Speaking For Beginners

Casey Elder & Andraya Peterson
Why?

- Explicit practice needed.
- Is integration enough?
- Where will it come from?
Who?

- WIDA levels 1-3
- Lack conversational skills
- Grades 3-5
What?

- Treasure Chest Old Curriculum
- 5 days on a topic
  - Listening
  - Speaking
  - Writing
  - Reading
# Speaking Rubric

<table>
<thead>
<tr>
<th>Language Level</th>
<th>Language Complexity</th>
<th>Vocabulary</th>
<th>Language Forms &amp; Conventions</th>
<th>Classroom Observations 3-5 Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>I do not respond.</td>
<td>I do not respond.</td>
<td>I can be understood when I am using memorized words and sentences. When I try to produce my own sentences, it may be harder to understand what I want to say.</td>
<td>-I can express basic needs. -I can name pretaught vocabulary. -I can recite words or phrases from pictures, words, and modeling. -I can answer yes/no questions.</td>
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<tr>
<td>1</td>
<td>I respond with single words, phrases I have learned, and other memorized words and sentences.</td>
<td>I only use words that I see and hear frequently in school or my classes.</td>
<td>I am easy to understand when giving simple answers. I may have problems with no knowing the right word, putting sentences together, or pronouncing words when communicating new ideas.</td>
<td>-I can ask simple everyday question. -I can restate content based facts. -I can describe picture, phrases, objects with phrases or short sentences. -I can share basic social information with peers.</td>
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<td>2</td>
<td>I respond with short phrases and short sentences</td>
<td>I use general words that I have learned. I may have trouble finding the right word when trying to communicate new ideas.</td>
<td>I am easy to understand most of the time. I may sometimes have problems with sentence structure, pronunciation, or word meaning when giving longer responses.</td>
<td>-I can answer simple content based questions. -I can retell short stories/events. -I can make predictions. -I can offer solutions to social problems. -I can present content information. -I can problem solve.</td>
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<td>3</td>
<td>I respond with short and long sentences. Some of my sentences are longer and I sometimes include details to make my ideas more clear.</td>
<td>I use general and some specific language related to the topic. I may sometimes have trouble finding the right word.</td>
<td>I am almost always easy to understand. I sometimes make small mistakes with sentence structure, grammar or punctuation, but they don’t interfere with my ability to communicate my ideas.</td>
<td>-I can answer opinion questions with details. -I can discuss stories. -I can give content reports. -I can offer solutions to problems. -I can compare/contrast topics.</td>
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<td>4</td>
<td>I respond with many different sentence types and length. My thoughts are well organized and fit together well. I provide details to make my ideas clear.</td>
<td>I use specific and some technical language related to the topic. I occasionally have to think about the right word to use.</td>
<td>I am fluent. I make few errors, and the errors I do make do not interfere with my ability to communicate.</td>
<td>-I can justify opinions with evidence. -I can give content based oral presentations. -I can sequence steps and problem solve. -I can explain experiments in details.</td>
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<tr>
<td>5</td>
<td>I respond with many different sentence types and length, and I can give a longer response. My ideas are organized and my ideas are supported with details.</td>
<td>I use technical vocabulary related to the topic. I know the correct words to communicate my ideas.</td>
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- Google Doc
- Once every 9 weeks
- Student Friendly
- WIDA specific
Activities

The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12

by Linda New Levine, Laura Lukens, and Betty Ansin Smallwood

Developed as part of Project EXCELL (EXceptional Collaboration for English Language Learning), a partnership between the University of Missouri-Kansas City and North Kansas City Schools under a 2007 National Professional Development Grant from the U.S. Department of Education PR Number T195N070316

Principle 1. Focus on Academic Language, Literacy, and Vocabulary

Primary Strategies:
- 4 to 1
- Anticipation Guides
- Choral Reading
- Closed Sort Tasks
- Cloze Passages
- Cognates
- Collaborative Dialogues
- Content Learning Logs
- Dialogue Journals
- Dictations
- Directed Reading/Thinking (DRTA)
- Graphic Organizers
- Graphic Organizers for Writing
- Guided Reading
- H Charts
- Information Gap
- Inside - Outside Circle
- Jigsaw Reading
- Key Sentence Frames
- Language Experience Approach (LEA)
- Mix and Match
- Model Academic Language
- Open Sort Tasks
- Peer-Assisted Learning Strategies (PALS)
- Paraphrase Passport
- Picture Walk
- Question-Answer Relationships (QAR)
- Reader’s Theatre
- Reciprocal Teaching
- Report Frames
- Shared Reading
- Shared Writing
- Story Maps
- Teach the Text Backward
- Teacher Read Aloud
- Text to Graphics and Back Again
- Think-Write-Pair-Share
- Word/Picture Banks

Additional Strategies:
- Concept/Idea Maps
- Contextualize Language
- Cornell Notes
- Give One – Get One
- I Have…Who Has…?
- Line Up
- Patterned Oral Language
- Roving Charts
- Self-Assessment Scales for Vocabulary Learning
- Snowball
- Structured Note-Taking
- Stir the Class
- T Charts
- Teacher Talk
- Think-Pair-Share
- Think-Pair-Share Squared
- Ticket to Leave
- Total Physical Response
- Varied Grouping Formats
- Varied Questioning Formats
- Wait Time
- Wait Time Two
When?

- 10-15 minutes DAILY
How?

- Monday: introduce
- Tuesday: speaking
- Wednesday: activity
- Thursday: writing
- Friday: speaking/listening buddies
Monday

- Intro videos: Wondergrove and Brainpopjr
- Introduce on Smart Board
- Students cut and glue

I am ________ at recess.
1. I have...

Who has...

- shooting
- kicking

Tuesday
- I say, You say
- Introduce activity
Wednesday

- We say
- Play activity
Thursday

- Writing sentences using frame
- Simplify
- Extend

I am ______ at recess.
Friday

- Speaking buddies
- Inside Outside Circle
Materials

- Student Folders
- Smartboard
- Weekly Printouts
- Teacher Binders
Topics

Questions?
Practice Together!

Recess: I have....Who has....

I am ______ at recess.
Practice Together!

Calendar: Month find your abbreviation. Put yourselves in order!

<table>
<thead>
<tr>
<th>Order</th>
<th>Month</th>
<th>Abbreviation</th>
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<tbody>
<tr>
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<td>January</td>
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<td>December</td>
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Practice Together!

Homes: Room sort. Find the room (in 4 corners) your object goes in.
Practice Together!

Life Cycle: Make a group of 4 that completes the life cycle.

A _______ becomes a _______.
Practice Together!

Plants: Give one, get one.
Split your paper into 4 boxes.
Draw 1 plant part.
Find 3 people to draw different plant parts.
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