Content Strategies and Scaffolding: Techniques to Promote Academic Success for English Language Learners

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Interdisciplinary Staff Development and Training

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Targeted Academic Support and Positive Reinforcement Lead to Independence and Success

- **"Whatever English learners can do with support from others today, they will be able to do alone tomorrow*."*** (Aida Walqui)

- **"Each student needs to know that he can accomplish significant things. Self-efficacy deepens the roots of self-esteem: *'Not only do people tell me I am worthwhile, I can actually see that I am.'"*** (Carol Ann Tomlinson)

Today's Goals

Throughout the workshop, we will:

- Increase understanding of **how ELLs acquire English** and differentiate between academic and social language

- **Model methods** to embed academic language and discourseinto daily instruction

- Focus activities which engage students in **Active Learning**

- Provide multiple examples of ways to incorporate reading strategies to increase understanding of content

Participants will also:

- Become familiar with the **L.E.A.R.N Instructional Delivery Model** and use it to **develop a lesson plan**

- Practice **multiple interactive learning strategies** which increase student learning and participation in academic classrooms

- **Collaborate with colleagues** to develop content lessons and ways to increase student engagement

@ B. Rodriguez-McCleary & K. Niles, 2011

Warm-up: "Snowball Fight!"

(**L**INK)

Individually respond to the following prompts on one sheet of paper (do not discuss or share your thoughts):

- What are main challenges you face when teaching ELLs in YOUR content area?

- What makes teaching ELLs in YOUR classroom "special" or "different?"

- What are some issues your students face in YOUR content classroom?

Snowball Fight (and Share)! (LINK)

When cued:

1. Crumple your paper into a loose ball, and throw it across the room.

2. Pick up a "snowball" that someone has thrown near you, open it, and read it to yourself.

3. Fine a colleague whom you have not met before, and discuss the content of your snowballs with each other for 2 minutes.

4. Crumple the papers and toss again, pick up another snowball, and repeat with a different colleague.

5. Be ready to share out

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)

Responding to Students' Needs

Challenges we are all facing…

- Working with at risk students
- Concern with graduation/drop out rate
- Closing the achievement gap
- Motivating disengaged students
- Bridging the cultural gap

So it's snowing challenges…what do we do next?

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

Villegas & Lucas in a *Course for Teaching English Learners*, 2008

Debriefing: "Snowball Fight and Share"

TODAY: (**R**EFLECT)

- How did this Teaching Technique help you think/learn about the information discussed?

IN YOUR CLASSROOMS: (**N**OW & then)

- How could you use this Teaching Technique with students in your content classroom?

- How might this activity help the ELLs in your classroom?

The Groundwork on Language
(**E**ducate and **E**xplain)

- 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 explicitly teaching the academic language & discourse associated with the content

- What moves ELLs forward is their ability to manipulate language and engage in academic discourse.

So how do they acquire English to succeed in school

First Language Development

(**L**INK)

drawing on prior knowledge

Think of babies you've known….

- Silent period

- One-word utterances

- Two- and three word utterances

- Phrases

@ B. Rodriguez-McCleary & K. Niles, 2011

Stages of Language Acquisition
(Educate and Explain)

	Continued Language Development 5 to 7 (10) years Content Area Vocabulary	
	Intermediate Fluency An additional 1 year 6000 active words	
	Speech Emergence An additional 1 year 3000 active words	
Early Production An additional 6 months 1000 receptive/active words		
Preproduction 10 hours to 6 months 500 receptive words		

1 year	2 Years	3 years	5 years	7-10 years

NOTE: A student often moves between the stages depending on the lesson being taught.

EXAMPLE: A student who is working consistently at the Intermediate Fluency stage may temporarily regress to the Speech Emergence stage when confronted with challenging content that is outside his/her background knowledge and experiences.

Typical Characteristics and Processes of L2 Acquisition

1. Silent Period
2. Code-switching
3. Transfer
4. Language Loss

Roseberry-McKibbin, C.

(ASHA)

Two Key Theories
(**E**ducate and **E**xplain)

1. Comprehensive Input (S. Krashen)
2. Communicative Proficiency Framework (J. Cummins)

1. Comprehensive Input (S. Krashen)

- "Caretaker" language (comprehensive input and output)
- I + 1 (meaningful and of interest)
- Affective Filter (emotions, attitudes, motivation)

When assessing ELLs' skills—especially in content areas such as Math, Social Studies, and Science—less importance   should be given to the learner's grammatical accuracy, syntax, and pronunciation; and greater focus should be given to the student's overall language usage, ability to comprehend, and capacity to communicate and be understood.

2. *Communicative Proficiency Framework*

J. Cummins

Cognitively Undemanding

Context Embedded

A   C

B   D

Context Reduced

Cognitively Demanding

BICS and CALP Defined:

BICS	CALP
BICS	**CALP**
Basic	**C**ognitive
Interpersonal	**A**cademic
Communication	**L**anguage
Skills	**P**roficiency

Length of Time Required to Achieve Age-Appropriate Levels of Content-Embedded & Content-Reduced Communicative Proficiency

J. Cummins

BICS

CALP

Key:

....
= Native Speakers

_____
= ELLs

1-3 years

5 to 7 years

Context-Embedded (Face to Face) Communicative Proficiency

Context-Reduced (Academic) Communicative Proficiency

@ B. Rodriguez-McCleary & K. Niles, 2011

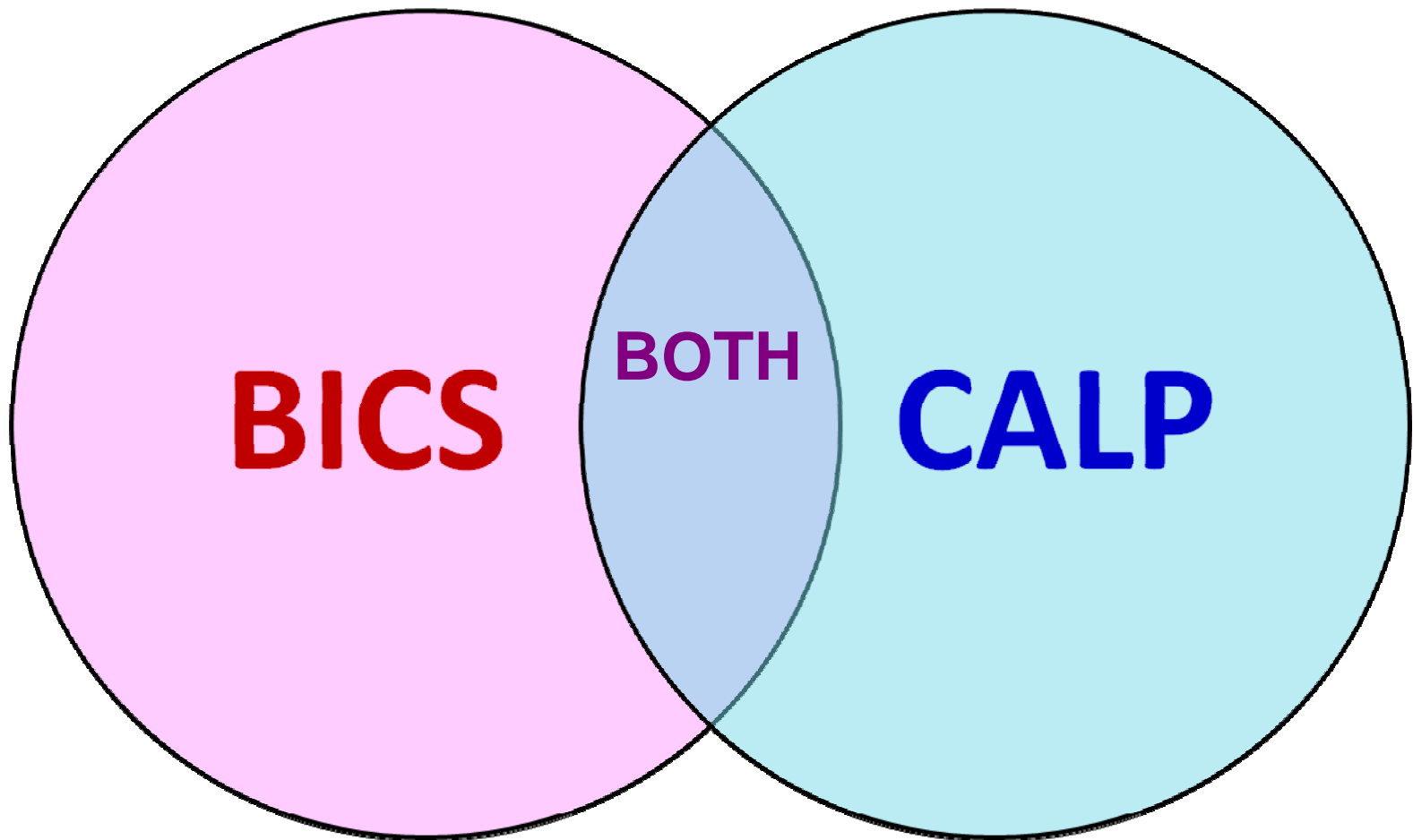# *Compare-Contrast BICS & CALP*

(**A**CTIVE **L**EARNING)

Venn Diagram: Practice in groups of three or four:

- **Use two plastic hoops to create a Venn Diagram on your tables**

- **Take turns reading one "Activity Card" at a time and help each other determine whether the language required is BICS or CALP**

- **Keep the discussion moving...**

Remember: No HOGS or LOGS!!

Compare-Contrast BICS & CALP

(**A**ctive Learning)

BICS   BOTH   **CALP**

Debriefing: Venn Diagram "Compare/Contrast"

TODAY: (**R**EFLECT)

• How did this Teaching Technique help you think/learn about the information discussed?

IN YOUR CLASSROOMS: (**N**OW & then)

• How could you use this Teaching Technique with students in your content classroom?

• How might this activity help the ELLs in your classroom?

Variables Affecting Second Language Acquisition
(**E**ducate and **E**xplain)

- Affective

- Socioeconomic

- Educational Background in L1

- Cultural

- Classroom Environment & Teaching Style

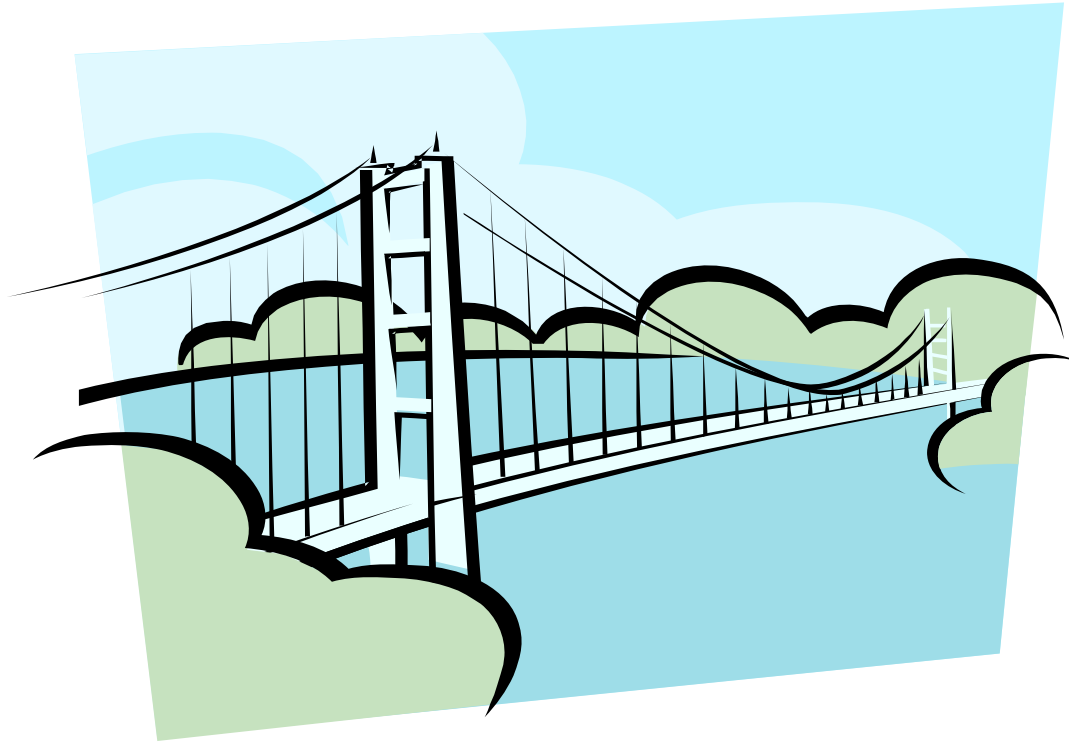# *French Math Word Problem*
(**A**ctive Learning)

- What are some language difficulties in this problem?

- What are some math difficulties in this problem?

- What are some extra-linguistic features that could cause difficulty in solving this problem?

To discuss…

- How did doing this simple, primary-grade math problem in a new language make you feel?

- What "lesson(s)" from this activity can you take back to your classroom when you are preparing tests and quizzes?

- What does this activity suggest about how we judge the academic performance of struggling ELLs?

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Bridging from Social Language to Academic Success

Strategies that Work for You… (LINK)

Individually:

- Think about some of the best ways (techniques/strategies) you use to get your students to learn new material

- Take out your "Give One Get One" chart and write 2 to 5 of your best technique/strategies in the left column (Give One)

"Give One, Get One" / "Stand Up-Hand Up-Pair Up" (ACTIVE LEARNING)

1. When done, stand up, pair up, and share ONE strategy from your Give One column

2. Add a new strategy from your partner's list in the "Get One" column

3. When done, hand up and find a new partner

4. Give one, get one

5. Repeat 3,4,5 until right-side column is full

Debriefing:
"Give One Get One" "Stand Up-Hand Up-Pair Up"

TODY: (**R**EFLECT)

• How did these Teaching Techniques help you think/learn about the information discussed?

IN YOUR CLASSROOMS: (**N**OW & then)

• How could you use these Teaching Techniques with students in your content classroom?

• How might these activities help the ELLs in your classroom?

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)

Cooperative Learning
(**E**ducate and **E**xplain)

Researchers report that:

- Regardless of the subject matter, students working in small groups tend to learn more of what is taught and retain it longer than when the same content is presented in other instructional formats.

- Students who work in collaborative groups also appear more satisfied with their classes

(Sources: Beckman, 1990; Chickering and Gamson, 1991; Collier, 1980; Cooper and Associates, 1990; Goodsell, Maher, Tinto, and Associates, 1992; Johnson and Johnson, 1989; Johnson, Johnson, and Smith, 1991; Kohn, 1986; McKeachie, Pintrich, Lin, and Smith, 1986; Slavin, 1980, 1983; Whitman, 1988)

Group work ≠ cooperative learning!

Group Work:

Kids in a group marching to the beat of their own drums.
"Hurry Up!" "No, stupid!" "You do it." "I dunno."

Cooperative Learning
(Educate and Explain)
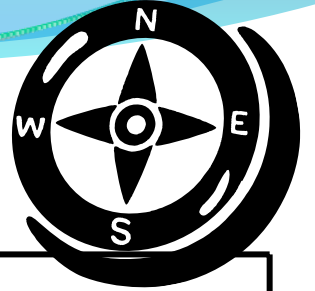
Students must have:

- Positive Interdependence

- Face to face promotive interaction

- Individual and group accountability

- Interpersonal and small group skills

- Group processing skills

"Garden Plot: Growing *(and learning)* Together" (**A**CTIVE LEARNING)

- Form groups of 4-6 to complete this activity

Garden Plot

Self and Group Assessment of Process (REFLECT)

- What went on in your group?

- Who felt rushed?

- Who felt anxious?

- Who didn't care?

Keep your blank garden plot handy!

Planting a Figurative Language Garden (**A**CTIVE LEARNING)

Content-specific application

Debriefing:
"Garden Plot"

TODAY: (**R**EFLECT)

- How did this Teaching Techniques help you think/learn about the information discussed?

IN YOUR CLASSROOMS: (**N**OW & then)

- How could you use this Teaching Techniques with students in your content classroom?

- How might these activities help the ELLs in your classroom?

Academic Vocabulary (CALP)

"One of the most crucial services that teachers can provide, particularly for students who do not come from academically advantaged backgrounds, is systematic instruction in important academic terms."

(Marzano & Pickering, 2005)

Research on Vocabulary Acquisition

(**E**DUCATE and **E**XPLAIN)

- Not definitions… context
- Personal meaning
- Nonlinguistic representation
- Multiple activities
- Teach three times in a six day period
- Within the 3 times students need to encounter new words 20 – 24 times to reach 80% accuracy

Thank you Bill McBride !!

(**E**ducate and **E**xplain)

Level 3

Level 2

Level 1

Three Levels of Definitions

MITOSIS: the usual method of cell division, characterized typically by the resolving of the chromatin of the nucleus into a threadlike form, which condenses into chromosomes, each of which separates longitudinally into two parts, one part of each chromosome being retained in each of two new cells resulting from the original cell.

Pre-assess   (**L**INK)

Use a "Vocabulary Knowledge Rating" sheet to activate prior knowledge.

Debriefing: "Levels of Definitions" "Vocabulary Knowledge Rating"

TODAY: (REFLECT)

• How did these Teaching Techniques help you think/learn about the information discussed?

IN YOUR CLASSROOMS: (NOW & then)

• How could you use these Teaching Techniques with students in your content classroom?

• How might these activities help the ELLs in your classroom?

L.E.A.R.N.

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

Why L.E.A.R.N? (Educate and Explain)

- **Content delivery is a key factor in student learning and achievement**

- Research-based best practice includes:
  - Activating prior knowledge
  - Presenting engaging teaching and "mini-lessons"
  - Providing active learning experiences
  - Allowing students processing and reflection time
  - Making connections

*L*INK

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

Why LINK? Accessing and Building Prior Knowledge (**E**ducate and **E**xplain)

(**A**ctive Learning)

JIGSAW: "Linking to Prior Learning"

- Count to 3 at your tables – remember your number and your "home base"
- Form groups as directed
- Read the introduction; your section; and the concluding paragraph
- Discuss your section with your group and identify key points
- Return to your base table and present your key points

Share your *key* ideas with each other and use Academic Stem-Starters when commenting!

EDUCATE 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

*N*OW and THEN

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

Debriefing:
"Jigsaw" "LEARN Lesson" "Academic Stem-Starters"

TODAY: (**R**EFLECT)

- How did these Teaching Techniques help you think/learn about the information discussed?

IN YOUR CLASSROOMS: (**N**OW & then)

- How could you use these Teaching Techniques with students in your content classroom?

- How might these activities help the ELLs in your classroom?

lunch

Putting It into Practice   (**N**OW & then)

Individually take out a lesson or text you brought from your classroom which you will teach (or have taught):

- Take out a blank L.E.A.R.N. lesson plan framework and begin to fill in based on a content objective you will teach in your class

Consider:
- How to highlight key vocabulary
- How to scaffold necessary reading

Make a Word Card

(**A**ctive learning)

- Word on one side (large)

- Official definition

- Non-linguistic representation

- Definition in your own words

Quiz – Quiz – Trade

(**A**ctive learning)

- Stand up, hand up, pair up
- First person show the picture & second person guess the word
  - No luck? Show the personal definition
  - Still no luck? Show the official definition
- Switch roles
- Trade cards
- Hand up, pair up

FAIR TRADE CERTIFIED

Debriefing: *"LEARN Lesson Plan"*
"Vocabulary Word Cards"
"Quiz quiz Trade"

TODOAY: (**R**EFLECT)

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IN YOUR CLASSROOMS: (**N**OW & then)

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Additional Classroom uses for Vocabulary Cards

Collect the student-made cards and :

- Use them for additional practice
- Use them for intervention
- Use them for remediation
- Use them to make a word wall

Learning to Read and Reading to Learn

In elementary school, students learn to read, focusing primarily on surface level structures like grapho-phonic systems, lexical systems and syntactic systems. Kids are truly, learning to read.

In upper elementary and secondary, students are expected to read to learn, focusing more on deep structures like semantic, schematic and pragmatic systems.

Truly, they should be doing all at once.

(adapted from To Understand-by Ellin Oliver Keene)

Beyond Teaching to Read: Helping Students Comprehend

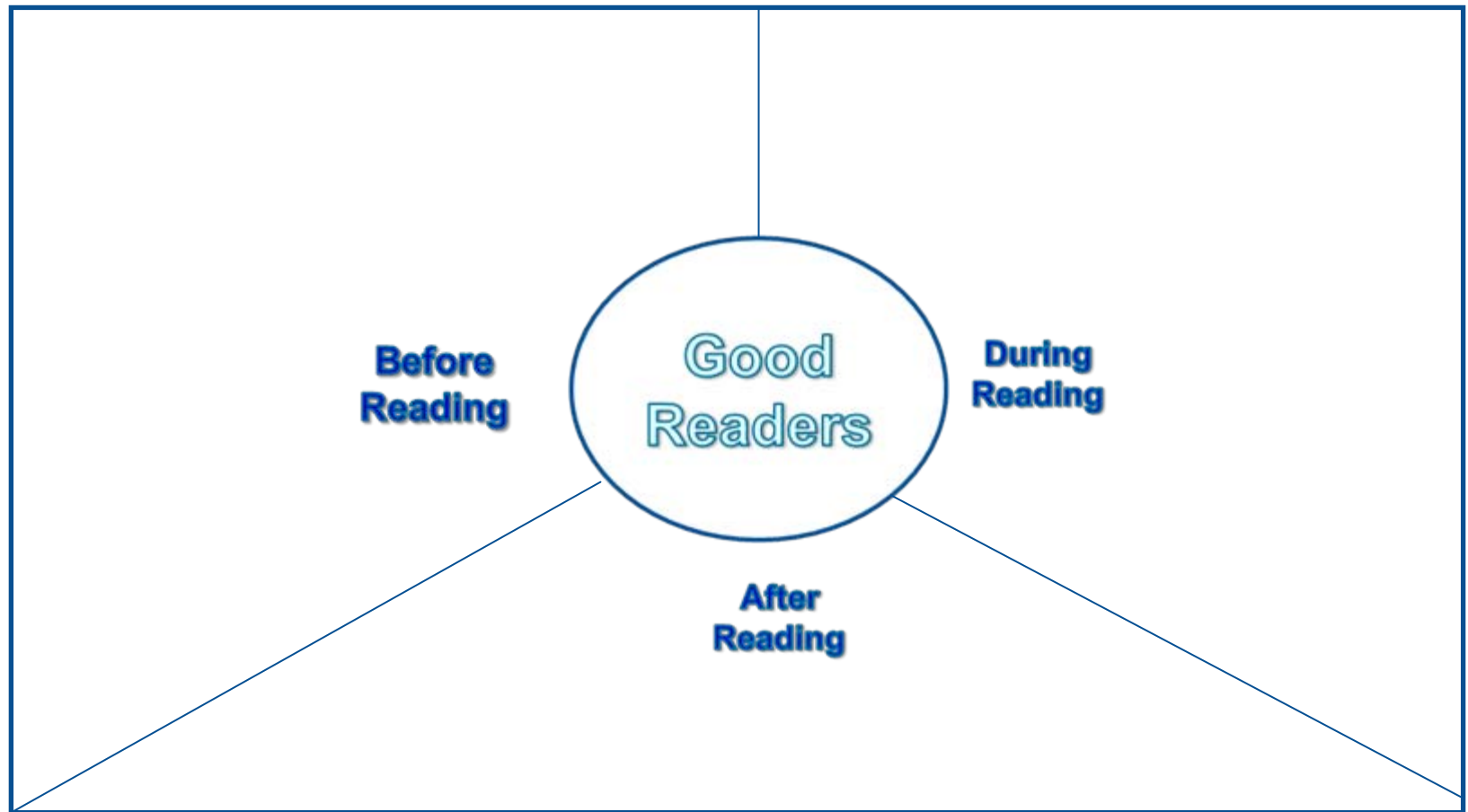## Students need to:

- Realize that the main purpose of reading is to comprehend (**decoding ≠ comprehension**)
- Learn specific reading strategies which will improve reading comprehension
- Be exposed to various reading genres, styles, and formats (scientific; historical; word-problems; etc.)
- Have opportunities to use higher order thinking skills

The Reading Process

- Before Reading

- During Reading

- After Reading

Rotating Placemat

Before Reading — **Good Readers** — **During Reading**

After Reading

Debriefing: "Rotating Placemat"

TODAY: (**R**EFLECT)

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IN YOUR CLASSROOMS: (**N**OW & then)

• How could you use this Teaching Technique with students in your content classroom?

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Applying Reading Strategies for Comprehension

Faithful Elephants

- Anticipation Guide - *(before reading)*
- Read Aloud - *Making Connections (during reading)*
- Anticipation Guide - *(after reading)*

Consensus: Definition

- In groups of 3 or 4 come up with a definition for the term.

- TWO MINUTES!

Let's Practice Previewing (Before Reading)… (LINK)

Think-Pair-Share Activity

1) <u>Individually:</u>
- Look at the following Book Cover
- Think about and write down three guesses/predictions about what this story might be about

2) <u>In pairs:</u> Turn and share your guesses with one partner

3) <u>In table-groups:</u> Discuss your predictions and explain WHY you made them (support your guesses)

FAITHFUL ELEPHANTS

A True Story of Animals, People and War

Yukio Tsuchiya

Debriefing: "Think-Pair-Share"

TODAY: (**R**EFLECT)

- How did this Teaching Technique help you think/learn about the information discussed?

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FAITHFUL ELEPHANTS

A True Story of Animals, People and War

Yukio Tsuchiya

Anticipation-Prediction Guide (before reading) (**L**INK)

1. **Individually:** In the blanks marked "**me**," mark if you agree (+) or disagree (-) with each statement. There are no incorrect answers

2. **In your groups:**

   - Discuss each item

   - Try to arrive at a general **group** consensus. **Without changing your responses** on the "me" column, fill in the "**we**" column with either (+) or (-)

     (When there are differences, share your opinion and explain/justify why you marked the "**me**" column the way you did.)

Researchers have found:

(**E**DUCATE/**E**XPLAIN)

…when adult readers are asked to "**think aloud**" as they read, they employ a wide variety of comprehension strategies, including asking and answering questions before, during, and after reading.

(Pressley and Afflerbach 1995).

Making Connections – Think Aloud

(during reading) (**A**CTIVE LEARNING)

As we read:

- Notice the connections made through "think aloud"

- What connections can YOU make…?
  - **to own experience (text to self)**
  - **to the world (text to world)**
  - **to another text (text to text)**

- Think about your responses in the Anticipation-Prediction Guide…how do they fit with this story?

FAITHFUL ELEPHANTS

A True Story of Animals, People and War

Yukio Tsuchiya

Anticipation-Prediction Guide

(during and after reading) (**A**CTIVE LEARNING)

3. **As we read Faithful Elephants:**

- Consider the point-of-view of the author: **based on the story alone**, *how do you think the author would respond to the Anticipation-Prediction guide statements?*
- Mark the **Author's** column ("A") with "**+**" or "**-**"

4. **In your groups:**

- Discuss your individual conclusions about the author's position or point of view.
- Share evidence from story to support your judgment (note page or passage).

Practice… *Think-Write-Share-Write*

Individually, look at or think about the sample lesson you brought or wrote about today (LEARN Plan):

1. Write down one or two statements you might use in an "Anticipation-Prediction Guide" for a lesson/chapter/story/novel/concept you use with your students

2. Share with your group and compile a list of a few good examples.

(Alternative is to add to the ones provided for "Faithful Elephants")

Debriefing: "Reaching Consensus" "Anticipation Guide" "Reading Process Strategies"

TODAY: (**R**EFLECT)

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IN YOUR CLASSROOMS: (**N**OW & then)

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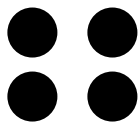
THINK DOTS

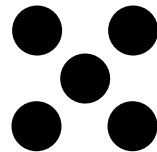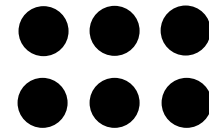|		
● Share one activity that will promote vocabulary development	● ● Discuss one section of the LEARN Lesson Plan Model (e.g. **L**ink, etc.)	● ● ● Share how you could use cooperative groups in your content class
● ● ● ● Discuss one thing you learned or that intrigued you about second language acquisition	● ● ● ● ● Share one way you can access prior learning or build background knowledge	● ● ● ● ● ● Discuss a strategy to help scaffold reading in your class

Collective Efficacy and shared Responsibility for Student Learning

The personal efficacy of individual teachers is a well-studied phenomenon. Highly efficacious teachers believe that their teaching knowledge and skills can overcome external factors to make an important difference for their students. Teachers with stronger personal efficacy beliefs consistently outperform teachers in the same settings with weaker beliefs.

To have a high degree of collective efficacy means that group members believe that they and others, individually and together, are capable of producing increased student success and of overcoming obstacles to that goal.

@ B. Rodriguez-McCleary & K. Niles, 2011

Links

- ## www.academicesl.com

- http://oswego.org/instruction.cfm?subpage=7745

- http://granitereading.org/Text/Vocabulary%20Dev%20-%20Handouts-1%20Day.pdf

- http://www.jcsd.k12.or.us/education/components/scrapbook/default.php?sectiondetailid=4044&

- www.wordle.net

Evaluations