Preteaching Tier 2 or 3 Words/Phrases

1. Teacher asks students to repeat the word.
2. Teacher states the word in context from the text.
3. Teacher provides the dictionary definition.
4. Teacher provides student-friendly definition.
5. Teacher highlights features: polysemous, cognate, tense, prefixes, etc.
6. Students engage in Teacher provided sentence starter or frame for 60 seconds. (Must contain target vocab.)
7. Teacher informs when students will see and use it.

Say effect 3 times.

“Weather can have a big effect on your life.”
The result or consequence of something.
Two cups of coffee in the morning have a big effect on me—I can’t sleep at night!
It is a cognate – efecto. How do we spell effect? What other word is similar?
_____ has had a big effect on my life recently. (Ping-Pong)

Use effect in your partner reading & summaries plus today’s Exit Pass.

Write-Around Part 1

• Students work in teams of 3 or 4.
• Students clear their desks.
• Each student has one paper and a pen or pencil.
• Each student writes the prompt/sentence starter and completes a sentence.
Team Chooses One
Use as many Tier 2 & 3 words as possible.

Humans are the cause of global warming due to...

Or

Nature is the cause of global warming due to...

Now, complete the sentence before passing the paper to the right.

Write-Around
Part 2

• Do a Read-Around-Aloud.
• Read the composition you are holding to your team. This is the one you will practice revising and editing.

Chart for Ratiocination

<table>
<thead>
<tr>
<th>Code</th>
<th>Clue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Box</td>
<td>Make a list of first words.</td>
</tr>
<tr>
<td>Circle</td>
<td>Verb tense Punctuation or lack of (periods, question marks...)</td>
</tr>
<tr>
<td>Underline</td>
<td>Tier 1 words. Do you need to change them? Find places that need evidence or citations</td>
</tr>
<tr>
<td>Alternating lines</td>
<td>Highlight alternating sentences to show structure and length variety.</td>
</tr>
<tr>
<td>Individualized ????</td>
<td>Student centered differentiation. What does Margarita need to work on? How about Shawn? Argelia? Later let the EL choose the item to Ratiocinate.</td>
</tr>
</tbody>
</table>

Revising: Cut-n-Grow

• Students find a sentence that needs to be followed with evidence, a claim or counterclaim.
• Students cut their compositions right after the sentence where they are going to add evidence from the text.
• The additional sentences are written on the colored sheet. Once written, the students tape the rest of their composition onto the colored sheet.
• Students reread their improved compositions.
Write-Around
Part 3
Step 1 - Add a powerful conclusion. Use the Conclusion Table Tent for tips.
Step 2 - Give it a title – an attention grabber!
Step 3 - Prepare your volunteer to read it to the class. Help the volunteer practice reading with prosody and ganas.
10 mins to prepare. 1 min to read.

Example RAFT Assignments

<table>
<thead>
<tr>
<th>R</th>
<th>A</th>
<th>F</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>News reporter</td>
<td>College-educated adults</td>
<td>News article</td>
<td>Global warming</td>
</tr>
<tr>
<td>Astronomer</td>
<td>First graders</td>
<td>Travel guide</td>
<td>Journey through the solar system</td>
</tr>
<tr>
<td>Acute triangle</td>
<td>Obtuse triangle</td>
<td>Letter</td>
<td>Differences among triangles</td>
</tr>
<tr>
<td>Jackie Robinson</td>
<td>Hall of Fame audience</td>
<td>Acceptance speech</td>
<td>My life in baseball</td>
</tr>
<tr>
<td>Tornado tracker</td>
<td>Weather reporter</td>
<td>Interview</td>
<td>Facts about tornados</td>
</tr>
<tr>
<td>Hermione Granger</td>
<td>Harry Potter</td>
<td>Dialogue</td>
<td>Why are you so suspicious?</td>
</tr>
<tr>
<td>Rosa Parks</td>
<td>Historians</td>
<td>Diary entry</td>
<td>The boycott</td>
</tr>
</tbody>
</table>

ASSESSING WRITING
- Use formative Assessment consisting of writing samples of required writing in teams and individually
- Count the number of Tier 3 and Tier 2 words used overtime
- Listening, speaking and reading comprehension are part of assessment of writing

If I can speak about, understand what I hear, and comprehend what I read, then I can write!

Criteria for Rip-n-’Rite
1. USE setting, character, plot
2. USE problem-solution, cause and effect, dramatic changes.
3. USE the topic “Climate Change”
4. USE Tier 3 words and box each
5. USE Tier 2 words and underline each (initially, additionally, following, after, not long after, afterward, etc.)
6. USE dialogue “...”
Administrators from 4 schools doing their Cut-n’-Grow

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Thank you!
May you and your students ExC-ELL!

Margarita & Maria

For scheduling, session specifics or customized institutes, please contact our VP, Shawn, at 704/340.7722 or shawnslakk@verizon.net

ShawnSlakk.com shawnslakk@verizon.net mcalder1c@gmail.com mtrejo47@att.net

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