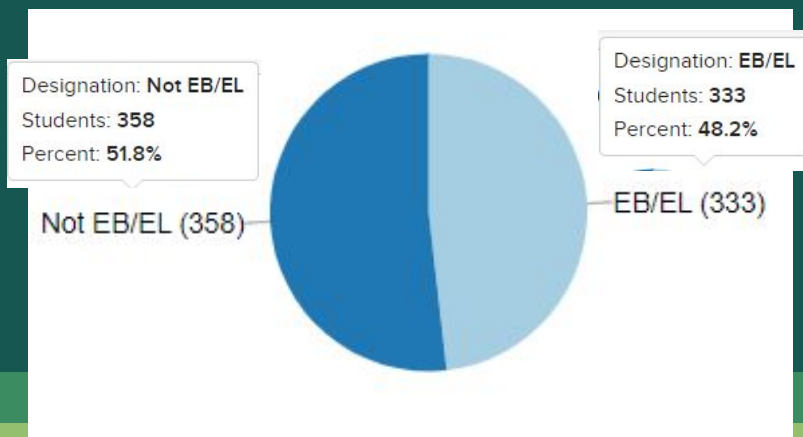


# SMI Faculty Meeting

October 6, 2022

## Southmore's Current Student Population



## STAAR Data - May 2022

	7th	8th
<b>Approaches</b>	<b>46</b>	<b>54</b>
<b>Meets</b>	<b>22</b>	<b>19</b>
<b>Masters</b>	<b>4</b>	<b>12</b>
<b>No Score</b>	<b>2</b>	<b>1</b>
<b>Did Not Meet</b>	<b>71</b>	<b>65</b>
<b>Total</b>	<b>145</b>	<b>198</b>

### Potential to exit:

7th grade = 72 students

8th grade = 85 students

Unfortunately, no student got Advanced High in all domains of TELPAS.

Only two students got Advance High in the speaking domain.

This year, writing will take place online with the reading.

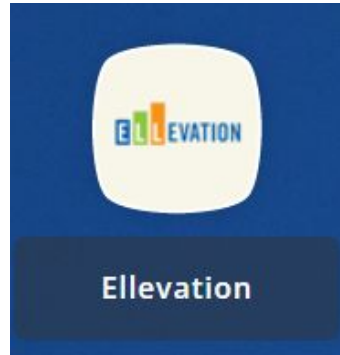
## Campus Instructional Focus for EBs

- Increase opportunities for students to use academic language through structured class activities.
- Plan instructional activities to get students speaking and writing as much as possible.

# Ellevation

- Ellevation is a comprehensive EL program that organizes all EB student data and supports instructional planning.
- The following information is accessible:
  - Test data - STAAR, MAP, TELPAS
  - Level of support for language acquisition
  - Strategies to incorporate the ELPs

Look for this tile in the portal!



# Content & Language Objectives

# Content Objective vs Language Objective

	Content Objective	Language Objective
Who?	The student	The student
Reference?	<b>TEKS</b> Content Standard	<b>ELPS</b> Language standard
Purpose?	<u>What</u> do I need to know?	<u>How</u> can I show that I know it through language?

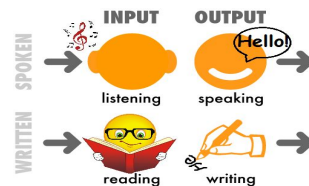
## What are the ELPS? (English Language Proficiency Standards)

Make Content Comprehensible

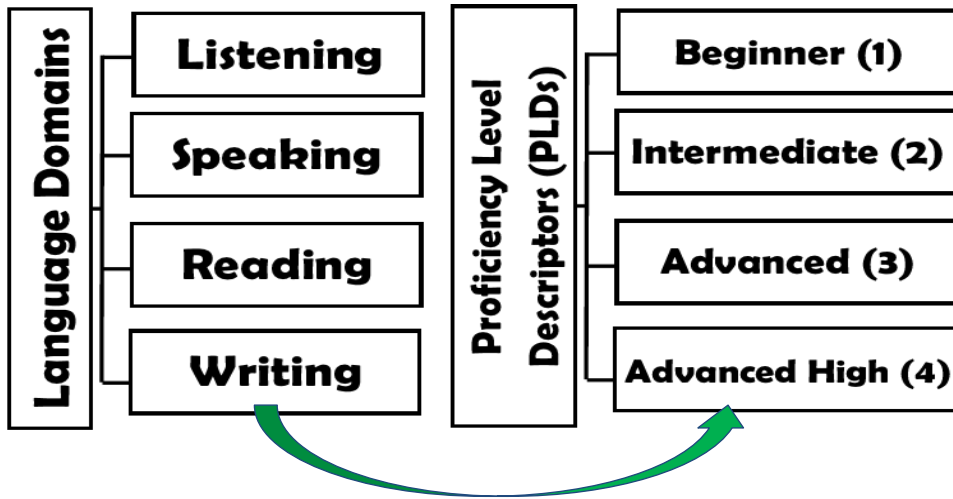


If you have even **ONE** EL in your classroom, you are required to include the ELPS in your instruction!

Develop Academic Language



# ELPS Language Domains & PLDs



## ELPS Summaries for Use in Learning Objectives

Summaries from subsection c of Texas English Language Proficiency Standards (ELPS), TAC Chapter 74, Subchapter A

### Overall Learning Strategies

C1A: Use prior knowledge C1B: Monitor language with self-corrective techniques C1C: Learn new vocabulary C1D: Speak using learning strategies	C1E: Use and reuse new vocabulary C1F: Use accessible language to learn new language C1G: Distinguish between formal and informal English C1H: Learn new strategies for learning English
<p><b>Listening</b></p> <p>C2A: Distinguish sound and intonation C2B: Recognize English sound system in new vocabulary C2C: Learn new language from classroom interaction and instruction C2D: Seek clarification to improve understanding C2E: Use visual and/or contextual support to confirm understanding C2F: Derive meaning from a variety of media C2G: Understand general meaning, main points, and details C2H: Understand implicit ideas and information C2I: Demonstrate listening comprehension</p>	<p><b>Speaking</b></p> <p>C3A: Practice using English sound system in new vocabulary C3B: Use new vocabulary in stories, descriptions, and communication C3C: Speak using a variety of sentence structures <b>C3D: Speak using grade level content area vocabulary</b> C3E: Participate in cooperative groups C3F: Ask and give information using high-frequency and content area vocabulary C3G: Express opinions, ideas, and feelings C3H: Narrate, describe, and explain C3I: Adapt spoken language for formal and informal purposes C3J: Respond orally to information from a variety of media sources</p>
<p><b>Reading</b></p> <p>C4A: Learn relationships of sounds and letters in English C4B: Recognize directionality of English text (left to right, top to bottom) C4C: Develop sight vocabulary and structures C4D: Use prereading supports C4E: Read linguistically accommodated content area materials C4F: Use visual and contextual support to read text C4G: Show comprehension of English individually and in groups C4H: Read silently C4I: Show comprehension through basic reading skills C4J: Show comprehension through inferential skills C4K: Show comprehension through analytical skills</p>	<p><b>Writing</b></p> <p>C5A: Learn relationships between sounds and letters when writing C5B: Write using new vocabulary C5C: Spell familiar English words C5D: Edit writing C5E: Employ varied and complex grammatical structures C5F: Write using a variety of structures and words C5G: Narrate, describe, and explain in writing</p>



# Language Objective Template

I can **(ELPS domain)** about **(academic content language)** by using **(language skill/function/phrase)**.

## ELPS Summaries for Use in Learning Objectives

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## Template:

I can (ELPS domain) about (academic content language) by using (language skill/function/phrase).

## Language Objective:

I can **speak** to my partner to **retell the chapter** using **past tense verbs**.

**ELPS:** 3(D) speak using grade-level content area vocabulary in context to internalize new ENGLISH words and build academic language proficiency.

# Math - Equations & Inequalities

## Day 1 – Modeling Equations with Tape Diagrams (7.11A)

### Goals for Today

#### Today we will focus on:

Expressions, Equations, & Inequalities

#### Students will be able to:

- Reason with tape diagrams to find unknown quantities in a context.
- Create tape diagrams to represent situations.
- Explain how the parts of a tape diagram represent the parts of a situation and relationships between them.

#### Student-level language:

- I can explain how a tape diagram represents parts of a situation and relationships between them.
- I can use a tape diagram to find an unknown amount in a situation.

Language Objective: I can **orally collaborate** to **find an unknown amount in a situation** using **tape diagrams**.

# RLA - Rhythm & Flow

## Day 1 - Entry Event Day 1

### ✓ Goals for Today

#### Today we will focus on:

Development Word Choice

#### Students will be able to:

I can read an article and respond to a prompt using the word "because" on my graphic organizer.



# RLA - Rhythm and Flow

## Day 3 - Review Plot Terms/Read and Summarize Warm-Up

### + Goals for Today

#### Today we will focus on:

Development Word Choice

Language Objective: I can read to identify how **elements of setting can impact characters** in *The Crossover*.



# Science - Playing with Forces

## Day 2 – Activity # 1- Drawing Free Body Diagrams

### ✓ Goals for Today

#### Students will be able to:

##### Learning Objective

Draw free body diagrams to represent an object being acted on by opposite forces that are either balanced or unbalanced.

##### Evidence of Learning-

Completion of Activity #1- Create a Free Body Diagram for a situation in Broomball; Check that students can explain how the diagram represents the size and direction on different forces acting on the object

[Read less](#)

Language Objective: I can **write** to explain how **different forces act on an object** by using **diagrams** .

# Social Studies - Roots of Revolution

## Day 1 – Entry Event

### ✓ Goals for Today

#### Today we will focus on:

Communicating Accurately and Precisely

#### Students will be able to:

- identify key people and vocabulary terms of the American Revolution
- identify the essential questions and cognitive skills associated with the checkpoints and final products

#### Entry Event

- [I DO] Entry Event Presentation: Anticipation Guide- Display the first statement on the board. On their anticipation guide, students will decide whether they agree or disagree with the statement and give a justification for their decision. Designate one side of the room as "agree" and the other half for "disagree". Tell students to move to the correct side of the room. Once students have chosen a side, call on students from each side to justify their choice. Students will also be able to comment on or add to other students' answers. Repeat this process for the next 5 statements. \* Students will be returning to these statements at the end of the project to reflect on whether or not their opinions have changed\*

Language Objective: I can **write** to **justify** my decisions regarding **the American Revolution** using an **anticipation guide** .

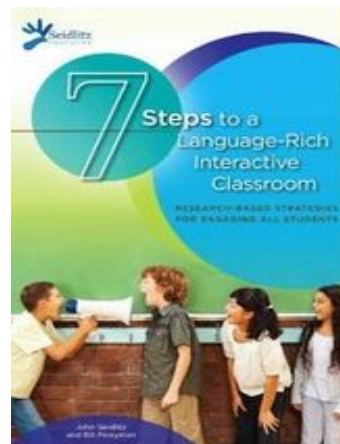
I can **(ELPS domain)** about **(academic content language)** by using **(language skill/function/phrase)**.

## 7 Steps to a Language Rich Classroom

## 7 Steps...Language Rich Classroom

### The 7 Steps...

1. Teach students what to say when they don't know what to say
2. Have students speak in complete sentences
3. Randomize & Rotate when calling on students
4. Use total response signals
5. Use visuals and vocabulary strategies that support your objective
6. Have students participate in structured conversations
7. Have students participate in structured reading/writing activities



## KEY ELEMENTS of a Language Rich Environment

**Differentiation** of KEY instructional Elements

**Engaged Learners**...speaking, reading, and writing

**Movement** - total response signals

**Visual Cues** - anchor charts, sentence strips, & vocabulary word walls (using academic Language)

### For today we will review Step 5:

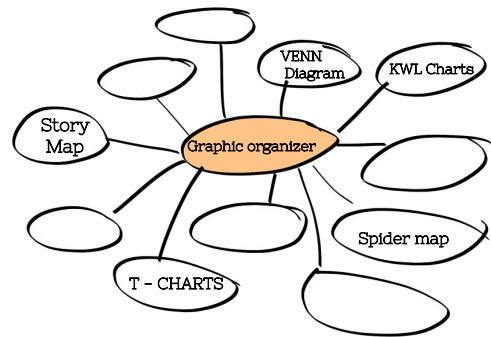
You have heard the saying, "A picture is worth a thousand words," and often this is true. **Photos, maps, drawings, movie clips, and concrete objects give students access to content in spite of possible barriers such as lack of background on the subject or limited English proficiency.**

## Step 5 - Use Visual and Vocabulary Strategies that Support Your Objectives

**Graphic Organizers** - These provide a way for students to organize facts, ideas and concepts that help them make sense of the content.

**The can be used:**

- **Before Instruction** - provides **SCAFFOLD** for new material
- **During Instruction** - to help students with **ORGANIZING** key information
- **After Instruction** - to help students with **CONNECTING** prior knowledge



## Point and Talk

- This strategy helps clarify meaning for new concepts.
- Simply draw or show a visual of the key concept for each lesson.
- Keep it posted throughout the unit of study and consistently point back to it.
- Use of **ANCHOR CHARTS** is vital for all struggling students



## Developing Vocabulary

A good rule of thumb is to introduce and display at least two new words per lesson. Here are two specific strategies that build academic vocabulary:

- Via Scanning Strategy
- And Establishing Academic Vocabulary Walls

Scanning strategy teaches students essential words for understanding new content minutes before they encounter the words in text. Using this strategy increased student achievement by 33% as compared to students who did not use the strategy.

## Scanning

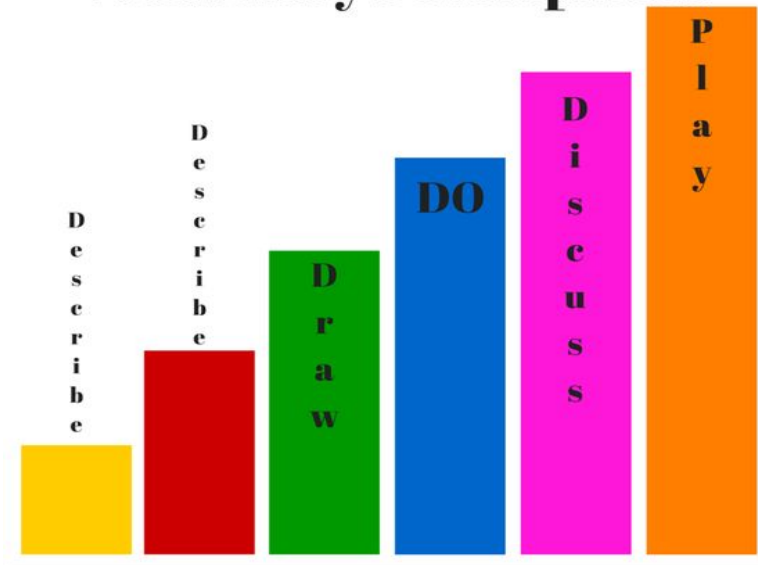
1. Survey the text from **back to front** looking for **unfamiliar** words
2. **Teacher** generates list of **3 to 10** unfamiliar terms based on **students'** survey
3. Teacher **writes** short student friendly definitions, giving **definitions** that match the way word is used in context of passage.
4. Students **practice** pronouncing words during choral reading with teacher
5. Students **read** the passage
6. Students use some words by **speaking & writing** through tasks in lesson

### Marzano's Six Step Process

In "Building Academic Vocabulary" (Marzano, 2004), Marzano outlines a comprehensive approach to learning the context specific academic vocabulary, or the brick words that students encounter in their reading. The first three steps help us introduce new terms during the first lesson; the last three steps help students practice & reinforce those terms over time.

Remember: *Describe, Describe, Draw, Do, Discuss, Play*

# Marzano's 6 Step Process Vocabulary Development



**Step 1: Describe** - Instead of a standard definition, **teachers give students a description or explanation of the word or term using examples and visuals.** The goal is to appeal to learners of ALL types in order to help them understand new vocabulary.

**Step 2: Describe** - Students are asked to **give their own description or explanation using their own words.** By **listening/reading student descriptions/explanations,** we can assess mastery or provide help. Students record descriptions in their personal notebooks to reference later.

**Step 3: Draw** - Students **draw representations of the new vocabulary word/term.** Acceptable ways to complete this task include: **drawing pictures, designing symbols, making graphics, creating cartoons, finding a visual on Internet or magazine.** This can be done individually or in groups.

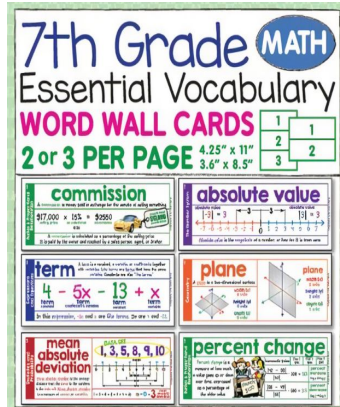
**Step 4: Do** - Give students **more practice using new vocabulary** words/terms. Have them participate in activities such as: **identifying prefixes, suffixes, synonyms, antonyms, related words and additional visuals.**

**Step 5: Discuss** - Students **discuss words/terms as they work with/in partners, triads or groups.** This conversation is more effective when structured. Monitoring discussions clears up any confusion students may have.

**Step 6: Play** - Students **participate in games that reinforce deep understanding or new vocabulary words/terms.** Examples of games include: Jeopardy, Wordo (like Bingo), Charades, Pictionary, Scrabble, etc...

## Revisiting Word Walls

- Reinforcing the spelling of important terms across a unit or of frequently misspelled words;
- Housing words that you want students to use more in their writing or discussion; and
- Expanding student vocabulary by helping students see how words connect, as in a word wall that displays lists of synonyms.



## Short Constructed Response with RACE

- R** Restate the question using a sentence format.
- A** Answer the question completely.
- C** Cite evidence from the text that supports your answer.
- E** Explain how your evidence proves your answer.

[Resources for using RACE](#)

Name \_\_\_\_\_ Date \_\_\_\_\_

**Respond with RACE**

Topic \_\_\_\_\_

Restate the question  
 \_\_\_\_\_  
 \_\_\_\_\_

Answer the question  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Cite text evidence  
 \_\_\_\_\_  
 \_\_\_\_\_

Explain with details  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Signal and Transition Terms \_\_\_\_\_

\_\_\_\_\_

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