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## Digital Language and Literacy Choice Boards

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### Objectives

- Explain how digital language and literacy learning menus give multilingual learners voice and choice
- Gain insight into ways to practically employ digital choice boards while incorporating
  - Three Dimensions of Language (Discourse, Sentence, Word Levels)
  - Interpretive (Listening, Reading, Viewing) and Expressive (Speaking, Writing, Representing) Modes of Communication
- Explore Examples and Templates




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### Agenda

- Difference between Playlists, Choice Boards, and Learning Menus
- Benefits of Playlists, Digital Choice Boards, and Learning Menus
- Tips on how to create digital Playlists, Choice Boards and Learning Menus
- Examples and Templates
  - Tic-Tac-Toe
  - Bingo Board
  - This or That
  - Restaurant Style Menu



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### Activity Links

- Go to the following [link](https://tinyurl.com/3nww4dvw) for activities and resources




<https://tinyurl.com/3nww4dvw>

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### Window into Teaching

		Ability to explain own teaching practice	
		Don't Know	Know
Ability to teach	Can't Do	Mysterious Unknown	Theoretical Unable to demonstrate
	Can Do	Mysterious Unexplained	Intentional Deliberate practice

Dunne, K. & Villani, S. (2017). Mentoring New Teachers Through Collaborative Coaching: Linking Teacher and Student Learning. San Francisco: WestEd.

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### Ed Tech Frameworks

Empowering Multilingual Learner Teachers with...

TPACK Framework SAMR Framework  
PIC-RAT Matrix Technology Integration Matrix

QR Code: SCAN ME  
<https://tinyurl.com/2p8fkcmv>

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### TPACK Framework

- Content Knowledge
- Pedagogical Knowledge
- Technological Knowledge

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### SAMR Model and Bloom's Taxonomy

Transformation	<b>Redefinition</b> <i>Tech allows for the creation of new tasks, previously inconceivable</i>	<b>Create</b>
	<b>Modification</b> <i>Tech allows for significant task redesign</i>	<b>Evaluate</b>
Enhancement	<b>Augmentation</b> <i>Tech acts as a direct tool substitute, with functional improvement</i>	<b>Apply</b>
	<b>Substitution</b> <i>Tech acts as a direct tool substitute, with no functional change</i>	<b>Remember</b>

Puenteduro, R. (2014). SAMR and Bloom's Taxonomy: Assembling the Puzzle. <http://www.cimmqosense.org/educational-articles/samr-and-bloom-taxonomy-assembling-the-puzzle>

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### Digital Styles and Preferences

- **Digital Consumer** – passively receives digital content, does not publish on the web
- **Digital Producer** – generates digital content, whether text, image, video or audio



Hernandez, D., Ramirez-Martinez, A., & Coronado, D. (2015). Comparando a los usuarios de sistemas digitales. *Classification of digital systems users*. *Revista de Medios y Educacion*, 44, 113-126. doi: 10.12796/revista.2014.44.08

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### Digital Styles and Preferences

- **Digital Visitor**- visits the digital world with little or no publication activity
- **Digital Resident**- spends a large part of the day actively producing, collaborating, and participating in the virtual world



Hernandez, D., Ramirez-Martinez, A., & Coronado, D. (2015). Comparando a los usuarios de sistemas digitales. *Classification of digital systems users*. *Revista de Medios y Educacion*, 44, 113-126. doi: 10.12796/revista.2014.44.08

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### Ed Tech for English Learner Toolkits

Empowering Multilingual Learner Teachers with...

Educator Toolkit  
Using Educational Technology — 21st Century Supports for English Learners

Developer Toolkit  
Creating Educational Technology for English Learners

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<https://tinyurl.com/2p8edxt7>

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### Digital Learning Resources Matrix

MATRIX 1: Digital Learning Resources

Category	Resource	Description
Digital Learning Resources	1. Digital Learning Resources	...
	2. Digital Learning Resources	...
Digital Learning Resources	3. Digital Learning Resources	...
	4. Digital Learning Resources	...



<https://tinyurl.com/28fupdh>

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### Differentiating Instruction through Choice Boards

#### Language and Literacy Choice Boards

- Provide multilingual students with the power to choose “how” to learn a particular subject or concept and develop language simultaneously
- Encourage multilingual students to be responsible, accountable, and independent in their learning language and content
- Allow multilingual students to work on activities at their own pace
- Stimulate active learning and multilingual student engagement
- Build upon earlier linguistic knowledge



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### Playlists and Choice Boards/ Learning Menus

Playlists	Choice Board	Learning Menus
<ul style="list-style-type: none"> <li>A specific sequence of learning activities designed to move multilingual students toward a specific learning goal or objective</li> <li>Teacher creates a personalized learning path for the multilingual student</li> <li>Multilingual students have multiple ways to engage with information, practice key concepts or skills linguistically</li> <li>Teachers create time to review multilingual student progress on content and language, provide focused feedback, and make adjustments to the playlists</li> </ul>	<ul style="list-style-type: none"> <li>A graphic organizer that allows multilingual learners how they will learn a concept or demonstrate mastery at the end of a lesson/unit</li> <li>Multilingual students select options and the order they complete activities</li> <li>Examples include tic-tac-toe, bingo card, this or that, learning menus</li> </ul>	<ul style="list-style-type: none"> <li>A series of activities or tasks that multilingual students must complete to demonstrate mastery of key concepts, vocabulary, and language and literacy skills</li> <li>Multilingual learners make key decisions about their learning and linguistic choices, selecting a specific number of items from each category on the board (similar to a restaurant menu) to complete that they think will be the best fit for them</li> <li>Menus include appetizers (Negotiables), the Main Dish (Imperatives), Side Dishes (Imperatives), Desserts (Options)</li> </ul>



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### Choice Board Considerations

- Align the choice board tasks with the learning goals
  - State Content Standards & ELD Standards
  - Content and Language Objectives
  - Key Uses of Language (Narrate, Inform, Explain, Argue)
  - Modes of Communication- Interpretive (Listening, Reading, Viewing) and Expressive (Speaking, Writing, Representing)
  - Dimensions of Language - (Discourse, Sentence, Word levels)
  - English proficiency levels (Levels 1-6, Beginning, Intermediate, Advanced)
  - Learning Styles- (Visual, Auditory, Kinesthetic)



CONSIDERATIONS

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### Choice Board Planning Sheet



<https://tinyurl.com/y8pe8d5j>

Choice Board Planning Sheet			
Current Standards:			
ELD Standards:			
Key Concepts:			
English Proficiency Level	Review of Language	Dimensions of Language	
<input type="checkbox"/> Level 1	<input type="checkbox"/> Reading	<input type="checkbox"/> Discourse Level	
<input type="checkbox"/> Level 2	<input type="checkbox"/> Writing	<input type="checkbox"/> Sentence Level	
<input type="checkbox"/> Level 3	<input type="checkbox"/> Speaking	<input type="checkbox"/> Word Level	
<input type="checkbox"/> Level 4	<input type="checkbox"/> Listening		
<input type="checkbox"/> Level 5	<input type="checkbox"/> Thinking		
<input type="checkbox"/> Level 6	<input type="checkbox"/> Learning		
<input type="checkbox"/> Level 7	<input type="checkbox"/> Assessing		
Choice Board Format	Student Choice	Learning Pathway	
<input type="checkbox"/> Fixed	<input type="checkbox"/> Item selection	<input type="checkbox"/> Independent to create	
<input type="checkbox"/> This or That	<input type="checkbox"/> Item Rating & Prioritization	<input type="checkbox"/> Prioritized by student	
<input type="checkbox"/> Menu	<input type="checkbox"/> Negotiables & Imperatives	<input type="checkbox"/> Prioritized by ELD Model	
<input type="checkbox"/> Restaurant Menu	<input type="checkbox"/> Imperative guide to (appetizer/main dish/dessert)	<input type="checkbox"/> Prioritized by Learning Style	
Assessments	Student's Success	Learning Style	
<input type="checkbox"/> Self-Reflection	<input type="checkbox"/> Reflection	<input type="checkbox"/> Visual	
<input type="checkbox"/> Peer-to-Peer	<input type="checkbox"/> Self-Reflection	<input type="checkbox"/> Auditory	
<input type="checkbox"/> Interview to Express	<input type="checkbox"/> Apply	<input type="checkbox"/> Kinesthetic	
<input type="checkbox"/> Exit Ticket	<input type="checkbox"/> Monitor	<input type="checkbox"/> Reading	
<input type="checkbox"/> Exit Ticket	<input type="checkbox"/> Evaluate	<input type="checkbox"/> Writing	
<input type="checkbox"/> Other	<input type="checkbox"/> Create	<input type="checkbox"/> Speaking	
<input type="checkbox"/> Other	<input type="checkbox"/> Other	<input type="checkbox"/> Thinking	
<input type="checkbox"/> Other	<input type="checkbox"/> Other	<input type="checkbox"/> Learning	
<input type="checkbox"/> Other	<input type="checkbox"/> Other	<input type="checkbox"/> Assessing	
Comments	Digital Tools	Notes	
<input type="checkbox"/> None	<input type="checkbox"/> None		
<input type="checkbox"/> Minimal connections with the activities	1		
<input type="checkbox"/> Moderate for students	2		
<input type="checkbox"/> High for students	3		
<input type="checkbox"/> High for administrators	4		
<input type="checkbox"/> Other	5		

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### What is a Playlist?



- A playlist:
- Is a set of independent activities without having the teacher to be directly present, thus freeing the teacher to work one on one or with small groups of students
  - Might be assigned for a subset of a class period, a full day, a week, or even a full course
  - Is often in a list or table format
  - Can be personalized or assigned to all students
  - Includes content for one content skill, one standard, one lesson, one unit, one language skill, one mode of communication, one key use of language, one dimension of language, one language function, or cover multi-disciplinary content and language skills

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### Playlist Example

#### Anne Frank Playlist

Modes of Communication	Learning Activity Due 11/15/22	Points	Dimensions of Language
Interpretive Mode	Go to Google Classroom Period 3 Week 5 and submit the tasks by the end of the week.		
Interpretive Mode	Read Anne Frank: Diary of a Young Girl pages 164-208, and respond to week 5 reading questions	30 points	Discourse Level
Interpretive Mode	Watch "Anne Frank House" on Eduzzle and answer the questions	10 points	Discourse Level
Expressive Mode	Complete the chart "Central Idea and Supporting Details"	20 points	Discourse Level
Interpretive Mode	Word Study Suffix - strict, Suffix -ion, Prefix -re Choose the correct meaning of the word on the left from the definitions on the right. Then, write its letter on the line provided.	10 points	Word Level
Expressive Mode	Extended Response Analyze the structure of paragraph 2 and of paragraph 4 of the selection from Anne Frank: The Diary of a Young Girl. Choose one sentence in each paragraph and explain its role in developing the main idea.	30 points	Sentence Level Discourse Level

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### Playlist Example

Modes of Communication

#### Volcano Playlist

Complete the activities in order.

Bloom's Taxonomy

- |              |   |  |            |
|--------------|---|--|------------|
| Representing | 1 | Label the different parts of a volcano.  | Remember   |
| Speaking     | 2 | Explain how scientists predict volcanic eruptions.   | Understand |
| Writing      | 3 | Based on what you know about eruptions, develop a plan to keep people safe during an eruption.                                 | Apply      |
| Representing | 4 | Compare and contrast two different types of volcanoes.   | Analyze    |
| Writing      | 5 | Write a journal entry from the point of view of a person surviving a famous volcanic eruption.                                 | Evaluate   |
| Speaking     | 6 | Imagine that you could invent something that would help prevent a volcanic eruption. Explain what it is and why it would help. | Create     |



<https://tinyurl.com/3rktuupz>

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### Tic-Tac-Toe Choice Board



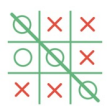
- The classic 9 square model requires multilingual students to complete any three activities in a row across the board.
- Teacher can organize a choice board so that each column focuses on particular
  - Dimensions of Language-Discourse, Sentence, Word Levels
  - Interpretive (Listening, Reading, Viewing) and Expressing (Speaking, Writing, Representing) modes of communication
  - Key Uses of Language (narrate, inform, explain, argue)
  - English Proficiency Levels (to review past level, strengthen current level, stretch to the next level)
  - Learning styles -visual, auditory, kinesthetic, verbal

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### Tic-Tac-Toe Option 1




- Students must start at the middle square.
  - Which option could you choose for ELP Level 1-2?
  - Which option could you choose for ELP Level 3-4?
  - Which option could you choose for ELP Level 5-6?


Option A



Option B



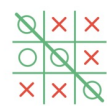
Option C



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### Tic-Tac-Toe Option 2




- Students choose to make their choices in a row vertically, horizontally, or diagonally.
  - Which option could you choose for ELP Level 1-2? 3-4? 5-6?
  - What is another language pattern you could design?


Option A



Option B



Option C



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### Tic-Tac-Toe Templates

Name: \_\_\_\_\_

#### Tic-Tac-Toe Extension Menu

Check the boxes you plan to complete. They should form a Tic-Tac-Toe.  
All products are due by: \_\_\_\_\_ Date Due: \_\_\_\_\_

Due: \_\_\_\_\_

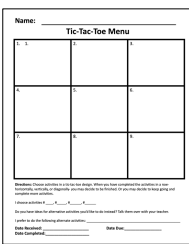
Free Choice

200 out your amount


Have fun!

Name: \_\_\_\_\_

#### Tic-Tac-Toe Menu



Due: \_\_\_\_\_

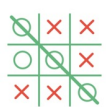



<https://tinyurl.com/9ddfuu4d>

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### Tic-Tac-Toe Example





<https://tinyurl.com/7dteavt>

Name: \_\_\_\_\_

#### Volcano Tic-Tac-Toe Menu

1. Search the internet below and write 3 facts about volcanoes in your notebook for each.	2. Draw the three different types of volcanoes in your notebook and label them. Include a quick description of each and how they form.	3. Complete sentences, answer the following questions using <a href="#">CERES</a> . How do volcanoes erupt? Do they come out more often than other?
4. Choose one of the articles below and write a 5 sentence summary in your digital notebook.	5. Write a definition in your notebook for each vocabulary term and draw a picture.	6. Complete the fill in the blank using the word and class notes.
7. Label and explain each layer of Earth. What is an <a href="#">asthenoid</a> ?	8. Read Google's <a href="#">Thinking in a Box</a> article that shows the different ways that volcanoes are formed.	9. Write a letter to your teacher explaining what you have learned about volcanoes and earthquakes. Support your opinion with facts.

Remember, choose activities to do that are challenging. You can have fun with the activities if you complete them all!

Do you have ideas for alternative activities you'd like to do instead? Talk them over with your teacher.

Do you have ideas for alternative activities you'd like to do instead? Talk them over with your teacher.

Date Completed: \_\_\_\_\_ Date Due: \_\_\_\_\_

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## BINGO Choice Board



- The classic 5 x 5 square model requires multilingual students to complete a task in a vertical, horizontal, or diagonal row. This will include 4 or 5 tasks depending on the direction a student decides to go.
- Special patterns keep things interesting (Letters, Numbers, Shapes)
- Teacher can organize a choice board so that each column focuses on particular
  - Dimensions of Language
  - Interpretive & Expressive Modes of Communication
  - Key Uses of Language
  - English Proficiency Levels Learning styles -visual, auditory, kinesthetic, verbal

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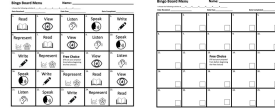
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## BINGO Choice Board Templates

Think about how you will design the Bingo Choice Board using:

- Hyperlinked icons on Google Slides
- Different colors for columns or rows
- One classic bingo pattern or a special Bingo pattern



<https://tinyurl.com/zy6tsdk2>

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## This or That Choice Board Example



### This or That Volcano Choice Board

	Narrate	Inform	Explain	Argue
<b>THIS</b>	Look at this picture and write 4 sentences about what you see in your notebook.	Write a news story here about newspaper about a famous volcanic eruption.	Explain how scientists predict volcanic eruptions.	Write a scientific explanation to describe where volcanoes most commonly occur.
<b>OR</b>				
<b>THAT</b>	Use the factory graphic organizer to tell a story of a volcanic eruption from a volcano's perspective.	Make a line of five facts and evidence on a graphic organizer using Thinklink.	What type of volcano is this? How?	State three reasons why it is important to monitor volcanoes.



<https://tinyurl.com/jrtbkmx7>

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## This or That Choice Board Templates

Think about considerations for This or That choice boards:

- What digital tools will multilingual learners use?
- What other language and literacy categories can you set up?
- What types of products can students submit?

<https://tinyurl.com/yvyefxp4>

	Narrate	Inform	Explain	Argue
<b>THIS</b>				
<b>OR</b>				
<b>THAT</b>				

	Read	Write	Listen	Speak
<b>THIS</b>				
<b>OR</b>				
<b>THAT</b>				

	Phonics Level	Reading Level	Word Level
<b>THIS</b>			
<b>OR</b>			
<b>THAT</b>			



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### This or That Choice Board Products

Think about the how multilingual students can demonstrate what they know linguistically.

- What are other types of products students can submit?

Brochure	Poster	Comic strip	Flipbook	Model
Letter	3 Facts and a Fib	Wanted poster	Riddles	Short story
Newspaper Headlines	Radio Advertisement	One-minute puppet show	Graphic organizers	Flash Cards
Journal entries	Crossword puzzle	Drawings, illustrations	Screenshots	Persuasive Speech
Business plan	Blog	Interactive exhibit	Glossary	Bookmark

### Restaurant Menu Choice Boards

- A Learning menu offers multilingual students a way to make decisions about what they will do linguistically in order to meet content lesson requirements.
- A menu could be for a single lesson, a week-long lesson, or even a longer period of time.
- **Appetizers (Negotiables)**
  - Students select one item to complete
- **The Main Dish (Imperatives)**
  - Every student must complete this assignment
- **Side Dishes (Negotiables)**
  - Students selects two items to complete
- **Desserts (Options)**
  - Students choose one of the enrichment options



### Restaurant Menu Choice Boards

Learning Menu "Specials" for the week of \_\_\_\_\_

Week beginning: \_\_\_\_\_ Week ending: \_\_\_\_\_

**Main Dish (Mandatory)**

**Side Dish (Select at least one in the "Optional" section to choose an to complete)**

**Desserts (Optional)**

**Learning Menu Planner**

**Directions:** All items in the main dish and the specified number of appetizers and side dishes must be completed by the due date. You may select additional appetizers, sides and dessert items as well.

**APPETIZERS (Select one)**

**MAIN COURSE (Must do)**

**SIDES (Select two)**

**DESSERTS (Optional)**



### Restaurant Menu Choice Board Example



**Learning Menu Planner**

Week beginning: \_\_\_\_\_ Week ending: \_\_\_\_\_

**Directions:** All items in the main dish and the specified number of appetizers and side dishes must be completed by the due date. You may select additional appetizers, sides and dessert items as well.

**APPETIZERS (Select one)**

**MAIN COURSE (Must do)**

**SIDES (Select one)**

**DESSERTS (Optional)**

### Reflection Questions

- Before making a decision before creating a language and literacy choice board ask yourself the following questions:
  - What do you really need the choice board to do?
  - How does this choice board address critical needs for the lesson?
  - How do the features of this choice board enhance learning for multilingual learners?
  - Is this choice board filling a critical need that is not addressed by the lesson?
  - What digital tools, apps or websites are necessary for multilingual students to meet the language and literacy success criteria on the choice board?



### Resources



- The Ultimate Guide to Choice Boards and Learning Menus <https://www.ajjuliani.com/blog/the-ultimate-guide-to-choice-boards-and-learning-menus>
- Interactive Learning Menus (Choice Boards) with G Suite Free Templates <https://shakeuplearning.com/blog/interactive-learning-menus-choice-boards-using-google-docs/>
- Choice Boards, Menus, & Tic-Tac-Toe <https://www.smores.com/z12ay-tic-tac-toe-choice-boards-menus>
- Choices for Choice Boards <https://wakelet.com/wake/jH1hen5OL1k4tPthkYg6g>
- Student Choice Board Pyramid <https://gotteched.com/choiceboard2022/>

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