

Sample Descriptive Paragraph

My brother Michael's bedroom shows his big interest in fantasy and science fiction. **Glow-in-the-dark** stars are **pasted** on the ceiling where, at night, they **glow** in the dark. Other stars can be seen covering the ceiling during the day, giving the appearance of a **starry** sky. **Movie** posters **line** the walls. There is a poster of *The Matrix* in a shiny frame. Below the posters are **two black steel** bookcases **crowded** with **old** books. **Old** videos like *Raiders of the Lost Ark* and *Alien* are also **stacked** on the bookshelves. Anyone entering my brother's room knows at once that Michael likes to escape to fantastic places.



Nyseslat Descriptive Paragraph Samples

JL Elias



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Sentence Strategies for Multilingual Learners Nell Scharff Panero, Joanna Yip, 2023-12-11 This book presents Combinations as a set of high yield instructional strategies for advancing academic literacy for multilingual learners and all students It discusses the strategies themselves as well as how they work to advance content and language learning simultaneously across the grades and content areas The book is particularly beneficial for all teachers working with linguistically and culturally diverse learners to accelerate their language and content learning Utilizing these strategies will not only greatly improve students writing but also supports their critical thinking content area reading and language comprehension skills This book argues for utilizing Combinations with Strategic Inquiry presenting evidence of how each amplifies the impact of the other and how together they address many of the challenges to learning new and counter cultural methods and to establishing school and district cultures in support of multilingual learners success This book is a great resource for classroom teachers literacy coaches and school and district administrators who want to support multilingual learners and all students to thrive

Coaching for Multilingual Excellence Margarita Espino Calderon, 2024-09-10 Be the instructional coach multilingual students and their teachers need As the population of multilingual learners MLs in K 12 schools continues to grow instructional coaches must support content teachers to recognize these students assets and address their linguistic cultural academic and social emotional needs Leveraging her decades of facilitating and coaching experience in the fields of language literacy and professional learning Margarita Calder n meets this urgent need with practical evidence based strategies to leverage the power of coaching in support of ML excellence Through the individual chapters dedicated to academic language reading and writing instruction and strategies to promote student discourse and social emotional learning embedded throughout this book will give coaches what they need to guide all teachers toward ML excellence Additional features include A step by step framework designed to help coaches promote teacher efficacy with MLs regardless of program setting or instructional approach Clear guidance for how to structure coaching sessions with teachers driven by research based approaches and observation and feedback protocols for accelerating student comprehension Myth busting facts about the do s and don ts of effective coaching for ML success Spotlights on the experiences of veteran coaches focusing on successes challenges and tips to remain resilient Individual and group reflection questions and tools at the close of each chapter Offering solutions to the challenges faced by MLs that content area teachers must be prepared to address this book is a powerful tool coaches can use to move multilingual instruction beyond compliance to excellence

The Assessment of Multilingual Learners Kate Mahoney, 2024-09-10 This book is a comprehensive introduction to the topic of assessing students who use two or more languages in their daily life The book provides foundational information for assessing multilingual learners MLs in schools with an emphasis on school language and content Major assessment ideas are viewed through a framework called PUMI Purpose Use Method and Instrument to help readers focus on important

assessment principles leading to better quality assessments for MLs This is a substantially revised and updated second edition of *The Assessment of Emergent Bilinguals* Updates in this edition include a greater focus on multilingual assessment and assessment in language contexts in addition to English Spanish This edition addresses both the current politics of multilingual assessment and recent theoretical developments including an expanded exploration of translanguaging in assessment contexts This edition aims to be more practical than the first edition with more examples of assessments and rubrics and a greater emphasis on using assessment results in formative ways

What Every Principal Should Know About Operational Leadership Jeffrey Glanz, 2005-11-28 Discover best practices for implementing efficient school management While principals may understandably devote a great deal of attention to supporting the cultural and instructional needs of their schools the core administrative challenge remains managing the school's personnel facilities and financial resources As the sixth volume of a seven part series *What Every Principal Should Know About Operational Leadership* provides an essential tool for new and veteran principals who want to run their school sites more efficiently and intentionally every day of the school year Filled with best practice examples resources reflection and self assessment opportunities and implementation ideas this guide also includes the following features Before we get started questionnaire and response analysis Case study and accompanying reflective questions What You Should Know About section framing each chapter Self Assessment resource for determining effectiveness of cultural leaders This book covers the essentials for organization and time management overseeing and evaluating facilities handling the budget addressing legal mandates recruiting and evaluating personnel working with an assistant principal and enhancing communication in individual and group settings

Allocating Federal Funds for State Programs for English Language Learners National Research Council, Division of Behavioral and Social Sciences and Education, Board on Testing and Assessment, Committee on National Statistics, Panel to Review Alternative Data Sources for the Limited-English Proficiency Allocation Formula Under Title III, Part A, Elementary and Secondary Education Act, 2011-07-20 As the United States continues to be a nation of immigrants and their children the nation's school systems face increased enrollments of students whose primary language is not English With the 2001 reauthorization of the Elementary and Secondary Education Act ESEA in the No Child Left Behind Act NCLB the allocation of federal funds for programs to assist these students to be proficient in English became formula based 80 percent on the basis of the population of children with limited English proficiency¹ and 20 percent on the basis of the population of recently immigrated children and youth Title III of NCLB directs the U S Department of Education to allocate funds on the basis of the more accurate of two allowable data sources the number of students reported to the federal government by each state education agency or data from the American Community Survey ACS The department determined that the ACS estimates are more accurate and since 2005 those data have been basis for the federal distribution of Title III funds Subsequently analyses of the two data sources have raised concerns about that decision especially because the two allowable data sources would allocate quite

different amounts to the states In addition while shortcomings were noted in the data provided by the states the ACS estimates were shown to fluctuate between years causing concern among the states about the unpredictability and unevenness of program funding In this context the U S Department of Education commissioned the National Research Council to address the accuracy of the estimates from the two data sources and the factors that influence the estimates The resulting book also considers means of increasing the accuracy of the data sources or alternative data sources that could be used for allocation purposes

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