Module 2: Activity Sheet 2

Read the following explanations of K-6 grade English learners and practice placing them on the Coherence/Cohesion DLLP found on the next page (*Not Evident, Emerging, Developing,* or *Controlled*). Have justifications ready for each of your “best fit” placements.

Example 1:

*Because his teeth need to be clean.* ***And*** *the bottom too,* ***and*** *his tongue.* ***And*** *he needs to clean in the sides.* ***And then*** *he needs to brush them every day.* ***Then*** *he has to clean the other side.*

Example 2:

***First*** *they need to count it* ***and then*** *they put it like.* ***And*** *they didn't put it.* ***And then*** *they put it.* ***First*** *they put it together.* ***Then*** *they count.*

[Tell her why using the cubes this way helps her.]

*Because it's easy.*

Example 3:

***First****, you need to turn on the water.* ***And then*** *you're gonna get your toothbrush* ***and then*** *put water on it.* ***And then*** *you get the toothpaste and put it on the brush.* ***Then*** *you water it a little bit.* ***And then*** *you brush your teeth in circles.* ***And then*** *you spit. And then* ***after*** *that, brush your bottom* ***and*** *up teeth.* ***And******when*** *you're done with that, spit….*

Example 4:

*By counting* ***and*** *by your mind can count.*

[And why does using the cubes this way help her? Tell her that.]

*For you can learn to count.*

The Coherence/Cohesion DLLP focuses on structuring and effectively organizing language for the listener both within and across sentences.

* By tracing the progression of coherenceteachers can become aware of how students are sequencing their oral discourse in temporal and logical ways.
* Tracing the progression of cohesion allows teachers to monitor how students are able to tie together the references they make in their explanations.

