



The Consortium
Alberta Professional Learning Consortium

Language Through Content

August 19, 2025



Session Description



This session will provide participants with practical strategies to effectively support English as an Additional Language (EAL) learners. Participants will explore how to use proficiency level assessments from the Benchmarks to guide instruction. The first step is to identify the key vocabulary and language structures of the curricular content across subject areas, including core subjects, fine arts, physical education/wellness, and complementary courses. Participants will consider how to plan for explicit language instruction within the instructional cycle, that includes listening, speaking, reading, and writing. Participants will learn how to implement high-impact vocabulary teaching strategies, as well as how to use tools such as sentence starters, sentence frames, and mentor texts to support students in producing spoken and written language through the context of the content area.

Facilitator

- Dr. Kathy Salmon
- Education Consultant
- Sessional Instructor
University of Calgary
- Retired School Principal -
CBE
- Co-writer of Benchmarks
1.0 (2010) & 2.0 (2019),
Alberta Education



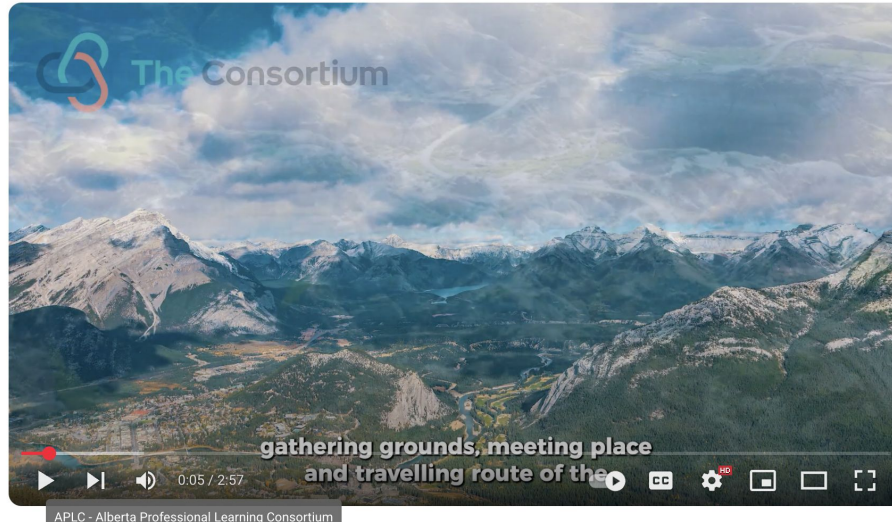
**Calgary Board
of Education**



Land Acknowledgement



<https://youtu.be/ZiqU94Qu7xw?si=WDGIzbquocrj7fw2>



Learning Intentions

Supporting every educator in
every classroom



Acquire additional tools for teacher toolkit to support differentiated instruction for EAL learners at different proficiency levels.



Agenda

In this session participants will learn how to:

- use information gleaned through assessing EAL learners' proficiency levels on the benchmarks to inform instruction
- identify vocabulary and language structures related to the curricular content they are teaching (core, fine arts, PE/Wellness, and complimentary)
- plan for explicit teaching language within their instructional cycle (listening, speaking, reading, and writing)
- select from a variety of high impact vocabulary instruction strategies to explicitly teach language in context
- use sentence starters, sentence frames, and mentor texts to support spoken and written production of language in context

Teaching quality standard

3. Demonstrating a Professional Body of Knowledge

A teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student.

4.

Establishing Inclusive Learning Environments

A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.

Activating Prior Knowledge



How many words...

1. How many words do students know when they enter kindergarten?
2. How many words do students know when they graduate high school?
3. How many words do students need to learn each year?
4. How many different words will students come across in their textbooks in grade K-12?
5. How many words are in the English language?
6. How large is an average adult's vocabulary?

How Many Words: The answers

1. How many words do students know when they enter kindergarten?

Answer: About 5,000 to 10,000 words.

2. How many words do students know when they graduate high school?

Answer: About 50,000 words.

3. How many words do students need to learn each year?

Answer: About 3,500 words each year or about 10 words every day.

4. How many different words will students come across in their textbooks in grade K-12?

Answer: About 88,500 different words.

5. How many words are in the English language?

Answer: About 400,000 active words, or about 500,000 lexemes. With scientific and technical words included, it's well over 1 million lexemes.

6. How large is an average adult's vocabulary?

Answer: At 20 years old, it's about 42,000 lexemes. It grows thereafter at about 2 lexemes per day.

https://patternbasedwriting.com/elementary_writing_success/how-many-words-do-students-need-to-learn/

Proficiency Level Descriptions

	A Emerging Literacy	B Emerging Literacy	1	2	3	4	5	6
Pre-K–K <small>Listening and Speaking</small>	A	B	1					
Grade 1	A	B	1	2				
Grades 2–3	A	B	1	2	3			
Grades 4–6	A	B	1	2	3	4		
Grades 7–9	A	B	1	2	3	4	5	
Grades 10–12	A	B	1	2	3	4	5	6

Beginner

Intermediate

Advanced

1

Average Vocabulary	Grade
1000	Pre-K
2000	Pre-K
5000	K
8000	1
11000	2
14000	3
17000	4
20000	5
23000	6
26000	7
29000	8
32000	9
35000	10
38000	11
41000	12

Aligning grade level vocabulary levels with proficiency levels

2

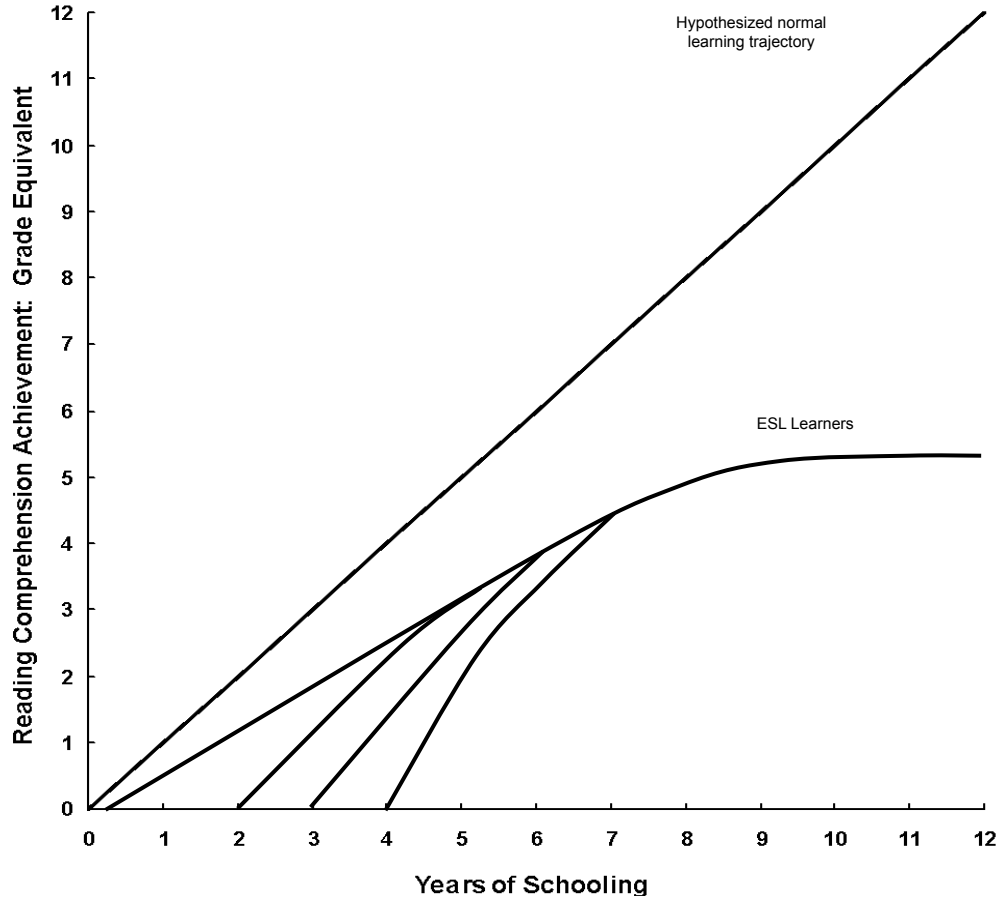
	A Emerging Literacy	B Emerging Literacy	1	2	3	4	5	6
Pre-K-K	A	B	1					
Grade 1	A	B	1	2				
Grades 2-3	A	B	1	2	3			
Grades 4-6	A	B	1	2	3	4		
Grades 7-9	A	B	1	2	3	4	5	
Grades 10-12	A	B	1	2	3	4	5	6

Beginner
Intermediate
Advanced

3

Pre-K/K	1000	2000	3-5000					
1	1000	2000	3-5000	8000				
2-3	1000	2000	3-5000	8000	14000			
4-6	1000	2000	3-5000	8000	14000	23000		
7-9	1000	2000	3-5000	8000	14000	23000	32000	
10-12	1000	2000	3-5000	8000	14000	23000	32000	41000

Dr. Hetty Roessingh



Sources: CTBS, Alberta Achievement, Gates-MacGinitie, DRP



Blah Blah

There are two major **blah blah** of **blah blah blah blah** that must be **blah blah** by second **blah blah** learners. Jim Cummins has **blah blah** these as Basic Interpersonal **blah blah** (BICS), or conversational **blah blah** and **blah blah** Academic **blah blah blah blah** (CALP), or **blah blah blah blah** The **blah blah** below **blah blah** the differences between BICS and CALP.

blah blah of BICS: Conversational **blah blah**

The basic **blah blah** system used in face-to-face **blah blah** in **blah blah blah blah** (**blah blah** or **blah blah blah blah**)

- Largely **blah blah** in the **blah blah blah blah** by children in all **blah blah** by the age of five
- Does not **blah blah blah blah**
- **blah blah** the **blah blah** of conversations
- **blah blah** only **blah blah blah blah** with **blah blah blah blah**

blah blah of CALP: **blah blah blah blah**

- **blah blah blah blah** and **blah blah blah blah** of the **blah blah blah blah** mostly after the age of five, and **blah blah** continues throughout life
- **blah blah** high levels of **blah blah**
- **blah blah** tens of thousands of specialized words relating to **blah blah** and **blah blah blah blah**
- **blah blah** strongly **blah blah** with **blah blah blah blah**

The differences between these two kinds of **blah blah blah blah** are **blah blah** in a **blah blah** of a 6-year-old and a 12-year-old **blah blah** English speaker. Large differences are found in their ability to read and write English and in the depth and **blah blah** of their **blah blah blah blah** (their **blah blah blah blah**), but little difference in their conversational **blah blah** Second **blah blah** learners can reach **blah blah blah blah** conversational **blah blah** within

There are two major **language** of **language** that must be **language** by second **language** learners. Jim Cummins has **identified** these as Basic Interpersonal **language skills** (BICS), or conversational **language** and **language** **Language** (CALP), or **language** The **language** below **language** the differences between BICS and CALP.

language of BICS: Conversational **language** The basic **language** system used in face-to-face **language** in **language** **language** (**language** or **language**)

- Largely **language** in the **native language** by children in all **societies** by the age of five
- Does not **include** **language**
- **Includes** the **language** of conversations
- **language** only **weakly** **language** with **language success**

language of CALP: **language**

- **Includes** **language** and **language registers** of the **language** mostly after the age of five, and **language** continues throughout life
- **Includes** high levels of **language**
- **Includes** tens of thousands of specialized words relating to **language** and **language register**
- **language** strongly **language** with **language success**

The differences between these two kinds of **language** are **language** in a **comparison** of a 6-year-old and a 12-year-old **native** English speaker. Large differences are found in their ability to read and write English and in the depth and **language** of their **language knowledge** (their **language**), but little difference in their conversational **language** Second **Language** learners can reach **language** conversational **language** within

There are two major **aspects** of **language blah blah** that must be **acquired** by second **language** learners. Jim Cummins has **identified** these as Basic Interpersonal **communicative skills** (BICS), or conversational **blah blah** and **blah blah Academic Language blah blah** (CALP), or **academic blah blah**. The **chart** below **outlines** the differences between BICS and CALP.

Characteristics of BICS: Conversational **blah blah**

The basic **language** system used in face-to-face **communication** in **blah blah contexts** (**intimate** or **blah blah blah blah**)

- Largely **acquired** in the **native language** by children in all **societies** by the age of five
- Does not **include** **blah blah**
- **Includes** the **blah blah** of conversations
- **blah blah** only **weakly correlated** with **academic success**

Characteristics of CALP: **academic blah blah**

- **Includes** **formal** and **academic registers** of the **language acquired** mostly after the age of five, and **acquisition** continues throughout life
- **Includes** high levels of **blah blah**
- **Includes** tens of thousands of specialized words relating to **academic** and **formal register**
- **Blah blah** strongly **correlated** with **academic success**

The differences between these two kinds of **language blah blah** are **evident** in a **comparison** of a 6-year-old and a 12-year-old **native** English speaker. Large differences are found in their ability to read and write English and in the depth and **blah blah** of their **blah blah knowledge** (their **academic blah blah**), but little difference in their

There are two major aspects of language **proficiency** that must be acquired by second language learners. Jim Cummins has identified these as Basic Interpersonal Communicative Skills (BICS), or conversational **proficiency**, and Cognitive Academic Language **Proficiency** (CALP), or academic proficiency. The chart below outlines the differences between BICS and CALP.

Characteristics of BICS: Conversational **Proficiency**

- The basic language system used in face-to-face communication in **informal** contexts (intimate or **colloquial** registers)
- Largely acquired in the native language by children in all societies by the age of five
- Does not include literacy
- Includes the vocabulary of conversations
- Proficiency only weakly correlated with academic success

Characteristics of CALP: Academic **Proficiency**

- Includes formal and academic registers of the language
- Acquired mostly after the age of five, and acquisition continues throughout life
- Includes high levels of **literacy**
- Includes tens of thousands of specialized words relating to academic and formal register
- **Proficiency** strongly correlated with academic success

The differences between these two kinds of language **proficiency** are evident in a comparison of a 6-year-old and a 12-year-old native English speaker. Large differences are found in their ability to read and write English and in the depth and breadth of their **vocabulary** knowledge (their academic **proficiency**), but little difference in their

<https://www.lex Tutor.ca/>

Edit-to-a-Profile

Profile summary

K	#	cumul%
K-1	172	67.5
K-2	28	78.5
K-3	33	91.4
K-4	4	93.0
K-5	2	93.8
K-6	1	94.2
K-7	13	99.3
K-11	1	99.7
OFF		≈100
(0.39)		

REPEATED

may be inferrable
(remove with care when
simplifying)

K-2

5_include
9_language
2_native
3_register
2_success

K-3

9_academy
4_acquire
2_characteristic
2_communicate

Profiled text

Edit, Check with and

there-1 are-1 two-1 major-1 aspects-3 of-1 language-2 proficiency-7 that-1 must-1 be-1 acquired-3 by-1 second-1 language-2 learners-1 jim cummins-1 has-1 identified-2 these-1 as-1 basic-1 interpersonal-1 communicative-3 skills-2 bics-1 or-1 conversational-1 proficiency-7 and-1 cognitive-4 academic-3 language-2 proficiency-7 calp-1 or-1 academic-3 proficiency-7 the-1 chart-3 below-1 outlines-3 the-1 differences-1 between-1 bics-1 and-1 calp-1 characteristics-3 of-1 bics-1 conversational-1 proficiency-7 the-1 basic-1 language-2 system-1 used-1 in-1 face-1 to-1 face-1 communication-3 in-1 informal-4 contexts-3 intimate-3 or-1 colloquial-11 registers-2 largely-1 acquired-3 in-1 the-1 native-2 language-2 by-1 children-1 in-1 all-1 societies-2 by-1 the-1 age-1 of-1 five-1 does-1 not-1 include-2 literacy-4 includes-2 the-1 vocabulary-5 of-1 conversations-1 proficiency-7 only-1 weakly-2 correlated-3 with-1 academic-3 success-2 characteristics-3 of-1 calp-1 academic-3 proficiency-7 includes-2 formal-3 and-1 academic-3 registers-2 of-1 the-1 language-2 acquired-3 mostly-1 after-1 the-1 age-1 of-1 five-1 and-1 acquisition-3 continues-1 throughout-1 life-1 includes-2 high-1 levels-1 of-1 literacy-4 includes-2 tens-1 of-1 thousands-1 of-1 specialized-1 words-1 relating-1 to-1 academic-3 and-1 formal-3 register-2 proficiency-7 strongly-1 correlated-3 with-1 academic-3 success-2 the-1 differences-1 between-1 these-1 two-1 kinds-1 of-1 language-2 proficiency-7 are-1 evident-3 in-1 a-1 comparison-2 of-1 a-1 number-1 year-1 old-1 and-1 a-1 number-1 year-1 old-1 native-2 english-1 speaker-1 large-1 differences-1 are-1 found-1 in-1 their-1 ability-1 to-1 read-1 and-1 write-1 english-1 and-1 in-1 the-1 depth-1 and-1 breadth-6 of-1 their-1 vocabulary-5 knowledge-2 their-1 academic-3 proficiency-7 but-1 little-1 difference-1 in-1 their-1 conversational-1 proficiency-7 second-1 language-2 learners-1 can-1 reach-1 peer-3 appropriate-3 conversational-1 proficiency-7 within-1 two-1 years-1 but-1 it-1 takes-1 a-1 minimum-3 of-1 five-1 to-1 seven-1 years-1 for-1 them-1 to-1 acquire-3 academic-3 proficiency-7 in-1 english-1 this-1 distinction-3 is-1 important-1 in-1 terms-1 of-1 providing-2 sufficient-3 support-1 for-1 second-1 language-2 learners-1

Beginning Proficiency Level Characteristics



Limited Vocabulary: EAL learners at the beginning level often have a limited vocabulary and rely on basic words and phrases to communicate.



Simple Sentence Structures: They typically use simple sentence structures and may make errors in word order or verb tense.



Basic Communication Skills: They can engage in basic conversations, but they may struggle with comprehension and fluency.



Reliance on L1: Beginning EAL learners may heavily rely on their first language (L1) to support their understanding and expression in English.



Limited Reading and Writing Skills: They have limited reading comprehension skills and may struggle with writing more complex sentences or paragraphs.

Beginning Proficiency Level Challenges

Limited Vocabulary Base:
Beginner learners often have a small vocabulary base, which can make it challenging for them to express themselves and comprehend new words.

Lack of Contextual Understanding:
Beginners may struggle to grasp the meaning of words due to limited exposure to English language contexts, making it difficult for them to infer word meanings from context.

Pronunciation and Spelling:
Pronunciation and spelling inconsistencies in English can pose challenges for beginners, as they may not be familiar with the phonetics and spelling rules of the language.

Retention and Recall:
Remembering and recalling newly learned vocabulary can be difficult for beginners, as they have not yet developed effective memory strategies for vocabulary retention.

Limited Language Production:
Beginners may find it challenging to actively use new vocabulary in their speaking and writing due to limited language proficiency and a lack of confidence.

Intermediate Proficiency Level Characteristics



Expanded Vocabulary: EAL learners at the intermediate level have a broader vocabulary and can express themselves using a wider range of words.



Improved Sentence Structures: They demonstrate improvement in sentence structures, using more complex grammar and tenses.



Increased Communication Skills: They can engage in more extended conversations and express their ideas with greater clarity.



Developing Reading and Writing Skills: They can understand more complex texts with support and are able to write longer paragraphs or short essays with some errors.



Continued L1 Influence: While they rely less on their L1, occasional influence from their first language may still be evident in their speech and writing.

Intermediate Proficiency Level Challenges

Expanding Vocabulary Needs: Intermediate learners face the challenge of expanding their vocabulary to encompass more nuanced and specialized vocabulary relevant to academic and specific content areas.

Collocations and Idiomatic Language: Understanding and using collocations, idiomatic expressions, and figurative language can be challenging for intermediate learners, as these language features often require a deeper understanding of the language and cultural context.

Differentiating Synonyms and Antonyms: Intermediate learners may struggle with distinguishing between synonyms and antonyms, as well as understanding subtle differences in word meanings.

Developing Word Awareness: Intermediate learners need to develop awareness of word forms, such as noun-verb pairs or adverb-adjective pairs, and understand how words function in different grammatical contexts.

Vocabulary Depth and Precision: Intermediate learners aim to deepen their vocabulary knowledge by acquiring multiple meanings, shades of meaning, and synonyms for words they already know.

Advanced Proficiency Level Characteristics



Expanded Vocabulary and Idiomatic Language: EAL learners at the advanced level have an extensive vocabulary and are comfortable using idiomatic expressions and colloquial language.



Complex Sentence Structures: They demonstrate proficiency in complex sentence structures, using a wide range of grammatical forms accurately.



Fluent Communication Skills: They can engage in fluent and nuanced conversations, expressing their thoughts and opinions effectively.



Strong Reading and Writing Skills: They have developed strong reading comprehension skills, can understand complex texts independently, and produce well-structured and coherent essays with minimal errors.



Reduced L1 Influence: At the advanced level, EAL learners exhibit reduced influence from their first language and are able to express themselves primarily in English.

Advanced Proficiency challenges

Specialized Vocabulary: Advanced learners face the challenge of acquiring specialized vocabulary relevant to their academic or professional fields, which may involve domain-specific terminology and jargon.

Fine-Tuning Word Choice: Advanced learners work on refining their word choice to express subtle nuances and precision in their communication.

Figurative Language and Idioms: Understanding and using complex idioms, metaphors, and figurative language can pose challenges for advanced learners, as these language features require a deep understanding of the cultural and contextual nuances.

Effective Vocabulary Use: Advanced learners strive to use vocabulary appropriately and accurately in different registers, formal and informal contexts, and writing genres.

Maintaining and Expanding Vocabulary: Advanced learners need to continually reinforce their vocabulary knowledge and actively seek out new words to expand their lexicon.

Is the Learner a beginner, intermediate or advanced proficiency Learner?

Reading

1. Comprehends a wide range of academic texts through analysis, evaluation, and making connection by inferring meaning beyond the literal level.
2. Understands main ideas, supporting details, and some inferred information in a variety of texts.
3. Relies on visual cues and requires support to understand simple and familiar text and focuses on key details and known vocabulary.

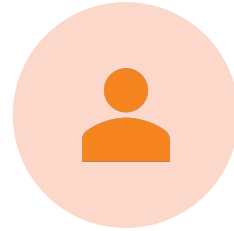
Writing

1. Produces simple, short sentences related to familiar topics using high-frequency words to express ideas with errors and omissions.
2. Expresses ideas with more detail and descriptions using content area vocabulary in longer sentences and paragraphs with some coherence and organization and improved grammar and punctuation.
3. Develops complex ideas, providing evidence and support for arguments with logical reasoning and examples in well-structured essays and reports with clear introductions, body paragraphs, and conclusions with a good command of grammar, precise vocabulary, and appropriate register.

All teachers are teachers of EAL Learners



Most teachers are able to identify the proficiency of EAL learners through interactions.



Trust in your subject area knowledge.



Be aware of language and teach it in context.



Provide supports and scaffolds.

Presentation Outline



01

Know your learners

02

Identify the language (vocabulary and sentence structures)

03

Prepare for oral language and/or reading & writing tasks in the content areas

04

Select appropriate language supports and scaffolds

Know the language
proficiency of the
EAL earners that you
teach

Task 1



IT EXPLAINS
IT, IT
DOESN'T
EXCUSE IT!

TAKE
ACTION!

To effectively support EAL learners, it is essential for teachers to recognize that these students are language learners and to assess their approximate proficiency levels. Understanding a student's language background is crucial for tailoring instruction to meet their needs.

However, many teachers may not have access to this information, may be unsure how to obtain it, or may feel uncertain about how to utilize it in their teaching. This gap is concerning. As professionals, teachers have a responsibility to actively seek out and understand their students' language proficiency.

By doing so, teachers can create a more inclusive and effective learning environment that fosters the success of EAL learners. It's not just about knowing; it's about taking action to enhance teaching practices and student outcomes.

Reflect: TASK 1

Know your learners

Task 1: Know your learners

1. Consult a class list
 2. Identify the beginner, intermediate and advanced learners
 3. Make a note of their proficiency to inform your teaching
- What if you don't know:
 - * Find out!
 - Interact with the students
 - Consult Benchmarks/WIDA
 - Consult with admin, their other teachers, student information system

Classroom Profile

Name (Last, First)	grade	Gender Identity	Code	Additional Code	IPP Code	Indigenous Identification	ESL Listening	ESL Speak	ESL Reading	ESL Writing	ESL Overall	Jerry Johns Decoding Independent Grade Level	Jerry Johns Comprehension Independent Grade Level	Writing Vocabulary	Writing Sentence Structure	MIPI Number Sense	MIPI Shape & Space	Social/Emotional (Anxiety, Depression, Explosive, Fight risk, Self Harm, Select Mutism)	External Agencies: (McMan, PALS, MASST/YARD,etc)	Comments: (SIS, Suspensions, Assistive Technology/Strategy Tools, AIP, Brown bagging lit, concerns, guardian orders, etc)
	5	Female	303				lp3	lp3	lp3	lp3	lp3	5	3	Approach	Proficient	78.9	80			
	5	Female	303		51		lp3	lp3	lp3	lp2	lp2	2	1	Limited	Limited	0	40			
	5	Female	303				lp3	lp3	lp2	lp2	lp2	3	3			31.6	40			
	5	Female										6	6	Approach	Approach	63.2	80			
	5	Male	301				lp5	lp5	lp5	lp5	lp5	5	5	Proficient	Proficient	57.9	80			
	5	Female										5	6	Approach	Approach	63.2	80			
	5	Female	303				lp4	lp4	lp4	lp5	lp4	5	4			42.1	60			
	5	Female	303		58		lp2	lp2	lp4	lp1	lp2	5	4	Limited	Limited	0	-			
	5	Male	303				lp3	lp3	lp3	lp3	lp3	5	6	Approach	Approach	68.4	60			
	5	Male	301				lp4	lp5	lp4	lp4	lp4	8	7	Proficient	Proficient	73.7	60			
	5	Female	303		54		lp2	lp2	lp3	lp2	lp2	3	3	Approach	Limited	0	-			
	5	Female	301				lp2	lp1	lp1	lp1	lp1	pre-primer	Cannot comprehend	Limited	Limited	42.1	20			
	5	Male	303				lp4	lp4	lp5	lp4	lp4	6	6	Proficient	Proficient	84.2	20			
	5	Female	303				lp4	lp4	lp4	lp4	lp4	6	6	Proficient	Proficient	78.9	100			
	5	Male					lp4	lp4	lp4	lp4	lp4	9	7	Proficient	Proficient	78.9	60			
	5	Male	301				lp3	lp3	lp2	lp2	lp3	primer	1	Limited	Approach	73.7	80			
	5	Female	303				lp5	lp5	lp4	lp3	lp4	5	4	Approach	Approach	57.9	80			
	5	Female	301				lp4	lp4	lp4	lp4	lp4	6	7	Proficient	Proficient	94.7	100			
	5	Female	301				lp5	lp5	lp5	lp5	lp5	5	4	Proficient	Approach	73.7	80			
	5	Male	303				lp4	lp4	lp4	lp4	lp4	3	3	Approach	Approach	68.4	40			
	5	Male					lp4	lp4	lp4	lp4	lp4	6	6	Approach	Limited	63.2	80			
	5	Male	303				lp5	lp5	lp5	lp5	lp5	9	7	Approach	Approach	94.7	80			

	ESL Listening	ESL Speaking	ESL Reading	ESL Writing	ESL Overall
LP1	0	1	1	3	1
LP2	4	3	4	5	6
LP3	7	7	5	4	4
LP4	7	6	8	6	8
LP5	4	5	4	4	3
22	22	22	22	22	22

Grade	Total Students	Total Students	Vocab Limited	Sentence Limited
Pre-Prime	1	0	6	7
Primer	1	0	Approach	Approach
1	3	11	11	11
2	2	1	Proficient	Proficient
3	4	5	8	7
4	0	4		
5	9	1		
6	6	7		
7	0	3		
8	1	0		
9	1	0		
10	0	0		
11	0	0		

Classroom Profile

- Reading Decoding
- Reading Comprehension
- Writing Vocabulary
- Writing Sentence Structure
- Math – MIPI – Number Sense
- Math – MIPI – Shape and Space

Jerry Johns Decoding Independent Grade Level	Jerry Johns Comprehension Independent Grade Level	Writing Vocabulary	Writing Sentence Structure	MIPI Number Sense	MIPI Shape & Space
5	3	Approachi	Proficient	78.9	80
2	1	Limited	Limited	0	40
3	3			31.6	40
6	6	Approachi	Approachi	63.2	80
5	5	Proficient	Proficient	57.9	80
5	6	Approachi	Approachi	63.2	80
5	4			42.1	60
5	4	Limited	Limited	0	-
5	6	Approachi	Approachi	68.4	60
8	7	Proficient	Proficient	73.7	60
3	3	Approachi	Limited	0	-
pre-primer	Cannot comprehend	Limited	Limited	42.1	20
6	6	Proficient	Proficient	84.2	20
6	6	Proficient	Proficient	78.9	100
9	7	Proficient	Proficient	78.9	60
primer		1 Limited	Approachi	73.7	80
5	4	Approachi	Approachi	57.9	80
6	7	Proficient	Proficient	94.7	100
5	4	Proficient	Approachi	73.7	80
3	3	Approachi	Approachi	68.4	40
6	6	Approachi	Limited	63.2	80
9	7	Approachi	Approachi	94.7	80

EAL Proficiency Level

EAL Benchmarks

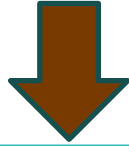
	ESL Listening	ESL Speaking	ESL Reading	ESL Writing	ESL Overall
LP1	0	1	1	3	1
LP2	4	3	4	5	6
LP3	7	7	5	4	4
LP4	7	6	8	6	8
LP5	4	5	4	4	3
	22	22	22	22	22

ESL Listening	ESL Speaking	ESL Reading	ESL Writing	ESL Overall
lp3	lp3	lp3	lp3	lp3
lp3	lp3	lp3	lp2	lp2
lp3	lp3	lp2	lp2	lp2
lp5	lp5	lp5	lp5	lp5
lp4	lp4	lp4	lp5	lp4
lp2	lp2	lp4	lp1	lp2
lp3	lp3	lp3	lp3	lp3
lp4	lp5	lp4	lp4	lp4
lp2	lp2	lp3	lp2	lp2
lp2	lp1	lp1	lp1	lp1
lp4	lp4	lp5	lp4	lp4
lp4	lp4	lp4	lp4	lp4
lp3	lp3	lp2	lp2	lp3
lp5	lp5	lp4	lp3	lp4
lp4	lp4	lp4	lp4	lp4
lp5	lp5	lp5	lp5	lp5
lp4	lp4	lp4	lp4	lp4
lp5	lp5	lp5	lp5	lp5

Planning

- Prepare for:
 - Beginners
 - Intermediate
 - Advanced
- Use the EAL Benchmarks 2.0 information to support your understanding of proficiency levels and supports.

Presentation Outline



01

Know your learners

02

Identify the language (vocabulary and sentence structures)

03

Prepare for oral language and/or reading & writing tasks in the content areas

04

Select appropriate language supports and scaffolds

Identify the language
of the content

Task 2



Planning: Science Example

Curricular Outcome

New Curriculum

Gr 2

Living Systems

Plants and animals have observable patterns or stages in their development

Language

Animal Life Cycles (6 types)

1. Invertebrate: egg, larva, pupa, adult
2. Fish: egg, larva, fry, juvenile, adult
3. Amphibian: Egg, larva, young amphibian with gills, adult
4. Bird: egg, embryo in eggshell, hatchling, adult
5. Reptile: egg, embryo in eggshell, hatchling, adult
6. Mammal: Egg, embryo inside female, child, adult

Beginner

First it is a _____, next it is a _____, (then, finally)

Intermediate

The first stage is _____, The second stage is _____ (third, fourth, fifth, final/last)

Advanced

There are x stages in the lifecycle of x. The first stage is the x stage. (one

Planning: Math

Curricular Outcome

New Curriculum

Gr 5

Number : Place Value

Express the relationship between two numbers, including decimal numbers, using $<$, $>$, or $=$.

● Language

- Comparison: Evaluating two numbers to determine their relationship.
- Less Than ($<$): A symbol used to show that one number is smaller than another.
- Greater Than ($>$): A symbol used to indicate that one number is larger than another.
- Equal To ($=$): A symbol that shows two numbers have the same value.
- Decimal: A number that includes a decimal point, representing a fraction of a whole.
- Value: The numerical worth of a number.
- Order: Arranging numbers from smallest to largest or vice versa.
- Number Line: A visual representation of numbers in order, often used to compare values.
- Inequality: A mathematical statement that compares two values using $<$, $>$, \leq , or \geq .
- Whole Number: A number without fractions; can be positive or zero.
- Place Value: The value of a digit based on its position in a number, especially applicable in decimal numbers.

Planning: Math

Curricular Outcome

New Curriculum

Gr 5

Number : Place Value

Express the relationship between two numbers, including decimal numbers, using $<$, $>$, or $=$.

Language

1. Less Than ($<$):

- Example: $3 < 5$
 - This means that 3 is less than 5.
- Decimal Example: $2.5 < 3.1$
 - Here, 2.5 is less than 3.1.

2. Greater Than ($>$):

- Example: $7 > 4$
 - This indicates that 7 is greater than 4.
- Decimal Example: $5.6 > 5.2$
 - In this case, 5.6 is greater than 5.2.

3. Equal To ($=$):

- Example: $8 = 8$
 - This shows that both sides are equal.
- Decimal Example: $0.75 = 0.75$
 - Here, both decimal numbers are equal.

Planning: Math

Language

Curricular Outcome

New Curriculum

Gr 5

Number : Place Value

Express the relationship between two numbers, including decimal numbers, using $<<$, $>>$, or $==$.

● Beginner

- Statement: "3 is less than 5."
- Symbol: $3 < 5$

● Intermediate

- Statement: "The number 3 is smaller than the number 5."
- Symbol: $3 < 5$
- Explanation: "When we look at the numbers, 3 is to the left of 5."

● Advanced

- Statement: "In this comparison, 3 is less than 5, indicating that 3 has a lower value."
- Symbol: $3 < 5$
- Explanation: "On the number line, the position of 3 is to the left of 5, illustrating the relationship clearly."

Planning: Social Studies

Distinct Physical Features

Gr 3: Time and Place:
Alberta has distinct
physical features;

- mountains
- foothills
- badlands
- hoodoos

Physical regions in Alberta
can be distinguished by

- landforms
- bodies of water
- climate
- natural resources

The geography of Alberta
can be classified into
distinct physical regions;

- parkland

Mountains: Elevated landforms that rise prominently above their surroundings.

Example: The Rocky Mountains.

Foothills: The lower slopes of a mountain, typically characterized by gentle hills and valleys.

Badlands: Eroded landscapes with steep cliffs and deep canyons, often featuring unique rock formations.

Hoodoos: Tall, thin spires of rock that protrude from the bottom of an eroded basin, often found in badland areas.

Physical Regions

Landforms: The natural features of the Earth's surface, such as hills, valleys, and plateaus.

Bodies of Water: Natural water features such as lakes, rivers, and ponds.

Climate: The long-term weather patterns in a particular area, including temperature and precipitation.

Natural Resources: Materials and substances that occur naturally, such as minerals, forests, and water.

Geographic Regions in Alberta

Parkland: A region characterized by a mix of grassland and forest, often with rolling hills.

Boreal Forest: A forest ecosystem found in northern regions, predominantly made up of coniferous trees.

Mountains: This refers to the Rocky Mountains and other mountain ranges in Alberta, known for their rugged terrain.

Planning: Social Studies

Gr 3: Time and Place:
Alberta has distinct
physical features;

- mountains
- foothills
- badlands
- hoodoos

Physical regions in Alberta
can be distinguished by

- landforms
- bodies of water
- climate
- natural resources

The geography of Alberta
can be classified into
distinct physical regions,;

- parkland

Beginner

- "The Rocky Mountains are very tall."
- "Mountains have steep sides."

Intermediate

- "The Rocky Mountains in Alberta are known for their high peaks and beautiful views."
- "Many people go hiking in the mountains during the summer."

Advanced

- "The Rocky Mountains, a prominent feature of Alberta's landscape, are characterized by their rugged terrain and diverse ecosystems."
- "Tourists flock to the region to experience the breathtaking scenery and outdoor activities that the mountains offer."

Planning: ELAL

Gr 4

Text Forms and
Structures

Elements of fiction
include

- major and minor characters
- point of view

Major Characters

- Definition: Major characters are the most important characters in a story. They often face challenges and undergo significant changes.
- Example: In Harry Potter, Harry is a major character because the story revolves around his experiences and growth.

Minor Characters

- Definition: Minor characters support the main characters and contribute to the story but are not the focus. They help to develop the plot or themes.
- Example: In Harry Potter, characters like Ron and Hermione are also important but serve as supporting characters to Harry's journey.

Planning: ELAL

Gr 4

Text Forms and
Structures

Elements of fiction
include

- major and minor characters
- point of view

Point of View

Definition: The point of view is the perspective from which the story is told. It influences how the reader understands the story and its characters.

- First Person: The narrator is a character in the story and uses "I" or "we."
 - Example: "I walked to the park and saw my friends."
- Second Person: The narrator addresses the reader directly using "you."
 - Example: "You walk to the park and see your friends."
- Third Person: The narrator is outside the story and uses "he," "she," or "they."
 - Example: "He walked to the park and saw his friends."

Planning: ELAL

Gr 4

Text Forms and
Structures

Elements of fiction
include

- major and minor characters
- point of view

Major and Minor Characters

- **Beginner**
 - "A major character is very important in a story."
 - "A minor character helps the major character."
- **Intermediate**
 - "In the story, the major character learns important lessons."
 - "Minor characters add details to the plot but are not the main focus."
- **Advanced**
 - "The major character often drives the plot forward, facing challenges that lead to their development."
 - "Minor characters, while less prominent, enrich the narrative by providing context and supporting the major characters' journeys."

Planning: PE

Gr 6 Healthy Eating

Factors that affect access to food include

- season
- cost of food
- budget
- food-preparation skills
- location

Access to food includes

- the land
- farms and gardens
- grocery stores
- farmers' markets
- restaurants

Factors Affecting Access to Food

- **Season:** The time of year (spring, summer, fall, winter) that can influence the availability and types of food produced.
- **Cost of Food:** The price of food items, which can vary based on factors like season, location, and type of food.
- **Budget:** The amount of money available to spend on food, which can determine what and how much food a person can buy.
- **Food-Preparation Skills:** The abilities and knowledge required to prepare meals, which can affect how food is used and enjoyed.
- **Location:** The geographical area where a person lives, which can influence access to grocery stores, markets, and farms.

Planning: PE

Gr 6 Healthy Eating

Factors that affect access to food include

- season
- cost of food
- budget
- food-preparation skills
- location

Access to food includes

- the land
- farms and gardens
- grocery stores
- farmers' markets
- restaurants

Access to Food Sources

- **Land:** The ground or area used for growing food or raising animals.
- **Farms and Gardens:** Places where crops are grown and animals are raised for food.
- **Grocery Stores:** Retail outlets that sell a variety of food and household items.
- **Farmers' Markets:** Local markets where farmers sell fresh produce and other goods directly to consumers.
- **Restaurants:** Establishments that prepare and serve food to customers, providing an alternative to home cooking.

Planning: PE

Gr 6 Healthy Eating

Factors that affect access to food include

- season
- cost of food
- budget
- food-preparation skills
- location

Access to food includes

- the land
- farms and gardens
- grocery stores
- farmers' markets
- restaurants

Whole Foods vs. Processed Foods

- Whole Foods: Natural foods that are minimally processed and do not contain artificial ingredients. Example: fruits, vegetables, nuts.
- Processed Foods: Foods that have been altered from their original form through methods like freezing, canning, or adding preservatives. Example: snacks, frozen meals.

Planning: PE

Gr 6 Healthy Eating

Factors that affect access to food include

- season
- cost of food
- budget
- food-preparation skills
- location

Access to food includes

- the land
- farms and gardens
- grocery stores
- farmers' markets
- restaurants

- Beginner
 - "The season can change what food we can buy."
 - "Food can be expensive, so we need a budget."
- Intermediate
 - "In the summer, we can find more fresh fruits and vegetables at the farmers' market."
 - "If food costs too much, we might have to change our budget and buy less."
- Advanced
 - "Seasonal variations significantly impact the availability of fresh produce, influencing our dietary choices."
 - "Establishing a realistic budget is crucial for managing food expenses, especially when comparing the costs of whole foods versus processed options."

Planning: Art

Gr 5/6

Painting

Painting • Continue to strive for more sophistication in brush skills by using techniques learned in earlier years.

Paint Strokes

- Wash: A large area of diluted paint applied with a brush, often used for backgrounds.
- Glaze: A thin, transparent layer of paint applied over a dry layer, adding depth and richness.
- Scumbling: A technique where a dry brush is used to apply a thin layer of paint, creating a textured effect.
- Stippling: Creating texture or shading using small dots or dabs of paint.
- Lifting: The technique of removing paint from the surface with a brush or cloth, creating highlights.
- Sgraffito: Scratching into a layer of paint to reveal the underlying layer, adding texture and detail.
- Dry Brush: A technique using a brush with very little paint, creating a scratchy, textured effect.

Planning: Art

Gr 5/6

Painting

Painting • Continue to strive for more sophistication in brush skills by using techniques learned in earlier years.

Paintbrush Types

- Round Brush: A brush with a pointed tip, ideal for detail work and lines.
- Flat Brush: A brush with a rectangular shape, suitable for broad strokes and filling in areas.
- Filbert Brush: A brush that combines the features of round and flat brushes, good for blending and soft edges.
- Angle Brush: A brush cut at an angle, useful for creating sharp lines and corners.
- Fan Brush: A brush with bristles fanned out, perfect for texture and foliage effects.
- Detail Brush: A small brush designed for intricate work and fine details.
- Mop Brush: A large, rounded brush used for soft washes and blending.

Planning: Art

Gr 5/6

Painting

Painting • Continue to strive for more sophistication in brush skills by using techniques learned in earlier years.

Paintbrush Types

- Beginner
 - "A round brush is good for making small lines."
 - "A flat brush is used for painting big areas."
- Intermediate
 - "The filbert brush is great for blending colors because of its curved shape."
 - "An angled brush helps create sharp corners and detailed edges in a painting."
- Advanced
 - "Using a fan brush allows for expressive texture, particularly when depicting foliage in landscape paintings."
 - "The versatility of a mop brush makes it ideal for achieving soft washes and smooth gradients in watercolor techniques."

Planning: Music

Gr 1: Rhythm

Music may move to a steady beat.

Music may move evenly or unevenly

Music is made up of long sounds, short sounds and silences.

There are strong and weak beats in music. Long sounds, short sounds and silences may be grouped to form rhythm patterns.

Ta, ti-ti, rest

Basic Concepts

- **Beat:** The steady pulse or heartbeat of the music that you can tap your foot to.
- **Steady Beat:** A consistent, even pulse that remains the same throughout the music.
- **Uneven Beat:** A pulse that varies in speed or intensity, creating a changing rhythm.
- **Strong Beat:** A beat that is emphasized or accented, often felt as the "downbeat."
- **Weak Beat:** A beat that is softer or less emphasized compared to strong beats.

Planning: Music

Gr 1: Rhythm

Music may move to a steady beat.

Music may move evenly or unevenly

Music is made up of long sounds, short sounds and silences.

There are strong and weak beats in music. Long sounds, short sounds and silences may be grouped to form rhythm patterns.

Ta, ti-ti, rest

Sounds

- Long Sounds: Sounds that are held for a longer duration.
- Short Sounds: Sounds that are quick and brief.
- Silence: A pause in sound; a moment where no sound is made.

Rhythm Patterns

- Rhythm: The pattern of sounds and silences in music.
- Pattern: A repeated sequence of sounds, which can be long, short, or silent.
- Ta: A notation representing a long sound.
- Ti-Ti: A notation representing two short sounds played in succession.
- Rest: A symbol indicating silence or a pause in music.

Planning: Music

Gr 1: Rhythm

Music may move to a steady beat.

Music may move evenly or unevenly

Music is made up of long sounds, short sounds and silences.

There are strong and weak beats in music. Long sounds, short sounds and silences may be grouped to form rhythm patterns.

Ta, ti-ti, rest

- Beginner
 - "The beat is like a heartbeat."
 - "We make a beat. We clap."
- Intermediate
 - "The beat is like a heartbeat; it keeps the music moving."
 - "We can clap our hands to make a steady beat."
- Advanced
 - "Sometimes music has long sounds that last a while, and short sounds that are quick."
 - "When we listen to music, we can hear strong beats that feel louder and weak beats that feel softer."

Using Artificial Intelligence

Poe.com



AI Can support teachers with:

1. **Text Leveling:** AI-powered tools can analyze the complexity of text and automatically generate different levels of texts. This can be particularly useful for EAL learners who may need simplified versions of texts to better understand content. AI algorithms can adjust vocabulary, sentence length, and syntax to create texts at appropriate reading levels.
2. **Comprehension Questions and Answers:** AI can help generate comprehension questions and answers based on a given text. By analyzing the content, AI algorithms can generate questions that assess understanding, and provide model answers. This can save teachers time and provide additional practice for EAL learners to reinforce their comprehension skills.

AI Can support teachers with:

3. **Key Vocabulary Identification:** AI can analyze texts and identify key words. This can help teachers in selecting and highlighting important words for EAL learners to focus on. AI algorithms can also generate definitions or provide examples to support learners' understanding of key vocabulary.
4. **Text Generation:** AI can generate expository and narrative texts on curricular topics. This can be particularly useful for creating additional reading materials or adapting existing content to suit the needs of EAL learners. AI algorithms can generate text that is simplified, structured, and aligned with the curricular objectives.

AI Can support teachers with:

5. **Language Support:** AI-powered language support tools can provide real-time assistance to EAL learners. These tools can offer instant translations, provide definitions, and suggest alternative phrasing or vocabulary. They can be integrated into digital platforms, word processors, or web browsers, allowing EAL learners to access language support as they engage with different texts and activities.

Considerations for Using AI

- It's important to note that while technology can be a valuable resource it should be used in conjunction with effective teaching strategies and personalized support from the teacher. The teacher's expertise and guidance is essential in creating a supportive and inclusive learning environment for EAL learners.
- AI can automate certain tasks and provide valuable support. However, the role of the teacher remains crucial in selecting and adapting materials, providing scaffolding, and providing individualized support based on the unique needs of EAL learners. AI should be seen as a tool to enhance teaching and learning, rather than a replacement for human instruction and support.

Language identification example

Equipment

- Pencil: Graphite, colored, mechanical
- Paper: Sketch paper, watercolor paper, Bristol board
- Eraser: Kneaded eraser, vinyl eraser, rubber eraser
- Sharpener: Manual, electric
- Charcoal: Compressed, vine
- Ink: India ink, fountain pen ink
- Brushes: Flat, round, detail
- Blending Tools: Tortillon, stump, chamois
- Ruler: Straightedge, T-square
- Compass: For circles and arcs
- Portfolio: For storing sketches

Shading Techniques

- Hatching: Parallel lines
- Cross-hatching: Intersecting lines
- Stippling: Dots to create texture
- Scumbling: Circular, loose strokes
- Sgraffito: Scratching into a surface
- Blending: Smoothing tones together
- Gradation: Gradual change from light to dark
- Cast Shadow: Shadow created by an object blocking light
- Highlight: Area of light reflection

Language identification example

Perspective

- One-Point Perspective: Single vanishing point
- Two-Point Perspective: Two vanishing points
- Three-Point Perspective: Three vanishing points (includes height)
- Atmospheric Perspective: Depth through color and clarity changes
- Vanishing Point: Point where parallel lines converge
- Horizon Line: Eye level in perspective

Drawing Aspects

- Proportion: Relationship of sizes
- Scale: Relative size representation
- Composition: Arrangement of elements
- Texture: Surface quality (smooth, rough)
- Value: Lightness or darkness of a color
- Form: Three-dimensional quality
- Line Quality: Characteristics of the line (thick, thin, smooth)

Language Identification

Verb List

- Measure
- Draw
- Arrange
- Create
- Shade
- Suggest
- Replicate
- Emphasize
- Experiment
- Convey

Adjective List

- Proportional
- Relative
- Pleasing
- Effective
- Smooth
- Rough
- Light
- Dark
- Three-dimensional
- Realistic

Language Identification

Adverb List

- Accurately
- Effectively
- Gradually
- Intimately
- Carefully
- Clearly
- Dynamically
- Realistically
- Visually
- Softly

Noun List

- Proportion
- Scale
- Composition
- Texture
- Value
- Form
- Element
- Subject
- Scene
- Depth

Language structure: Teacher Explanation

- Proportion: Relationship of Sizes
- Teacher Explanation:

"Proportion refers to how different parts of your drawing relate to each other in size. For example, if you're drawing a person, the head should be about one-eighth of the total height. To practice, try measuring with your pencil: hold it at arm's length and use it to gauge the size of the head against the body. This helps ensure that everything looks balanced and realistic."
- Scale: Relative Size Representation
- Teacher Explanation:

"Scale is about how large or small something appears in relation to other objects in your drawing. Think of it like a map: if a tree is drawn twice as tall as a house, it changes the viewer's perception of both. To explore this, draw an object like a coffee cup on a table, then draw the same cup but much larger or smaller. Notice how the size affects your understanding of the scene."
- Composition: Arrangement of Elements
- Teacher Explanation:

"Composition is how you arrange elements in your artwork to create a pleasing and effective image. Imagine your paper as a stage: where you place each object can change the story. Use the 'Rule of Thirds': divide your paper into a grid and place important elements along the lines or at their intersections. Let's practice by sketching a simple still life and experimenting with different arrangements."

Language Structure: Teacher explanation

- Texture: Surface Quality (Smooth, Rough)
- Teacher Explanation:

"Texture describes the surface quality of objects in your drawing. It can be real, like the roughness of tree bark, or implied, like how you suggest softness in a fabric. Use different techniques to create texture: for example, short, sharp strokes for rough surfaces and smooth blending for soft ones. Let's take a piece of paper and experiment with creating textures using pencils and charcoal."
- Value: Lightness or Darkness of a Color
- Teacher Explanation:

"Value refers to how light or dark a color is, which helps create depth and dimension in your drawings. A strong understanding of value can turn a flat image into something lifelike. To practice, create a value scale from white to black using a pencil. Then, look at an object and try to replicate its values by shading. Notice where the light hits and where the shadows fall."
- Form: Three-Dimensional Quality
- Teacher Explanation:

"Form gives your drawings a three-dimensional quality, making them appear to have volume and depth. This is achieved through shading and perspective. When you draw a sphere, for example, it should have a light side, a shadow, and a reflected light area to suggest roundness. We'll practice by drawing basic shapes like spheres, cubes, and cylinders, paying attention to how light and shadow define their forms."

Language structure: student example

- Proportion: Relationship of Sizes

- Student Description:

"In my sketch of a dog sitting next to a tree, I made sure the dog's body was about one-third the height of the tree. I realized that if the dog were too big, it wouldn't look right in relation to the tree, which is much taller. Keeping the proportions accurate helped the sketch feel more realistic."

- Scale: Relative Size Representation

- Student Description:

"I drew a small coffee cup in the foreground and a large teapot in the background to create a sense of scale. The teapot looks much bigger because it's further away, which makes the cup seem more intimate. This contrast in size helps convey that the teapot is part of a larger scene, like a kitchen countertop."

- Composition: Arrangement of Elements

- Student Description:

"In my still life sketch, I arranged the apples and a vase in a triangular composition. The apples are clustered on one side, while the vase is on the opposite side, creating balance. I also left some negative space around them to draw the viewer's eye to the main subjects without making the sketch feel crowded."

Language structure: student example

- Texture: Surface Quality (Smooth, Rough)
- Student Description:

"I used different techniques to show texture in my drawing of a sweater. I applied soft, smooth strokes to represent the fabric's softness, while the knitted areas have rougher lines to suggest their texture. I also used stippling around the buttons to give them a shiny, reflective quality."
- Value: Lightness or Darkness of a Color
- Student Description:

"In my landscape sketch, I focused on value to create depth. The sky is light at the horizon and gradually gets darker towards the top, suggesting distance. The mountains in the background are shaded lightly, while the foreground trees are much darker. This variation in value helps to separate the different layers of the landscape."
- Form: Three-Dimensional Quality
- Student Description:

"In my drawing of a fruit bowl, I made sure to emphasize the form of each piece of fruit. The apples are round, so I shaded them to show their roundness, with highlights on one side and shadows on the other. This shading gives them a three-dimensional quality, making them look like they could roll off the table."

Language – verbs student used

- Made
- Look
- Convey
- Arranged
- Draw
- Left
- Used
- Show
- Applied
- Suggest
- Focused
- Created
- Emphasize
- Shaded
- Making
- Roll

Language –

- Proportion

- "The size of the _____ compared to the _____ is important because..."
- "In my drawing, I made the _____ one-third the size of the _____."

- Scale

- "I drew the _____ larger/smaller than the _____ to show..."
- "The _____ looks _____ because it is in the foreground/background."

- Composition

- "I arranged the _____ and _____ to create a _____ shape."
- "The _____ is on one side, while the _____ is on the other, making it feel _____."

- Texture

- "I used _____ strokes to show the _____ texture of the _____."
- "The _____ has a _____ surface, while the _____ looks _____."

- Value

- "In my sketch, the _____ is light/dark to show depth."
- "I focused on value to make the _____ look more _____."

- Form

- "I emphasized the _____ of the _____ by shading it to show _____."
- "The _____ looks three-dimensional because I added _____ and _____."

Reflect: task 2

Identify the language of the content

Task 1: Know your learners

Task 2: Identify the language of the content

1. Select the curriculum outcomes
2. Identify the language (vocabulary and sentence structures)
3. Consider language proficiency of your students
4. Use AI to assist
5. **PLAN FOR EXPLICIT LANGUAGE INSTRUCTION IN CONTEXT!**

Presentation Outline



01

Know your learners

02

Identify the language (vocabulary and sentence structures)

03

Prepare for oral language and/or reading & writing tasks in the content areas

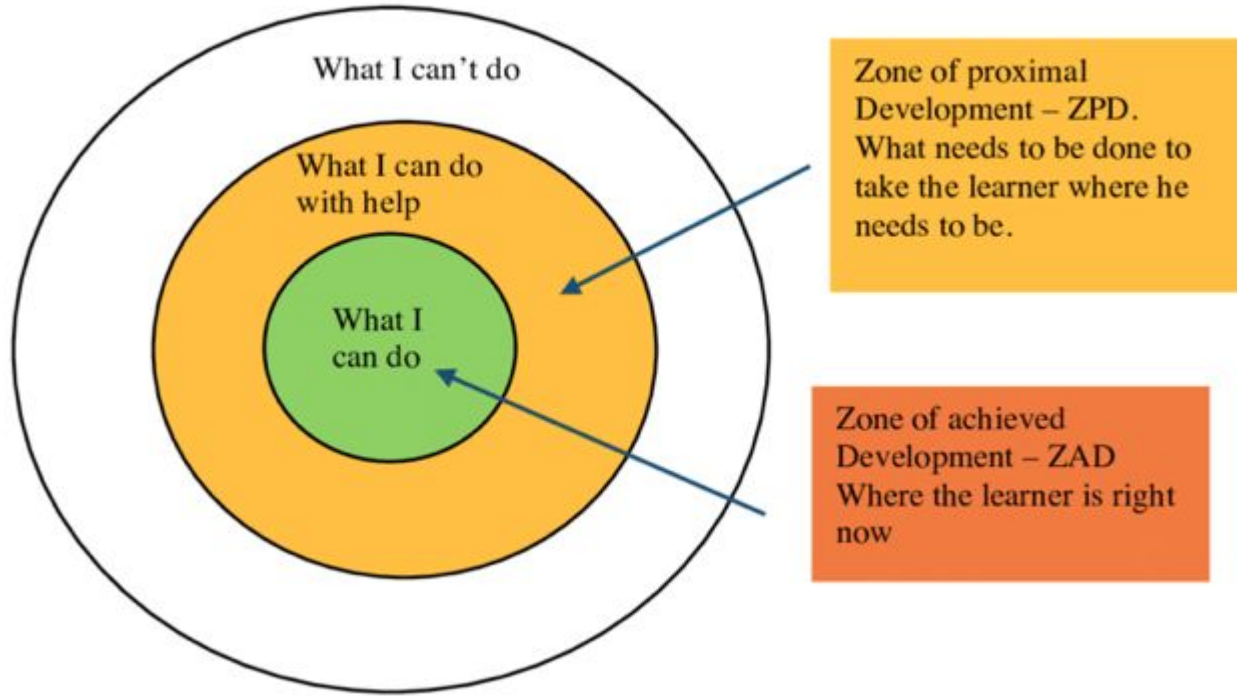
04

Select appropriate language supports and scaffolds

Prepare for oral
language and/or
reading & writing tasks
in the content areas



Vygotsky's Zone of Proximal development



The Gradual Release Model

TEACHER RESPONSIBILITY

source

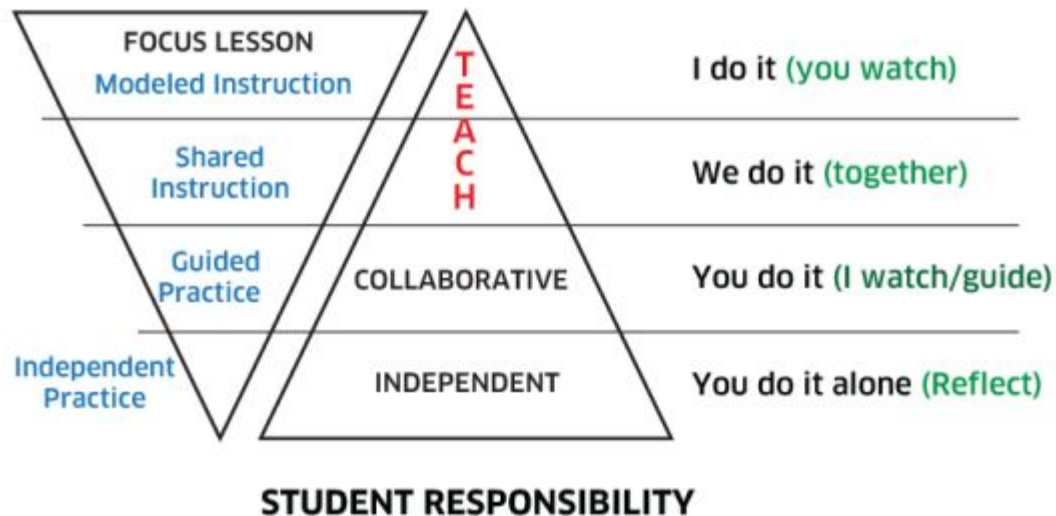
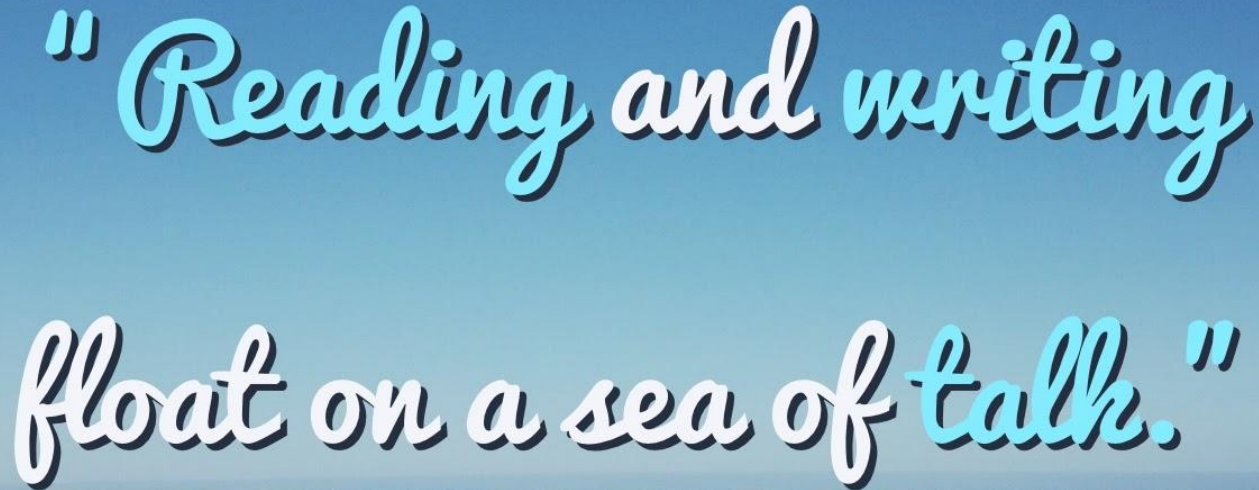


Figure 1: The Gradual Release Model

Oral Language:
Foundation for Reading and Writing



"Reading and writing
float on a sea of talk."

- JAMES BRITTON

Oral Language



Oral language Supports: Beginner

1. Visual Aids: Use pictures, flashcards, and objects to teach vocabulary.
2. Modeling Language: Demonstrate simple sentences and phrases for students to imitate.
3. Interactive Read-Alouds: Engage students with books, asking questions and encouraging responses.

Oral language Supports: Beginner

4. Songs and Rhymes: Incorporate music and rhythm to make language learning fun and memorable.
5. Gestures and Body Language: Use physical cues to reinforce understanding and expression.
6. Routine Practice: Establish daily routines that encourage repetition of key vocabulary and phrases.

Oral language Supports: Intermediate

1. **Role-Playing:** Create scenarios for students to practice conversational skills in context.
2. **Discussion Circles:** Facilitate small group discussions to encourage sharing ideas and opinions.
3. **Storytelling Activities:** Encourage students to tell their own stories, focusing on structure and detail.

Oral language Supports: Intermediate

4. Visual Organizers: Use graphic organizers to help students plan and outline their thoughts before speaking.
5. Peer Feedback: Promote peer interactions where students can give and receive constructive feedback.
6. Sentence Starters: Provide sentence frames to help students formulate their responses.

Oral language Supports: advanced

1. Debates and Presentations: Organize structured debates or presentations on various topics to develop persuasive speaking skills.
2. Critical Reading and Discussion: Analyze texts and engage in discussions that require critical thinking and argumentation.
3. Public Speaking Opportunities: Encourage participation in events like speech contests or community presentations.

Oral language Supports: advanced

4. Language Reflection: Have students reflect on their language use and set goals for improvement.
5. Advanced Vocabulary Lists: Introduce complex vocabulary and idiomatic expressions relevant to their interests or studies.
6. Mentorship Programs: Pair students with mentors who can provide guidance and model advanced speaking techniques.

edu Oracy in the Classroom: Strategies for Ef... i

School 21 believes oracy -- the ability to Play (k) well -- is one of the biggest indicators of a child's success later in life.

0:01 / 6:03 CC YouTube

Source

Reading



Scarborough's Reading Rope

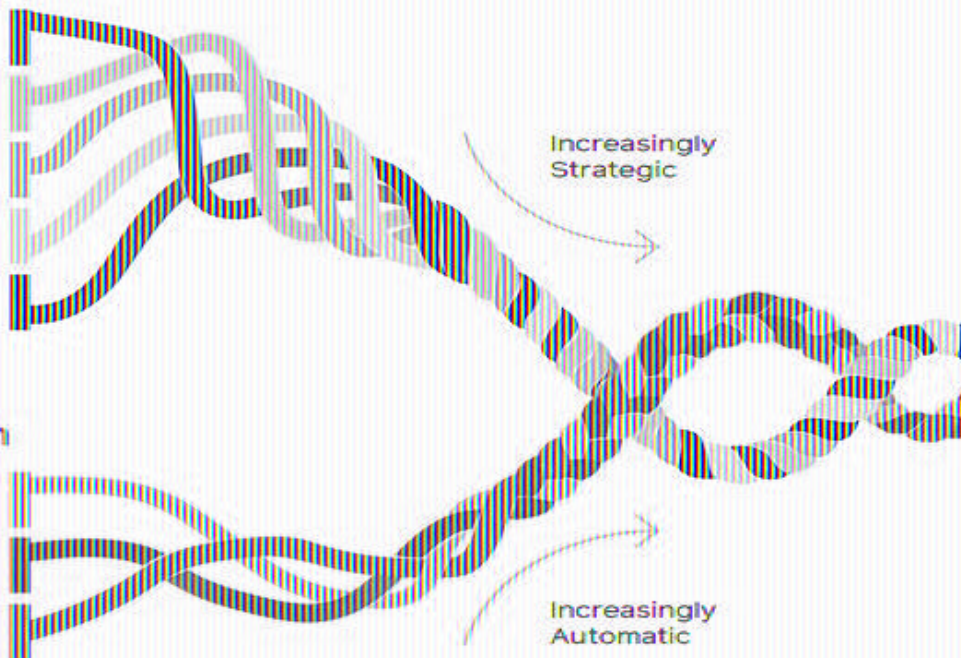
The Many Strands That Are Woven Into Skilled Reading

Language Comprehension

Background Knowledge (facts, concepts, etc.)
Vocabulary Knowledge (breadth, precision, links, etc.)
Language Structures (syntax, semantics, etc.)
Verbal Reasoning (inferences, metaphor, etc.)
Literacy Knowledge (genre, text types, genres, etc.)

Word Recognition

Phonological Awareness (onset, rimes, phonemes, etc.)
Decoding (orthographic principles, spelling-sound relationships)
Sight Recognition (reflex for words)



Source

Reading Supports: Beginner

- Decoding Supports
 - Phonics Practice: Use simple phonics games that focus on letter sounds and blending (e.g., matching letters to sounds).
 - Picture Cues: Provide books with strong illustrations to help students guess words based on context.
 - Word Families: Introduce word families (e.g., cat, hat, bat) to help students recognize patterns in words.
 - Sight Words: Provide lists of high-frequency sight words to practice recognition and fluency.

Reading Supports: beginner

- Comprehension Supports
 - Read Aloud: Teacher or caregiver reads the text while students follow along, helping them connect sounds and words.
 - Simple Questions: Ask basic questions about the story (e.g., "What is happening in the picture?").
 - Guided Reading: Use leveled texts and guide students through reading with prompts and questions.
 - Story Mapping: Help students create a simple story map to identify characters, setting, and main even

Reading Supports: intermediate

Decoding Supports

- Context Clues: Teach students to use context clues in sentences to decode unfamiliar words.
- Multisyllabic Words: Introduce strategies for breaking down longer words into syllables for easier pronunciation.
- Chunking: Teach students to break words into smaller parts (e.g., "basket" into "bas" and "ket") to make them easier to read.
- Prefix and Suffix Study: Introduce common prefixes (un-, re-) and suffixes (-ing, -ed) to help students decode and understand word meanings.

Reading Supports: intermediate

- Comprehension Supports
 - Predicting Outcomes: Encourage students to make predictions about what will happen next in the story based on the text.
 - Discussion and Reflection: Facilitate discussions about the story, asking students to share their thoughts and connections to the text, enhancing deeper understanding.
 - Text Features: Encourage students to use text features (like headings, captions, and illustrations) to gain a better understanding of the content.
 - Retelling: Have students retell the story in their own words, focusing on main events, characters, and settings to reinforce comprehension.

Reading Supports: advanced

- Decoding Supports
 - Morphological Analysis: Teach students to analyze the structure of words by breaking them down into roots, prefixes, and suffixes. This helps them understand unfamiliar vocabulary.
 - Contextual Vocabulary Development: Encourage students to derive meaning from context by reading passages that introduce new vocabulary in rich contexts, then discussing the meanings based on usage.
 - Advanced Phonics and Word Recognition: Introduce complex phonics rules and patterns, focusing on less common sounds and irregular words to improve overall reading fluency.

Reading Supports: advanced

Comprehension Supports

- **Critical Thinking Questions:** Use open-ended questions that require students to analyze, synthesize, and evaluate information from the text. For example, "How does the author's choice of language affect the overall tone of the piece?"
- **Textual Evidence:** Teach students to support their interpretations and analyses with direct quotes and examples from the text, reinforcing their arguments and understanding.
- **Comparative Analysis:** Encourage students to compare and contrast themes, characters, or settings across different texts or authors, fostering deeper literary analysis.
- **Socratic Seminars:** Implement Socratic discussions where students engage in dialogue about the text, asking questions and challenging each other's viewpoints to deepen understanding.
- **Literary Theory Application:** Introduce different literary theories (e.g., feminist, post-colonial, psychoanalytic) and ask students to analyze texts through these lenses, promoting critical engagement with the material.
- **Summarization Techniques:** Teach advanced summarization skills that focus on identifying main ideas, supporting details, and the significance of the text, enabling students to distill complex information effectively.
- **Annotation and Note-Taking:** Encourage students to annotate texts as they read, marking key ideas, questions, and connections. This practice enhances active reading and retention.

Provide students with grade level topic texts at their comprehension level



1. Review curricular outcomes



2. Analyze content area texts



3. Review learner reading comprehension data.



4. Level text (re-write or use AI)

gr 2 living systems

- Beginner

- Garbage is not good for plants. Garbage does not give nutrients to the soil. Plants need nutrients from the soil. Animals like to eat garbage. Garbage is not good for animals to eat. Animals can get sick. Animals may not hunt and eat garbage.
-

- Intermediate

- Plants need nutrients from the soil. Garbage can be toxic to the soil. It may not decompose. The garbage can take up space, block the rain from the roots or the sun from the leaves. These are reasons why garbage is harmful to plants. Animals can get used to eating garbage and not want to hunt for food. This is a bad habit. Animals may want to live closer to humans and not in the wild. This can be dangerous for humans and the animals. Animals may get hit by cars or hurt by humans. Humans may get bitten or hurt by animals.
-

- Advanced

- If animals get used to eating garbage then they will no longer be able to hunt and find food for themselves. They may also become a nuisance to humans or be dangerous. Garbage may not be able to decompose and may be toxic to the soil. Plants will not be able to get the nutrients they need from the soil. Garbage is harmful to plants because it may add chemicals and other substances to the soil that the plant is not used to. The plant may not grow as big, have as many flowers or fruits, or produce as many seeds.
-

Grade 5 Living Systems

The circulatory system is like a transportation system in our bodies. It's made up of three main parts: the heart, blood vessels, and blood. Its job is to move important things like oxygen, nutrients, and other substances throughout our entire body.

The heart is a special organ that acts as a powerful pump. It receives oxygen-rich blood from the lungs and then pushes it to all the cells in our body through a network of tubes called arteries. You can think of the heart as a central station that sends out trains full of oxygen and nutrients to different parts of our body.

Now, once the oxygen-rich blood reaches the cells, something really important happens. In tiny blood vessels called capillaries, the blood comes close to the cells. At this point, oxygen and nutrients from the blood are exchanged with waste products produced by the cells. It's like a trade happening between the blood and the cells. The cells get the oxygen and nutrients they need to function properly, and the waste products from the cells are picked up by the blood to be taken away.

Once the trade is done in the capillaries, the blood, which is now low in oxygen, needs to go back to the heart to get fresh oxygen. It does this by traveling through other blood vessels called veins. The veins act like roads that bring the oxygen-depleted blood back to the heart.

When the blood reaches the heart, it gets pumped to the lungs. In the lungs, the blood gets reoxygenated. It picks up fresh oxygen and gets rid of waste gases like carbon dioxide. Then, the oxygen-rich blood starts its journey all over again. It leaves the lungs and gets pumped by the heart to deliver oxygen and nutrients to the cells throughout the body.

So, the circulatory system is like a complex transportation network in our body. The heart pumps oxygen-rich blood through arteries to the cells. In the capillaries, oxygen and nutrients are exchanged with waste products. Then, the oxygen-depleted blood returns to the heart through veins and gets reoxygenated in the lungs. This continuous process helps keep our body's cells healthy and functioning properly.

Gr 5 living systems

Word Level 1. -

Body Parts Chest, stomach, back, heart, lungs, blood

Word Level 2

Circulatory System: Organs: Heart, blood vessels (arteries, veins, capillaries)

Grade 2 Level

- Chest: The chest is the front part of your body, between your neck and your stomach. It protects some important organs like your heart and lungs.
- Stomach: The stomach is a part of your body where food goes after you eat. It helps break down the food so your body can use the nutrients.
- Back: Your back is the part of your body that goes from your neck to your bottom. It helps you stand up straight and protects your spine.
- Heart: Your heart is a special organ inside your chest. It pumps blood around your body to give it oxygen and nutrients.
- Lungs: Your lungs are also inside your chest, and they help you breathe. They take in air and give oxygen to your blood while getting rid of waste gases like carbon dioxide.
- Blood: Blood is a liquid inside your body that travels through your blood vessels. It carries oxygen, nutrients, and other important things to different parts of your body.

GR 5 LIVING SYSTEMS

Grade 3 Level

The circulatory system is like a delivery system in our bodies. It uses the heart, blood vessels, and blood to send oxygen, nutrients, and other important things to all parts of our body. First, the heart pumps oxygen-rich blood from the lungs to all the cells in our body through special tubes called arteries. It's like the heart is sending a package of oxygen and nutrients to every cell. Then, in tiny tubes called capillaries, the oxygen and nutrients are given to the cells, and the waste products are taken away. It's like the cells are getting what they need and giving back what they don't need.

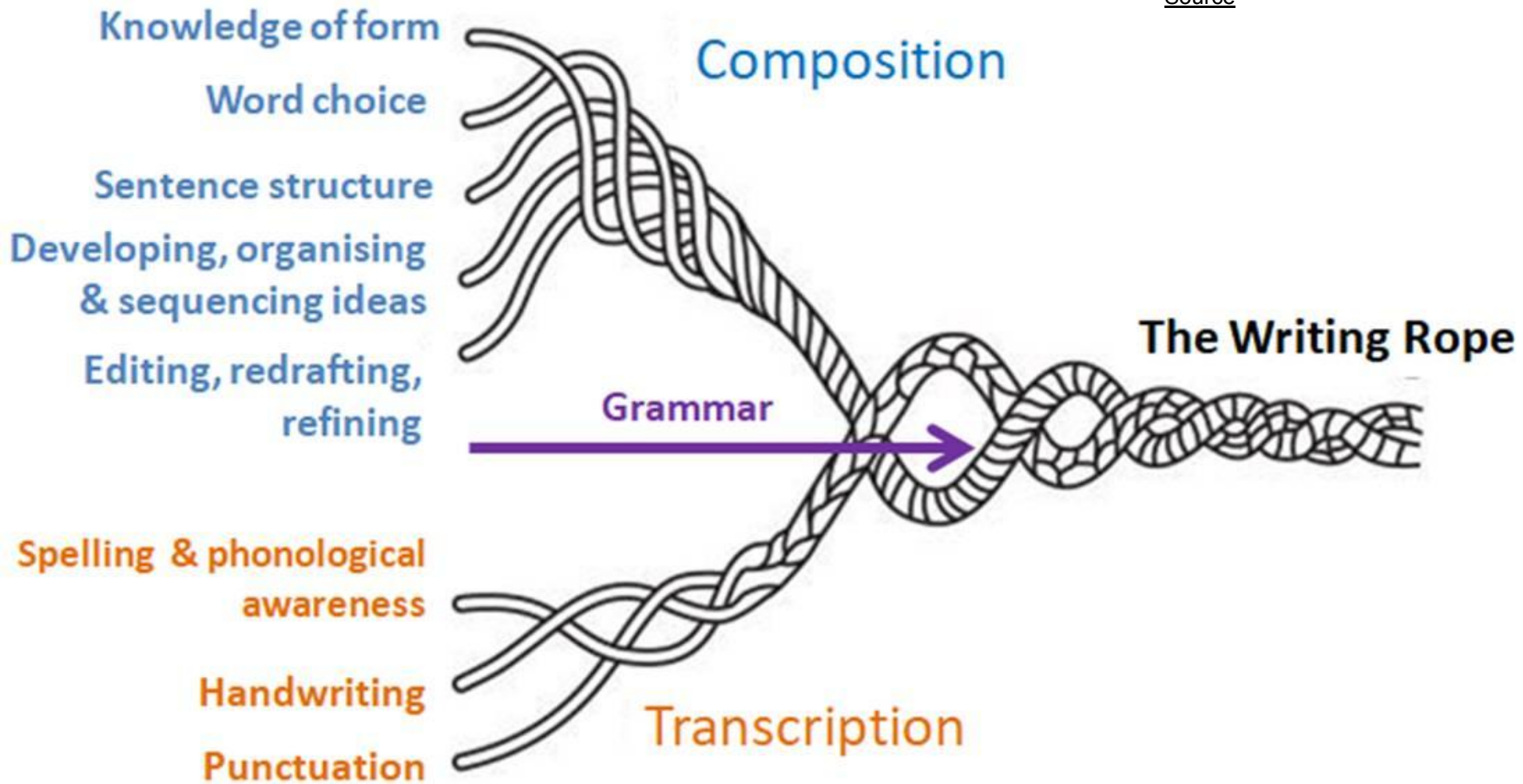
After that, the blood, which now has less oxygen, goes back to the heart through other tubes called veins. The heart then sends this blood back to the lungs to get more oxygen. It's like the blood is going on a trip to get refreshed and ready to give oxygen again. So, the circulatory system helps deliver oxygen, nutrients, and other important things to our body's cells, and it takes away waste products. It's like a busy delivery system that keeps our body healthy!

Grade 5 Level

Circulatory System: The circulatory system, consisting of the heart, blood vessels, and blood, transports oxygen, nutrients, and other substances throughout the body. Oxygen-rich blood from the lungs is pumped by the heart to all the cells in the body through arteries. In the capillaries, oxygen and nutrients are exchanged with waste products, and oxygen-depleted blood returns to the heart through veins to be reoxygenated in the lungs.

Writing





Writing Supports: Beginner

- Sentence starters: Offer sentence starters or sentence frames to support learners in generating complete sentences when responding to prompts or questions about a text.
- Sentence frames: Provide sentence frames or starter sentences to help learners construct their own sentences.
- Guided writing: Conduct guided writing activities where learners work collaboratively with the teacher to construct sentences or short paragraphs related to a text, with the teacher providing modeling and support.

Writing Supports: Beginner

- Model writing: Demonstrate writing examples and model the process of sentence construction and basic paragraph organization.
- Word banks: Provide vocabulary lists related to the topic to help learners find and use appropriate vocabulary in their writing
- Vocabulary support: Offer word banks, dictionaries, or labeled pictures to support learners in finding and using appropriate vocabulary.

Writing supports: Intermediate

- Sentence expansion: Encourage learners to expand simple sentences by adding details, examples, or descriptive language. Provide sentence starters or transition words to support their sentence development.
- Sentence combining: Provide practice activities that involve combining short, simple sentences into more complex sentences, giving learners opportunities to experiment with sentence structure and variety.

Writing Supports: Intermediate

- Paragraph planning: Teach learners how to plan their writing by creating simple outlines or graphic organizers to organize their ideas before starting the drafting process.
- Peer collaboration: Promote peer feedback and collaboration by having learners work in pairs or groups to review and provide suggestions for improving each other's writing.

Writing Supports: Advanced

- Academic writing instruction: Provide explicit instruction on academic writing conventions, such as thesis statements, topic sentences, and citation styles.
- Writing models: Provide well-written samples of the type of writing expected from learners, such as essays or research papers, and analyze the structure, language use, and organization with learners.
- Research projects: Guide learners through the research process, including finding and evaluating sources, note-taking, and synthesizing information into written form.

Writing Supports: Advanced

- Feedback and revision: Provide constructive feedback on learners' writing, focusing on areas of improvement and encouraging revision for clarity, coherence, and accuracy.
- Peer collaboration and feedback: Implement peer review sessions where learners exchange drafts and provide constructive feedback to each other, focusing on specific areas of improvement, such as clarity, coherence, or use of evidence.
- Revision and editing checklist: Develop a revision and editing checklist that highlights common areas of improvement at the advanced level, such as sentence variety, precise vocabulary, or proper citation format.

Reflect: Task 3

Prepare for Oral Language and/or reading & Writing Tasks in the content area

Task 1: Know your learners

Task 2: Identify the language (vocabulary and sentence structures)

Task 3: Prepare for oral language and/or reading & writing tasks in the content areas

1. Consider the learning tasks you are designing for learners to engage with the content
2. Identify the oral language, reading and writing aspects of the tasks
3. Consider the language required to engage in the tasks
4. Consider the proficiency of the learners

Presentation Outline

01

Know your learners

02

Identify the language (vocabulary and sentence structures)

03

Prepare for oral language and/or reading & writing tasks in the content areas

04

Select appropriate language supports and scaffolds



Supports for EAL Learners to engage in Learning TASKS

Safe learning environment
(relationships, confidence, risk taking)

Background knowledge (prior experience)

Examples (modeling and guided practice)

Resources (visuals and manipulatives)

Vocabulary supports and sentence structure scaffolds

Assistive Technology
(translators, speech to text, text to speech)

Explicit language instruction in context

- Explicit language instruction in context is essential for EAL learners as it supports their understanding, promotes confidence, enhances communication skills, and contributes to their overall academic success. Teachers play a vital role in creating an inclusive and supportive learning environment that fosters language development.
- EAL learners require explicit language instruction to develop a solid understanding of language structures, vocabulary, and communication skills. Without this structured approach, learners are at risk of misunderstanding, disengagement, and inadequate language development, ultimately hindering their academic success.



The Consortium

Alberta Professional Learning Consortium

Vocabulary Supports



Vocabulary Supports

Visuals (Word and Picture)

Realia (real objects in core and complimentary subjects, experiences and experiments)

X Point Model and Graphic Organizers

Semantic Mapping

Visuals



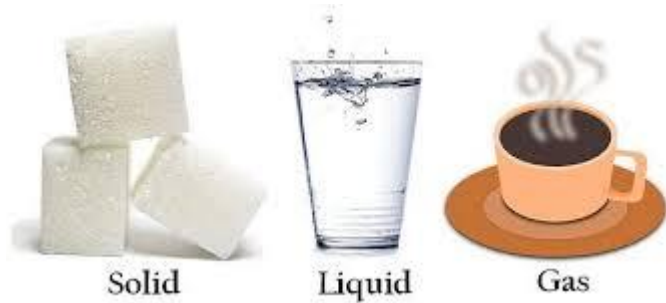
Explicitly teaching vocabulary:

Visuals



Real-life images, videos and multimedia, visual vocabulary cards, infographics, and posters support EAL learners by providing visual context, facilitating comprehension, enhancing vocabulary retention, offering multimodal learning experiences, contextualizing vocabulary usage, bridging cultural gaps, and promoting independent learning. These visual resources cater to the diverse learning needs of EAL learners and contribute to their overall vocabulary development.

Types of Visuals



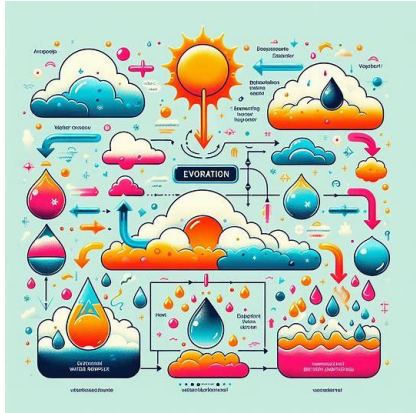
Real-Life Images: Use photographs or real-life images to illustrate vocabulary words. Visuals that depict concrete examples or scenarios related to the word's meaning can help students form mental connections and facilitate comprehension. For example, when teaching the word "pollution," show images of polluted air, water, or land to enhance students' understanding of the concept.

Videos and Multimedia: Incorporate videos or multimedia resources that visually demonstrate vocabulary words in context. Short videos, animations, or multimedia presentations can bring words to life and provide visual cues for understanding. For example, when teaching the word "evaporation," show a video clip depicting the process of water turning into vapor.

Types of Visuals



Visual Vocabulary Cards: Create vocabulary cards or flashcards that include both the word and a visual representation or image. These cards can be used for individual or group activities, such as matching games, sorting activities, or vocabulary review exercises. The visual element helps reinforce the meaning of the word and aids in memory retrieval.



Infographics and Posters: Design infographics or posters that visually present groups of related vocabulary words or word families. These visual representations can highlight word meanings, synonyms, antonyms, or word relationships. Infographics and posters make vocabulary learning engaging and visually appealing while providing a comprehensive overview of related words.

How Visuals support EAL Learners

1. **Visual Contextualization:** EAL learners often face challenges in understanding new vocabulary due to limited English language proficiency. Visuals provide contextual cues that help EAL learners associate words with their meanings. Real-life images, videos, and multimedia resources show vocabulary words in context, making them more concrete and accessible. This visual support assists EAL learners in comprehending the meaning and usage of new words, even if their grasp of the English language is still developing.
2. **Comprehensible Input:** Comprehensible input refers to language that is understandable to learners, even if it contains some unfamiliar vocabulary. Visuals help make input more comprehensible for EAL learners by providing visual representations that support word meanings. When EAL learners see a visual alongside a new vocabulary word, they can make connections between the visual cues and the word's meaning, facilitating comprehension.

How Visuals support EAL Learners

3. **Vocabulary Retention:** Visuals can enhance vocabulary retention for EAL learners. The combination of words with visual representations helps create mental images and associations, making vocabulary more memorable. Visual vocabulary cards, infographics, and posters provide ongoing exposure to words and their visual cues, reinforcing vocabulary learning and retention over time.
4. **Multimodal Learning:** EAL learners often benefit from multimodal learning experiences that engage multiple senses. Visuals, combined with audio and text, create a multimodal learning environment that appeals to different learning styles and provides additional support for comprehension. Videos and multimedia resources, for example, offer the advantage of both visual and auditory input, providing EAL learners with multiple cues to aid understanding.

How Visuals support EAL Learners

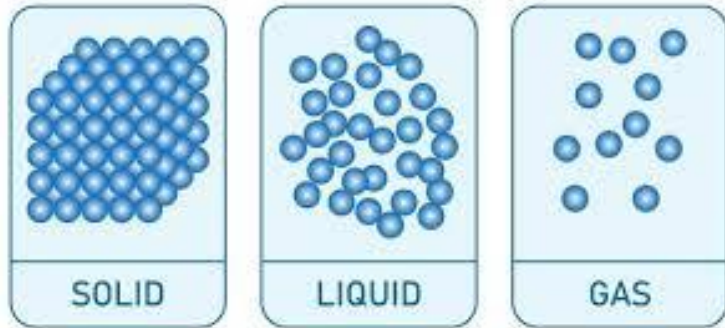
5. **Vocabulary Contextualization:** Visuals help EAL learners understand the context in which vocabulary words are used. Real-life images, videos, and multimedia resources provide examples of how words are used in everyday situations, academic settings, or specific contexts. This contextual understanding is crucial for EAL learners to grasp word meanings accurately and apply them appropriately in different situations.
6. **Cultural and Background Knowledge:** Visuals can bridge language and cultural gaps for EAL learners. Real-life images, videos, and multimedia resources can represent diverse cultural perspectives and experiences, making vocabulary learning more inclusive and relatable. Infographics and posters can highlight cultural or background knowledge related to vocabulary words, fostering a deeper understanding of the word's usage in different contexts.

How Visuals support EAL Learners

7. Independent Learning: Visual vocabulary cards, infographics, and posters can be valuable tools for independent learning and self-study. EAL learners can refer to these visual resources outside the classroom, allowing them to review and reinforce vocabulary independently. The visual elements serve as prompts for recall and aid in autonomous vocabulary practice and retention.

Visuals





shutterstock.com · 2213509885

[Image Source](#)

STATE OF MATTER



SOLID



LIQUID



GAS



[Image Source](#)



Image Source

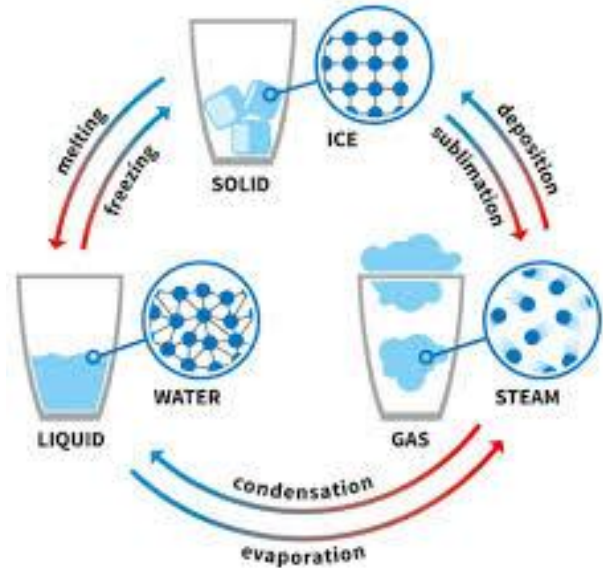


Image Source

Visuals



Visuals

Category	Strokes
Serve	Forehand low, Forehand high, Backhand low, Flick serve
Net shot	Forehand crosscourt, Backhand crosscourt, Forehand touch, Backhand touch, Forehand push, Forehand brush, Backhand push, Backhand brush
Drop shot	Forehand, Forehand overhead, Forehand slice, Backhand, Backhand slice
Drive	Forehand, Backhand
Smash	Static, Jump, Forehand Cross court, Backhand
Clear	Forehand, Overhead, Backhand, Defensive, Attacking, Underarm, Forehand Crosscourt
Lift	Forehand, Backhand, Forehand Crosscourt
Block	Forehand, Backhand, Forehand Crosscourt



(a) Overhead defensive clear



(b) Dab



(c) Drive



(d) Short Serve



(e) Lob



(f) Net drop



(g) Smash

Visuals

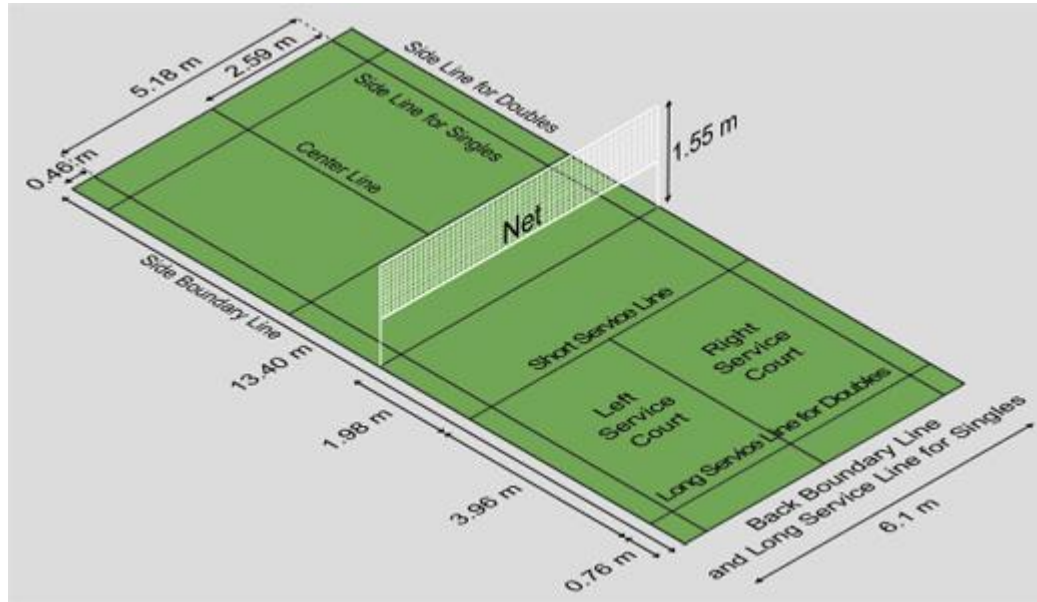




Image Source

Label all the words you know with the ORANGE sticky notes

pecking

digging

squirrel

wolf

woodpecker

deer

snake

rabbit

raccoon

mole

lizard

fox

prancing

hissing

sitting

howling

smiling

hooting

owl

bear

hedgehog

boar

mouse



Image Source

Word Walls

- Word walls are visual displays in the classroom that showcase key vocabulary words related to a particular topic, subject area, or unit of study. Here are some effective word wall strategies to maximize their impact:
 1. **Word Wall Placement:** Choose a prominent location in the classroom for the word wall, such as a large bulletin board or a dedicated wall space. Ensure that the word wall is easily visible and accessible to all students.
 2. **Categorization:** Organize the word wall by categories or themes to help students make connections between related words. Use headers or labels to indicate different categories, such as parts of speech, content areas, or word families.
 3. **Interactive Word Wall:** Encourage student participation and interaction with the word wall. Provide opportunities for students to add new words to the wall, contribute related words or synonyms, or share sentences or examples using the words.
 4. **Word Cards:** Create visually appealing word cards to display on the word wall. Use large, clear fonts and vibrant colors to make the words easily readable. Include the word, its definition, and a relevant image or illustration to support understanding.

Word Wall Activities

1. **Word Wall Activities:** Incorporate word wall activities into daily instruction. For example, students can engage in word hunts, where they search for words on the wall that fit a specific criteria, such as words with a particular prefix or words related to a specific topic.
2. **Vocabulary Games:** Use the word wall as a resource for vocabulary games and activities. Play games like "Word Wall Bingo," where students try to match words called out with words on the wall, or "Word Wall Memory," where students flip over word cards and try to find matching pairs.
3. **Vocabulary Building:** Encourage students to use the words from the word wall in their speaking and writing. Provide prompts or sentence frames that incorporate the target vocabulary, and encourage students to incorporate the words into their own work.
4. **Regular Review:** Schedule regular review sessions to revisit and reinforce the words on the word wall. Use activities like quick quizzes, partner discussions, or word wall races to engage students in reviewing and practicing the vocabulary.

Word Wall Activities

5. **Word Wall Extensions:** Expand the word wall beyond the classroom by incorporating digital or online word walls. Use digital tools or platforms that allow students to access and interact with the word wall outside of class, such as shared online documents or interactive word wall websites.
 6. **Vocabulary Reflection:** Prompt students to reflect on their learning by asking questions related to the words on the word wall. Encourage students to share personal connections, examples, or insights related to the vocabulary words.
- Remember to regularly update the word wall with new vocabulary words as they are introduced in class. Involve students in the process by soliciting their input and suggestions for new words to include on the word wall. By utilizing these strategies, word walls can serve as valuable resources for vocabulary development and language support in the classroom.

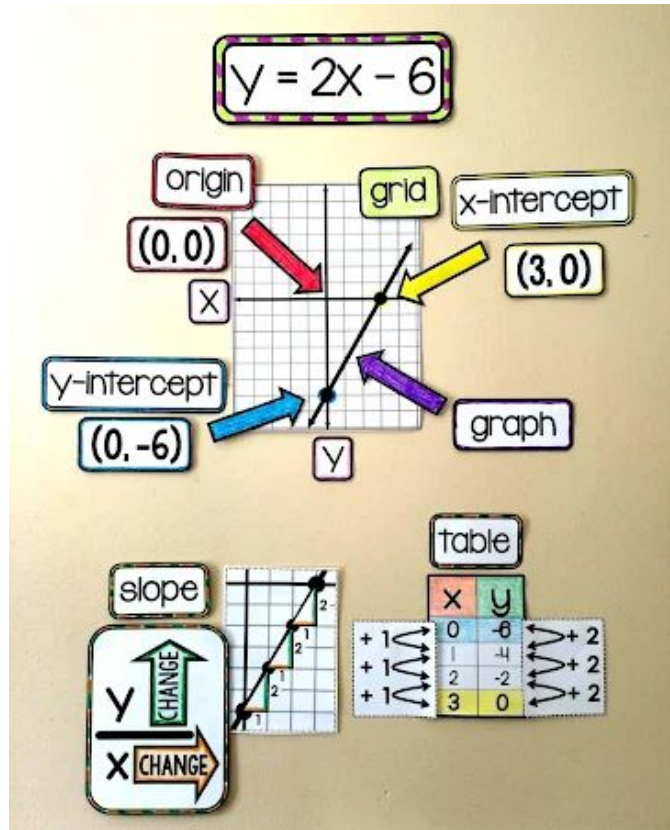
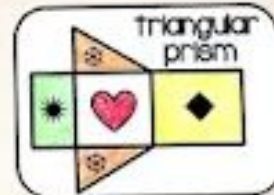
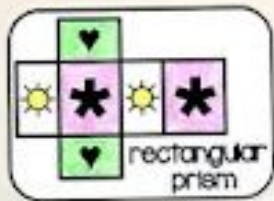
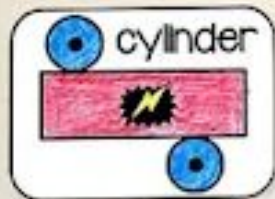
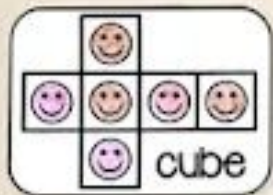


Image
Source

nets



RATIOS & PROPORTIONS

NUMBER SENSE & OPERATIONS

ALGEBRAIC THINKING

GEOMETRY

STATISTICS

Unit Rate

100 for 20 hours $\frac{100}{20} = 5$ per hour

Percent

"per 100"
 $\frac{1}{2} = \frac{50}{100} = 50\%$

Ratio

"to" compares two amounts
 $\frac{10}{20} = \frac{1}{2}$

Proportion

100 parts = 100%
 $\frac{60}{100} = 60\%$

PERCENT

a Part to Whole ratio out of 100

$\frac{20}{100} = 20\%$
 $\frac{200}{1000} = 20\%$

PERCENT PROPORTION

Part = $\frac{p}{100}$
 Whole = 100

Reciprocal

2 and $\frac{1}{2}$ are reciprocals
 $2 \times \frac{1}{2} = 1$

Improper Fraction

$\frac{5}{2} = 2 \frac{1}{2}$

Mixed Number to Improper Fraction

$2 \frac{1}{2} = \frac{5}{2}$

Mixed Number

$2 \frac{1}{2} = 3$

Positive Number

1 2 3 4 5 6 7 8 9 10

Negative Number

-1 -2 -3 -4 -5 -6 -7 -8 -9 -10

Integers

1 2 3 4 5 6 7 8 9 10

Repeating Decimal

$\frac{1}{3} = 0.3333$

Coordinate Grid

+

Quadrant

IV

Reciprocal

$\frac{1}{2} = 0.5$

Reciprocal

$\frac{1}{2} = 0.5$

Quotient

$8 \div 2 = 4$

Product

Factor \times Factor = Product

GCF: GCF GREATEST COMMON FACTOR

Largest factor of 2 numbers

Example:

24
 $\begin{array}{r} 1 \overline{) 24} \\ 2 \overline{) 12} \\ 3 \overline{) 8} \\ 4 \overline{) 6} \end{array}$

72
 $\begin{array}{r} 1 \overline{) 72} \\ 2 \overline{) 36} \\ 3 \overline{) 24} \\ 4 \overline{) 18} \\ 6 \overline{) 12} \\ 9 \overline{) 8} \end{array}$

24
 15
 the
 GCF

LCM: LEAST COMMON MULTIPLE
 Smallest MULTIPLE 2 #s have in common!

Example: Find the LCM of

20: 20, 40, 60, 80, 100

15: 15, 30, 45, 60, 75

The LCM is 60!

Realia



teaching vocabulary: Realia

- The use of realia in language instruction aims to bring the target language to life by connecting it to concrete, real-world contexts. It provides learners with hands-on experiences and sensory input, making the learning process more engaging, interactive, and meaningful.

Types of realia



Physical objects, such as everyday items, tools, or artifacts,



Visual representations, such as photographs, maps, or illustrations.

Realia



Image Source


 balloon	 snow	 milkshake	 ice cream (NOT melted)
 school bus	 bike	 bubbles	 glue
 shirt	 apple juice	 ice cube	 cloud
 water	 milk	 flower	 ruler
 steam	 quarter	 dish soap	 pencil

Image Source

Realia Physical Objects: How to Use

Vocabulary Introduction: When introducing new vocabulary words, bring in physical objects that represent those words. For example, if teaching the words "apple" and "banana," show actual apples and bananas to the students. Allow them to hold and examine the objects while introducing the corresponding vocabulary. Encourage students to describe the objects using the target language.

Contextualization: Use realia to provide context and reinforce understanding. For example, if teaching vocabulary related to the kitchen, bring in actual utensils, pots, or pans. Demonstrate how these items are used and discuss their functions while using the target vocabulary. EAL learners can touch, feel, and explore the objects, enhancing their understanding and memory retention.

Realia Physical Objects: How to Use

Descriptive Language Practice: Engage EAL learners in describing the physical attributes of realia. For instance, provide a variety of objects with different shapes, sizes, colors, and textures. Encourage students to describe the objects using adjectives and practice forming descriptive sentences. This hands-on approach helps learners connect language to real-world observations.

Role-Playing and Communication: Use realia as props for role-playing or communicative activities. For example, if teaching vocabulary related to a doctor's office, provide medical tools and props, such as a stethoscope, bandages, or a toy doctor's kit. EAL learners can take on different roles, interact using the target language, and practice relevant vocabulary in a meaningful context.

Realia Physical Objects: How to Use

Storytelling and Narratives: Incorporate realia into storytelling or narrative activities. For instance, if reading a story about a farm, bring in toy animals, a miniature barn, or other farm-related objects. As the story progresses, EAL learners can interact with the objects, act out scenes, and retell the story using the target vocabulary and language structures.

Cultural Exploration: Introduce realia that represents different cultures and traditions to foster cultural understanding among EAL learners. For example, bring in artifacts, clothing items, musical instruments, or food samples from various cultures. Encourage students to explore, ask questions, and share their observations and experiences related to the cultural artifacts.

Realia Physical Objects: How to Use

Vocabulary Reinforcement: Use realia as review tools or for vocabulary reinforcement activities. Create stations or learning centers where EAL learners can interact with different objects and match them with corresponding vocabulary cards or labels. This hands-on approach allows for repeated exposure to vocabulary in a meaningful and engaging way.

Realia Tip: Remember to provide opportunities for EAL learners to manipulate and explore the realia, discuss their observations, and use the target vocabulary in context. Realia adds a tangible and sensory dimension to language learning, making it more interactive, memorable, and relevant for EAL learners.

How Realia supports EAL Learners

1. Contextualization: Realia helps learners understand vocabulary and language structures within a specific context. By using authentic objects or visual representations, learners can see how words are used and applied in real-life situations. For example, using real fruits and vegetables in a lesson about food vocabulary allows learners to interact with and identify the items, associating them with the corresponding vocabulary words.
2. Comprehension and Meaning Making: Realia provides concrete references for abstract concepts, making them more comprehensible. When learners can see, touch, or manipulate real objects, it helps them grasp the meaning of words and concepts more effectively. For instance, using actual buttons, zippers, and shoelaces in a lesson about clothing vocabulary helps learners understand the purpose and function of each item.

How Realia supports EAL Learners

3. Cultural Understanding: Realia can represent cultural artifacts or practices, allowing learners to explore different cultural perspectives and develop an appreciation for diversity. It helps bridge the gap between language and culture by providing tangible examples of cultural elements, such as traditional clothing, musical instruments, or holiday decorations.
4. Multisensory Learning: Realia engages multiple senses, providing a multisensory learning experience. By using objects, learners can touch, feel, and manipulate them, activating tactile and kinesthetic senses alongside visual and auditory input. This multisensory approach enhances memory retention and understanding.

How Realia supports EAL Learners

7. Authentic Language Use: Realia exposes learners to authentic language use and vocabulary. By connecting language to real-world objects and situations, learners encounter the language in its natural and meaningful context. Realia helps learners understand how language is used in authentic settings, including idiomatic expressions, collocations, and cultural nuances.

X- Point Model & Graphic Organizers



Explicitly teaching vocabulary: X Point model

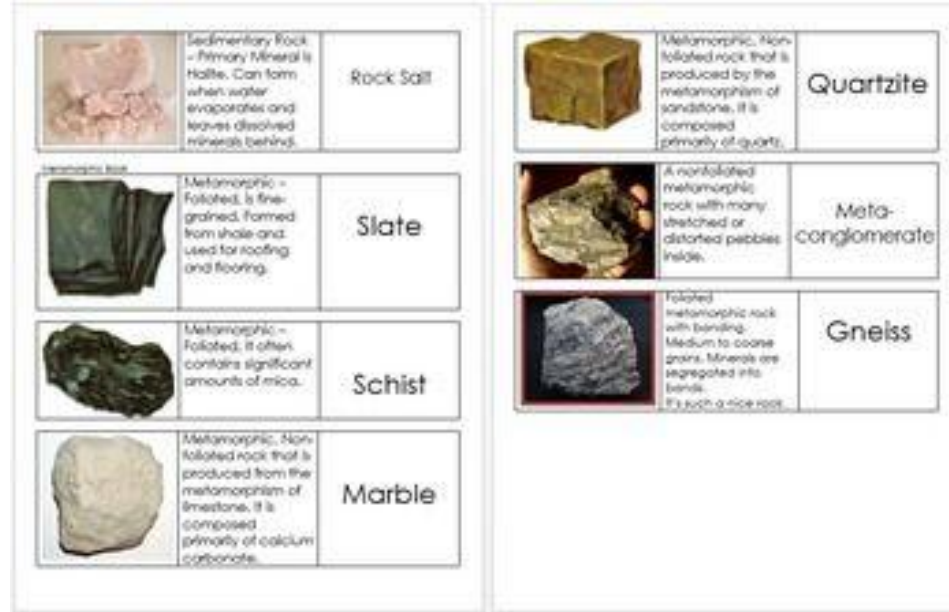
These vocabulary learning models provide a structured approach to vocabulary instruction, promoting active engagement and meaningful learning. By incorporating visual elements, definitions, contextual usage, and related words, learners gain a more comprehensive understanding of vocabulary words. The progressive addition of components in each model allows for incremental learning and reinfo

Image Source



2 Point
Model

Image Source

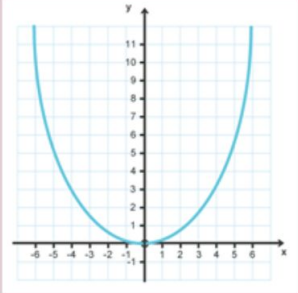


3 Point
Model

5 Point Model

Definition:	Word or Concept:	Diagram:
Hockey shirt with a team name and a number on it with team colors.	Jersey	
Thin material with little holes in it.		
	Synonyms & Examples	
	Hockey shirt Long-sleeved shirt	

Image Source

Definition:	Word or Concept:	Diagram:
Domain is the R	Squaring functions	
Range is [0,∞)		
Decreases [0,∞)	Synonyms & Examples	
Symmetric on the y-axis	$F(x) = ax^2$ a = Parameter	

X POINT Model: How it Works

1. **2-Point Vocabulary Model:**
 - **Word and Picture:** In this model, learners are introduced to a vocabulary word along with a corresponding picture or visual representation. The visual element helps create a connection between the word and its meaning, enhancing comprehension and memory.
2. **3-Point Vocabulary Model:**
 - **Word, Picture, and Definition:** In addition to the word and picture, learners are provided with a definition of the vocabulary word. This expands their understanding by offering a concise explanation of the word's meaning.

X POINT Model: How it Works

3. 4-Point Vocabulary Model:
 - Word, Picture, Definition, and Use in a Sentence: This model includes all the components of the 3-point model, with the addition of a sentence that demonstrates the proper usage of the vocabulary word. The sentence context helps learners grasp the word's meaning in a specific context and reinforces its application.
4. 5-Point Vocabulary Model:
 - Word, Picture, Definition, Use in a Sentence, and Synonyms/Antonyms: This model builds on the 4-point model by incorporating synonyms and antonyms of the vocabulary word. By exploring words with similar or opposite meanings, learners deepen their understanding of the word's nuances and expand their vocabulary repertoire.



X POINT Model: How it Works

5. 6-Point Vocabulary Model:

1. Word, Word in Another Language, Picture, Definition, Use in a Sentence, and Synonyms/Antonyms: The 6-point model extends the 5-point model by including the word's translation or equivalent in another language. This feature helps learners make connections between languages and supports bilingual or multilingual learners in expanding their vocabulary across languages.



How the x point model supports EAL Learners

1. **Visual Support:** The inclusion of pictures or visual representations alongside vocabulary words helps EAL learners establish a visual connection between the word and its meaning. Visuals can aid comprehension, especially when learners are still developing their English language skills.
2. **Contextual Understanding:** Providing definitions and using vocabulary words in sentences helps EAL learners understand the meaning of words within specific contexts. By seeing words in context, they can grasp how the words are used and develop a deeper understanding of their nuances.
3. **Language Production:** The model encourages EAL learners to actively engage with vocabulary words by using them in sentences. This practice promotes language production and helps learners develop their speaking and writing skills in English.

How the x point model supports EAL Learners

4. **Synonyms and Antonyms:** Including synonyms and antonyms alongside vocabulary words expands EAL learners' vocabulary repertoire. It helps them understand the relationships between words and provides alternative ways to express ideas, enhancing their overall language proficiency.
5. **Cross-Linguistic Connections:** For EAL learners who are bilingual or multilingual, the inclusion of translations or equivalents in another language fosters connections between languages and supports vocabulary development in both languages. This feature acknowledges and leverages their linguistic backgrounds and facilitates vocabulary transfer.

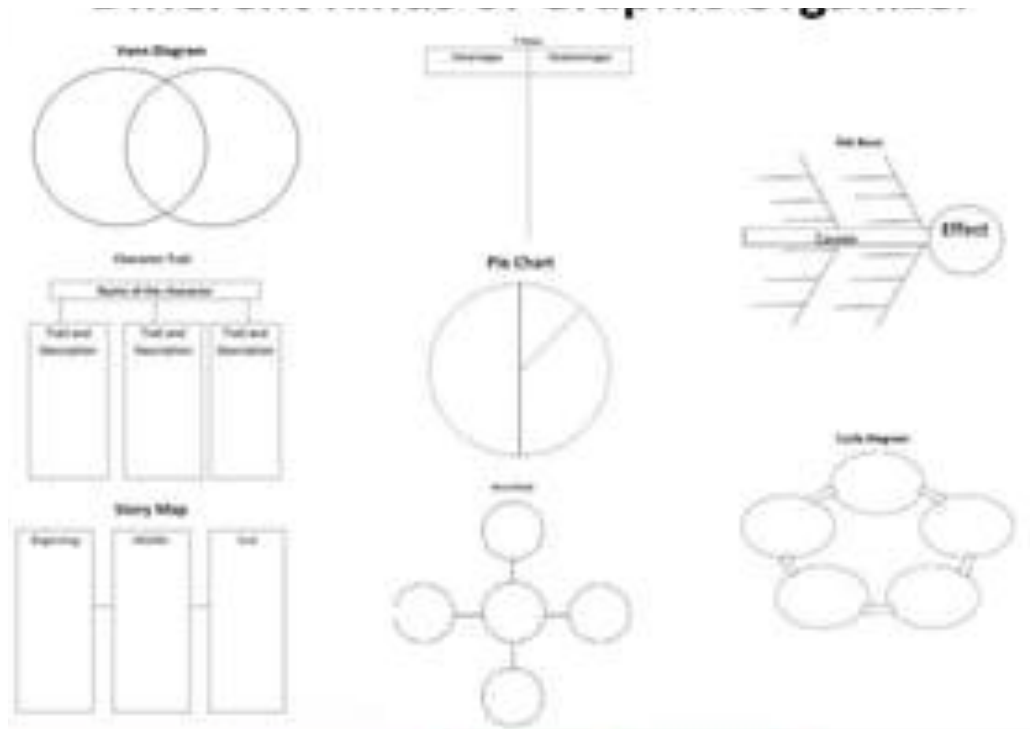
How the x point model supports EAL Learners

6. Differentiation: The model can be easily adapted to meet the diverse needs of EAL learners. Teachers can provide additional support such as sentence starters, language scaffolds, or bilingual resources to support EAL learners at different proficiency levels. This differentiation ensures that EAL learners can actively participate in vocabulary learning activities alongside their peers.
7. Meaningful Engagement: The model offers a multi-modal approach to vocabulary learning, incorporating visuals, definitions, and contextual usage. This multi-sensory engagement can enhance EAL learners' motivation and enjoyment in learning new words, making the learning experience more meaningful and memorable.

Graphic Organizers

Graphic organizers are visual frameworks that help learners organize and connect information. They provide a visual representation of the relationships between words, concepts, and ideas. Graphic organizers such as semantic webs, Venn diagrams, or mind maps can be used to illustrate the meaning and connections of new vocabulary. EAL learners can use these organizers to categorize words, identify synonyms or antonyms, illustrate word relationships, and visually represent the context in which the words are used. This visual support aids in reinforcing and consolidating the understanding of vocabulary, enhancing retention, and promoting deeper comprehension.

Image Source



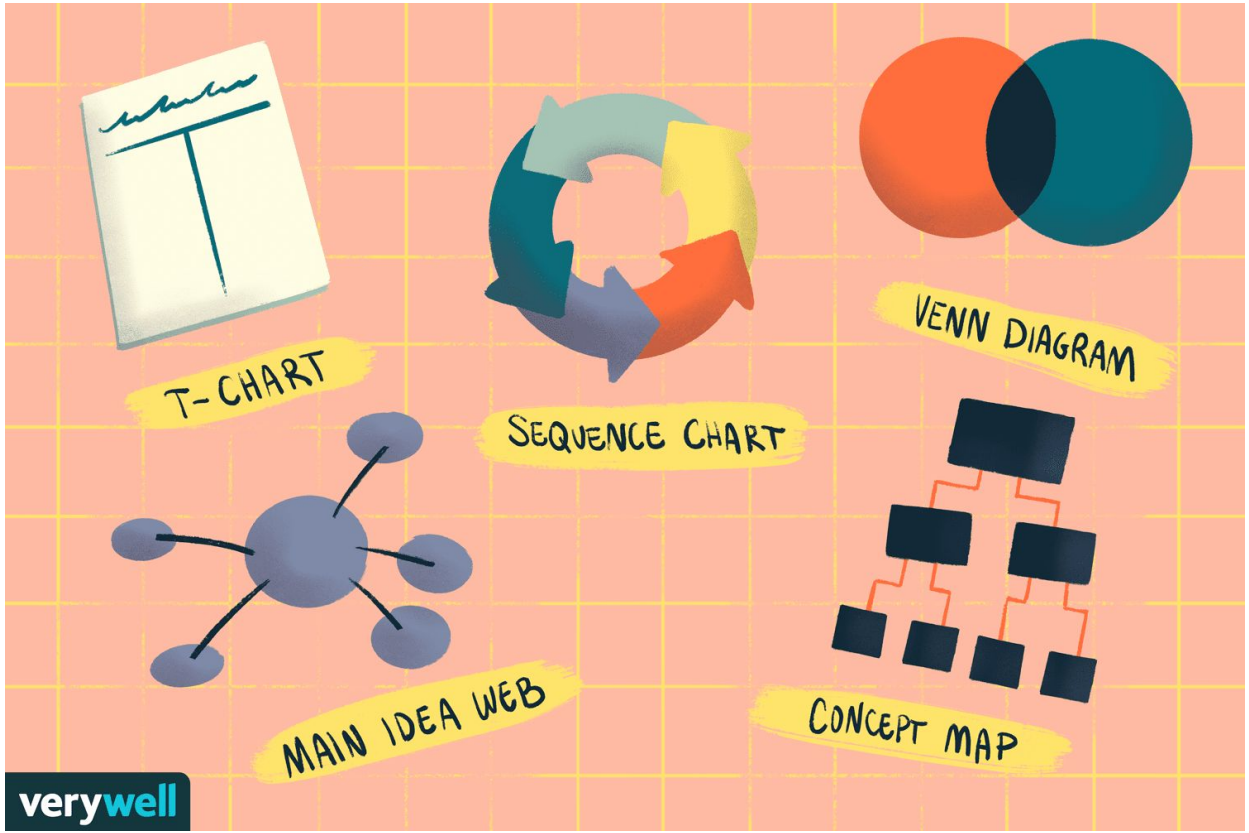
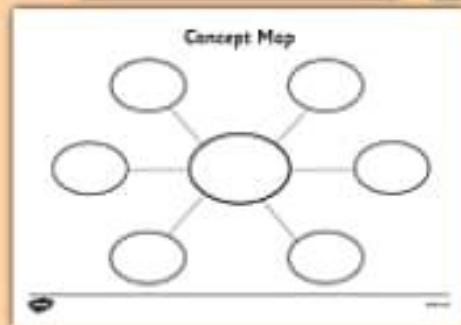
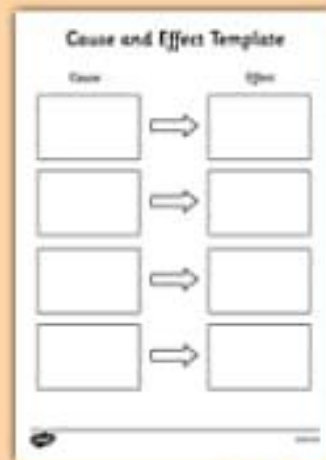
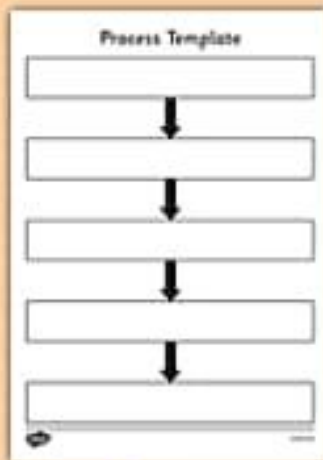
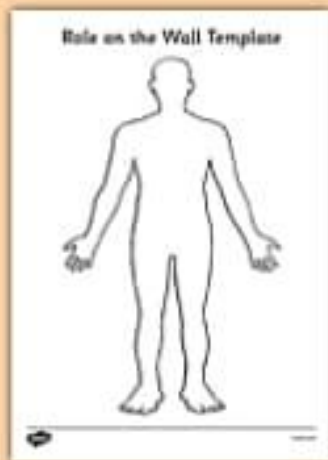


Image Source



Tally Template

Item	Tally	Total

A horizontal line for writing is at the bottom. A small circular icon is in the bottom left corner.

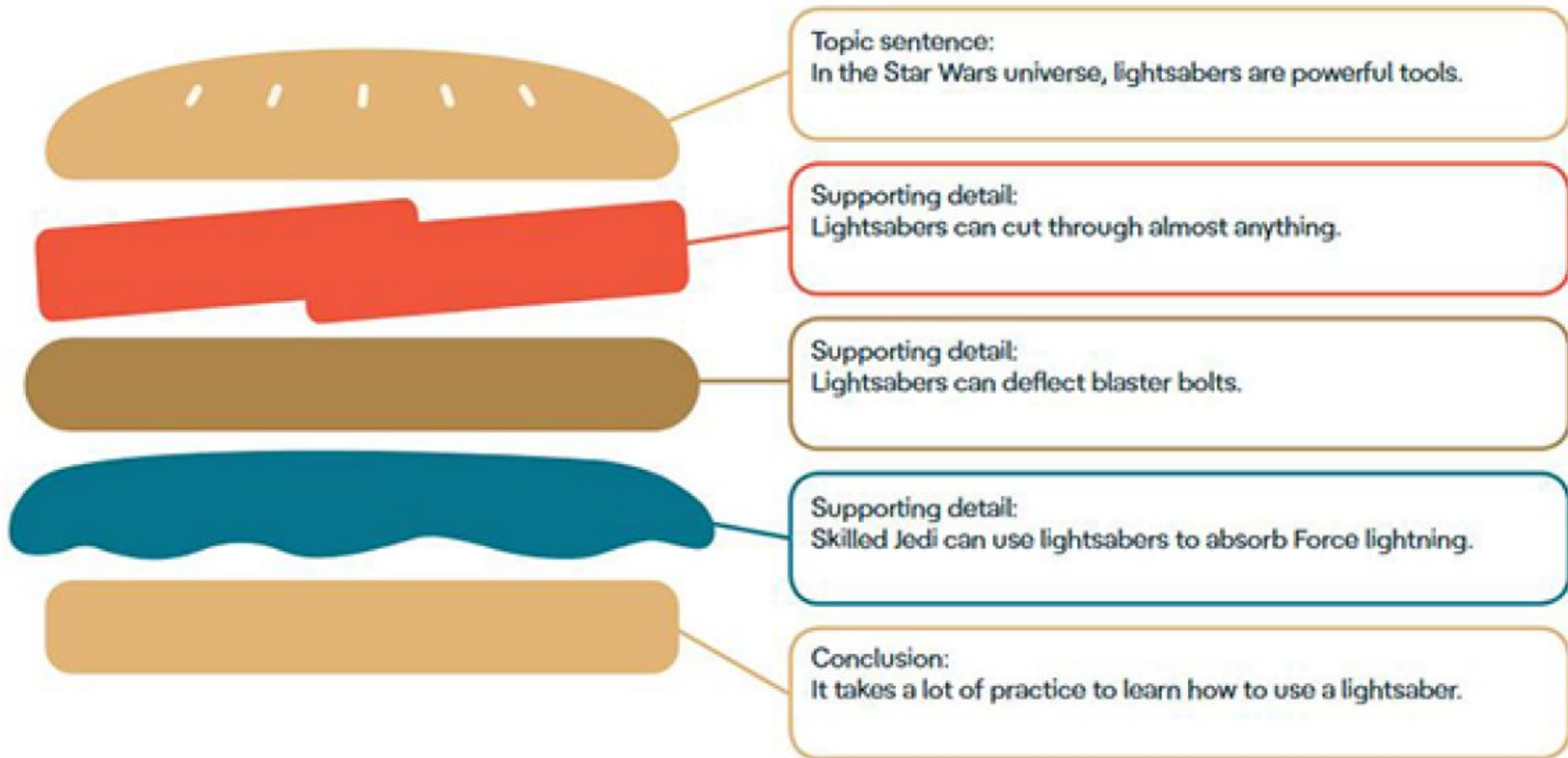


Image Source

Semantic Mapping



Explicitly teaching vocabulary: Semantic Mapping

Semantic mapping, also known as semantic webbing or semantic networks, is a visual tool used to explore and represent the connections between words or concepts. It helps learners understand the relationships, associations, and hierarchical structures among various vocabulary words or ideas. Semantic mapping is particularly useful for organizing and expanding vocabulary knowledge and promoting deeper understanding of word m

Semantic Mapping: How it Works

1. **Central Theme or Concept:** Semantic mapping begins with a central theme, concept, or keyword placed at the center of the map. This central idea serves as the focus of the mapping exercise and is typically represented by a circle, box, or another shape.
2. **Branches and Sub-branches:** From the central idea, branches extend outward, representing different related concepts or subcategories. Each branch represents a different aspect, category, or subtopic associated with the central theme. These branches can also be represented by lines connecting to the central idea.

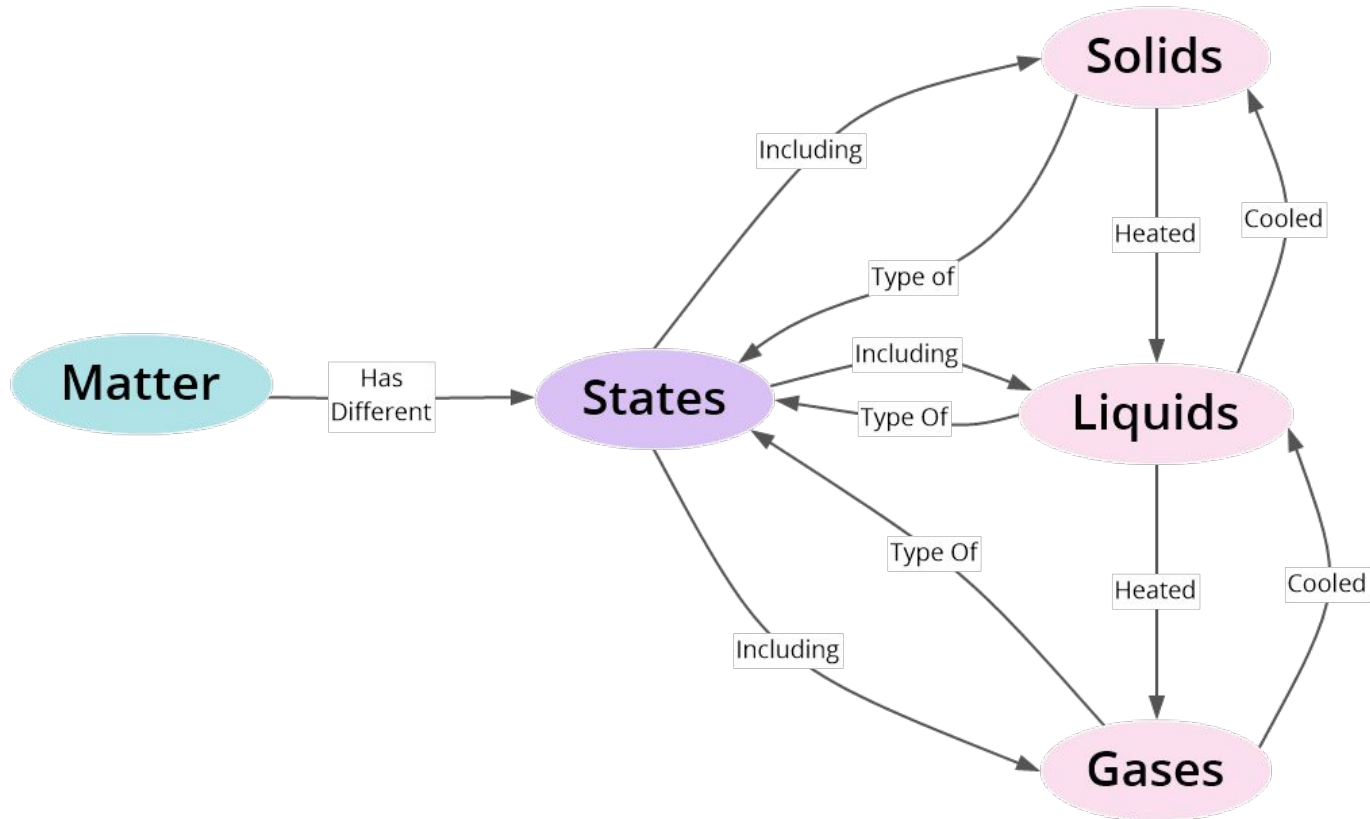
Semantic Mapping: How it Works

3. **Connecting Words or Concepts:** On each branch, additional words or concepts that are related to the subtopic are added. These words or concepts can be synonyms, antonyms, examples, characteristics, or any other relevant associations. They are connected to the branch using lines or arrows.
4. **Further Connections:** Connections between different branches and sub-branches can be made to demonstrate relationships and connections between ideas. These connections can be represented by lines, arrows, or other visual cues. These additional connections help learners see how different concepts are interrelated and build a comprehensive understanding of the topic.

Semantic Mapping: How it Works

5. Expansion and Elaboration: Learners can continue to expand the semantic map by adding more branches, sub-branches, and related words or concepts. This process allows for the exploration of various dimensions, associations, and nuances of the central theme.

Tip: Semantic mapping can be done individually, in pairs, or as a collaborative activity. It encourages critical thinking, vocabulary exploration, and the development of connections between words and concepts. It helps learners construct a mental framework of knowledge, facilitating the retrieval and retention of vocabulary and promoting a deeper understanding of the relationships between words. Additionally, semantic mapping can serve as a visual reference tool for learners to review and reinforce their vocabulary knowledge over time.



How semantic mapping supports EAL Learners

1. **Vocabulary Expansion:** Semantic mapping encourages EAL learners to explore and expand their vocabulary knowledge. By visually organizing related words and concepts, learners can see the connections between words, identify synonyms, antonyms, and related terms, and develop a broader vocabulary repertoire.
2. **Word Meaning and Contextual Understanding:** Semantic mapping helps EAL learners develop a deeper understanding of word meanings by exploring the associations and relationships between words. By seeing how words are connected within a semantic map, learners can understand how words are used in different contexts and develop a more nuanced understanding of their meanings.

How semantic mapping supports EAL Learners

3. **Conceptual Thinking and Critical Analysis:** Semantic mapping promotes critical thinking and conceptual understanding. EAL learners can analyze the relationships and connections between words, identify categories and subcategories, and explore the hierarchical structure of concepts. This process fosters higher-order thinking skills and helps learners develop a more organized and comprehensive understanding of the topic.
4. **Vocabulary Retrieval and Retention:** Creating and revisiting semantic maps helps EAL learners reinforce their vocabulary knowledge. The visual representation of words and their

How semantic mapping supports EAL Learners

5. Language Production and Expression: Semantic mapping supports EAL learners in expressing themselves more effectively. By visualizing the relationships between words, learners can make more precise word choices, use appropriate synonyms or antonyms, and create more coherent and cohesive language. Semantic mapping also helps learners organize their thoughts and generate ideas when speaking or writing.
6. Content Area Learning: Semantic mapping can be applied to various content areas, such as science, social studies, or literature. It helps EAL learners understand and connect

How semantic mapping supports EAL Learners

7. **Vocabulary Strategies and Autonomy:** Through the use of semantic mapping, EAL learners develop vocabulary learning strategies. They learn to make connections, identify word relationships, and independently explore new vocabulary. Semantic mapping empowers learners to take ownership of their vocabulary development and become more autonomous language learners.

Overall, semantic mapping provides EAL learners with a visual and interactive tool to explore vocabulary, understand word meanings, and develop a deeper conceptual understanding of language. It

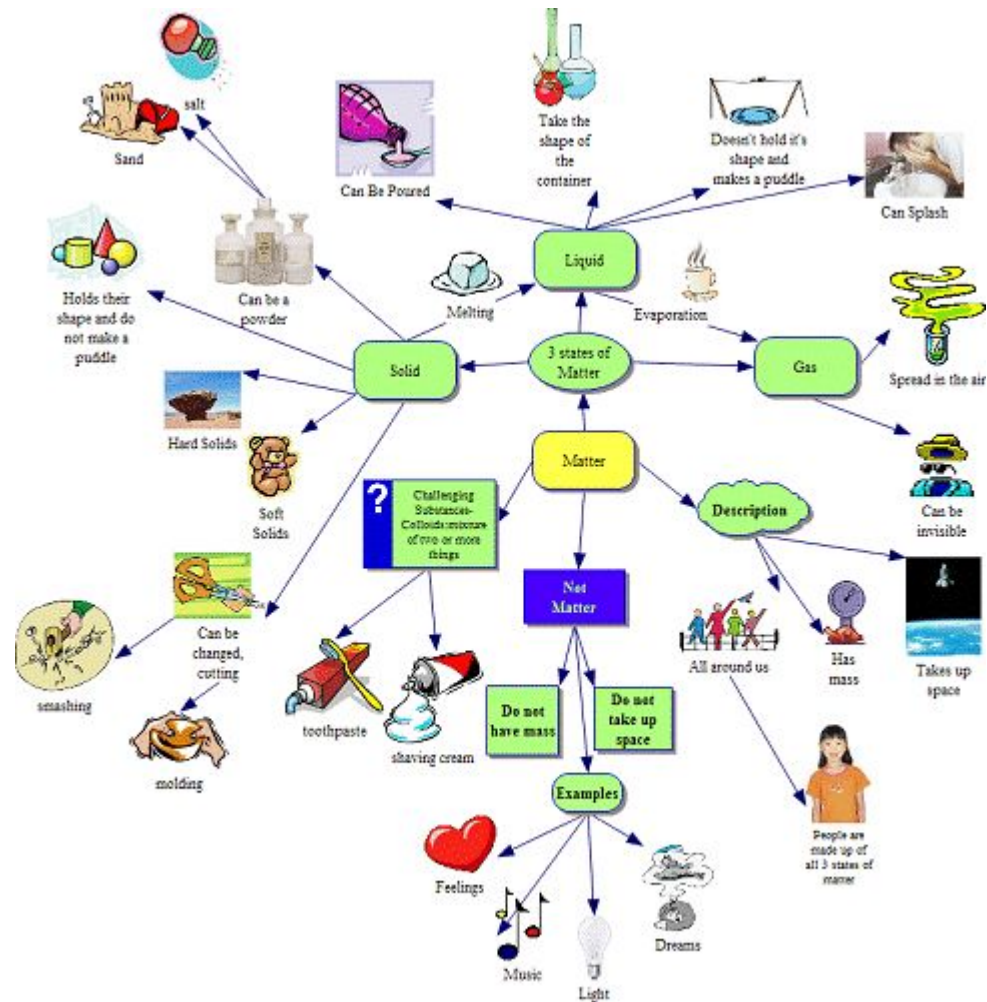


Image Source

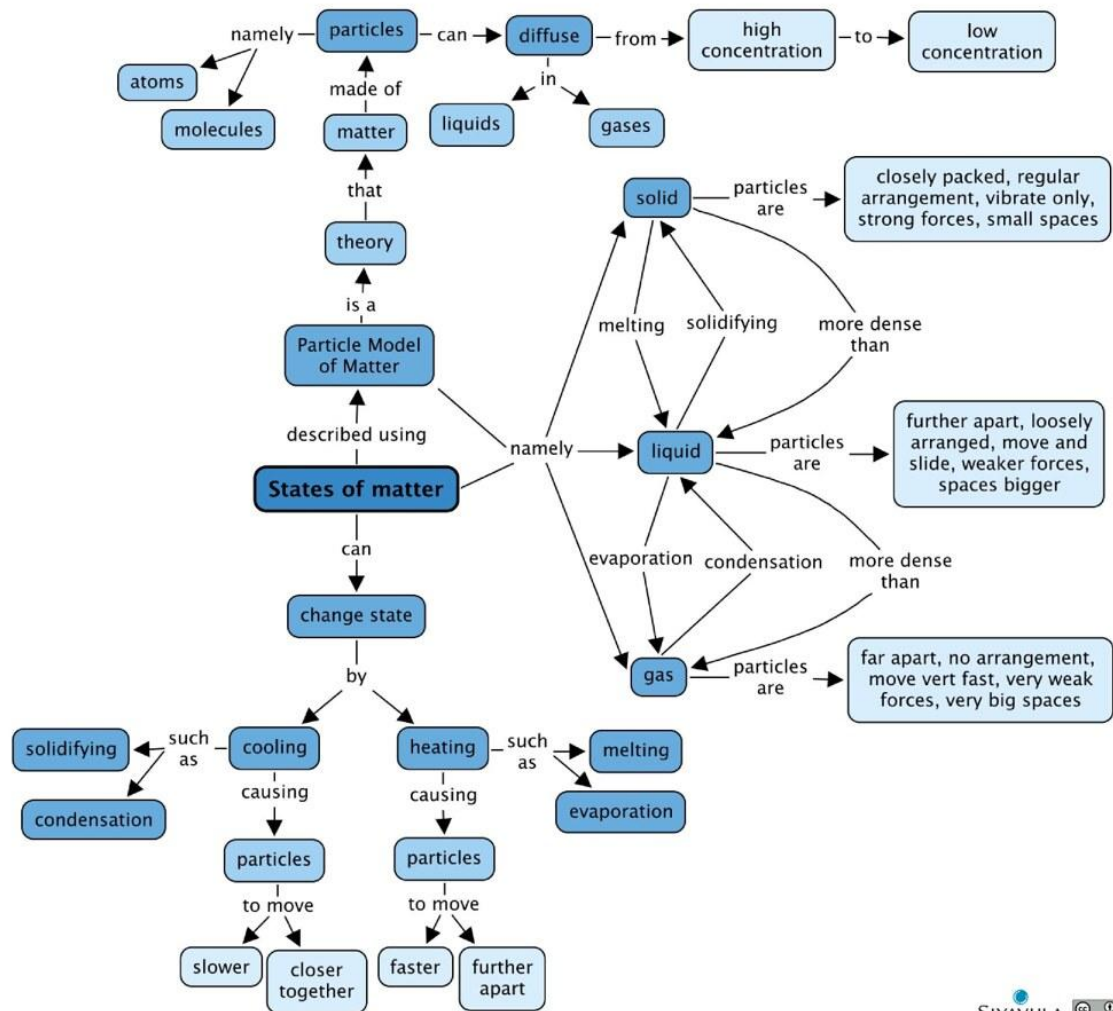
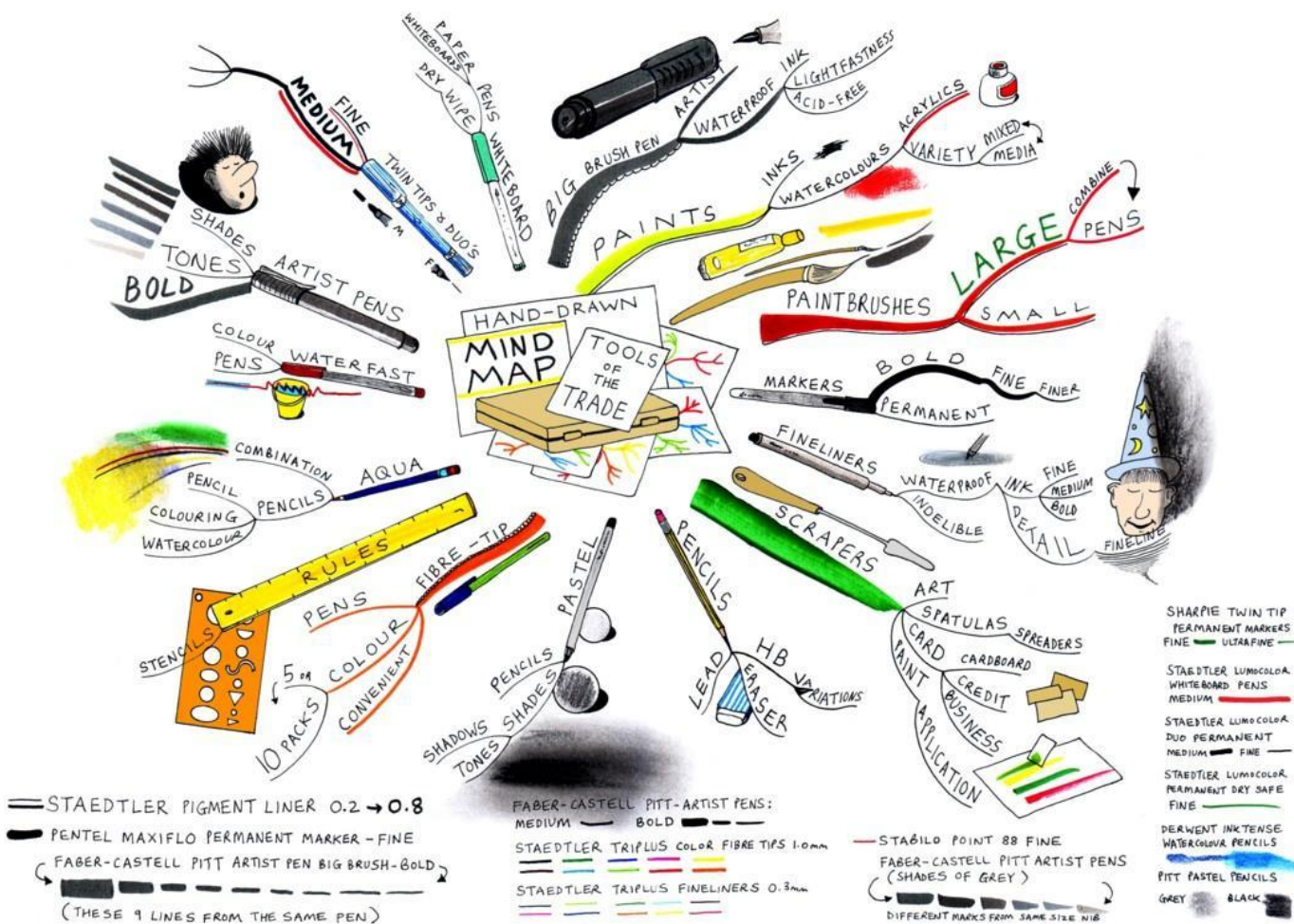


Image Source



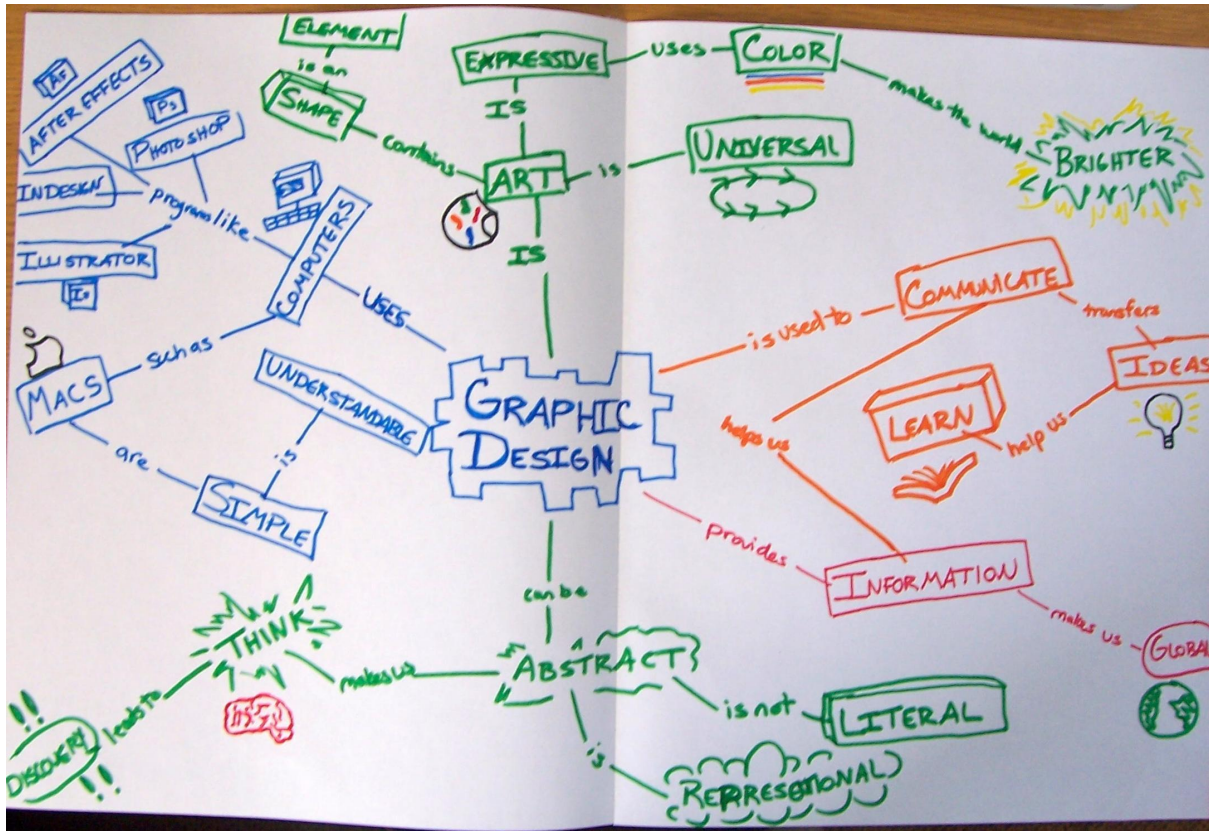


Image
Source

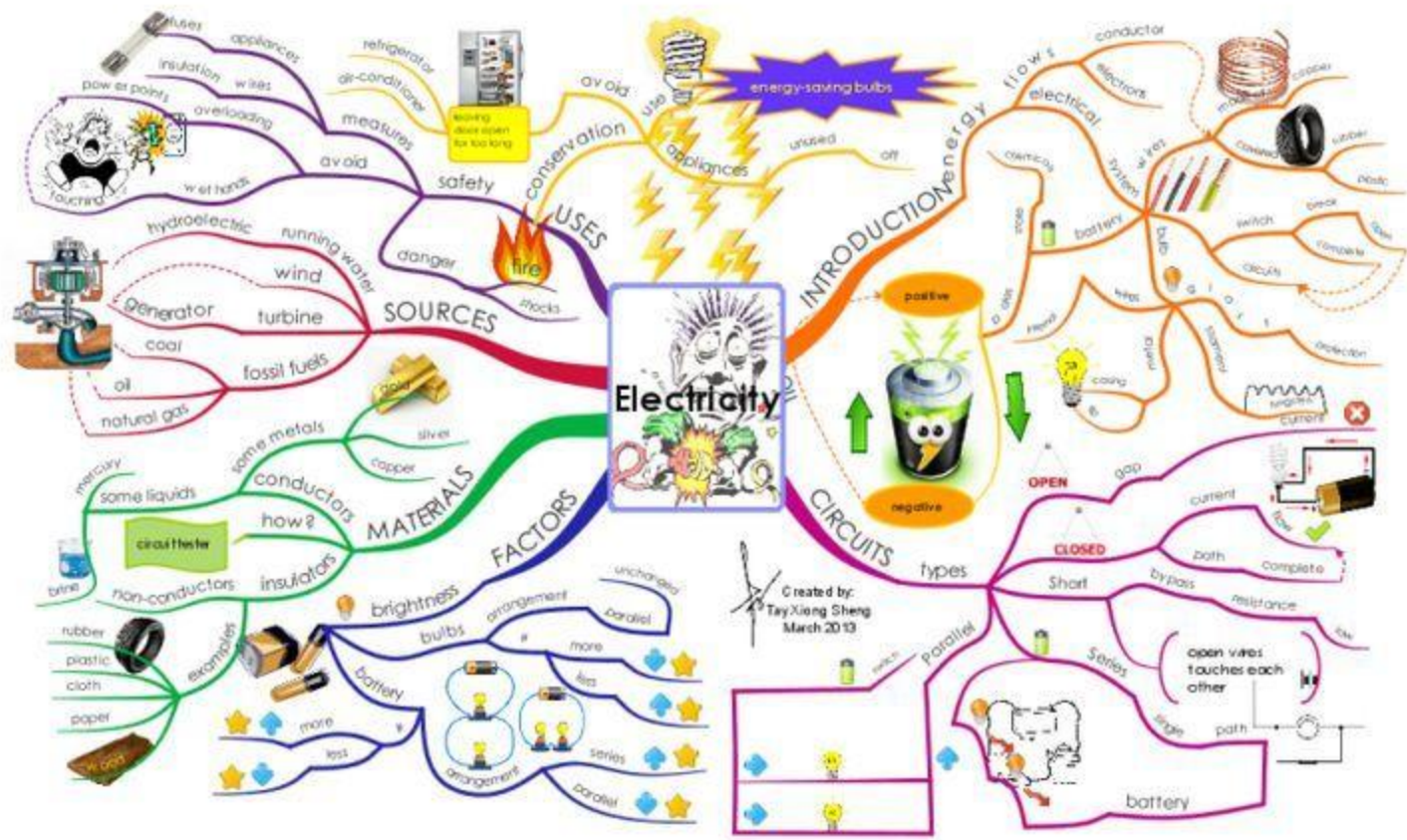
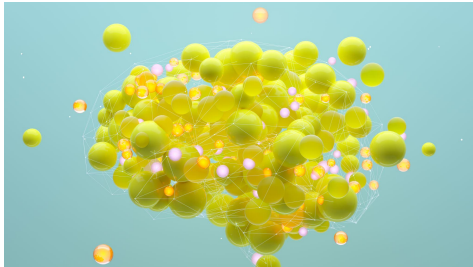


Image Source

Created by:
Tay Xiang Sheng
March 2013

Semantic Mapping – Word Cluster

- A vocabulary cluster, also known as a word cluster or semantic cluster, is a technique used to group related words or concepts together based on their semantic or thematic connections. It involves creating a visual representation or diagram that shows the relationships between words or concepts.
- The purpose of a vocabulary cluster is to help learners understand and remember vocabulary by connecting words that have similar meanings or are related in some way. It allows learners to see the connections between words and helps them build a network of related vocabulary in their minds.
- To create a vocabulary cluster, you start with a central word or concept and then add related words around it. These related words can be synonyms, antonyms, words with similar meanings, words from the same category, or words that are associated with the central word in some way. The connections between the words are represented by lines or arrows.
- Vocabulary clusters can be created on paper or using digital tools. They can be used as a pre-teaching activity to introduce new vocabulary, as a review exercise to reinforce previously learned words, or as a brainstorming activity to generate ideas and connections.
- Vocabulary clusters are beneficial for visual learners as they provide a visual representation of the relationships between words. They also help learners develop a deeper understanding of word meanings and enhance their ability to make connections and use vocabulary in context.



Semantic Mapping: Examples of Word Clusters by Subject

Math

- Addition: Add, sum, plus, increase, combine, total, total up, count, join, accumulate, augment, append, unite, aggregate.
- Angles: Acute, obtuse, right, straight, complementary, supplementary, vertex, degree, protractor, measure, intersect, parallel, perpendicular.
- Triangles: Equilateral, isosceles, scalene, acute, obtuse, right, vertex, side, base, height, congruent, similar, perimeter, area.

Science

- Natural Structures: Mountain, valley, river, waterfall, cave, canyon, beach, dune, forest, glacier, volcano, cliff, fjord, lake, island.
- Man-Made Structures: Building, bridge, dam, skyscraper, tunnel, road, stadium, airport, museum, monument, castle, cathedral, tower, lighthouse, palace.
- Forces: Force, gravity, friction, tension, compression, buoyancy, magnetism, electrostatics, thrust, drag, lift, weight, inertia, centripetal, centrifugal, momentum.

Semantic Mapping: Examples of Word Clusters by Subject

Social Studies

- Geographic regions of Canada: Atlantic Canada, Quebec, Ontario, Prairie Provinces (which include Manitoba, Saskatchewan, and Alberta), British Columbia, and Northern Canada, Arctic, Maritimes, Great Lakes, Rocky Mountains, Interior Plains, St. Lawrence River, Canadian Shield, Atlantic and Pacific Oceans
- Landforms: Mountain, valley, plateau, hill, canyon, plain, desert, beach, coastline, island, peninsula, isthmus, delta, lake, river, waterfall.
- Democracy: Government, voting, elections, representation, majority, minority, civic, participation, rights, freedoms, constitution, rule of law, justice, equality, accountability, transparency, political parties, public opinion.

Language Arts

- Said: Stated, mentioned, remarked, commented, declared, asserted, expressed, conveyed, uttered, announced, whispered, exclaimed, revealed, divulged, disclosed.
- Said Angrily: shouted, yelled, bellowed, roared, snapped, growled,



Said is dead

...but *how* did they say it?



Normally?

stated

spoke

remarked

reported

Happily?

rejoiced

laughed

joked

giggled

Full of worry?

quaked

trembled

stammered

stuttered

Bossily?

commanded

ordered

dictated

insisted

said

Use these words instead of 'said'
in direct speech

loudly

yelled
shouted
bellowed
shouted
screamed
roared

quietly

whispered
muttered
mumbled
squeaked
hissed
murmured

Character traits

Synonyms for Nice

helpful
friendly
kindhearted
compassionate
pleasant
thoughtful
agreeable
courteous

Synonyms for Mean

wicked
rude
thoughtless
impolite
cruel
hateful
unfriendly
unkind

Synonyms for Happy

cheerful
joyful
excited
satisfied
content
delighted
pleased
glad

Synonyms for Sad

depressed
serious
gloomy
miserable
unhappy
discouraged
sorrowful
mournful

Synonyms for Scared

terrified
panicked
nervous
afraid
alarmed
frightened
fearful
petrified

Synonyms for Angry

exasperate
annoyed
outraged
furious
frustrated
angry
displeased
irritated

Image Source

Animal Body Coverings



Image Source

Vocabulary clusters: Examples



Transportation Cluster:

Car
Bus
Train
Bicycle
Motorcycle
Plane
Ship
Subway
Taxi
Truck



Weather Cluster:

Sunny
Rainy
Cloudy
Windy
Stormy
Snowy
Foggy
Hail
Thunder
Lightning



Food Cluster:

Apple
Banana
Orange
Tomato
Broccoli
Rice
Bread
Chicken
Salad
Pizza



Emotion Cluster:

Happy
Sad
Angry
Excited
Nervous
Confused
Surprised
Bored
Calm
Grateful

Vocabulary clusters: Examples



School Supplies Cluster:

Pen
Pencil
Notebook
Eraser
Ruler
Backpack
Calculator
Scissors
Glue
Marker



Sports Cluster:

Soccer
Basketball
Tennis
Swimming
Volleyball
Baseball
Golf
Cycling
Running
Gymnastics



Body Parts Cluster:

Head
Arm
Leg
Hand
Foot
Eye
Ear
Nose
Mouth
Heart

Vocabulary Cline

- A vocabulary cline, also known as a word cline or a gradable scale, is a way of organizing vocabulary words based on their degree, intensity, magnitude, or a specific attribute. It represents a continuum or a scale that shows the relative positions of words along a spectrum.
- In a vocabulary cline, words are arranged in a sequence from one extreme to another, with intermediate words in between. Each word on the cline represents a different level of intensity, quantity, quality, or degree related to a particular concept.
- Here's an example of a vocabulary cline related to the concept of temperature: Cold - Cool - Warm - Hot
- Vocabulary clines can be used to help learners understand the nuances and relationships between words, as well as to expand their vocabulary by providing a range of related words. They can also help learners express themselves more precisely and accurately by choosing the appropriate word that matches the desired level of intensity or degree.
- When introducing or teaching vocabulary using a cline, it's important to provide clear explanations, examples, and contexts that illustrate the differences between the words on the cline. This helps learners understand the subtle distinctions and develop a more nuanced understanding of the vocabulary words.

Common clines

- Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree
-
- Always, often, sometimes, never

Vocabulary Cline Examples by Subject

Math:

- Fractions: Whole, half, quarter, third
- Angle: full rotation, reflex, flat, obtuse, right, acute

Science

Temperature: freezing point of water, cold, chilly, cool, room temperature, comfortable, pleasant, warm, hot, scorching, sweltering, boiling point of water

Stability: low, moderate, high or unstable, stable, immovable

Vocabulary Clines Examples by Subject

Social studies

Politics

Left-wing: Progressive, liberal, social democrat, socialist.

Moderate: Centrist, pragmatic, moderate liberal, moderate conservative.

Right-wing: Conservative, libertarian, right-wing populist, reactionary.

Agreement

Strong Agreement: Moderate Agreement: Neutral:, Moderate

Disagreement: Strong Disagreement:

Completely agree, Partially agree, Neither agree nor disagree Partially disagree, Completely disagree

Vocabulary clines: Examples

1. Temperature Cline:

Freezing - Cold - Cool - Warm - Hot - Boiling

This cline represents the continuum of temperature, ranging from extremely cold to extremely hot. It shows the gradual increase or decrease in temperature.

2. Size Cline:

Tiny - Small - Medium - Large - Huge

This cline represents the continuum of size, ranging from very small to very large. It demonstrates the progression in size.

3. Color Cline:

Light - Medium - Dark

This cline represents the continuum of color intensity or darkness, ranging from light shades to dark shades. It shows the gradual variation in color.

Vocabulary clines: Examples

1. **Calmly**: Speaking in a composed and controlled manner without displaying anger. The tone of voice remains steady and measured.
2. **Irritated**: Speaking with a hint of annoyance or frustration. The tone may become sharper, and there might be slight changes in facial expressions or gestures.
3. **Angrily**: Speaking with noticeable anger. The tone becomes more forceful, and there may be increased volume, clenched fists, or aggressive body language.
4. **Furiously**: Speaking with intense anger and rage. The tone is loud, aggressive, and may involve shouting. Facial expressions and gestures show strong signs of anger, such as clenched jaw, raised voice, and wild gestures.
5. **Raging**: Speaking in a state of extreme anger. The tone is explosive, with yelling, screaming, and verbal outbursts. Facial expressions and body language are intense and hostile, often accompanied by physical actions such as pounding fists or stomping feet.

Vocabulary clines: Examples

1. **Silent:** Absence of sound or noise. Complete quietness without any audible disturbances.
2. **Quiet:** Minimal sound or noise. Soft and subdued, with only slight background noise or low volume.
3. **Hushed:** Speaking or moving in a lowered voice to maintain a tranquil atmosphere. A subdued and whispered tone.
4. **Noisy:** Elevated sound levels with various sources of noise. Audible disruptions and a significant amount of background noise.
5. **Boisterous:** Loud and energetic, often characterized by enthusiastic conversations, laughter, and heightened activity. A vibrant and lively soundscape.

Who was that at the door?

Certain

It was the postman.

It will have been the postman.

It must have been the postman.

It may have been the postman.

It might have been the postman.

It could have been the postman.

It can't have been the postman.

It won't have been the postman.

It wasn't the postman.

Impossible

Image Source



The Consortium
Alberta Professional Learning Consortium

Sentence Structures

Parts



Parts

Frames

Starters

Mentor
texts

Sentence
structure
scaffolds

Sentence Parts



Sentence Parts (Strips): What is it?

- This strategy involves providing students with pre-written words, phrases, or clauses, which they then manipulate and arrange to create complete sentences.
- Overall, the sentence strips/parts strategy provides a structured and interactive approach to teaching sentence writing, which is particularly beneficial for EAL learners at various proficiency levels. It helps them develop their language skills, grammar understanding, and confidence in constructing well-formed sentences.

Sentence Parts (Strips): How to do it

- **Preparation:**
 - The teacher prepares a set of sentence strips or individual word/phrase cards.
 - The strips or cards contain the various components of a sentence, such as the subject, verb, object, adjectives, adverbs, etc.
- **Modeling and Scaffolding:**
 - The teacher demonstrates how to use the sentence strips/parts to construct a complete, grammatically correct sentence.
 - The teacher may provide a sentence frame or a starting point, and students work together to fill in the missing elements.
- **Independent Practice:**
 - Students work individually or in small groups to arrange the sentence strips/parts to create their own sentences.
 - They can experiment with different word orders, sentence structures, and levels of complexity.

Sentence Parts (Strips): Benefits for EAL learners

- **Scaffolding:** The sentence strips/parts provide a structured framework for EAL learners to build sentences, gradually increasing the complexity as they progress.
- **Visualization:** The physical manipulation of the sentence components helps EAL learners visualize the relationship between different parts of speech and sentence structure.
- **Vocabulary Development:** Students are exposed to a variety of vocabulary words and phrases, which supports their language acquisition.
- **Grammar Awareness:** By arranging the sentence parts, EAL learners develop an understanding of grammatical concepts, such as subject-verb agreement, word order, and sentence types.
- **Confidence Building:** The sentence strips/parts strategy allows EAL learners to experiment with language and make mistakes in a low-stakes environment, boosting their confidence in writing and speaking.
- **Collaborative Learning:** When working in groups, EAL learners can learn from their peers, share ideas, and receive immediate feedback on their sentence construction.

Sentence Parts (Strips) Examples: Beginner

The teacher would cut the sentences into words, phrases or clauses:

- ELA - Beginner:
 - "The dog barks."
 - "I read a book."
- Social Studies - Beginner:
 - "Danielle Smith was Premier of Alberta in 2024."
 - "Calgary is located south of Edmonton."
- Science - Beginner:
 - "The plant grows tall."
 - "I noticed that the ice cube melted."
- Math - Beginner:
 - "There are 5 apples. 3 more apples are added. How many apples are there in total?"

Sentence Parts (Strips) Examples: Beginner

The teacher would cut the sentences into words, phrases or clauses:

- Art – Beginner

- "The sky is blue."
- "The tree has green leaves."
- "There is a red flower."
- "The sun is shining."

Music – Beginner

- I hear a drum."
- "The flute plays a melody."
- "The guitar strums softly."
- "The music makes me happy."

- PE- Beginner:

- We play tag outside."
- "I run fast to catch my friends."
- "The game is fun and exciting."
- "I like to play with my team."

Construction - Beginner:

- "I built a tall tower."
- "The blocks are colorful."
- "My structure is strong."
- "I used three blocks for the base."

Sentence Parts (Strips) Examples: Intermediate

The teacher would cut the sentences into words, phrases or clauses:

- ELA - Intermediate:
 - "Although the weather was rainy, we went on a picnic."
 - "The determined student studied hard because she wanted to improve her grades."
- Social Studies - Intermediate:
 - "The Industrial Revolution led to the growth of cities and the rise of the middle class."
 - "The Enlightenment thinkers believed that reason and individual rights were important because they wanted to challenge traditional authority."
- Science - Intermediate:
 - "If I add heat to the water, then the temperature will increase."
 - "The variable of light intensity affects the rate of photosynthesis because it provides the energy needed for the reaction."
- Math - Intermediate:
 - "To solve this problem, first calculate the total number of items. Then, divide the total by 2 to find the number of items per person."
 - "The ratio of boys to girls in the class is 3:2, meaning that for every 3 boys, there are 2 girls."

Sentence Parts (Strips) Examples: Intermediate

The teacher would cut the sentences into words, phrases or clauses:

- Art - Intermediate:
 - "The artist uses bright colors to create emotion."
 - "This painting shows a beautiful landscape."
 - "I like how the shadows add depth."
 - "The style of this artwork is impressionism."
- Music- Intermediate:
 - "The rhythm of the song makes me want to dance."
 - "The lyrics tell a story about friendship."
 - "I enjoy the harmony between the voices."
 - "The tempo changes throughout the piece."
- PE - Intermediate:
 - "Team sports help build communication skills."
 - "I improved my coordination through practice."
 - "The coach encourages us to work together."
 - "Fitness is important for maintaining energy."
- Construction - Intermediate:
 - "I used different materials to create my design."
 - "My structure needs a strong foundation."
 - "Collaboration helps us solve problems."
 - "I followed the plan to build my project."

Sentence Parts (Strips) Examples: Advanced

The teacher would cut the sentences into words, phrases or clauses:

- ELA - Advanced:

- "On the one hand, the author uses vivid imagery to create a sense of wonder; on the other hand, the underlying message suggests a more somber tone."
- "The rhetorical question in the opening paragraph encourages the reader to reflect on the author's central claim."

- Social Studies - Advanced:

- "The author's tone in this primary source document suggests a sense of skepticism towards the government's actions."
- "Abraham Lincoln argued that slavery was a moral wrong in order to rally support for the Union cause."

Science - Advanced

- "The results indicate that the new medication is effective in reducing blood pressure, contradicting the hypothesis that it would have no significant impact."
- "This theory explains the relationship between mass and energy, as expressed in the famous equation $E=mc^2$."

- Math - Advanced:

- "The relationship between the volume of a sphere and its surface area can be expressed as the equation $V = (4/3)\pi r^3$, where r is the radius of the sphere."
- "The Pythagorean Theorem states that in a right triangle, the square of the length of the hypotenuse is equal to the sum of the squares of the lengths of the other two sides because of the properties of similar triangles."

Sentence Parts (Strips) Examples: Advanced

The teacher would cut the sentences into words, phrases or clauses:

- ART - Advanced:

- "On the one hand, the author uses vivid imagery to create "The composition of the painting draws the viewer's attention."
- "The contrast between light and dark enhances the mood."
- "This artwork reflects cultural themes and historical context."
- "The use of texture adds a tactile quality to the piece."

- Music -Advanced:

- "The composer uses instrumentation to evoke specific emotions."
- "This piece integrates various musical styles and influences."

PE - Advanced

- "Physical activity promotes both physical and mental well-being."
- "Understanding the rules is essential for fair play."
- "Incorporating strategy can enhance team performance."
- "Setting personal fitness goals helps track progress."

- Construction - Advanced:

- "The structural integrity of the design is crucial for safety."
- "I considered environmental factors in my construction."
- "Innovative techniques can improve efficiency and durability."

Sentence Frames



Sentence frames: What is it?

- Sentence frames provide a more structured template for constructing a complete sentence.
- They contain blank spaces or slots that the learner must fill in with the appropriate words or phrases.
- The frame itself maintains the grammatical structure of the sentence.
- Examples of sentence frames include:
 - "The [noun] [verb] because _____."
 - "Although _____, [clause]."
 - "To solve this problem, first _____, then _____."

Sentence frames: how to do it?

1. Scaffolding Structure: Sentence frames provide more explicit scaffolding by giving students the basic sentence structure to fill in the blanks.
 - Example: "The ___ is ___ because ___."
2. Vocabulary Development: Frames can target specific vocabulary words or grammar concepts that students need to practice.
 - Example: "The ___ (adjective) dog ___ (verb) across the ___ (noun)."
3. Formulating Responses: Frames can be used for sentence-level responses, like answering text-based questions or making claims.
 - Example: "The main character felt ___ when ___ happened."
4. Organizing Ideas: Frames can help students structure their writing by providing a template for topic sentences, supporting details, conclusions, etc.
 - Example: "First, ___ . Next, ___ . Finally, ___."

How do sentence frames benefit beginners?

- Gives beginners a scaffold to construct full, grammatically correct sentences.
- Demonstrates clear models of sentence structure that learners can follow.
- Limits the number of variables learners have to fill in, making the task more manageable.

How do sentence frames benefit intermediates?

- Gives learners opportunities to engage with more complex grammar, such as subordinate clauses.
- Provides a framework for practicing academic language and discourse.
- Allows learners to focus on content organization and coherence within the sentence structure.

How do sentence frames benefit advanced?

- Helps advanced learners refine their academic writing skills.
- Provides a structure for crafting complex, cohesive arguments.
- Allows learners to experiment with more sophisticated stylistic techniques.

Sentence Frames: Examples

- Beginner Sentence Frames:

- The _____ is/are _____.

- I _____ the _____.

- My favorite _____ is/are _____.

- Intermediate Sentence Frames:

- Although _____, _____.

- If _____, then _____.

- _____ causes _____ because _____.

- Advanced Sentence Frames:

- The author's use of _____ suggests/implies _____.

- _____ can be expressed as the equation _____, where _____.

- On the one hand, _____; on the other hand, _____.

Sentence Frames: Examples Filled in

- Beginner Sentence Frames:

- The dog is brown.
- I play the piano.
- My favorite fruit is apples.

Intermediate Sentence Frames:

- Although it was raining, we went to the park.
- If I study hard, then I will do well on the test.
- Exercise increases heart rate because it requires more energy.

Advanced Sentence Frames:

- The author's use of vivid imagery suggests a sense of wonder and excitement.
- The relationship between force, mass, and acceleration can be expressed as the equation $F = ma$, where F is force, m is mass, and a is acceleration.
- On the one hand, the policy aims to benefit the environment; on the other hand, it may have negative economic consequences for some industries.

SENTENCE FRAMES

Language Arts:

- "In language arts, we are reading [book or story title], where the main character is _____ and faces _____."
- "I enjoyed the part of the story when [character or event] _____ because _____."
- "The main message of the story is that _____, and the author conveys this through _____."
- "I can use descriptive words like [adjective] and [adjective] to make my writing more interesting and paint a vivid picture of _____."
- "In this language arts lesson, we will learn about [literary device or technique], which authors use to _____ and evoke _____."

SENTENCE FRAMES

Science:

- The purpose of this science experiment was to investigate _____ and determine _____."

Social Studies

- "One important event in history is [event], which led to _____ and _____."
- "I can compare and contrast [person, place, or concept] and [person, place, or concept] in social studies by examining _____ and _____."
- "In this social studies lesson, we will discuss the impact of [topic] on _____ and analyze its long-term effects on _____."

SENTENCE FRAMES

Art:

- "This painting is ____."
- "I see ____ in the painting."
- "The colors are ____."

Music

- "The ____ makes a ____ sound."
- "I like the ____ because ____."
- "In the song, I hear a ____."

SENTENCE FRAMES

PE:

- "In this game, we ____."
- "I like this game because ____."
- "The rules are ____."

Construction

- "I used ____ to build my structure."
- "My structure is ____."
- "I like my structure because ____."

Sentence Starters



Sentence starters: What are they?

- Sentence starters are single words or short phrases that begin a sentence.
- They provide a prompt to help the learner start a sentence, but leave the rest of the sentence structure open-ended.
- Examples of sentence starters include:
 - "In my opinion..."
 - "I believe that..."
 - "One reason is..."

Sentence starters: how to do it?

1. **Idea Generation:** Sentence starters can be used to get students started on a writing task by providing a prompt that students then complete with their own ideas. This helps overcome writer's block.
 - Example: "If I could visit anywhere in the world, I would go to..."
2. **Varying Sentence Structure:** Teachers provide different sentence starters to encourage students to vary their sentence structure and beginnings, rather than using the same repetitive patterns.
 - Example: "First...", "Next...", "Finally..."
3. **Modeling Language:** Sentence starters model appropriate language, tone, and conventions for different writing genres or purposes.
 - Example: "In my opinion...", "I believe that..." for an argumentative essay.
4. **Scaffolding for ELLs:** Sentence starters are especially helpful for English Language Learners to practice constructing complete, grammatically correct sentences.

How sentence starters benefit beginners

- Provides a clear starting point for sentences, reducing the anxiety of having to generate an entire sentence from scratch.
- Helps learners practice common sentence structures and language patterns.
- Allows learners to focus on content and meaning rather than getting stuck on grammar.

How sentence starters benefit intermediates

- Encourages learners to expand their sentence variety and complexity.
- Helps them transition from simple to more sophisticated sentence structures.
- Prompts learners to explore new vocabulary and expressions.

How sentence starters benefit advanced

- Challenges advanced learners to generate their own original, idiomatic sentences.
- Prompts them to use more nuanced vocabulary and rhetorical devices.
- Encourages learners to express higher-order thinking and analysis.

Sentence starters: Examples

Beginner

- I want to ____.
- I can ____.
- I don't understand ____.
- The ____ is ____.
- I need help with ____.

Intermediate

- The most important reason is ____.
- Another way to say this is ____.
- The author argues that ____.
- According to the text, ____.
- Despite this, ____.

Advanced

- The central thesis of the article is that ____.
- The author makes a compelling case that ____.
- A counterargument to this position is that ____.
- This connects to the broader issue of ____.
- While there are valid points on both sides, I conclude that ____.

Sentence Starters: Math

Beginner/Intermediate

- "This problem is about..."
- "To solve this equation, I can start by..."
- "The important idea in this question is..."
- "When working with numbers, I need to remember that..."
- "To find the answer, I can use the strategy of..."

Advanced

- In this problem, I will analyze..."
- "To solve this equation, I will start by..."
- "The key concept in this geometry question is..."
- "When working with fractions, it's important to remember that..."
- "To find the solution, I will apply the concept of..."

Sentence Starters: Social Studies

Beginner/Intermediate

- "We are studying..."
- "In this story, I will tell you about..."
- "The important thing to know is..."
- "This lesson is about the history of..."
- "People in this country/culture believe that..."

Advanced

- "The historical event that I will be discussing is..."
- "To understand the impact of this political movement, it is important to consider..."
- "In this geography lesson, we will examine the factors that influence..."
- "The significance of this cultural practice lies in..."
- "When analyzing this historical document, it is crucial to consider the context of..."

Sentence Starters: Language Arts

Beginner/Intermediate

- "The book/story I am reading is called..."
- "In this part of the story, the character..."
- "The main idea of this passage is..."
- "When writing this paragraph, I want to describe..."
- "The author uses this word/phrase to show..."

Advanced

"In this literary analysis, I will examine the theme of..."

"The main character in this novel undergoes a transformation when..."

"To enhance the descriptive quality of this paragraph, I will incorporate..."

"The author's use of figurative language in this poem conveys..."

"When writing a persuasive essay, it is essential to provide strong evidence to support..."

Sentence Starters: Science

Beginner/Intermediate

- "We are learning about..."
- "In this experiment, we will see if..."
- "The guess I have is..."
- "This lesson is about how..."
- "The main idea in this topic is..."

Advanced

"The purpose of this experiment is to investigate..."

"Based on the data collected, it can be concluded that..."

"The hypothesis for this study suggests that..."

"In this biology lesson, we will explore the process of..."

"The main principle behind this physics concept is..."

Sentence Starters: ART

Beginner

- "I see..."
- "The color is..."
- "This makes me feel..."

Intermediate

- "The artist uses..."
- "I like how..."
- "This piece shows..."

Advanced

- "The composition highlights..."
- "This artwork reflects..."
- "The technique employed conveys..."

Sentence Starters: Music

Beginner

- "I hear..."
- "The song makes me..."
- "I like the..."

Intermediate

- "The rhythm is..."
- "The lyrics describe..."
- "This instrument sounds..."

Advanced

- "The composer integrates..."
- "The dynamics create..."
- "The melody evokes..."

Sentence Starters: PE

Beginner

- "I enjoy..."
- "In this game, we..."
- "My favorite sport is..."

Intermediate

- "Team sports help..."
- "To improve, I need to..."
- "The rules state..."

Advanced

- "Physical fitness contributes to..."
- "Effective teamwork involves..."
- "Setting goals helps me..."

Sentence Starters: construction

Beginner

- "I built..."
- "My structure is..."
- "I used..."

Intermediate

- "The materials I chose..."
- "To make it strong..."
- "Following the plan, I..."

Advanced

- "In my design, I considered..."
- "The structure needs to..."
- "Innovative techniques allow..."

Mentor Texts



Mentor Texts: What is it?

- Mentor texts are high-quality sample texts that teachers use to model and teach various writing skills, conventions, and techniques to students.

Overall, mentor texts are a powerful instructional tool that benefit writers at all levels by providing models, inspiration, and opportunities for in-depth exploration of the craft of writing.

Mentor Texts: How to do it?

1. Introduce and explain specific writing elements: Teachers use mentor texts to point out and discuss elements like word choice, sentence structure, organization, voice, etc. Students can then apply these techniques in their own writing.
2. Demonstrate the writing process: Mentor texts allow teachers to walk through the full writing process - from planning and drafting to revising and editing. Students see how professional writers craft their work.
3. Facilitate analysis and discussion: Teachers guide students in closely reading and analyzing mentor texts to develop critical thinking about writing.
4. Provide writing inspiration: The high-quality examples in mentor texts can spark student creativity and give them ideas for their own compositions.
5. Foster genre study: Mentor texts representing different genres help students understand the unique conventions and features of each type of writing.

Mentor Texts benefits for beginners

- Mentor texts provide clear, accessible models for basic writing skills like sentence structure and paragraph organization.
- Students can imitate the styles and techniques they observe, building their confidence and fluency.
- Analyzing simple mentor texts helps beginners grasp fundamental writing concepts.
-

Mentor Texts benefits for intermediates

- More complex mentor texts push intermediate students to expand their writing abilities.
- Examining author's craft in mentor texts encourages experimentation with advanced techniques.
- Discussing mentor texts develops intermediate learners' critical analysis and revision skills.

Mentor Texts benefits for advanced

- Sophisticated mentor texts challenge advanced students to refine their writing style and voice.
- Evaluating the rhetorical choices in mentor texts enhances advanced students' metacognition about writing.
- Mentor text analysis allows advanced learners to delve into nuanced, discipline-specific writing conventions.

Mentor text: Comparing two objects (sample)

Object A] and [Object B] are both [category or type of objects] that [briefly mention their common purpose or function]. However, they differ in [specific aspect #1], [specific aspect #2], and [specific aspect #3].

When it comes to [specific aspect #1], [Object A] [description or explanation of how Object A differs from Object B in this aspect]. On the other hand, [Object B] [description or explanation of how Object B differs from Object A in this aspect].

In terms of [specific aspect #2], [Object A] [description or explanation of how Object A differs from Object B in this aspect]. In contrast, [Object B] [description or explanation of how Object B differs from Object A in this aspect].

Finally, when considering [specific aspect #3], [Object A] [description or explanation of how Object A differs from Object B in this aspect]. Meanwhile, [Object B] [description or explanation of how Object B differs from Object A in this aspect].

Despite their differences, both [Object A] and [Object B] offer unique advantages and serve specific purposes. [Provide a closing statement summarizing the overall comparison or highlighting their significance, usefulness, or impact]

Mentor Text examples: ELAL

- Beginner:
"My Favorite Pet"
I have a dog named Buddy. He is a golden retriever. Buddy is very friendly and loves to play fetch. He is a good boy and my best friend.
- Intermediate:
"The Treehouse Adventure"
One summer, my friends and I decided to build a treehouse in the big oak tree in my backyard. It took us weeks of hard work, but we finally finished it. We would spend hours up there, reading, playing games, and dreaming up new ideas. That treehouse was the best place ever!
- Advanced:
"The Inevitability of Change"
As I stood on the platform watching the train pull away, I felt a deep sense of sadness wash over me. This was the last time I would see my hometown before heading off to college. While I was excited for the new adventures that awaited me, I also knew that nothing would ever be the same. The familiar streets, the local hangouts, even my childhood bedroom - all of it would be replaced by an unfamiliar life in the city. Change, it seems, is the one constant we can always count on.

Mentor Text examples: Math

- Beginner:
"Counting My Toys"
I have 4 toy cars, 2 building blocks, and 1 stuffed animal. How many toys do I have in total?
- Intermediate:
"Measuring the Playhouse"
My dad and I built a little playhouse in the backyard. We used a tape measure to find that it is 6 feet wide and 8 feet long. What is the total area of the playhouse?
- Advanced:
"Exploring Ratios in Cooking"
Last night, I helped my mom make her famous chocolate chip cookies. The recipe called for 2 cups of flour for every 1 cup of sugar. If we used 3 cups of flour, how much sugar did we need to add?

Mentor Text examples: social studies

- Beginner:
"My Family's Immigration Story"
My grandparents came to this country from Mexico when they were young. They worked very hard to build a new life for our family. I'm proud of how they overcame many challenges to give us the opportunities we have today.
- Intermediate:
"Civil Rights Then and Now"
The Civil Rights Movement of the 1950s and 60s was a pivotal time in American history. People like Rosa Parks and Martin Luther King Jr. led nonviolent protests to fight against racial segregation and discrimination. While we've made progress, there is still work to be done to ensure equal rights and justice for all people.
- Advanced:
"Analyzing the Impact of Imperialism"
European imperialism during the 19th and 20th centuries had far-reaching consequences for countries around the world. The colonial powers exploited indigenous populations, extracted natural resources, and imposed their own cultures and systems of government. This legacy of imperialism continues to shape global politics and economics today, creating complex challenges that defy simple solutions

Mentor Text examples: science

- Beginner:
"The Life Cycle of a Butterfly"
First, a female butterfly lays eggs on a leaf. The eggs hatch into caterpillars. The caterpillars eat the leaf and grow bigger. Then the caterpillars form chrysalises. Inside the chrysalis, the caterpillar changes into a butterfly. Finally, the butterfly breaks out of the chrysalis and flies away.
- Intermediate:
"Renewable vs. Non-renewable Energy"
Renewable energy sources like solar, wind, and hydropower are constantly replenished and do not run out. In contrast, non-renewable energy sources like fossil fuels (coal, oil, natural gas) are finite and will eventually be depleted. As we face the challenges of climate change, it's important for us to transition to more sustainable, renewable forms of energy.
- Advanced:
"The Ethics of Gene Editing"
The development of CRISPR technology has revolutionized the field of gene editing, allowing scientists to precisely modify DNA sequences. While this advancement holds great promise for treating genetic diseases, it also raises complex ethical questions. Should we be allowed to edit the human germline and alter the genetic makeup of future generations? How do we ensure these powerful tools are used responsibly and equitably? As the science continues to evolve, we must carefully navigate the moral and societal implications.



The Consortium

Alberta Professional Learning Consortium

Scaffolds & Supports



Vocabulary Supports

Visuals (Word and Picture)

Realia (real objects in core and complimentary subjects, experiences and experiments)

X Point Model and Graphic Organizers

Semantic Mapping

Parts

Frames

Starters

Mentor
texts

Sentence
structure
scaffolds

Examples of scaffolds and supports in English Language arts

- "Character Analysis":
- **Simplified Language:**
 - Instead of: "The character's motivations are influenced by their internal conflicts and external obstacles."
 - Use: "The character's desires and problems affect their choices."
- **Sentence Starters or Frames:**
 - "One trait that describes the character is _____."
 - "The character's actions show that they _____."
 - "The character's motivations can be inferred from _____."
- **Vocabulary Banks:**
 - Character Traits: brave, kind, clever, loyal, determined
 - Emotions: happy, sad, angry, excited, nervous
 - Conflict Types: internal, external, person vs. self, person vs. nature

Examples of scaffolds and supports in

English Language arts

- "Character Analysis":
- **Concept Maps:**
 - Create a concept map to illustrate the different traits of a character, along with evidence from the text to support each trait.
 - Use a concept map to show the relationships between a character's actions, motivations, and the consequences of their choices.
- **Anchor Charts:**
 - Character Analysis: Display a chart with headings for character traits, evidence from the text, and inferences about the character's motivations.
 - Feelings and Emotions: Provide an anchor chart that features a variety of emotions with corresponding facial expressions and descriptive words to help students describe characters' feelings in the text.
-

Examples of scaffolds and supports in Math

- "Fractions":
- **Simplified Language:**
 - Instead of: "The numerator represents the number of equal parts being considered, and the denominator represents the total number of equal parts in a whole."
 - Use: "The top number tells how many parts we have, and the bottom number tells how many equal parts make a whole."
- **Sentence Starters or Frames:**
 - "The fraction _____ can be simplified to _____."
 - "To compare fractions, I can _____."
 - "One way to add/subtract fractions is to _____."
- **Vocabulary Banks:**
 - Fraction Terms: numerator, denominator, proper fraction, improper fraction, mixed number
 - Operations: addition, subtraction, multiplication, division, equivalent fractions

Examples of scaffolds and supports in Math

- "Fractions":
- **Concept Maps:**
 - Create a concept map to show the relationships between fractions, including equivalent fractions, addition/subtraction methods, and converting between mixed numbers and improper fractions.
 - Use a concept map to illustrate the different strategies to compare fractions, such as finding a common denominator or using benchmarks.
- **Anchor Charts:**
 - **Parts of a Fraction:** Provide a visual anchor chart that shows the numerator and denominator and defines key terms like proper fraction, improper fraction, and mixed number.
 - **Fraction Operations:** Create an anchor chart that outlines step-by-step procedures for adding, subtracting, multiplying, and dividing fractions, including examples.

Examples of scaffolds and supports in Social Studies

- "Types of Government":
- **Simplified Language:**
 - Instead of: "A constitutional monarchy is a form of government in which a monarch serves as the ceremonial head of state, while the real power lies with an elected parliament."
 - Use: "In a constitutional monarchy, a king or queen is the leader, but elected officials make the important decisions."
- **Sentence Starters or Frames:**
 - "One characteristic of a _____ government is _____."
 - "Citizens in a _____ government have the right to _____."
 - "This type of government is different from _____ because _____."
- **Vocabulary Banks:**
 - Types of Governments: monarchy, democracy, dictatorship, theocracy, oligarchy
 - Government Roles: executive, legislative, judicial, citizen, ruler

Examples of scaffolds and supports in Social Studies

- "Types of Government":
- **Concept Maps:**
 - Create a concept map to show the key features and characteristics of different types of governments, including the roles of leaders, decision-making processes, and citizen participation.
 - Use a concept map to illustrate the differences between a democracy and a dictatorship, highlighting the rights and freedoms of citizens in each.
- **Anchor Charts:**
 - **Types of Government:** Provide an anchor chart that features definitions, examples, and key characteristics of different forms of government, such as monarchy, democracy, and dictatorship.
 - **Rights and Responsibilities:** Display an anchor chart that outlines the rights and responsibilities of citizens in a democratic society, including voting, obeying laws, and participating in civic activities.

Examples of scaffolds and supports in Science

- "States of Matter":
- **Simplified Language:**
 - Instead of: "A gas is a state of matter that does not have a definite shape or volume and its particles are far apart and move freely."
 - Use: "Gas is a type of matter that can change shape and takes up space. The particles in a gas are spread out and move around freely."
- **Sentence Starters or Frames:**
 - "One example of a solid is _____."
 - "When a liquid becomes a gas, it is called _____."
 - "The particles in a _____ are _____."
- **Vocabulary Banks:**
 - States of Matter: solid, liquid, gas, plasma
 - Particle Behavior: arrangement, movement, energy, density
 - Changes of State: melting, freezing, evaporation, condensation

Examples of scaffolds and supports in Science

- "States of Matter":
- **Concept Maps:**
 - Create a concept map to show the characteristics of different states of matter, including particle behavior, energy levels, and examples of each state.
 - Use a concept map to illustrate the changes of state between solid, liquid, and gas, highlighting the processes involved and the role of energy.
- **Anchor Charts:**
 - States of Matter: Provide an anchor chart that features definitions, examples, and key characteristics of solids, liquids, and gases, including particle behavior and properties.
 - Changes of State: Display an anchor chart that outlines the different changes of state, such as melting, freezing, evaporation, and condensation, with examples and corresponding energy changes.

Select appropriate language Supports and Scaffolds

Task 1: Know your learners

Task 2: Identify the language (vocabulary and sentence structures)

Task 3: Prepare for oral language and/or reading & writing tasks in the content areas

Task 4: Select appropriate language supports and scaffolds

1. Consider the learning tasks you are designing for learners to engage with the content
2. Identify the oral language, reading and writing aspects of the tasks
3. Consider the language required to engage in the tasks
4. Consider the proficiency of the learners

Summary

01

Know your learners

02

Identify the language (vocabulary and sentence structures)

03

Prepare for oral language and/or reading & writing tasks in the content areas

04

Select appropriate language supports and scaffolds

Survey

<https://aplc.ca/survey/?id=15077>

aplc.ca



Thank you

Please visit our website for more information

aplc.ca



Contact

- Kathy Salmon, Ed. D.
- Education Consultant
- 403-836-2530
- Kathy.salmon@aplc.ca

Thank
You!