Evidence-Based Facilitator Guide Intermediate Academic Content and Literacy for English Learners

Recommendation 3. Provide Regular, Structured Opportunities to Develop Written Language Skills

Updated March 2023

CCNETWORK
Comprehensive Center Network

REGION 17
Idaho
Montana

DEPARTMENT OF EDUCATION · STATE OF IDAHO

Professional Development Facilitator's Guide

Recommendation 3. Provide Regular, Structured Opportunities to Develop Written Language Skills

Materials Checklist

Item	Consumable Y or N	Quantity	Notes
Computer			
Projector			
Clicker			
PowerPoint presentation on flash drive or computer			
Handouts			
Chart paper and pens			
Sticky notes			
Agenda			
Sign-in forms			
Evaluation form			
Articles to be read			
Miscellaneous			

Idaho State Department of Education Introduction

About the guide

Designed to help instructional leaders deliver effective training to teachers, this guide provides one of four evidence-based recommendations for supporting literacy and English learner students in grades 4–8. It includes practical application ideas and examples, as well as resources for immediate implementation. This guide is based on *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School*, a practice guide from the Institute of Education Sciences (IES). More information is available at ies.ed.gov/ncee/wwc/PracticeGuide/19.

This guide, as well as the accompanying presentation materials, were compiled by the Region 17 Comprehensive Center at Education Northwest for the Idaho State Department of Education.

How to use the guide

This guide is designed to complement the training provided to an instructional leader (e.g., coach, teacher, administrator) who supports teachers in using evidence-based strategies to improve outcomes for English learner students in grades 4–8. The instructional leader will be trained to facilitate and lead learning in a school and/or district. This guide includes a suggested script for each slide in the accompanying PowerPoint presentation. The facilitator can also use the supplemental handouts. For more information on word recognition, phonological awareness, decoding, sight words recognition, and language structure, see courses.lumenlearning.com/suny-hccc-childrenslit and courses.lumenlearning.com/literacypractice.

*Note: The PowerPoint presentation that corresponds to this guide is based on the **third** of four IES recommendations. There are four presentations total, and the first 20 slides are the same in each one. Thus, if you are delivering more than one of these presentations to the same audience during the same professional learning event, after describing the session outcomes (see slide 1), you can skip to slide 21 after your first presentation and begin with the section that starts with, "Today's presentation is focused on taking a closer look at Recommendation 3 …"*

The design of the guide gives facilitators the flexibility to respond to school or district needs in a targeted manner. Each evidence-based practice can be provided as a brief training session over the course of a school year. These recommendations can be grouped into common threads and provided as a full- or half-day professional development session. The practices and subsequent activities are not content specific; they can help improve literacy across all content areas in grades 4–8.

What participants need to bring

Participants should bring their core instructional materials, teacher manuals, textbooks, and/or grade-level standards. Throughout the professional learning session, they will be asked to reference and make connections to the instructional tools (i.e., core instructional materials, Curriculum Connection) they are using.

Presenter's facilitation agenda

Outcomes

- Describe four evidence-based research practices for teaching academic content and literacy to English learners.
- Identify and apply practice recommendation 3 to current core materials by providing scaffolded writing opportunities using strategies at the sentence and paragraph levels.
- Practice the integration of academic language use and writing through interactive strategies such as the card pyramid and framed paragraphs.
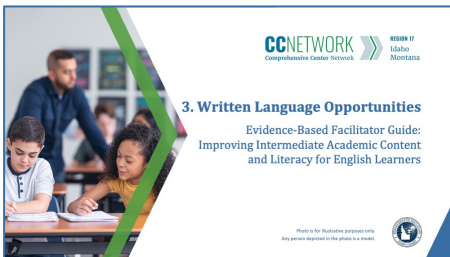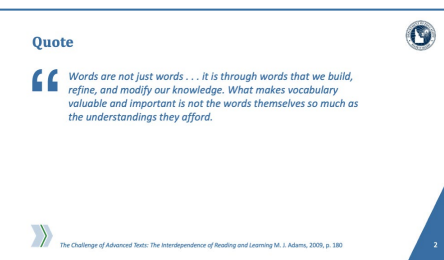
Slide	Suggested script
  1	**Welcome** *(Introduce yourself and your colleagues, and allow participants to introduce themselves.)* Today's presentation on teaching academic content and literacy to English learner (EL) students was developed in partnership with the Idaho State Department of Education and the Region 17 Comprehensive Center. Our shared goal is to help Idaho educators provide EL students in grades 4–8 with the language and literacy learning they need to succeed.
  2	**Quote** Read and reflect on this quote. What does this quote make you think about? What implications does it have for you and your students? *(Give participants a few minutes to share their thoughts with a partner or in groups of four and then ask participants to share with the entire group. If in a virtual environment, enter thoughts in the chat or use a virtual engagement tool.)* Every day, teachers and students across Idaho are using language to provide instruction, exchange ideas, and discuss learning. Language is at the center of the learning process. Learners use words to describe what they are seeing, understanding, and communicating about their learning. Regardless of whether we teach math, English language arts, or any other subject—as teachers, we are the most important factor in student learning. Put another way, we all teach language: The language of our content. **Reference:** Adams, 2009.

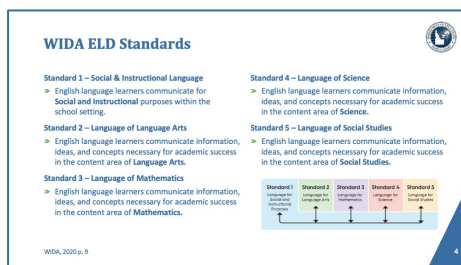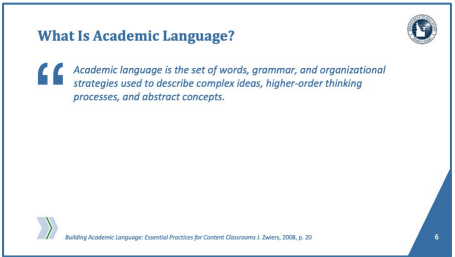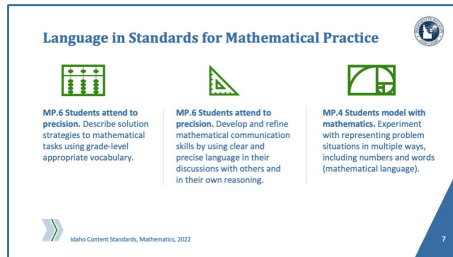| Slide	Suggested script
3	**Idaho Content Standards** Recognizing the value of consistent, real-world learning goals to ensure all students are graduating from high school prepared for college, career, and life, our state reviews and updates content area standards—including updated standards for English Language Arts/Literacy, Math, and Science in 2022. *(Pull up the website for the content standards:* sde.idaho.gov/academic/standards. *Show participants where the literacy standards and their content standards are.)* These standards inform the curriculum a district adopts. Standards and curriculum work together to guide teachers in understanding what students should know and be able to do. Our goal today is to provide some tools for improving language and content instruction for English learner students in grades 4–8. The information presented in today's session addresses Idaho's Content Standards—including English Language Arts, Social Studies, Science, and others—in which we ask students to listen, speak, read, or write. **Reference:** Idaho State Department of Education, n.d.
	WIDA ELD Standards These are the World-Class Instructional Design and Assessment English Language Development Standards, or the WIDA ELD Standards for short. The ELD Standards Statements illustrate the integration of content and language. They show language use for learning in the content areas and address the language of schooling.

Slide	Suggested script
4	Note that Standard 1, Language for Social and Instructional Purposes, is foundational for engagement and learning in every discipline. Language is a part of the entire school day and engaging multilingual learners in situations where they can simultaneously learn content and language will increases their opportunity to engage fully in content learning and leverage their language assets as support for their academic achievements. **Reference:** WIDA, 2020a.
What Is Academic Language? Academic language is _____. To have academic language means that _____. An example of academic language would be _____. 5	**What Is Academic Language?** *(Allow time for participants to turn and talk to a neighbor. Ask volunteers to share their responses using this sentence frame: "Academic language is …" Then show and read the next slide.)*
What Is Academic Language? "Academic language is the set of words, grammar, and organizational strategies used to describe complex ideas, higher-order thinking processes, and abstract concepts. Building Academic Language: Essential Practices for Content Classrooms J. Zwiers, 2008, p. 20 6 6	**What Is Academic Language? (Continued)** Academic language is "the set of words, grammar, and organizational strategies used to describe complex ideas, higher order thinking processes, and abstract concepts." **Reference:** Zwiers, 2008.

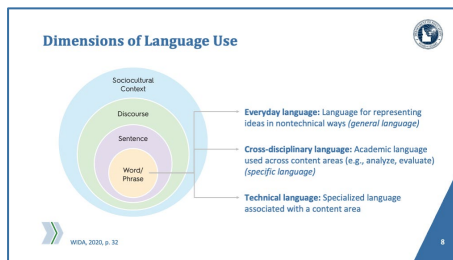| Slide	Suggested script
7	**How are the WIDA, Academic Language, and Content Standards Related?** Let's look at an excerpt from the Idaho Mathematics Content Standards. The standards acknowledge that "discussing mathematical thinking with peers gives each student the opportunity to internalize a cohesive structure for numbers." In order to discuss and communicate mathematical concepts, students need to use precise mathematical language. The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter. Here are two examples where the Standards for Mathematical Practice specifically address developing mathematical language and vocabulary expectations throughout K–12 for all students to grow in mathematical maturity and expertise. What specific considerations must be considered when teaching EL students? **Reference:** Idaho State Department of Education, n.d.
8	**Dimensions of Language Use** Formerly described as the "Features of Academic Language," the WIDA standards describe the dimensions of language use to conceptualize the linguistic system within a sociocultural context. Language users make choices in all three dimensions (word/phrase, sentence, discourse) based on the intended audience. It is important to understand language dimensions as the factors that relate to language acquisition for multilingual learners. WIDA expanded the continuum of K–12 performance definitions into six grade-level cluster Proficiency Level Descriptors to support consistent interpretations by state, local, and school-based educators and to address developmental

Slide	Suggested script
	differences in the complexity and range of language uses needed by primary and secondary students.
	• The **discourse dimension** refers to how language is organized to communicate ideas together in a text (think paragraph length and cohesion) and imparts overall meaning across an entire text.
	• The **sentence dimension** helps shape how a text is sequenced and connected and contributes to its grammatical complexity.
	• The **word/phrase dimension** adds precision to communication and focuses on how language users strategically select everyday, cross-disciplinary, and technical language to convey precise meaning more effectively.
	• **Everyday language** refers to the language for representing ideas in nontechnical ways—like "dogs" instead of "canines." This is also known as "general language."
	• **Cross-disciplinary** language refers to the common academic language used across content areas—words like "analyze," "evaluate," and "summarize." This is also known as "specific language."
	• **Technical language** refers to the specialized language associated with a content area—like "mitosis," "imperialism," and "pi."
	Reference: WIDA, 2012; WIDA, 2020a; WIDA; 2020d.

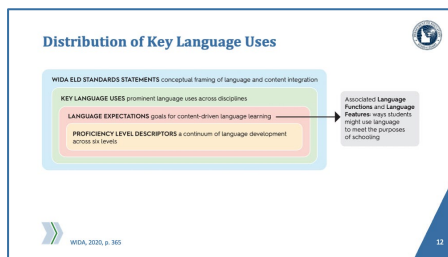| Slide	Suggested script
9	**Four Key Language Uses** As part of developing the WIDA ELD Standards Framework, 2020 edition, WIDA researchers analyzed academic content standards from several states, research literature, and evidence-based disciplinary practices. The updated standards emphasize four Key Language Uses: Narrate, Argue, Inform, and Explain. While each discipline has unique ways of applying each, they also share common aspects across all disciplines. The choice to update the name of the "Key Uses of Academic Language" in the 2016 edition to "Key Language Uses" in the 2020 edition reflects the belief in multiple, multilingual competencies and an expanded view of language proficiency. Key Language Uses bring focus and coherence to the language of schooling, helping educators make choices that prioritize and coordinate content and language integration. **Additional Resource** WIDA Standards Framework FAQ: Key Language Uses prod.wida.us/sites/default/files/Website/News/2021/February/WIDA-StandardsFAQ-%20KeyLanguageUses.pdf **Reference:** WIDA, 2020a; WIDA, 2020b.
	Distribution of Key Language Uses in the Content Areas The four Key Language Uses are present in all content areas. (*Using the Most Prominent, Prominent, and Present symbols or numbers, have participants identify how prominent each of the identified Key Language Uses are in their content area and grade level.*)

Slide	Suggested script
10	**Handout 1:** Distribution of Key Language Uses
  11	**Distribution of Key Language Uses in the Content Areas (Continued)** Here is an example illustrating the distribution of the most prominent Key Language Use for middle school. What do you notice? (*Have participants compare their answers with each other and with the example on the slide.*) **Reference:** WIDA, 2020a.
  12	**Language Expectations** So far, we have discussed the standards and Key Language Uses within the WIDA ELD Standards Framework. The third component is language expectations. Language expectations can be described as goals for content-driven language instruction. They make common patterns of language use in academic contexts visible and are the most similar statements to what educators generally find in academic content standards. Language expectations revolve around a set of language functions. Language functions are common patterns of language used to meet the purposes of schooling. For example: Explaining phenomena, explaining how they arrived at a mathematical solution, writing fictional narratives, or informing peers of newly gained knowledge. Language expectations can be learned through explicit instruction, and while English learners may take various paths to develop and reach language expectations, they should be offered access to the same high expectations for content-driven language development.

Slide	Suggested script
	Additional Resource: WIDA Standards Framework FAQ: Language Expectations wida.wisc.edu/sites/default/files/Website/News/2021/February/WIDA-StandardsFAQ-LanguageExpectations.pdf **Reference:** WIDA, 2020a; WIDA, 2020c.
  13	**Modes of Communication** As quoted in the WIDA Guiding Principles of Language Development, "multilingual learners use and develop language through activities that intentionally integrate multiple modalities, including oral, written, visual, and kinesthetic modes of communication" (WIDA, 2019, p. 13). As part of the 2020 edition's mission to increase accessibility options for students and emphasize multimodal forms of communication, language expectations are articulated in two expanded communication modes: interpretive (listening, reading, and viewing) and expressive (speaking, writing, and representing). **Additional Resources:** WIDA Standards Framework FAQ: Proficiency Level Descriptors wida.wisc.edu/sites/default/files/Website/News/2021/February/WIDA-Standards-FAQ-PLDs.pdf WIDA Guiding Principles of Language Development wida.wisc.edu/sites/default/files/resource/Guiding-Principles-of-Language-Development.pdf **Reference:** WIDA, 2019; WIDA, 2020a; WIDA, 2020d.

Slide	Suggested script
Today's Focus Provide regular, structured opportunities to develop written language skills CCNETWORK 14	**Today's Focus** Today, our focus is integrating oral and written English instruction into content-area teaching. Let's pause for a moment and think about the learners in our classrooms—specifically, EL students and academic language learner (ALL) students.
Skilled Readers What are some essential components of being a skilled reader? 15	**Skilled Readers** As teachers, one of our goals is to develop skilled readers so that students are prepared to conceptualize and reach their college and career goals. What are some essential components of being a successful/skilled reader? Think about a skilled reader you know and describe to a partner how they think and what they can do. *(Have participants share their responses with the entire group as you generate a mind map.)*
Scarborough's Reading Rope Scarborough, 2002, p. 98 16	**Scarborough's Reading Rope** The ultimate goal of reading instruction is to produce skilled readers. Dr. Hollis Scarborough's Reading Rope is a solid representation of what it takes to become a skilled reader. Let's consider two essential components represented in Scarborough's Reading Rope: Language comprehension and word recognition. In the illustration, the twisting ropes represent the underlying skills and elements that come together to form the two essential components of skilled
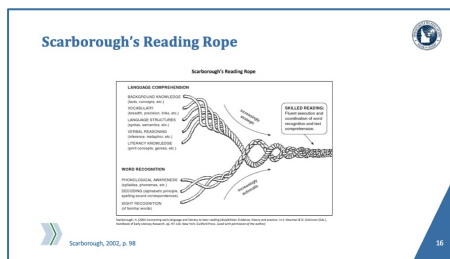
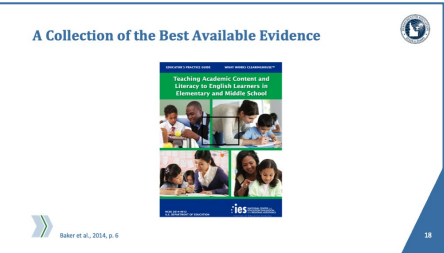| Slide	Suggested script
	reading. For either of the two essential components to develop successfully, children need to be taught the elements necessary for automatic word recognition (i.e., phonological awareness, decoding, sight recognition of frequent or familiar words) and strategic language comprehension (i.e., background knowledge, vocabulary, verbal reasoning, literacy knowledge). Word recognition is developed through intentional, systematic, and explicit instruction in the structure of the English language, such as phonics. Language comprehension is developed in various ways, such as conversation, teacher "read-alouds," and student-to-student dialogue. What happens when components are not addressed? If one strand of the rope is not strong? Being more deliberate in the integration of these skills is the key to a solid foundation for our readers. The science of reading tells us we cannot focus our attention on strengthening strands in isolation. *(You can find a more elaborate explanation of Scarborough's Reading Rope in the book Steps to Success:* textbooks.opensuny.org/steps-to-success*.)* **Reference:** Scarborough, 2002a.
Simple View of Reading (SVR) | Adequate WR Adequate LC	Poor WR Adequate LC
Adequate WR Poor LC	Poor WR Poor LC | Word recognition (WR): Phonological awareness, decoding and encoding skills Language comprehension (LC): Skills related to language comprehension Gough & Tunmer, 1986 17 17	**The Simple View of Reading** So, we know that we need to account for language comprehension and word recognition. How does that help us get more targeted with our instruction and intervention? Using the Simple View of Reading, we can think about four basic reader profiles. **Look at Box 1.** Readers may have adequate word recognition and language comprehension. We hope that all our readers are at least adequate in the two

Slide	Suggested script
	components—and wouldn't it be great if they were really good in both? ELs and ALLs usually do not fall into this category.
	Look at Box 2. Readers may have poor word recognition but adequate language comprehension, which results in poor reading comprehension. In other words, when text is read chorally or is read to them, these learners can make adequate inferences and answer the kinds of questions that demonstrate an understanding of the text.
	Look at Box 3. Readers may have adequate word recognition but poor language comprehension, which results in poor reading comprehension. Some ELs fall into this category, especially if their first language shares an alphabetic sound system, such as Spanish. Native English speakers who fall into this category are sometimes referred to as "word callers." They can read every word but cannot understand the text. A more technical term is "hyperlexic."
	Look at Box 4. Readers may have poor word recognition and poor language comprehension, which results in poor reading comprehension. We need to be cautious here when considering EL students. We would not want to identify an EL student as having this double deficit, as it may not be a deficit at all. Rather, it may be a matter of needing more language development.
	Our task is to figure out why a reader is having difficulties. We want to find each reader's strengths and capitalize on them. We also want to find each reader's weaknesses and intervene. Again, Box 1 is the goal because we know that students who have success with reading comprehension are skilled in both word recognition and language comprehension.

Slide	Suggested script
	All teachers share the goal of helping students develop reading comprehension across content areas. The Simple View of Reading is a big concept. Let's take a moment to synthesize this information. What key ideas can we take away? When thinking about Scarborough's Reading Rope, SVR, and the concepts related to supporting language development, it becomes clear that all teachers are teachers of language.
	Do you agree? Disagree? What things come to mind when you hear this? *(Take time to allow teachers to share.)*
	Reference: Gough & Tunmer, 1986; Scarborough, 2002a; Scarborough, 2002b.
  18	**IES Practice Guide** This information is based on a practice guide from the Institute of Education Sciences (IES), called Teaching Academic Content and Literacy to English Learners in Elementary and Middle School. "The IES publishes practice guides to share evidence and expert guidance on addressing education-related challenges not readily solved with a single program, policy, or practice. Each practice guide's panel of experts develops recommendations for a coherent approach to a multifaceted problem. Each recommendation is explicitly connected to supporting evidence. Using common standards, the supporting evidence is rated to reflect how well the research demonstrates the effectiveness of the recommended practices. Strong evidence means positive findings are demonstrated in multiple well-designed, well-executed studies, leaving little or no doubt that the positive effects are caused by the recommended practice. Moderate evidence means well-designed studies show positive impacts, but there are questions about whether the findings can

Slide	Suggested script
	be generalized beyond the study samples or whether the studies definitively show evidence that the practice is effective. Minimal evidence means that there is not definitive evidence that the recommended practice is effective in improving the outcome of interest, although there may be data to suggest a correlation between the practice and the outcome of interest." **Reference:** Baker et al., 2014, p. 72.
19	**Four Recommendations for Teaching Academic Content and Literacy to English Learners** The IES guide provides four recommendations on teaching academic content and literacy to EL students. Take a minute to read them. *(Wait for participants to read.)* Why do you think IES identified these things? *(Wait and allow for sharing.)* What do you notice about the italicized words? *(Wait and allow for sharing.)* *(More information about IES is available at* ies.ed.gov. *The IES practice guide will be referenced in the resources slide for participants, but it is not considered a handout.)* **Reference:** Baker et al., 2014.
	Scarborough's Reading Rope What connections can you make to skilled reading and the four recommendations from IES? *(Allow time to share in partners or as a group.)* Let's go back to Scarborough's Reading Rope. In the area of language comprehension, skilled readers need language to talk about the text. Along those

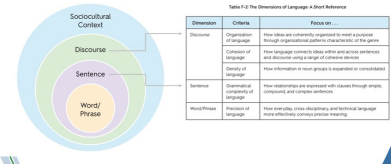| Slide	Suggested script
20	lines, students need to be talking and collaborating with their classmates—which allows teachers to hear how a student is understanding the text and class content. Teachers also need to be cognizant of the words students are using, because having those words in their oral vocabulary helps with word recognition. **Reference:** Scarborough, 2002a.
 21	Today's presentation is focused on taking a closer look at Recommendation 3: Provide regular, structured opportunities to develop written language skills. As the guide states: "English learners increasingly need to respond to informational texts through writing and, in doing so, generate well-organized essays that are progressively longer and more complex." **Reference:** Baker et al., 2014, p. 6, 47.
 22	To carry out this recommendation, educators should … *(Read the slide).* **Reference:** Baker et al., 2014, p. 6.

Slide	Suggested script
 23	**Engagement Activity** *(Follow the instructions on the slide. Have participants share their answer to the question: Why do your students write?)*
 24	**Dimensions of Language Use and Writing** When we looked at WIDA's dimensions of language use, under the sentence and discourse level were the ideas of organization and cohesion of ideas, variety of sentence types, and grammatical features. All three dimensions contribute to how a text is constructed in any given context, according to the intended audience, whether orally or in writing. Today, let's start with written language at a sentence level in relation to providing writing opportunities anchored in content. The following activities are meant to be used with your core curriculum/programs. **Reference:** WIDA, 2020a, p. 32, 367.
	Mentor Sentences Students, especially language learners, benefit from effective writing examples. Using mentor texts in the content areas exposes learners to the writing practices of a particular discipline while creating an opportunity to gain a deeper understanding of the content itself. Mentor sentences is a writing and reading

Slide	Suggested script
25	activity that gets to the sentence level of writing while still attending to the conceptual understanding of your content class.
	Make sure to select text that is rich in context and related to the main focus of your lessons and provide the necessary language support so that students are able to work on their writing assignments using the conventions of academic language while providing them access and opportunity to interact with grade-level content. Incorporate oral discussions of the process.
	(Read the slide and allow participants to review the example.)
	What might be a benefit of providing this type of sentence writing support?
	Reference: Pytash & Morgan, 2014; Baker et al., 2014.
26	**Core Curriculum/Program Connection:** *(Ask participants to create a mentor sentence following the steps indicated on this slide and in their handout.)*
	Handout 2: Protocol for Teaching with Mentor Sentences
	Reference: Anderson, 2005.
	Painless Paragraph
	The painless paragraph is another activity for students who struggle with paragraph-level writing. These are the steps:
	1. First, students fold a piece of paper into four columns and label it: Adjective, adjective, noun, verb

Slide	Suggested script
27	2. Students list the most important nouns (for example, cowboy and horse). 3. Next, they write interesting verbs that go with each noun. 4. Then they list two adjectives for each noun. *(Ask participants to finish the chart.)* **Reference:** Neuhaus Education Center, 2010.
 28	**Elaborating and Extending** The students then add other parts of speech to new columns, such as articles and an "add more" column. The "add more" column could include prepositional phrases such as "under the tree branches" or "below the valley." It can also include indirect objects such as "the land" or adverbs that describe the verb, such as "patiently." **Reference:** Neuhaus Education Center, 2010.
 29	**Revising** The student then uses those rows of words to create sentences. *(Read the examples.)* Once the student has written their sentences, they decide which sentence will remain in the paragraph. They can edit and revise by adding more words and crossing out words. This can be done using strategic partnering.
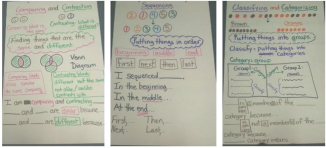
Slide	Suggested script
 30	The student then removes the numbering and writes the sentences as one paragraph. Note that this strategy is for students who struggle with writing.
 31	**Graphic Organizers** The strategies we have discussed so far focused on students' writing at the sentence level with a connection to content. The following slides will move toward providing specific structured guidance for language-based support and continued development of different types of paragraphs. One idea is using anchor charts to provide language support for students as they write from graphic organizer outlines. Here are some posters that one teacher uses to remind students what kinds of language are typically used when comparing and contrasting, sequencing, classifying, and categorizing. We cannot take for granted that our students can produce complete oral and written sentences about the information in these graphic organizers. We should ask our students to state facts about the graphic organizers in complete sentences that we model or they themselves create. It would sound something like, "Who can tell me in a complete sentence something that is true about our Venn diagram?"

Slide	Suggested script
Sentence Starters and Paragraph Frames Exhibit 3.3 Sentence starters for text-based analytical writing *(slide image content — Tapping Prior Knowledge, Making Predictions, Summarizing, Adopting an Alignment, Forming Interpretations, Revising Meaning, Analyzing the Author's Craft, Reflecting and Relating, Evaluating)* Exhibit 3.2. Writing framework Baker et al., 2014, p. 51. 32 32	**Sentence Starters and Paragraph Frames** Language-based supports such as graphic organizers could be used to help students begin their writing process. For instance, the compare-contrast graphic organizer used in Recommendation 2 to organize the key features that characterized older and newer zoo designs. Other tools help students summarize and analyze material for the writing activity. Sentence Starters, for example, can be used for a wide variety of content-area texts. Providing language-based support is just one aspect of instruction. Students will need explicit instruction to move from a graphic organizer to writing sentences and paragraphs. **Handout 3:** Sentence Starters **Reference:** Baker et al., 2014, p. 51.

Connecting the Four Key Language Uses
 	
1. Choose one of the statements below. Do you agree or disagree with the statement? Why?
   • Animals should not be kept in zoos.
   • Zoos are appropriate places to keep animals.
2. Using complete sentences, explain how you solved the problem $4x - 7(2 - x) = 3x + 2$.
3. Why did the solution change color when the heat was added?
 	
NARRATE / ARGUE / INFORM / EXPLAIN
 	
WIDA, 2020, p. 26
 	
33
 	
33
	Connecting the Four Key Language Uses
	
	Let's look at the four Key Language Uses again and some examples of tasks students can encounter that require their use. Think of examples of sentence starters or paragraph frames that can be used to scaffold these processes. Allow time for participants to share answers with partners. *(In a virtual setting, enter answers in the chat or use a digital tool to discuss.)*
	
	Reference: WIDA, 2020a, p. 26.
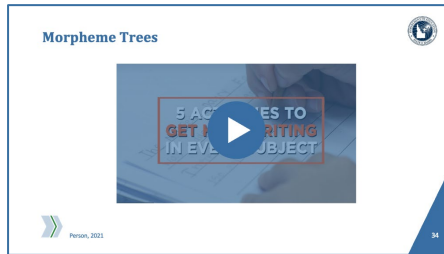
Slide	Suggested script
Morpheme Trees 5 ACTIVITIES TO GET KIDS WRITING IN EVERY SUBJECT Person, 2021 34 34	**Engagement** Have participants watch the video using Handout 4. Allow time for discussion of their thoughts and reflections. **Handout 4:** Note-Catcher: 5 Strategies to Get Kids Writing in Every Subject
Oral Before Written » Provides students an opportunity to rehearse the language before writing » Provides students an opportunity to self-edit during carefully selected moments of writing 35 35	**Oral Before Written** It is important to pair all the strategies and resources we have experienced so far with opportunities for students to orally share ideas before they write. This gives students the opportunity to talk about the various aspects of writing in small groups or pairs. Students should be paired strategically to receive peer feedback and make edits.
Card Pyramid Different types of maps are created to provide various kinds of information Tectonic plates / Elevation maps / Maps that typically use color • Mark the borders of tectonic plates • Large pieces of the Earth's crust • Ring of Fire plate boundaries • How high the land is • Rings show elevation • The closer they are, the higher the land • Other maps use color for mountains • Ocean and lake maps show depth of water using darker coloring • Cartographers use color for weather maps 36 36	**Card Pyramid** One strategy that can be used with expository text is a writing/comprehension activity called card pyramid. It combines writing and speaking and provides a sensory/graphic way to expose the main ideas, key details, and supporting details in expository texts. *(Have participants read the article "The Variety of Maps" from ReadWorks, provided as* **Handout 5.** *Ask participants to model how students could create an outline of what they read using the genre and structure of expository text, such as the main idea, key details, and supporting details. Key Language Use: Inform)*

Slide	Suggested script
	  Reference: Neuhaus Education Center, 2010.
 37	**Card Pyramid (Continued)** Next, students will prepare to do an oral presentation with their partners. Ask students to number the cards as shown on the slide and then pick them up as a deck in numerical order. Students will use their cards to summarize the main idea, key details, and a few supporting details. They repeat this several times with a different partner. If they notice any revisions they make orally, they can stop and note this on their cards.
 38	After ample practice, each student writes their paragraph using their cards. They can edit their cards from any information they received from their rehearsal by adding transition words. They then write and share again. This is not a final draft—it is a good first draft. **Core Curriculum/Program Connection:** *(Ask participants to identify when the card pyramid could be used. If time permits, have them create a real text example.)*
 39	**Providing Feedback** As shared earlier, it is important for students to practice orally before they write. Oral before written. This not only allows students to practice their adept diction but also provides students the rehearsal they need to hold on to words and sentence structure before having to write.

Slide	Suggested script
	Students can receive positive, constructive feedback from their peers as they are being listened to. Instruct their peers to listen for the main idea, key details, and supporting details. Peers can provide suggestions. One way to do this is to use a protocol called the Ladder of Feedback. Using rubrics will provide structured feedback that both students and the teacher can use.
	Note: The IES guide offers examples of rubrics and student forms as resources.
	Handout 6: Ladder of Feedback Protocol
	Reference: Bloomberg & Pitchford, 2017.
Reflections: Think, Write, Share What information was new? What was a good reminder? What implication does this information have for your classroom? What is one thing you would like to try with your students? How might you use this information when planning for a lesson? 40 **40**	*(Discuss the questions on the slide as a final reflection. If time permits, you could alternatively have teachers share other rubrics they use as part of their core curriculum and programs.)*
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Slide	Suggested script

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Questions

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Handout List

1. Distribution of Key language Uses (WIDA, 2020a)

2. Protocol for Teaching with Mentor Sentences (LearnZillion, n.d.)

3. Sentence Starters (Baker et al., 2014)

4. Note-Catcher: 5 Strategies to Get Kids Writing in Every Subject

5. The Variety of Maps: Article to use with card pyramid activity (ReadWorks, n.d.)

6. Ladder of Feedback Protocol (Bloomberg & Pitchford, 2017)

Helpful Websites

Idaho Content Standards (Idaho State Department of Education, n.d.): sde.idaho.gov/academic/standards

Teaching Academic Content and Literacy to English Learners in Elementary and Middle School (Baker et al., 2014): ies.ed.gov/ncee/wwc/Docs/PracticeGuide/english_learners_pg_040114.pdf

The Simple View of Reading and the Strands of Early Literacy Development (Scarborough, 2002b): courses.lumenlearning.com/suny-hccc-childrenslit/chapter/the-simple-view-of-reading

WIDA English Language Proficiency Standards and Resource Guide, 2007 Edition, Pre-Kindergarten through Grade 12 (WIDA 2007): wida.wisc.edu/sites/default/files/resource/2007-ELPS-Resource-Guide.pdf

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