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# Webinar: Supporting Entering Level ELLs in Middle School

— September 18, 2019 —



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**OCMBOCES**

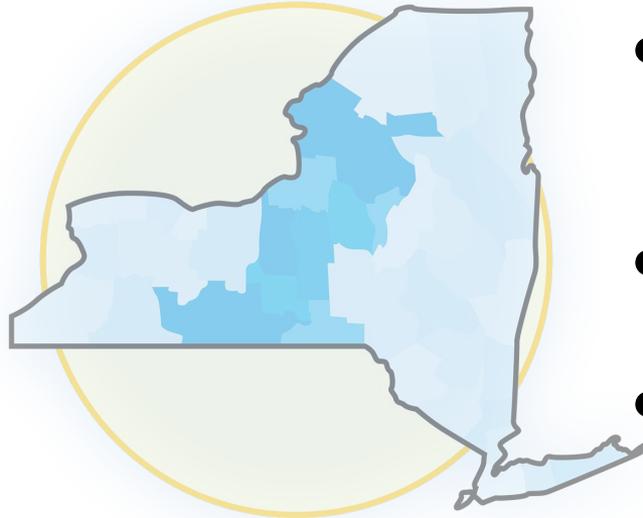
*Committed to Your Success*



# Facilitated by Mid-State RBERN

## Regional Bilingual Education Resource Network

- One of 8 RBERNs in the state
- Located at OCM BOCES in Liverpool
- Provide service to 9 BOCES and 126 districts



- Bilingual Education, ENL, World Languages
- Technical assistance
- Professional learning
- Resources
- Coaching



# Collette Farone - Goodwin

Collette Farone-Goodwin is a full-time Resource Specialist at Mid-State RBERN with over 20 years of teaching experience working with diverse learners, including English language learners, at the adult, college, and K-12 levels as well as teaching abroad and holds New York State certifications in Early Childhood Education, Elementary Education, and ESOL.

Her educational background is in the areas of Linguistics, Foreign Language, TESOL, and Childhood Education.

Areas of focus include: ENL/BE support, NYSESLAT Passage and Item Adjudication, Parent Engagement, SIFE, Migrant Education, and PRHYLI.

# Our Learning Objectives for Today

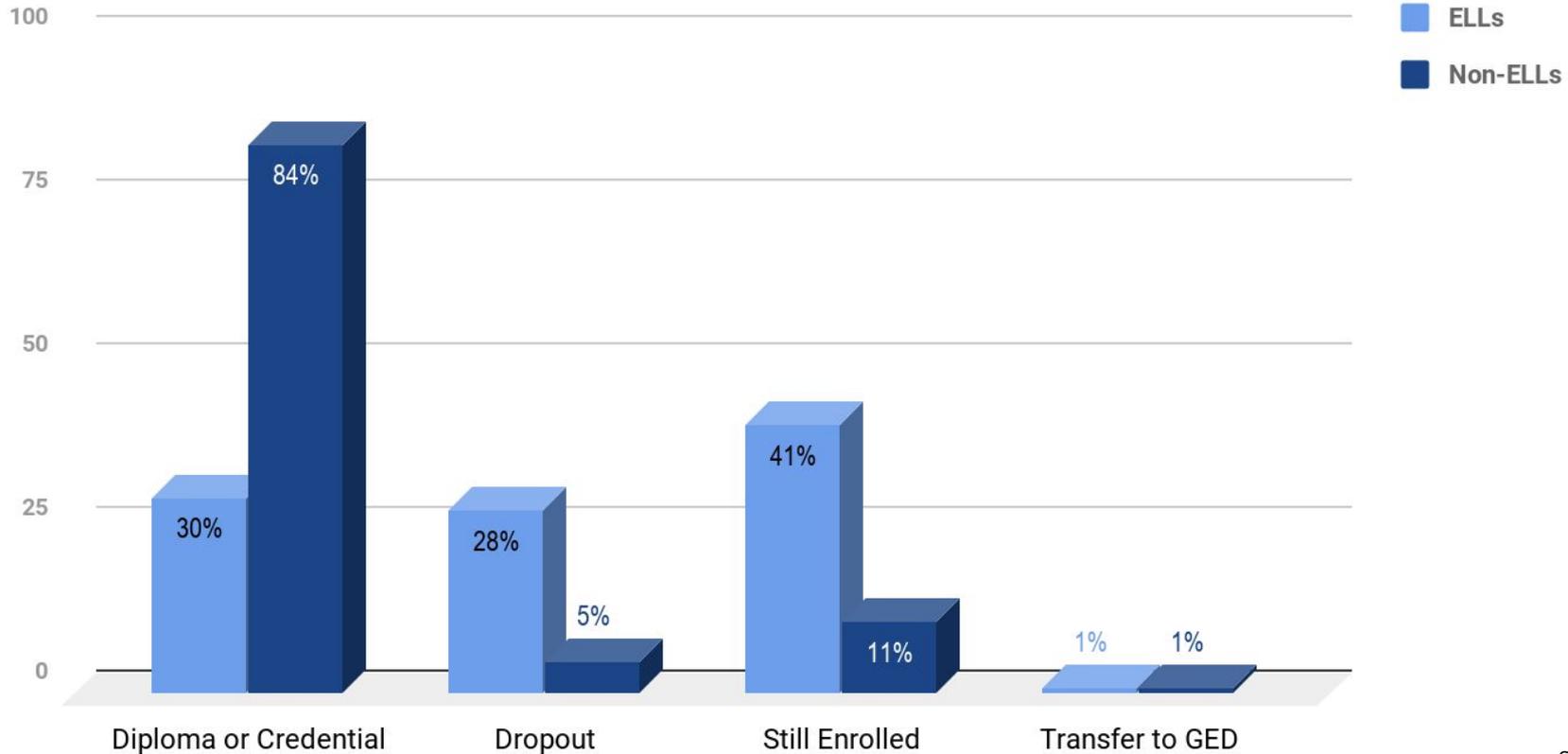


- Become familiar with the NYSED guidelines put in place to support the education of ELLs/MLLs
- Connect this work to the education of migrant students and the Theory of Action
- Discuss scaffolding strategies
- Explore the process of new language acquisition
- Examine additional resources

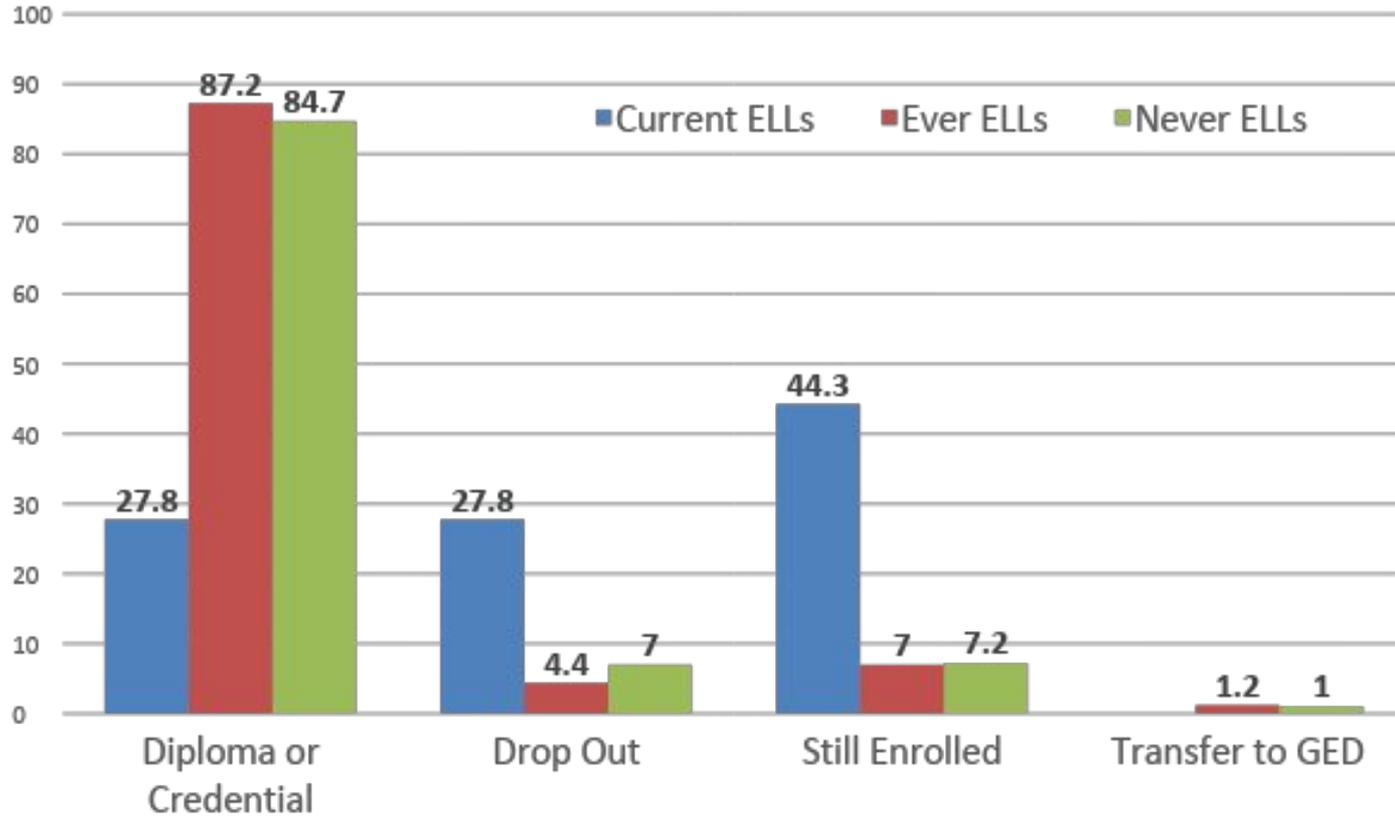
# Data



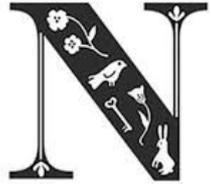
# 2018 NYS 4-Yr. Cohort Graduation Outcomes for ELLs and Non-ELLs



# Mid-State Graduation Outcomes 2017



**Handout  
#1**



THERE'S A STORY  
BEHIND EVERY NAME.

🗣️ Take a few minutes to reflect on any or all of these questions about your name.

🗣️ Then, share your name story with a neighbor and also share one thing you feel you do well with regard to supporting your ELL students.

🗣️ Once finished, you will introduce your partner to the group.

- Who are you named after and why?
- Where does your name originate from?
- Who named you? Who chose the spelling of your name?
- Does your name hold any special meaning for you or your family?
- Do you have any memories or stories about your name?
- Do you like your name? Why or why not?
- If it is a name you chose for yourself, why did you choose this name in particular?
- What is one thing you feel you do well with regard to supporting your ELL students?

# Terminology

● ~~ESL~~

- English as a Second Language

● ENL 

- English as a New Language

● ESOL 

- English for Speakers of Other Languages

*Program*

● ~~LEP~~

- Limited English Proficient

● ELLs 

- English Language Learners

● MLLs 

- Multilingual Learners

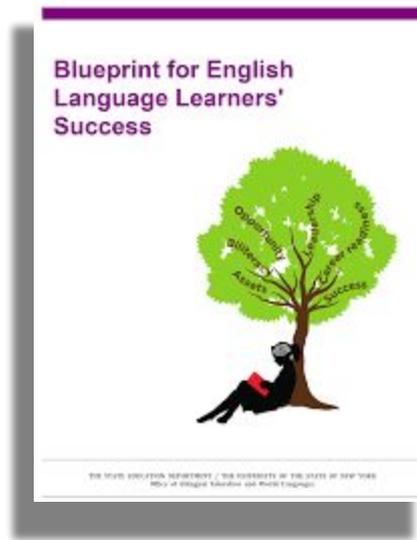
● SLIFE/SIFE 

- Students with Limited/ Interrupted/ Inconsistent Formal Education

*Students*

1. **All teachers** are teachers of ELLs.
2. **All school boards and district/school leaders are responsible** for meeting the needs of ELLs.
3. All ELLs are engaged in **instruction that is grade-appropriate, academically rigorous, and aligned with standards.**
4. **Bilingualism and biliteracy are assets.**

# Blueprint



5. **Parents and families of ELLs are involved partners** in education.
6. Districts/communities **leverage the expertise of Bilingual, ENL, WL teachers.**
7. Districts/communities **leverage ELLs' home languages, cultural assets, prior knowledge.**
8. **Diagnostic tools & formative assessment practices** are used.

## CR Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

*All ENL classes, including Integrated and Stand-alone offer home language support.*

| ENGLISH PROFICIENCY LEVEL  | ENTERING<br>(Beginning)                               | EMERGING<br>(Low Intermediate)   | TRANSITIONING<br>(Intermediate)  | EXPANDING<br>(Advanced)  | COMMANDING<br>(Proficient)   |
|--|---|--|--|--|--|
| ENL INSTRUCTIONAL TIME (MINIMUM)   | <i>2 units of study per week (360 min.)</i>           | <i>2 units of study per week (360 min.)</i>  | <i>1 unit of study per week (180 min.)</i>   | <i>1 unit of study per week (180 min.)</i>                       | <i>Former ELLs must continue to receive services for an additional two years</i>   |
| STAND-ALONE ENL  | 1 unit of study in ENL (180 min.)                     | .5 unit of study in ENL (90 min.)  |  |  |  |
| INTEGRATED ENL   | 1 unit of study in ENL/ELA (180 min.)                 | 1 unit of study in ENL/ELA (180 min.)  | .5 unit of study in ENL/ELA (90 min.)  | 1 unit of study in ENL/ELA or other Core Content Area (180 min.) |  |
| FLEXIBILITY  |   | .5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Core Content Area (90 min.) | .5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Core Content Area (90 min.)   |  | .5 unit of study per week of INTEGRATED ENL in ELA/Core Content Area, <i>or</i> other approved Former ELL services for two additional years* |
| TOTAL  | <i>360 minutes per week</i>                           | <i>360 minutes per week</i>  | <i>180 minutes per week</i>  | <i>180 minutes per week</i>                                      |  |
| STAFFING/<br>PERSONNEL   | <b>STAND-ALONE ENL</b><br>K-12 Certified ESOL teacher |  | <b>INTEGRATED ENL – 1 DUALLY CERTIFIED TEACHER</b><br>ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications<br><b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b><br>A certified ESOL teacher and a K-6 certified elementary school teacher<br>A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies) |  |  |
| The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a Special Education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day. |   |  |  |  |  |

*\*Other services that are approved by the NYS Commissioner that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*

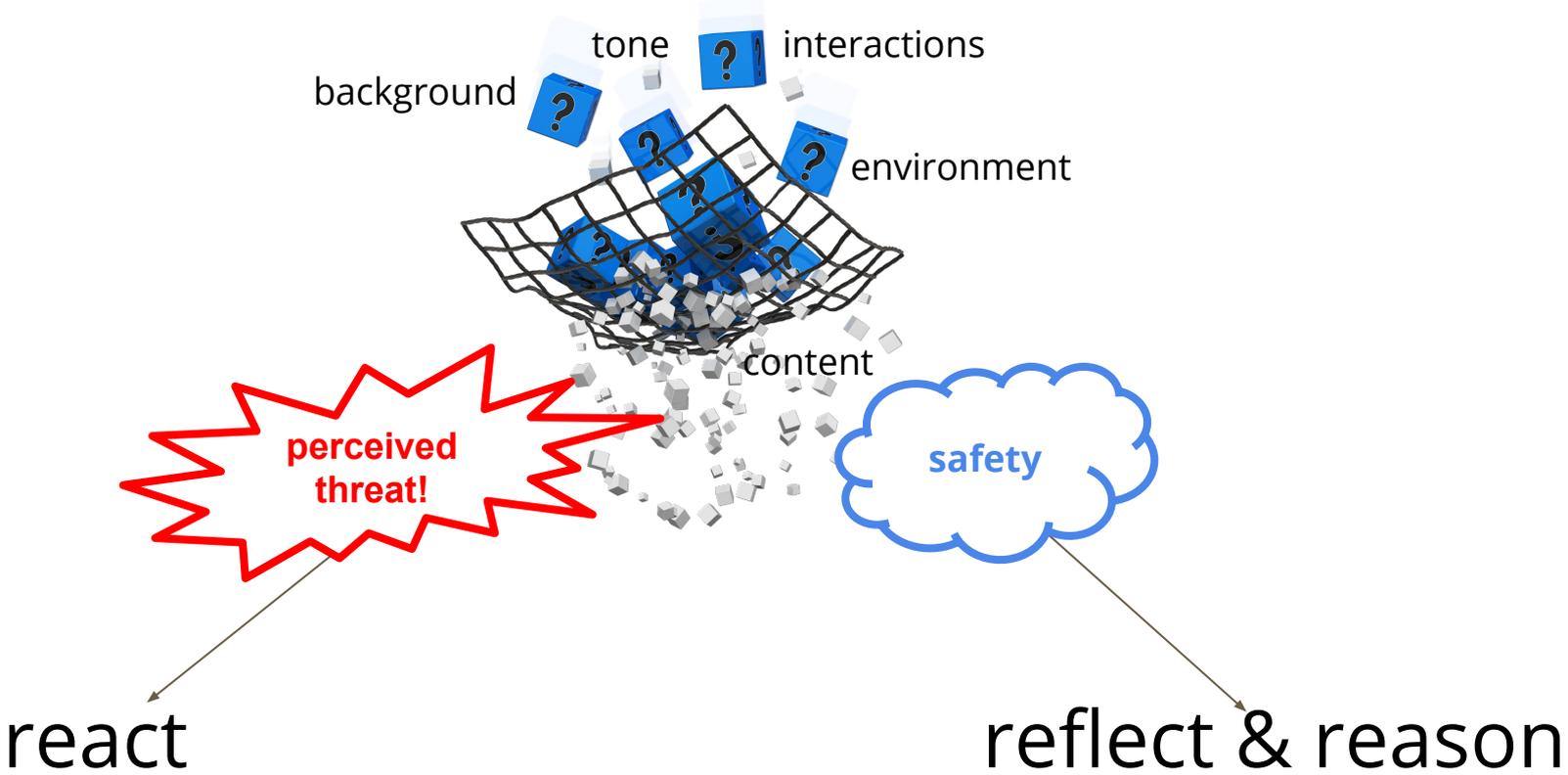
<http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/enl-k-8-units-of-study-table-5-6-15.pdf>

Updated May 6, 2015

# Trust, Learning, and the Brain



# Trust, Learning, and the Brain



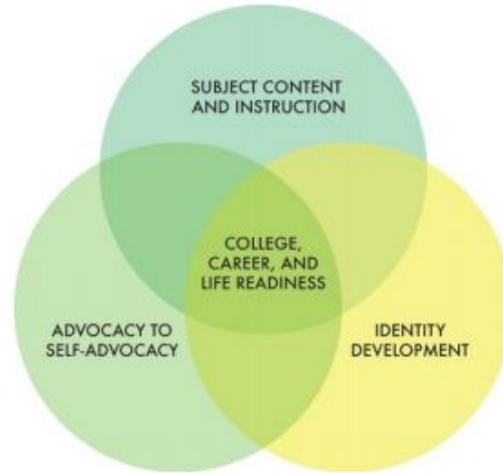
based on research from Jay McTighe and Zaretta Hammond

# Culturally Responsive Brain Rules



- The brain seeks to minimize social threats and maximize opportunities to connect with others in community.
- Positive relationships keep our safety-threat detections system in check.
- Culture guides how we process information.

# NYS Migrant Education Theory of Action



New York State MEPS Theory of Action

# NYS MEP

## Interdependencies: *Subject Content & Instruction*



New York State MEPS Theory of Action

“Learner independence integrates key (meta)cognitive strategies and subject content knowledge with a focus on creating thinkers, problem solvers, and self-regulated, life-long learners.”

(New York State Migrant Education Program Theory of Action, p.3)

**What does this mean for your students?**

# TEXT SCAFFOLDING STRATEGIES



# Scaffolding a Text

## Excerpt from: Commonwealth Club Address by César Chávez

### Commonwealth Club Address Cesar Chavez

San Francisco, November 9, 1984

TM/© 2016 the Cesar Chavez Foundation, [www.chavezfoundation.org](http://www.chavezfoundation.org)

Lexile Measure: 1130L

<http://esl-bits.net/listening/Media/CesarChavez/default.html>

Thank you very much, Mr. Lee, Mrs. Black, ladies and gentlemen.

P1

Twenty-one years ago, this last September, on a lonely stretch of railroad track paralleling U.S. Highway 101 near Salinas, 32 Bracero farm workers lost their lives in a tragic accident. The Braceros had been imported from Mexico to work on California farms. They died when their bus, which was converted from a flatbed truck, drove in front of a freight train. Conversion of the bus had not been approved by any government agency. The driver had **tunnel vision**. Most of the bodies laid unidentified for days. No one, including the grower who employed the workers, even knew their names. Today, thousands of farm workers live under **savage** conditions, beneath trees and amid garbage and human excrement near tomato fields in San Diego County; tomato fields, which use the most modern farm technology. Vicious rats gnaw at them as they sleep. They walk miles to buy food at inflated prices and they carry in water from irrigation ditches.

P2

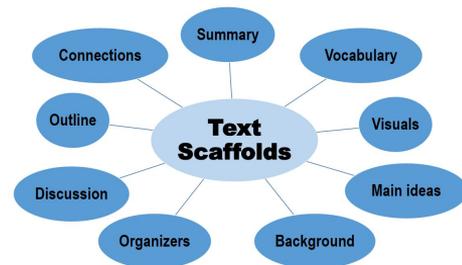
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10

# Handout #2

## Text Scaffolds Checklist

- Define words:**
  - . Bold 2 words.
  - . In the margin, create a glossary-style definition for each.
  
- Add visual supports**
  - . Add one illustration to the text.
  - . Add one chart or diagram to the text.
  
- Main Ideas**
  - . Highlight or underline the main idea of each paragraph.
  
- Graphic organizer**
  - . Create a blank graphic organizer the student could use to help organize the text.
  
- Outline**
  - . Create an outline of the text using no more than 3 words per bullet.
  
- Access background knowledge**
  - . Add one, "Think about when you..." bubble to the text.
  
- Provide background knowledge**
  - . Add one sidebar to the text to build additional knowledge of the topic.
  
- Scaffold discussion of the text**
  - . Create 6 sentence stems students could use to discuss the text.
  
- Get the gist**
  - . Write a 2-sentence summary of the passage for students to read before they read the text.



# Commonwealth Club Address – César Chávez

Delivered November 9, 1984

“Thank you very much, Mr. Lee, Mrs. Black, ladies and gentlemen.

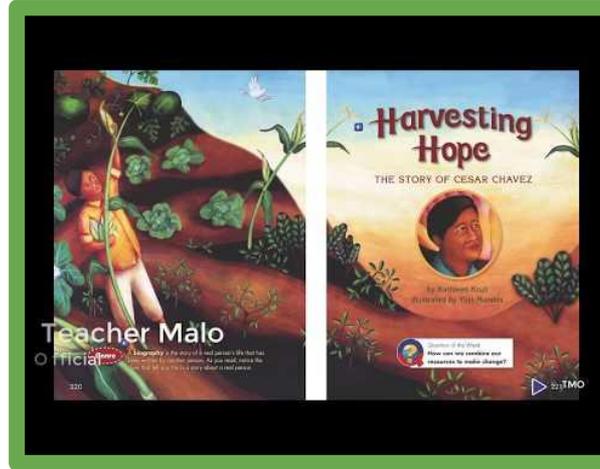
Twenty-one years ago, this last September, on a lonely stretch of railroad track **paralleling** U.S. Highway 101 near Salinas, 32 Bracero farm workers lost their lives in a tragic accident. The Braceros had been **imported** from Mexico to work on California farms. They died when their bus, which was **converted** from a flatbed truck, drove in front of a freight train. **Conversion** of the bus had not been approved by any government agency. The driver had tunnel vision. Most of the bodies laid **unidentified** for days. No one, including the grower who employed the workers, even knew their names. Today, thousands of farm workers live under **savage** conditions, **beneath** trees and **amid** garbage and human excrement near tomato fields in San Diego County; tomato fields, which use the most modern farm technology. **Vicious rats gnaw at them as they sleep.** They walk miles to buy food at **inflated** prices and they carry in water from irrigation ditches.”

# Commonwealth Club Address – Cesar Chavez

## Vocabulary Words:

- Parallel(ing) (paralela) – running next to the highway in the same direction
- Imported (importado) – workers were moved from one place to another
- Converted (convertido) – changed (the bus)
- Conversion (conversión) – describes a change (the act of changing the bus)
- Unidentified (no identificado) – no one knew the names of the farmworkers
- Savage (salvaje) – very dangerous
- Beneath – under
- Amid – near
- Inflated (inflado) – prices that were higher than they should be

# Background Building & Audio/Visual Supports



English

Spanish

**Audio file w/2 different listening speeds to accompany  
the complete text of the address  
(in English)**

<http://esl-bits.net/listening/Media/CesarChavez/default.html>



## Summary

- 32 farmworkers from Mexico died when their bus hit a train in 1963.
- Their employer did not know their names, so no one looked for them.
- When Mr. Chávez spoke in 1984, he talked about how farmworkers in San Diego lived outside in dirty places far away from food and clean water.

# Commonwealth Club Address

## Cesar Chavez

San Francisco, November 9, 1984

TM/© 2016 the Cesar Chavez Foundation, [www.chavezfoundation.org](http://www.chavezfoundation.org)

Lexile Measure: 1130L

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P2

- 5 They died when their bus, which was converted from a flatbed truck, drove in front of a freight train. Conversion of the bus had not been approved by any government agency. The driver had **tunnel vision**. Most of the bodies laid unidentified for days. No one, including the grower who employed the workers, even knew their names. Today, thousands of farm workers live under **savage** conditions, beneath trees and amid
- 10 garbage and human excrement near tomato fields in San Diego County; tomato fields, which use the most modern farm technology. Vicious rats gnaw at them as they sleep. They walk miles to buy food at inflated prices and they carry in water from irrigation ditches.

## Outline

- **Paragraph 1**
  - Introduction (line 1)
- **Paragraph 2**
  - Chualar bus crash, 1963
    - 32 Bracero farm workers died (lines 2-6)
    - No one knew who they were (lines 7-8)
  - Present day, 1984
    - Poor living conditions of San Diego farmworkers (lines 8-11)
    - Food was expensive (lines 12-13)
    - No clean water (lines 12-13)

This can also  
be used as a  
sentence  
frame for  
discussions!

Q: Why was César Chávez an  
agent of change?

A: César Chávez was an  
agent of change because...

## Main Idea

**César Chávez was an agent of change because:**

- he fought to protect the safety and rights of migrant farmworkers
- he helped to create the United Farm workers Union.

# César Chávez: His Life and Work

Use the video *Harvesting Hope* to complete the organizer below

| <b>A. Early Life</b>               |   |
|------------------------------------|---|
| Childhood                          | “When he was a child, he...”                |
| Young adult                        | “As a young adult, he...”                   |
| <b>B. Organizing Farm Workers</b>  |   |
| Why he formed it                   | “He organized farm workers because...”      |
| What success the UFW had           | “Some of the successes the UFW had were...” |
| <b>C. Lasting Legacy</b>           |   |
| “He will be most remembered by...” |   |

# More Scaffolding Strategies

## Handout #3

### Scaffolds Matrix for ELLs (METS)

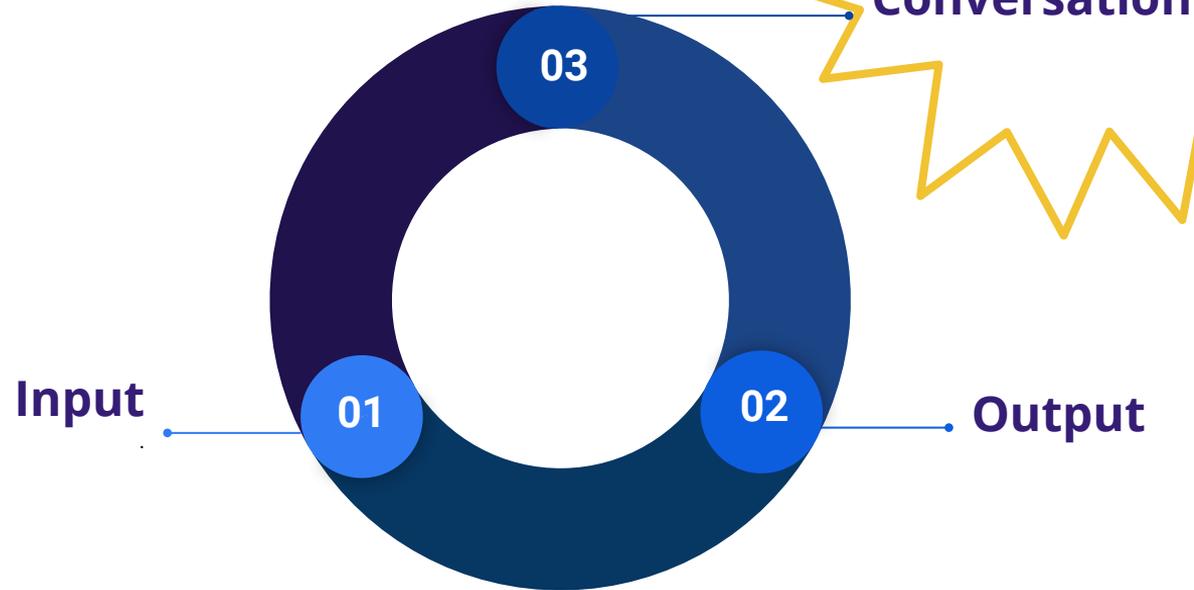
|  |                                     |                       |                                 |
|--|-------------------------------------|-----------------------|---------------------------------|
| Interactive Word Walls and Personal Dictionaries | <b>Sentence starters and frames</b> | Cognate knowledge     | Rewordify                       |
| Language Experience stories                      | Side-by-side texts                  | <i>Subtitles</i>      | Choral response                 |
| <i>Photo library</i>                             | <b>Graphic organizers</b>           | <i>Wordless texts</i> | <i>Role Play</i>                |
| <b>Related/ Supplemental texts</b>               | Picture walks                       | <i>Cloze passages</i> | Small sets of high impact words |

|   |                             |                          |                             |
|---|-----------------------------|--------------------------|-----------------------------|
| <b>Read aloud/ think aloud</b>            | <b>Pre-teach vocabulary</b> | Word learning strategies | <b>Games</b>                |
| <i>Translations</i>                       | <b>Word banks</b>           | <i>Cards on a ring</i>   | Newsela                     |
| Home language glossaries and dictionaries | <b>Guided reading</b>       | <i>Fill-in the blank</i> | <b>Vocabulary Notebooks</b> |

# Language Acquisition



*First, second/additional, and academic language acquisition are not the same, but they do have several key dimensions in common:*



# Proficiency Levels

**Entering**

**Emerging**

**Transitioning**

**Expanding**

**Commanding**

***Approximate Correlation with Stages of Language Acquisition***

Pre-production to  
Early Production

Early Production to  
Speech Emergent

Intermediate  
Fluency

Advanced  
Intermediate Fluency

Advanced  
Fluency

***Approximate Length of Time to Achieve Level of Proficiency***

0-1 year in US  
schools

6 months to 2 years  
in US schools

2-3 years  
in US schools

3-5 years  
in US schools

5-10 years  
in US schools

# Language Acquisition Grid

## Handout #4

Language Acquisition Grid

| Pre-Production<br>0-6 months in US Schools  | Early Production<br>6 mo-1 year in US Schools  | Speech Emergent<br>1-2 years in US Schools  | Intermediate Fluency<br>2-3 years in US Schools   | Advanced Intermediate<br>3-5 years in US Schools   | Advanced Fluency<br>5-7 years in US Schools  |                   |
|---|--|---|---|--|--|-------------------|
| <p>Able to observe, locate, label, match, show, classify, sort</p> <p>Adjusting to U.S. culture</p> <p>Associate sound to meaning</p> <p>Comprehend key words only</p> <p>Depend on context</p> <p>Develop listening strategies</p> <p>Gaining familiarity with sounds, rhythms and patterns of English;</p> <p>Follow modeled oral directions</p> <p>May not produce speech</p> <p>Minimal comprehension of general meaning;</p> <p>Point to real objects related to content</p> <p>Mimic gestures or movements</p> <p>Gesture responses</p> <p>Responses range from no verbal response, one to two words, single words, phrases</p> <p>Speech errors observed</p> | <p>Able to name, recall, draw, record, point out, underline, categorize, list</p> <p>Carry out two to three step commands</p> <p>Beginning sound symbol understanding</p> <p>Depends heavily on context</p> <p>Grammar errors</p> <p>Increased comprehension of general and some specific meaning</p> <p>Mispronunciation</p> <p>can sequence a series of statements using real objects or pictures</p> <p>Produces words in isolation</p> <p>Respond using phrases and sight words</p> <p>Responds with one/two-word answer or short phrases</p> <p>Can locate objects described orally.</p> <p>Match oral reading to illustrations</p> <p>Use routine expressions independently</p> <p>Uses simple words, gestures, and drawings</p> <p>Verbalizes key words</p> | <p>Able to share, retell, follow, associate, organize, compare, restate, role play</p> <p>Functions on social level</p> <p>Good comprehension of general meaning and increased comprehension of specific meaning</p> <p>Hears smaller elements of speech</p> <p>Makes frequent errors of grammar and word order which occasionally obscure meaning</p> <p>Follow modeled multistep directions</p> <p>Reads and writes basic sight words</p> <p>Respond in more complex sentences with more detail using newly acquired vocabulary to experiment and form messages</p> <p>Can match objects with functions and descriptions</p> <p>Classify objects according to descriptions</p> <p>Short phrases</p> | <p>Able to tell, describe, restate, contrast, question, map, dramatize, demonstrate, give instructions</p> <p>Good comprehension of general meaning and increased comprehension of specific meaning</p> <p>Initiates conversation and questions</p> <p>Makes some pronunciation and basic grammatical errors but is understood</p> <p>Produces whole sentences</p> <p>Reads and writes simple words/sentences</p> <p>Respond in more complex sentences with more detail using newly acquired vocabulary to experiment and form messages</p> <p>Simple sentences</p> <p>Responds orally and in written form</p> <p>Shows good comprehension</p> <p>Uses limited vocabulary</p> <p>Uses short sentences to inform and explain</p> | <p>Able to imagine, create, appraise, contrast, predict, express, report, estimate, evaluate, explain, model</p> <p>Can communicate thoughts</p> <p>Consistent comprehension of general meaning and good understanding of implied meaning</p> <p>Sustain conversation and respond with detail</p> <p>Engage in and produce connected narrative</p> <p>Functions somewhat on an academic level</p> <p>Makes complex grammatical errors</p> <p>Participate using more extensive vocabulary</p> <p>Produces text independently for academic &amp; social purposes</p> <p>Reads and writes descriptive sentences.</p> <p>Shows good comprehension</p> <p>Use standard grammar with few random errors</p> <p>Uses descriptive sentences and initiates conversations</p> <p>Uses expanded vocabulary</p> | <p>Able to relate, infer, hypothesize, outline, revise, suppose, verify, rewrite, justify, critique, summarize, illustrate, judge</p> <p>Comprehend general and implied meaning, including idiomatic and figurative language.</p> <p>Demonstrates comprehension in decontextualized literacy situations</p> <p>Demonstrates decontextualized comprehension</p> <p>Initiate and negotiate using appropriate discourse, varied grammatical structures and vocabulary</p> <p>Functions on academic level with peers</p> <p>Maintains two-way conversation</p> <p>Nativelike proficiency with social conversations.</p> <p>Uses enriched vocabulary</p> <p>Use conventions for formal and informal language.</p> |                   |
| <b>Entering</b>   |  | <b>Emerging</b>   |   | <b>Transitioning</b>   | <b>Expanding</b>   | <b>Commanding</b> |

Proficiency levels as per NYSITELL/NYSESLAT

# Language Acquisition Grid

## Entering Students

### Pre-Production (0-6 mos. in U.S. Schools)

- Able to observe, locate, label, match, show, classify, sort
- Adjusting to U.S. culture
- Associate sound to meaning
- Comprehend key words only
- Depend on context
- Develop listening strategies
- Gaining familiarity with sounds, rhythms and patterns of English
- Follow modeled oral directions
- May not produce speech
- Minimal comprehension of general meaning
- Point to real objects related to content
- Mimic gestures or movements
- Gesture responses
- Responses range from no verbal response, one to two words, single words, phrases
- Speech errors observed

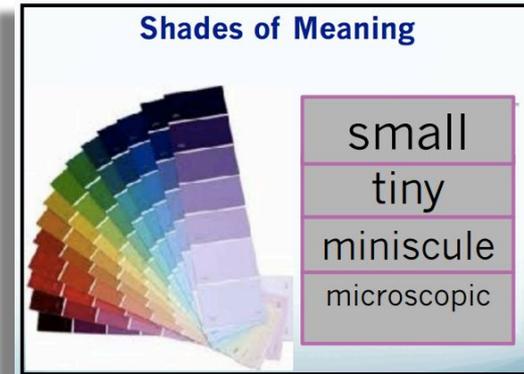
# Metalinguistic Knowledge

- Awareness of the forms of the language. Recognition that language is a system with patterns (rules) and exceptions.
- Awareness of the properties of language, its creativity, playfulness, and double meanings.

## What Metalinguistic Knowledge Looks Like in the Classroom

- Analyzing rules for language use
- Comparing the similarities and differences of forms and structures
- Transferring information and literacy across languages
- Creative writing to experiment with specific language skills and structures

| Academic Word | Spanish Word     | Common Word |
|---------------|------------------|-------------|
| encounter     | <i>encontrar</i> | meet        |
| observe       | <i>observar</i>  | watch       |
| maintain      | <i>mantener</i>  | keep        |
| ultimate      | <i>último</i>    | last        |
| equal         | <i>igual</i>     | same        |
| entire        | <i>entero</i>    | whole       |
| quantity      | <i>cantidad</i>  | amount      |



# Additional Resources



**Handout #5**

# C.A.L. GoTo Strategies

<http://cal.org/content/download/1906/22045/file/go-to-strategies.pdf>

The GO TO Strategies Matrix: Scaffolding Options for Teachers of English Language Learners, K-12

|           | Level 1<br>Entering  | Level 2<br>Emerging  | Level 3<br>Transitioning   | Level 4<br>Expanding   | Level 5<br>Commanding  |
|-----------|--|--|--|--|--|
| Listening | <ul style="list-style-type: none"> <li>Use physical gestures to accompany oral directives.</li> <li>Modify *<b>Teacher Talk</b>.</li> <li>Label visuals and objects with target vocabulary.</li> <li>Introduce <b>Cognates</b> to aid comprehension.</li> <li>Ask for <b>Signal Responses</b> to check comprehension.</li> </ul> | <ul style="list-style-type: none"> <li>Give two step <b>Contextualized</b> directions.</li> <li>Restate/rephrase and use *<b>Patterned Oral Language</b> routines.</li> <li><b>Model Academic Language</b> and vocabulary.</li> <li>Ask for <b>Total Physical Responses</b> from students.</li> </ul>  | <ul style="list-style-type: none"> <li>Provide graphics or objects to sequence steps in a process.</li> <li><b>Check Comprehension</b> of all students frequently.</li> <li>Use *<b>Wait Time</b>.</li> <li>Provide <b>Anticipation Guides</b> for previewing content reading.</li> </ul>  | <ul style="list-style-type: none"> <li>Compare/contrast relationships from auditory information using a <b>Venn Diagram</b>.</li> <li>Require students to restate and rephrase from auditory input as in *<b>Paraphrase Passport</b>.</li> </ul>   | <ul style="list-style-type: none"> <li>Outline lectures on the SmartBoard.</li> <li>Use *<b>Video Observation Guides</b>.</li> <li>Confirm students' prior knowledge of content topics.</li> <li>Extend content vocabulary with multiple examples and non-examples.</li> </ul>   |
| Speaking  | <ul style="list-style-type: none"> <li>Provide wall charts with illustrated academic vocabulary.</li> <li>Ask simple WH (who, what, when, where), yes-no or either-or questions.</li> <li>Elicit *<b>Choral Responses</b>.</li> <li>Encourage participation in group chants, poems, and songs.</li> </ul>                        | <ul style="list-style-type: none"> <li>Use <b>10-2</b> structures.</li> <li>Assign roles in group work.</li> <li>Use <b>Clock Buddies</b>.</li> <li>Use <b>Numbered Heads Together</b>.</li> <li>Use *<b>Think-Pair-Share-Squared</b>.</li> <li>Develop <b>Key Sentence Frames</b> for pair interactions.</li> <li>Use <b>Card Sorts</b>.</li> <li>Use <b>K-W-L</b> charts before reading.</li> </ul>  | <ul style="list-style-type: none"> <li>Provide <b>Graphic Organizers</b> or notes to scaffold oral retelling.</li> <li><b>Prompt</b> for academic language output.</li> <li>Use <b>Think-Pair-Share</b>.</li> <li><b>Repeat and Expand</b> student responses in a *<b>Collaborative Dialogue</b>.</li> </ul>   | <ul style="list-style-type: none"> <li>Require full sentence responses by asking open ended questions.</li> <li>Use <b>Varied Presentation Formats</b> such as role plays.</li> <li>* Scaffold oral reports with note cards and provide time for prior practice.</li> <li>Use <b>Reader's Theatre</b> to scaffold oral language growth.</li> <li>Model the creation of a <b>Story Map</b> from a narrative.</li> </ul> | <ul style="list-style-type: none"> <li>* Structure debates requiring various points of view with graphic organizers and/or outlines.</li> <li>Require the use of academic language.</li> <li>Require oral reporting for summarizing group work.</li> <li>Include oral presentations in the content classroom.</li> <li>Require computer and library research.</li> </ul> |
| Reading   | <ul style="list-style-type: none"> <li>Preview the text content with pictures, demos, charts, or experiences.</li> <li>Pair students to read one text together.</li> <li>Preview text with a <b>Picture Walk</b>.</li> <li>Use <b>Choral Reading</b>.</li> <li>Use *<b>Teacher Read Alouds</b>.</li> </ul>                       | <ul style="list-style-type: none"> <li>Use the <b>Language Experience Approach</b>.</li> <li>Provide a list of important concepts on a graphic organizer.</li> <li>Use *<b>Shared Reading</b> and/or simplify the text.</li> <li>Teach note taking on a <b>Graphic Organizer</b>.</li> <li>Use a <b>Roving Chart</b> in small group work.</li> <li>Use <b>Interactive Journals</b>.</li> <li>Use *<b>Think-Write-Pair-Share</b>.</li> <li>Provide <b>Key Sentence Frames</b> with word and picture banks.</li> </ul> | <ul style="list-style-type: none"> <li>Provide a content vocabulary <b>Word Bank</b> with non-linguistic representations.</li> <li>Teach skimming for specific information.</li> <li>Use <b>Teach the Text Backwards</b>.</li> <li>Use <b>4 to 1</b> for main ideas from text.</li> <li>Use *<b>Guided Reading</b>.</li> <li>Require <b>Learning Logs</b> for summaries of learning.</li> <li>Use <b>Text to Graphics</b> and <b>Back Again</b>.</li> <li>Teach <b>Signal Words</b> (comparison, chronology, cause-effect, and listing) for academic writing.</li> <li>Provide *<b>Cloze</b> paragraphs with a *<b>Word Bank</b>.</li> </ul> | <ul style="list-style-type: none"> <li>Provide <b>Rubrics</b> and exemplars to scaffold writing assignments.</li> <li>Teach and utilize the writing process.</li> <li>Provide an outline for the standard five-paragraph essay.</li> <li>Provide *<b>Report Frames</b> for independent, structured, content writing.</li> </ul>  | <ul style="list-style-type: none"> <li>Require academic writing and the use of target academic vocabulary.</li> <li>* Teach the process of writing a research paper.</li> <li>Address students' cultures in differing genres of writing.</li> <li>Hold frequent writing conferences with teacher and peers.</li> </ul>   |

\* Starred strategies are described in the summary document on the following page, "The Go To Strategies Matrix: Scaffolding Across Language Proficiency Levels."

**Listening**

- Level 1 Teacher Talk** is accompanied by hand and body gestures. Talk is clearly enunciated, directions are modeled, speech is slower, and idioms are avoided.
- Level 2 Patterned Oral Language** uses a similar sentence structure and vocabulary within the context of a familiar classroom activity to help learners comprehend classroom routines.
- Level 3 Wait Time** of three to eight seconds provides the time needed for ELLs to comprehend the teacher's question.
- Level 4 Paraphrase Passport** encourages learners to listen to their peers' responses.
- Level 5 Video Observation Guides** pose guiding questions, topics, or chronology to activate a students' prior knowledge and to increase auditory comprehension of the video before, during, and after viewing.

**Speaking**

- Level 1 Choral Reading** includes learners in the classroom conversation.
- Level 2 Think-Pair-Share Squared** encourages students to speak with other students.
- Level 3 Collaborative Dialogues** between the teacher and student promote academic language through strategies such as repeat, recast, reformulate, and prompt.
- Level 4** Students can begin to give oral reports at this level, if their reports are scaffolded with note cards and opportunities to practice the presentation.
- Level 5** Academic debates on various viewpoints can be scaffolded with **Graphic Organizers** or **Outlines**.

**Reading**

- Level 1 Teacher Read Alouds** scaffold the text content and provide an excellent model of reading in English.
- Level 2 Shared Reading** scaffolds the reading process through enlarged texts, activation of prior knowledge, pre-teaching vocabulary, and teacher instruction of basic reading skills.
- Level 3 Guided Reading** scaffolds the reading process through targeted instruction at a student's proficiency level, increased teacher intervention, and leveled texts.
- Level 4 Jigsaw Reading** scaffolds independent reading by limiting the amount of the text provided and requiring students to share text information orally with peers.
- Level 5 Reciprocal Teaching** scaffolds the independent reading process through instruction and practice of four critical strategies: summarizing, clarifying, questioning, and predicting.

**Writing**

- Level 1 Key Sentence Frames** structure early attempts at writing when supported with word and picture banks.
- Level 2 Think-Write-Pair-Share** scaffolds early independent writing with extra time and a supportive learning partner.
- Level 3 Cloze Passages** that begin with sentences and lead into paragraphs provide structure and can be scaffolded with word or picture banks.
- Level 4** Longer pieces of independent writing can be scaffolded with **Report Frames** that structure the discourse.
- Level 5** Instruction in the process of writing a research paper can be scaffolded with opportunities for multiple conferences with teachers and peers

Scaffolding Across Modalities and Language Proficiency Levels

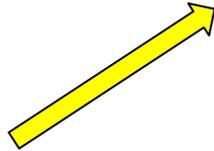
Source: <http://www.cal.org/what-we-do/projects/project-excell-the-go-to-strategies>

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Levine, L. N., Lukens, L. & Smallwood, B. A. (2013). The GO TO strategies: Scaffolding options for teachers of English language learners, K-12. For Project EXCELL, a partnership between the University of Missouri- Kansas City and North Kansas City Schools, funded by the US Department of Education, PR Number T195N070316.

Source: <http://www.cal.org/what-we-do/projects/project-excell-the-go-to-strategies>

# Level 1 – Entering: Listening

- Use physical gestures to accompany oral directives.
- Modify **\*Teacher Talk**.
- Label visuals and objects with target vocabulary.
- Introduce **Cognates** to aid comprehension
- Ask for **Signal Responses** to check comprehension.



## **Cognates:**

- ★ parallel = paralela
- ★ imported = importado
- ★ converted = convertido
- ★ conversion = conversión
- ★ inflated = inflado

# Level 1 – Entering: Speaking

- Provide wall charts with illustrated academic vocabulary

- Ask simple questions:
  - WH- (who, what, when, where)
  - yes/no
  - either/or questions

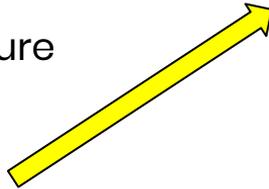
- Elicit \***Choral Responses**.
- Encourage participation in group chants, poems, and songs.

## Examples:

- ★ Who does Cesar Chavez protect: farmworkers or bosses?
- ★ Did the farmworkers have a good life?

# Level 1 – Entering: Reading

- Preview the text content with pictures, demos, charts, or experiences.
- Pair students to read one text together.
- Preview text with a Picture Walk
- Use **Choral Reading**
- Use **\*Teacher Read Alouds**



- ★ Enables ELLs to participate in the reading process while being scaffolded by the teacher's reading
- ★ Texts with repetitions of sentences, phrases, and words are useful
- ★ Teacher models the reading process

# Level 1 – Entering: Writing

- Require students to label visuals and/or create language balloons
- Require vocabulary notebooks with L1 translations or non-linguistic representations
- Provide **\*Key Sentence Frames** with word and picture banks.

- ★ “Cesar Chavez protects...”
- ★ “No, the farmworkers did not ...”



boss



farmworkers

el jefe

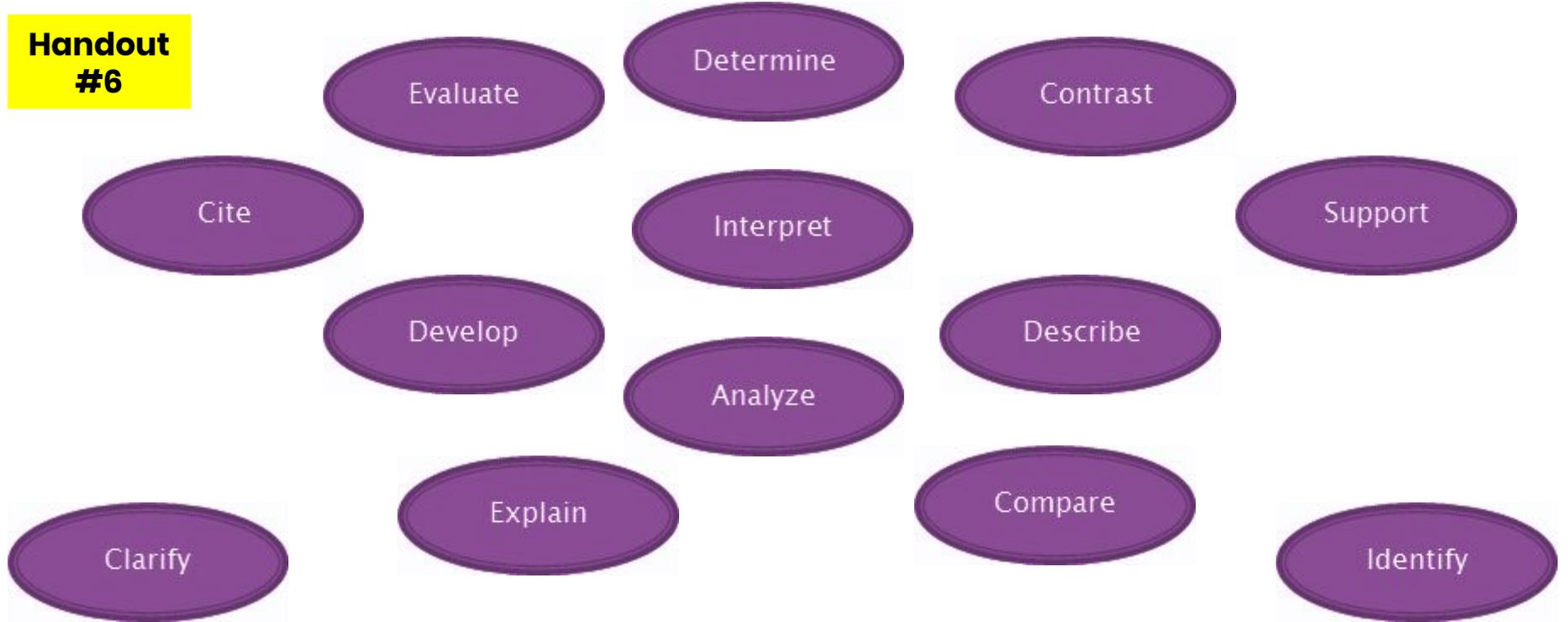
los  
trabajadores  
agrícolas

# Discussion

- ❖ What strategies do you use with your students?
- ❖ How can these strategies support your middle school students?

# What are some commonly-referenced academic vocabulary words in the ELA CCLS?

Handout  
#6



# Bilingual Glossaries

## Content Area Bilingual Glossaries

Located on the NYS Office of Bilingual Education and World Languages website

### Special Focus:

- Spanish/English Cognates
- Literary Forms & Devices  
(Scroll all the way down!)

## Matrix of Vocabulary's CODE Tools

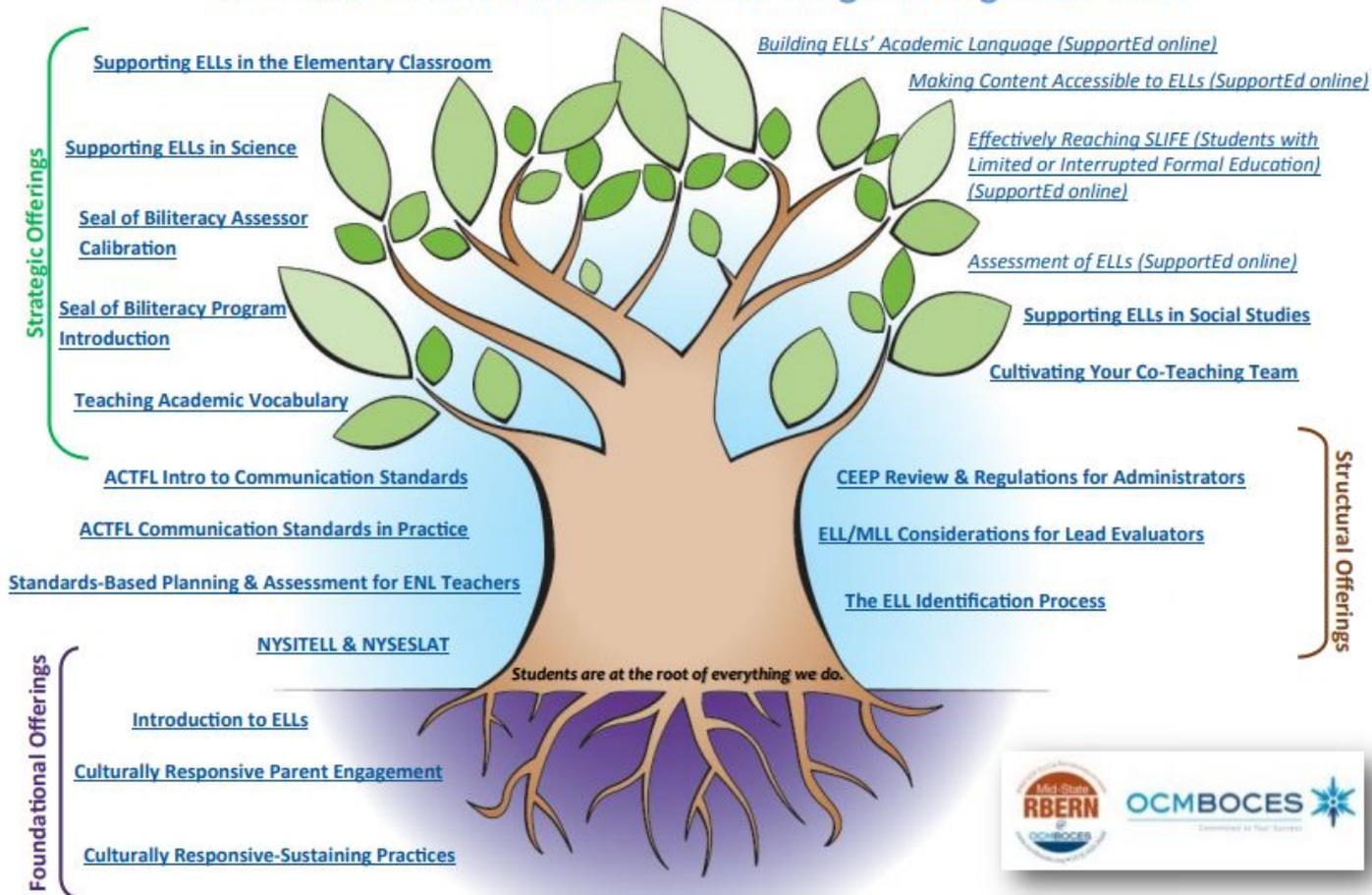
# Handout #7

| Connecting  | Organizing  | Deep-processing  | Exercising  |
|---|---|--|---|
| <p><b>Word Wall</b><br/>A collection of words is organized into categories and posted on the wall for students to use in their reading and writing.</p>         | <p><b>Prioritizing Vocabulary</b><br/>The teacher or students determine which words are <i>essential</i>, which are <i>important</i>, and which are <i>good to know</i>.</p>  | <p><b>Visualizing Vocabulary</b><br/>Students create images, sketches, or icons with brief explanations to demonstrate understanding.</p>  | <p><b>Vocabulary Games</b><br/>Students play games like Bingo, Jeopardy!, and Word Baseball to review vocabulary in a competitive and fun manner.</p>   |
| <p><b>Power Decoding</b><br/>Students use "attack skills" (prefixes, suffixes, roots, context clues, and substitutions) to decode new words.</p>                | <p><b>Concept Maps</b><br/>Students create visual representations of hierarchical relationships among a central concept, supporting ideas, and important details.</p>   | <p><b>Storytelling</b><br/>Students analyze a selection of stories and then use basic story elements to define important concepts.</p>   | <p><b>Use It or Lose It</b><br/>Students use a specified number of new words in their writing assignments.</p>  |
| <p><b>Associations</b><br/>Students generate words, pictures, feelings, physical reactions to words, or whatever else comes to mind.</p>                        | <p><b>Fist Lists and Word Spiders</b><br/>The teacher provides a category in the "palm" of a hand organizer, and students generate five words that fit the category, one for each "finger" of the organizer. Word Spiders are similar, only with a "body" and eight "legs."</p> | <p><b>Metaphors and Similes</b><br/>Students use words deeply by exploring their relationships to other words and concepts (e.g., How is democracy like baseball?).</p>  | <p><b>Vocabulary Carousel</b><br/>The teacher sets up five or six stations that include a variety of vocabulary activities. Students rotate through all the stations, working in small groups.</p>  |
| <p><b>See It, Say It, Show It, Store It</b><br/>Students look at the word, pronounce it slowly, write it out, and record its definition in their own words.</p> | <p><b>Word Banks</b><br/>Students examine a list of words and place them in to specific categories or the appropriate slots of a visual organizer.</p>  | <p><b>Defining Characteristics</b><br/>Students build multi-layered definitions by focusing on essential characteristic: What is it? What is it used for? Why is it valued? Where does it come from?</p>   | <p><b>Practice Makes Perfect</b><br/>The teacher instructs students in the principles of effective practice, including how to mass and distribute review sessions, use words often, and make stronger connections.</p>  |
| <p><b>Glossary</b><br/>Students keep a glossary of new words, defining the terms in their own words and including icons or images of the terms.</p>             | <p><b>Group and Label</b><br/>Students examine a list of vocabulary words and place them into groups based on common characteristics. For each group, students devise a label that describes what all the grouped words have in common.</p>                                     | <p><b>Etymologies</b><br/>Students investigate word histories, analyzing how a word's original meaning is intact and how it has changed.</p>   | <p><b>Three's a Crowd</b><br/>Students decide which word from a group of three doesn't belong and explain why.</p>  |
| <p><b>Word Catcher</b><br/>Students "catch" a new word each day and record it in their vocabulary journals.</p>   | <p><b>A Diagram to Die For</b><br/>Students create a diagram that shows the relationship among the words on a wall.</p>   | <p><b>Three-Way Tie</b><br/>Students select three words from a unit's vocabulary and arrange them on a triangle. They connect the words with lines and explain the relationship between each pair of words by writing along the connecting lines. They may also summarize these relationships in the middle of the triangle.</p> | <p><b>Peer Practice</b><br/>Students work as peer partners. One student serves as a coach, the other as a player. While the player works to define key terms from the unit, the coach provides assistance, feedback, and praise. Students then reverse roles.</p> |

Wrap Up

# Questions or Concerns?

# Mid-State RBERN Professional Learning Offerings 2019-2020



Click on the title of any offering to be taken to the course description.

We highly encourage participation in one of our Foundational Offerings before registering for other learning opportunities.

# Thank you for participating!

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