Inclusive Pedagogies for Multilingual Students

A synthesis of research, stats and teacher-created modifications

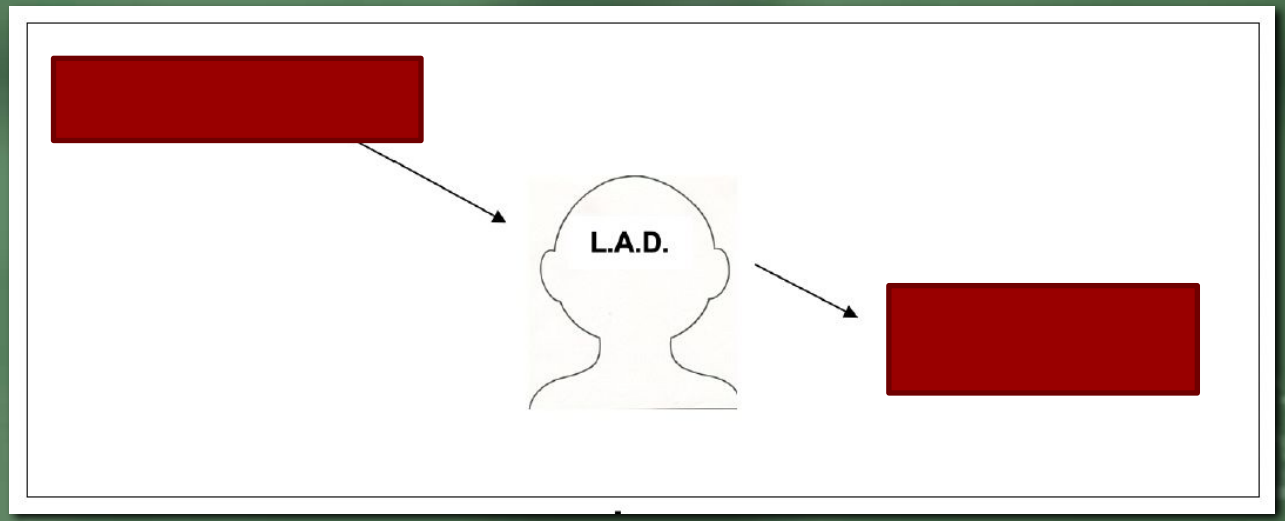
Eliot Middle School
March 16, 2023

Marisa Ferraro, Ed.S., Ph.D.

Sheltered Instruction Training

- Module 1: Laying the Foundation (12/13)
- Module 2: Making Content Comprehensible (1/13 & 3/16)
- Module 3: Creating Opportunities for Interaction (3/16)
- Module 4: Putting it All Together (4/6)

REMEMBER THIS?



Timing

How to fit in all these strategies given realities of pace of curriculum?

Yes, time is shifted two ways:

1. Front loaded in planning
2. Go deeper with lesson topics (CCSS) and experiential/project-based

Timing Continued

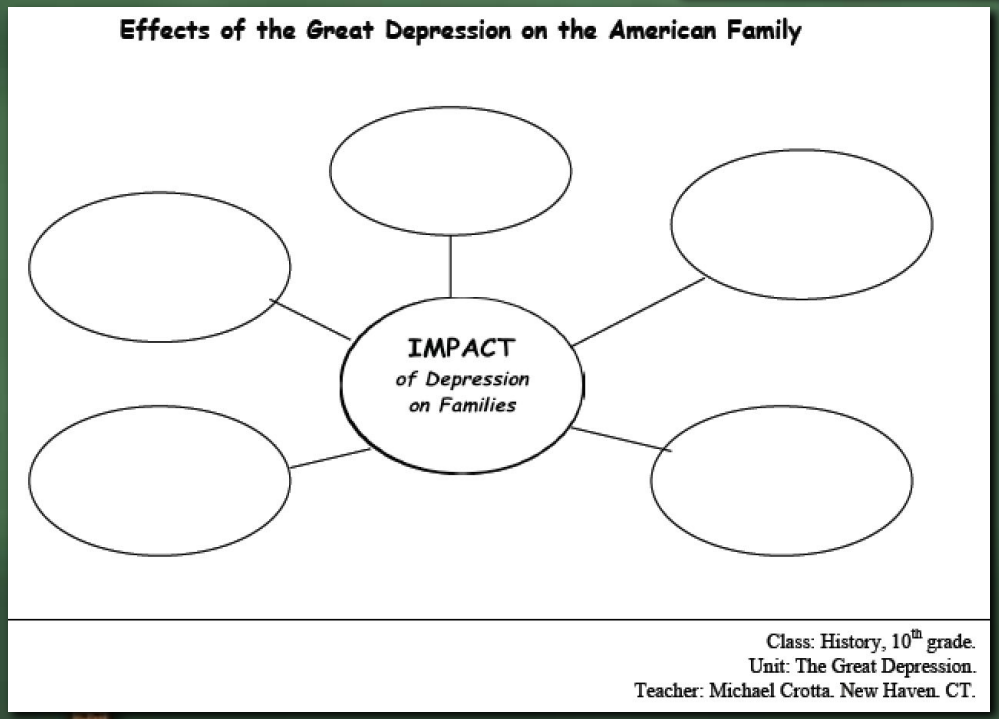
- This will require admin cooperation in allocating time for planning & modifying curriculum
- Seasoned/expert teachers ‘teach’ our administrators
- Pool resources, shared *District ELL Drive*

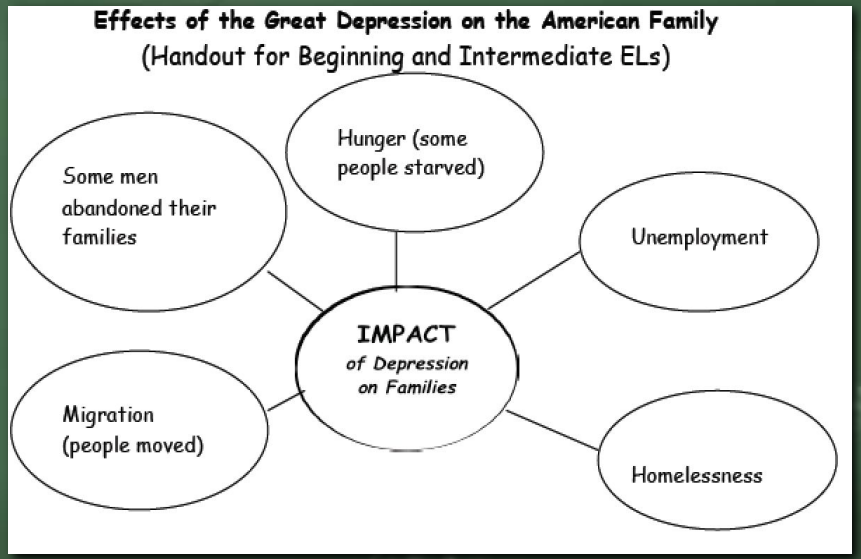
Module 2 Recap

1. Make entire lessons comprehensible through contextualization: *adding visuals, creating/activating background knowledge, and creating opportunities for students to negotiate meaning*.
2. Introduce, contextualize and teach academic language.
3. Make text comprehensible by: modifying, highlighting or summarizing in margins, rewriting text, creating GOs.
4. Make classroom talk comprehensible by using listening guides (including graphic organizers), pacing speech, framing main ideas, and checking for understanding.
5. Apply these ideas to one of their own lessons.

Building Background Knowledge

Semantic Maps





Building Background Knowledge

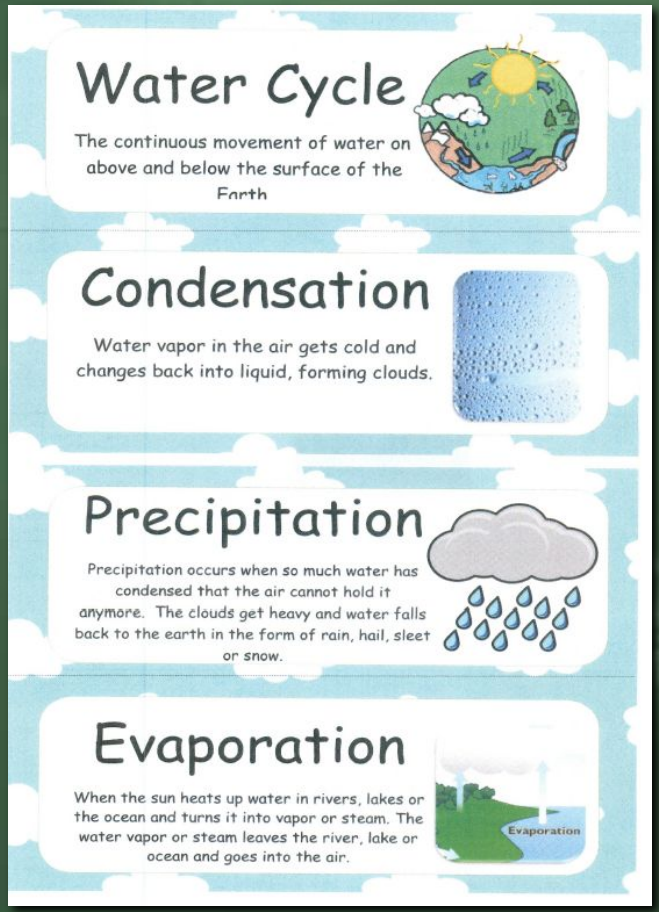
KWL Charts

What I Know About	What I Want to Know About	What I Have Learned About

Elementary science lesson

modified input

- Predict how the water cycle works by analyzing an ecosystem
- Describe conclusions by recording observations about how water moves through each cycle
- Identify state of water (solid, gas, liquid) within each phase by labeling and explaining process



Level 4

K	W	L
What I **know** about	What I **want** to know about	What I have **learned** about
I use water to _____.	I want to know _____	I learned _____
	_____	_____
	_____.	_____.
I see water in _____.		
_____.		

Sentence starters provided at this level

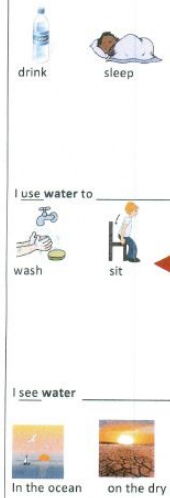
Level 3

K	W	L
What I **know** about	What I **want** to know about	What I have **learned** about
I see water _____.	I want to know ...(draw picture)	I learner...(draw picture)
I use water to _____.		
I use water to _____.		

Additional word banks with pics provided at this proficiency level

Level 1-2

K	W	L
What I **know** about	What I **want** to know about	What I have **learned** about
I use water to _____.	I want to know... (draw picture)	I learner...(draw picture)
I use water to _____.		
I see water _____.		

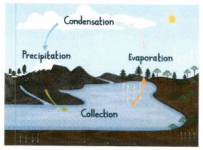


Same words and pictures in above level, but used placement of words to match use in sentences (so ELs choose one word/pic)

Contextualize whole lessons

Level 5

The Water Cycle Diagram



Written by: Abhijit Naik

The water cycle, also referred to as the hydrological cycle, is basically the movement of water on the planet. It involves movement of water ... on the surface of the Earth (surface flow)... above the surface of the Earth (evaporation and precipitation)... beneath the surface of the Earth (ground water flow).

The amount of water on the planet is basically stable, but it is in continuous cyclic movement and hence, is referred to as the water cycle. Water evaporates from various water bodies by becoming water vapor. This water vapor continues to soar in the sky, until it reaches the point wherein it condenses and forms clouds. The clouds then precipitate to send the water back to the surface of the planet and the same process is initiated all over again. This may seem a bit confusing, but a look at the diagram provided below, which highlights each step of the water cycle, will make things pretty clear.

Evaporation is the process wherein any liquid (water) turns to a gaseous state (water vap and gradually disappears in the atmosphere. This is one of the most important steps of th factor is the Sun, which heats the water in various water bodies on the planet, like ocean water kept outdoors is subjected to evaporation. As the water turns to water vapor, its sta

Condensation is the process wherein any matter in the gaseous state (water vapor) turns molecules in it lose heat energy necessary to move around. In case of water cycle, evapo wherein the molecules in it lose the energy to move around and condense to form a clou suspending in the atmosphere.

As you can see in the diagram above, the next step of the process is precipitation, where the surface of the Earth in various forms. Precipitation occurs when the accumulation of and the clouds can no longer hold the water. Though there are quite a few forms of preci common forms, and both have a few sub-types of their own.

In this step of water cycle, all the water which comes down in the form of precipitation which it eventually evaporates. If the precipitation occurs over any water body, such as directly accumulated into it. However, if precipitation occurs over land, the water either ground. Water flow on the surface is referred to as surface run-off, while the flow beneat flow. In either case, the water makes its way to some water body, from where it is eventu all over again.

This process, involving the movement of water by evaporation, condensation, precipitati millions of years and plays a crucial role in making Earth the only planet with life. Amon most important one is natural water filtration, wherein the contaminated water on the pla contaminants in it are left behind during the process of evaporation.

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Level 4

The Water Cycle Diagram

Illustrations of modified text

Written by: Abhijit Naik

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Evaporation:
Evaporation is the process wherein any liquid (water) turns to a gaseous state (water vapor) due to an underlying factor acting upon it, and gradually disappears in the atmosphere. This is one of the most important steps of the water cycle. In this case, the underlying factor is the Sun, which heats the water in various water bodies on the planet, like oceans, rivers, lakes, or wells. Even a bucket of water kept outdoors is subjected to evaporation. As the water turns to water vapor, its starts ascending in the atmosphere.

Condensation:
Condensation is the process wherein any matter in the gaseous state (water vapor) turns to a liquid state (droplets of water), as the molecules in it lose heat energy necessary to move around. In case of water cycle, evaporation takes water vapor to a certain height, wherein the molecules in it lose the energy to move around and condense to form a cloud with the help of dust or smoke particles suspending in the atmosphere.

Precipitation:
As you can see in the diagram above, the next step of the process is precipitation, wherein the condensed water vapor comes down to the surface of the Earth in various forms. Precipitation occurs when the accumulation of water in the cloud exceeds its actual capacity and the clouds can no longer hold the water. Though there are quite a few forms of precipitation, rainfall and snowfall are the most common forms, and both have a few sub-types of their own.

Collection:
In this step of water cycle, all the water which comes down in the form of precipitation is collected into different water bodies, from which it eventually evaporates. If the precipitation occurs over any water body, such as the oceans, rivers, or lakes, the water is directly accumulated into it. However, if precipitation occurs over land, the water either runs over the surface, or percolates into the ground. Water flow on the surface is referred to as surface run-off, while the flow beneath the ground is referred to as ground water flow. In either case, the water makes its way to some water body, from where it is eventually evaporated, and the whole cycle begins all over again.

Summary:
This process, involving the movement of water by evaporation, condensation, precipitation, and collection, has been occurring since millions of years and plays a crucial role in making Earth the only planet with life. Among the several benefits of water cycle, the most important one is natural water filtration, wherein the contaminated water on the planet is converted to fresh water as all the contaminants in it are left behind during the process of evaporation.

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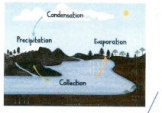
Level 3

The Water Cycle Diagram



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The water cycle keeps moving all the time through evaporation, condensation, precipitation, and collection.

Evaporation happens when water changes from a liquid to a gas. The sun heats up the water in various water bodies. The water evaporates and goes up into the atmosphere.

Condensation happens when water changes from a gas to a liquid. When in the air, the water condenses and makes a cloud.

Precipitation happens when water fills the cloud and falls out. The water falls down to the earth as precipitation such as rain or snow.

Collection happens when water goes to comes together in oceans, lakes, rivers, wells, or buckets of water. The water sits there until it evaporates again.

The water cycle is helpful to us because it helps clean our water, helps keep us alive, and changes our weather

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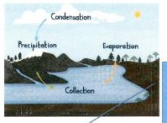
Level 2-1

The Water Cycle Diagram

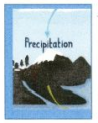


Written by: Abhijit Naik

The water cycle is moving water on Earth.

1- Evaporation:
Evaporation = water turns liquid to gas.
The sun heats the water in oceans or rivers.
It goes up into the air.

2- Condensation:
Condensation = water turns gas to liquid
It makes a cloud in the air.



3- Precipitation:
Precipitation = water turns to rain, snow, sleet, hail
It falls to the Earth.

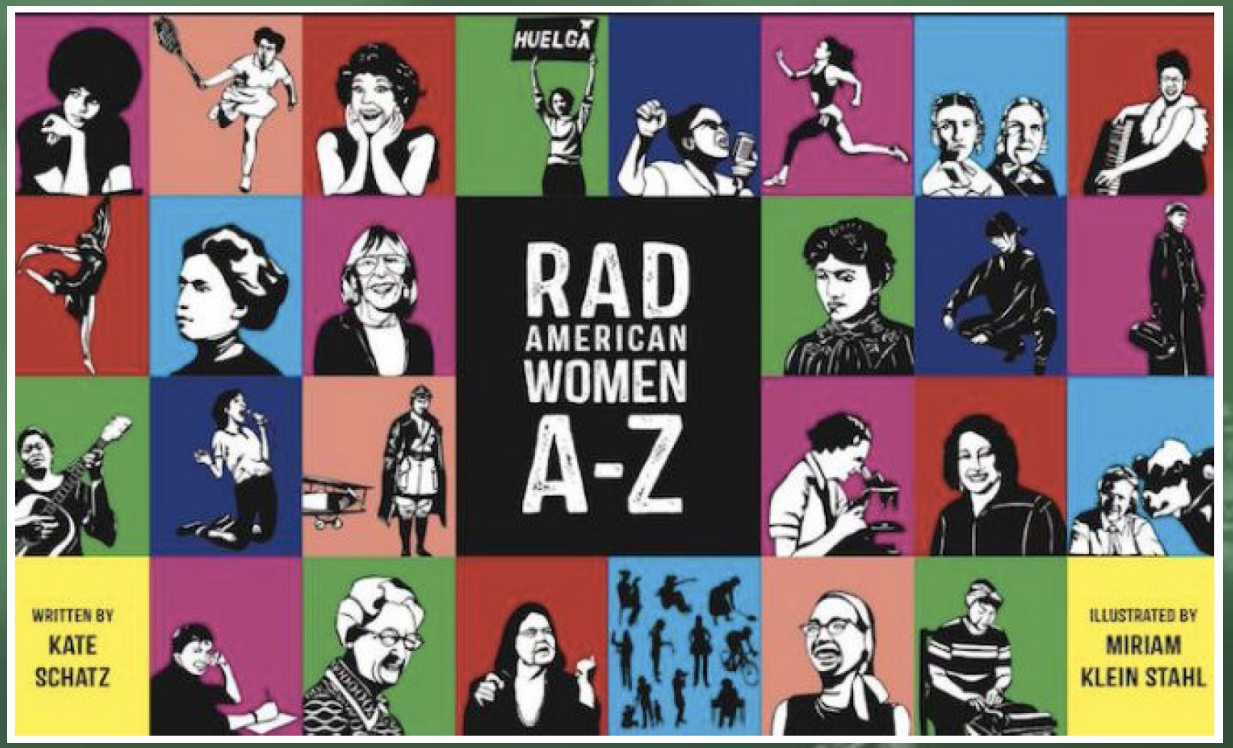
4- Collection:
Collection = water sits in oceans, lakes, and rivers.
It sits until it evaporates.

The water cycle:
helps clean water
helps plants and animals grow
helps change our weather

Modifying text

ELA

- Rad Women A-Z
- Grades 4-5
- Scholastic Lesson



Semantic Map

Some Areas in U.S. History in Which Women Have Had an Impact

(Handout for Beginning and Intermediate ELs)

Billie Jean King

Angela Davis

Sonia Sotomayor

Entertainment (Arts, Sports, Music)

Politics

Areas in U.S. History Women Have Impacted

Civil Rights

Science and Technology

Women's Rights

Virginia Apgar

Ursula K. LeGuin

Academic language modified text

Sonia Sotomayor was raised in a housing project in the Bronx in the 1950s. Her parents came to New York City from Puerto Rico, where they both had only limited opportunities for education. They didn't speak much English and they worked hard so they could send Sonia and her brother to a good school. Sonia Sotomayor grew up in New York City. Her parents were from Puerto Rico and did not speak English. They were poor, but worked very hard. *(Teacher makes her story relevant to that of children who are also new arrivals to the U.S.)*

women  mulheres	sports  esportes	laws  leis	history  história	country  país
racism  racismo	tennis  tênis	judge  juiz/ juíza	write  escreva	anesthesiologist  anestesista
^Angela Davis	^Billie Jean King	^Sonia Sotomayor	^Ursula K. LeGuin	^Virginia Apgar

SONIA SOTOMAYOR (Level 1)

Who reminds us to be fair and fierce all at once.

Sonia Sotomayor was raised in a housing project in the Bronx in the 1950s. Her parents came to New York City from Puerto Rico, where they both had only limited opportunities for education. They didn't speak much English and they worked hard so they could send Sonia and her brother to a good school. Sonia Sotomayor grew up in a poor family. Her parents did not speak English. *(Teacher makes her story relevant to that of children who are also new arrivals to the U.S.)*

Social studies

- Civil rights movement
- Little Rock, Arkansas
- Grades 6-7

The LITTLE ROCK 9
September 23, 1957

MY HERO

On this day in history, 9 heroic African American students entered Little Rock High School, facing violent opposition and shattering segregation.

Enter

What: Black Students enter all-white school

Who: Minnijean Brown, Elizabeth Eckford, Ernest Green, Thelma Mothershed, Melba Patillo, Gloria Ray, Terrence Roberts, Jefferson Thomas and Carlotta Walls

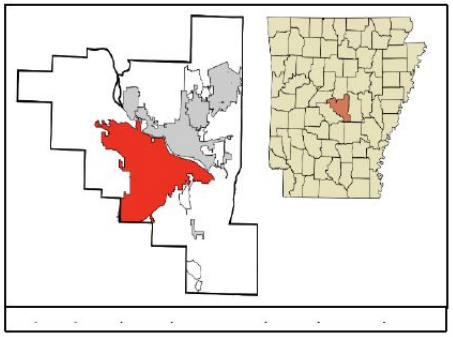
When: September 4th, 1957

Level 1: Little Rock Nine

Where: Central High School Little Rock, Arkansas

Why: unite different colored people in one school

MAP



UNITE!

Modified text

Level 3 Transcript Modifications

RENEE MONTAGNE, host: Half a century ago a rock shattered the picture window of a light brick house in Little Rock, Arkansas. A note was tied to it that read: Stone this time, dynamite next. The house belonged to Daisy and L.C. Bates. The couple led efforts to end segregation in Arkansas. On Monday the nation marks 50 years since black students integrated Central High School in Little Rock.

Daisy Bates was threatened by people in her town because she wanted to end segregation.

NPR's senior correspondent Juan Williams remembers the woman behind the Little Rock Nine.

Ms. ANNIE ABRAMS (Daisy Bates' Friend): Mrs. Bates was the person for the moment.

Daisy Bates was "the person" which means the popular one in town.

Mr. ERNEST GREEN (Little Rock Nine): Daisy Bates was the poster child of black resistance. She was the quarterback, the coach. We were the players.

Bates was a leader for the Civil Rights Movement, at the time.

Ms. SYBIL JORDAN HAMPTON (Student, Central High School): She was conditioned to know that the civil rights movement was moving forward.

She was convinced that the Civil Rights Movement needed to happen.

JUAN WILLIAMS: Daisy Bates helped drive the movement in Little Rock. That's how Annie Abrams, Ernest Green and Sybil Jordan Hampton remember her back then.

Bates helped begin the Little Rock Nine! She was the force behind it.

Level 1 Transcript Modifications

RENEE MONTAGNE, host: Half a century ago a rock shattered the picture window of a light brick house in Little Rock, Arkansas. A note was tied to it that read: Stone this time, dynamite next. The house belonged to Daisy and L.C. Bates. The couple led efforts to end segregation in Arkansas. On Monday the nation marks 50 years since black students **integrated** Central High School in Little Rock.

Someone **threw a brick** at **Daisy Bates's home**! She wanted to end segregation.

NPR's senior correspondent Juan Williams remembers the woman behind the Little Rock Nine.

DAISY BATES →

Ms. ANNIE ABRAMS (Daisy Bates' Friend): Mrs. Bates was the person for the moment.

Mr. ERNEST GREEN (Little Rock Nine): Daisy Bates was the poster child of black resistance. She was the quarterback, the coach. We were the players.

Daisy Bates was a leader.

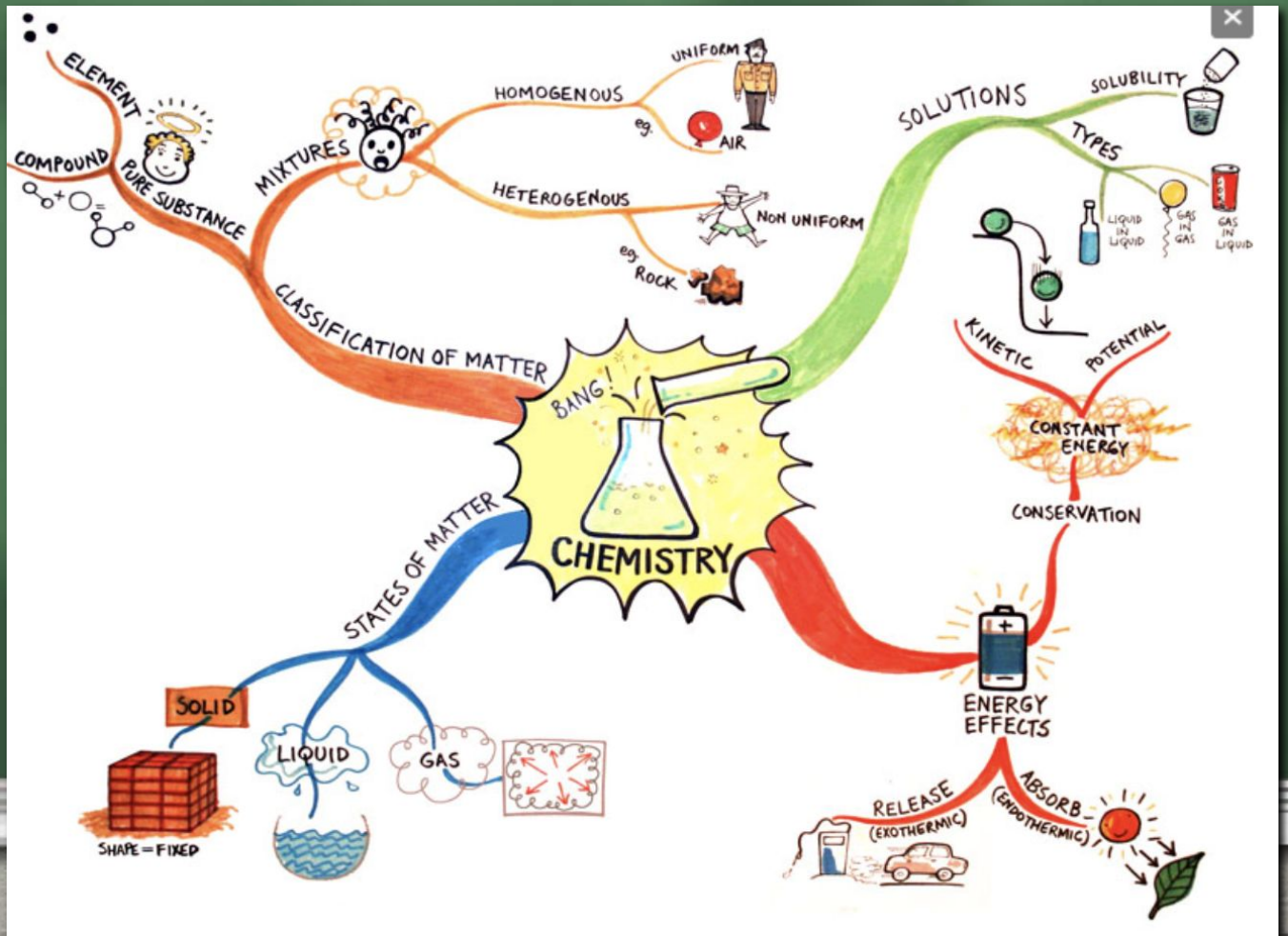
Ms. SYBIL JORDAN HAMPTON (Student, Central High School): She was conditioned to know that the civil rights movement was moving forward.

JUAN WILLIAMS: Daisy Bates helped drive the movement in Little Rock. That's how Annie Abrams, Ernest Green and Sybil Jordan Hampton remember her back then.

Daisy created the Little Rock Nine.

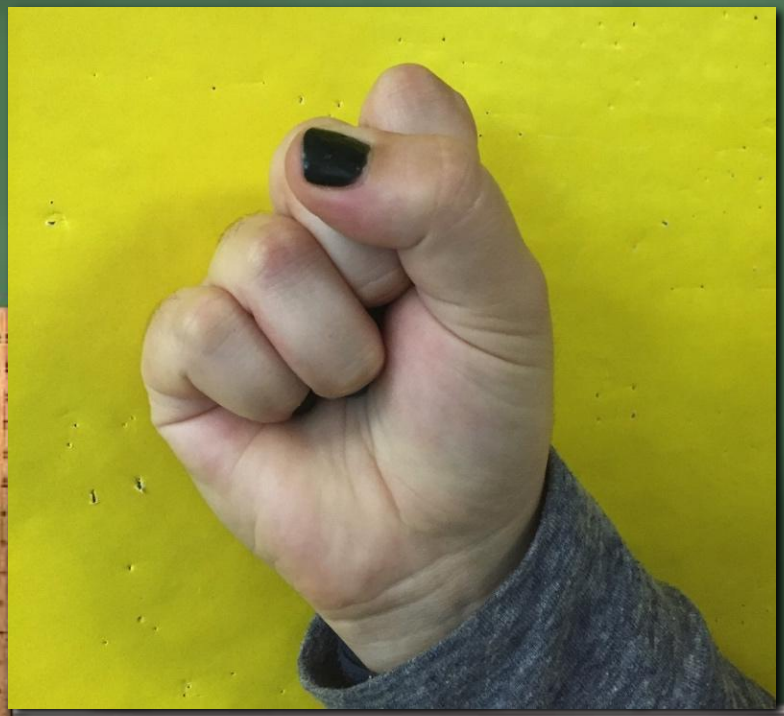
Building Background Knowledge

Semantic Maps/Concept maps



8th Grade Science, Mitosis

Prophase



Metaphase

Leah Dalton, Stamford

8th Grade Science, Mitosis

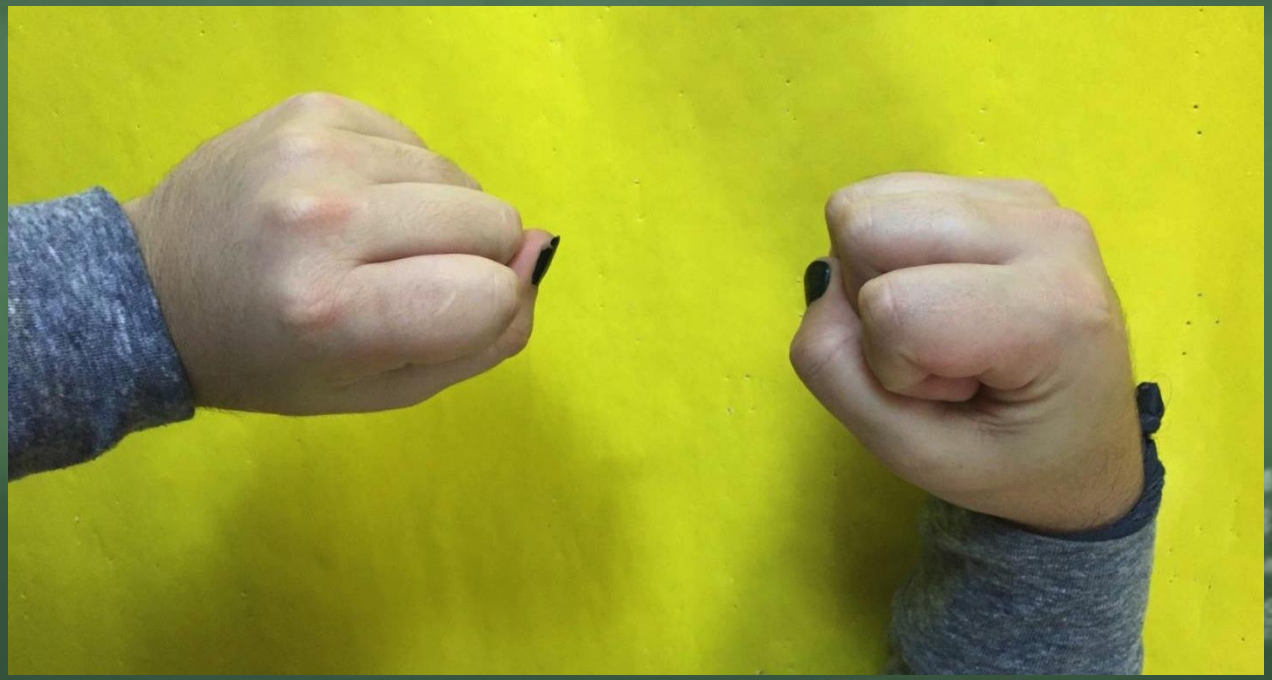
Anaphase

Telophase

Leah Dalton, Stamford

8th Grade Science, Mitosis

Cytokinesis, 2 identical daughter cells



Leah Dalton, Stamford

Creating Opps to Negotiate Meaning

Introduction to DNA Structure
Chargaff's Rules
Homework

In 1950 an American scientist Erwin Chargaff discovered an interesting pattern in DNA. None of the scientists at the time had any idea what the results meant, but they believed the results were important.

See what you think:

A, T, G, and C represent 4 pieces of the DNA molecule.

Species	%A	%T	%G	%C
Human	**20**	**20**	**30**	**30**
Chimpanzee	**18**	**18**	**32**	**32**
Zebra fish	**28**	**28**	**22**	**22**
Yeast	**30**	**30**	**20**	**20**
Iguana	**19**	**19**	**31**	**31**

1. What is the pattern Chargaff discovered?

   _____
   _____.

2. What do you think this data may suggest? (Hint: check the picture on page 177 of your book if you need help.)

   _____
   _____.

3. Add Chargaff and his experiment to your concept map from class.

Figure 7.3: Introduction to DNA Structure, Chargraff's Rules.
Class: Biology, 9th grade.
Unit: DNA.
Teacher: Anonymous 16.

Case in Context

Lesson: Global warming -> action Write persuasive letter to govt official to increase recycling efforts locally. What visuals would build background?
Videos of polar bears and shrinking ice caps (Inconvenient Truth)
Hands-on experiment in class about water evaporation
Photos of air pollution
Working in pairs or small groups, students interpret/discuss scientific tables/graphs of warming temps over time and articulate thesis statement

What about the task of writing a letter (culturally specific practice0
Samples of business letters, deconstruct to construct (what is the job of each paragraph – genre-based pedagogy)
Graphic illustration of parts of the body of a letter – GO/outline

Global warming – glaciers melting

The thicker the glacier the faster it moves. That's because the greater weight of the glacier causes the crystals of ice to creep more rapidly. Also, a steep glacier will flow much more quickly than one on level land.

Temperature is a third factor that affects the speed of a glacier. The warmer the glacier the faster the ice moves because there is a greater amount of meltwater beneath the ice. In fact, scientists sometimes group glaciers together depending upon whether they are cold or warm. But even "warm" glaciers are still freezing.

Some glaciers move so slowly that you might not notice their movement for a long time. The cold Alaskan glaciers in this aerial photo creep downhill at only about six inches per *year*. But there are some steep, warm glaciers that flow more than one hundred feet a *day*.

PBS video Preview

	Same	Opposite	Go Together	No Relation
glacier/ice				
ice/meltwater				
fast/slow				
move/creep				
steep/creep				

Academic language
Selecting Words: wordsift

aerial affect alaskan amount cause cold creep crystal day depending downhill fact factor faster feet flow freezing glacier greater group hundred ice inch land level long meltwater move movement notice per photo quickly rapidly scientist six slowly speed steep temperature third time together upon warm warmer weight whether year "warm"

Word **Glacier**	Picture 
In your own words (clue) *A mountain of ice*	What do you think of? *Alaska*
Definition *a large mass of ice which moves slowly down a mountain valley*	What it is not? *Volcano*

Words of Interest Across Content

SCIENCE

aerial affect alaskan amount cause cold creep crystal day depending downhill fact factor faster feet flow freezing glacier greater group hundred ice inch land level long meltwater move movement notice per photo quickly rapidly scientist six slowly speed steep temperature third time together upon warm warmer weight whether year "warm"

MATH

aerial affect alaskan amount cause cold creep crystal day depending downhill fact factor faster feet flow freezing glacier greater group hundred ice inch land level long meltwater move movement notice per photo quickly rapidly scientist six slowly speed steep temperature third time together upon warm warmer weight whether year "warm"

Musical Chairs

- Content-specific groups (to begin)
- No more than 6 educators to a table
- Choose one lesson
- Think of 3 ways to contextualize this lesson
  - Build background/activate schema
  - Opps to talk together
  - Visuals, gestures, realia
- Next activity, jigsaw, expert/home groupings

In your grade/content groups

- Compare/contrast voluntary & involuntary migration patterns
- Explain popular injuries to bones & joints related to sports
- Analyze how Auschwitz impacts characters in Elie Wiesel's *Night* and what their behavior reveals about human nature
- Evaluate the loss of nutrients when vegetables are boiled
- Describe how to solve equations with variables on both sides
- Create scales with your recorder (time sigs)

Making Text & Talk Comprehensible

Exercise grouping ~

1. Learning to Read group (K-3)
2. Reading to learn group (Grades 4 +)

Jigsaw Groups 1-4

1. Develop Vocabulary, pps. 11-25
2. Use of Graphic Organizers, pps. 25-38
3. Modification of Text, pps. 38-47
4. Amplify Number of Activities Per Text, pps. 48-52

15 minutes to process & prepare your piece (flip chart)
3 minutes to share your expertise with group

Phonemic Awareness

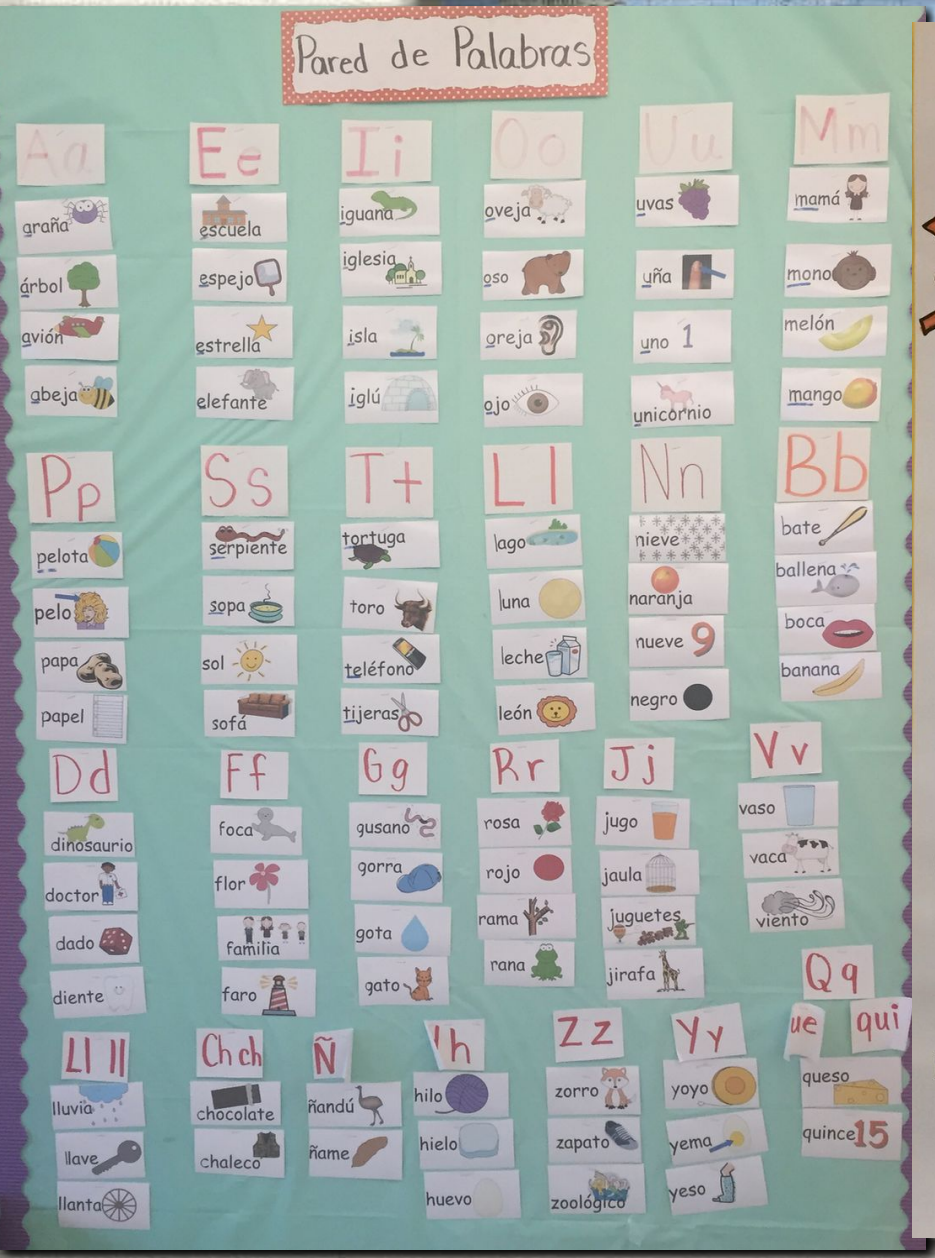
- Phonemes not shared btwn English & NL
- Words and sounds must have meaning
- Sounds are grouped by L1 phonemes (may not be the same in L2)
- Songs and poems with rhythm and repetition and rhyme

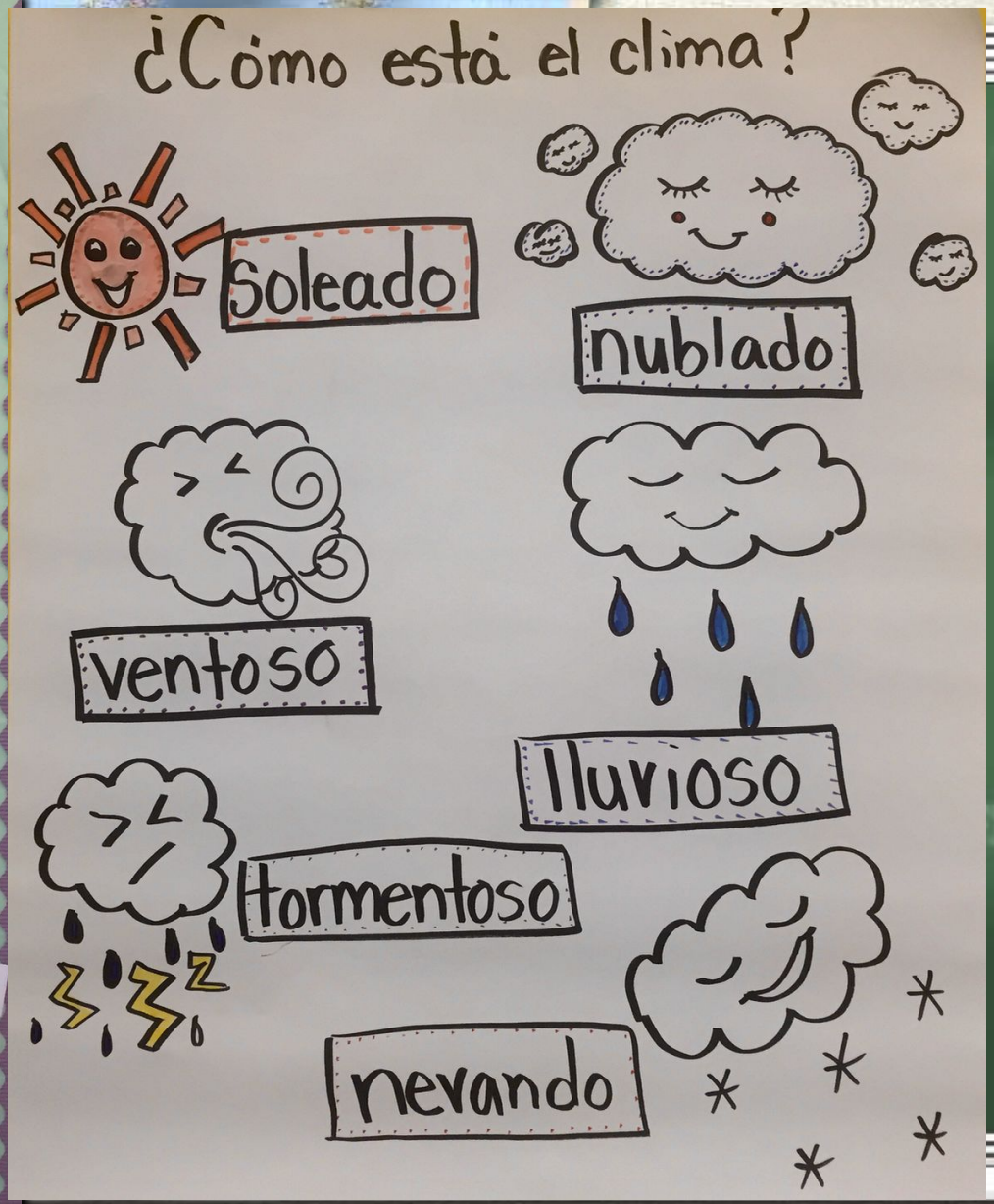
Phonics

- Are Ss familiar with "functions of print" (L1 and L2)
- Different writing systems
  - Mandarin squiggles represent ideas while English squiggles represent sounds
- Start with similar sounds, then move to conflicting sounds

Word Pairs

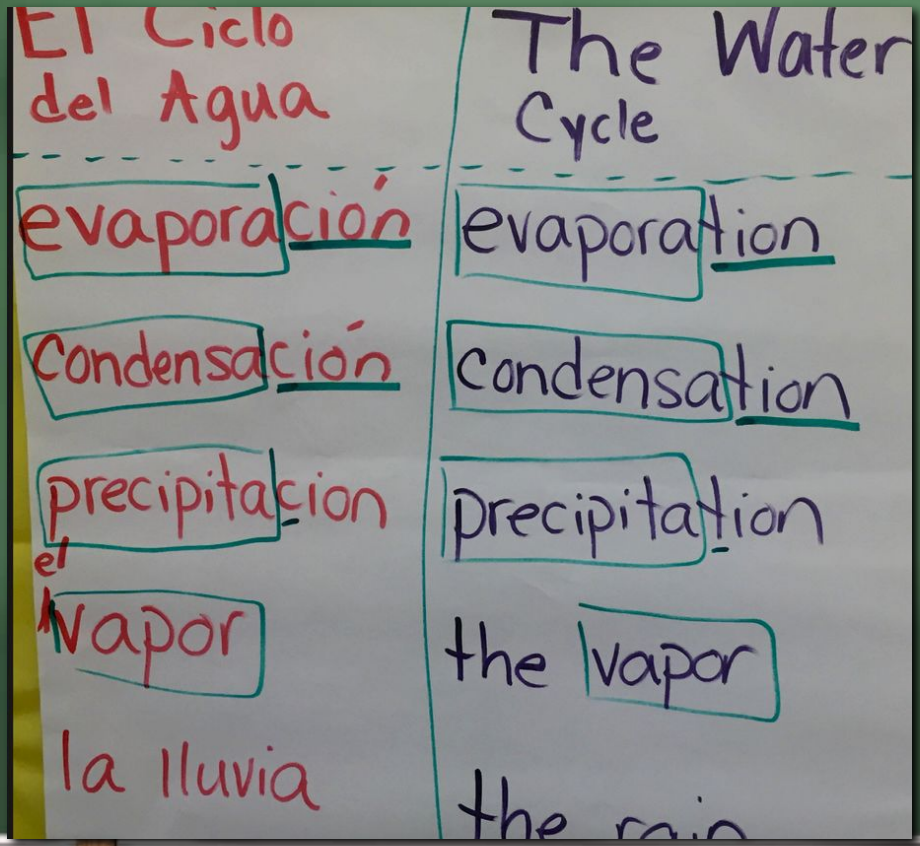
	Same	Opposite	Go Together	No Relation
glacier/ice				
ice/meltwater				
fast/slow				
move/creep				
steep/creep				


Pared de Palabras
Aa
graña
árbol
avión
abeja
Ee
escuela
espejo
estrella
elefante
Ii
iguana
iglesia
isla
iglú
Oo
oveja
oso
oreja
ojo
Uu
uvas
uña
uno 1
unicornio
Mm
mamá
mono
melón
mango
Pp
pelota
pelo
papa
papel
Ss
serpiente
sopa
sol
sofá
Tt
tortuga
toro
teléfono
tijeras
Ll
lago
luna
leche
león
Nn
nieve
naranja
nueve 9
negro
Bb
bate
ballena
boca
banana
Dd
dinosaurio
doctor
dado
diente
Ff
foca
flor
familia
faro
Gg
gusano
gorra
gota
gato
Rr
rosa
rojo
rama
rana
Jj
jugo
jaula
juguetes
jirafa
Vv
vaso
vaca
viento
Qq
que
qui
queso
quince 15
Ll ll
lluvia
llave
llanta
Ch ch
chocolate
chaleco
Ñ
ñandú
ñame
Hh
hilo
hielo
huevo
Zz
zorro
zapato
zoológico
Yy
yoyo
yema
yeso

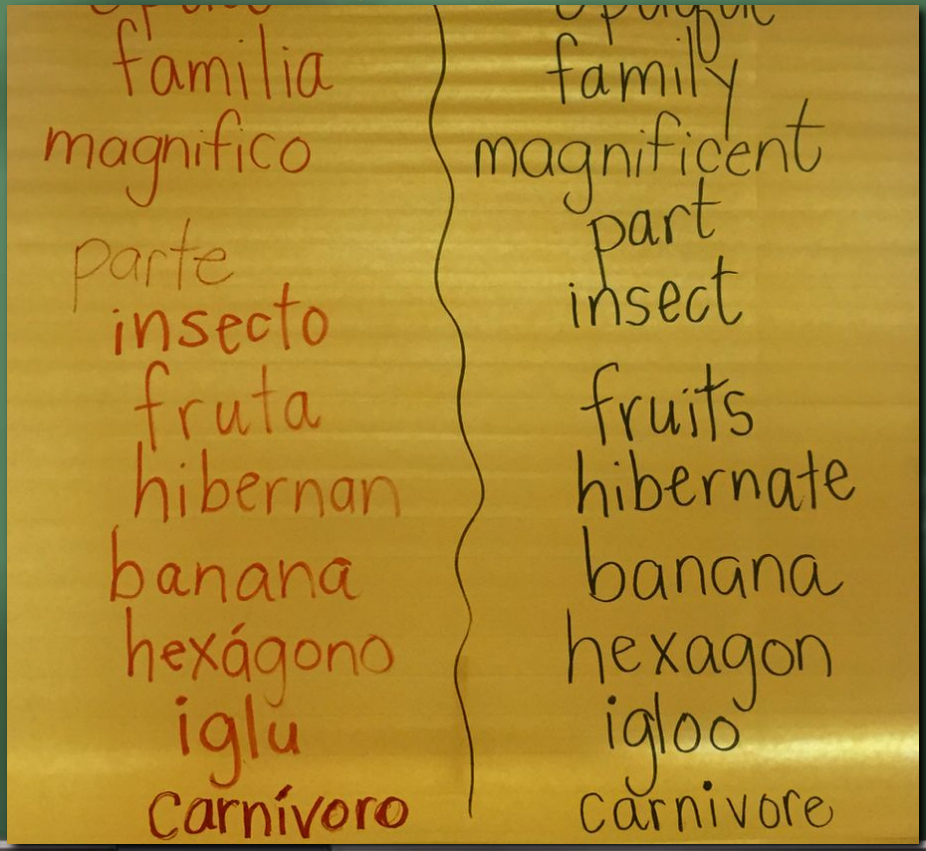

¿Cómo está el clima?
Soleado
nublado
ventoso
lluvioso
tormentoso
nevando

Metalinguistic Skills ~ Cognates

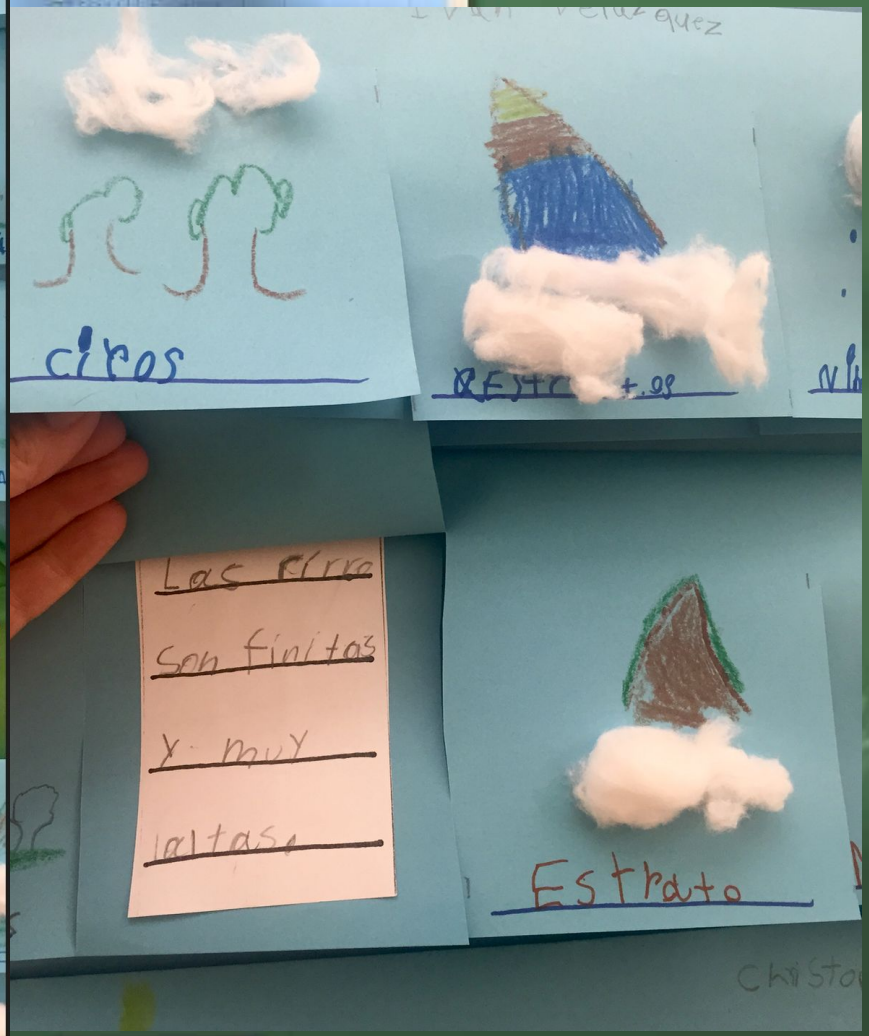
Bilingual Kindergarten, Martinez School, New Haven



Bilingual 1st grade

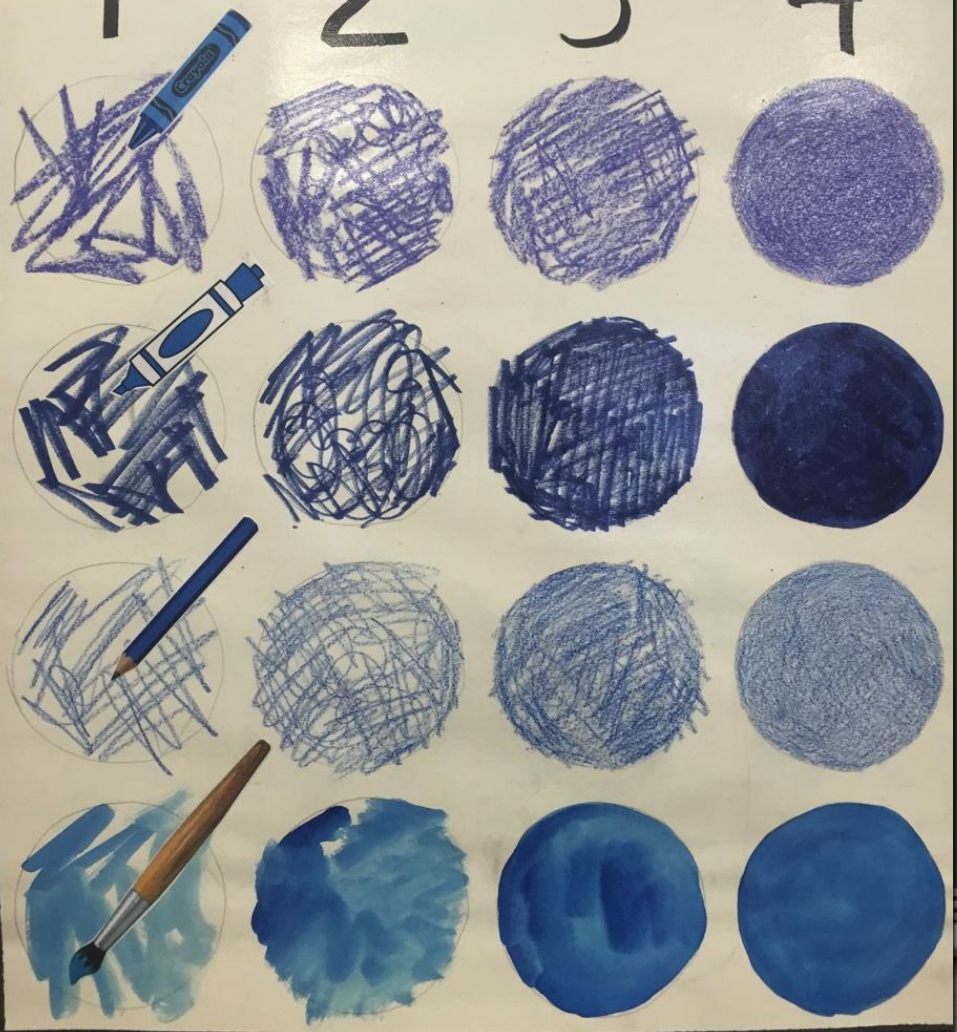



Nimbos
cúmulos
cirro
Estrato
Nimbos
Nimbos
cúmulos
cirros
Estratos
Nimbos
Christopher Naranjo
Nimbos
cirros
estratos
nimbos
¿Puedes nombrar y describir cada nube?
David Alvarez
cirros
cumulos
cirros


cirros
Las nubes
son finitas
y muy
altas.
Estrato

Craftsmanship

1 2 3 4



NOISE METER

5 Out of control
Playground voices
Never inside the classroom

4 Loud Crowd
Too loud for most activities
Fine for speaking to a large group

3 Formal Normal
Regular Speech
Classroom participation

2 Low Flow
Partner or teamwork

1 Spy Talk
Whisper quietly to a partner

0 Zero Noise Level
Silence, No Talking

Book Wall

Leslie Lopez, 2nd grade bilingual, Columbus Family Academy

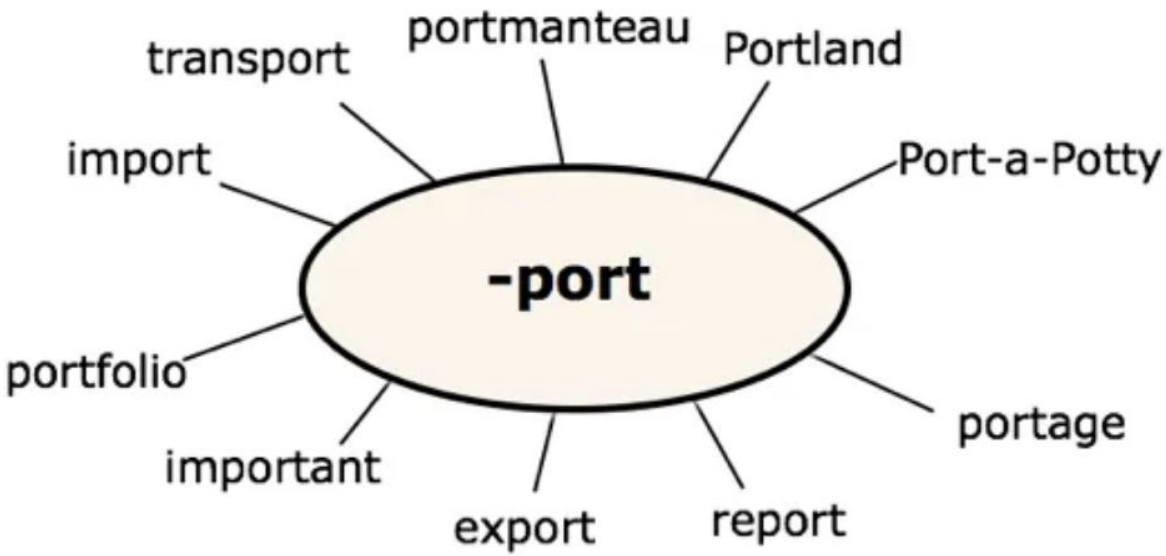
How well do you know these words?

	glacier	crystals	meltwater
Never seen the word before			X
Read or heard of the word but don't know it			
Have some idea		X	
Have clear understanding, can explain it	X		
Deep knowledge of word and can apply to all situations			

Beck, McKeown, & Kucan, 2002

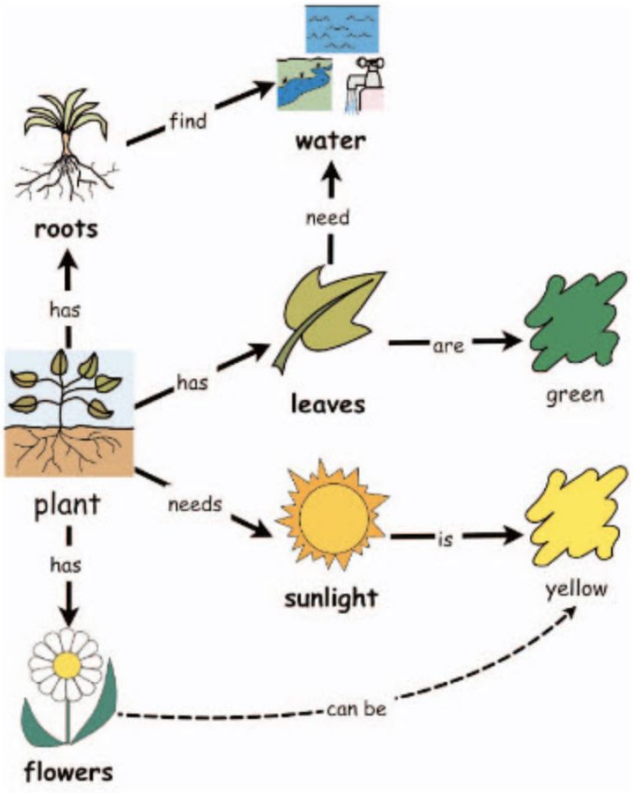
Word awareness: Word generation

Which of these words are related to the meaning of the root "*-port*"? (*MCC4, p. 82*)

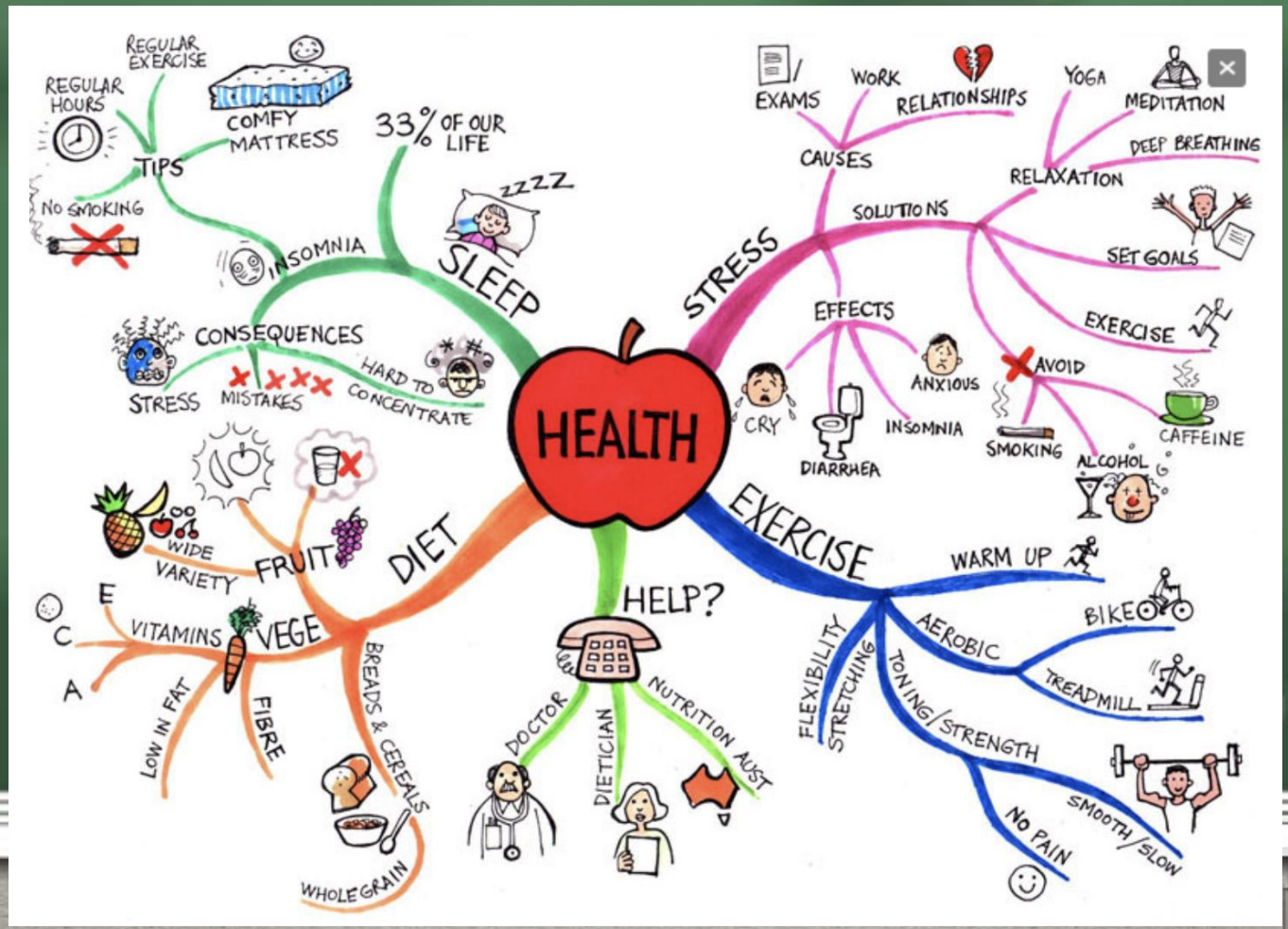


Word Generation

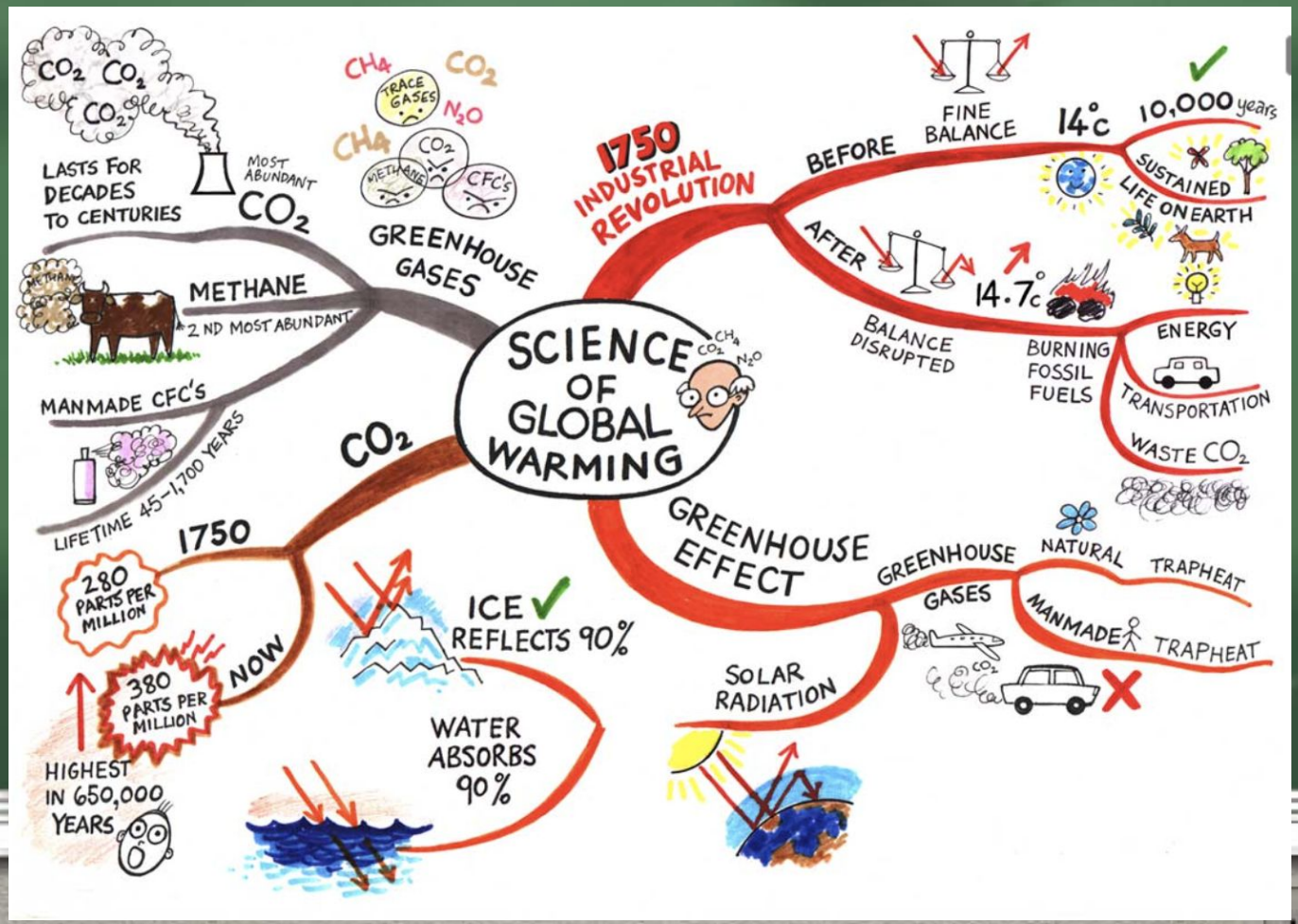
Word awareness: Concept maps I



Word awareness: Concept maps II



Word awareness: Concept maps III



Attention to Transitions

Directional Words and Phrases Used in Academic Writing

Directional words and phrases are commonly used in academic writing to indicate the direction or pattern of thought in a paragraph or chapter. They can help readers see how two ideas fit together and relate to each other. These signal words are the writer's way of showing the reader how to interpret and predict upcoming information.

Words that signal definition		
refers to	consists of	means
in other words (i.e.)	is equal to	synonymous with
Words that signal example		
for example (e.g.)	such as	including
for instance	is like	to illustrate
Words that signal simple listing		
also	in addition	moreover
another	furthermore	finally
Words that signal sequential listing		
first	before	later
second	then	since
finally	now	next
following	previously	
Words that signal analysis		
consider	investigate	this means
analyze	the first part suggests	examine
Words that signal comparison		
similarly	just like	likewise
in the same way	just as	in comparison
Words that signal contrast		
in contrast	however	but
on the other hand	whereas	yet
Words that signal a cause-effect relationship		
because	hence	due to
for	as a result	thus
therefore	consequently	this led to

Graphic Organizers:

Hobbes, Locke and Rousseau Comparison Grid

	Hobbes	Locke	Rousseau
State of Nature	The state of nature is a state of war. No morality exists. Everyone lives in constant fear. Because of this fear, no one is really free, but, since even the "weakest" could kill the "strongest" men ARE equal.	Men exist in the state of nature in perfect freedom to do what they want. The state of nature is not necessarily good or bad. It is chaotic. So, men do give it up to secure the advantages of civilized society.	Men in a state of nature are free and equal. In a state of nature, men are "Noble Savages". Civilization is what corrupted him.
Purpose of Government	To impose law and order to prevent the state of war.	To secure natural rights, namely man's property and liberty.	To bring people into harmony. To unite them under the "General Will".
Representation	Governments are designed to control, not necessarily represent.	Representation ensures that governments are responsive to the people. Representation is a safeguard against oppression.	Representation is not enough. Citizens cannot delegate their civic duties. They must be actively involved. Rousseau favors a more direct democracy to enact the general will.
Impact on Founders	Governments must be designed to protect the people from themselves.	1. Governments must be designed to protect the people from the government. 2. Natural Rights must be secured.	1. Governments must be responsive and aligned with the general will. 2. People make a nation, not institutions. 3. Individual wills are subordinate to the general (collective) will.

Political Continuum

Liberal — Liberal/Moderate — Conservative

Rousseau — Locke — Hobbes

EL Level 3

	Hobbes	Locke	Rousseau
Nature of Man	Men live in fear. No morality exists.	Men are free to do what they want. Chaos exists; not good or bad.	Men are free and equal– "noble savages". Civilization corrupts men.
Purpose of Government	To impose law and order, To prevent war.	To secure man's property and liberty.	To unite people in harmony (the "General Will").
Representation in Government	Governments control people. Governments do not represent the people.	Governments represent people. Governments save people from oppression.	Governments need active citizens, not representatives.
Impact on Founders	Governments must protect people from themselves.	Governments must protect people from the Government.	People make a nation, not the government. Government must align with "General Will."

EL levels 2

	Hobbes	Locke	Rousseau
Nature of Man	Men have fear. No morality.	Men are free. Chaos exists. Not good or bad.	Men are free and equal– "noble savages".
Purpose of Government	To impose order, to prevent war.	To secure man's property and liberty.	To unite people (the "General Will").
Representation in Government	Governments control people.	Governments save people from oppression.	Active citizens must govern.
Impact on Founders	Governments must protect people from themselves.	Governments must protect people from the Government.	People make a nation, not the government.

EL level 1:

Purpose of Governments

Hobbes: To control people. To keep order.
Locke: To keep people free and safe from oppression.
Rousseau: To allow active citizens to make decisions.

Type of Politics

Conservative (right)
Moderate
Liberal (left)

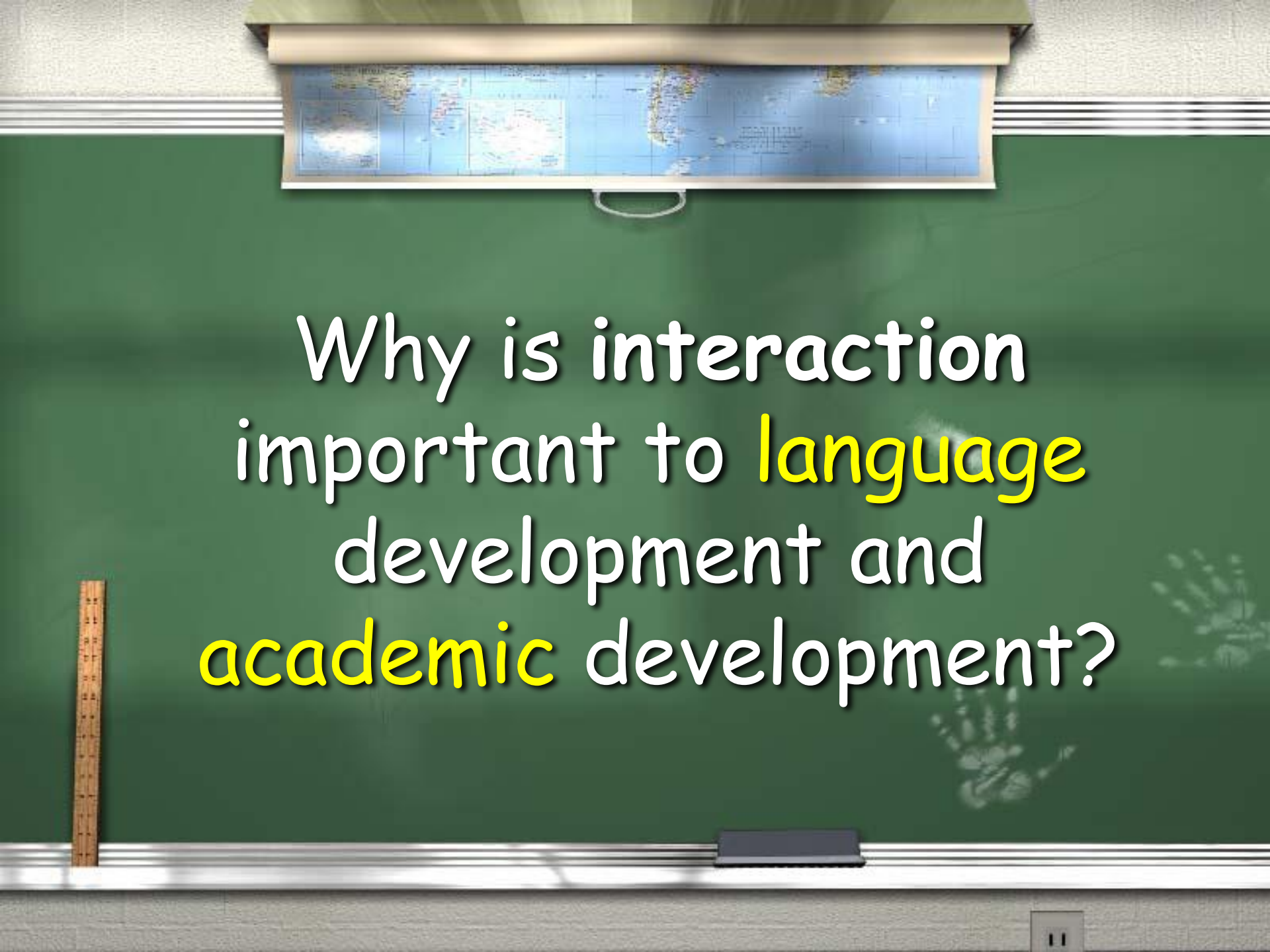
Review of Module 2

Where we've been and where we're headed:
Sheltered Strategies Checklist

In your groups, use the plan for application to:
Modify the parts of the lesson that include reading/listening (INPUT)
Share modifications @ your table

Module 3 Learner Outcomes

1. *Explain why current typical classroom interaction models do not produce sufficient output time for students.*
2. *Explain why interaction is important and necessary for MLs.*
3. *Identify the characteristics of an "instructional conversation."*
4. Explain how varying teacher question strategies can elicit student responses- no matter what level of language development the student currently possesses.
5. Identify the points in a student's language development when s/he needs to be challenged to produce longer, extended utterances.
6. Use language modeling to increase students' opportunities for output.
7. Identify small group experiences that increase student interaction and content engagement.
8. Identify when and how to respond to students' written errors.
9. Apply these ideas to one of their own lessons.


Why is interaction important to language development and academic development?

Why is Interaction Important to Language & Student Development?

1. Allows the learner to co-construct knowledge
2. Helps construct the student's classroom identity
3. Provides the learner the practice needed to develop academic language
4. Facilitates expression of ideas in a variety of ways

Creating Opportunities for Output

- Changing Traditional Classroom Discourse From IRE to WRL
- Engaging Appropriate Language Proficiency Levels Through Cognitively Challenging Questions
- Giving Students Voice

Traditional Classroom Interaction

(Teacher) I: Initiation
(Student) R: Response
(Teacher) E: Evaluation

T has 66% of the talk time: Initiation and Evaluation
S responds with 1-2 word utterances, increasing T talk to 95%
Divide the remaining time, 5%, by # of Ss in class (25 Ss) = .2% talk time/student

"Buffalo Lady"

What did the T do to facilitate output?

- Question Strategies:

1. Use Open-ended questions
2. Ask Higher level cognitive level questions
3. Expand topic by asking same S or other Ss to add
4. Scaffold, if necessary
5. Link questions to Ss' previous comments
6. Ask questions with unknown answers

"Buffalo Lady"

What did the T do to facilitate output?

- Response Strategies

2. Paraphrase/recast
3. Repeat
4. Back-channel
5. Give confirmation checks
6. Silence/pauses