the **wolf** tried to **blow** little pig three's house **down** but it didn't fall down. **Little pig three** lived happily ever after.

Why didn't the **wolf** eat little pig three?

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Q&As, Takeaways & Wrap Up

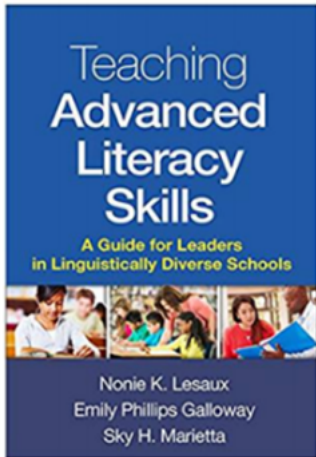
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Bringing it back to the Classroom...



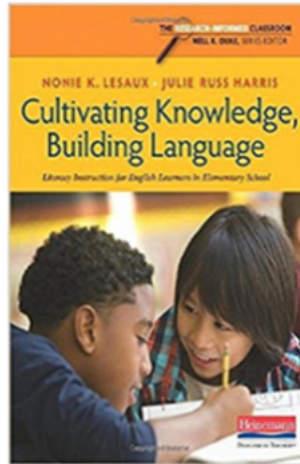
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For more on this, see...



The **Lead for Literacy** initiative is a series of one-page memos that revisits assumptions that guide current policies and practices, outlines common pitfalls, and presents feasible solutions to pressing issues.

Access these briefs at <https://langlit.gse.harvard.edu/lead-for-literacy>



Office of Bilingual Education and World Languages:

Visit: <http://www.nysed.gov/program-offices/office-bilingual-education-and-world-languages-obewl>

Contact: <http://www.nysed.gov/bilingual-ed/schools/contact-us>

NYS Next Generation P-12 Learning Standards:

Visit: <http://www.nysed.gov/aimhighny>

References

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thank
YOU
so
much

