

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

March 13 - 14, 2023

Attendance →  
[forms.office.com/r/SiByrkbz6v](https://forms.office.com/r/SiByrkbz6v)



# Your Presenters

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# Icebreaker

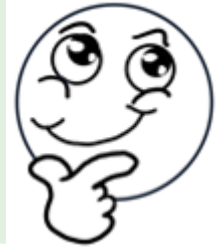
Step 1:

**Choose** an image



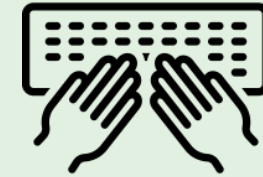
Step 2:

**Think** of a #hashtag or headline



Step 3:

**Type** it in chat (don't include picture number)



# Historical Context

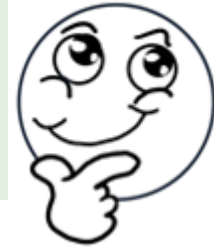
Step 1:

**Choose** an image



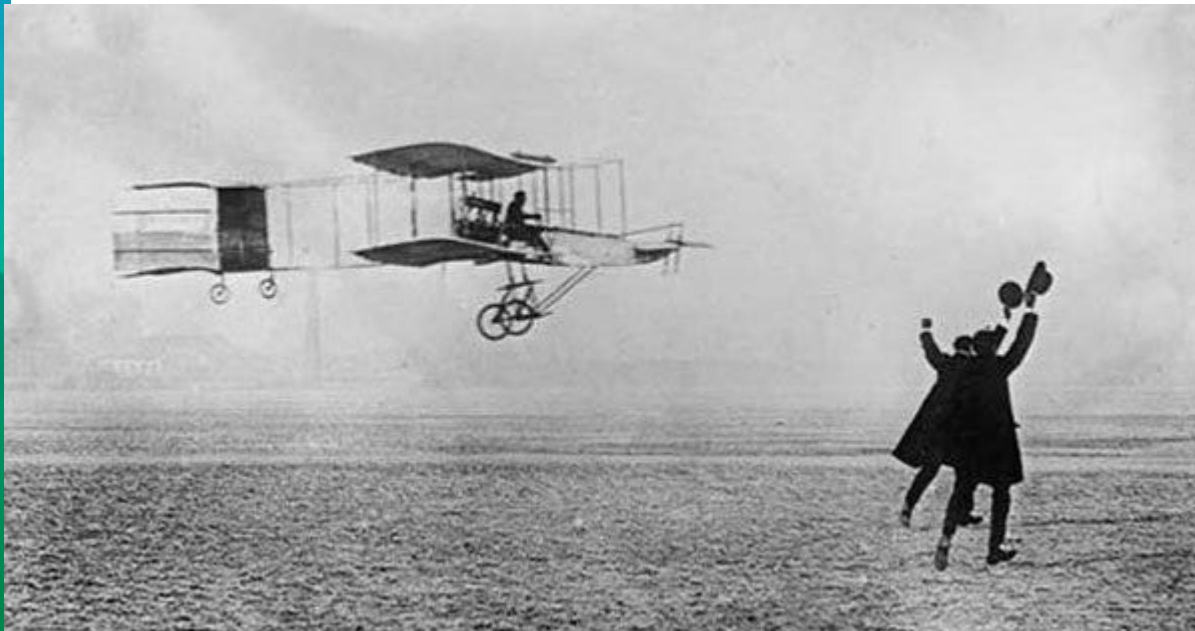
Step 2:

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Step 3:

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# Agenda



## AGENDA

1. **WIDA**
2. **Velocity / Inspire**
3. **Strategies**

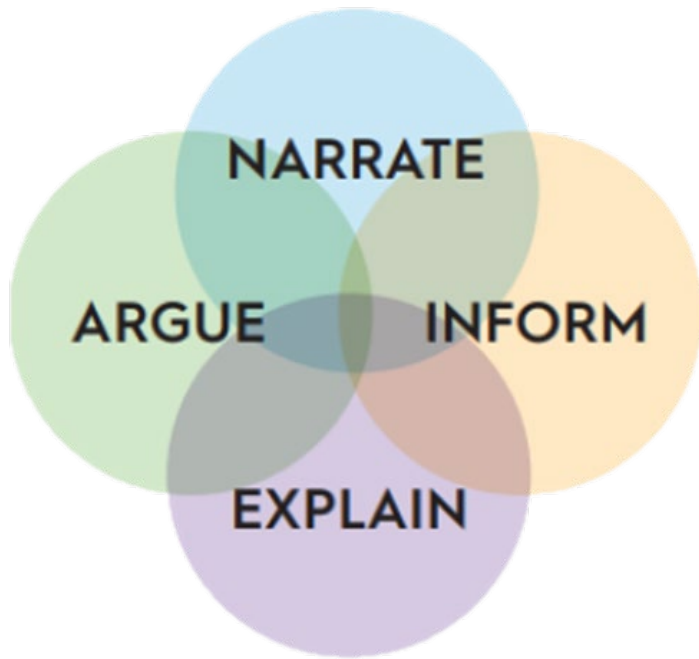


# Learning Targets

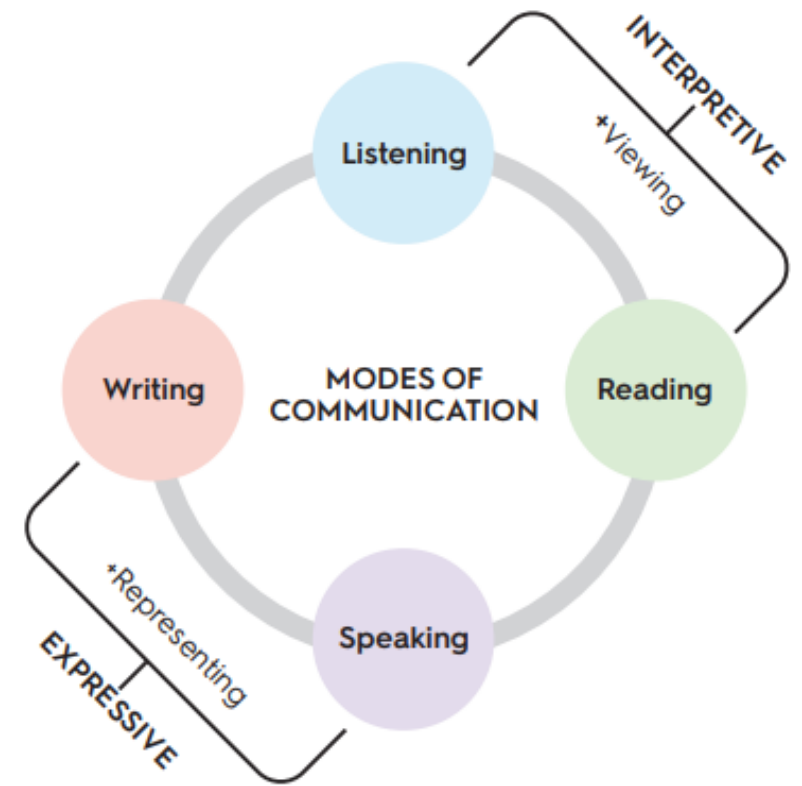
- Learn about the WIDA Key Language Uses and Modes of Communication and where to find them in the WIDA Frameworks
- Learn where to find WIDA Standards Associations
- Learn about Velocity activities and where to locate them
- Explore strategies from Inspire to specifically support English Learners



# 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.



**8th grade**  
Exploring  
the Fall Line



**Vocabulary**  
Flashcards



**American  
Government**  
Civil vs.  
Criminal



**US History**  
WWI  
Vocabulary



**World  
History**  
The Day  
the Wall  
Came Down



**World  
Geography**  
Settlement  
Patterns of  
North America



# How do I find Velocity activities?

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

The screenshot displays 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.



# Exploring Content

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

The screenshot shows an interactive menu with two columns. The left column, titled "Have my students:", contains three options: "Interact with learning content" (with a document icon), "Answer a question" (with a question mark icon), and "Additional options" (with a plus icon). The right column, titled "Content source:", contains four options: "Freeform content (text and/or images)..." (with a document icon), "Interactive Reading..." (with a star icon), "A website..." (with a link icon), and "A YouTube Video..." (with a play button icon).

**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).

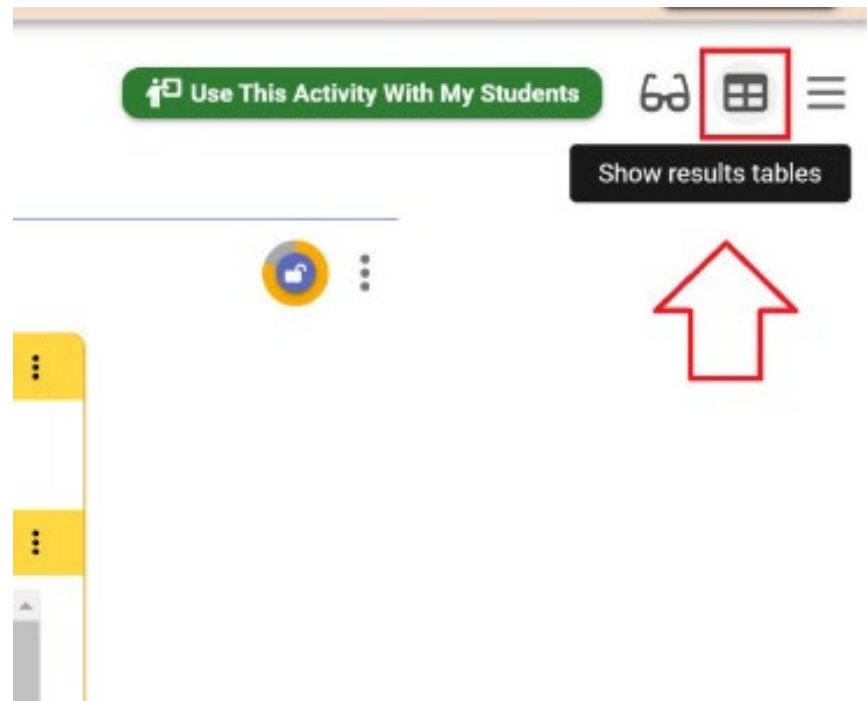
The screenshot shows a video player interface. At the top, the title "What's in Your budget?" is displayed. Below the title, there is a question mark icon and the text "Watch this video to learn what a budget is." The video player itself shows a thumbnail for a video titled "What Is A Budget?" with a play button. The thumbnail text reads: "Budget A written plan used to help decide how much money you can spend on things." Below the video player, there is a progress bar showing "0:00 / 1:03" and a "0 / 5" star rating. At the bottom of the interface, there is a section titled "Use the Income and Expense Infographic below to answer the questions." This section contains two infographics: "Income" and "Expense".

**Income**  
Income is the money you get. You might get it by....  
selling something, doing work or chores, A gift

**Expense**  
An expense is the money you spend to buy things, such as....  
things we want, Things we need

# 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 a table of student results for a test. The table is titled "All Students" and has a search bar. Below the search bar, there are statistics: "Total queries: 2", "Total ★ available: 16", and "Exclude students who haven't accessed the activity: YES NO". The table has the following columns: Student Name, Last Access, Time Spent, Status, Queries Complete, and Stars Earned. The data is as follows:

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 to find the WIDA Language Associations

The image shows two overlapping windows. The left window is titled "Social Studies - Georgia Standards of Excellence" and displays a hierarchical list of standards. The right window is titled "WIDA English Language Development Standards Framework, 2012" and shows a list of ELD standards.

**Social Studies - Georgia Standards of Excellence**

- Map and Globe Skills K-12
- Information Processing Skills K-12
- Elementary Social Studies K-5
- Middle School Social Studies 6-8
  - 45.00700 Social Studies/Grade 6
    - Latin America and Canada
    - Europe
    - Australia
    - Historical Understandings
      - SS6H4 Explain the impact of English colonization on current Aboriginal basic rights, health, literacy, and language.** (Associated with ELD-SS.6-8.Explain.Interpretive and ELD-SS.6-8.Explain.Expressive)
      - Geographic Understandings
      - Government/Civic Understandings
      - Economic Understandings
    - Reading Standards for Literacy in History/Social Studies (RHSS) Grades 6-
    - Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects (WHST) Grades 6-8
    - Information Processing Skills
    - Map and Globe Skills
  - 45.00800 Social Studies/Grade 7
  - 45.00900 Social Studies/Grade 8
  - High School Social Studies 9-12

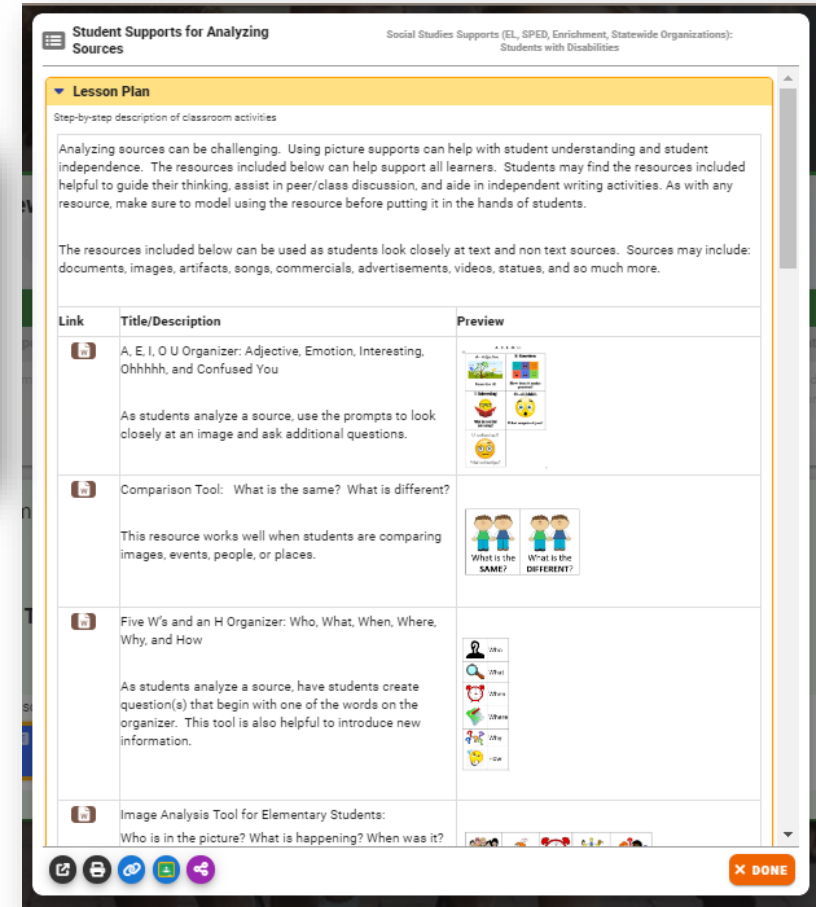
**WIDA English Language Development Standards Framework, 2012**

- ELD Standard 2: Language for Language Arts
- ELD Standard 3: Language for Mathematics
- ELD Standard 4: Language for Science
- ELD Standard 5: Language for Social Studies
  - Kindergarten
  - Grade 1
  - Grades 2-3
  - Grades 4-5
  - Grades 6-8
    - ELD-SS.6-8.Explain.Interpretive** Multilingual learners will interpret social studies explanations by
      - Determining **multiple points of view** in sources for answering compelling and supporting questions about phenomena or events
      - Analyzing sources for **logical relationships among contributing factors or causes**
      - Evaluating **experts' points of agreement, along with strengths and weakness of explanations**
    - ELD-SS.6-8.Explain.Expressive** Multilingual learners will construct social studies explanations that
      - 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**
      - Generalize **multiple** causes and effects of developments or events
    - ELD-SS.6-8.Argue.Interpretive** Multilingual learners will interpret social studies arguments by



# 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
<a href="#">VIEW</a>	<a href="#">VIEW</a>	<a href="#">VIEW</a>	<a href="#">VIEW</a>	<a href="#">VIEW</a>	<a href="#">VIEW</a>	<a href="#">VIEW</a>	<a href="#">VIEW</a>



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**

SHOW COLLECTION DESCRIPTIONS

Search content item titles...

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 / Geo
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 resource
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

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 Co

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



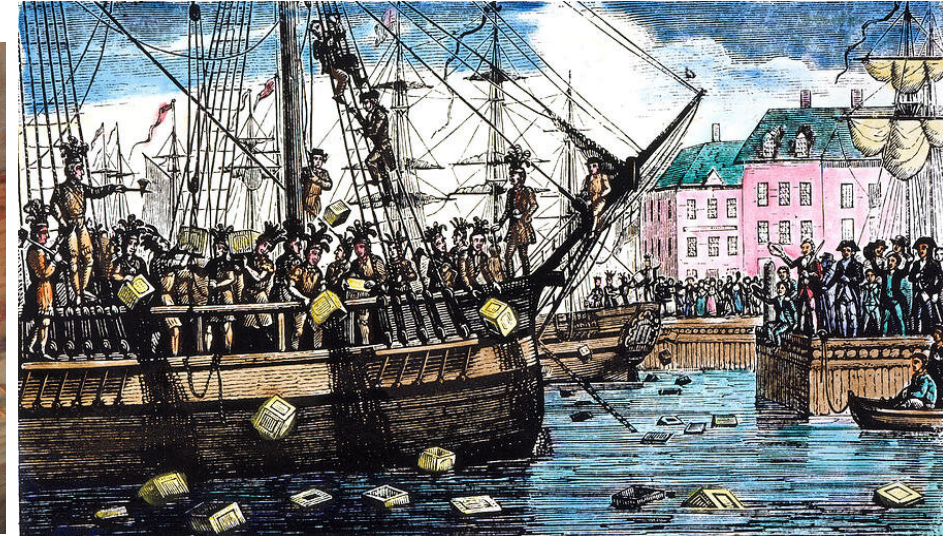
tea



Tea party



Tea crates





# What Language Skills Will ELs Need?



- 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

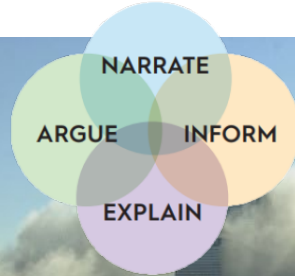
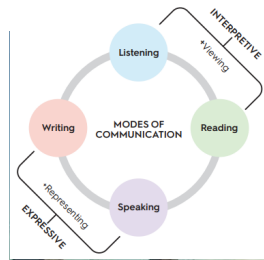


# Primary Sources

## Diary of a 9/11 Nobody

An eyewitness account from NYC's lockdown zone

By Louise Sloan '88  
September 10th, 2021



Copyright: Jennifer Brown/The Star-Ledger

People were walking around **stunned** and quiet. A crowd gathered outside a smoke shop that had set up a TV on the sidewalk, **broadcasting** the news. Twelve blocks up from my apartment at St. Vincent's Hospital, the street was **cordoned off** and the sidewalk was full of medical **personnel** and office chairs covered with white sheets, ready to serve as a **triage area**. Ambulances were unloading the wounded, but the office chairs remained empty and the **scores** of doctors and nurses standing around had nothing to do but drink sodas and smoke cigarettes as they waited for the scores of survivors that never came.





# 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:

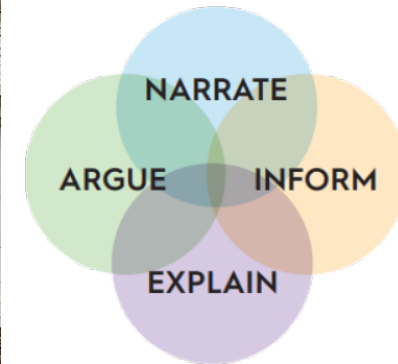
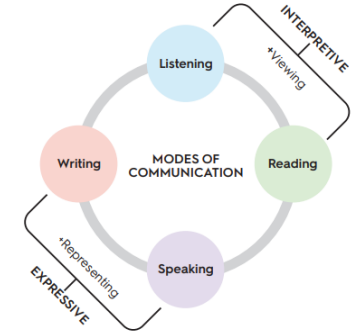
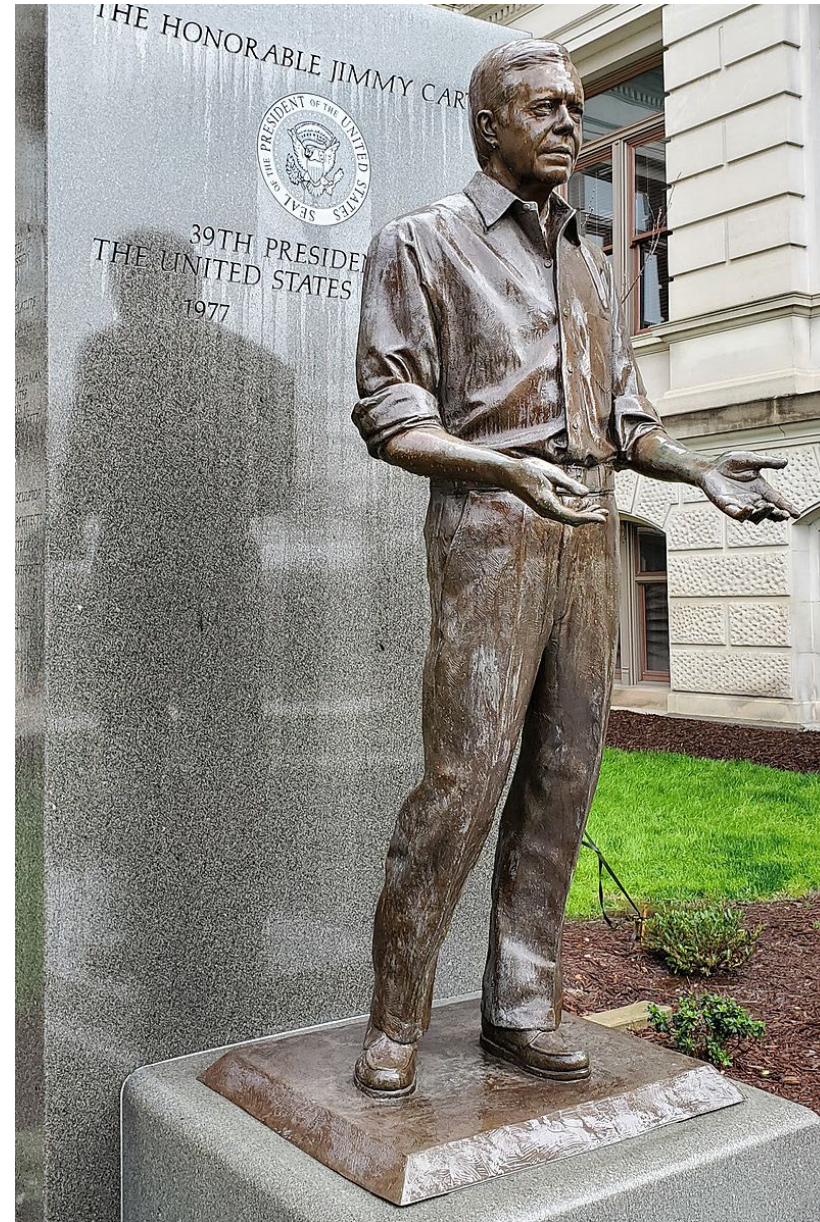
- How did your partner clarify your thinking?
- How did your partner expand your understanding?
- What did you agree with?
- What did you disagree with?
- What questions do you have?

# Image Analysis

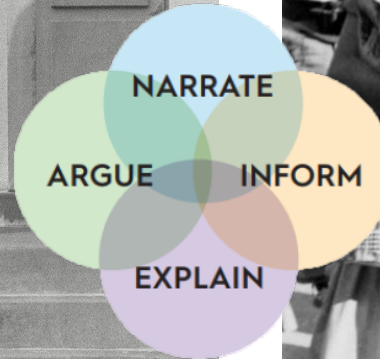
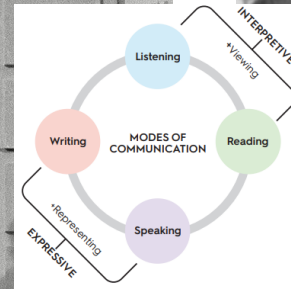
“To be true to ourselves, we must be true to others.”

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

		
What do you <b>SEE?</b>	What do you <b>THINK?</b>	What do you <b>WONDER?</b>

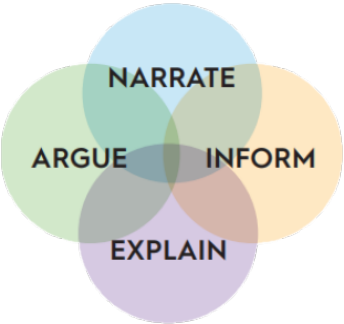
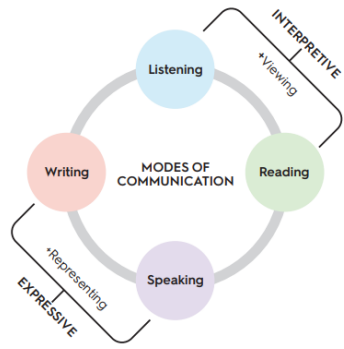


# Image Analysis



Step 1. Look at the 2 pictures						
Step 2. Think about		What do you <b>SEE?</b>	What do you <b>THINK?</b>	What do you <b>WONDER?</b>	What is the <b>SAME?</b>	What is <b>DIFFERENT?</b>

# Image Analysis



<b>People</b>	
<b>Objects</b>	
<b>Setting</b>	
<b>Actions</b>	
<b>Relationship</b>	
<b>Summary</b>	








<b>Who is in the picture?</b>	<b>What is happening?</b>	<b>When was it?</b>	<b>Where is it?</b>	<b>Why is it important?</b>

# Image Analysis

<b>People</b>	
<b>Objects</b>	
<b>Setting</b>	
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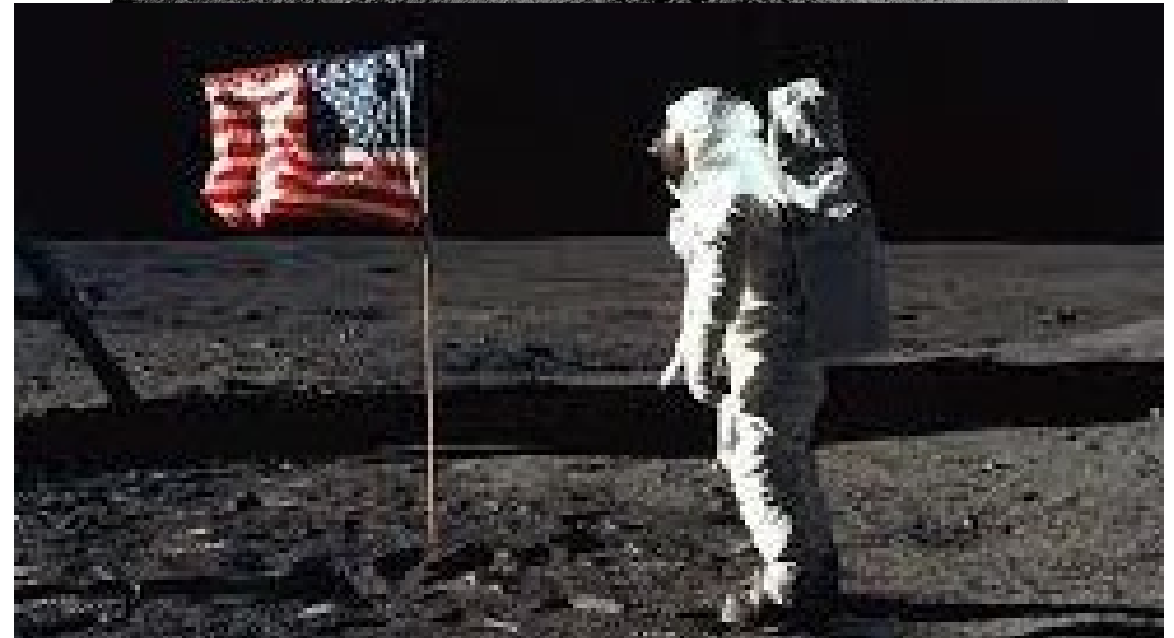
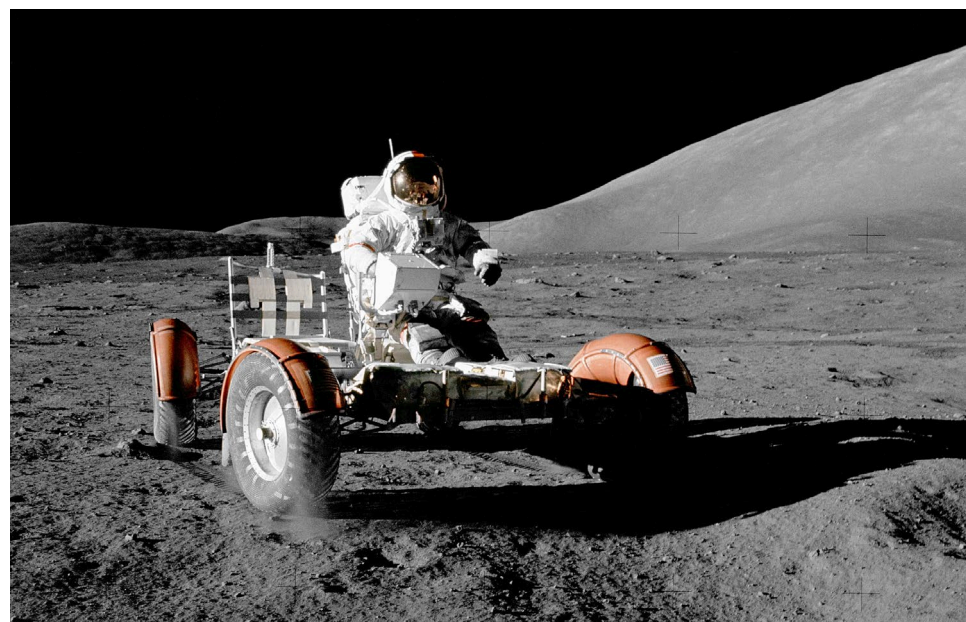
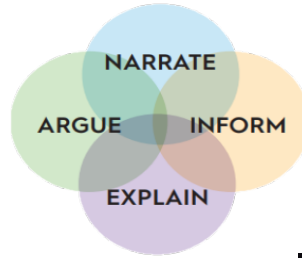
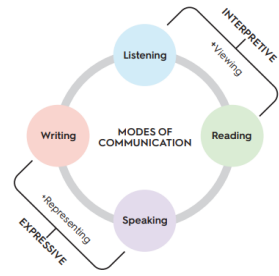
				
<b>Who</b> is in the picture?	<b>What</b> is happening?	<b>When</b> was it?	<b>Where</b> is it?	<b>Why</b> is it important?





# “Wish you were here”?

Talk to your table group. Would you like to be there? Why or why not – using evidence from the photos?



# “Wish you were here”?

Talk to your table group. Would you like to be there? Why or why not using evidence from the quotes?

•“I remember on the trip home on Apollo 11 it suddenly struck me that that tiny pea, pretty and blue, was the Earth. I put up my thumb and shut one eye, and my thumb blotted out the planet Earth. I didn't feel like a giant. I felt very, very small.” - quoted in [The People's Almanac](#), 1975

“Beautiful, beautiful. Magnificent desolation.”  
— NASA astronaut Buzz Aldrin as he followed Armstrong onto the moon's surface

•“I think we're going to the moon because it's in the nature of the human being to face challenges. It's by the nature of his deep inner soul ... we're required to do these things just as salmon swim upstream.” - [Apollo mission press conference](#), 1969



# “Wish you were here”?

Try to come to a consensus and write a brief paragraph persuading us to go or stay here on Earth?



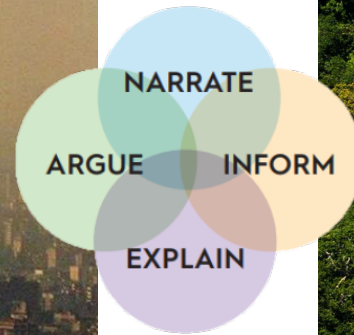
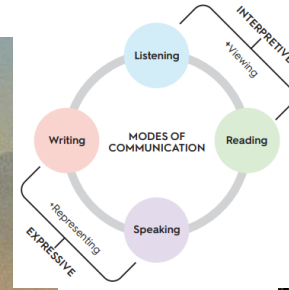
# This or That – Civic Discourse



## Air Pollution



## Rainforest Deforestation



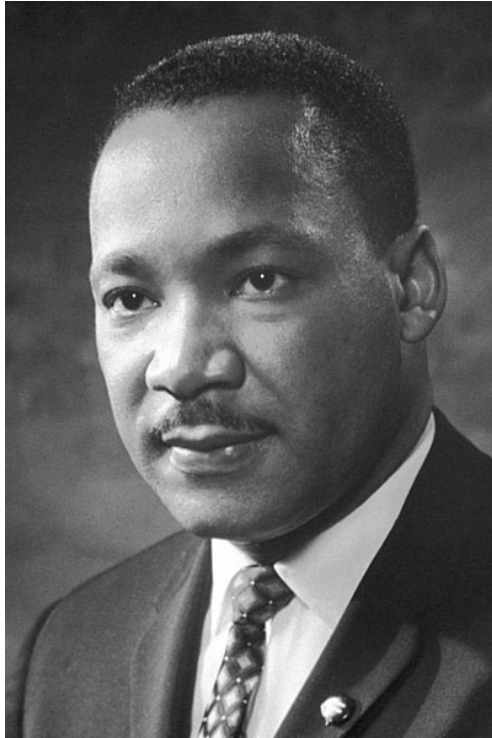
Step 1. Look at the 2 pictures	
Step 2. Think about	

What do you <b>SEE?</b>	What do you <b>THINK?</b>	What do you <b>WONDER?</b>	What is the <b>SAME?</b>	What is <b>DIFFERENT?</b>

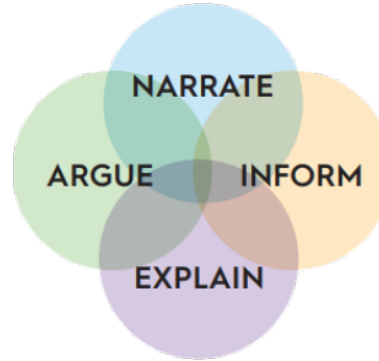
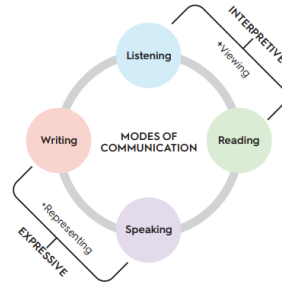


# This or That – Civic Discourse

Martin Luther King Jr.



John Lewis

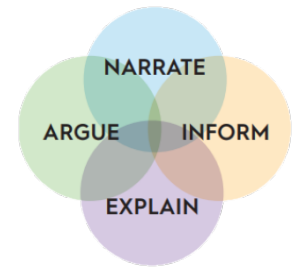
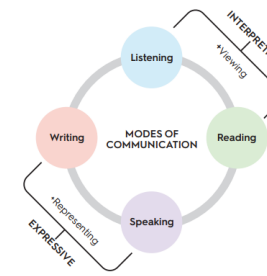


Who had a greater impact in Georgia?  
What do you need to provide?





# Debate Carousel



## Debate Carousel

Question: \_\_\_\_\_

<p><b>1. Give your opinion and explain your rationale.</b> Record your opinion and explain your reason for it.</p> <p>I think _____ because _____. I believe _____ due to _____.</p>	<p><b>2. Add a supporting argument.</b> 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><b>3. Add an opposing argument.</b> 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><b>4. Add your "two cents."</b> 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 dangerous.</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.

# 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

# 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

<b>Characters:</b> _____ _____
<b>Setting:</b> _____ _____
<b>Plot / Dialog:</b> _____ _____ _____ _____

The image shows two digital tools for creating comics and storyboards. The top screenshot is for 'MAKE BELIEFS COMIX', featuring a blue header with the mission statement 'EMPOWERING YOU TO EXPRESS YOUR IDEAS & STORIES IN COMIX!' and a navigation menu. Below the header is a yellow form for naming the comic and the author, followed by a comic creation interface with three panels. The first panel contains a cartoon dog character and a speech bubble that says 'Click here to write words.' The bottom screenshot is for 'StoryboardThat', showing a navigation menu with categories like 'Town', 'Entertainment', and 'Home (Indoor)'. It features a 'Filters' section with various scene thumbnails and an 'Add a Scene!' pop-up that prompts the user to 'Drag a scene into the first cell.' Below this is a storyboard template with three empty panels.

# 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". Below the logo is a banner with a background image of a woman and children. The banner contains the text "Good afternoon!" and "It's 12:14 on Friday, March 3". Below the banner are three navigation icons: a home icon, a laptop icon, and a book icon. Below the icons is the section "All Courses". Under "All Courses" are two dropdown menus: "Show courses for: - All Grades -" and "- All Subjects -", followed by a search bar with a magnifying glass icon and the word "Search". Below these are three rows of course buttons. The first row contains 12 buttons: 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), and Computer Science 1st Grade. The "Social Studies Supports (EL, SPED, Enrichment)" button is highlighted with a red border and a red arrow pointing down to it. The second row contains 12 buttons: 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, and Visual Art 2nd Grade. The third row contains 12 buttons: 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, and 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



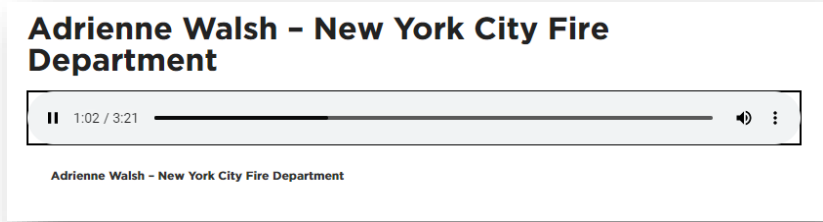
# Source Sets and Connections



<https://www.youtube.com/watch?v=EHDDe0NPXjOI>



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



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



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



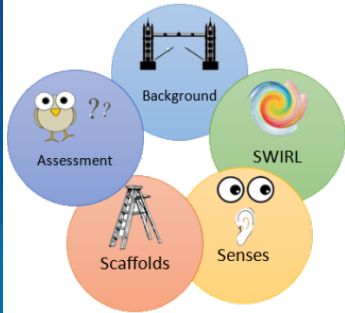
# Accessibility

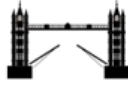


Can everyone in the classroom participate?



- Comprehensible input
- Accessible output



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



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

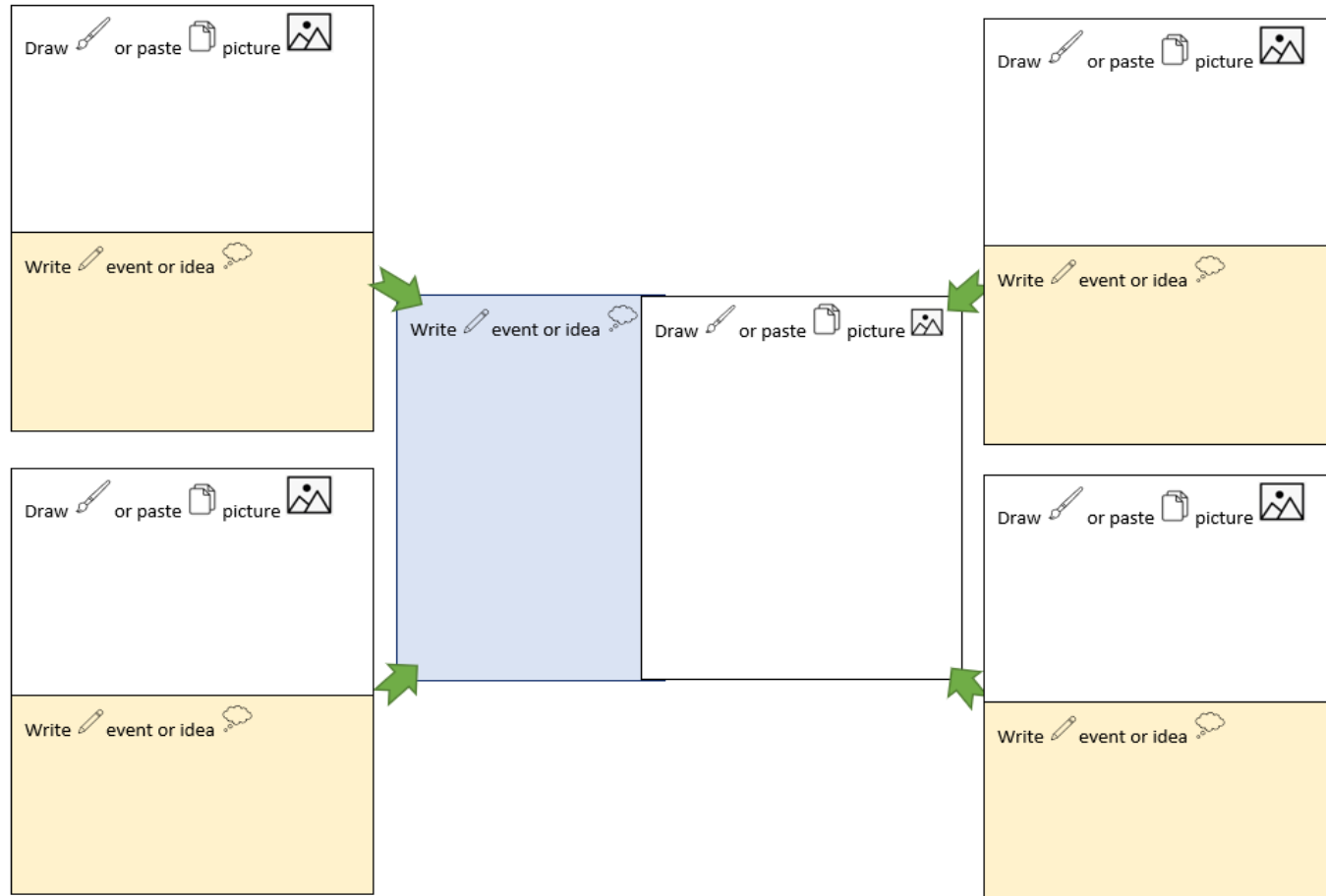
	<ul style="list-style-type: none"> <li>• Audio</li> </ul>	Clear, slow speech. Consider teacher or student created audio files. Host on <u>flipgrid</u> or <u>padlet</u> . Allow students to record their thoughts and playback for prewrite activity or when reading a passage
	<ul style="list-style-type: none"> <li>• Music, rhyme, rap</li> </ul>	Provide lyrics with songs to engage reading and listening, allow students to compose raps collectively and use percussion (even just chest thumping is fun), alter the lyrics to a popular tune to teach content (to teach it or as performance assessment)
	<ul style="list-style-type: none"> <li>• Kinesthetic movement</li> </ul>	Write their own clapping / jump rope / cup song with SS concept, charades, challenges – give a group a vocabulary word and see if they can act it out
	<ul style="list-style-type: none"> <li>• manipulatives</li> </ul>	Maps, globes, vocabulary cards, foldables, matching puzzle piece printouts, realia
	<b>Scaffolding</b>	
	<ul style="list-style-type: none"> <li>• Graphic Organizers</li> </ul>	Visual timelines, <u>cause</u> and effect, <u>venn</u> diagrams, concept maps, double bubble, stem and leaf, story maps
	<ul style="list-style-type: none"> <li>• Visual aids</li> </ul>	Realia, scrap books, newspapers, posters, artifacts, PowerPoints
	<ul style="list-style-type: none"> <li>• Group and peer collaboration</li> </ul>	Think-pair share, fishbowl conversations, collaborative reading and writing, document analysis, speed dating, snowball discussions, gallery walks
	<ul style="list-style-type: none"> <li>• Chunk and preview information</li> </ul>	Short excerpts, transcribe handwritten documents, edit for meaning and relevance (cut out references to things they haven't learned or are no longer relevant)
	<ul style="list-style-type: none"> <li>• Teach academic and figurative language</li> </ul>	Proper nouns from the standard and other academic terms students don't have background knowledge of
	<b>Assessment</b>	
	<ul style="list-style-type: none"> <li>• Study guides and aids</li> </ul>	Flash cards, folded page (question on outside answer on inside), organizers, concept maps, etc.
	<ul style="list-style-type: none"> <li>• Choice</li> </ul>	In which activity and mode of presentation
	<ul style="list-style-type: none"> <li>• Performance assessments</li> </ul>	Multiple modes to show what they know
	<ul style="list-style-type: none"> <li>• Word banks</li> </ul>	List of key terms included

# Taking the Conversation to Paper

## Concept Map Organizers



Concept Map for \_\_\_\_\_





# 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 ON Facebook**

**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!!**



# Be Part of Our Community

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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

**Nancy Balaun**

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**Asha Jassani**

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# Dive into an Ocean of English Learner Supports:

## The Goodies

March 13 - 14, 2023

**Nancy Balaun**

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GEORGIA'S FUTURE**