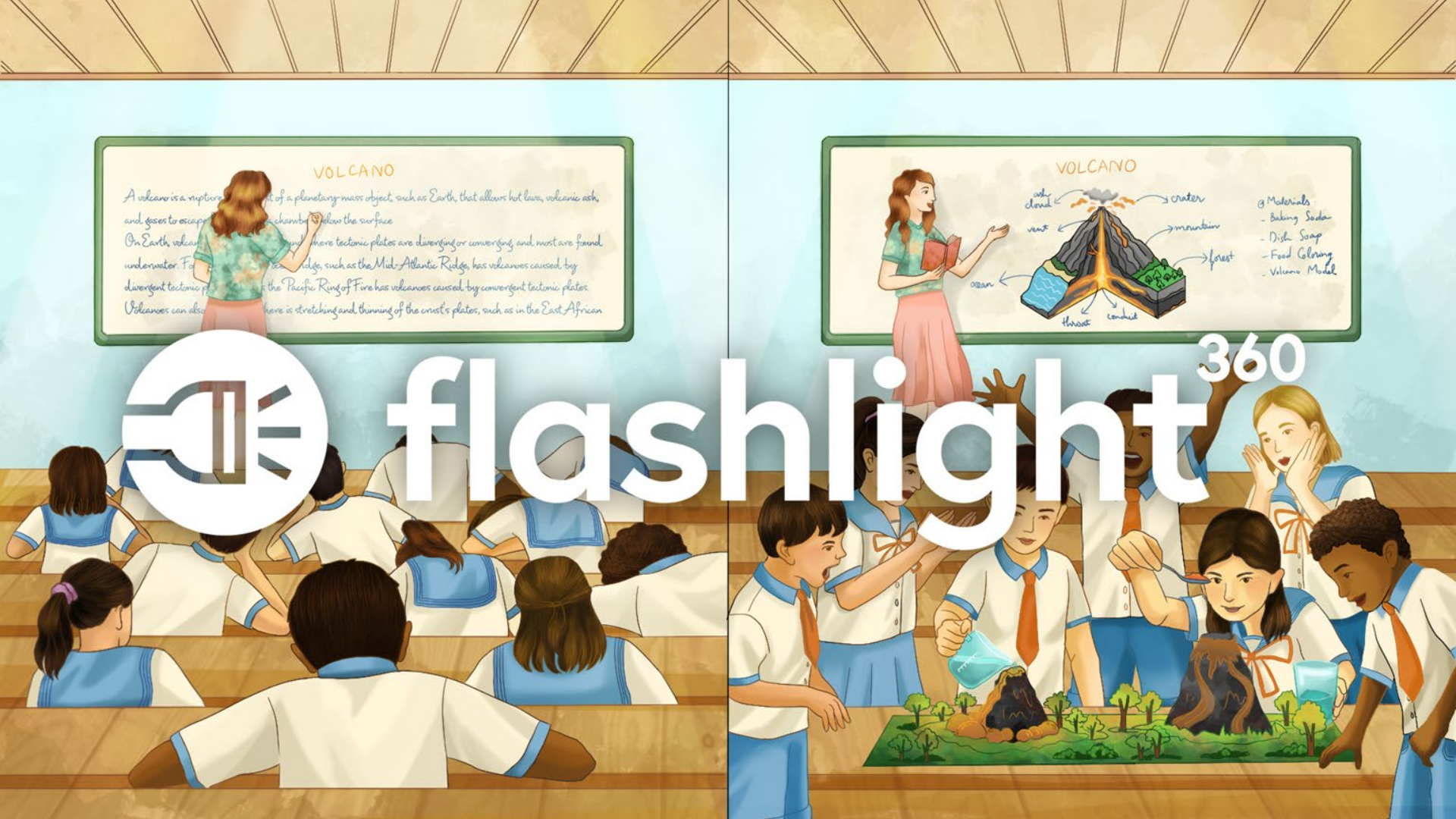

VOLCANO
A volcano is a rupture
of a planetary-mass object, such as Earth, that allows hot lava, volcanic ash,
and gases to escap
chamb
below the surface
On Earth, volcan
where tectonic plates are diverging or converging, and most are found
underwater. Fo
idge, such as the Mid-Atlantic Ridge, has volcanoes caused by
divergent tectonic p
the Pacific Ring of Fire has volcanoes caused by convergent tectonic plates.
Volcanoes can als
here is stretching and thinning of the crust's plates, such as in the East African
VOLCANO
ash cloud
crater
vent
mountain
forest
ocean
throat
conduit
Materials
- Baking Soda
- Dish Soap
- Food Coloring
- Volcano Model
flashlight 360

Not Just Clicks: The Human Side of Data and Language Learning

Sally Diaz - Putnam City Schools Secondary ELD Instructional Facilitator
Pam Wyatt - Area Partnership Director with Flashlight Learning

OBJECTIVES:

1. Identifying data to drive instruction for our MLs
2. Connecting language through content
3. Engaging students through classroom discourse

flashlight 360

Data…

- Putnam City Schools Data Study
- How are you currently progress monitoring your Multilingual Learners?
- How do we know that what we are doing is resonating and working? What do you do with the data once you have it?
- What does success look like for your students?

Language Through Content - The ELD DANCE

- Expanding Multilingual Learners' access to grade-level classroom content through targeted content knowledge support
- Providing scaffolds aligned to students' language proficiency and academic needs
- Using progress monitoring and formative data to inform instruction and measure growth
- Embedding direct skill development within instructional supports and learning tasks

WIDA Proficiency Level Descriptors

Grades 6-8

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	**Create coherent texts (spoken, written, multimodal) using…**					
	sentences that convey intended purpose with emerging organization (topic sentence, supporting details)	short text that conveys intended purpose using predictable organization (signaled with some paragraph openers: *First…Finally, In 1842, This is how volcanos form*)	expanding text that conveys intended purpose using generic (not genre-specific) organizational patterns (introduction, body, conclusion)	text that conveys intended purpose using genre-specific organizational patterns (statement of position, arguments, call to action) with a variety of paragraph openers	text that conveys intended purpose using genre-specific organizational patterns with strategic ways of signaling relationships between paragraphs and throughout text *(the first reason, the second reason, the evidence…)*	text that conveys intended purpose using genre-specific organizational patterns using a wide range of ways to signal relationships throughout the text
DISCOURSE Cohesion of language	**Connect ideas across a whole text through…**					
	some formulaic cohesive devices (repetition, pronoun referencing, etc.)	a growing number of cohesive devices (emerging use of articles to refer to the same word, synonyms, antonyms)	an expanding number of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (ellipsis, substitution/omission)	a variety of cohesive devices used in genre- and discipline-specific ways	a wide variety of cohesive devices (substitution, omission, synonyms, antonyms, whole/part, class/subclass) used in genre- and discipline-specific ways
DISCOURSE Density of language	**Elaborate or condense ideas through…**					
	some types of elaboration (adding a newly learned adjective to a noun)	a growing number of types of elaboration (adding articles or demonstratives to a noun: the or these clouds)	a variety of types of elaboration (adding classifiers: *cumulus and cumulonimbus clouds*)	a wide variety of types of elaboration (adding in embedded clauses after the noun: *those storm clouds that we saw yesterday*)	a flexible range of types of elaboration and some ways to condense ideas *(scary looking storm clouds that turned dark in a matter of minutes and condensing through nominalization: that storm system)*	multiple types of elaboration and a growing number of ways to condense ideas throughout a text

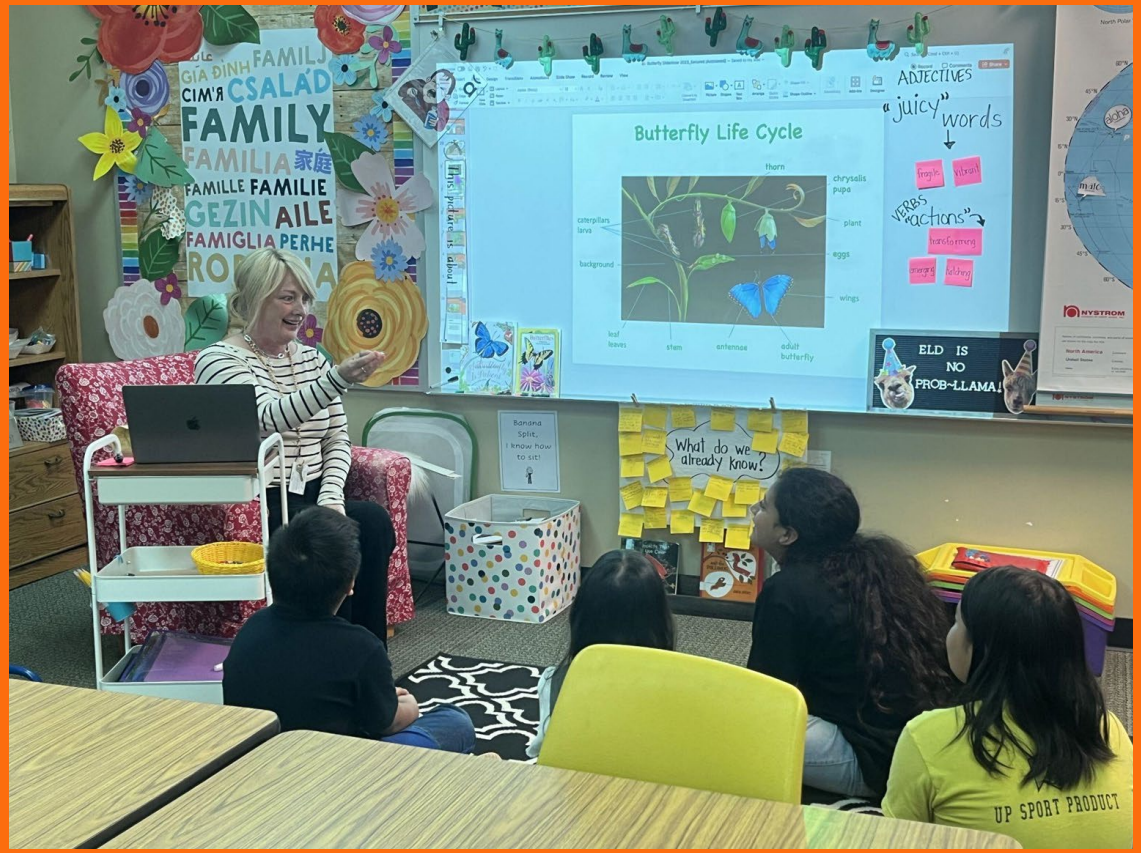
WIDA Proficiency Level Descriptors

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	**Extend or enhance meanings through...**					
	simple sentences *(The main character is Harry. He is a wizard.)*	sentences with emerging use of clauses (no conjunctions: *The main character is Harry. His friends are... They go to Hogwarts.*)	simple or compound sentences with familiar ways of combining clauses (with some coordinating conjunctions: *He goes to Hogwarts School **and** his friends are...*)	compound sentences with frequently used ways of combining clauses *(They fight the forces of evil, **yet** they can't overcome them.)*	compound and complex sentences with a variety of ways of combining clauses characteristic of the genre and content area (with a range of techniques to extend, or shorten sentences: *Harry has a lightning bolt scar **because** he was attacked **when**...*)	a wide variety of sentence types with increasingly complex clause relationships (condition, cause, concession, contrast) addressing genre, audience, and content area *(When Harry is close to Voldemort, his scar throbs.)*
WORD, PHRASE Precision of language	**Create precise meanings through everyday, cross-disciplinary, and technical language with...**					
	a small repertoire of words and phrases with developing precision *(order of operations, on page 12)*	a growing repertoire of words and phrases with growing precision *(kinetic energy, law of motion)*	an expanding repertoire of words and phrases including idioms and collocations with expanding precision *(love-hate relationship)*	a flexible repertoire of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns with consistent precision *(fill the beaker to the top line)*	a variety of words and phrases, including evaluation and obligation, with precision *(stupid test, we should figure this out)*	a wide variety of words and phrases with precision *(weighing 4.4 pounds on Earth, wrong answer)* according to the genre, purpose and discipline

Reclassifying

Criteria	End of Level 4
DISCOURSE Organization of Language	text that conveys intended purpose using genre-specific organizational patterns (statement of position, arguments, call to action) with a variety of paragraph openers
DISCOURSE Cohesion of Language	a flexible number of cohesive devices (ellipsis, substitution/ omission)
DISCOURSE Density of Language	a wide variety of types of elaboration (adding in embedded clauses after the noun: those storm clouds that we saw yesterday)
SENTENCE Grammatical Complexity	compound sentences with frequently used ways of combining clauses (They fight the forces of evil, yet they can't overcome them.)
WORD, PHRASE Precision of Language	a flexible repertoire of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns with consistent precision (fill the beaker to the top line)

Language Through Content



Activity - Listening to a Student

What do you see in this picture? What do you think is going on?

It is a egg then it turns in a carepeler next it tours in a shall and finally in a botilfly