



# **Scaffolding Academic Success- Content Strategies to Promote Achievement for ELLs**

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- Staff Development
- Handouts & Resources  
from this Session





**WELCOME!**

## Round Robin Intros

Each person gets 30 seconds to introduce themselves to their group.

# Goals for Today

- Focus on Essential Understandings about the Complexity of Educating English Language Learners
- Model Active Learning Strategies to Promote Academic Achievement through Content.
- Explore Methods and Research to Embed Academic Language into Daily Instruction.
- Use Best Practice when Designing Instruction and Assessment for Learning

# A Penny for Your Thoughts

- Write a few thoughts for each quote
-  Star the quote that you most identify with right now as a teacher and/or a learner

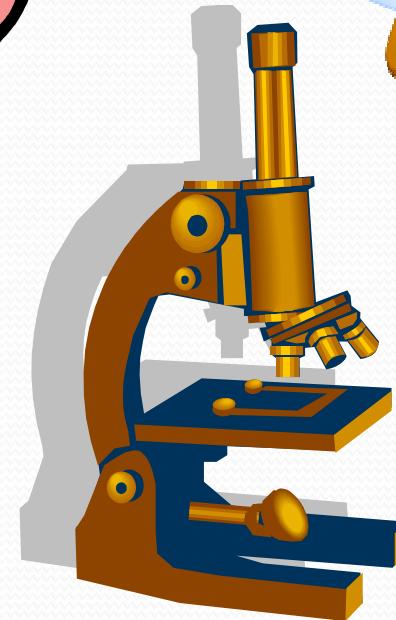




- Each person starts with 2 pennies
- First person puts one penny in the center and shares their thoughts on one quote
- Continue in a Round Robin



# What kind of a learner are you?





# **Culture, Relationships and the Learning Environment**

“An affirming attitude toward students from culturally diverse backgrounds significantly impacts their learning, belief in self, and overall academic performance”

(Villegas & Lucas, 2002, p. 23)



# Defining Culture

“The systems of values, beliefs, and ways of knowing that guide communities of people in their daily lives.”

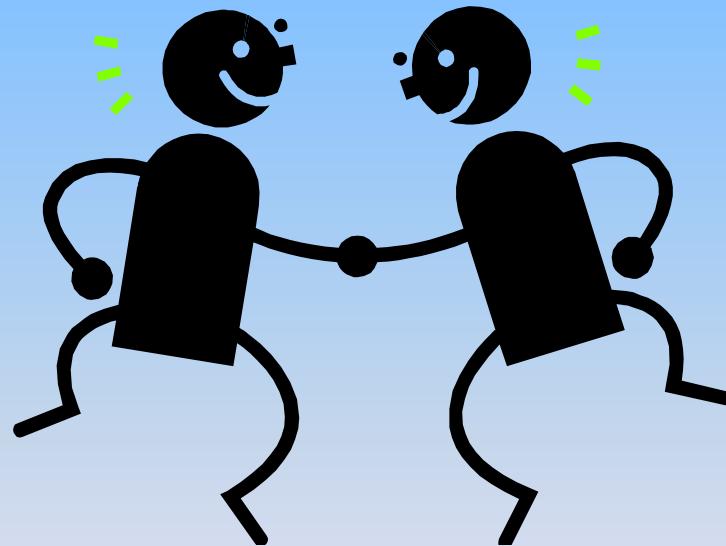
(Trumbull, 2005, p.35)



# What's Your Culture

- On your 3 by 5 card list three things that represent your culture
- Stand up, Hand Up, Pair Up?
- What kinds of things did you mention?

# Class Building: Stand Up, Hand Up, Pair Up



# The Individualism/Collectivism Framework

Individualism	Collectivism
Representative of mainstream United States, Western Europe, Australia, and Canada	Representative of 70% of world cultures including those of many U.S. immigrants.
Well-being of individual; responsibility for self	Well-being of group; responsibility for group
Independence/self-reliance	Interdependence/cooperation
Individual achievement	Family/group success
Self-expression	Respect
Self-esteem	Modesty
Task orientation	Social orientation
Cognitive intelligence	Social intelligence



# Students Most Basic Need

Am I safe here?

## Emotional Response Pygmalion Effect

# The Student Seeks

Purpose  
Power  
Challenge  
Affirmation  
Contribution



Carol Ann Tomlinson. *Fulfilling the Promise of Differentiation*,

# Culturally Responsive Strategies that Help ELLs Achieve

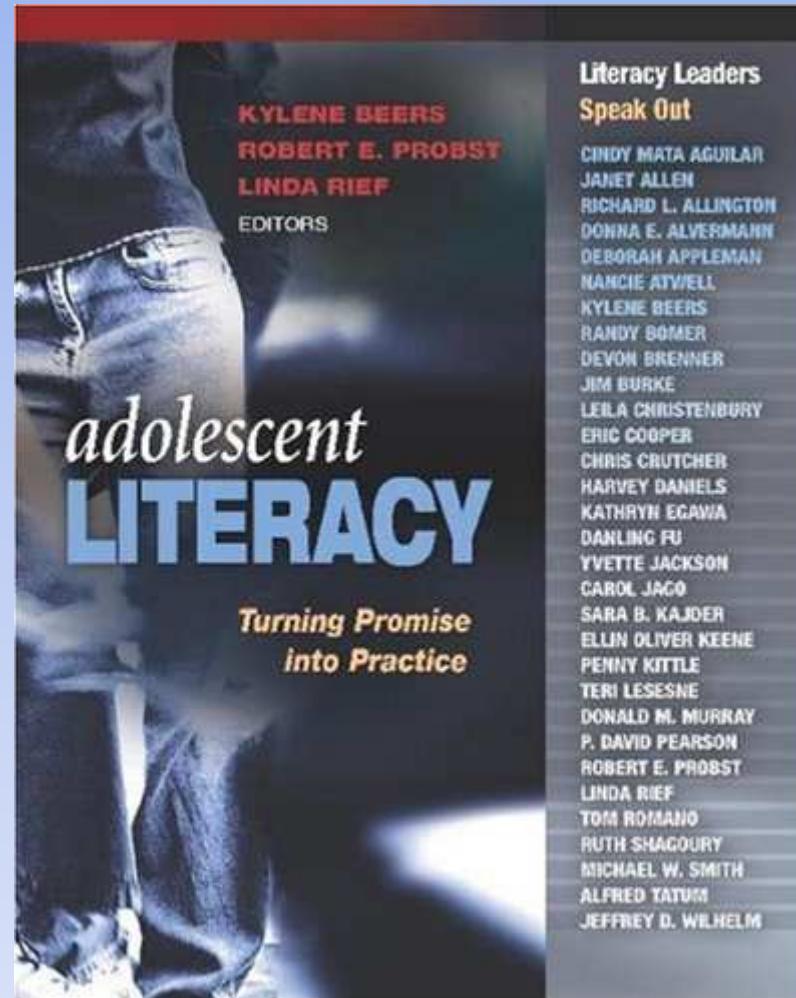
**Look at three articles.**

## Jigsaw Reading

- Table groups read same article
- Skim article, take notes and discuss in your group.

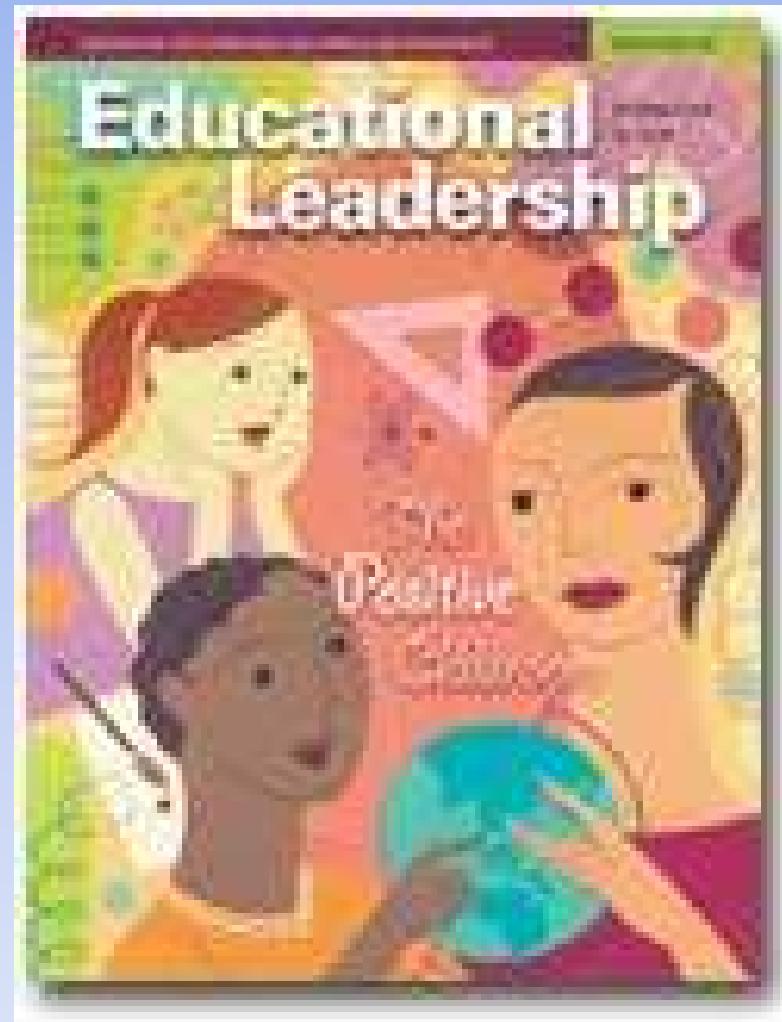
# *English Language Learners in the Classroom*

By Cynthia Mata Aguilar, Danling Fu,  
Carol Jago. *Adolescent Literacy*,  
2007



# Current Articles

- Educational Leadership
- Linking to Prior Knowledge
  - Educational Leadership/April 2009
- The Culturally Responsive Teacher
  - Educational Leadership/March 2007



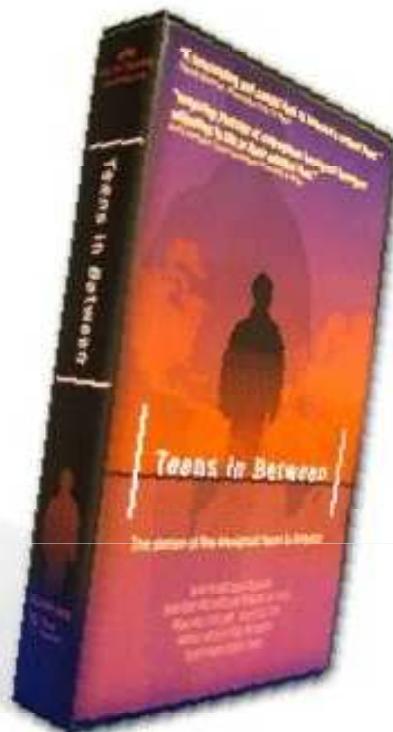
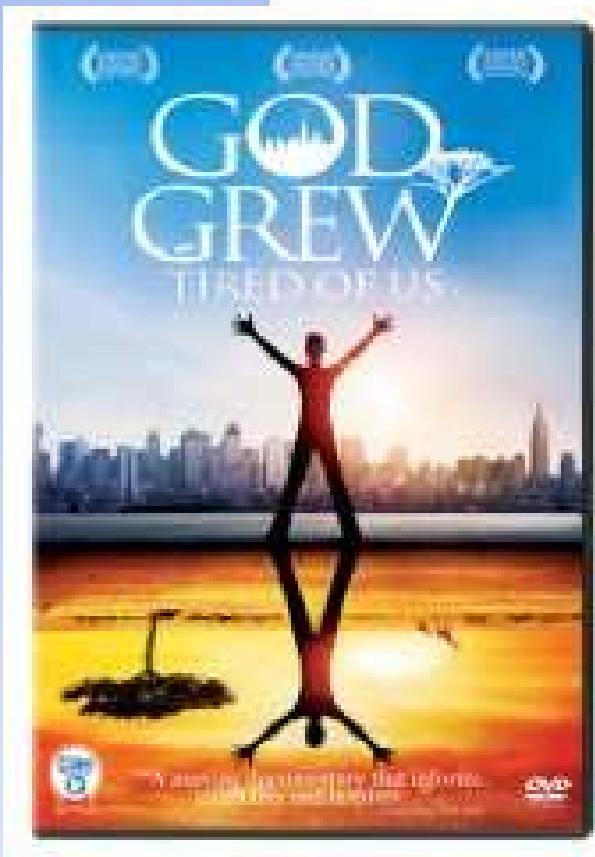
# Compare Big Ideas

## Form NEW GROUPS

- Form groups of 3
- Consensus Placemats
- Each person writes key ideas from their article
- Each person then mentions one idea from their article
- Decide as a group if that was an idea mentioned in each article, if so write it in the middle of the placemat.

# Culturally Responsive Strategies that Help ELLs Achieve

- Groups share out take away ideas
- Other ideas based on your own experiences
- How could you use this activity with ELLs?



Mutual respect is promoted when teachers listen as much as they speak, when students can build on their personal and cultural strengths, when the curriculum includes multiple points of view, and when students are given the chance to genuinely talk to one another about topics that concern them.

(Diaz-Rico, 2008, p.327)



# Teachers Speak Out:

**Only one in five teachers told a national survey they felt “very well prepared” to work in a modern classroom. Only 20% said they were confident in working with students from diverse backgrounds, with limited English proficiency, or with disabilities.**

*Teacher Quality: A Report on the Preparation and Qualifications of Public School Teachers*

(Prepared by the Education Department’s National Center for Education Statistics, 1998)

**k2**

keniles, 12/5/2006



# Matching Instruction and Assessment

Standards Based Performance Assessment

# **Share with a Partner:**

- *Something new you have learned recently....maybe how to play an instrument or a sport, how to make a gourmet meal or fly a kite, how to speak a new language or whatever else you have learned.*

*Include the when, where, how and why of the experience...*

**How did you assess your progress?**

# *How did standards play into your experience?*

- Why did you learn it- did someone ask you to?
- What goal did you set?
- Was there a time limit?
- What happened if your goal wasn't achieved?

What parallels can you draw to current classroom instructional and assessment practices?

# Current Classroom Assessments

- Assessments generally encourage rote / superficial learning
- Questions used are not reviewed with peers, not critical about what is being assessed
- Can predict students results on external tests, but know little about students' learning needs
- Tend to emphasize quantity rather than quality of work
- Grading function over-emphasized, learning function under-emphasized

# Types of Assessment

Diagnostic

Formative

Summative



# Diagnostic Assessment

- Teachers diagnose students' knowledge before beginning a unit or lesson.
- This information is used to guide instruction.



# Formative Assessment

- Teachers consistently monitor student understanding to help drive instruction. The assessments should vary to allow for differentiation of instruction. Formative assessment is rarely graded. Feedback must be given for students to improve their learning. Most assessments should be formative.

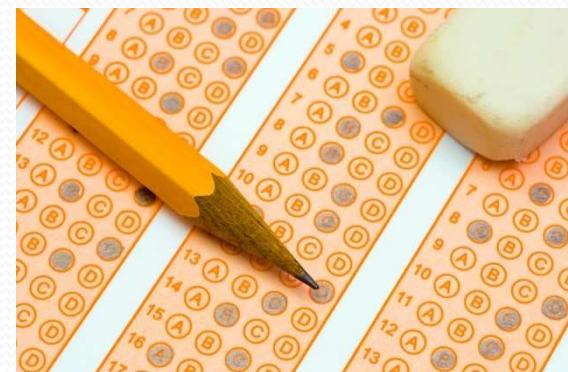
*“...all those activities undertaken by teachers, and/or their students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged.”*

*Review article by Black & Wiliam, p. 7  
Assessment in Education, Vol 5, No. 1, 1998.*

# Summative Assessment

- Teachers issue an end-of-unit assessment to determine students' understanding of the presented material. Summative assessment evaluates students for a grade and allows teachers to assess instructional practices.

*Adapted from: <http://www.justsciencenow.com/assessment/>*



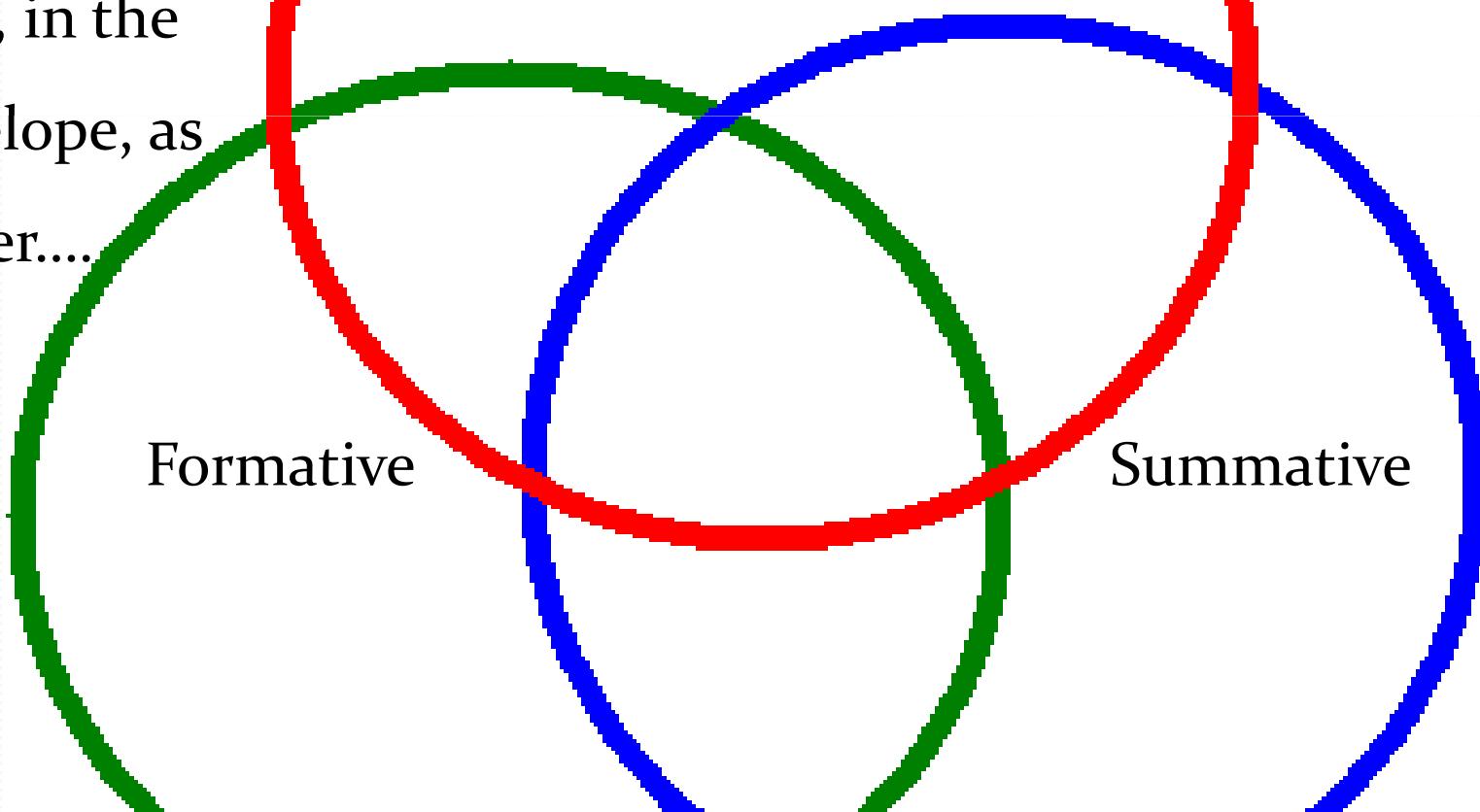
# Assessment Word Sort!

Separate/classify  
the activities  
given, in the  
envelope, as  
either....

Diagnostic

Formative

Summative



# Comparing forms of assessment

	<b>Diagnostic</b>	<b>Formative</b>	<b>Summative</b>
Timing	varies	ongoing	terminal
Purpose	Identifying learning difficulties	Improving learning	Verification of learning
Control	Teacher	Teacher and learner	Teacher and external
Examples			

A photograph of five students in a classroom. Four students are jumping or cheering with their arms raised, while one student stands to the left looking on. The background features a chalkboard and a ruler on the wall.

**Evidence shows that improving formative assessment improves student learning.**

-Black & William Literature Review (1998)



# Best Assessment Practices Based on Current Research

- To align with instruction, assess ELL students' development of academic English linked to the content areas, rather than assessing "English in isolation" or only "social English"



# How Do We Know Learning Objectives Have Been Met?

- Performance assessments allow students to demonstrate their knowledge, understandings, and skills in the academic content areas.
- Performance assessments allow students to demonstrate their understanding of grade level standards at their individual language proficiency level.
- This demonstration occurs in the classroom while students are engaged in authentic learning experiences. This allows the teacher to differentiate to support ELLs.

# Butler: Assessment Study (1997)

## Overview

- 132 students aged 11 from 12 classes in 4 schools
- Selected top 25% and bottom 25% for data analysis

## Experiment

- Divided students into 3 groups (within each class): A, B, C
- All students given the same teaching by two teachers
- All students given same aims and criteria, asked to produce the same work for marking

Butler, Ruth. 1997. Task-involving and ego-involving properties of evaluation: Effects of different Psychology feedback conditions on motivational perceptions, interest, and performance. *Journal of Educational Psychology*, 79(4), 474-482.

Butler, Ruth. 1988. *British Journal of Educational Psychology*, 58, pp. 1-14.



# Butler Findings (1997)

Group	Feedback	Pre-post gain	Attitudes
A	Comments Only		
B	Grades Only		
C	Grades and Comments		

Group	Feedback	Pre-post gain	Attitudes
A	Comments Only	30% gain	
B	Grades Only	No gain	
C	Grades and Comments	No gain	

Group	Feedback	Pre-post gain	Attitudes
A	Comments Only	30% gain	Positive
B	Grades Only	No gain	Top - positive Bottom - negative
C	Grades and Comments	No gain	Top - positive Bottom - negative

# Ladybug Activity

## Cornerstones in Action

Active Learning

1.

2.

Involving Students in the Assessment Process

The Cornerstones in Action

*“Ladybug Activity” adapted from Ainsley Rose –  
Ahead of the Curve Conference 2008*

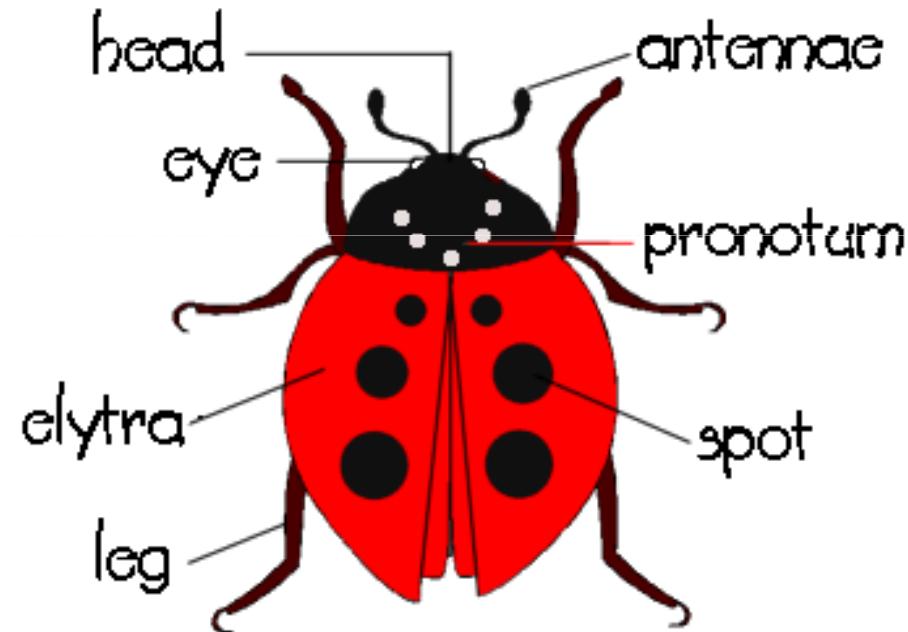
3.

4.

5.

6.

# Ladybug



Active Learning



# Principles for Developing Good Classroom Assessments

Assessments should be:

- Used as a learning tool for teachers and students
- An on-going process that provides feedback to students
- Matched to standards
- Put into context as they relate to standards, benchmarks and indicators
- Equitable and fair



# Principles for Developing Good Classroom Assessments

- Begin with the end in mind
- First you must decide:

*What do you want the students  
to know and be able to do?*

- Then you design a lesson or unit that will get the students to that point

# Principles for Developing Good Classroom Assessments

- Teachers should:

- Use a variety of assessments over time
- Communicate expectations for performance from the start
- Define what evidence will be accepted that demonstrates proficiency (what students know and are able to do)
- Differentiate
- Build in accommodations



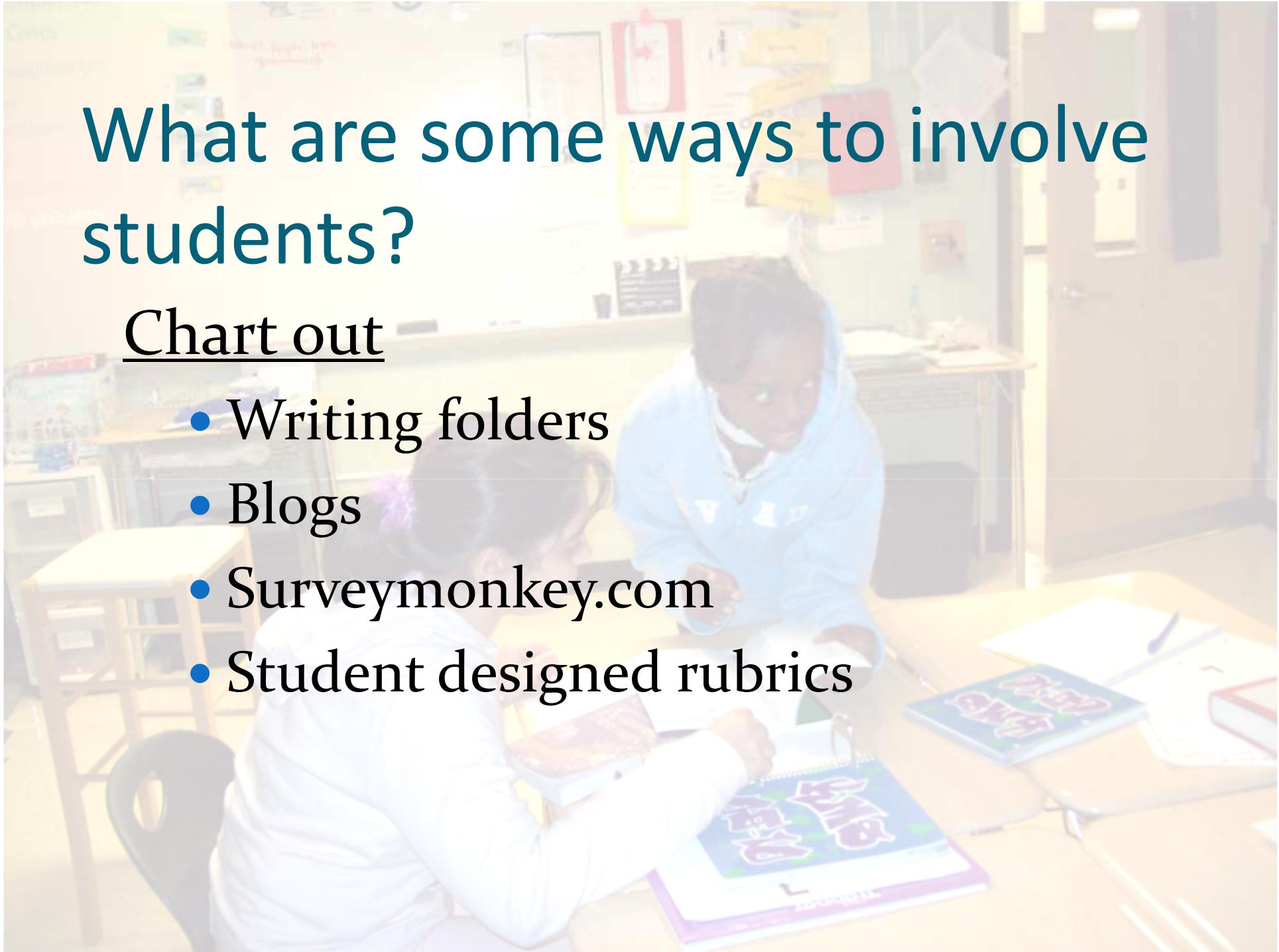
# Think about assessment you use...

- Quality of feedback
- Nature of questioning
- Clear & explicit criteria
- Involving students

# What are some ways to involve students?

## Chart out

- Writing folders
- Blogs
- Surveymonkey.com
- Student designed rubrics



## Voices of the Teachers:

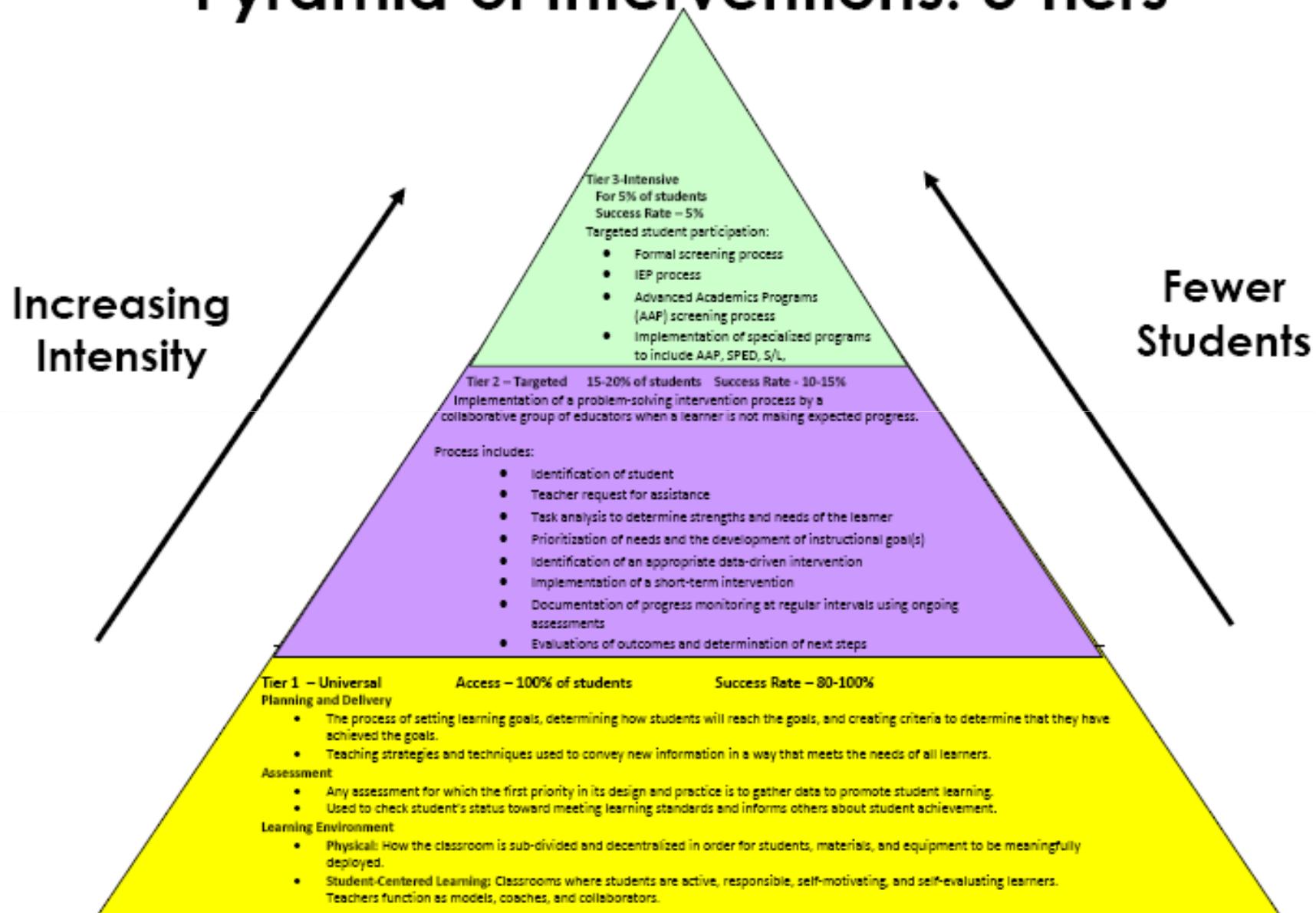
- It has clarified and expanded my understanding of the standards for my students. I see the assessment cycle in practice: teach-assess-re-teach-assess, etc.
- The process has given us the opportunity to reflect on our teaching practices, differentiating instruction and clearly looking at the standards.
- I have learned many new ways of teaching standards and working with small groups.
- We communicate more about what we were teaching; we share instructional strategies and materials.
- It has helped us to really define and create a common understanding (definition) of each standard.

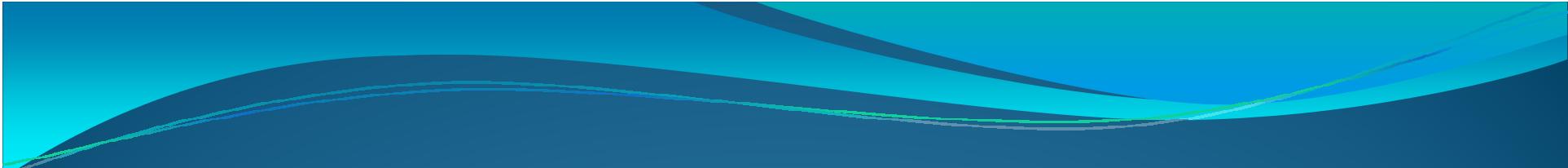


# Classroom Accommodations

*Fair does not mean everyone gets  
the same – it means everyone  
gets what they need.*

# Pyramid of Interventions: 3 Tiers





# Planning Engaging Lessons for ELLs



Link





# Antonetti's Cube

- Cube

# Lesson Study

- Analyze lessons using Engagement Checklist
- Language Arts
- Science
- Social Studies
- Mathematics

- Telling isn't teaching, and students must be actively engaged in the academic discourse of the classroom if they are to understand the content.
- Students need lots of opportunities to try new knowledge on for size if they are to take possession of the concepts and apply them to novel situations.”
  - Fisher et al., (2008) *Content-Area Conversations*



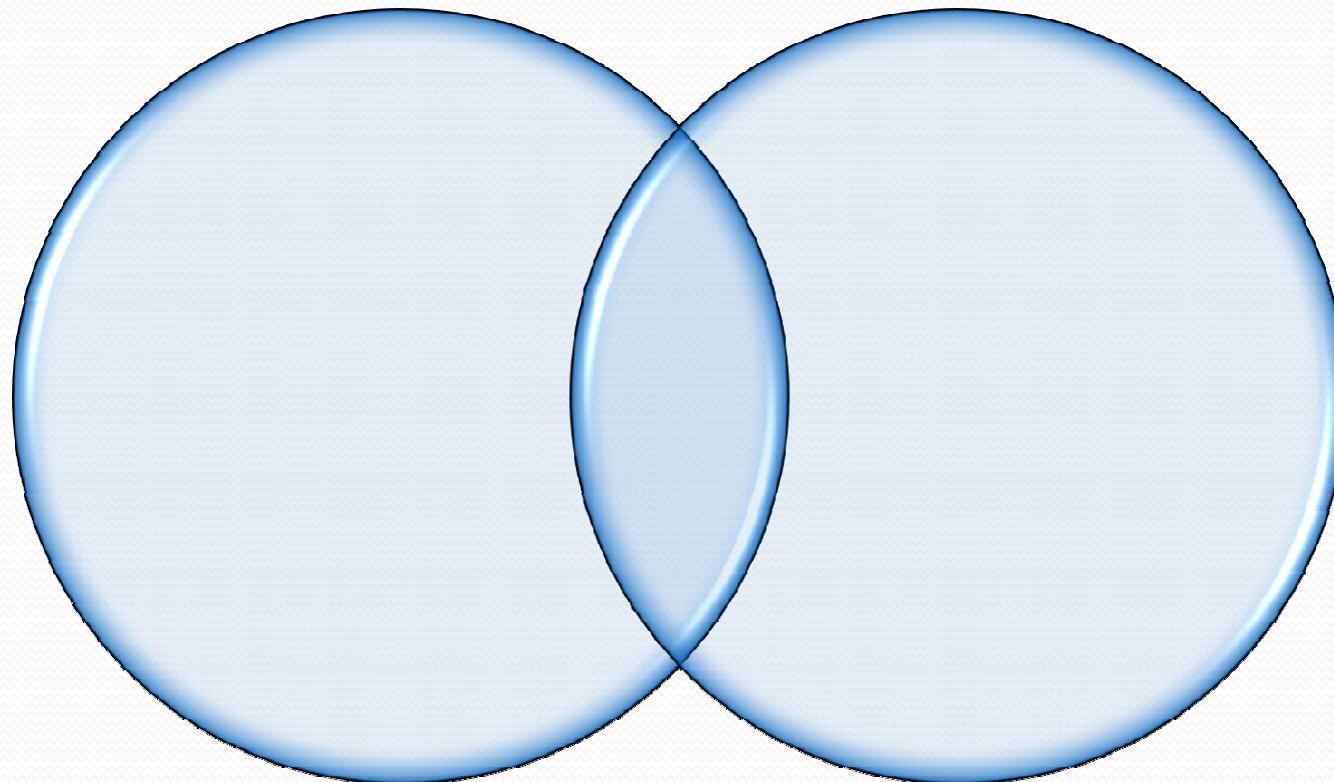
Standards Alignment & Academic Language Instruction



# Overview

- Deepen understanding of content and language instructional integration
- Clarify the distinction between vocabulary and academic language
- Examine text to identify and support academic language instruction

- Which words are “academic”?





[scarcella\\_o1\\_ext.mov](#)

# The Groundwork

- Academic Language is an essential component of closing the achievement gap & providing access to grade level content and beyond
- For English Language Learners this means teaching the academic language & discourse associated with the content
- What moves ELLs forward is their ability to manipulate language and engage in academic discourse.

Learner Identity

Knowledge Construction

Metacognition

Learning Community

Schema Building



# WIDA ELP Standards

Standard 1: English language learners communicate for social and instructional purposes within the school setting.

Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.

Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.

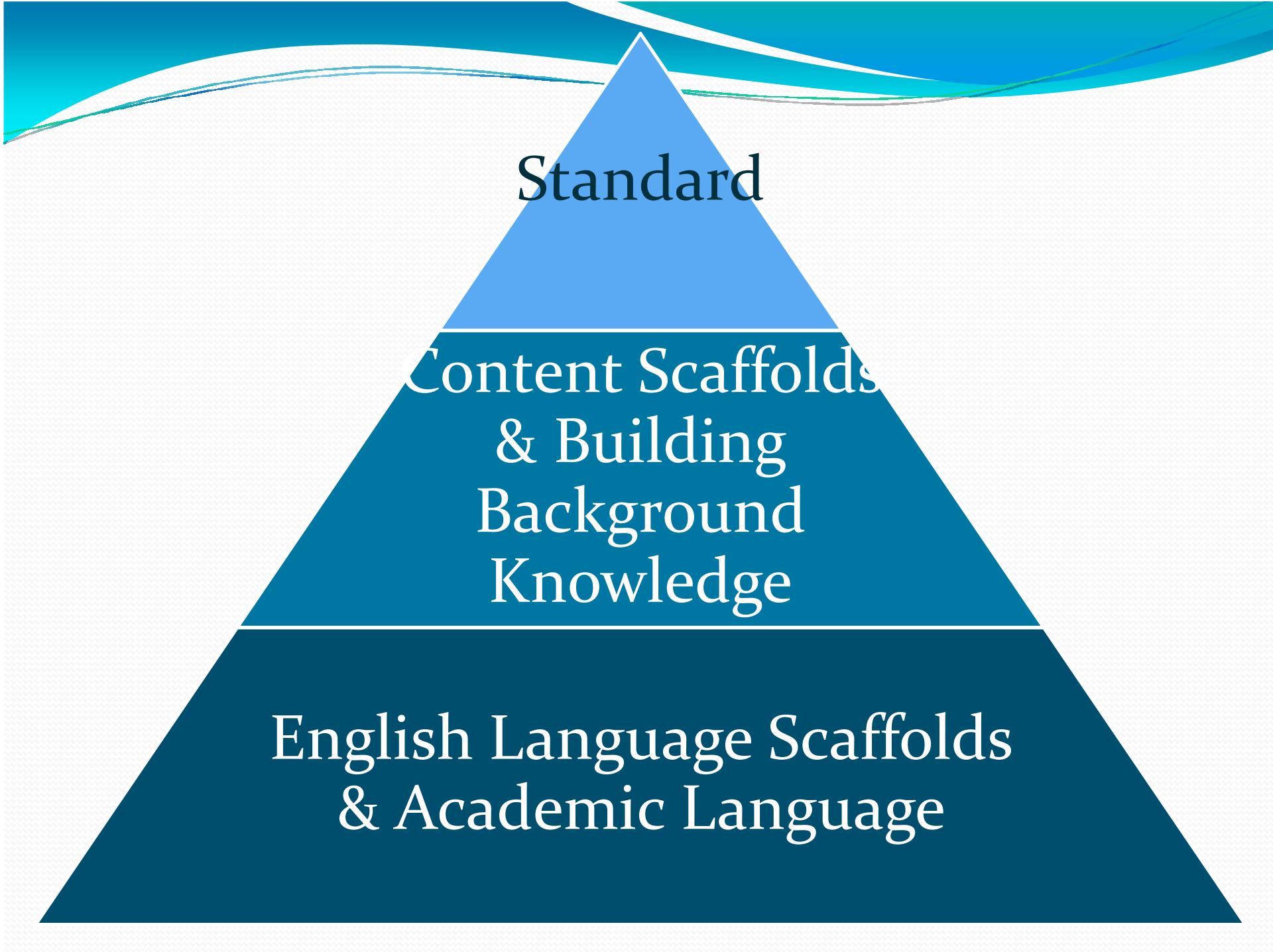
Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**

# Determining what Language to Teach

Requires identification of:

- **Academic language** - the language associated with the content area
- **Content knowledge** - the understandings specific to the content area







### Benchmark 5.b Essential

#### Describe Inferred Main Ideas or Themes, Using Evidence from Text

The student will **describe inferred main ideas or themes, using evidence from the text as support.**

POS Correlation: 8.3.1.10

Standard 5.b Language Function

Standard 5.b Content Stem

Standard 5.b Support



### Benchmark 5.b Essential

#### Describe Inferred Main Ideas or Themes, Using Evidence from Text

The student will describe inferred main ideas or themes, using evidence from the text as support.

POS Correlation: 8.3.1.10

## Content Vocabulary

- Inferred Main Ideas
- Inferred Theme
- Text references as supporting evidence

## Academic Language

- Supporting Language
- Evidentiary Language
- Causal Language
- Internal Text Structure

# Academic Language for Language Arts

**DRAFT**

Language Functions	Sentence Frames
<b>Identify</b> <b>Recognize</b> <b>Explain</b> <b>Describe</b> <b>Examine</b> <b>Analyze</b>  	<ul style="list-style-type: none"><li>• _____ means _____.</li><li>• The meaning of _____ is _____.</li><li>• The reasons for _____ are _____.</li><li>• The impact of _____ is _____.</li><li>• The cause of _____ is _____.</li><li>• The role of _____ is _____.</li><li>• The purpose of _____ is _____.</li><li>• The significance of _____ is _____.</li><li>• The result of _____ is _____.</li><li>• The effect of _____ is _____.</li><li>• The relationship between _____ and _____ is _____.</li><li>• The author's viewpoint is _____.</li><li>• This passage shows/illustrates that _____.</li><li>• The source is _____.</li><li>• The characteristics of _____ are _____.</li><li>• _____ is organized by/into _____.</li><li>• The structure of _____ is _____.</li><li>• _____ conveys _____.</li><li>• _____ connotes _____.</li></ul>

# Social Studies



## Benchmark 1.c Essential

### Sequence Events In United States History From 1865 To Present

The student will **sequence** events in **United States history from 1865 to the present**.

Standard US II.1.c

**Language Function:**  
Sequence

Standard US II.1.c

**Content Stem:**  
Events

Standard USII.1.c

**Context:**  
US  
History  
From 1865  
to present

# Language of the Standard

- Content Language
- Content words associated with events in US History
- Academic Language
- Use your Internal Text Structure Handout as a resource.



# Looking at Internal Text Structure: Academic Language of Sequencing

- Chronological - The purpose is to explain the sequence of events. Signal words: dates used in text
- Chronological/Sequence: after/afterward. As soon as, before, during, finally, first, following, immediately, later, meanwhile, next, not long after, on (date), second, soon, then, third, today, until, when . . .

# Sentence Frames: Discourse and Grammar

## Sequence



- At the beginning, \_\_\_\_\_.
- First \_\_\_\_\_, second \_\_\_\_\_, and then \_\_\_\_\_.
- After that \_\_\_\_\_.
- Next \_\_\_\_\_.
- As soon as \_\_\_\_\_.
- Before \_\_\_\_\_, the \_\_\_\_\_ happened.
- During \_\_\_\_\_, the \_\_\_\_\_ occurred.
- After \_\_\_\_\_, there was a \_\_\_\_\_.
- Following \_\_\_\_\_, \_\_\_\_\_.
- Lastly \_\_\_\_\_ occurred.

# Looking at Text

## Rally Coach: Text Structure Signal Words

1. Partner A chooses a text structure signal word card from the cards in the middle and places in the correct category heading on the text structure mat.
2. Partner B watches, listens, checks, provides feedback and praises.
3. Partner B chooses a text structure signal word card from the cards in the middle and places in the correct category heading on the text structure mat.
4. Partner A watches, listens, checks, provides feedback and praises.
5. Repeat starting at Step 1.

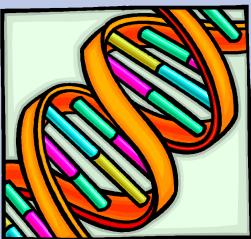
# Looking at Leveled Texts



Text Structure

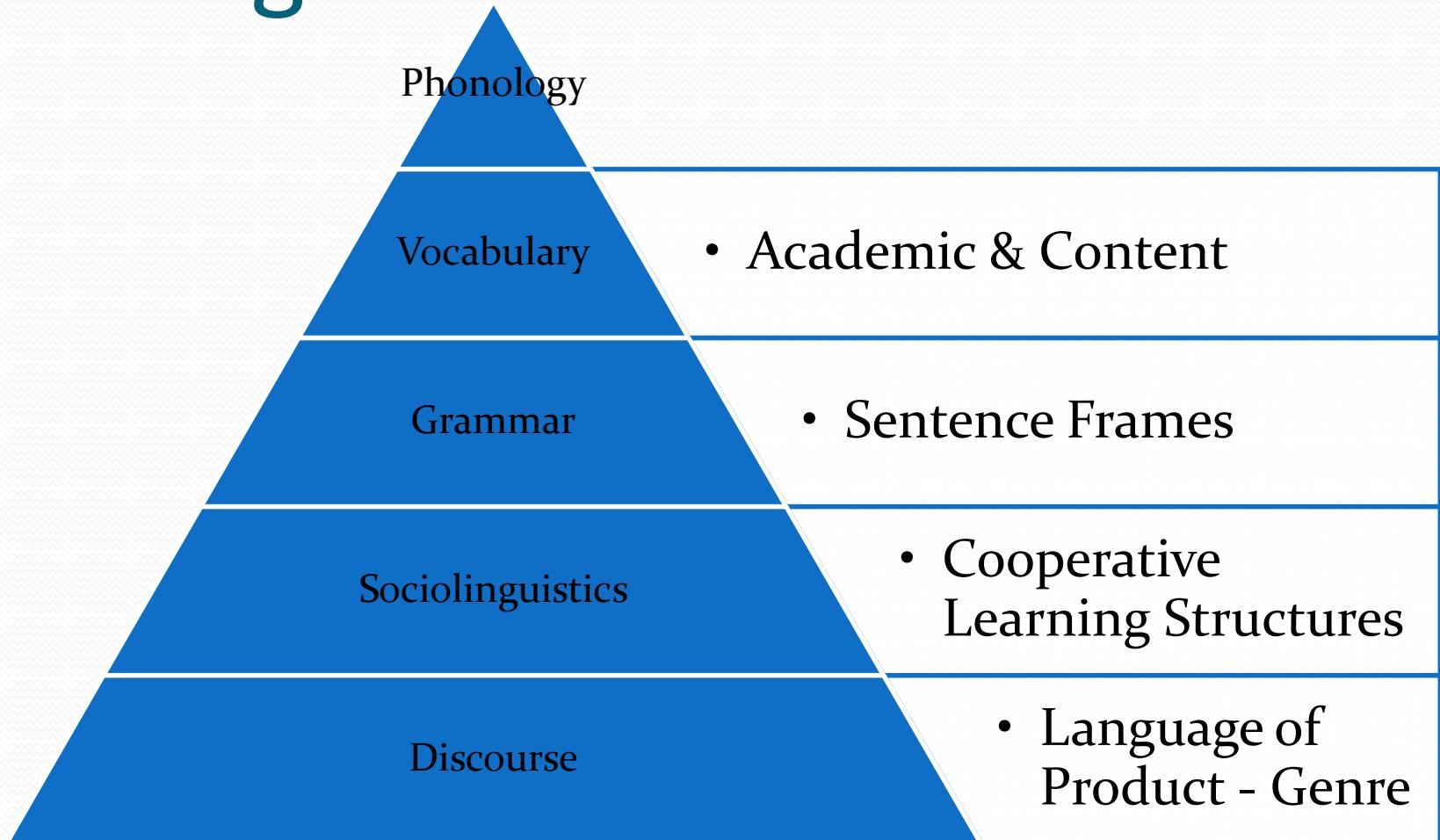


Academic Vocabulary

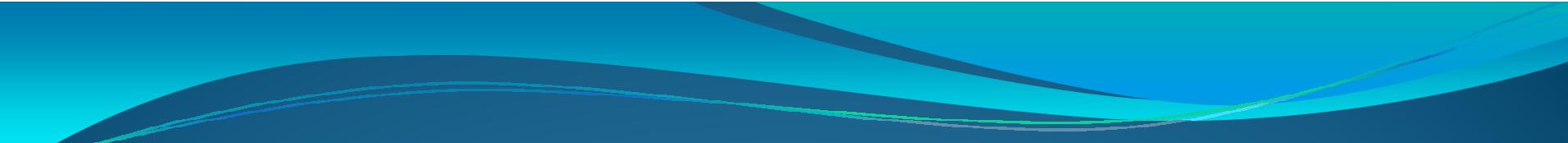


Content Vocabulary

# Building the Curriculum



Adapted from Robin Scarella, UCI, NCELA Web Conference



LEARN

Tying It All Together: A Common Instructional  
Delivery Model



# Instructional Alignment

- Develop clear learning goals in the form of specific and measurable behavioral objectives
- Establish what students are expected to learn and then determine the best activity to teach it.
- Understand the multiple ways to assess what students are learning



Individual Student Checklist for VGLA Evidence Collection  
Grade 6 Reading  
Reporting Category Two

All student work is graded

Evidence stickered

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

Reporting Category	SOL	Specific Virginia Standard of Learning
RC2  Demonstrate comprehension of printed materials.	6.4	<p>The student will read and demonstrate comprehension of a variety of fiction <input type="checkbox"/>, narrative nonfiction <input type="checkbox"/>, and poetry <input type="checkbox"/>.</p> <p>a) Identify the elements of narrative structure including setting <input type="checkbox"/>, character <input type="checkbox"/>, plot <input type="checkbox"/>, conflict <input type="checkbox"/>, and theme <input type="checkbox"/>.</p> <p>b) Use knowledge of narrative and poetic structures <input type="checkbox"/> to aid comprehension and predict outcomes <input type="checkbox"/>.</p> <p>c) Describe the images created by language <input type="checkbox"/>.</p> <p>d) Describe how word choice <input type="checkbox"/> and imagery <input type="checkbox"/> contribute to the meaning of a text.</p> <p>e) Describe cause-effect relationships and their impact on plot <input type="checkbox"/>.</p> <p>f) Use information stated explicitly in the text to draw conclusions <input type="checkbox"/> and make inferences.</p> <p>g) Explain how character and plot development are used in a selection to support a central conflict or story line <input type="checkbox"/>.</p> <p>h) Paraphrase and summarize the main points in the text <input type="checkbox"/>.</p>

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Individual Student Checklist for VGLA Evidence Collection

The language of the SOL blueprint has been adapted in this checklist to clarify teacher understanding during evidence collection.

Reporting Category 2 (RC 2): Demonstrate comprehension of printed materials.		
<b>Standard:</b> 6.4 The student will read and demonstrate comprehension of a variety of fiction <input type="checkbox"/> , narrative nonfiction <input type="checkbox"/> , and poetry <input type="checkbox"/> . <b>Benchmark:</b> a. Identify the elements of narrative structure including setting <input type="checkbox"/> , character <input type="checkbox"/> , plot <input type="checkbox"/> , conflict <input type="checkbox"/> and theme <input type="checkbox"/> .		
References	Notes	Evidence Suggestions/Resources
<i>Guided Reading in Grades 3-6</i> , Scholastic (2006)  <i>Reader's Handbook</i> , Great Source (2002)	<u>Setting</u> - time and place of story. <u>Characters</u> - people, animals, or inanimate objects that appear in text. <u>Plot</u> - description of action in a selection. <u>Conflict</u> - part of plot; four basic patterns of conflict: <ul style="list-style-type: none"> <li>• person against nature</li> <li>• person against person</li> <li>• person against society</li> <li>• person against self</li> </ul> <u>Theme</u> - the big idea; what the text is mainly about.	<ul style="list-style-type: none"> <li>• DRA2</li> <li>• story maps and other graphic organizers</li> <li>• reading response logs/journals</li> <li>• teacher observations w/ anecdotal notes</li> </ul>
<b>Standard:</b> 6.4 The student will read and demonstrate comprehension of a variety of fiction <input type="checkbox"/> , narrative nonfiction <input type="checkbox"/> , and poetry <input type="checkbox"/> . <b>Benchmark:</b> b. Use knowledge of narrative and poetic structures <input type="checkbox"/> to aid comprehension and predict outcomes <input type="checkbox"/> .		
References	Notes	Evidence Suggestions/Resources
<i>The Comprehension Toolkit</i> , Heinemann (2005)  <i>Guided Reading in Grades 3-6</i> , Scholastic (2006)  <i>Reader's Handbook</i> , Great Source (2002)  <i>Strategies That Work</i> , Stenhouse (2000 or 2007 edition)	<u>Narrative nonfiction</u> includes biographies, autobiographies, personal essays, and biographical poems.  <u>Poetic structure</u> includes elements ( <i>rhyme, rhythm, repetition, and figurative language</i> ) and form ( <i>haiku, limerick, ballad, and free verse</i> ).	<ul style="list-style-type: none"> <li>• DRA2</li> <li>• story maps or other graphic organizers</li> <li>• character sociograms</li> <li>• story notes on chapter grid</li> <li>• biographical web</li> <li>• summaries</li> <li>• reading response logs/journals</li> </ul>



# Why LEARN?

- **Content delivery is a key factor in student learning and achievement**
- Research based best practice :
  - Activating prior knowledge
  - Making connections
  - Providing active learning experiences
  - Allowing students processing and reflection time

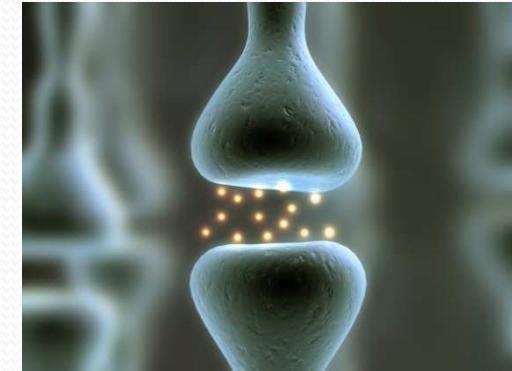
# LINK

- Make connections to recent learning
- Activate prior knowledge
- Objectives stated to and referred to throughout lesson in student friendly language
- On-going formative assessment



# Engage and Explain

- Direct Instruction
- Minds On
- Students Engaged in Higher Level Thinking
- Hook used to Motivate Students
- Use of Supplemental Materials
- Vocabulary and Reading Strategies
- On-going Formative Assessment



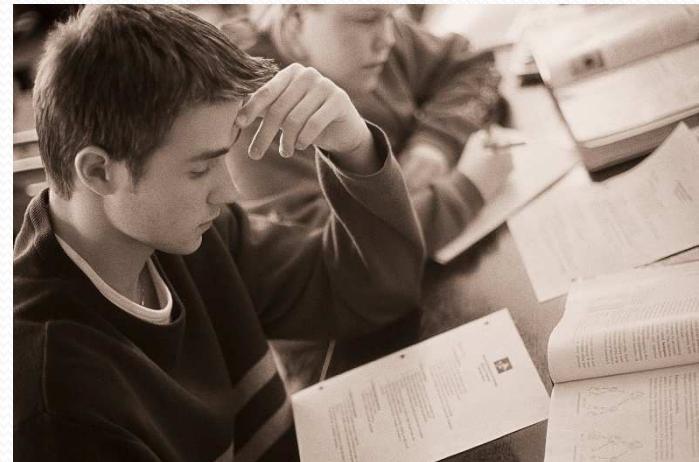
# Active Learning

- Student centered learning
- Hands-on
- Guided Practice – teacher facilitates
- Flexible Grouping
- Differentiation Strategies
- Higher Level Thinking
- On-going formative assessment



# Reflect

- Students write or speak individually to process what they have learned
- Use processing strategies
- On-going formative assessment



# Now and Then

- Connections to long-term, future learning
- Connections to other content areas
- Connections to practical experiences and application





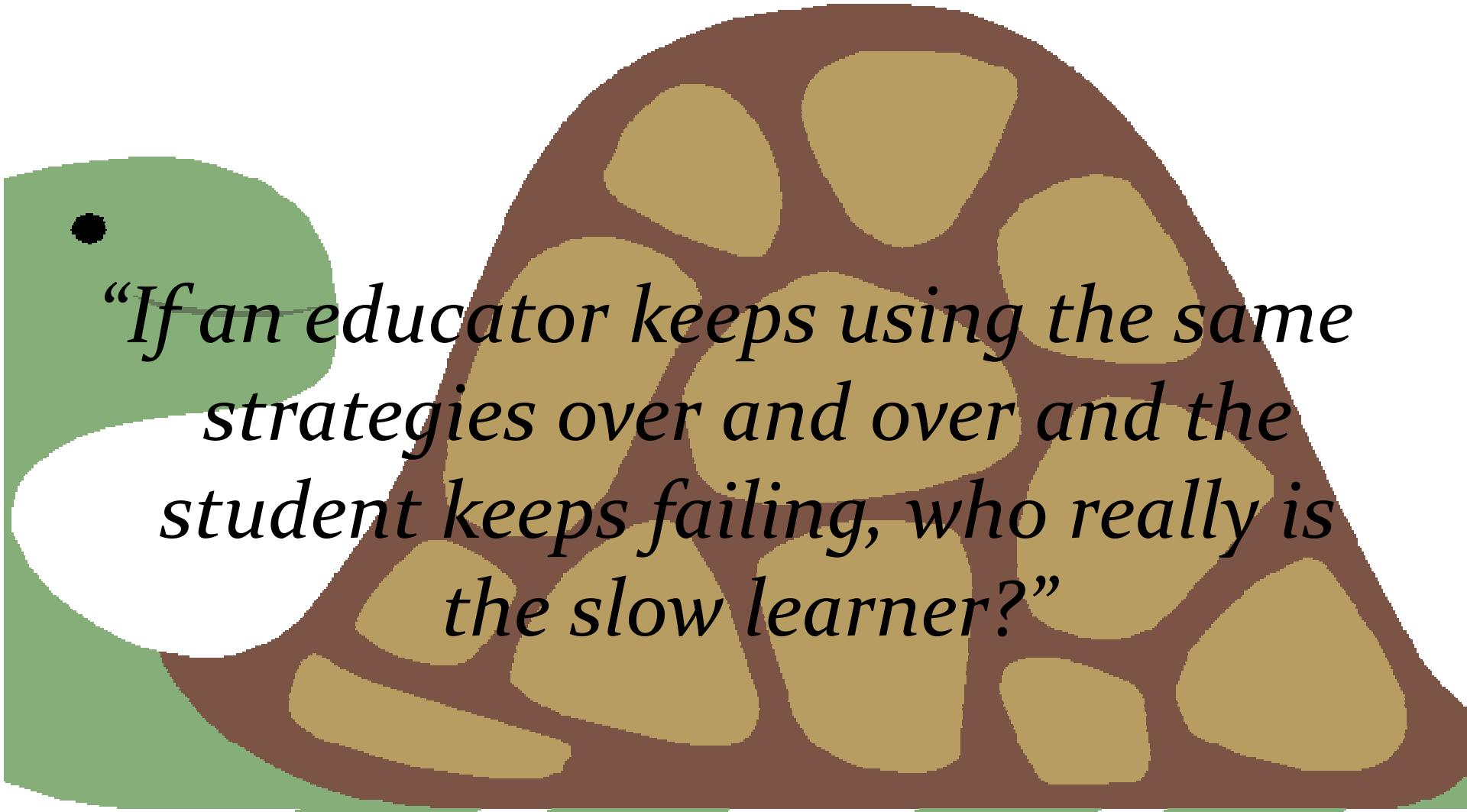
## *Keeping the Focus on Learning*

- Instruction should...
  - Be meaningful
  - Be appropriate for the knowledge, skills, and processes to be learned
  - Take into account students' backgrounds, perspectives, and learning styles

# Summary Activity: Think Dots

<p>How can learning style &amp; culture impact learning?</p>	<p>What are keys to success in the learning environment?</p>	<p>What are the 3 types of assessment and how should they be used?</p>
<p>What is the LEARN model and how does it help academic achievement?</p>	<p>Explain what you remember about lesson design and Antonetti's Cube.</p>	<p>How can teachers help ensure the acquisition of academic vocabulary?</p>

LG  MW  LG                                          <img alt="MW icon" data-bbox="



“If an educator keeps using the same strategies over and over and the student keeps failing, who really is the slow learner?”