

NEXT LEVEL PRECISION PARTNERING: METICULOUS MODELING

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Agenda: Flip Chart Friday

1. Task Analysis: Why we teach language
2. Forms and Functions 101
3. Fab Frames vs. Shabby Frames
4. Planning to Use Flip Charts with Senderos/Journeys



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Agenda: Meticulous Modeling Wednesday

1. Project LEE & PLUSS Framework
2. Revisiting the Explicit Vocabulary Routine
3. Meticulous modeling with specific stem/frames
4. Model lessons and video
5. Lesson planning



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Today's Objectives

1. Learn and implement steps of **meticulous modeling** for language stems and frames routine within EVR and beyond
2. **Plan** meticulous modeling within EVR for next week's instruction
3. **Maximizing engagement**, especially of our English learners



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Project LEE Objectives

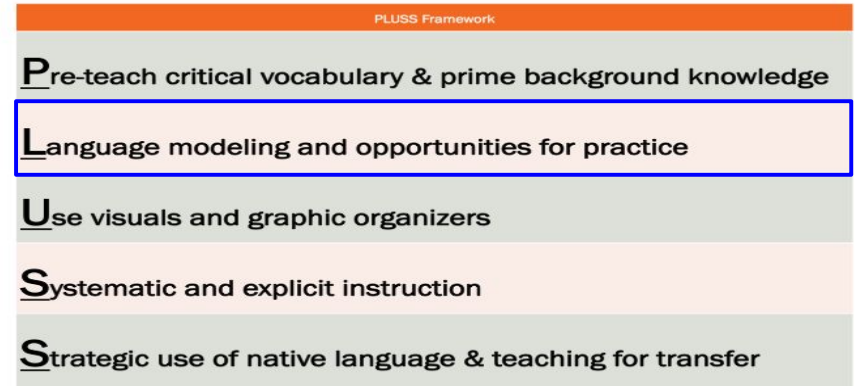
- Support use and interpretation of screening and progress monitoring measures across English and Spanish in Tiers 1, 2 & 3
- Support and PD in Culturally and Linguistically Responsive Evidence-based Tier 1 – 3 instruction and interventions in English and Spanish.
- Provide information and training to parents to facilitate active involvement in students' reading and language development in English and Spanish.
- Document growth of students' reading and language skills during the three-tiers of instruction.
- Disseminate promising and exemplary practices to improve literacy support for ELs with or at risk for disabilities.



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PLUSS Framework for Evidence-based Instruction for ELLs



Source: Sanford, A., Brown, J.E., & Turner, M. (2012). Enhancing instruction for English learners in Response to Intervention systems: The PLUSS Model. *Multiple Voices for Ethnically Diverse Exceptional Learners*, 13, 56-70

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Vocabulary Instructional Routine

(from Anita Archer, 2017)

Step 1: Introduce the word's pronunciation.

(clapping or tapping out syllables)

Step 2: Introduce the word's meaning.

Step 3: Illustrate the word with examples.

(and non-examples when helpful)

Step 4: Check students' understanding.



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Precision Partnering

1. Intentional partnerships
2. Clear rolls
3. Controlled alternation
4. Explicit tasks for both partners during each exchange
5. **Sentence frames/starters (stems) for responses**
+ **adding meticulous modeling** (Kinsella, 2017)



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1. What are sentence starters and frames?

Temporary **scaffolds** to help students produce academic language that is more sophisticated than what they could produce on their own.



2. Why do we use them? ... to provide students with **support** so that they can express their ideas more coherently, using correct sentence structure and vocabulary. The idea is that, after repeated use, students internalize the vocabulary and sentence structures and it becomes part of their linguistic repertoire. Jana Echevarria

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<http://www.k5chalkbox.com/how-to-use-sentence-frames.html>

Sentence frame "I think Lewis and Clark were _____ because _____..."



Student 1: "I think it's exciting because you could find out new stuff about different things you never knew about..."

-Sentence frames were used and may improve the quality of a response, but aren't as powerful without meticulously modeling (Kinsella, 2017) a responses and expecting accountability from students.



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Starters and Frames



Sentence starters (stem)

- Sentence starters provide a partial frame for students to begin their sentence or idea
- Perfect for EVR because the purpose is for students to practice using the word in a meaningful sentence
- The word can be in the starter



Sentence frames

- Provide a structure for responding to a prompt with a complete, academic sentence
- Usually are more comprehensive than a sentence starter, providing more support to students who are less developed in their language
- They can include transferable academic structures



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Equity means every child receives what they need to develop to their full academic and social potential.

Meticulous Modeling (Kinsella, 2017)

Ways to improve the **meticulous-ness of modeling** of sentence starters:
use of many to all of these steps

1. Written prompt
2. Teacher says/reads it
3. Students repeat/read it
4. Model response with an example (or two)
5. Final model of stem & students repeat
6. Paired practice (with monitoring)
7. Individual turns (talking sticks)
8. *Optional written response*



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Precision Partnering & Meticulous Modeling - observation

Note what evidence you see of each feature below:

	Not in place	Partially in place	Fully in place
Precision Partnering			
Intentional Partnerships	0	1	2
Clear roles	0	1	2
Controlled alternation	0	1	2
Explicit tasks for both partners during each exchange	0	1	2
Sentence frames/stems for responses	0	1	2
Meticulous modeling	0	1	2
Meticulous Modeling (improving explicitness of language instruction)			
Prompt and sentence frame written on board	0	1	2
Teacher reads/says sentence frame	0	1	2
Students read/say sentence frame	0	1	2
Teacher models with an example (or two)	0	1	2
Final model & repeat	0	1	2
Paired practice	0	1	2
Individual turns	0	1	2

Lesson 5

Vocabulary in Context

Study each Context Card.
Use a dictionary to help you understand the meanings of these words.

1 organisms
Biologists study the **organisms**, or living things, on Earth.

2 directly
You can **directly** help the environment by planting trees. You can see results quickly.

3 vast
The **vast** desert stretched for hundreds of miles in every direction.

4 habitats
Forests and oceans are types of **habitats** that support different plants and animals.

5 variety
The rain forest contains a wide **variety** of animals and plants.

6 affect
Smog and smoke negatively **affect** the air by making it unhealthy to breathe.

7 traces
Wash your hands thoroughly, or else **traces** of dirt and germs may remain.

8 species
There are many different **species** of sharks, such as the hammerhead.

9 banned
Littering is **banned** in many public places. People should dispose of trash responsibly.

10 radiation
Invisible rays of energy called **radiation** are produced by the sun and other stars.

banned

Littering is **banned** in many public places. People should dispose of trash responsibly.

banned

What Does It Mean?
If something is **banned**, it is against the rules or against the law.

Think About It.
What behaviors or items have been **banned** at your school?

Talk It Over.
Fill out the chart below on a sheet of paper.

	Should It Be Banned?	Why or Why Not?
talking on the phone at the movies		
answering without raising your hand in class		
riding bikes without helmets		
driving a car under the age of 16		

Consider using later in week with a sentence starter

banned



If something is banned, it is against the rules or against the law.

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Examples & Non-Examples

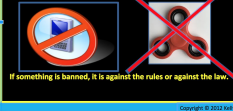
banned



not banned
(it is allowed)



banned



Teaching **banned** (teacher language)

Teach students pronunciation & part of speech

This word is **banned**; what word?

Clap the syllables (banned- 1 clap)

banned is a verb, or action word

Student friendly definition:

If something is **banned** it means it is against the rules or against the law; not allowed



(Spanish translation: prohibir)

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Teacher language examples and non-examples

Cell phones are **banned** at school because they are personal devices that can take your attention away from learning.

Ipads are **not banned** at school because they are a school device used for learning only.

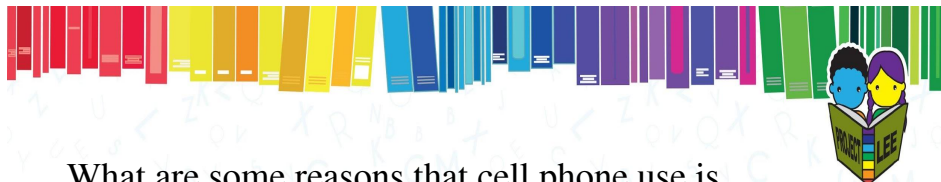
Fidget spinners are **banned** at school because they interrupt others' learning.

Swimming at a pool without a lifeguard is **banned** because it wouldn't be safe. Swimming with a lifeguard is **not banned**, because it is safer.



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What are some reasons that cell phone use is banned at school?

Cell phone use is banned at school because...


Examples:

Cell phone use is banned at school because getting a call during class would interrupt our work.

Cell phone use is banned at school because it could get stolen.



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What are some reasons that cell phone use is banned at school?

Cell phone use is banned at school because...

Examples:

Cell phone use is banned at school is because getting a call during class would interrupt our work.

Cell phone use is banned at school is because it could get stolen.

Meticulous modeling Teacher language

(1. Write)

What are some reasons that cell phone use is banned at school?

(2. Teacher says/reads it; 3. Students repeat/read it)

Cell phone use is banned at school because...

(4. Model with an example or two)

(T: - Cell phone use is banned at school is because getting a call during class would interrupt our work.)

(T: - Another reason cell phone use is banned at school is because it could get stolen.)



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What are some reasons that cell phone use is banned at school?

Cell phone use is banned at school because...

Examples:

Cell phone use is banned at school is because getting a call during class would interrupt our work.

Cell phone use is banned at school is because it could get stolen.

Meticulous modeling teacher language

(5. Final Model and Repeat)

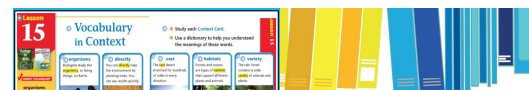
T: Now I want you to **think** about, “What are some reasons that cell phone use is banned at school?” (give think time)

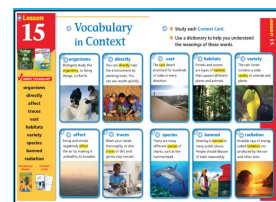
T: I want you to start your answer with, “Cell phone use is banned at school because...” what will you start your answer with? (students respond) B’s go first as A’s listen and note a good response to share out, then A’s will share and B’s will listen and note. Remember to say as many reasons as you can think of in the time or you can repeat mine.”



(6. Paired practice [monitoring], 7. Individual turns [equity sticks], 8. Optional written response)

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Your turn

- Get out your vocabulary for next week
- Examine your vocabulary and determine 3 “big dogs” (highest utility words) to teach in greater depth
- Determine and write out
 - 1. prompt (question)
 - 2. sentence starter that could be used for a check for understanding
 - 1-2 teacher examples you would use



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Be prepared to share:



The vocabulary words you selected

For one vocabulary word

1. Prompt (question)
2. Sentence starter you plan to meticulously model for your students
3. Two teacher examples you would model for students using sentence starters



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