ELD Teaching Notebooks: A Tool for Teaching & Reinforcing Language Learning

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presented by
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Staff Development & Curriculum Specialist

Applicable to all grades!

Tulare County Office of Education
Tim A. Hire, County Superintendent of Schools
• 1.4 million English learners
• 1.3 million students with home language other than English

WHAT IS THE LIKELIHOOD...?
CA EL ROADMAP POLICY

- **Principle One:** Assets-Oriented and Needs Responsive Schools - “Pre-schools and schools are responsive to different English learner (EL) strengths, needs, and identities…”
  1B. programs, curriculum, and instruction must be responsive to different EL student characteristics and experiences.

- **Principle Two:** Intellectual Quality of Instruction and Meaningful Access - “English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency…”

- **Principle Three:** System Conditions that Support Effectiveness - “…knowledgeable of and responsive to the strengths and needs of English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement.’
  3C. …culturally and linguistically valid and reliable assessment supports instruction

- **Principle Four:** Alignment and Articulation Within and Across Systems
In which ways is your ELD instruction already responsive?
What kinds of language do you want your students to learn to use?

<table>
<thead>
<tr>
<th>Application:</th>
<th>Examples of language resources</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing production in English</td>
<td><em>is</em> writing in English</td>
<td></td>
</tr>
<tr>
<td>Adapting language choices</td>
<td>language employed matches audience, task, and purpose</td>
<td></td>
</tr>
<tr>
<td>Applying varied and precise vocabulary</td>
<td>content or scenario: specific vocabulary; wind, blustery, pressure, force, benefit, infer, summarize, etc.</td>
<td></td>
</tr>
<tr>
<td>Applying appropriate text structure &amp; organization</td>
<td>sequence in narrative: arguments supported by reasons &amp; evidence, etc.</td>
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</tbody>
</table>
| Using varied language resources to move reader forward or backward | *This is... Those are... That was mine.*  
Joe → the boy → he; The tools → those, they, them  
Joe picked up the tools. They belong to his father. He used them to build a toy box. Those were the best he had ever used before. |       |
| Using connecting and transitional words and phrases to help text hang together | *early one morning, soon, not long after...*  
*for example, in addition... further...* |       |
| Using appropriate verb types and tenses for text type | past tense in a typical narrative: timeless present in science;  
consistency of tense, adjusting verb tense according to an idea,  
regular & irregular, etc.  
While I had always preferred being independent, it was nice to  
have a partner in the project. We worked until the bell rang, then  
we went out to recess hand in hand. |       |
| Using verb phrases to expand or enrich ideas       | telling more with verbs: verb + adverb: had lived, were digging in  
the sand, played quietly, alone, moves slowly on its hind legs,... etc. |       |
| Using appropriate noun for meaning                | *singular, plural, noncount, etc.*                                           |       |
| Using noun phrases to expand or enrich ideas       | article + noun: adjective + noun:  
the wild cat, an angry customer who complained about service,...  
etc. |       |
| Expanding sentences with prepositional phrases     | in the tunnel, over the mountain, into the darkness, by singing,  
along the river’s edge, without calling, etc. |       |
| Expanding sentences with adverbials                | to tell how when, where, or to what extent something has happened. Frankly, I am deeply concerned... |       |
| Using embedded clauses                            | put into the middle of the sentence to give the reader more  
information: Lucy, who never gets sick, stayed home in bed today. |       |
| Using compound or complex sentences               | *I really want to go to the concert, but I am too tired to drive;  
When the cake is done, take it out of the oven.* |       |
| Connecting ideas/combining clauses with conjunctions | *join ideas with and, but, so, etc.: The cube played while their  
mother hunted.* |       |
**ELD Teaching Notebook**

- Tool for responsiveness
- Portability and space
- Personalized, authentic references
- Teach-in and save your great thinking for later!
WHY?

- Interaction with language
- Responsiveness to most pressing need
- Language reference
- Instructional flexibility
IN THE CLASSROOM...

"The people is painting."

Can I give you a tip?
FEATURES

- Focused on language!
- Text & visuals
- Graphic organizers
- Flaps
- Envelopes
- Manipulative paper strips and sticky notes
- Write-on transparencies
Leverage their assets...English learners have ideas!
It is the bike of my brother.

There are a lot of books in my classroom.

I study for that I can get a good grade.

She thinked that it was easy.

The people at the library is nice.
Can I give you a tip?
EVALUATE NEEDS

**DO:** recognize and acknowledge strengths; build on assets; focus on language and its contribution to meaning-making

**DON'T:** focus on spelling or conventions
ASSESS

Oral or Written Language

- Inventory language assets
- Identify and prioritize points for responsive teaching

First I brush my teeth. I close the water for it can't was't water. Next I take a short shower. Furthermore, when you have germs you can wash your hand. Last you have to give your bog water and your cat to.
WE DO:
LET’S CREATE TOGETHER!
Noun phrases tell more!

- Describe it: what kind? what type? how many?

noun

- red
- hen
- dusty

- favorite
- shirt

- happy
- young
- boy
- book

Watch out for irregular plural nouns!

(They can be tricky.)

- singular
- plural

- woman
- women

Juan and Lucy were playing ball.

- he
- tossed the ball to
- they
- she
- tossed
- back to
- we

Pronouns can replace nouns.

- he
- she
- it
- we

- they
- a motorcycle
Verb endings tell us WHEN.

Some verbs are doing verbs.

In the past: look, play, jump.

Right now: is, are, am, playing.

Last night: played, go, said.

Today: right now, wait, listen.

The other day: went, am, go.

Irregular verbs:

Past: said, tell.

Present: is, can, has.

Future: will, do.

A butterfly can drink nectar and has antennae.

Can: an insect, look like moths.

Colorful: live a short life.

Wings: I do it.
Joining Ideas with So

I woke up hungry. I ate breakfast.
Now I need to water the plant.

The dog saw a stranger.
It barked.

Where do we begin?
Do you know what gravity is?

Gravity is a force that holds objects together.
It can cause objects to fall to the ground.

What is gravity?
How do you know?
When might we need it?
The student earns good grades because he studies each night.

Joining Ideas with BECAUSE

One morning, Lulu woke up late. She quickly got ready for school. She was in a hurry, so Lulu skipped breakfast. At school, Lulu raced into the cafeteria for milk and cereal. Suddenly, she heard the warning bell. She took one final bite. Rushing out the cafeteria door, Lulu tripped and skipped her knee. At once, she went to see the nurse to get a bandage. After that, Lulu headed straight to class.
Grow Noun Phrases by using **who** to tell more.

- Baby Luke
- who was very hungry
- cried for a bottle of milk
- who is turning eight
- who needed a bandage
- who cut his finger
- the little girl

Look to nouns. They hint at how many.

<table>
<thead>
<tr>
<th>Just one</th>
<th>More than one</th>
</tr>
</thead>
<tbody>
<tr>
<td>cat</td>
<td>cats</td>
</tr>
<tr>
<td>branches</td>
<td>several</td>
</tr>
<tr>
<td>a/an</td>
<td>many</td>
</tr>
</tbody>
</table>
S-T-R-E-T-C-H your idea.

WHO? (or what?)
my baby brother

DOES WHAT?
sleeps

WHERE?
in his crib

WHEN?
all day

WHY?
because he is tired

Tell more.
TO, TOO, or TWO

to = a function word
too = also
two = a number

1. I am going ___ read a book.
2. Tom ran ___ miles.
3. Is Anne coming ___?
4. She got ___ questions wrong on the test.
5. My brother likes ___ to play baseball today.
6. I was at the park ___ times today.
7. Those clothes are ___ expensive.
8. Cindy got ___ strikes in bowling.
9. I need ___ to write ___ pages.
10. I need you ___ help me because it’s ___ heavy.

COMPARISON/CONTRAST

Similar & Different

We read and watched __________. They are ___ in some ways, but they are also ___ different. One way that they are different is __________. They are also different because __________. They also had ___ similarities. Both had __________. Another ___ is __________. I enjoyed learning about this book and movie.

Courtesy Elise Hefley
### Prefixes

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Word 1</th>
<th>Word 2</th>
<th>Word 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>dis-</td>
<td>like</td>
<td>fiction</td>
<td>play</td>
</tr>
<tr>
<td>non-</td>
<td>own</td>
<td>stop</td>
<td>wind</td>
</tr>
<tr>
<td>re-</td>
<td>appear</td>
<td>smoker</td>
<td>build</td>
</tr>
<tr>
<td>un-</td>
<td>mount</td>
<td>essential</td>
<td>bound</td>
</tr>
<tr>
<td></td>
<td>prove</td>
<td>metallic</td>
<td>turn</td>
</tr>
<tr>
<td></td>
<td>arm</td>
<td>skid</td>
<td>fund</td>
</tr>
</tbody>
</table>

Prefixes come **before** root words.

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<tbody>
<tr>
<td>before</td>
<td></td>
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### Suffixes

Suffices are added to the **end** of a root word.

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Word 1</th>
<th>Word 2</th>
<th>Word 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>-er</td>
<td>teach</td>
<td>sing</td>
<td>big</td>
</tr>
<tr>
<td>-er</td>
<td>help</td>
<td>help</td>
<td>cheer</td>
</tr>
<tr>
<td>-ful</td>
<td>dance</td>
<td>babysit</td>
<td>slow</td>
</tr>
<tr>
<td>-ful</td>
<td>thank</td>
<td>joy</td>
<td>fear</td>
</tr>
<tr>
<td>-less</td>
<td>home</td>
<td>care</td>
<td>help</td>
</tr>
<tr>
<td></td>
<td>care</td>
<td>power</td>
<td>spot</td>
</tr>
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</table>

More Examples

Courtesy Elise Hefley
A Contraction is a shorter way of saying what you need to say. The apostrophe goes in the air:

I + will = I’ll
you + will = you’ll
she + will = she’ll
he + will = he’ll
here + is = there’s
I + am = I’m
she + is = she’s
he + is = he’s
there + is = that’s
it + is = it’s
did + not = didn’t
don’t
are + not = aren’t
didn’t
can + not = can’t
didn’t
could + not = couldn’t
didn’t
don’t
will + not = won’t
didn’t
would + not = wouldn’t
didn’t
we + have = we’ve
didn’t
I + would = I’d
didn’t
let + us = let’s
didn’t
they + are = they’re
didn’t

Support Opinions

I think because

I agree with because

That’s a good idea, but in my opinion because

MORE EXAMPLES

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**SEQUENCING**

**FIRST**

**NEXT**

**THEN**

**LAST**

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**Restate the Question!!**

**How Do I Restate the Question?**

**Put the Question in the Answer!**

**Q:** How long does it take to get to the mall?
**A:** It takes 20 minutes to get to the mall.

**Q:** Why did the grass stop growing?
**A:** The grass stopped growing because the sprinklers stopped working.

**Q:** Where did the Titanic sink?
**A:** The Titanic sank in the Atlantic Ocean.

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YOU DO: CREATE YOUR OWN!

SHARE YOUR CREATION!
Tweet a photo of your page
@aleofbooks
#ELDTeachingNotebooks
#CABE2019
If we had no water we will be dead.

Take shorter bath.

Do not waste water it is bad.

also when you brush your teth machr you clos the water.

You can do so much things to save water!
CA ELD Standards, Part II: Learning About How English Works
Grade 2, Emerging Proficiency Level

A. Structuring Cohesive Texts

1. Understanding text structure
   Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially) to comprehending and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.

2. Understanding cohesion
   Apply basic understanding of how ideas, events, or reasons are linked throughout a text using more everyday connecting words or phrases (e.g., today, then) to comprehending and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.

B. Expanding and Enriching Ideas

3. Using verbs and verb phrases
   a. Use frequently used verbs (e.g., walk, run) and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and sometimes independently.
   b. Use simple verb tenses appropriate to the text type and discipline to convey time (e.g., simple past tense for recounting an experience) in shared language activities guided by the teacher and sometimes independently.

4. Using nouns and noun phrases
   Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) in order to enrich the meaning of sentences and to add details about ideas, people, things, and the like, in shared language activities guided by the teacher and sometimes independently.

5. Modifying to add details
   Expand sentences with frequently used adverbials (e.g., prepositional phrases, such as at school, with my friend) to provide details (e.g., time, manner, place, cause) about a familiar activity or process in shared language activities guided by the teacher and sometimes independently.

C. Connecting and Condensing Ideas

6. Connecting ideas
   Combine clauses in a few basic ways to make connections between and to join ideas (e.g., creating compound sentences using and, but, so) in shared language activities guided by the teacher and sometimes independently.

7. Condensing ideas
   Condense clauses in simple ways (e.g., changing: It's green. It's red. → It's green and red) to create precise and detailed sentences in shared language activities guided by the teacher and sometimes independently.
**APPROACHES**

- Build layouts *with* small groups as the need arises
- Prep layouts to support minilessons (doc camera)
- Be responsive...use pages for demonstration and practice you confer with English learner readers and writers
If you like storage space for language manipulatives, use a hardcover bound book.

If you like flexibility to move pages around, use a disc-bound notebook.

Heavy-weight paper works best.

Binders work, too! Store your pages and parts in sleeve protectors.

Slow to commit? Use paper inserts.
SHARE YOUR CREATION!

Tweet a photo of your page:
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#CABE2019
Thank You!

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