

Working Together: Supplemental & Comprehensive EL Programs

Webinar Tips



Close all programs & browsers to maximize bandwidth



Use the Chat to say “hello” and share ideas with other participants



Use the Questions feature for technical assistance (and to ask the presenter a question)



The **recording, slides, and resources**, will be sent by email

Introduction



Brenda Adeva
Educational Consultant

- B.A. in Chinese, M.A. in English (TESOL)
- 15 years in Secondary EL multi-level classrooms
- EL Curriculum and Assessment Development
- Began Using a Blended Learning Approach in 2009

Agenda

- Philosophy
- Supplemental and Comprehensive
- Supplemental Lesson: ***Frames for Fluency***
- Comprehensive K-5 Chapter: ***Carousel of IDEAS***
- Comprehensive 6-12 Chapter: ***Champion of IDEAS***



Philosophy



- Structured systematic language development
 - Explicit vocabulary
 - Explicit grammar forms and functions
 - Social and academic Language
- Balanced Approach
 - Reading, writing, listening, and speaking
- Supplemental vs. Comprehensive
 - Which approach? Best fit?

Supplemental

- Approach: Skill-Based
- Benefits
- *Frames for Fluency* Lesson
 - [Teacher's Guide](#)
 - [Picture and Word Cards](#)
 - [Theme Pictures](#)



Listening, Speaking, Reading, and Writing with Sentence Frames

- Grammar in context with target vocabulary
- Intervention for a specific grammar form/function
- Listening and speaking
- Speak to write
- Reading
 - Literature frames

I think this book will be about _____. Set 2/LC19

I predicted _____.
My prediction was/was not correct because _____. Set 2/LC20

Who _____? Set 2/LC21

First, _____. Set 2/LC22

Next, _____. Set 2/LC23

One detail about the character is _____. Set 2/LC24

The main idea of the story is _____. Set 2/LC25

Sample Scope and Sequence

Scope and Sequence of Grammatical Forms

If you would like to practice a specific grammar form, use this chart to identify the unit, chapter, and frame number at each proficiency level. For example, to practice using possessive nouns at the intermediate level, go to 5.6.1 (Unit 5, Chapter 6, FF #1).

Unit 5 Chapter 6 FF #1

5.6.1

Grammar Form	Set 1		Set 2		
	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Nouns	1.1.1 1.2.1 1.2.2 1.3.2 1.4.2 1.4.3 1.5.3 2.2.2 2.3.2 2.4.2 2.4.3 2.4.4 2.5.1 2.5.3 2.7.1 2.7.5	3.3.3 4.1.1 4.2.1 4.4.3 4.6.1			
Nouns—Plural	1.5.1 2.1.1 2.2.1 2.4.1 2.6.1	3.1.1 3.2.1 3.4.1 3.5.1 3.6.1 4.4.1	5.5.4 6.6.2 6.6.4		
Nouns—Irrregular plural		3.4.1 3.5.1 4.4.1			
Nouns—Countable and uncountable		3.6.5 4.5.1		7.3.4	

Comprehensive

- Approach: Integrated Skills Approach
- Benefits
- *Carousel of IDEAS and Champion of IDEAS*



Comprehensive Carousel (K-5)

- *Carousel of IDEAS Lesson, K-5*
 - [Teacher's Guide](#)
 - [Video 1](#) Presentation
 - [Video 2](#) Practice
- Working Together
 - [Teacher's Guide](#) *Frames for Fluency*
 - [Video 3](#) Apply and Extend with Frames
 - [Video 4](#) Apply and Extend Part 2
 - [Video 5](#) Lesson 2 Practice
 - [Video 6](#) Practice Phonemes
 - Rest of the Chapter



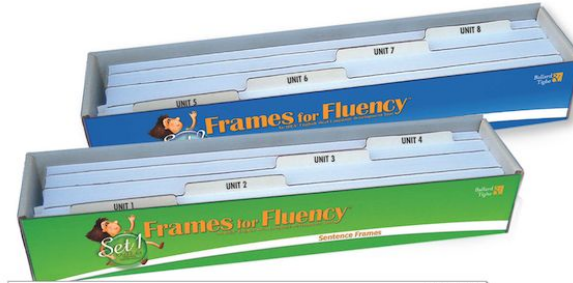
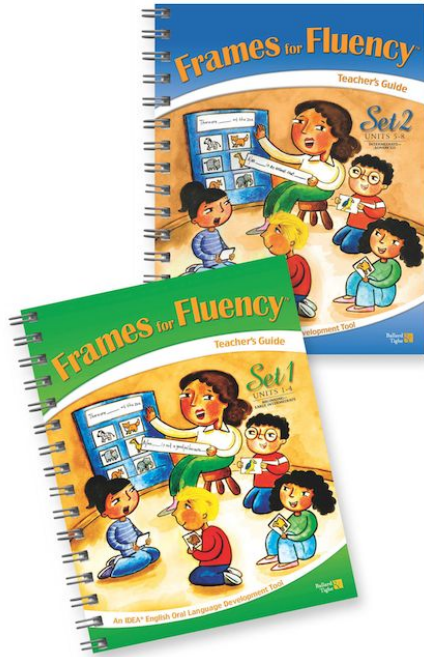
Comprehensive Champion (6-12)

- With *Frames for Fluency*
 - [Teacher's Guide](#)
- *Champion of IDEAS* Lesson
 - [Teacher's Guide](#)
 - [Language Ladder Platform](#)
- **Flow of Lesson**
 - Schema Building
 - Vocabulary in Context
 - Grammar Forms
 - Pre-Reading
 - Reading
 - Comprehension
 - Skill Building
 - Writing
 - Optional Extend Activity



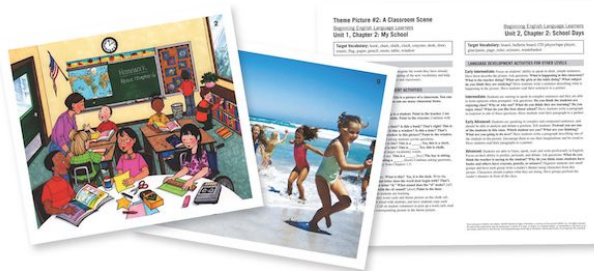
	Hands-On English	Carousel of IDEAS	Frames for Fluency	Champion of IDEAS
Type of Materials	Comprehensive	Comprehensive	Supplemental	Comprehensive
Grade Levels	K-1/2	K-5/6	K-12	6-12
Proficiency Levels	L1 and L2	L1-L5	Elem (L1-L5) Secondary (L1-L2)	L1-L5
Skills Practiced	RWLS	RWLS	SL (little RW)	RWLS
Assessment	Yes	Yes	No	Yes
Time Frame: (per day)	1 year @ 60 minutes 2 years @ 30 minutes	4 years @ 45 minutes	4 years @ 15 minutes	4 years @ 50 minutes
Digital Materials	Teacher e-port to support instruction	Digital downloads for teachers	Digital Theme Pictures for teachers	Digital Teacher and Student Platform as well as a paper-based edition

Frames for Fluency (K-12)



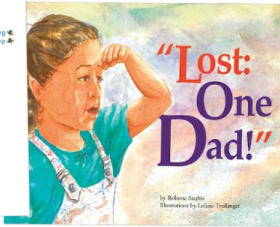
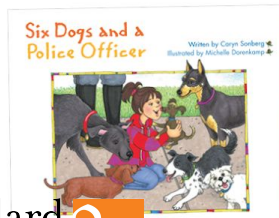
I feel _____ because _____ Set 2/LC19

What is the _____ doing? Set 2/LC19



(pocket chart & stand not included)

The collage displays various educational resources for English Language Learners. At the top left is a tablet showing a digital version of the 'Frames for Fluency' program. Below it are two 'School Things' activity sheets with house-shaped templates for labeling. To the right are two 'The Right Clothes' worksheets with grid templates for matching clothes to descriptions. In the center are two 'Frames for Fluency' spiral notebooks, one for Set 1 and one for Set 2, both featuring colorful illustrations of children. To the right of the notebooks is a 'Frames for Fluency' box set with multiple compartments for organizing materials. Further right is a 'Frames for Fluency' poster with a grid of small images and labels. At the bottom right is a 'Frames for Fluency' clock with a grid of small images and labels. The bottom of the collage features a large, colorful illustration of children engaged in various activities: a boy painting, a girl playing a musical instrument, a boy playing a game, a girl playing a game, a boy playing a game, and a girl playing a game.



As adjective describe a noun
As pronoun replace an object (standing to you, in a sentence, or another clause)

English Adjective & Adverb Clock

	WIDA	CA
Level I	Beginning	Emerging
Level II	Early Intermediate	Emerging
Level III	Intermediate	Developing
Level IV	Early Advanced	Expanding
Level V	Advanced	Proficient

1. CONJUNCTIVE ADJECTIVES
however/because

2. ADVERBIAL CLAUSES
whenever/whenever the rain comes, we go to the beach.
whenever we go to the beach, it rains.

3. ADJECTIVE CLAUSES
whichever/whichever
The boy who was reading here is gone now.
An animal that he's all night is nocturnal.

8. MORE ADJECTIVES
I'm shy.
For shyness to grow: redfish from the sun.
The grumpy alien indicated a shyness night.

7. MORE ADJECTIVES
I'm a judicious.
The child is brave to jump to see how fast.
The children were both confident and cool-headed.

6. SIMPLE ADVERBS
very/very much
It was very happy to be noticed today.
The day was always cloudy before it rains.

1. DEFINITE AND INDEFINITE
this/that
I did the project, a pencil, and, as well.
This is my cat, a green, and, as well.

2. SIMPLE ADJECTIVES
this/that/who/what/which/whose
The little cat is green.
This animal has a short tail and long legs.

3. POSITIVE ADJECTIVES
happy/like/love/like to do
I found it fun.
Our rabbit was eating the grass.

4. POSITIVE MARKER
too/also
The cat's food is the bowl.
The large bear was lying on its back.

5. COMPARATIVE/SUPERLATIVE
more/less than
The airplane is faster than its brother but not as fast as the others.
The new ball is better than the old ball than the ball that is the best.

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Champion of IDEAS (6-12)

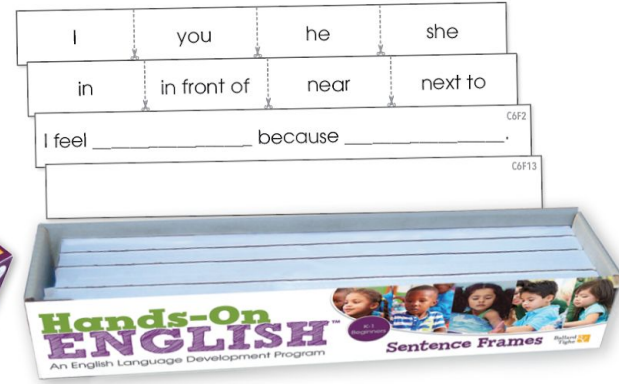


Students

monitor learning. practice online. interact with content.

- Self-checks to monitor learning
- Interactive content and practice
- Annotated tools to support reading comprehension
- Scaffolds to support learning

Hands-On English (K-1)



EnglishMats (K-5)



English & Spanish Language Proficiency Tests (Pre-K–12)

Ideal for:

- Pre-K & Headstart Programs
- Dual Language Programs
- Identification, Placement & Program Decisions
- Annual & Progress Monitoring
- Redesignation

Diagnostic Profile of a Student's Test Performance

	Insufficient items administered to provide diagnostic information	Relative Weakness		
		None	Mild	Severe
Diagnostic Dimension*		Vocabulary		
			Grammar	
		Comprehension		
			Language Functions (including academic language)	
			Listening	
		Speaking		
		BICS (social language)		

IPT Oral English Diagnostic Report:

- Provides a language skills profile.
- Evaluates student's strengths and weaknesses in relation to the overall proficiency level.
- For example, this profile indicates that the student has good control of vocabulary, comprehension, speaking, and basic interpersonal communication skills (BICS) or social language, for which he/she is on the way to reaching the next proficiency level. However, his/her control of grammar, language functions, and listening shows some weaknesses.

Consultation



Consultation



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Q&A