

Dive into an Ocean of Supports for Teaching ELA and Social Studies: Teaching Strategies to Support English Learners

March 13 - 14, 2023

If They Build It, They Will Learn



Step 1: Think about your strengths as a teacher



Step 2: Build with pipe stems or Legos



Your Presenters

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Agenda

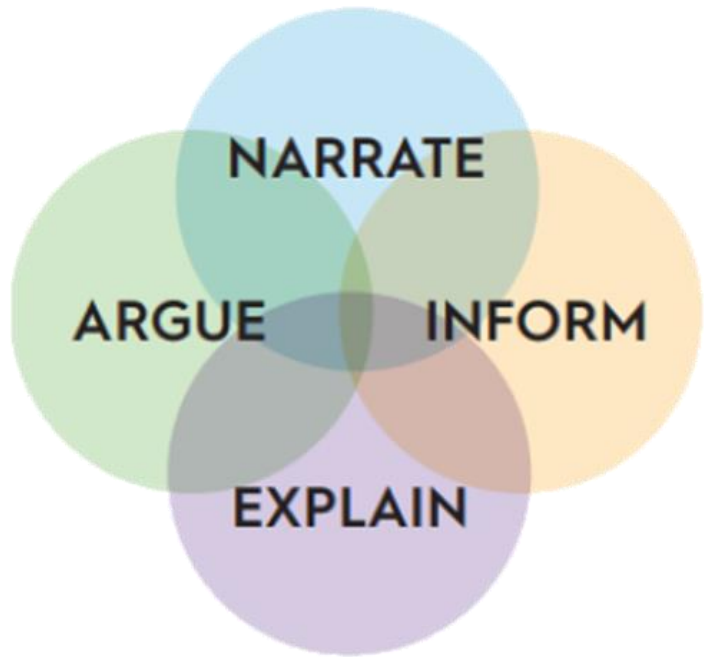


Learning Targets

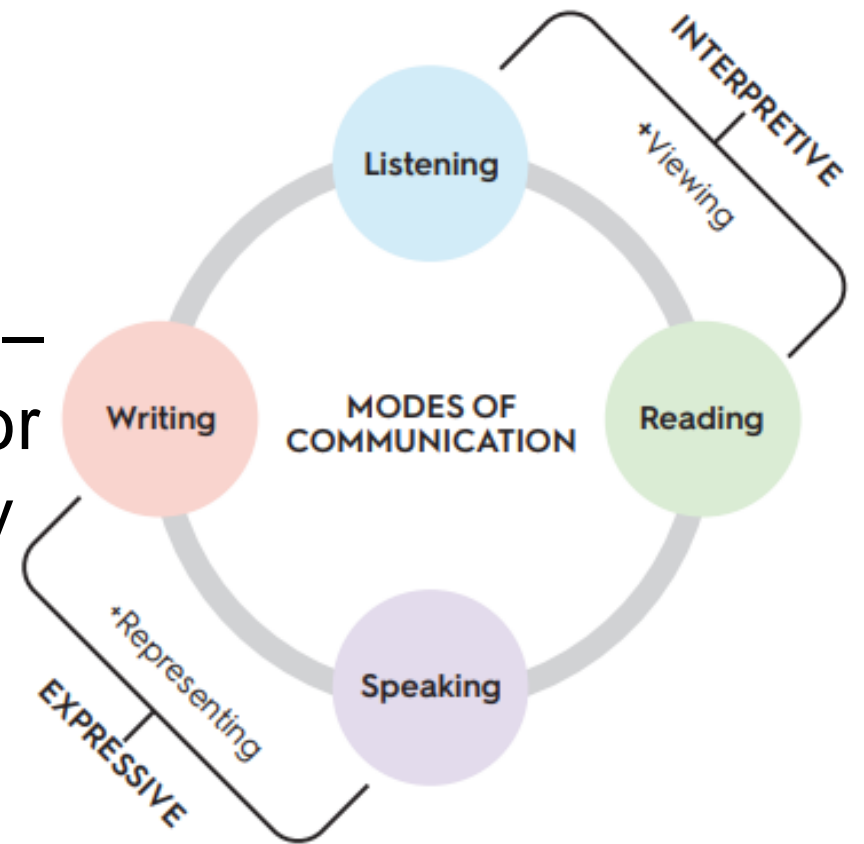
- Learn about the WIDA Key Language Uses and Modes of Communication and where to find them in the WIDA Frameworks
- Learn where to find WIDA Standards Associations
- Learn about Velocity activities and where to locate them
- Explore strategies from Inspire to specifically support English Learners



WIDA Key Language Uses and Modes of Communication



On the slides to come, where you see these graphics – think of what uses or modes the strategy incorporates.



<https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf>



Give Velocity a Try

The best way to explain what Velocity is, is to give it a try.



Kindergarten
American
Symbols



1st Grade
Landforms

2nd Grade
Jimmy Carter

3rd Grade
Major River
Mapping



4th Grade
The Boston
Massacre
Image
Analysis



5th Grade
A Flashcard
Activity



How do I find Velocity activities?

Go to your **grade/course**, then choose your **unit**.

The screenshot shows a 'CURRICULUM MAP' with units 1 through 10. Unit 3, 'Bigger, Better, Faster: The Changing Nation', is highlighted. Below the map, the details for Unit 3 are expanded, showing an 'Elaborated Unit Focus', 'Connecting Themes/Enduring Understandings', and a list of resources. The resources are categorized into Lesson Templates (9 resources), Velocity Student Activities (BETA) (3 resources), and Additional Resources (12 resources). The Velocity Student Activities are highlighted with a purple band.

COURSE-WIDE	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
			Bigger, Better, Faster: The Changing Nation	War and Prosperity: World War I and the 1920's	The Great Depression and the New Deal	Another World War	War Turns Cold	Civil Rights Address Civil Wrongs	United States from 1975 to the Digital Age	Building a Budget
			HIDE ▲	VIEW ▼	VIEW ▼	VIEW ▼	VIEW ▼	VIEW ▼	VIEW ▼	VIEW ▼

▶▶ Unit 3 Bigger, Better, Faster: The Changing Nation

Elaborated Unit Focus
In this unit, students will understand the impact of **movement and migration** on the expanding United States. By understanding the role of **conflict and change**, student will learn how the United States began to spread its influence throughout the western world. They will also gain knowledge about the importance of **technological innovations** created during this time. Student will then finally use the theme of **location** to identify important physical and man-made features of the United States.

Connecting Themes/Enduring Understandings
Conflict and Change: When there is conflict between or within societies, change is the result.
Student Friendly Definition: Conflict causes change.
Location: The student will understand that location affects a society's economy, culture, and development.
Student Friendly Definition: Where people live matters.

SHOW MORE ▼ COLLAPSE UNIT DESCRIPTIONS X

Resources (24) Standards (31)

Resources, Lesson Templates, and Student Activities

Lesson Templates (9 resources)

Velocity Student Activities (BETA) (3 resources)

Additional Resources (12 resources)

Velocity lessons are in the purple band.



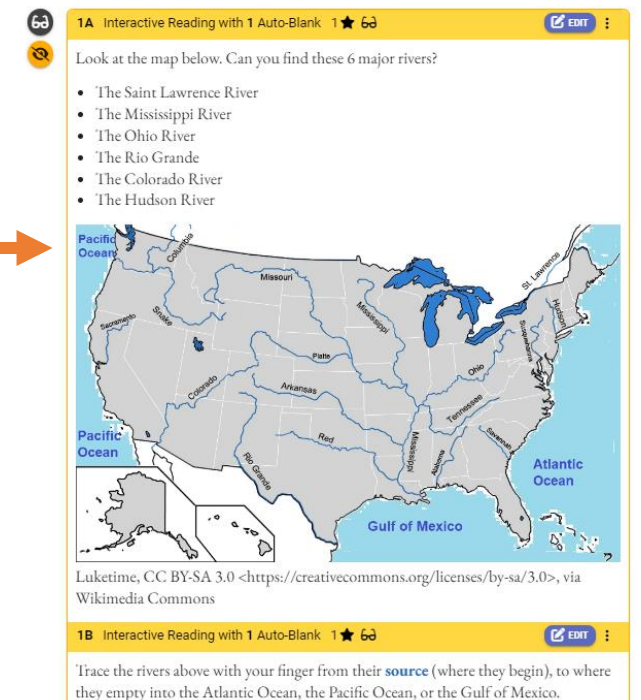
Why Velocity?

Velocity is an app within the Inspire platform where teachers can create, assign, and share student facing activities that can be automatically or teacher graded for accuracy and completion. <https://inspire.gadoe.org/>

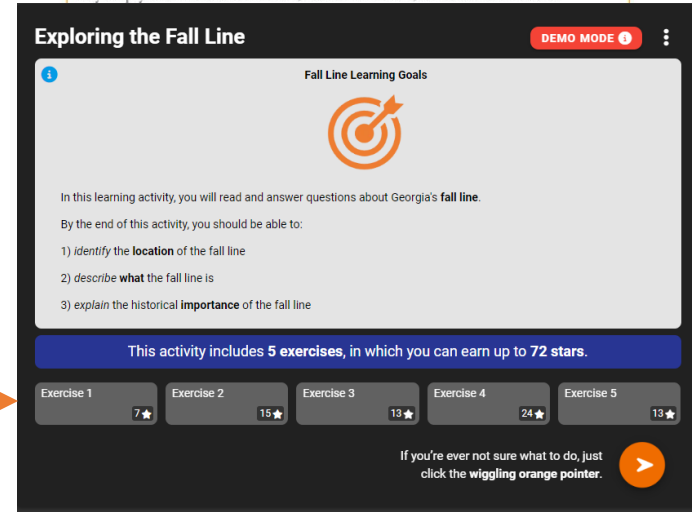
Teachers can:

- Create and assign their own lessons
- Modify and assign existing lessons to differentiate for their own students
- Share student facing activities/lessons with other teachers

Create individual activities



or scaffolded lessons with multiple exercises



Exploring Content

Allow students to research and explore content in a variety of formats.

The screenshot shows two panels. The left panel, titled "Have my students:", lists three options: "Interact with learning content", "Answer a question", and "Additional options". The right panel, titled "Content source:", lists four options: "Freeform content (text and/or images)...", "Interactive Reading...", "A website...", and "A YouTube Video...".

Text To Speech (TTS) provides reading supports for learners.

The content presented to students for exploration AND the interactive activity provide students an opportunity to build fluency and show their thinking in a variety of methods—Speaking, Writing, Illustrating, Reading, and Listening (SWIRL).

The screenshot shows a video player interface. At the top, the title "What's in Your budget?" is displayed. Below the title, there is a question mark icon and the text "Watch this video to learn what a budget is." A red circle highlights the "TTS" (Text To Speech) icon in the top right corner. The video player shows a video thumbnail with the title "What Is A Budget?" and the text "A written plan used to help decide how much money you can spend on things." The video player controls show a play button, a progress bar at 0:00 / 1:03, and a "0 / 5" star rating.

Use the Income and Expense Infographic below to answer the questions.

The infographic is divided into two sections: "Income" and "Expense".




Income
Income is the money you get. You might get it by.....
Illustrations include: selling something (a person selling a bicycle), doing work or chores (a person working at a desk), and A gift (a hand holding a gift box).

Expense
An expense is the money you spend to buy things, such as....
Illustrations include: things we want (a person holding a shopping bag), and Things we need (a person at a counter).





Showing Student Thinking


Create a variety of different activities to meet the needs of all students.

Have my students:

-  Interact with learning content >
-  Answer a question >
-  Additional options >


Question type:

-  Constructed response...
-  Scaffolded response...
-  Multiple choice...
-  Labeled image (beta)...



What you are doing right now is called the

- A. past
- B. future
- C. present

 I'm not sure...

Choose an answer

Find the label "A" in the image above. Now look at this poster:



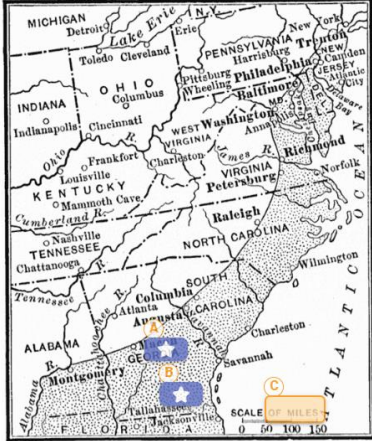
Who is Uncle Sam? Do you think this represents a real person, or is this a character that symbolizes something? Support your answer with evidence from the illustration.

Enter your response here

Directions:

- Look at the map below.
- Click on the star next to each letter (A, B, and C).
- Select what each letter represents on the map.

The Fall Line on the US East Coast





Source: Ralph S. Tarr, B.S., F.G.S.A. and Frank M. McMurry, Ph.D., New Geographies 2nd ed (New York, NY: The Macmillan Company, 1910) 49. Map Credit: Courtesy the private collection of Roy Winkelman. Retrieved from [MAPS ETC](#)

- Coastal Plain
- fall line
- Atlantic Ocean (today)






Earning Stars




You'll initially get 12/12 stars for this response.  But your teacher may change your score later. 

Velocity can check student responses for completeness and accuracy or send responses to teacher to score.

Have my students:

-  Interact with learning content >
-  Answer a question >
-  Additional options >

Other exercise types:

-  Formative quiz...
-  Flashcards...
-  Discussion (coming soon)...

5th Grade WWI and 1920s Vocabulary Flashcards


Browse Mode ▾

shipping 0★ The Lucitania 0★ Treaty of Versailles 1919 0★ Jazz 0★

The Jazz Age 0★ Louis Armstrong 0★ The Harlem Renaissance 0★


Langston Hughes 0★ Babe Ruth 0★ Henry Ford 0★ Specialization 0★

assembly line 0★ Charles Lindbergh 0★ Transatlantic flight 0★


TERM 



Charles Lindbergh

[SHOW SAMPLE SENTENCE](#)

 Correct! You've earned 3 ★ so far.

Fill in the blank in the correct choice to earn another star.





1C Constructed Response 12★  

12 Stars | Min. word count: 1 | **Velocity-Bot not used** for initial scoring

Prompt: Is the young girl's statement true? Do you think they will have "lots to eat this winter"? What evidence is there in the poster to support your answer?

Model Response: Yes, they will have lots to eat this winter because there are many jars of food on the shelf behind them and they are making even more.
or
No, the jars of food on the shelf do not look like enough to feed a family for the whole winter and there is no meat at all.

1D Constructed Response 12★  

12 Stars | Min. word count: 1 | **Velocity-Bot not used** for initial scoring

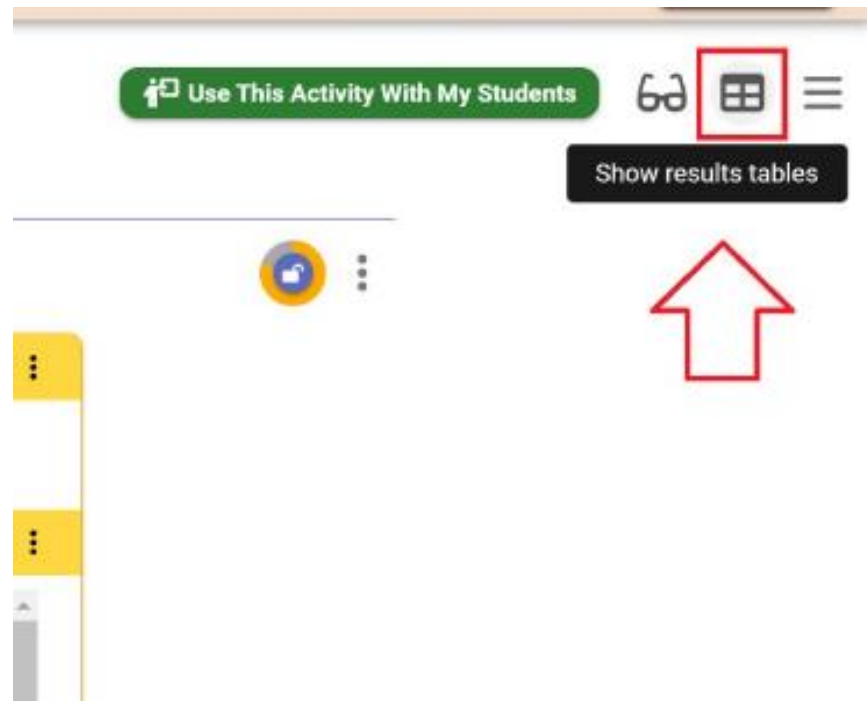
Prompt: Based on what you read in the article and what you see in the poster, where do you think the food in the jars came from?

Model Response: The article says that "posters urged Americans to plant "victory gardens" and can their own vegetables", and the poster tells people to grow and can their own foods. This would imply that the vegetables in the jars were grown in the family's "victory" garden.



Analyze Student Results Data

Teachers receive valuable student mastery data for every activity and across the unit of instruction



A screenshot of the Inspire interface showing student results data for a test. The interface includes the Inspire logo and 'Georgia Department of Education' text. The user name 'Nancy Balaun' and 'STAFF' role are visible. The test title is 'test'. There are two tabs: 'RESULTS BY STUDENT' (selected) and 'RESULTS BY EXERCISE'. The data is presented in a table with the following columns: Student Name, Last Access, Time Spent, Status, Queries Complete, and Stars Earned. The table shows results for five students, with the last student, *Cim Demonte, highlighted in orange.

Student Name	Last Access	Time Spent	Status	Queries Complete	Stars Earned
Jennifer Zoumberis	8/14 05:53	0:48	Complete	2 100%	16 / 16 ★ 100%
Courtney Stoops	8/14 07:54	1:05	Complete	2 100%	16 / 16 ★ 100%
Ashley Melville	8/14 08:14	1:08	Complete	2 100%	12 / 16 ★ 75%
*Pag Demonte	8/16 17:02	0:23	Complete	2 100%	12 / 16 ★ 75%
*Cim Demonte	8/17 04:00		Started	0 0%	0 / 16 ★ 0%



Where is Velocity?

Find pre-created Velocity activities by selecting a grade/course.

1. Click the “Course Resources” tab. Velocity activities for the course are below lessons.
2. Selected an individual unit, Velocity activities tied to that unit will show on the “Lessons & Resources” section.
3. Teachers can create their own Velocity activities in the “My Resource Collections” section of a grade/course by selecting “Create.”

Where to find the WIDA Language Associations

The image shows two overlapping browser windows. The left window displays the 'Social Studies - Georgia Standards of Excellence' page. The right window displays the 'WIDA English Language Development Standards Framework, 2012' page. An orange arrow points from the 'SS6H4 Explain the impact of English colonization on current Aboriginal basic rights, health, literacy, and language.' standard in the left window to the 'ELD-SS.6-8.Explain.Expressive' standard in the right window. Below the SS6H4 standard, two buttons are visible: 'ELD-SL.4-12.Explain' and 'ELD-SS.6-8.Explain.Expressive'. The right window shows a list of ELD standards, with 'ELD Standard 5: Language for Social Studies' expanded to show 'Grades 6-8'. The 'ELD-SS.6-8.Explain.Expressive' standard is highlighted, and its description is shown in a pop-up box. The description states: 'ELD-SS.6-8.Explain.Expressive Multilingual learners will construct social studies explanations that' followed by a list of bullet points: 'Introduce and contextualize phenomena or events', 'Establish perspective for communicating outcomes, consequences, or documentation', 'Develop reasoning, sequences with linear and nonlinear relationships, evidence, and details, acknowledging strengths and weaknesses', and 'Generalize multiple causes and effects of developments or events'. Below this, the 'ELD-SS.6-8.Argue.Interpretive' standard is partially visible.



Social Studies Supports

TOPICS							
COURSE-WIDE	All Students and English Learner Supports	Students with Disabilities	STEM/STEAM	Experiential Learning with Virtual Tours and VR	Statewide Organizations	Historic Dates and Holidays	Maps / Geography
Course-Wide Resources	Graphic Organizers, Templates, Sample Lessons and more	Graphic Organizers, Templates, Sample Lessons, and more	Graphic Organizers, Templates, Sample Lessons, and more	Virtual Experience, Resources and Support for Social Studies	Resources Offered by Statewide Organizations That Support Social Studies	Resources to teach specific historic dates or holidays (September 11th, Constitution Day, etc.)	GIS, maps, and geography resources
VIEW	VIEW	VIEW	VIEW	VIEW	VIEW	VIEW	VIEW

Instructional resources and supports applicable for social studies instruction K-12.

Take this [video tour](#) for WIDA Associations to Social Studies contents standards.



Social Studies Supports

Social Studies Supports

SEARCH: Search content item titles...

TOPICS

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Course-Wide Resources	Graphic Organizers, Templates, Sample Lessons and more	Graphic Organizers, Templates, Sample Lessons, and more	Graphic Organizers, Templates, Sample Lessons, and more	Virtual Experience, Resources and Support for Social Studies	Resources Offered by Statewide Organizations That Support Social Studies	Resources to teach specific historic dates or holidays (September 11th, Constitution Day, etc.)	GIS, maps, geograph resources
VIEW	HIDE	VIEW	VIEW	VIEW	VIEW	VIEW	VIEW

All Students and English Learner Supports Graphic Organizers, Templates, Sample Lessons and more

[SHOW UNIT DESCRIPTIONS](#)

Resources, Lesson Templates, and Student Activities

[TILE VIEW](#) [LIST VIEW](#)

- Lesson Templates and Additional Teacher Resources (4 resources)**
 - Image Source Analysis Organizers
 - Concept Map Organizers
 - Writing Supports
 - Vocabulary Acquisition Supports
 - Text Source Supports
 - Speaking Supports
 - Study Guide Templates
- Additional Resources (2)**
 - QuickTipsAccessibility.pdf
 - Sample Multimodal Lesson: Did Composting Save the Plymouth Colony? Lesson 1 - Defining Comp

Find a repository of supports, strategies, and resources specifically for your English Learners in the Inspire Social Studies Support bubble



Your Assignment



Heart- Reflect something felt by the heart- something you love.

I loved...

Spade- Share something that was dug up during the day. **I didn't know...**

Diamond- Identify something that was precious or valuable. **I can't wait to...**

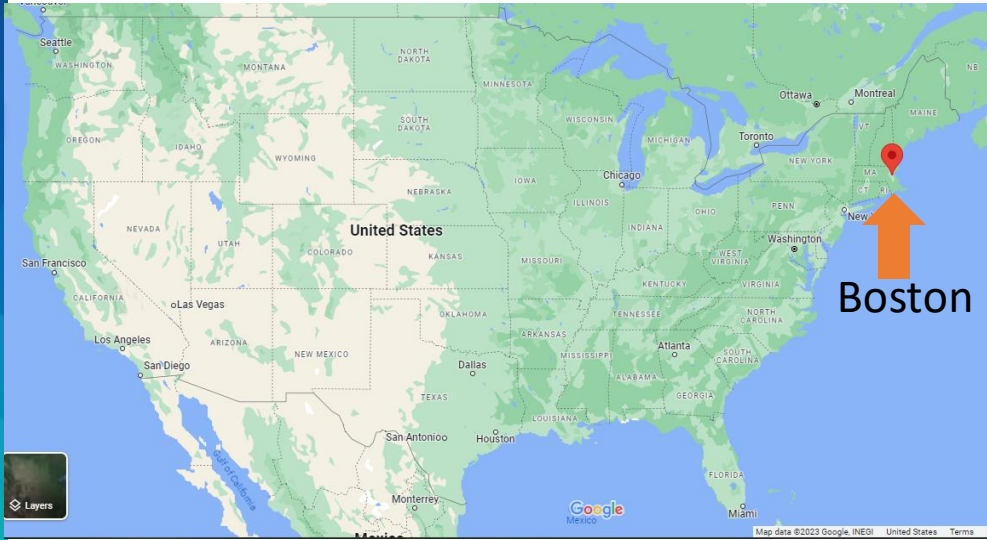
Club- Consider something that will grow in the future. **I want to know more about...**

Schema and Vocab

- Alternate experiences
- Alternate perspectives
 - “Oh, you mean The Rebellion.”
- Leverage community’
- Ask students
- Picture word wall
- Picture dictionaries
- Pictorial schema
- Video
- Audio



Schema and Vocab



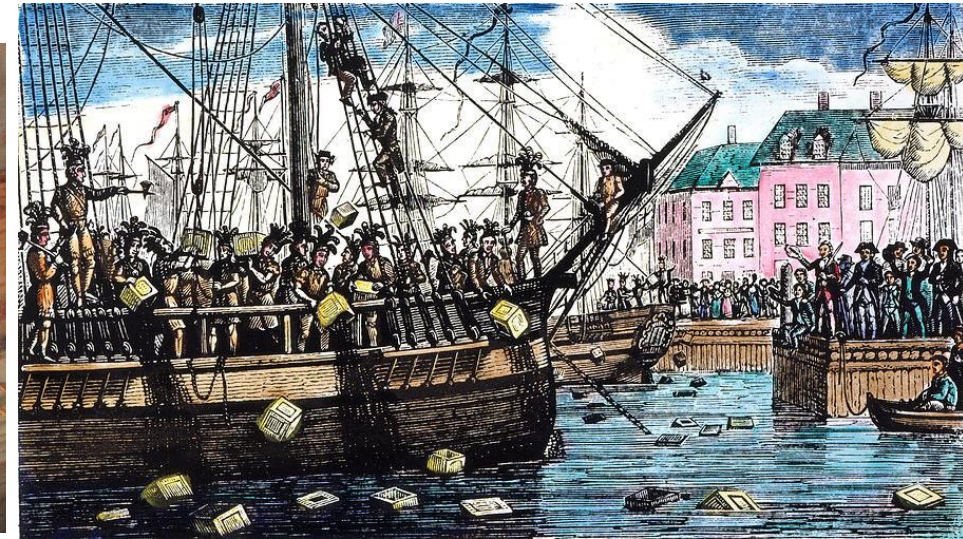
tea



Tea party



Tea crates



What ELA Skills Are You Working On?



- Reading

- Meaning from context
- Vocabulary acquisition
- Sentence structure
- Parts of speech
- Drawing conclusions
- Making inferences
- Citing evidence



- Writing

- Sentence structure
- Main idea
- Supporting details
- Persuasive, informational, narrative
- Fact/fiction/opinion
- Point of view



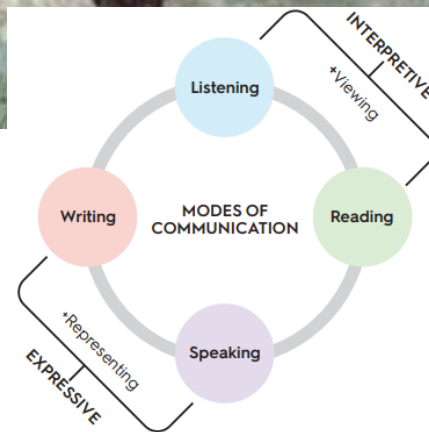
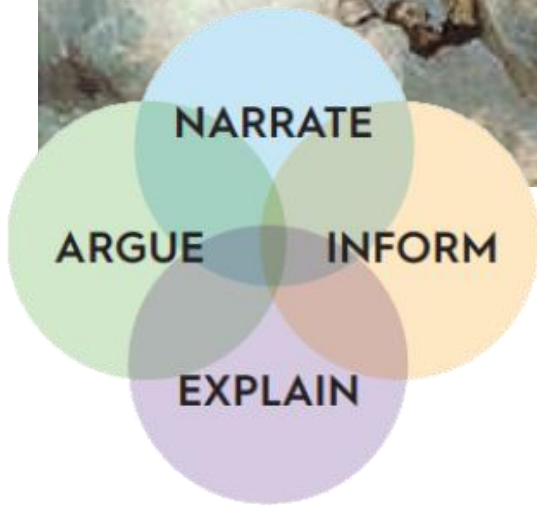
Primary Sources



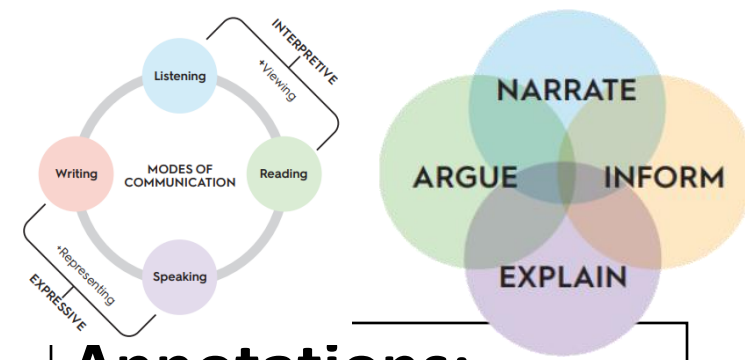
Stampedes

Andy Adams describes trying to turn a stampede:

*"... the cattle tore with a crashing of brush and a rattle of horns that sent a chill up and down my spine. But there was no time to hesitate, for our horses were in the **thicket**, and with the herd closing in on us there was no **alternative** but to go through it, every man for himself. I gave (my horse) a free rein, shutting my eyes and clutching both cantle and pommel to hold my seat; ... and tore through the **thicket**, in places higher than my head, and came out in an open space considerably in the lead of the cattle."*



Annotation Conversations



Partner A



Partner B

Annabel Lee – Edgar Allan Poe

like once upon a time fairy tales

It was many and many a year ago,
 In a kingdom by the sea,
 That a maiden there lived whom you may know
 By the name of Annabel Lee;
 And this maiden she lived with no other thought
 Than to love and be loved by me.

RICH lol
are we supposed to know her?
PROT-CRIST??
she needs a fighty
OR ANNOYING? 3rd person?
UH... I agree. Like Romeo and Juliet maybe teenagers?

I was a child and she was a child,
 In this kingdom by the sea;
 But we loved with a love that was more than love—
 I and my Annabel Lee—
 With a love that the winged seraphs in Heaven
 Coveted her and me.

ANNOYING BEING THANKS lol

And this was the reason that, long ago,
 In this kingdom by the sea,
 A wind blew out of a cloud, chilling
 My beautiful Annabel Lee;
 So that her high-born kinsman came
 And bore her away from me,
 To shut her up in a sepulchre,
 In this kingdom by the sea.

google said its a man related to her
SMALL ROOM FOR A DEAD BODY!
wait, did her dad kill and bury her in the kingdom out of jealousy? Or was it something with the wind?

The angels, not half so happy in Heaven,
 Went envying her and me—
 Yes! — that was the reason (as all men know,
 In this kingdom by the sea)
 That the wind came out of the cloud by night,
 Chilling and killing my Annabel Lee.

WAIT, IS HE DEAD TOO?
OR SO YOU ALSO THINK SHE'S DEAD! I DON'T THINK HE IS (line 34)
OR WAS IT THE ANGELS?

But our love it was stronger by far than the love
 Of those who were older than we—
 Of many far wiser than we—
 And neither the angels in Heaven above,
 Nor the demons down under the sea,
 Can ever dissever my soul from the soul
 Of the beautiful Annabel Lee:

#BRUT lol
#creepy!

For the moon never beams, without bringing me dreams
 Of the beautiful Annabel Lee;
 And the stars never rise, but I feel the bright eyes
 Of the beautiful Annabel Lee:
 And so, all the night-tide, I lie down by the side
 Of my darling — my darling — my life and my bride,
 In her sepulchre there by the sea—
 In her tomb by the sounding sea.

LOOKING DOWN @ HIM FROM HEAVEN? yes, I think so, she's alive
#MILLAWT
#childbride

The Raven by Edgar Allan Poe

Once upon a midnight dreary, while I pondered, weak and weary,
 Over many a quaint and curious volume of forgotten lore—
 While I nodded, nearly napping, suddenly there came a tapping,
 As of some one gently rapping, rapping at my chamber door—
 ‘Tis some visitor,’ I muttered, ‘tapping at my chamber door—
 Only this and nothing more.’

I THINK THE ALLITERATION IS CREATING A SCARY MOOD. YES, AND ALSO IT'S ALMOST MIDNIGHT, WHO COULD IT BE?

Ah, distinctly I remember it was in the bleak December,
 And each separate dying ember wrought its ghost upon the floor.
 Eagerly I wished the morrow;—vainly I had sought to borrow
 From my books surcease of sorrow—sorrow for the lost Lenore—
 For the rare and radiant maiden whom the angels name Lenore—
 Nameless here for evermore.

AS A TIME? DOESN'T SEEM VERY XMAS-ISH
IS THIS A PAST MEMORY?
Lenore!
LOVE IT!

And the silken, sad, uncertain rustling of each purple curtain
 Thrilled me—filled me with fantastic terrors never felt before;
 So that now, to still the beating of my heart, I stood repeating
 ‘Tis some visitor entreating entrance at my chamber door—
 Some late visitor entreating entrance at my chamber door;—
 This it is and nothing more.”

ANGELS WERE IN
MABEL LEE, TOO
why? you just said her name? MAYBE HE MEANS BECAUSE SHE'S DEAD, THERE'S NO MORE LENORE? IS THIS LIKE ANNABEL LEE? MAYBE ITS MABEL LENORE?!

Presently my soul grew stronger; hesitating then no longer,
 “Sir,” said I, “or Madam, truly your forgiveness I implore;
 But the fact is I was napping, and so gently you came rapping,
 And so faintly you came tapping, tapping at my chamber door,
 that I scarce was sure I heard you”—here I opened wide the door;
 Darkness there and nothing more.

HE SEEMS NERVOUS? maybe its Lenore's ghost? #GHOST THAT IS SO SCARY, MAYBE HE SHOULD HAVE SAID OCTOBER, NOT DECEMBER!

almost
just imagining it? maybe it was a ghost? OR maybe he has pets? I DON'T THINK THERE WAS DOG DASH?

Annotations:

- Impressions
- Connections
- Questions

Turn & Talk Ideas:

- Impressions, connections, questions
- Illustrate thinking
- Reflection questions

Annotation Conversations

Partner A

From the 9/11 Memorial and Museum – Audio Transcript

Robert Gray

My name is Bob Gray. I'm currently serving as a battalion chief. I'm at Arlington County Fire Department. On September 11th, I was serving as a captain on the technical rescue station. I don't remember exactly what time it was, but we heard there was a plane that went down, you know, in the area of Crystal City. You know, that's our jurisdiction. That's just beside the Pentagon. By the time we reached Arlington, we were very clear that there had been a plane had gone into the Pentagon. We were thinking, "If this was intentional, what else could be going on? We got our stuff, took a fire truck over to Station 1, rolled up, and there was already several armed guards covering that fire station. Shortly after they deployed my group into the Pentagon. I still remember we got off the bus with our gear and walked up to the front of the building after we had received our assignment. It was just unbelievable, and my thought was just, "This is just feels so evil" you know "that somebody has done this, and they did it with a loaded plane." I was like, "You gotta be kidding me."

[1:00]

It was just, you know, overwhelming. Our job was to find survivors, and it was obvious on the first floor, once we got all the way to where the plane had hit, that there weren't any survivors in that general area. It was really remarkable because you'd be on the second floor and you'd find a room that was absolutely pristine, more on the third floor than the second, but a room that hadn't been touched that's surrounded by complete destruction. The duct work down on the floors, the file cabinets completely ripped apart, and then one room when there's not even but a light layer of smoke on the walls, a flag's hanging, a magazine's sitting on the desk. I guess it was how the gas vented through the buildings under pressure, and then blew some areas up and preserved others. So, you know, you just knew—I think we knew intuitively that within the first half hour that we weren't going to find anybody alive, but you know, you wanna be as diligent as you can and just keep searching. I didn't leave the scene until about 12:30 that night. The first couple days, we might only shore a couple of the three columns a shift because debris had to all be processed. We had a pile of debris that was airplane parts. You know, there was a lot of things that had some green primer on them, and then all the honeycomb type stuff

Partner B

Paul Revere's Ride

By Henry Wadsworth Longfellow

LISTEN, my children, and you shall hear
Of the midnight ride of Paul Revere,
On the eighteenth of April, in Seventy-five;
Hardly a man is now alive
Who remembers that famous day and year.
He said to his friend, "If the British march
By land or sea from the town to-night,
Hang a lantern aloft in the belfry arch
Of the North Church tower as a signal light, —
One, if by land, and two, if by sea;
And I on the opposite shore will be,
Ready to ride and spread the alarm
Through every Middlesex village and farm,
For the country folk to be up and to arm."

Then he said, "Good night!" and with muffled oar
Silently rowed to the Charlestown shore,
Just as the moon rose over the bay,
Where swinging wide at her moorings lay
The Somerset, British man-of-war;
A phantom ship, with each mast and spar
Across the moon like a prison bar,
And a huge black hulk, that was magnified
By its own reflection in the tide.
Meanwhile, his friend, through alley and street,
Wanders and watches with eager ears,
Till in the silence around him he hears
The muster of men at the barrack door,
The sound of arms, and the tramp of feet,
And the measured tread of the grenadiers,
Marching down to their boats on the shore.
Then he climbed the tower of the Old North Church,
By the wooden stairs, with stealthy tread,
To the belfry-chamber overhead,

Annotations:

- Impressions
- Connections
- Questions




Turn & Talk:

- How did your partner clarify your thinking?
- How did your partner expand your understanding?
- What did you agree with?
- What did you disagree with?
- What questions do you have?

Image Analysis

“To be true to ourselves, we must be true to others.”

“The measure of a society is found in how they treat their weakest and most helpless citizens.”

		
What do you SEE?	What do you THINK?	What do you WONDER?

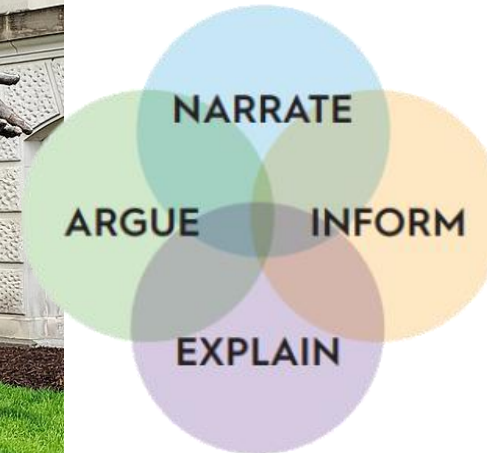
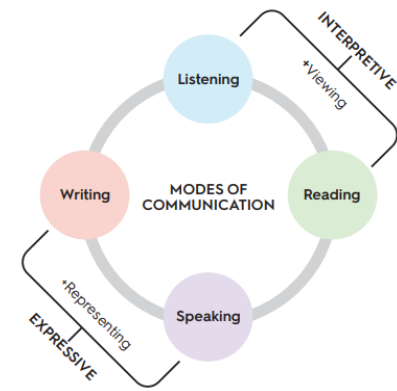
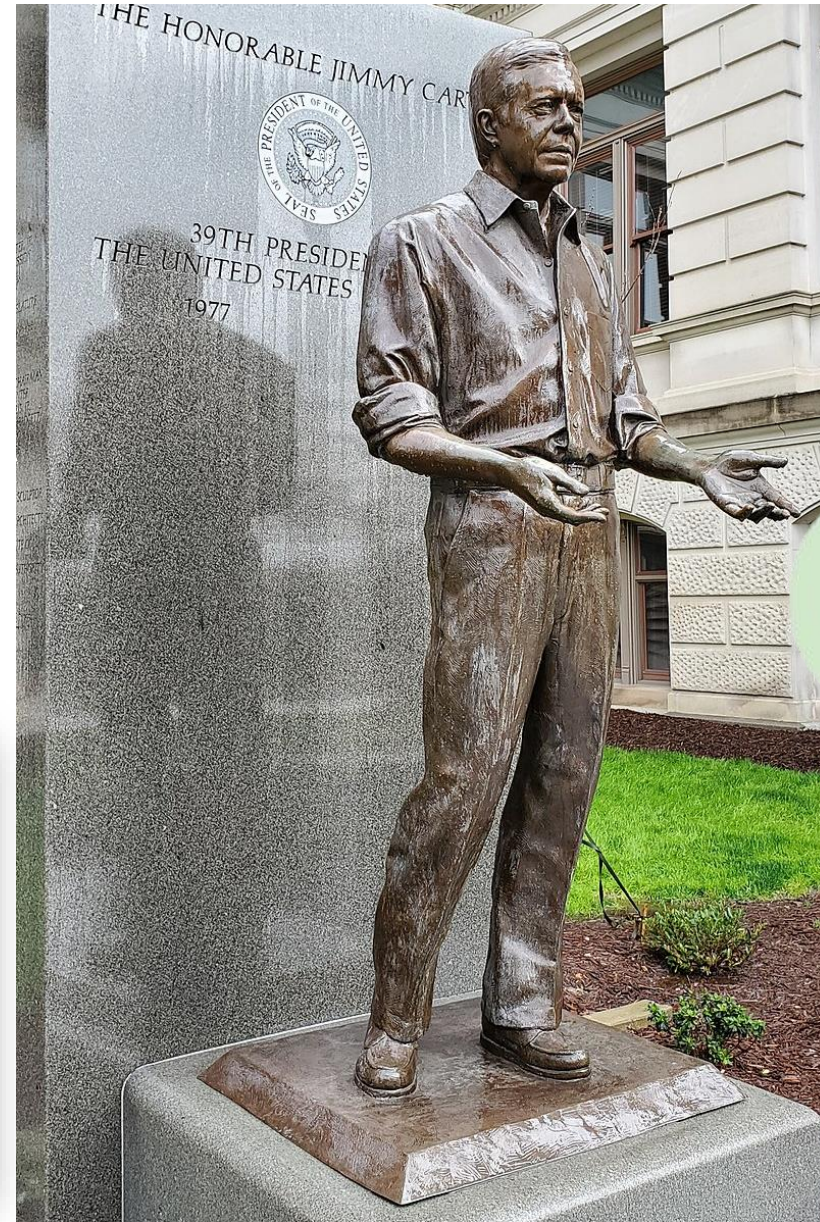
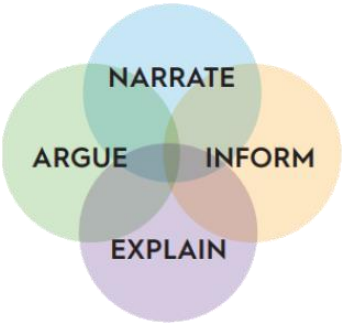
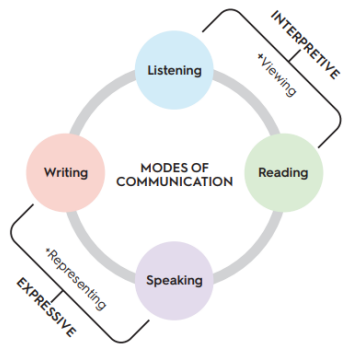


Image Analysis



People	
Objects	
Setting	
Actions	
Relationship	
Summary	



Who is in the picture?	What is happening?	When was it?	Where is it?	Why is it important?

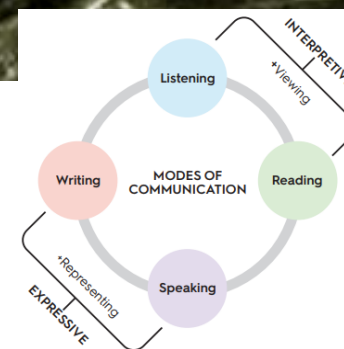
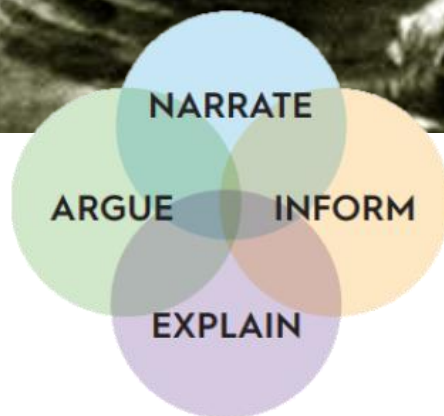


Text Analysis

Drownings

Andy Adams

“But the majestic grandeur of the river was apparent on every hand, - with its red, bluff banks, the sediment of its red waters marking the timber along its course, while the driftwood, lodged in trees and high on the banks, indicated what might be expected when she became sportive or angry. That she was merciless was evident, for although this crossing had been in use only a year or two when we forded, yet five graves, one of which was less than ten days made, attested her disregard for human life.”

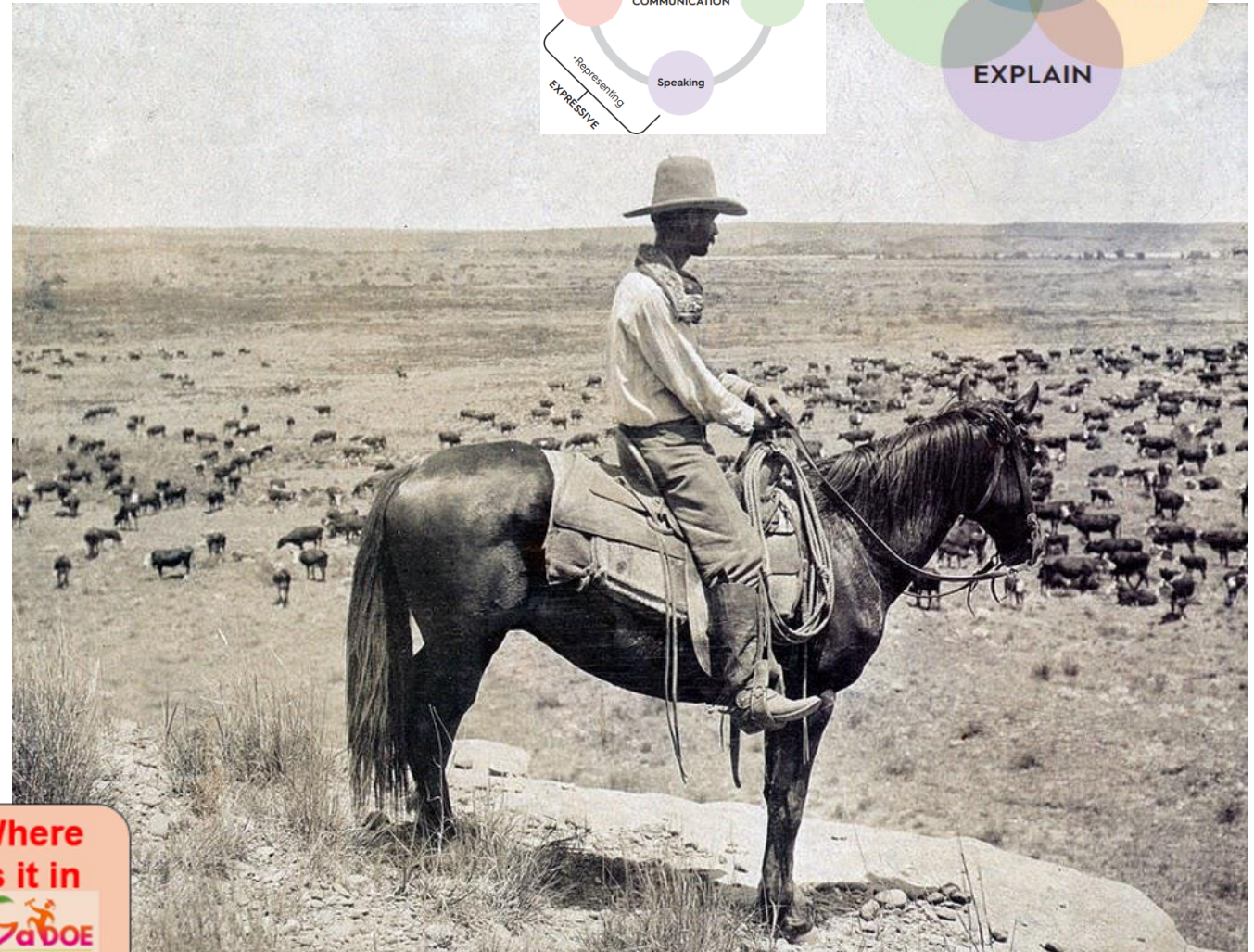
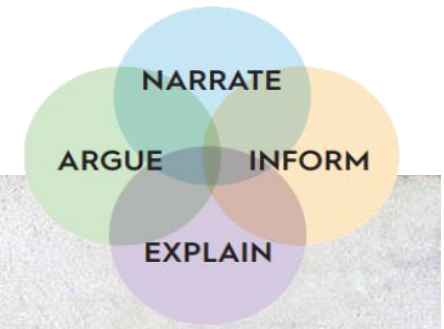
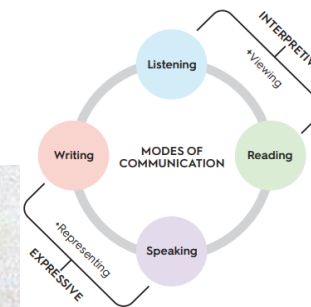


“Wish you were here”?

Talk to a neighbor.
Would you like to
be there?

Why or why not?

Could you write
for one minute?

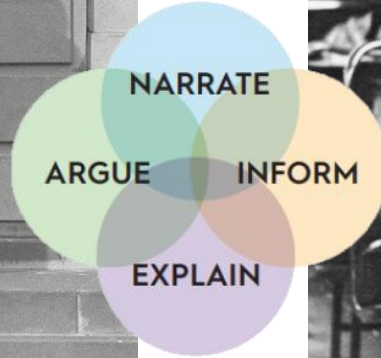
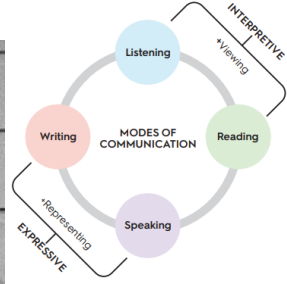


This or That – Civic Discourse

Ruby Bridges



Rosa Parks



Step 1. Look at the 2 pictures	
Step 2. Think about	

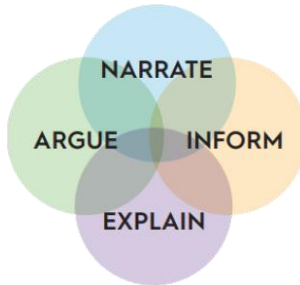
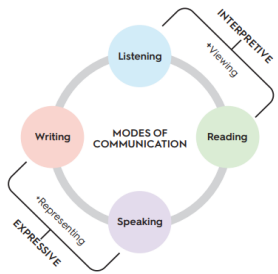
What do you SEE?	What do you THINK?	What do you WONDER?	What is the SAME?	What is DIFFERENT?



Silent Debate (Hint: There may be writing involved!)

Oh, the many ways we can “talk”

- Desktops
- Anchor charts
- Jamboards
- Flipgrids
- Padlet



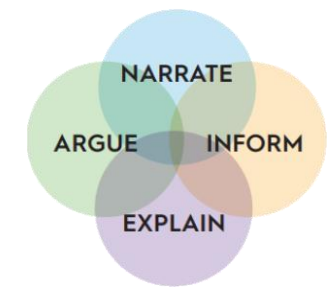
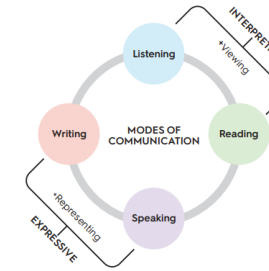
Language Expectations – SS or ELA?

Interpret [redacted] arguments by	Construct [redacted] arguments that
<ul style="list-style-type: none">● Identifying main ideas● Analyzing points of view about the same event or topic● Evaluating how details, reasons, and evidence support particular points in a text	<ul style="list-style-type: none">● Introduce and develop a topic clearly; state an opinion● Support opinions with reasons and information● Use a formal style● Logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement or section

What's the same?
What's different?

Interpret [redacted] arguments by	Construct [redacted] arguments that
<ul style="list-style-type: none">● Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)● Analyzing relevant information from multiple sources to develop claims in response to compelling questions● Evaluating point of view and credibility of source, based on distinctions between fact and opinion	<ul style="list-style-type: none">● Introduce topic● Select relevant information to support claims with evidence from multiple sources● Establish perspective● Show relationships between claims with reasons and multiple sources of evidence

Debate Carousel



Debate Carousel

Question: _____

<p>1. Give your opinion and explain your rationale. Record your opinion and explain your reason for it.</p> <p>I think _____ because _____. I believe _____ due to _____.</p>	<p>2. Add a supporting argument. Read your classmate's response. In this box, add another reason that would support your classmate's response.</p> <p>I agree with the idea _____ because _____. Another reason why the idea _____ is true is because _____.</p>
<p>3. Add an opposing argument. In this box, record a reason that might be used to argue against what is written in boxes #1 and #2.</p> <p>I want to challenge the idea _____ because _____. I disagree with the notion of _____ because _____.</p>	<p>4. Add your "two cents." Read what is written in the first boxes. Add your opinion and your reason for it in this box.</p> <p>I agree/disagree with the idea _____ because _____. I want to expand/refute the idea _____ because _____.</p>
<p>Revise your initial claim to include something from your peers' reasoning.</p>	

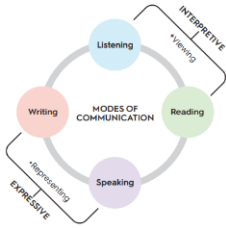
Adapted from *Total Participation Techniques: Making every student an active learner* by Himmele and Himmele (2017)

Students' responses to "Should children be allowed to work on farms?"

<p>1. Write your opinion and give a reason why you think that way.</p> <p>Yes, children should work on farms because the farmers are going to need money in life and children should help to.</p>	<p>2. Read your classmate's response. In this box, add another reason that would SUPPORT what your classmate wrote.</p> <p>Another reason yes is because rates would change their way of life and make it harder to stay in work.</p>
<p>3. Write a reason that might be used to argue AGAINST what is written in boxes 1 and 2.</p> <p>I think no because some chores are dang erous.</p>	<p>4. Read what is written in the 3 boxes. Add YOUR opinion and YOUR reason for it in this box.</p> <p>I think yes because kids can get ready to own their own farm. they would be able to get money.</p>

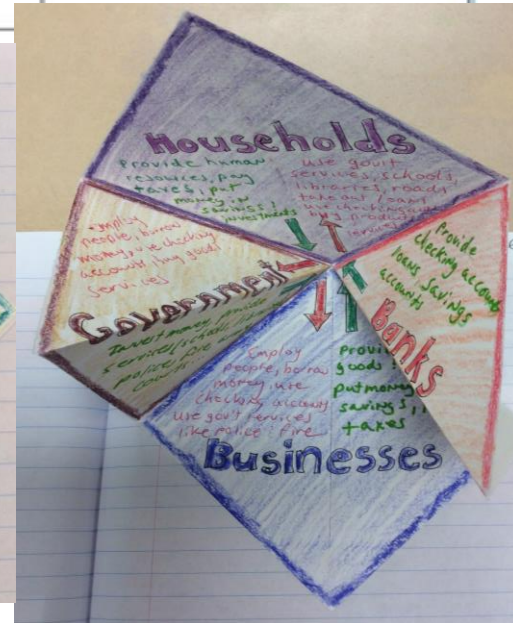
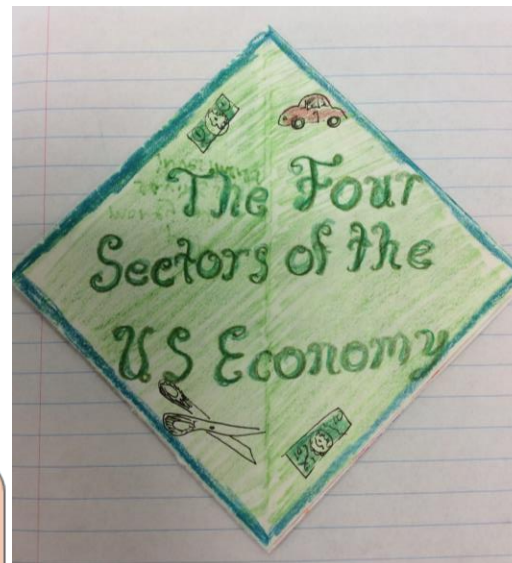
Source: Adapted from *Total Participation Techniques: Making Every Student an Active Learner* (p. 95) by W. Himmele and P. Himmele, 2011, Alexandria, VA: ASCD. Copyright 2011 by ASCD.

Writing Supports



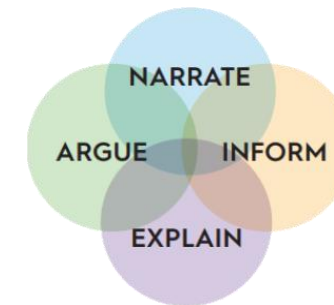
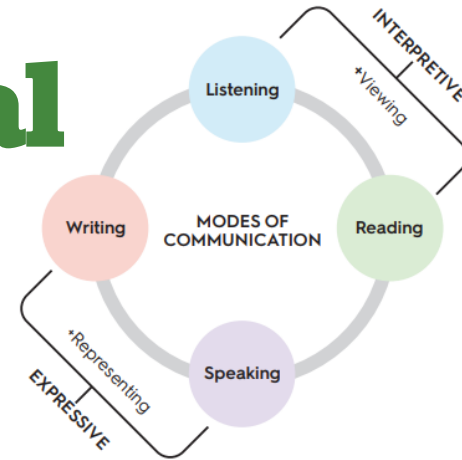
- Think, pair, share, write
- Collaborative writing
- Pre-write activities - Build it with Legos then write
- Create a visual bubble then write
- Video capture your thoughts then write
- Foldables
- Writing prompts / frames: I read _____ and that made me think _____
- I agree with the author because in the text _____

Step 1. Read the article	
Step 2. Think about what you read	
Step 3. Write a 1 paragraph response in your journal	



Illustrating, Writing, and Social Studies

- Bingo Boards
- Visual / interactive journal reflection and response with evidence from text.
- Propaganda posters
- Story boards
- Makebeliefscomix.com
- Scrap books
- choice
- Frayer Models
- Concept maps



Focus on Character Traits

SSKCG2 Describe examples of positive character traits exhibited by good citizens such as honesty, patriotism, courtesy, respect, pride, and self-control.

ELAGSEKRL3 With prompting and support, identify characters, settings, and major events in a story.

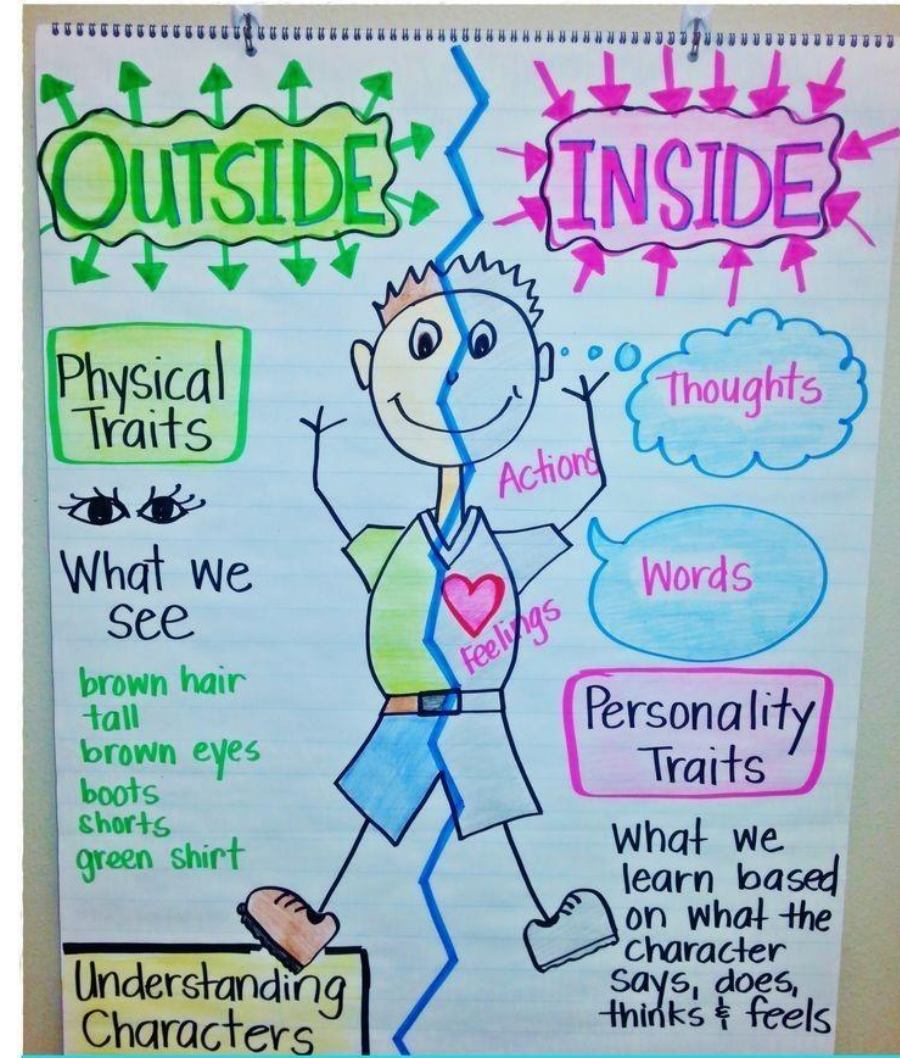
SS1CG1 Describe how the historical figures in SS1H1a display positive character traits such as: fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment.

ELAGSE1RL3 Describe characters, settings, and major events in a story, using key details.

SS2CG3 Give examples of how the historical figures in SS2H1 demonstrate positive citizenship traits such as: honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.

ELAGSE2RL3 Describe how characters in a story respond to major events and challenges.

- Talk about character traits as you read
- Compare character traits to the historic figures named in your grade level standards



Sentence Expansion & Patterning

Articles	Adjectives	Nouns	Verbs	Adverbs	Prepositional Phrases
The	funny quiet shy	man	laughed	loudly secretly softly	with his friends. to himself. under his breath.



Let's Debrief



Heart- Reflect something felt by the heart- something you love.

I loved...

Spade- Share something that was dug up during the day. **I didn't know...**

Diamond- Identify something that was precious or valuable. **I can't wait to...**

Club- Consider something that will grow in the future. **I want to know more about...**



Resources

Inspire

<https://inspire.gadoe.org/>

The screenshot shows the Inspire website interface. At the top left is the logo for Georgia Department of Education (GaDOE) and the word "Inspire". The main header area features a background image of a student and the text "Good afternoon! It's 12:14 on Friday, March 3". Below this are three navigation icons: a home icon, a laptop icon, and a book icon. The "All Courses" section is displayed, featuring a search bar and two dropdown menus for "All Grades" and "All Subjects". A grid of 33 course buttons is shown, arranged in three rows and eleven columns. A red arrow points down to a specific button in the first row, tenth column, which is labeled "Social Studies Supports (EL, SPED, Enrichment)". This button is highlighted with a red border.

All Courses

Show courses for:

Computer Science Kindergarten	K-2 Computer Science	Dance Kindergarten	Theatre Kindergarten	General Music Kindergarten	Visual Art Kindergarten	Language Arts Kindergarten	Physical Education Kindergarten	Science Kindergarten	Social Studies Kindergarten	Social Studies Supports (EL, SPED, Enrichment)	Computer Science 1st Grade
Theatre 1st Grade	General Music 1st Grade	Visual Art 1st Grade	Language Arts 1st Grade	GSE Mathematics 1st Grade	Physical Education 1st Grade	Science 1st Grade	Social Studies 1st Grade	Computer Science 2nd Grade	Theatre 2nd Grade	General Music 2nd Grade	Visual Art 2nd Grade
GSE Mathematics 2nd Grade	Physical Education 2nd Grade	Science 2nd Grade	Social Studies 2nd Grade	Computer Science 3rd Grade	Dance 3rd Grade	Theatre 3rd Grade	General Music 3rd Grade	Visual Art 3rd Grade	Language Arts 3rd Grade	GSE Mathematics 3rd Grade	Physical Education 3rd Grade

Inspire Supports – bring in other slides

<https://inspire.gadoe.org/lesson/3683>

- Document analysis organizers
- Chunking the text:
<https://youtu.be/Tr5tfRXATIo>
- Close read
- Topic sentence read
- Collaborative read



Source Sets and Connections



Sheila Anderson	Jimmy Carter: A Life of Friendship
Jimmy Carter, illus by Amy Carter	The Little Baby Snoogle-Fleejer
Dona Herweck Rice	Jimmy Carter: For the People (Social Studies Readers)
Bethany Hegedus	Hard Work, but It's Worth It: The Life of Jimmy Carter
David Rubel	If I Had a Hammer: Stories of Building Homes and Hope with Habitat for Humanity (teachers can share excerpts)

Source Sets and Connections



<https://www.youtube.com/watch?v=EHD0NPXjOI>



<https://www.911memorial.org/visit/about-your-visit/learn-and-explore-home/interactive-museum-experience>

Adrienne Walsh - New York City Fire Department



Adrienne Walsh - New York City Fire Department

<https://www.911memorial.org/learn/resources/oral-histories>



<https://www.youtube.com/watch?v=Zj6rMcVNQbw>

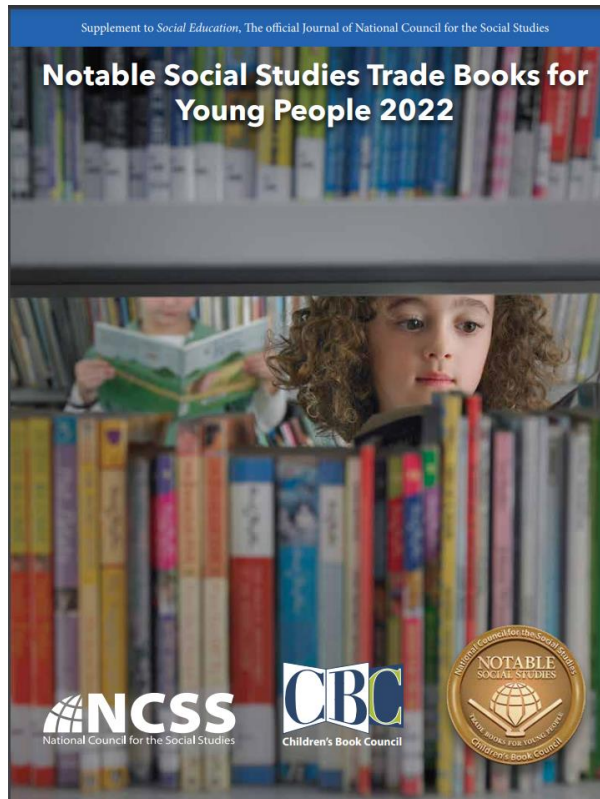


Hashtag, Caption, Headline

- Choose an image
- Create a hashtag, headline, or caption



Where to find great Social Studies titles...



- Notable Tradebooks in Social Studies – <https://www.socialstudies.org/publications/notables>
Book list for each year with title, brief description, publisher



- Carter Woodson Award Winners - <https://www.socialstudies.org/awards/woodson/winners>
Winners from each year: title, cover, publisher



- Georgia Council for Social Studies – Children's Literature page
<http://www.gcss.net/site/page/view/childrens-literature>
Specific to Georgia standards: title, some brief descriptions

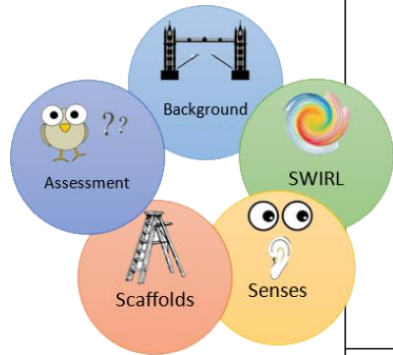
Accessibility




Can everyone in the classroom participate?



- Comprehensible input
- Accessible output



Quick Tips for Social Studies: What to See in an Accessible Inquiry Lesson



Area	Examples in the Social Studies context
 Close gaps in background knowledge <ul style="list-style-type: none"> • pre-assess background • Pre-teach to close gaps • Vocabulary with images • Preview texts • Preview big ideas 	KWL chart, pre-assessment, visual bubble of what they know, see-think-wonder
	Is a lesson on prerequisite knowledge indicated by the preassessment? Ex. Need to know economic terms before learning about colonial regions
	Word wall strips with illustrations, photos, talking, or video dictionaries
	collaboratively analyze artifacts and text with probing questions? "What do you see, think, wonder about this?"
	Have small or large group discussions about big ideas before using them in lessons, Ex. "How do you and your friend handle arguments?" to preview war or peace treaties.
 Accessibility <ul style="list-style-type: none"> • Speaking • Writing • Illustrating / Interacting • Reading • Listening 	Speeches, debates, discussions, voice recording, skits,
	Pre-write activities: visual bubble, build with Legos or clay, audio-record thoughts first to stimulate writing, allow use of visual dictionaries
	Propaganda posters, animated videos or gifs, comics, scrapbooks, visual bubbles, storyboards
	Give texts in small chunks, do a close read together, collaboratively read, provide analysis questions, give edited and adapted typed transcripts of handwritten docs
	All of "speaking" examples above, audio/video sources/dictionaries, use screen reading tools, audio books
 Engage the senses <ul style="list-style-type: none"> • Images, photos, maps, graphs, cartoons • Video 	Collaborative artifact analysis with probing questions: What do you see, think, wonder? What symbols do you notice?
	Preview for vocabulary, idioms. Check length and engagement; short, clear and concise, on topic throughout

	<ul style="list-style-type: none"> • Audio • Music, rhyme, rap • Kinesthetic movement • manipulatives 	Clear, slow speech. Consider teacher or student created audio files. Host on flipgrid or padlet . Allow students to record their thoughts and playback for prewrite activity or when reading a passage
	Scaffolding <ul style="list-style-type: none"> • Graphic Organizers • Visual aids • Group and peer collaboration • Chunk and preview information • Teach academic and figurative language 	Visual timelines, cause and effect, venn diagrams, concept maps, double bubble, stem and leaf, story maps Realia, scrap books, newspapers, posters, artifacts, PowerPoints Think-pair share, fishbowl conversations, collaborative reading and writing, document analysis, speed dating, snowball discussions, gallery walks Short excerpts, transcribe handwritten documents, edit for meaning and relevance (cut out references to things they haven't learned or are no longer relevant) Proper nouns from the standard and other academic terms students don't have background knowledge of
	 Assessment <ul style="list-style-type: none"> • Study guides and aids • Choice • Performance assessments • Word banks 	Flash cards, folded page (question on outside answer on inside), organizers, concept maps, etc. In which activity and mode of presentation Multiple modes to show what they know List of key terms included

Digital Illustrated Storytelling

- <https://makebeliefscomix.com/>
- <https://www.storyboardthat.com/>
- Or unplugged



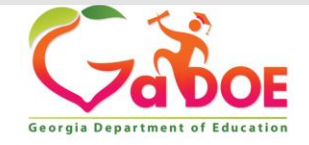
Scene # _____ Draw a sketch and fill in the blanks

Scene # _____ Draw a sketch and fill in the blanks

Characters: _____






Setting: _____

Plot / Dialog: _____



Taking the Conversation to Paper



Let's Talk			
 <ul style="list-style-type: none"> • I see • I notice • I can picture 	 <ul style="list-style-type: none"> • I agree because • I disagree because • Why do you think • What makes you think that 		
 <ul style="list-style-type: none"> • I think • The big idea here • I predict that 	 <ul style="list-style-type: none"> • This is like • This reminds me of 		
 <ul style="list-style-type: none"> • A question I have is • I'm confused about • I wonder 			

Let's Write	
I see...	<ul style="list-style-type: none"> • I see _____. • I notice _____. • I can picture _____.
I think...	<ul style="list-style-type: none"> • I think _____. • I think the main thing is _____. • This makes me think _____.
I wonder...	<ul style="list-style-type: none"> • I wonder _____. • I'm confused about _____. • I wonder what would have happened if _____.
Prove it...	<ul style="list-style-type: none"> • I think this because _____. • I agree because _____. • I disagree because _____. • This is like _____ because _____. • This is different than _____ because _____.



We are Better Together! Come and See!

JOINING GaDOE Community

01 Use this [link](#) to register. Create an account using your work-provided email.

02 Complete your profile.

03 Join Groups.

04 Go to groups. Search for Social Studies. Click the join group button.

05 In the Social Studies group, choose subgroups. Join the groups you'd like to join.

WE ARE BETTER TOGETHER!!

Social Studies



GaDOE ELA & Literacy



JOINING GaDOE Community
Georgia Department of Education

ON

Come and see!

Click to join

- [K-2](#)
- [3-5](#)
- [6-7](#)
- [8](#)
- [American Gov't/Civics](#)
- [US History](#)
- [World History](#)
- [World Geography](#)
- [Economics](#)

WE ARE BETTER TOGETHER!!

Are you looking for resources, ideas, a community of teachers to share, grow, and learn with?

Join GaDOE Social Studies on Facebook where we have a group for each grade and course.



Be Part of Our Community

Twitter | GaDOE_SS, GaDOEEELA

Facebook | GADOE Social Studies

Instagram | gadoesocialstudies

YouTube | [Tiny Videos](#)

Looking for “Bite Sized” Instructional Ideas and Resources?
GaDOE Social Studies has just what you are looking for. Check out our [tiny video playlist](#) for quick one-to-three-minute videos modeling best practices and resources for your inquiry based Social Studies classroom.



Dive into an Ocean of English Learner Supports:

Feedback Survey

March 13 - 14, 2023

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 youtube.com/user/GaDOEmedia



**EDUCATING
GEORGIA'S FUTURE**

