PROMOTING ACADEMIC LANGUAGE, INQUIRY AND LITERACY IN THE ELD CLASSROOM

DEBRA ENGERS
CABE San Diego March 6, 2015
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CONTENT AND LANGUAGE OBJECTIVES

- LEARN ABOUT BEST RESOURCES FOR INSTRUCTION AND SUPPORT FOR ENGLISH LEARNERS
- Raise Your Voice on Behalf of English Learners: The English Learner and Common Core Advocacy Toolkit
- Overview of the California English Language Development Standards and Proficiency Level Descriptors
CONTENT AND LANGUAGE OBJECTIVES

- Learn about California ELD standards aligned to the Common Core ELA standards
- Learn about CCSS and Smarter Balanced testing

View research projects and how they can be effective in developing language and literacy for EL and long term ELs
CONTENT AND LANGUAGE OBJECTIVES

- View levels of questioning to use with ELs - Blooms Taxonomy & Webb’s Depth of Knowledge
- View, read and discuss these questioning levels
- Consider the reality of using students’ primary languages and ways to do it
- View projects created by EL and long term EL students
CONTENT AND LANGUAGE OBJECTIVES

- View resources and websites that can be used for students to create projects and have practice with SB test items.
CALIFORNIANS TOGETHER

http://www.californianstouppergether.org/
CALIFORNIA NEXT GENERATION ELD STANDARDS
aligned to the Common Core ELA

LANGUAGE MODES
Interacting in Meaningful Ways

- Interpretive
- Productive

LANGUAGE PROCESSES
Learning How English Works

- Structuring Cohesive Texts
- Connecting and Condensing Ideas
- Expanding and Enriching Ideas

Emerging → Expanding → Bridging
**Section 1: Goal, Critical Principles, and Overview**

**Goal:** English learners read, analyze, interpret, and create a variety of literary and informational text types. They develop an understanding of how language is a complex, dynamic, and social resource for making meaning, as well as how content is organized in different text types and across disciplines using text structure, language features, and vocabulary depending on purpose and audience. They are aware that different languages and variations of English exist, and they recognize their home languages and cultures as resources to value in their own right and also to draw upon in order to build proficiency in English. English learners contribute actively to class and group discussions, asking questions, responding appropriately, and providing useful feedback. They demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia. They develop proficiency in shifting language use based on task, purpose, audience, and text type.

**Critical Principles for Developing Language and Cognition in Academic Contexts:** While advancing along the continuum of English language development levels, English learners at all levels engage in intellectually challenging literacy, disciplinary, and disciplinary literacy tasks. They use language in meaningful and relevant ways appropriate to grade level, content area, topic, purpose, audience, and text type in English language arts, mathematics, science, social studies, and the arts. Specifically, they use language to gain and exchange information and ideas in three communicative modes (collaborative, interpretive, and productive), and they apply knowledge of language to academic tasks via three cross-mode language processes (structuring cohesive texts, expanding and enriching ideas, and connecting and condensing ideas) using various linguistic resources.

### Part I: Interacting in Meaningful Ways

<table>
<thead>
<tr>
<th>A. Collaborative</th>
<th>Corresponding Common Core State Standards for English Language Arts*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics</td>
<td><strong>SL.7.1.6; L.7.3.6</strong></td>
</tr>
<tr>
<td>2. Interacting with others in written English in various communicative forms (print, communicative technology and multimedia)</td>
<td><strong>W.7.6; WHST.7.6; SL.7.2; L.7.3.6</strong></td>
</tr>
<tr>
<td>3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges</td>
<td><strong>W.7.1; WHST.7.1; SL.7.1.4.6; L.11-2.3.6</strong></td>
</tr>
<tr>
<td>4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)</td>
<td><strong>W.7.4-5; WHST.4-5; SL.7.6; L.7.1.3.6</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Interpretive</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Listening actively to spoken English in a range of social and academic contexts</td>
<td><strong>SL.7.1.3.6; L.7.1.3.6</strong></td>
</tr>
<tr>
<td>6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</td>
<td><strong>RL.7.1-7.9-10; RI.7.1-10; RH.7.1-10; RST.7.1-10; SL.7.2; L.7.1.3.6</strong></td>
</tr>
<tr>
<td>7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area</td>
<td><strong>RL.7.4-5; RI.7.4.6; RH.7.4-6; RST.7.4-6; SL.7.3; L.7.3.6</strong></td>
</tr>
<tr>
<td>8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area</td>
<td><strong>RL.7.4-5; RI.7.4-5; RH.7.4-5; RST.7.4-5; SL.7.3; L.7.3.5-6</strong></td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>C. Productive</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Expressing information and ideas in formal oral presentations on academic topics</td>
<td><strong>SL.7.4-6; L.7.1.3</strong></td>
</tr>
<tr>
<td>10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</td>
<td><strong>W.7.1-10; WHST.7.1-2.4-10; L.7.1.6</strong></td>
</tr>
<tr>
<td>11. Justifying own arguments and evaluating others’ arguments in writing</td>
<td><strong>W.7.1, 8-9; WHST.7.1, 8-9; L.7.1-3.6</strong></td>
</tr>
<tr>
<td>12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas</td>
<td><strong>W.7.4-5; WHST.7.4-5; SL.7.4-5; L.7.1.3.5-6</strong></td>
</tr>
<tr>
<td>Texts and Discourse in Context</td>
<td>English Language Development Level Continuum</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Part I, strands 1–4 Corresponding Common Core State Standards for English Language Arts:</td>
<td>1. <strong>Exchanging information/ideas</strong></td>
</tr>
<tr>
<td>1. SL.7.1; L.7.3;6</td>
<td>Engage in conversational exchanges and express ideas on familiar topics by asking and answering yes-no and wh-questions and responding using simple phrases.</td>
</tr>
<tr>
<td>2. W.7.6; WHST.7.6; SL.7.2; L.7.3;6</td>
<td>2. <strong>Interacting via written English</strong></td>
</tr>
<tr>
<td>3. W.7.1; WHST.7.1; SL.7.1;4;6; L.11-2.3;6</td>
<td>Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate.</td>
</tr>
<tr>
<td>4. W.7.4-5; WHST.4-5; SL.7.6; L.7.1,3,6</td>
<td>3. <strong>Supporting opinions and persuading others</strong></td>
</tr>
<tr>
<td><strong>Purposes for using language include:</strong></td>
<td>Negotiate with or persuade others in conversations (e.g., to gain and hold the floor or ask for clarification) using learned phrases (e.g., I think... Would you please repeat that?) and open responses.</td>
</tr>
<tr>
<td>Describing, entertaining, informing,</td>
<td>4. <strong>Adapting language choices</strong></td>
</tr>
<tr>
<td>interpreting, analyzing, recounting,</td>
<td>Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher).</td>
</tr>
<tr>
<td>expiring, persuading, negotiating,</td>
<td>5. <strong>Exchanging information/ideas</strong></td>
</tr>
<tr>
<td>justifying, evaluating, etc.</td>
<td>Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affording others, adding relevant information, and paraphrasing key ideas.</td>
</tr>
<tr>
<td><strong>Text types include:</strong></td>
<td>6. <strong>Interacting via written English</strong></td>
</tr>
<tr>
<td>Informational text types include</td>
<td>Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate.</td>
</tr>
<tr>
<td>descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factorial), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), etc.</td>
<td>7. <strong>Supporting opinions and persuading others</strong></td>
</tr>
<tr>
<td>Literary text types include stories (e.g., historical fiction, myths, graphic novels), poetry, drama, etc.</td>
<td>Negotiate with or persuade others in conversations (e.g., to provide counter-arguments) using learned phrases (I agree with X, but...), and open responses.</td>
</tr>
<tr>
<td><strong>Audiences include:</strong></td>
<td>8. <strong>Adapting language choices</strong></td>
</tr>
<tr>
<td>Peers (one-to-one)</td>
<td>Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience.</td>
</tr>
<tr>
<td>Small group (one-to-group)</td>
<td>9. <strong>Interacting via written English</strong></td>
</tr>
<tr>
<td>Whole group (one-to-many)</td>
<td>Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate.</td>
</tr>
</tbody>
</table>
http://www.cde.ca.gov/sp/el/er/documents/sbeeldstdg7bw.pdf#search=ELD%20Standards&view=FitH&pagemode=none
APPENDIXES A B C D

• A. Foundational Literacy Skills for English Learners

• B. California ELD Standards Part II: Learning About How English Works

• C. Theoretical Foundation and Research Base for California ELD Standards

• D. Context Development and Validation of the ELD Standards
Claim 1 – Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Claim 2 – Students can produce effective and well-grounded writing for a range of purposes and audiences.
Claim 3 – Students can employ effective speaking and listening skills for a range of purposes and audiences.
Claim 4 – Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.
http://www.ode.state.or.us/search/page/?id=3747
ObaVerse and other Sites

http://www.corestandards.org/

- www.obaverse.org
- www.teachingchannel.org
- www.corestandards.org
- www.cal.org
- http://wordgen.serpmedia.org/
Bloom’s Taxonomy Vs Webb’s Depth of Knowledge

- As the use of technology has become an integral part of what we do every day and the shift to standards for curriculum and for assessment (Smith & O’Day, 1991), Bloom’s Taxonomy is limited.

- The Depth of Knowledge (DOK) Model is used to analyze the cognitive expectation demanded by standards, curricular activities and assessment tasks (Webb, 1997)
# CRITICAL THINKING SKILLS

## 1 Knowledge

**Identification and recall of information**
- Who?
- What?
- Where?
- When?

**Define**
- fill in the blank
- label
- recall
- state

**Identify**
- locate
- match
- spell
- tell

**List**
- memorize
- underline

## 2 Comprehension

**Organization and selection of facts and ideas**
- Re-tell ________ in your own words.
- What is the main idea of ________?

**Convert**
- describe
- restate

**Explain**
- paraphrase
- rewrite

**Put in order**
- put in order
- summarize
- translate

## 3 Application

**Use of facts, rules, and principles**
- How is ______ an example of ______?
- How is ______ related to ______?
- Why is ______ significant?

**Apply**
- compute
- find out
- state

**Conclude**
- determine
- make

**Construct**
- draw
- operate

## 4 Analysis

**Separating a whole into component parts**
- What are the parts or features of ______?
- Classify ______ according to ______.

**Analyze**
- contrast
- determine
- diagram

**Classify**
- debate
- differentiate
- examine

**Compare**
- determine the factors
- distinguish
- infer

**Outline/diagram/web/map**

## 5 Synthesis

**Combining ideas to form a new whole**
- What would you predict/ infer from ______?
- What might happen if you combined ______ with ______?

**Change**
- formulate
- predict
- revise

**Combine**
- generate
- pretend
- suggest

**Compose**
- invent
- produce
- suppose

**Construct**
- originate
- rearrange
- visualize

**Design**
- plan
- reorganize
- write

## 6 Evaluation

**Developing opinions, judgements, or decisions**
- Do you agree that ______? Explain.
- Prioritize ______ according to ______?

**Appraise**
- decide
- rank

**Choose**
- defend
- support

**Compare**
- evaluate
- value

**Conclude**
- give your opinion
- how would you decide about ______?
Webb’s Depth of Knowledge (DOK)

1. Recall & Reproduction: Can the student recall a simple fact from the story? Requires a shallow understanding and no analysis.

2. Skills & Concepts: Can the student think beyond recalling a fact? Students may be asked to interpret, infer, classify and categorize, organize, compare & contrast, and determine whether fact or opinion, predict, determine cause & effect, apply, reconstruct or sequence a story.

3. Strategic Thinking: Can the student think beyond the text to his world or another text for an answer, or adapt the text to create something new? Can he explain, generalize, or connect ideas from one text to another? Can he evaluate text, formulate opinions, and then explain them?

4. Extended Thinking: Students take information from multiple sources and are asked to apply this information to a new task that requires complex thinking, usually over time. (Ex. A project-based-learning activity or a research paper.)
Bloom’s Vs. DOK?
This is an over-simplification of the correlations, but it SOMETIMES works!

DOK needs more complexity at each higher level. Generally for primary children, if you can get kids to think about more than one text at a time and get them to form opinions AND support them, you’ll hit level three in DOK. The Extended Thinking level in DOK needs multiple texts, complexity, and a project completed over time, such as in Project Based Learning Activities.

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BLOOM’S TAXONOMY APPS

- In App Store search Bloom’s Taxonomy
- 2 Apps $1.99 and $2.99
Rigor is referenced as the cognitive energy involved in a student’s capacity to work with complex, challenging, and ambiguous content for acquiring new information that can be transferred and applied to new situations or used to create new ideas.

- Blooms Taxonomy/Webb’s Depth of Knowledge
- Example of questions world history class
Industrial Revolution and Capitalism
Review
• What is an entrepreneur?
• What is crop rotation?
• What are the three factors of production?
• How did the agricultural revolution help start the industrial revolution?
• What is Pasteurization?
• What was the biggest city in Europe during the industrial revolution?
• What were some problems in urban areas during the industrial revolution?
• Name three positive results of the Industrial Revolution.
• What are the factors of Production?
• What was the first country to industrialize in Europe?
• Define laissez faire.
• What are the three natural laws of economics?
• What book did Adam Smith write and what did it say?
• Who was Karl Marx?
• Why were labor unions formed?
• Describe the working conditions during the early part of the Industrial Revolution.
• What is the difference between Socialism and Capitalism?
• What is a corporation?
• Who was William Woodsworth?
• Expanding Industry brought Immigrants from what continent to what continent?
• What effect did the Industrial Revolution have on slave labor?
• What was the Communist manifesto?
• What is Utopianism?
• What is the Purpose of a Strike?
• Define Romanticism.
• Define Realism.
Resources and Websites

- http://www.pinterest.com/gladridge/higher-order-thinking/
- http://worldresources.tripod.com/mural_people.html
- http://www.countryreports.org/
Research Projects and Presentations

- Song Project
- Career Search
- Famous People Project
- Talk Show
- Country Report
- State Report
SONG PROJECT

ELA Listening and Speaking Standard
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest

Objective from ELD Proficiency Level descriptors
Interact via written English and collaborate with peers to engage in short, grade-appropriate written exchanges and writing projects, using technology as appropriate.
Plan and deliver brief oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas.

Create a movie maker presentation using the lyrics from a song.
You may work alone or with a partner.
Create a list of the nouns found in the song
Search for images that represent the nouns in the song
Create your presentation using the images
Research information about the song, its composer, the person or group who performed the song and other interesting information about the song
Present your movie maker project in front of the class

This project is worth 60 points. The rubric for evaluating your project is on the other side of this page.

This project is due ________________________________
SONGS USED

- Imagine
- California Dreaming
- We are the World
- Palisades Park
- See You Later Alligator
SONGS USED

- A Horse with No Name
- Here Comes The Sun
- Secret Agent Man
- Somewhere Over the Rainbow
SONG PROJECT EXAMPLES
SONGS
LESSONS AND ACTIVITIES

- “Cats In the Cradle”  
  Harry Chapin
- “Young Turks”  
  Rod Stewart
- “In the Ghetto”  
  Elvis Presley
- “Leaving On a Jet Plane”  
  Peter, Paul & Mary

- “Last Kiss”  
  Frank Wilson & Cavaliers
CAREER SEARCH

- Occupational Handbook site
  http://www.bls.gov/k12/students.htm
- Section for students
- Spanish
- Students learn about careers/jobs and expectations and preparation for a particular career or job
CAREER SEARCH PROJECT

Do you know what type of job or career you will pursue in the future?
Now is the time to start preparing for that job or career. You will read information from the Occupational Handbook website and prepare a power point presentation to present in class.

Content Objectives
- Learn about jobs and how to prepare for a job and career.
- Begin to set goals and expectations for post high school years.
- Use a computer to create interesting presentations

Language Objectives
- Search for and read information about jobs and careers
- Summarize and paraphrase information
- Give a short oral presentation to inform classmates about a job/career

Directions
1. Go to the website http://www.bls.gov/k12/index.htm
2. Under the US Map there are four orange circles. Click on Student Resources
   Under What are you interested in? there are 12 choices
3. Choose one or two of the choices and finally choose a career to investigate.
4. Print a copy of the information about the career you want to learn about
5. Read the information under each heading
   What do ____ do?
   Work Environment.
   How to become a ____________
   Pay
   Job Outlook
   Similar Occupations,
   More Information, Including links to O*Net
6. Underline or highlight the most important information in each section
7. Create a power-point presentation to present to the class with at least 8 slides
8. Write a summary in your own words about the job including information you found reading about the seven areas of information about the job/career.
Career powerpoint Example
FAMOUS PEOPLE PAINTING

- Discussing the Divine Comedy with Dante
- Historical Painting with Wikipedia Links & Mouse Over Tagging
- Chinese Artists Dai Dudu, Li Tiezi, and Zhang An, 2006, oil on canvas
- Can also use pitara biographies
Pre Activity Famous People Painting

- In groups of 4
- Identify as many of the people you can in the painting

- Categorize particular people into groups

- Choose three people who had the greatest impact on the history of the world, the US, Your own personal life
Blooms Buttons
FAMOUS PEOPLE POWERPOINT AND PRESENTATION

- Famous Person Power Point Presentation.
- You viewed the painting of famous people “Discussing the Divine Comedy with Dante”
- You had conversations about several of these famous people. Now choose a famous person about whom you will conduct research and create a power point presentation.
- Find information on Wikipedia.org about the person you have been given to study.
- Use diigo to bookmark, highlight and annotate information you find.
- Meet with your teacher and show the teacher sentences and information about the person that you can use in your powerpoint.
- Create at least 8 slides about the person. Include the following information:
  - Slide 1 Name of Person
  - Slide 2 Birth-date and birthplace
  - Slide 3 Early life and family life
  - Slide 4 Education
  - Slides 5, 6, 7 Tell why this person is famous. Give information about his or her accomplishments.
  - 8. If the person is still alive where does he or she live now?
  - If the person is not alive, where and how did he or she die?
- Include photos and graphics that illustrate your presentation.
- If you find interesting websites about the person include the sites in your presentation.
- This assignment is worth 60 points.
FAMOUS PEOPLE PP EXAMPLE
OBJECTIVES

- Conduct research about a famous person
- Write questions about the person and conduct an interview.
- Speak English with confidence and good expression.
- Create a power point to accompany the interview.

You will work in groups of three.
- One person is the interviewer
- One person is the famous person, the interviewee
- One person is the interpreter

Read the information about the famous person.
- Together in your group write at least 6 questions that can be asked of the famous person.
- Create a power point with photos about the information you asked.

Present your interview to the class.

This project is worth 100 points

You will present your Talk Show Presentation on ______

Group Members
- ___________________   ___________________
- ___________________
- ___________________

Total points________________

100
STATE REPORT

- This assignment is worth 25 points
- Check the rubric for this project and use it as a guide. It is on the back of this paper
- Students will use the internet to research information about states of the United States.
- Students will write about a state organizing ideas, concepts, and information and include graphics, figures and multimedia
- Students will present a short informational speech about a state to the class

Directions
- Create a Powerpoint or Presi presentation about a state

Your presentation should include at least 6 slides

Include the following information:
- Name, nickname and state flag
- Location and climate
- Population and most important cities
- Symbols state flower and state bird
- Something special about the state
State Report Examples

- Power Points
- Prezis
ACADEMIC LAGUAGE VIDEOS AND QUOTATIONS

Rebuilding Research Writing Strategies for Sparking Informational Inquiry

RoutledgeNanci Werner–Burke Karin Knaus, and Amy Helt Decamp

Diigo

Build your personal library in the cloud, with links, pages, notes, pictures etc, never to be lost, and ready to be accessed anywhere. Of course, those digital highlights, sticky notes and screenshots you added while going around the web automatically go into your library.
CAREER SEARCH

STANDARDS

Research to Build and Present Knowledge:
CCSS.ELA-LITERACY.W.9-10.7
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Presentation of Knowledge and Ideas:
CCSS.ELA-LITERACY.SL.9-10.4
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Conventions of Standard English
CCSS.ELA-LITERACY.L.9-10.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELD Standards
Emerging
9. Presenting
Plan and deliver brief oral presentations and reports on grade-
appropriate topics that present evidence and facts to support ideas

Expanding

9. Presenting

Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas using growing understanding of register.

Bridging

9. Presenting

Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that express complex and abstract ideas, well supported by evidence and reasoning, and are delivered using an appropriate level of formality and understanding of register

Emerging

10. Writing

a) Write short literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently.

Expanding

10. Writing

a) Write longer literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.

Bridging

10. Writing

a) Write longer and more detailed literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently using appropriate text organization and register.

b) Write clear and coherent summaries
CAREER SEARCH PROJECT

Do you know what type of job or career you will pursue in the future? Now is the time to start preparing for that job or career. You will read information from the Occupational Handbook website and prepare a power point presentation to present in class.

Content Objectives
1. Learn about jobs and how to prepare for a job and career.
2. Begin to set goals and expectations for post high school years.
3. Use a computer to create interesting presentations

Language Objectives
1. Search for and read information about jobs and careers
2. Summarize and paraphrase information
3. Give a short oral presentation to inform classmates about a job/career

Directions
1. Go to the website http://www.bls.gov/k12/index.htm
2. Under the US Map there are four orange circles. Click on Student Resources
   On the left click on Career Explorations. You will see choices under What are
   you interested in? There are 12 choices
3. Choose one or two of the choices and finally choose a career to investigate.
4. Print a copy of the information about the career you want to learn about
5. Read the information under each heading
   What do _____ do?
   Work Environment.
   How to become a ______________
   Pay
   Job Outlook
   Similar Occupations,
   More Information, Including links to O*Net
6. Underline or highlight the most important information in each section
7. Create a power-point presentation to present to the class with at least 8 slides
8. Write a summary in your own words about the job including information
   you found reading about the seven areas of information about the job/career.
COUNTRY REPORT

Objectives

Content Objectives
Research information about your country
Learn about the countries of your classmates
Use a computer to create a power-point presentation

Language Objectives
Read information about your country
Write statements and facts about your country
Speak in front of the class with confidence
Listen to classmates’ speak about their countries.
Speak with confidence in front of the class
Directions

Go to the site www.countryreports.org

Find facts of information about the following. Create at least 10 slides in a power-point presentation

Name of country and when it was established

Government and leader

Population

Major Cities

Your birthplace/where you live now

Monuments

Food

Holidays
Famous Person Power Point Presentation.

Objective to read about a famous person and present information to the class by giving an oral presentation.

Directions

1. Find information on Wikipedia.org about the person you have been given to study.
2. Print 5 pages of information about the person.
3. Meet with Mrs. Engers and choose sentences about the person that you can use in your powerpoint
4. Create at least 8 slides about the person. Include the following information

   Birth-date and birthplace

   Early life and family life

   Education

   At least 4 slides telling why this person is famous- his or her accomplishments

   If the person is still alive where does he or she live now?

   If the person is not alive where and how did he or she die?

   Include photos and graphics that illustrate your presentation

   If you find interesting websites about the person include the sites in your presentation.

This assignment is worth 60 points
http://www.corestandards.org/

http://www.cde.ca.gov/sp/el/er/documents/sbeeldstdg7c.pdf

http://www.smarterbalanced.org/about/advisory-committees/#ELLAC

www.obraverse.org

www.cal.org

http://wordgenserpmedia.org

http://www.myboe.org/


www.diigo.com

http://www.easybib.com/

http://www.bls.gov/k12/index.htm

http://www.bls.gov/es/ooh/home.htm

http://worldresources.tripod.com/mural_people.html

http://www.pitara.com/magazine/people.asp

http://www.countryreports.org/
SONG PROJECT

- ELA Listening and Speaking Standard
- 5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest

Objective from ELD Proficiency Level descriptors

- Interact via written English and collaborate with peers to engage in short, grade-appropriate written exchanges and writing projects, using technology as appropriate.
- Plan and deliver brief oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas.

- Create a movie maker presentation using the lyrics from a song.
- You may work alone or with a partner.
- Create a list of the nouns found in the song
- Search for images that represent the nouns in the song
- Create your presentation using the images
- Research information about the song, its composer, the person or group who performed the song and other interesting information about the song
- Present your movie maker project in front of the class
STATE REPORT

This assignment is worth 25 points
Students will use the internet to research information about states of the United States.
Students will write about a state organizing ideas, concepts, and information and include graphics, figures and multimedia
Students will present a short informational speech about a state to the class

Directions
Create a Powerpoint or Presi presentation about a state
Use the site www.countryreports.org

Your presentation should include at least 6 slides

Include the following information:

Name, nickname and state flag

Location and climate

Population and most important cities

Symbols state flower and state bird

Something special about the state
TALK SHOW

Objectives

- Conduct research about a famous person
- Write questions about the person and conduct an interview.
- Speak English with confidence and good expression.
- Create a power point to accompany the interview.

- You will work in groups of three.
- One person is the interviewer
- One person is the famous person, the interviewee
- One person is the interpreter

- Read the information about the famous person.
- Together in your group write at least 6 questions that can be asked of the famous person.
- Create a power point with photos about the information you asked.

- Present your interview to the class.

- This project is worth 100 points

- You will present your Talk Show Presentation on ______

- Group Members
  - __________________  __________________

- __________________
- __________________

Total points________________