



More Than Just a Placement Test

# Targeted EL Intervention Through Assessment

Brenda Huey-Rosas  
Educational Consultant

---

# Webinar Tips



**Close programs and Internet browser windows** to improve video and audio quality



**Exit GoToWebinar and return** if audio and video lags persist



**Use the Questions feature if you need technical support** (or have a question!)



The recording, slides, and certificate of attendance will be e-mailed to you

---

Poll



**What is your  
preference?**



More Than Just a Placement Test

# Targeted EL Intervention Through Assessment



Brenda Huey-Rosas, 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



# Informing Targeted Instruction

A Guide for Intervention

- IPT Reports
  - Identification/Redesignation
- Progress Monitoring
- Diagnostic Reports
- Informing Instruction
  - Oral
  - Reading and Writing
- Targeted Intervention
- Materials/Our Materials
- Tangible Teaching Examples

## Student Information

Student ID: 001G2  
 Name: Sari P  
 Grade: 2  
 Age: 7  
 Date of Birth: 7/25/2013  
 Gender: Female  
 Ethnicity: Unknown/Declined  
 Primary Language: \*Other Language  
 Program Participation:

## School Information

Teacher: Lisa May  
 Examiner: Sari Luoma  
 School: Demo Elementary School  
 District: Demo District

## Test Information

Test Form: IPT I-Oral English Form G (2nd Ed.)  
 - Remote Testing  
 Test Date: 1/12/2021  
 Test Period: Spring 2021

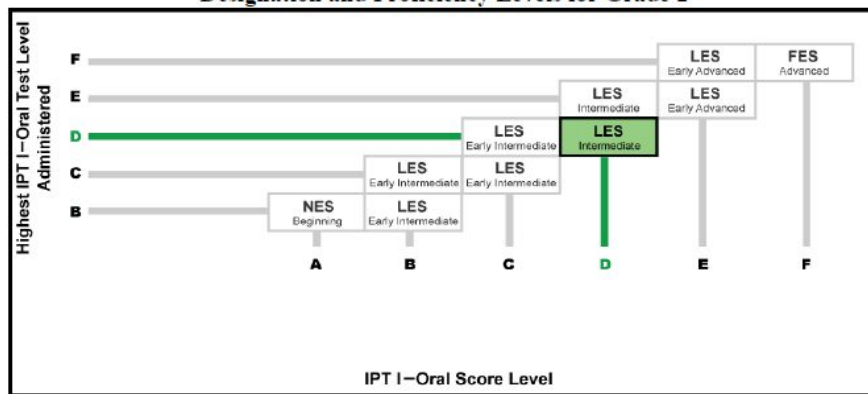
## Test Scores

Oral Score Level: D  
 Oral Proficiency Level: Intermediate  
 Oral Designation: Limited English Speaking (LES)  
 Raw Score: 32  
 Scaled Score: 113  
 Percentile: 31  
 NCE: 40

## Students at Level D can typically:

- identify household items.
- use common weather vocabulary.
- understand comparatives.
- name the days of the week.
- use prepositions correctly.
- ask simple present tense questions.
- express himself or herself using the past, present, and future tenses.
- summarize the main idea and descriptive or supporting details of a story.
- express opinions in complete sentences.
- comprehend and predict the outcome of a story using modal auxiliaries such as "might, may, will."

## IPT I-Oral English Form G (2nd Ed.) - Remote Testing Designation and Proficiency Levels for Grade 2



NES: Non-English Speaking LES: Limited English Speaking FES: Fluent English Speaking

Based on Sari's test performance, the highest test level that she was administered was D, and her Oral Score Level was D. The green box in the chart above shows that Sari's IPT Oral designation is LES, and that her IPT Proficiency Level is Intermediate.

	LEVEL B <sup>1</sup>	LEVEL C	LEVEL D	LEVEL E	LEVEL F
VOCABULARY	<u>3.School Personnel</u> <u>4.School-related Objects</u> 5.Clothing <u>6.Body Parts</u> 7.Foods 8.Animals: Pets 12.Household Items	<u>16.Occupations</u> 17.Animals: Farm 18.Food	31.Household Items <u>32.Weather</u> 35.Calendar: Days of the Week	47.NA 48.NA	61.NA 62.NA 65.NA 66.NA
GRAMMAR	11.Regular Plurals 13.Verbs: Present Progressive	19.Verbs: Present Progressive <u>22.Negation</u>	<u>33.Verbs: Simple Present</u> <u>36.Prepositions</u> <u>37.Question Formation</u>	46.NA 50.NA 51.NA 52.NA	63.NA 64.NA 67.NA
COMPREHENSION	*9.Spatial Concepts *10.Spatial Concepts 14.Story: Identify Characters' Feelings 15.Story: Identify Characters' Feelings	*20.Pronouns: Possessive *21.Spatial Concepts 26.Story: Identify Details 27.Story: Identify Details 28.Story: Identify Details 29.Story: Identify Details	*34.Comparatives	53.NA 54.NA 55.NA 56.NA	
LANGUAGE FUNCTIONS	1.Give Own Name 2.Give Own Age	23.Sentence Repetition <u>24.Sentence Repetition</u> 25.Sentence Repetition 30.Describe Likes/Dislikes	38.Predict Events 39.Describe Events (Past) 40.Identify Personal Likes/ Dislikes 41.Summarize a Story <u>42.Provide Supporting Details</u> <u>43.Give Rationale</u> 44.Predict Events <u>45.Predict Events</u>	49.NA 57.NA 58.NA 59.NA 60.NA	68.NA 69.NA 70.NA 71.NA 72.NA 73.NA 74.NA 75.NA



# Weaknesses: Vocabulary

## VOCABULARY RECOMMENDATION

<i>Carousel of IDEAS</i> Vocabulary Topics	Intervention from <i>Carousel of IDEAS</i> (Unit 4)
Occupations	Set 1: 518-524
Clothing and Accessories	Set 1: 542-545
Ordinal numbers	Set 1: 566-572
Animals (zoo)	Set 1: 590-593
Food	Set 1: 614-617
Body parts	Set 1: 638-641
For additional vocabulary practice pages, refer to <i>Creative IDEAS</i> Book 4 and <i>Frames for Fluency</i> Set 1, Unit 4. For more vocabulary-building strategies, visit: <a href="http://www.ballard-tighe.com/vocabularystrategies">www.ballard-tighe.com/vocabularystrategies</a>	



## GRAMMAR RECOMMENDATION

<i>Carousel of IDEAS Grammar Topics</i>	<i>Intervention from Carousel of IDEAS (Unit 3)</i>
<b>Nouns</b>	
Countable and uncountable nouns (e.g., a taco/some jello)	Set 1: 480-482; <i>Creative IDEAS</i> Bk. 3, pp. 87-91
Irregular plurals (e.g., sheep/sheep)	Set 1: 421, 441; <i>Creative IDEAS</i> Bk. 4, pp. 84-86
<b>Verb Forms</b>	
Present tense/present progressive tense questions (e.g., Do you like soup?/Is Marco wearing blue pants?)	Set 1: 368-369, 395; <i>Creative IDEAS</i> Bk. 4, pp. 69-76
<b>Adjectives</b>	
Comparatives/superlatives (e.g., big/bigger/biggest)	Set 1: 472-473, 491
<b>Sentence Grammar</b>	

Contractions (e.g., don't)	Set 1: 448; <i>Creative IDEAS</i> Bk. 4, pp. 77-79
Exclamations (e.g., I love ice cream!)	Set 1: 444-445, 458
<b>Question Formation</b>	
Can/may questions (e.g., May I have the shirt?)	Set 1: 369, 395, 441, 444-445

For additional practice, refer to *Frames for Fluency* Set 1, Unit 3.

<i>Carousel of IDEAS Grammar Topics</i>	<i>Intervention from Carousel of IDEAS (Unit 4)</i>
<b>Nouns</b>	
Possessive Nouns (e.g., This is the carpenter's hammer.)	Set 1: 525, 555-557, 591; <i>Creative IDEAS</i> Bk. 4, pp. 80-83
<b>Pronouns</b>	
Possessive pronouns (his, her, their, our)	Set 1: 555-557, 622-623; <i>Creative IDEAS</i> Bk. 5, pp. 73-78
<b>Verb Forms</b>	
Future tense verbs (e.g., Tomorrow she is going to wear an apron.)	Set 1: 549-551; <i>Creative IDEAS</i> Bk. 5, pp. 58-72
Past progressive tense verbs (e.g., Yesterday she was wearing a raincoat.)	Set 1: 549-551, 630
<b>Conjunctions</b>	
Conjunctions (but, because)	Set 1: 598-600 (because), 618-620 (but)

For additional practice, refer to *Frames for Fluency* Set 1, Unit 4.



# Comprehension

## COMPREHENSION RECOMMENDATION

<i>Carousel of IDEAS</i> Comprehension Objectives	Intervention from <i>Carousel of IDEAS</i> (Unit 4)
Listen to/read a riddle and respond by answering factual comprehension questions	Set 1: 533, 615
Listen to and recite a chant and respond to simple questions	Set 1: 568
Listen to/read and recite a poem/rhyme/chant and respond to simple directions and questions	Set 1: 620
Read a fictional story/nonfiction article and answer factual comprehension and critical thinking questions	Set 1: 526, 532-533, 592, 596, 598-599, 620, 629-630
Read a chart/graph and answer questions	Set 1: 544, 571
Follow directions to conduct a science experiment	Set 1: 558

## LANGUAGE FUNCTIONS RECOMMENDATION

<i>Carousel of IDEAS</i> Language Functions	Intervention from <i>Carousel of IDEAS</i> (Unit 3)
<b>Social functions</b>	
Express likes and dislikes (with facial expressions)	Set 1: 444-446
<b>Academic functions</b>	
Express preferences	Set 1: 358-359, 424-425, 444-446, 456-457
Explain decisions with supporting evidence	Set 1: 358-359
Categorize objects/food	Set 1: 367, 444-446, 473
Conduct an experiment	Set 1: 456-457
Analyze and explain a graph	Set 1: 475-478
<b>Work with texts (fiction and/or non-fiction)</b>	
<ul style="list-style-type: none"><li>- Make predictions</li><li>- Listen to a story/riddle and respond orally by answering factual comprehension questions</li><li>- Identify and describe characters and settings</li></ul>	Set 1: 351-353, 377-380, 426-428, 452-454, 475-478, 500-501
Identify the relationship between a story and personal experience	Set 1: 349, 430-431
Sequence events in a story	Set 1: 349, 475-478
Identify the central problem in a story and its solution	Set 1: 377-380
Summarize a story	Set 1: 475-478
Infer the content of a story	Set 1: 475-478
For additional practice, refer to <i>Frames for Fluency</i> Set 1, Unit 3.	
<i>Carousel of IDEAS</i> Language Functions	Intervention from <i>Carousel of IDEAS</i> (Unit 4)



# Quick Assessment

- Speaking Prompt
  - Content
  - Vocabulary
  - Grammar Forms
- Writing Prompt
  - Content
  - Vocabulary
  - Grammar Forms
- Circle all Errors ... comprehension and functions?



# Intervention

- General:

- Theme
- Chapter and Topics
- Vocabulary with Images
- Readings about the topics
  - Vocabulary in a context
- Four skills: reading, writing, listening, and speaking
- Scope and Sequence
- Objectives

- Our Materials:

- Carousel K-5
- Creative IDEAS K-5
- Frames for Fluency K-12
- Hands on English K-1/2
- Champion 6-12





# Vocabulary

## VOCABULARY RECOMMENDATION

<i>Carousel of IDEAS</i> Vocabulary Topics	Intervention from <i>Carousel of IDEAS</i> (Unit 4)
Occupations	Set 1: 518-524
Clothing and Accessories	Set 1: 542-545
Ordinal numbers	Set 1: 566-572
Animals (zoo)	Set 1: 590-593
Food	Set 1: 614-617
Body parts	Set 1: 638-641
For additional vocabulary practice pages, refer to <i>Creative IDEAS</i> Book 4 and <i>Frames for Fluency</i> Set 1, Unit 4. For more vocabulary-building strategies, visit: <a href="http://www.ballard-tighe.com/vocabularystrategies">www.ballard-tighe.com/vocabularystrategies</a>	



# Occupations

- Our Materials:
  - Carousel p.518-524
    - Theme Picture #15
    - P&W Cards
  - Frames for Fluency
  - Creative IDEAS



# Lesson 1



## You will need:

- ✓ THEME PICTURE #15 ("A Busy Street")
- ✓ TEMPLATE GG ("Off to Work")
- ✓ Chapter 1 PICTURE CARDS
- ✓ ACTIVITY SHEET 180 ("A Busy Street")

## Presentation

- Display THEME PICTURE #15 ("A Busy Street") and say: **This is a picture of a busy city street.** Write the word *busy* on the board. **We say this street is *busy* because we can see many people working in this picture.**

This man is a *trash collector*. He picks up the trash and takes it away. This woman is a *sales-person*. She is trying to get people to buy a gym membership. What other things do people sell? This woman is a *bank teller*. She helps people put money in the bank and take it out of the bank. Raise your hand if you have been to a bank. Continue with the rest of the target vocabulary shown in the picture. Remember to limit the number of words or concepts introduced at one time.

### Theme Picture #15 A BUSY STREET









# Practice

## Practice

- Have students match the PICTURE CARDS to the corresponding person in THEME PICTURE #15. For example, show the PICTURE CARD of the cashier and say: **This is a cashier. Where is the cashier in this big picture? Very good!** Talk about the occupations as students point out the appropriate picture and throughout the lesson, describing dress, tools, training, the fact that both men and women are in the job, and so forth.
- Write the following sentences on the board:

*Is this a \_\_\_\_\_?*

*Yes. He/She is a \_\_\_\_\_.*

*No. He/She is not a \_\_\_\_\_.*

Hold up the PICTURE CARD of a truck driver and say: **Is this a bank teller?** Point to the correct response on the board and say: **No. She is not a bank teller.** Hold up the PICTURE CARD of a boxer and say: **Is this a boxer?** Point to the correct response on the board and say: **Yes. He is a boxer.** Continue with other target words. Guide students as needed.



# Picture and Word Cards

U4 Ch1



U4 Ch1



U4 Ch1







# Practice

Next, write the following sentences on the board:

*Is the bank teller \_\_\_\_\_?*

*Yes. The bank teller is \_\_\_\_\_.*

*No. The bank teller is not \_\_\_\_\_.*

Hold up THEME PICTURE #15 and say: **Is the bank teller driving a truck?** Point to the correct response on the board and say: **No. The bank teller is not driving a truck.** Then say: **Is the trash collector walking on the street?** **Yes, the trash collector is walking on the street.**

Continue with other questions. Be sure to use the present progressive tense in your questions.



# Apply and Extend

## Apply & Extend

- Engage students in a discussion about jobs and whether they are easy or difficult. Ask students to name jobs they think are easy and explain what makes the job easy. Present opposing viewpoints for students to consider. For example, if a student says a truck driver's job is easy, explain that truck drivers often have to drive all night and be away from their families for long periods of time. They also may have to take heavy objects on and off the truck. Ask students to name jobs they think are difficult and explain what makes the job difficult. Lead students to the understanding that all jobs have some level of difficulty, and we often don't realize these difficulties until we do the job ourselves.

## Theme Picture #15: A Busy Street

**Target Vocabulary:** bank teller, boxer, cashier, king, president, salesperson, trash collector, truck driver

## TEACHING TIP

Find out if students' parents or guardians work in any of the target occupations and invite them to be "guest speakers" in the class. Also invite members of the community in the target professions to come to class and talk about their jobs and responsibilities.

## EARLY INTERMEDIATE LANGUAGE DEVELOPMENT ACTIVITIES

Show students the theme picture and say: **This is a picture of a busy street. You can see people doing many different jobs.**

## Listening and Speaking

- Point to the bank teller and ask: **Who is she? What is she doing?** [*counting money*] Point to the truck driver and ask: **Who is he? What is he doing?** [*driving a truck*] Continue with other people in the picture.
- Have students compare and contrast the people in the theme picture. Ask: **How are the trash collector and truck driver alike?** [*they both work outside; they both drive trucks*] **How are the bank teller and salesperson alike?** [*they both work with money*] **How are the truck driver and the cashier different?** [*the truck driver has to travel; the cashier works in one place*] **How are the president and king alike?** [*they both lead countries/people*] Continue as desired.
- Have student volunteers act out a brief conversation between two of the people in the theme picture.

## Reading and Writing

- Point to the salesperson and say: **She is a salesperson. What does a salesperson do?** Write a response to this question on the board (e.g., *A salesperson sells things to people.*). Instruct students to write a similar sentence about one of the people shown in the theme picture. Then point to each occupation in the picture, one at a time, and have students read their corresponding sentences.
- Ask students: **What do these people need to do their jobs? What tools do they use?** Point to the boxer and ask: **What does a boxer need?** [*gloves, a gym, training*] Write a model sentence on the board: *A boxer needs gloves.* Have students choose an occupation in the picture and write a sentence following the model on the board. Have students read their sentences aloud.

## LANGUAGE DEVELOPMENT ACTIVITIES FOR OTHER LEVELS

**Beginning:** Students are able to speak in one- to two-word responses. Ask questions such as: **Is this the bank teller? Is this the cashier or the boxer? Is the truck driver a man or a woman?** Continue with other yes/no and either/or questions.

**Intermediate:** Students are starting to speak in complex sentences and they are able to form opinions when prompted. Ask questions such as: **Where do you think the truck driver is going? What is the man buying from the salesperson? Do you think the bank teller enjoys her job? Why or why not?** Have students imagine they are one of the people in the theme picture and write a journal entry about his or her day. Have students read their journal entries to a partner.

**Early Advanced:** Students are speaking in complex and compound sentences, and should be able to analyze and debate a position. Ask questions such as: **What do you think would happen if the trash collector spilled the trash on the street? What would happen if the bank closed for a week? What would happen if the truck driver's truck broke down?** Have students write a paragraph responding to one of these questions. Students should read their paragraphs to a partner.

**Advanced:** Students are able to listen, speak, read, and write proficiently in English. Focus on their ability to predict, persuade, and debate. Ask questions such as: **What do you think a working day is like for a trash collector? What is a day like for the president of the United States? What about a day in the life of a boxer?** Have students choose one of the occupations in the picture and write an essay about a day in the life of a person with that occupation. Have students conduct research or interview people to learn more about the requirements of the job they choose. Have students present their findings to the class.







# Frames for Fluency Activity #1

## Practice

- Have students match the PICTURE CARDS to the corresponding person in THEME PICTURE #15. For example, show the PICTURE CARD of the cashier and say: **This is a cashier. Where is the cashier in this big picture? Very good!** Talk about the occupations as students point out the appropriate picture and throughout the lesson, describing dress, tools, training, the fact that both men and women are in the job, and so forth.
- Write the following sentences on the board:

*Is this a \_\_\_\_\_?*

*Yes. He/She is a \_\_\_\_\_.*

*No. He/She is not a \_\_\_\_\_.*

Hold up the PICTURE CARD of a truck driver and say: **Is this a bank teller?** Point to the correct response on the board and say: **No. She is not a bank teller.** Hold up the PICTURE CARD of a boxer and say: **Is this a boxer?** Point to the correct response on the board and say: **Yes. He is a boxer.** Continue with other target words. Guide students as needed.

## FF #1

Materials: TP #15 & 16

Carousel TG p. 519

### Function

Naming people

### Form

Nouns

### Target Frames

Is this a \_\_\_\_\_?

U4F1

Yes, he/she is a \_\_\_\_\_.

U4F2

No, he/she is not a \_\_\_\_\_.

U4F3

He/She is a \_\_\_\_\_.

### Examples

Point to people in TP #15 and #16 and ask:

**Is this a boxer?**

**Yes, he is a boxer.**

**Is this a bank teller?**

**No, she is not a bank teller. She is a painter.**





Materials: TP #15 &amp; 16

Carousel TG pp. 519, 522-523

**Function**

Asking and answering  
questions in complete sentences

**Form**

Nouns, present  
progressive tense verbs

**Target Frames**

Is the \_\_\_\_\_? U4F4

Yes, the \_\_\_\_\_ is \_\_\_\_\_. U4F5

No, the \_\_\_\_\_ is not \_\_\_\_\_. U4F6

He/She is \_\_\_\_\_.

What is the \_\_\_\_\_ doing? U4F7

He/She is \_\_\_\_\_. U4F8

**Examples**

Show TP #15 and #16 and have students take turns asking and answering questions using the present progressive tense, such as:

*Is the bank teller driving the truck?*

*No, the bank teller is not driving the truck. She is counting money.*

*What is the baker doing?*

*He is decorating a cake.*

# Frames for Fluency Activity #2

Next, write the following sentences on the board:

*Is the bank teller \_\_\_\_\_?*

*Yes. The bank teller is \_\_\_\_\_.*

*No. The bank teller is not \_\_\_\_\_.*

Hold up THEME PICTURE #15 and say: **Is the bank teller driving a truck?** Point to the correct response on the board and say: **No. The bank teller is not driving a truck.** Then say: **Is the trash collector walking on the street?** **Yes, the trash collector is walking on the street.**

Continue with other questions. Be sure to use the present progressive tense in your questions.

Carouse/TG pp. 522-523

## Function

### Answering questions in complete sentences

## Target Frames

Where does the \_\_\_\_\_ work?

He/She works \_\_\_\_\_.

What does the \_\_\_\_\_ do?

He/She \_\_\_\_\_.

## Examples

Show TP #15 and #16 and ask:

Where does the painter work?  
She works inside/outside.

What does the gardener do?  
He plants flowers.

## Form

Nouns, subject  
pronouns, present tense  
verbs

U4F9

U4F10

U4F11

U4F12

**Continued** ➤  
on next page





## Theme Picture #16: A Pool Party

**Target Vocabulary:** baker, carpenter, cook, gardener, lifeguard, painter, queen, soldier

## TEACHING TIP

Bring in magazine and newspaper pictures of people doing the jobs students are learning about. Display the pictures around the classroom and refer to them when talking about the occupation shown in the picture.

## EARLY INTERMEDIATE LANGUAGE DEVELOPMENT ACTIVITIES

Show students the theme picture and say: **This is a picture of a pool party. Some people are swimming and relaxing. Other people are working.**

## Listening and Speaking

- Talk to students about parties: **Have you ever been to a pool party? What did you do? Did you have a good time? Why or why not? What other kinds of parties have you been to?**
- Ask students: **What people in this picture are working? Point to the painter and ask: Who is she? What is she doing? What color is she painting the house? [yellow] Point to the baker and ask: Who is he? What is he doing? [making a cake; putting frosting on the cake] Continue with other occupations.**
- Ask students questions about the clothing people in the picture are wearing: **What is the carpenter wearing? [green shirt, blue pants] What is the baker wearing? [white shirt, red apron] Continue with other occupations/clothing.**
- Have student volunteers act out a brief conversation between two of the people in the theme picture.

## Reading and Writing

- Point to the cook's hat and ask: **What is this?** Write the following on the board: *This is the cook's hat.* Underline the 's and read the sentence aloud. Write other sentences on the board: *This is the \_\_\_\_\_ pencil. This is the \_\_\_\_\_ paint. This is the \_\_\_\_\_ crown.* Have students copy the sentences and fill in the blanks. Call on students to read their sentences aloud.
- Write the following on the board: *She is tall and she paints the wall.* Ask students to which occupation the sentence refers. [*painter*] Then ask a student volunteer to come to the board and underline the rhyming words. [*tall/wall*] Have student pairs choose one of the occupations in the picture and work together to create a rhyme (e.g., The baker is a cake maker.). Students should underline the rhyming words. Allow time for students to share their sentences.
- On the board, write a "clue" about a person in the picture (e.g., He is trimming the bush.). Have students read the clue and guess who the clue is about. Have students write their own clues and have classmates guess who the clue is about.

## LANGUAGE DEVELOPMENT ACTIVITIES FOR OTHER LEVELS

**Beginning:** Students are able to speak in one- to two-word responses. Ask questions such as: **Is this a cook? Is this a lifeguard or a painter? Is the soldier a man or a woman?** Continue with other yes/no and either/or questions.

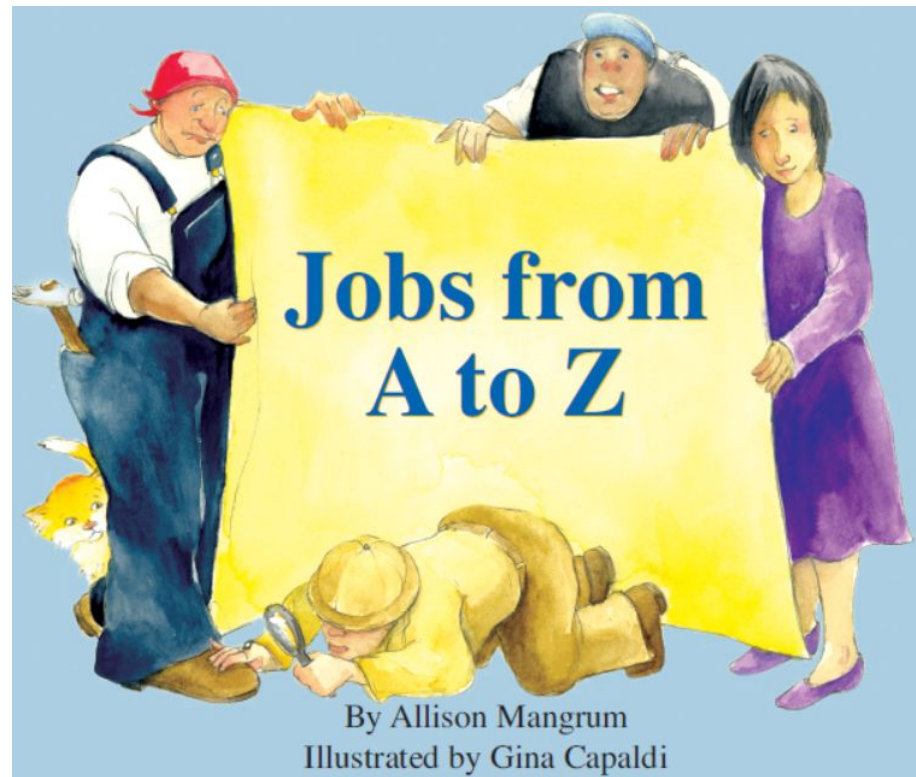
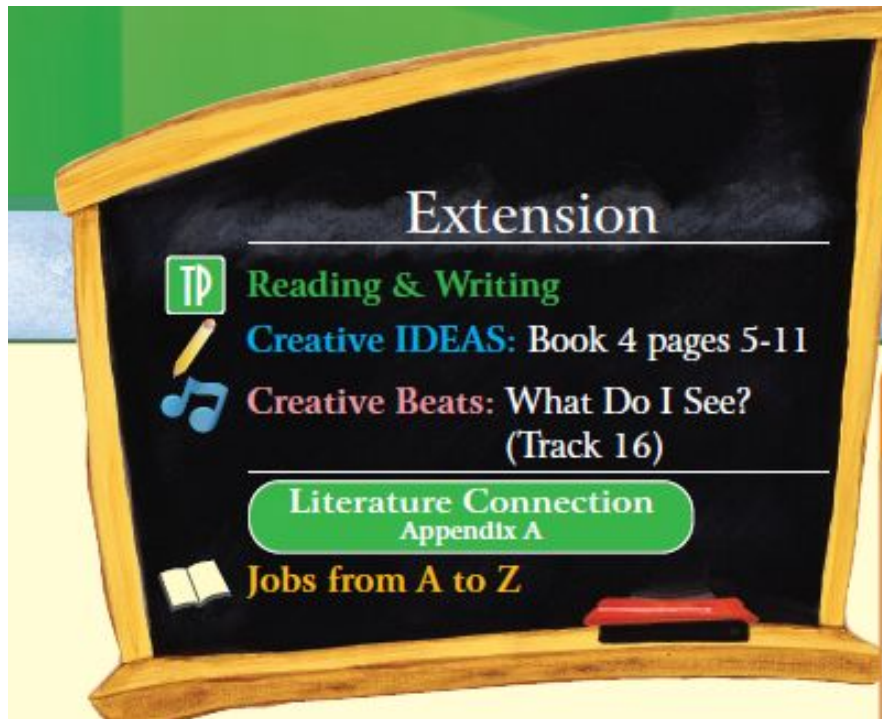
**Intermediate:** Students are starting to speak in complex sentences and they are able to form opinions when prompted. Ask questions such as: **Which people are helping with the food? Which people are working on the house? How are a soldier and lifeguard alike? How are a queen and a carpenter different?** Have students write a paragraph comparing and contrasting two of the occupations shown in the theme picture. Have students read their paragraphs to a partner.

**Early Advanced:** Students are speaking in complex and compound sentences, and should be able to analyze and debate a position. Ask questions such as: **If you could be any person at this party, who would you be? Why?** Have students write a paragraph explaining their answer. Have students read their paragraphs to a partner.

**Advanced:** Students are able to listen, speak, read, and write proficiently in English. Focus on their ability to predict, persuade, and debate. Ask questions such as: **Which person working in this picture has the most difficult job? Why? Who has the easiest job? Why?** Have students write an essay about who has the easiest job and who has the most difficult job. Tell students to include details to support their opinions. Have each student present his or her essay to the class, and then have the class discuss whether they agree or disagree.

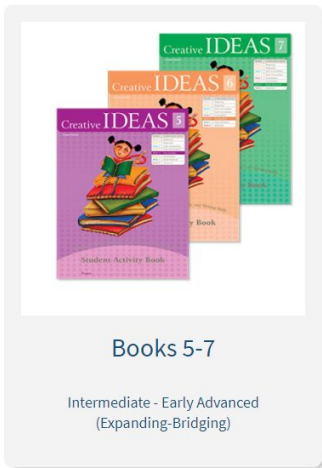
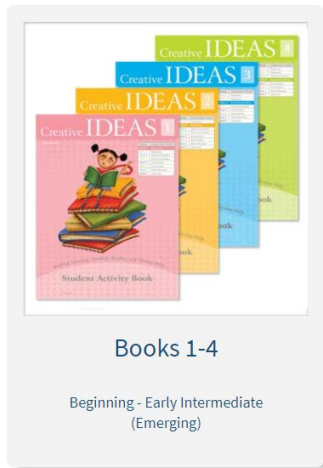


# Extension





# Creative IDEAS



## IDENTIFY

### OCCUPATIONS

I want to be a ...



bank teller



queen



king



cashier



lifeguard



salesperson



baker



painter



boxer



gardener



truck driver



trash collector



president



carpenter



cook



soldier

Teacher: Instruct students to identify and write the occupations of the people.





# Creative IDEAS




## BUILD UP

OCCUPATIONS &  
CLOTHING AND  
ACCESSORIES

Listen  and Repeat 

These are people and their jobs.

1.   I want to be a **carpenter**.
2.   You want to be a **gardener**.
3.   She wants to be a **cashier**.

Make the sentences. Use  "she":



4. bank teller



5. salesperson



6. baker



7. truck driver



8. queen



9. lifeguard

**Teacher:** Instruct students to listen to and repeat the sentences. Use the *Block 4 CD, Track 1*, or have students repeat after you. For items 4-9, 11-16, 21-23, and 25-26, students should use the key words to create sentences that are modeled after the sentences they just heard and repeated.

Copyright ©2010 by Ballard & Tighe, Publishers, a division of Educational IDEAS, Inc. All rights reserved. No part of this publication may be reproduced in any form or by any means, electronic or mechanical, including photocopying, recording, or any information storage and retrieval system, without permission in writing from the publisher.

## BUILD UP

OCCUPATIONS

Who is he?



He's the **painter**.  
He **paints the house**.



He's the \_\_\_\_\_  
He \_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



She's the **bank teller**.  
She **gives you money**.

Who is she?



She's the \_\_\_\_\_  
She \_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

**Teacher:** Instruct students to make sentences telling the occupations of the people and what they do.



## GRAMMAR RECOMMENDATION

<i>Carousel of IDEAS Grammar Topics</i>	<i>Intervention from Carousel of IDEAS (Unit 3)</i>
<b>Nouns</b>	
Countable and uncountable nouns (e.g., a taco/some jello)	Set 1: 480-482; <i>Creative IDEAS</i> Bk. 3, pp. 87-91
Irregular plurals (e.g., sheep/sheep)	Set 1: 421, 441; <i>Creative IDEAS</i> Bk. 4, pp. 84-86
<b>Verb Forms</b>	
Present tense/present progressive tense questions (e.g., Do you like soup?/Is Marco wearing blue pants?)	Set 1: 368-369, 395; <i>Creative IDEAS</i> Bk. 4, pp. 69-76
<b>Adjectives</b>	
Comparatives/superlatives (e.g., big/bigger/biggest)	Set 1: 472-473, 491
<b>Sentence Grammar</b>	

Contractions (e.g., don't)	Set 1: 448; <i>Creative IDEAS</i> Bk. 4, pp. 77-79
Exclamations (e.g., I love ice cream!)	Set 1: 444-445, 458
<b>Question Formation</b>	
Can/may questions (e.g., May I have the shirt?)	Set 1: 369, 395, 441, 444-445

For additional practice, refer to *Frames for Fluency* Set 1, Unit 3.

<i>Carousel of IDEAS Grammar Topics</i>	<i>Intervention from Carousel of IDEAS (Unit 4)</i>
<b>Nouns</b>	
Possessive Nouns (e.g., This is the carpenter's hammer.)	Set 1: 525, 555-557, 591; <i>Creative IDEAS</i> Bk. 4, pp. 80-83
<b>Pronouns</b>	
Possessive pronouns (his, her, their, our)	Set 1: 555-557, 622-623; <i>Creative IDEAS</i> Bk. 5, pp. 73-78
<b>Verb Forms</b>	
Future tense verbs (e.g., Tomorrow she is going to wear an apron.)	Set 1: 549-551; <i>Creative IDEAS</i> Bk. 5, pp. 58-72
Past progressive tense verbs (e.g., Yesterday she was wearing a raincoat.)	Set 1: 549-551, 630
<b>Conjunctions</b>	
Conjunctions (but, because)	Set 1: 598-600 (because), 618-620 (but)

For additional practice, refer to *Frames for Fluency* Set 1, Unit 4.

## LANGUAGE FUNCTIONS RECOMMENDATION

<i>Carousel of IDEAS</i> Language Functions	Intervention from <i>Carousel of IDEAS</i> (Unit 3)
<b>Social functions</b>	
Express likes and dislikes (with facial expressions)	Set 1: 444-446
<b>Academic functions</b>	
Express preferences	Set 1: 358-359, 424-425, 444-446, 456-457
Explain decisions with supporting evidence	Set 1: 358-359
Categorize objects/food	Set 1: 367, 444-446, 473
Conduct an experiment	Set 1: 456-457
Analyze and explain a graph	Set 1: 475-478
<b>Work with texts (fiction and/or non-fiction)</b>	
<ul style="list-style-type: none"><li>- Make predictions</li><li>- Listen to a story/riddle and respond orally by answering factual comprehension questions</li><li>- Identify and describe characters and settings</li></ul>	Set 1: 351-353, 377-380, 426-428, 452-454, 475-478, 500-501
Identify the relationship between a story and personal experience	Set 1: 349, 430-431
Sequence events in a story	Set 1: 349, 475-478
Identify the central problem in a story and its solution	Set 1: 377-380
Summarize a story	Set 1: 475-478
Infer the content of a story	Set 1: 475-478
For additional practice, refer to <i>Frames for Fluency</i> Set 1, Unit 3.	
<i>Carousel of IDEAS</i> Language Functions	Intervention from <i>Carousel of IDEAS</i> (Unit 4)





# Comprehension

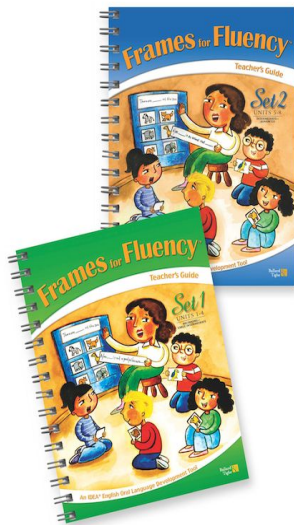
## COMPREHENSION RECOMMENDATION

<i>Carousel of IDEAS</i> Comprehension Objectives	Intervention from <i>Carousel of IDEAS</i> (Unit 4)
Listen to/read a riddle and respond by answering factual comprehension questions	Set 1: 533, 615
Listen to and recite a chant and respond to simple questions	Set 1: 568
Listen to/read and recite a poem/rhyme/chant and respond to simple directions and questions	Set 1: 620
Read a fictional story/nonfiction article and answer factual comprehension and critical thinking questions	Set 1: 526, 532-533, 592, 596, 598-599, 620, 629-630
Read a chart/graph and answer questions	Set 1: 544, 571
Follow directions to conduct a science experiment	Set 1: 558



# Frames for Fluency K-12 Intervention

- Appendix
  - Scope and Sequence
  - Literature Connection



(pocket chart & stand not included)

## GRAMMAR RECOMMENDATION

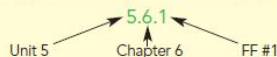
<i>Champion of IDEAS</i> Grammar Topics	Intervention from <i>Champion of IDEAS</i> (Unit 4) Red Level
<b>Nouns</b>	
Plurals	Red Level TG: 433, 468, 477, 499, 502, 529
<b>Verb Forms</b>	
Present tense	Red Level TG: 529-530, 538
Past tense verbs	Red Level TG: 529-530, 538
Present progressive tense verbs	Red Level TG: 515, 529-530, 538
Future tense verbs	Red Level TG: 502, 529, 531, 538
<b>Adjectives</b>	
Comparatives	Red Level TG: 435, 500, 508, 527
Superlatives	Red Level TG: 435
<b>Adverbs</b>	
Adverbs (frequency: always, never, often, sometimes)	Red Level TG: 532, 540
Adverbs (how or when, e.g., again, almost, bravely, heroically, honestly)	Red Level TG: 445, 479, 499, 503, 510
<b>Conjunctions</b>	
Conjunctions (however, because)	Red Level TG: 435, 471, 479, 504, 508
<b>Sentence Grammar</b>	
Contractions	Red Level TG: 404, 435
Phrases (e.g., for example, such as)	Red Level TG: 436, 479, 485, 504
Statements and questions and answers with there is/there are	Red Level TG: 470, 478, 486



# 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).



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	

## Plural: 2.4.1

### FF #1

Materials: P&W Cards • TP #7

Carousel TG pp. 236, 244

### Function

Naming things

### Form

Nouns, regular plurals with -s and -ies

### Target Frames

The \_\_\_\_\_ is here/there.

U2F27

The \_\_\_\_\_ are here/there.

U2F28

### Examples

Point to the animals in TP #7 and say:

The puppy is here.

Now imagine there is more than one.

The puppies are there.





# Language Functions

## LANGUAGE FUNCTIONS RECOMMENDATION

<i>Champion of IDEAS</i> Language Functions	Intervention from <i>Champion of IDEAS</i> (Unit 3) Red Level
<b>UNIT 3</b> <b>Chapter 9</b>	
Compare and contrast people, places, and things following a model.	Red Level TG: 303
Express personal preferences; use a graphic organizer to compare/contrast information.	Red Level TG: 304
Sequence steps in starting a business (e.g., opening a diner) and prepare a short oral presentation.	Red Level TG: 304-305
Identify a sequence of events and role play examples of etiquette and manners.	Red Level TG: 308
Understand idiomatic expressions.	Red Level TG: 308-309
Differentiate opinions from facts related to information read orally.	Red Level TG: 311
Identify specific facts from consumer documents.	Red Level TG: 319
Label a diagram and provide details and make generalizations	Red Level TG: 319



# Compare and Contrast

Champion TG p. 303

11. Have students compare and contrast people, places, and things following a model. Have students open their Reader to page 88 and read the last sentence: *The Delicious Diner will be the biggest restaurant in downtown Springfield when it opens next month.* Ask students what this sentence means. Help students understand that the Delicious Diner will be larger than all the other restaurants in downtown Springfield. Make one copy of Guide 17 and Guide 18 (located on the Digital Resources) and cut out each “plate.” Guide 17 shows three different breakfast plates—a big breakfast, a bigger breakfast, and the biggest breakfast. Guide 18 shows three different dinner plates—a small dinner, a smaller dinner, and the smallest dinner. Call three students up to the front of the class and give each one a “breakfast plate.” Say: **Nancy has a big breakfast. Kim has a bigger breakfast. Mario has the biggest breakfast.** Then have the students repeat these statements in the first person. Guide them as needed: **I have a big breakfast. I have a bigger breakfast. I have the biggest breakfast.** Then ask students: **Who has the biggest breakfast?** Write *big*, *bigger*, and *biggest* on the board as shown:

*big*

*bigger*

*biggest*

## FF #1

Materials: P&W Cards

Carousel TG pp. 44-45, 47-48

### Function

Comparing and contrasting

### Form

Comparative structures, conjunctions

### Target Frames

A/an \_\_\_\_\_ is \_\_\_\_\_ than a/an \_\_\_\_\_. U5F1  
\_\_\_\_\_, but \_\_\_\_\_. U5F2

### Examples

Give each student a picture card and have them compare and contrast vehicles using *bigger/smaller than* and *faster/slower than*.

*An airplane is bigger/faster than a bicycle.*

Then have students make comparative statements about vehicles using *but*.

*Airplanes fly in the air, but trains travel on the ground.*



# Compare and Contrast

## FF #3

Materials: Index cards with different days of the week and various temperatures

Carousel TG pp. 83-84

### Function

Comparing and contrasting

### Form

Comparative structures, future tense verbs

### Target Frames

\_\_\_\_\_ will be \_\_\_\_\_ than \_\_\_\_\_. U5F16

The temperature on \_\_\_\_\_ will be \_\_\_\_\_ than the temperature on \_\_\_\_\_. U5F17

### Examples

Write each day of the week on index cards along with various temperatures. Tell students that this is the forecast for next week's weather. Have students compare the weather on different days of the week to elicit *warmer/colder than* and *higher/lower than*.

Sunday will be warmer than Monday.

The temperature on Tuesday will be lower than the temperature on Monday.

## FF #2

Materials: TP #20

Carousel TG p. 104

### Function

Comparing and contrasting

### Form

Comparative structures

### Target Frames

The \_\_\_\_\_ is \_\_\_\_\_ than the \_\_\_\_\_. U5F22

### Examples

Show students TP #20 and have them compare different toys using *heavier than* and *lighter than*.

The balloon is lighter than the wagon.

The dollhouse is heavier than the whistle.



# Comprehension

## COMPREHENSION RECOMMENDATION

<i>Champion of IDEAS</i> Comprehension Objectives	Intervention from <i>Champion of IDEAS</i> (Unit 4) Red Level
<ul style="list-style-type: none"><li>- Pre-reading activity to anticipate content, purpose, and organization of a reading selection; point out text features; listen for key words, phrases, and simple sentences, and produce simple vocabulary in an academic setting.</li><li>- Read the text; students ask questions to clarify meaning/ listen and gain information for a specific purpose.</li><li>- Check student comprehension/identify the main idea, details, and writer's purpose.</li></ul>	Red Level TG: 434-435, 444-445, 451-452, 457, 468-469, 477-478, 485, 491, 502-503, 509-510, 515-516, 520, 531, 537-538, 545, 550
Identify thoughts and actions of characters.	Red Level TG: 545





# Literature Connection

## Literature Connection

### Preview: Predicting

- Use the literature book suggested in the chapter related to the chapter theme, depending on the students.
- To introduce the literature book, ask students the title and the author and illustrator. Relate the author/illustrator as appropriate given their age.
- Show the pictures in the book. Using the target frames to predict what they think the book will be about, when it will take place, when it happened, and if they like the book on the board, as well as some of the

#### Function

Predicting

#### Target Frames

I think this book will be about \_\_\_\_\_.

I think the story will take place in \_\_\_\_\_.

I think the story will happen \_\_\_\_\_.

I think I will/will not like the story because \_\_\_\_\_.

Set 1/LC1

Set 1/LC2

Set 1/LC3

Set 1/LC4

### Read: Confirming Predictions



Read the entire book aloud without stopping to ask questions. Using the target literature connection frames, ask students if their predictions are correct. If not, ask how the story is different from what they expected. Provide a model for student responses.

#### Function

Confirming predictions

#### Target Frames

I found out \_\_\_\_\_.

Now I think \_\_\_\_\_.

OR

I predicted \_\_\_\_\_.

My prediction was/was not correct because \_\_\_\_\_.

#### Form

Present and past tense verbs

Set 2/LC5

Set 2/LC6

Set 2/LC7



# Literature Connection

Who, What, When, Where, Why

Using the  
where, an  
questions

## Character Study/Setting

If the literature book includes interesting character and setting details, tell students: **The character talk about the story in the story.**

## Main Ideas and Details

As appropriate depending on the literature book selection, tell students: **Stories usually have a main idea. The main idea is one big idea that continues through the whole story. What is the main idea of the story?** Have students describe the main idea and details in the story using the target frames.

### Function

Asking

### Target Frames

Who \_\_\_\_\_

What \_\_\_\_\_

When \_\_\_\_\_

Where \_\_\_\_\_

Why \_\_\_\_\_:

### Function

Describe

### Target Frames

One c

One c

### Function

Identifying main ideas and supporting details

### Target Frames

The main idea of the story is \_\_\_\_\_.

A detail is \_\_\_\_\_.

### Form

Present tense verbs, complex sentences

Set 2/LC24

Set 2/LC25

### Instructional Implications for Jose R

The instructional implications below are based on Jose's reading and writing designations. The recommendations are based on generalizations from a large number of performances in each designation category both in the test and when dealing with typical language learning tasks outside the test, and may include suggestions that do not apply to Jose. The teacher should evaluate the suggestions in relation to Jose's skill set and apply the ones that are appropriate.

Recommendations for Limited English Reading (LER)	Recommendations for Limited English Writing (LEW)
<ul style="list-style-type: none"><li>• Consider evaluating the student's level of literacy development with the help of a literacy specialist and provide support if needed. Even if a student is literate in another language, he or she may need extra support with reading in English.</li><li>• Practice reading texts aloud and check for understanding. Use a range of texts from short and simple to grade-appropriate or nearly grade-appropriate texts. As needed, review strategies for sounding out unfamiliar words and using word analysis and context to figure out what they might mean.</li><li>• Include comprehension checks with all reading texts. Use a mix of whole-group, small-group, paired, and individual work with reading tasks.</li><li>• Consult content area teacher(s) to find if there are texts that you could pre-read or reread with the student in ELD time to support academic language development. Focus on understanding key points, any complex grammar, and general academic words and phrases.</li><li>• Include reading easy-to-understand passages for enjoyment.</li><li>• Teach reading comprehension elements in connection with different kinds of texts during ELD time, including word definitions, the meanings of phrases, identifying topic or main idea, identifying logical sequence of events, determining cause and effect, as relevant in a text.</li><li>• Model how a reader monitors his or her understanding during reading and encourage students to adopt this as a regular strategy when reading for learning.</li><li>• Guide students to analyze questions and prompts that are related to reading. Help them notice question words and verbs that tell them to do something specific, such as list, identify, explain, or justify.</li></ul>	<ul style="list-style-type: none"><li>• Teach students to check what the task is asking them to write. Writing tasks in these grades typically ask for a narrative, descriptive, or informative text, but sometimes also an opinion text.</li><li>• Emphasize the importance of reviewing own writing for whether it addresses the topic and the prompt requirements.</li><li>• Encourage students to check that the sentences they write are complete.</li><li>• Show examples of correctly used writing conventions, have students identify different writing conventions in each other's writing, and review their own writing for appropriate writing conventions.</li><li>• Discuss sample sentences, paragraphs, and texts for how details make the texts lively and interesting. Have students expand their own sentences and texts with the help of models and peer comments.</li><li>• Increase students' knowledge of written vocabulary and syntax and accurate spelling.</li><li>• Check with the student's teacher to see if you can provide language support for writing that is part of the student's content area work.</li></ul>



# Recommendations for Curricular Materials

- Reading Recommendations:

- Hands on English K-1
  - Fiction/Informational Texts
  - Reading Comprehension/skills
- Carousel 2nd-5th
  - Content-based reading with comprehension questions
- Champion 6th to 12th
  - Reading for rigor
    - comprehension/academic reading tasks

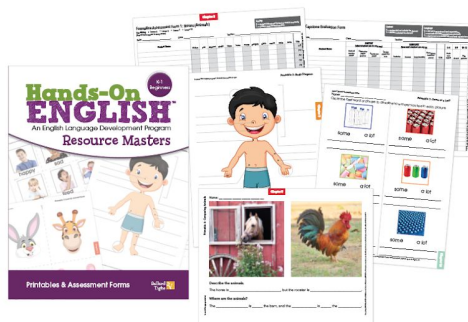
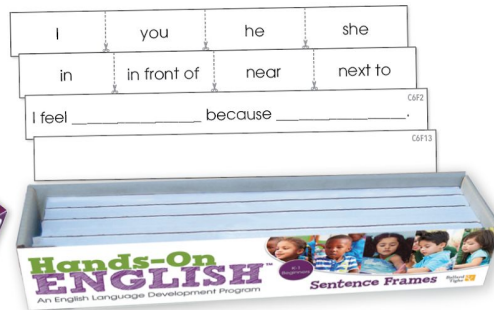
- Writing Recommendations

- Hands on English: EnglishMats
- Frames for Fluency K-12
  - Theme Pictures
  - Speak to Write
  - Grammar Form and Function
- Carousel 2nd-5th
  - Academic Writing Tasks and Editing
- Champion 6th-12th
  - Academic Writing





# Hands-On English (K-1)





# EnglishMats (K-5)





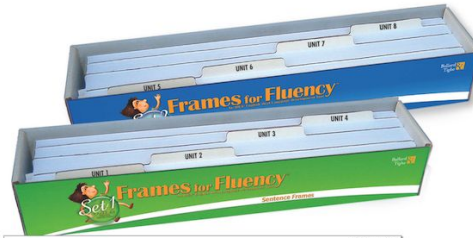
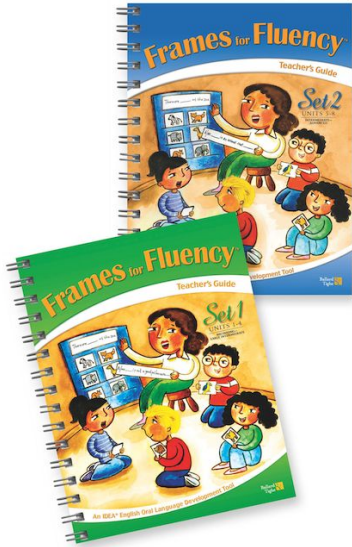
# Carousel of IDEAS (K-5)





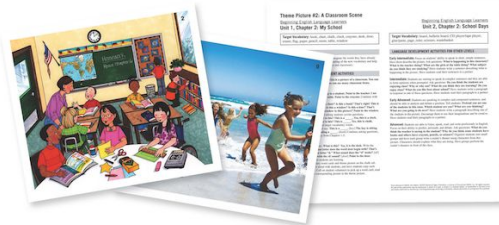


# Frames for Fluency (K-12)



I feel \_\_\_\_\_ because \_\_\_\_\_.

What is the \_\_\_\_\_ doing?



(pocket chart & stand not included)





# 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



# English & Spanish Language Proficiency Tests

## Pre-K to 12 English and Spanish Proficiency Tests

### 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



For more information on the IPT,  
contact **Lori Hill**

E-mail: [lhill@ballard-tighe.com](mailto:lhill@ballard-tighe.com)

Phone: 1-800-321-4332

For more information on B&T  
instructional programs, contact  
**Brenda Huey-Rosas**

E-mail: [brozas@ballard-tighe.com](mailto:brozas@ballard-tighe.com)

Phone: 1-800-321-4332