

Focused and Integrated
English Language Development:
a secondary model with lesson sample and assessment

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Objective: Participants will learn about a model for integrating ELD into mainstream content instruction, experience part of a lesson, and analyze student writing for language proficiency.

Write a persuasive paper comparing and contrasting the plights of the Serfs and the homeless

ELP 6-8.4 Construct grade appropriate oral and written claims and support with reasoning and evidence.

<p>Session 1 Introduce theme or topic</p> <p>Serfs Vs. Homeless during Europe's Middle Ages</p>	<p>Session 2 Teach new language patterns and structures</p> <p>Present and Past</p>	<p>Session 3 Increase demand by varying use of vocabulary & patterns</p> <p>Your Opinion with Adjectives</p>	<p>Session 4 Apply taught language in a new way</p> <p>Make your claim, and back it up.</p>
<p>Teach and Practice Topic Vocabulary</p> <p>Serf, Lord, Manor, consist of, individual, situation, regarding</p>	<p>Teach & Practice Language Patterns & Grammatical Forms</p> <p>Present and Past tense verbs</p> <p>Special Vocab: few/a few</p>	<p>Teach & Practice Additional Language Patterns, Forms and Expanded Vocabulary</p> <p>Adjectives, comparative, idiomatic</p>	<p>Take language to application</p> <p>Persuasive Essay comparing poverty for modern homeless and medieval serfs: persuasive writing template</p>
<p>Content Objective: describe homelessness in the United States; introduce feudalism and the life of serfs through pictures</p> <p>Language Objective: identify attributes of their situations using adjectives 6.11</p> <p>By the end of the lesson, students will:</p> <ul style="list-style-type: none"> 1. Identify the correct names, food, shelter, clothing and protection; 2. introduce vocabulary in context by using various examples <p>ACTIVATION CHART</p> <p>Adjectives: poor, hungry, suffering</p>	<p>Content Objective: describe the life of serfs and homeless</p> <p>Language Objective: present and past tense in positive and negative statements 6.16</p> <ol style="list-style-type: none"> 1. Review present and past tense verb structures: PP SLIDE 2. Text specific vocab on PICTORAL INPUT CHART 3. Activate: introduce few/a few on ADJECTIVES CHART 4. Partner read: Shelter, 5. Fill in GO 6. Opinion sentences 7. Repeat for Food 	<p>Content Objective: compare and contrast the life of a serf to that of a modern homeless person</p> <p>Language Objective: orally and written; describe attributes using 1 by adjectives; compare and contrast and using comparative adjectives 7.16</p> <p>And comparison adjectives and idiomatic uses to process grid</p> <p>Read independently</p> <p>Clothing, Protection</p>	<p>Content Objective: compare and contrast the life of a serf to that of a modern homeless person</p> <p>Language Objective: Write a compare and contrast persuasive essay using present and past tense in positive and negative statements; 6.18 and using comparative adjectives 7.13</p> <p>Review persuasive essay structures and language</p> <p>Writing template as needed.</p> <p><i>In America today, there are homeless people who suffer from lack of food, shelter, clothing and protection. But did you know that in the Middle Ages, people also suffered in many of the same ways? While the serfs had very little to eat and their houses were not well built, modern homeless people do not know where they will get food or where they will sleep. How does</i></p>

	<p>Teach & Practice Language Patterns:</p> <p>I/EA: Homeless people _____, whereas serfs _____.</p> <p><i>Homeless people sleep in their cars, whereas serfs lived in mud huts.</i></p> <p>EA/A: Homeless people _____; examples include _____ and _____. Serfs _____; examples include _____ and _____.</p> <p><i>Homeless people in America suffer from few shelter options; examples include difficulty finding overnight shelters, and rare motel vouchers. Serfs also suffered from poor shelter; for example, they lived in wattle and daub huts that were easy to destroy, and the family lived in one smoky room.</i></p> <p>Structured Oral Practice</p>	<p>Teach & Practice Additional Language Patterns:</p> <p>I/EA: While _____ and _____ are/have _____, _____ had/did not have _____. While modern homeless and Medieval Serfs are both poor, modern homeless do not have land to grow food. While modern homeless and Medieval Serfs are both suffering, serfs they did not have warm clothing.</p> <p>EA/A: While _____ and _____ are/have _____, _____ (work, more _____) because _____. While modern homeless and Medieval Serfs are both poor, modern homeless are poorer because they have fewer resources. While modern homeless and Medieval Serfs are both suffering, serfs suffered more because they because their dwelling consisted of _____.</p> <p>Structured Oral Practice</p>	<p>people suffer more because they are surrounded every day by people who are happy and comfortable. Therefore, I believe that the homeless of today have it worse.</p> <p>The serfs of the Middle Ages and the homeless of today have similarities including not having enough to eat and not having secure shelter. Additionally, both groups suffer from the cold because of their clothes, and they both worry about pre-reading.</p> <p>While serfs relied on farming the land for food and ate mostly vegetables, the homeless rely on vouchers and soup kitchens for food. This is important because it seems the society would have gotten better in 500 years. Another significant distinction is the difficulty with shelter. Although the serfs lived in huts made out of mud, homeless live on the streets and try to scrounge for nourishment. This is a key detail that illustrates that life for the homeless is currently worse than life for serfs.</p> <p>In conclusion, I am convinced that the homeless people of today are actually poorer than the serfs of the middle ages. It cannot be denied that they suffer, and I am saddened that, with the wealth of our country, people like me are without money for shelter, food, and other basic needs.</p>
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Problem	Medieval Serfs	Homeless today
Food	•	•
	•	•
	•	•
Shelter	•	•
	•	•
	•	•
Clothing	•	•
	•	•
	•	•
Personal Safety	•	•
	•	•
	•	•

YOUR OPINION

1. _____ has/had a better situation regarding food because _____
2. _____ has/had a better situation regarding shelter because _____
3. _____ has/had a better situation regarding clothing because _____
4. _____ has/had a better situation regarding personal safety because _____

Lesson #2 Present and Past

Simple: Homeless people _____, whereas serfs _____.
(Present verb) (Evidence) (Past verb) (Evidence)

Homeless people *sleep* in their cars, whereas serfs *lived* in mud huts.

Sufficient:

Homeless people _____; examples include _____ and _____. Serfs _____; examples include _____ and _____.
(Present verb) (Past verb)

Homeless people in America *suffer* from *few* shelter options; examples include *difficulty finding* overnight shelters, and rare motel vouchers. Serfs also *suffered* from poor shelter; for example, they *lived* in wattle and daub huts that *were* easy to destroy, and the family *lived* in one smoky room.

Lesson #3 Your Opinion

Sufficient: While _____ and _____ are/have _____, _____ had/did not have _____.
While modern homeless and medieval serfs are both poor, modern homeless do not have land to grow food.
While modern homeless and medieval serfs are both suffering, serfs they did not have any way to bathe.

Sophisticated: While _____ and _____ are/have _____, _____ is/was (worse, more _____, _____ er) because _____.
While modern homeless and medieval serfs are both poor, modern homeless are poorer because they have fewer resources.
While modern homeless and medieval serfs are both suffering, serfs suffered more because they because their clothing consisted of little warm clothing.

Background Information on shelter for Critical Thinking Question B:

Serf: Serfs lived in small, dark cottages of one or two rooms. These huts were built of “wattle and daub,” which consisted of a wooden framework that was covered by flexible strips of oak or willow. These strips were covered with a mixture of clay, straw, and cow dung. Homes were easily built and could be moved or destroyed with little effort. Thieves were known to dig through the walls of serf homes. Most of these houses had only one room in which the entire family ate and slept together. The floor was earthen and covered with straw. The fireplace was in the center of the room. The smoke escaped, as best it could, through a hole in the roof. The serf’s few possessions included: three or four benches and stools, a table, a chest, one or two iron or brass pots, a little pottery, linen towels, wool blankets, and iron tools.

Homeless: Finding shelter at night is difficult for the homeless. Many apply to stay in homeless shelters. These are often open areas with 10 to 500 cots arranged in even rows. Some shelters are for specific types of people, such as veterans or women. Most shelters have a night curfew, little privacy, and restrictions on behavior. A few homeless people receive motel vouchers from the government. These are rare and each social service agency receives only four or five vouchers a month. Some homeless families can find transitional housing. The federal government sponsors apartments or group homes for short-term stays. Homeless people and families can only stay for sixteen days in these homes while they look for a permanent home. A growing number of homeless people sleep in their cars or at the homes of friends. People without any of these options sleep wherever they can—in parks, near heating grates on sidewalks, or under freeways.

Critical Thinking Question B: Which individual—a medieval serf or a homeless person today—do you think has a better situation regarding shelter? Why?

Persuasive Writing - Genre Drafting Template

The Prompt	Key Content	Essential Structural Elements
<p>Serfs of Feudal Europe in the Middle Ages could be compared to the homeless in the United States today. Which group of people has/had it worse? Write a persuasive essay comparing and contrasting the lives of serfs and homeless in at least 2 of 4 critical issues: food, shelter, clothing and protection. Support your opinion with details from the text.</p>	<p>Who is the audience?</p> <p>What is my purpose?</p> <p>What are the key ideas I must address?</p>	<p>What kind of essay is required?</p> <p>What specific components do I need to include?</p>

<p>The Introduction</p> <p>Which of the following "moves" will you make to open your paper?</p> <p>Hook your reader</p> <ul style="list-style-type: none"> <input type="checkbox"/> Acknowledge the topic <input type="checkbox"/> Assert your opinion <input type="checkbox"/> State your comparison <input type="checkbox"/> State your position as a contrast 	<p>The Language of Introduction</p> <ul style="list-style-type: none"> • Have you ever thought about _____? • This essay will demonstrate _____. • My position is _____. • _____ and _____ are similar in that _____; however, _____ is _____ because _____. Therefore, I believe _____. 	<p>Drafting an Introduction</p>
<p>Comparison</p> <p>Which of the following "moves" will you make to support your assertion?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Compare information <input type="checkbox"/> Provide evidence or examples <input type="checkbox"/> Add information <input type="checkbox"/> Clarify information 	<p>The Language of Support</p> <ul style="list-style-type: none"> • _____ and _____ have similarities including _____. • Additionally, _____ and _____ also share common attributes such as _____. • While _____ have/do _____, _____ have/do _____. • their most notable commonality is _____. 	<p>Drafting Support</p>

<p>Contrast Support</p> <p><i>Which of the following "moves" will you make to further develop your assertion?</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Contrast information <input type="checkbox"/> Provide evidence or examples <input type="checkbox"/> Add information <input type="checkbox"/> Support your opinion with details and explanations 	<p>The Language of Support</p> <ul style="list-style-type: none"> • While/ Although / Whereas _____ have/are _____, _____ do not. • This is important because... • Another important <i>difference/contrast/A</i> significant distinction between the two is that _____ have/are _____, as opposed to _____ which have/are _____. • This is a key detail that illustrates _____ • This distinction is a powerful example that explains _____ • This is essential information that proves _____ 	<p>Drafting Support</p>
<p>Acknowledging the Opposition</p> <p>OPTIONAL</p> <p><i>Which "moves" will you make to acknowledge the opposite point of view?</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Summarize opposing position <input type="checkbox"/> Acknowledge merit of opposing position <input type="checkbox"/> Restate your thesis <input type="checkbox"/> Compare viewpoints <input type="checkbox"/> Elaborate your position 	<p>The Language of Counterargument</p> <ul style="list-style-type: none"> • <i>Although some people think _____, others suggest _____.</i> • <i>However/ On the other hand, _____.</i> • <i>Most _____ will tell you that _____, but my own view is _____.</i> • <i>_____ argues that _____.</i> • <i>Nonetheless, _____.</i> • <i>Despite opposition, I am convinced that _____.</i> 	<p>Drafting Counterargument</p>

<p>The Conclusion</p> <p><i>Which "moves" will you make to close your argument powerfully?</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Restate your thesis <input type="checkbox"/> Cite previous examples <input type="checkbox"/> Summarize your evidence <input type="checkbox"/> Elaborate 	<p>The Language of Conclusion</p> <ul style="list-style-type: none"> • <i>In conclusion, I am convinced that _____.</i> • <i>By comparing _____ and _____, I realized that _____.</i> • <i>It is essential to recognize _____.</i> • <i>It is my strong belief _____.</i> • <i>The facts clearly indicate _____.</i> • <i>It cannot be denied that _____.</i> • <i>In closing, _____.</i> • <i>On a final note, _____.</i> 	<p>Drafting a Conclusion</p>
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Passage: Kim waited for her friends to arrive. She felt very anxious about her party. She had spent all day decorating the house and preparing the food and refreshments. While she waited, she thought about who would come. Finally, the doorbell rang.

Instructions: Write a paragraph describing what you think will happen to Kim in the next two hours using:

- Compound/complex sentences
- Details, descriptive language

Teacher use only

Verbs 

Nouns 

Pronouns 

Prepositions 


I think on the next two hours Kim has more friends coming in and they start to dance and hug Kim and saying to her happy birthday and then they eat cake and Kim opens her presents and the in for the party Kim has more people coming she is thinking if they would have enough food and cake for them so she ask her mom to buy more cake and some soda she freakt out when someone rang the door bell

Teacher use only

Verbs 

Nouns 

Pronouns 

Prepositions 

Middle School

English language

per. 2

Day - 1

- new friends
- Trying hard
- join a team

This year would be different from last year because of new friends, trying hard, and joining a team.

Last year I had friends that wouldn't care about school or their grades they would tell me to not care about my grades because I was in freshman and freshman year really didn't care so much then I was not a girl who care about school because of my bad friends. but I know that this year I'm going to try my best because of my good friends I have there making me realize I have to know what kind of friend I have.

HIGH School

Correlation of Oral and Written Language Proficiency

Oral Score	Oral Proficiency Level	Written Proficiency Level
K-12	Check all that apply and score to the nearest .5	Instructions: Check all that apply and score to the nearest .5
I Beginning	<ul style="list-style-type: none"> Produce no speech or words in isolation Comprehends key words only Indicates comprehension physically 	<ul style="list-style-type: none"> Verbs Responds to the prompt using present tense verbs(<i>am, is, are, have, like, need</i>) Nouns Common singular/plural nouns and articles (<i>the book, a banana, an orange</i>) Pronouns Subject pronouns/possessive form (<i>my, your</i>) Conjunction <i>and</i> Simple adjectives (<i>big cat, red ball</i>) Prepositions Simple; location and direction(<i>on, off, up, down</i>)
II Early Intermediate	<ul style="list-style-type: none"> Produce simple sentences Makes basic grammatical approximations Limited comprehension 	<ul style="list-style-type: none"> Verbs Consistent present/past tense verbs(<i>am/was, is/was, are/were, have/had, like/liked, need/needed</i>) Future tense: (<i>will go, is going</i>) Nouns Singular/plural nouns and articles/includes collective nouns and complex plurals(<i>boxes, roses, faces</i>) Pronouns Object pronouns and possessive forms(<i>me/my, you/yours, her/hers, him/his, us/our, them/their</i>) Prepositions of location, direction, or time(<i>inside, outside, at, next to, beside, behind, above, below, under</i>) (<i>over, under, around, into</i>) (<i>before and after</i>) Conjunctions to combine or contrast (<i>and & both</i>) Adjectives: descriptive, comparative, superlative, antonyms (<i>big, brown</i>), (<i>faster, bigger</i>), (<i>biggest</i>), (<i>tall/short, slow/fast</i>) Adverbs of time and with <i>ly</i> (<i>slowly, quickly, quietly, loudly</i>)
III Intermediate	<ul style="list-style-type: none"> Produce simple/compound/ complex sentences Makes many complex grammatical approximations Comprehension good with contextual support 	<ul style="list-style-type: none"> Verbs Responds to the prompt using increasingly precise past/present tense verbs (<i>lived, walked, went, ran</i>) Positive/negative statements (<i>she went..., she didn't go...</i>) Contractions (<i>I'm, she's, I'll, we'll, can't, wasn't</i>) Formulates questions/includes exclamations Auxiliary verbs (<i>may, might, must, should, could, would</i>) Nouns Conventional use of general nouns plus one or more uncountable, (<i>some water, a lot of chocolate</i>) collective (<i>flock, box of..., bunch of kids</i>), irregular (<i>fish, deer, teeth, mice</i>), or derivational nouns (<i>sad - sadness</i>) Pronouns Demonstrative pronouns (<i>this, that, these, those</i>) Prepositions Precise use of prepositions to indicate location, direction, or time (<i>underneath/toward/before</i>) Conjunctions to explain cause and effect (<i>so, because</i>) Multiple adjectives: quantities (<i>few, a lot, many</i>), demonstrative (<i>this, that, these, those</i>), synonyms or antonyms Adverbs to describe frequency, extend speech for specificity, or modify adjectives (<i>always, walked slowly, very late</i>)

Correlation of Oral and Written Language Proficiency

<p style="text-align: center;">IV Early Advanced</p>	<ul style="list-style-type: none"> □ Produces compound/complex sentences □ Makes some complex grammatical approximations □ Comprehension good with contextual support □ Operates comfortably in a social context □ Uses some academic language 	<ul style="list-style-type: none"> □ Verbs: Present/past perfect (<i>have taken, has given, had run</i>: verb + auxiliary HAVE) □ Statements/questions using phrasal verbs (<i>Turn on the light, Turn the light on, Clear your desk off, Clear off your desk</i>), Verb-preposition combinations (<i>belong to, wait for</i>) □ Conditional statements/questions using <i>if</i> and auxiliary verbs (<i>if she could, I would; if they can, we might</i>) □ Nouns: Abstract (<i>democracy, freedom</i>) □ Transformation of nouns (<i>converse – conversation</i>) □ Pronouns: Reflexive (<i>myself, yourself, himself, herself, ourselves, yourselves, themselves</i>), reciprocal (<i>each other, one another</i>), or indefinite, (<i>anybody = some/any/no/every+body/one/thing/where</i>) □ Prepositions Specialized (<i>until, since, except</i>) □ Conjunctions to explain cause and effect using increased complexity (<i>not only/but also, yet, however</i>) □ Adjectives: too + adjective, similes, and adjectives with <i>-ish</i> and <i>-y</i> (<i>too red</i>), (<i>as red as a rose</i>), (<i>Milky, sluggish</i>) □ Adverbs: too + adverb, well vs. good, or to describe frequency (<i>too fast, carefull, loudly</i>) (<i>Well done or that was a good book, she wroted well</i>) (<i>carefully/well done/frequently</i>)
<p style="text-align: center;">V Advanced</p>	<ul style="list-style-type: none"> □ Produces high level oral discourse □ Makes few complex grammatical approximations □ Comprehension excellent with contextual support □ Uses both social and academic language with ease 	<ul style="list-style-type: none"> □ Verbs Progressive, future or conditional perfect tenses (<i>She has been studying, She will have been studying, If she had been studying, she would have done better</i>) □ Phrasal verbs with multiple meaning (<i>make up your mind, make up the bed</i>) □ Passive voice (<i>It was written by... This picture was taken by...</i>) □ Increased complexity in the use of conditional statements with auxiliary verbs and exclamations (<i>ought/shall, beyond belief</i>) □ Figurative language: metaphors similies (<i>love is a rose. She runs like a cheeta.</i>) □ Pronouns Relative pronouns used to introduce an adjective clause (<i>who, whom, whose, which, that</i>) □ Verb-preposition combinations (<i>agree with, along with, answer to, separate from</i>) □ Conjunctions used to form adverb clauses which show time and cause and effect relationships (<i>whenever, as soon as, whether/or and whereas</i>) □ Abstract idiomatic expressions/abstract similes and metaphors (<i>As cool as a cucumber.</i>) □ Adjective clauses introduces by relative pronouns (<i>He was the teacher who taught history</i>) □ Adverb clauses introduced by subordinating conjunctions (<i>Clap twice whenever you hear the sound.</i>) □ Specialized adverbs(<i>alread , yet, still, anymore</i>)

NOTE: Oral and written language prompts yield highly predictable forms of language. When choosing a prompt, be intentional about identifying the function(s) of language implied by the prompt. Student language proficiency is difficult to ascertain when limited functions and forms of language are prompted and produced in speech and writing.

Sources: QIA, Constructing Meaning, Systematic ELD, Matrix of Grammatical Forms appendix