

**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?

Text Scaffolds Checklist

Handout
#2

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.

Scaffolds Matrix for ELLs (METS)

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

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

Language Acquisition Grid

Pre-Production	Early Production	Speech Emergent	Intermediate Fluency	Advanced Intermediate	Advanced Fluency
0-6 months in US Schools	6 mo-1 year in US Schools	1-2 years in US Schools	2-3 years in US Schools	3-5 years in US Schools	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 simple sentences</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 & 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>

Entering	Emerging	Transitioning	Expanding	Commanding
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Proficiency levels as per NYSITELL/NYSESLAT

Classroom Language Interaction Checklist (CLIC)

<i>Example student response: bear, brown</i>	<i>The bear is brown. He is eating.</i>	<i>The bear is brown and he is in the forest.</i>	<i>The brown bear lived with his family in the forest.</i>	<i>Can bears live in the forest if they find food there?</i>	<i>Would you like me to bring pictures of the bear that I saw last summer?</i>
<p><u>Listening:</u> Try to make sense out of speech; use gestures to demonstrate understanding of basic social and academic concepts</p> <p><u>Speaking:</u> Repeat simple words, phrases and memorized bits; responds to visual cues with a word or phrase; identifies everyday objects; participates in large group songs; may not produce speech at the beginning. When speaking, uses single words or key words to communicate main ideas.</p> <p><u>Reading:</u> identify symbols and icons; connect print to visuals; match objects to labels; follow directions using diagrams or pictures; beginning phonics skills; participate in shared reading, rely on pictures for understanding; retell using gestures, expressions, and illustrations.</p> <p><u>Writing:</u> Draw, copy, circle, label, match; use high frequency words and simple sentences</p>	<p><u>Listening:</u> Show comprehension of social and academic concepts by asking questions and/or participating in classroom activity.</p> <p><u>Speaking:</u> Use variety of words and simple sentences to communicate messages; sometimes use subject/verb agreement, use adverbs, adjectives and prepositions; answer questions with one or two word phrases, sequence events, use facial expressions, gestures pitch and tone, recite songs and poems, use routine expressions independently.</p> <p><u>Reading:</u> Participate in shared reading and predict, recall facts and details, identify main idea, draw conclusions, make connections; retell stories using simple sentences, use picture cues and initial letter sounds to predict text, search for pictures associated with word patterns; identify and interpret pre-taught labeled diagrams; follow simple written directions.</p> <p><u>Writing:</u> Use pre-writing activities, complete simple sentences, capitalization and</p>	<p><u>Listening:</u> Follow instructions; participate in a variety of discussions some with academic content; identify main idea</p> <p><u>Speaking:</u> Speak with some hesitation using appropriate vocabulary on familiar topics with pronunciation that requires careful attention on the part of the listener; use longer phrases and sentences to engage in discussions (with grammatical inadequacies) using questions and answers, some with academic content.</p> <p><u>Reading:</u> Participate in shared reading and predict, recall facts and details identify main idea, draw conclusions, make connections; retell stories using simple sentences, use picture cues and initial letter sounds to predict text, follow simple written directions.</p> <p><u>Writing:</u> Use pre-writing activities, complete simple sentences, capitalization and</p>	<p><u>Listening:</u> Follow instructions; participate in a variety of discussions including those with academic content; identify main idea and key concepts</p> <p><u>Speaking:</u> Speak with less hesitation using appropriate vocabulary on familiar topics with pronunciation that sometimes requires careful attention on the part of the listener; experiment with newly acquired vocabulary; use longer phrases and sentences to engage in discussions (with grammatical inadequacies) using questions and answers, including those with academic content.</p> <p><u>Reading:</u> Use complex phonics and contextual clues to identify words, summarize and sequence events; describe time and setting; explain themes and feelings; use text features to gain information; explain, describe, compare and retell in response to literature; engage in independent reading based on oral fluency and prior experiences with print.</p> <p><u>Writing:</u> Use systematic methods to spell complex</p>	<p><u>Listening:</u> Use listening skills in a variety of social and academic settings; participate in a variety of discussions; listen to and recite directions in own words.</p> <p><u>Speaking:</u> Pronounce words intelligibly with accent, generally fluent but occasionally searching for the correct manner of expression; express ideas and feelings, use longer more complex sentence patterns; tell jokes; engage in dramatizations; use more extensive vocabulary</p> <p><u>Reading:</u> Follow more complex written directions; independently read and interpret a wider range of narrative and content texts with increasing comprehension; express opinion; explore concepts in subject matter in greater depth, locate information/resources to conduct research projects; read grade-level text with English Language Development support through pre-teaching (vocabulary and structure).</p> <p><u>Writing:</u> Use a variety of grade appropriate writing</p>	<p><u>Listening:</u> Demonstrate understanding at a level of non-EL peers of everyday social and academic discussion.</p> <p><u>Speaking:</u> Communicate effectively with an audience for a variety of social and academic purposes on a wide range of familiar and new topics. Demonstrate ease with idioms, figures of speech, and words with multiple meanings.</p> <p><u>Reading:</u> Read competently to meet both social and academic demands for specific purposes and audiences; read with considerable fluency.</p> <p><u>Writing:</u> Write competently to meet both social and academic demands for specific purposes and audiences. Few grammatical errors do not interfere with meaning. Produce writing with varied grammatical structures and vocabulary comparable to native English speaking peers.</p>

Classroom Language Interaction Checklist (CLIC)

<p>with frames; use first language to help with words in English; label familiar objects or pictures; use inventive spelling, write name using English spelling conventions; communicate through drawings.</p>	<p>punctuation and spelling patterns, invented spelling, some syntactic and phonetic patterns reflective of primary language that interfere with meaning.</p>	<p>punctuation and spelling patterns, invented spelling, some syntactic and phonetic patterns reflective of primary language that interfere with meaning. Beginning to use systematic methods to spell complex words; write for a variety of purposes use complete sentences.</p>	<p>words; write for a variety of purposes and audiences; use complete sentences; engage in research using a variety of materials; focus on main idea.</p>	<p>conventions; writes for a variety of purposes; use writing process; elaborate ideas and details; use more complex sentences; engage in research projects.</p>	
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Classroom language interaction checklist (CLIC)

CLIC 0-4	CLIC 5-10	CLIC 11-17	CLIC 18-32	CLIC 33-44	CLIC 45-55
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The GO TO Strategies Matrix: Scaffolding Options for Teachers of English Language Learners, K-12

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

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

modified from

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>

Scaffolding Across Modalities and 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.

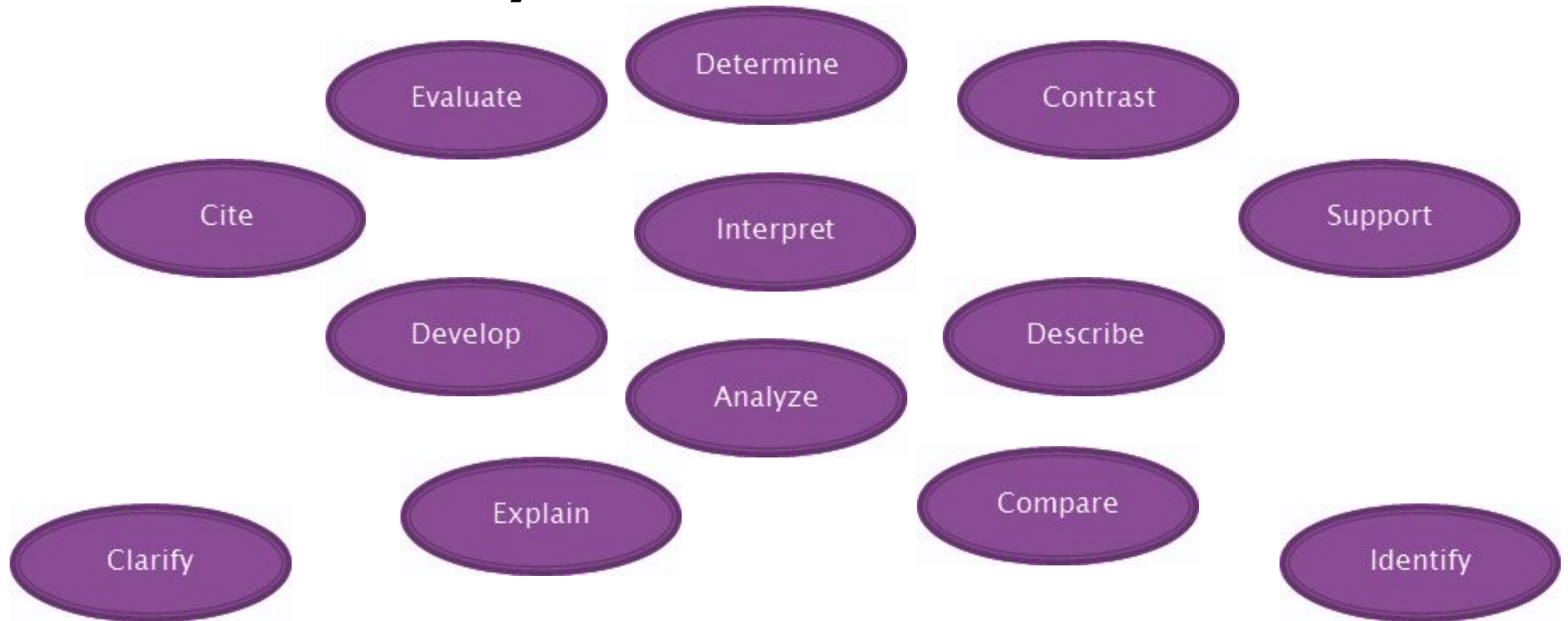
Level 5 Instruction in the process of writing a research paper can be scaffolded with opportunities for multiple conferences with teachers and peers

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

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



Matrix of Vocabulary's CODE Tools

<u>C</u> onnecting	<u>O</u> rganizing	<u>D</u> eep-processing	<u>E</u> xercising
<p>Word Wall A collection of words is organized into categories and posted on the wall for students to use in their reading and writing.</p>	<p>Prioritizing Vocabulary 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>Visualizing Vocabulary Students create images, sketches, or icons with brief explanations to demonstrate understanding.</p>	<p>Vocabulary Games Students play games like Bingo, Jeopardy!, and Word Baseball to review vocabulary in a competitive and fun manner.</p>
<p>Power Decoding Students use "attack skills" (prefixes, suffixes, roots, context clues, and substitutions) to decode new words.</p>	<p>Concept Maps Students create visual representations of hierarchical relationships among a central concept, supporting ideas, and important details.</p>	<p>Storytelling Students analyze a selection of stories and then use basic story elements to define important concepts.</p>	<p>Use It or Lose It Students use a specified number of new words in their writing assignments.</p>
<p>Associations Students generate words, pictures, feelings, physical reactions to words, or whatever else comes to mind.</p>	<p>Fist Lists and Word Spiders 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>Metaphors and Similes Students use words deeply by exploring their relationships to other words and concepts (e.g., How is democracy like baseball?).</p>	<p>Vocabulary Carousel 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>See It, Say It, Show It, Store It Students look at the word, pronounce it slowly, write it out, and record its definition in their own words.</p>	<p>Word Banks Students examine a list of words and place them in to specific categories or the appropriate slots of a visual organizer.</p>	<p>Defining Characteristics 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>Practice Makes Perfect 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>Glossary Students keep a glossary of new words, defining the terms in their own words and including icons or images of the terms.</p>	<p>Group and Label 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>Etymologies Students investigate word histories, analyzing how a word's original meaning is intact and how it has changed.</p>	<p>Three's a Crowd Students decide which word from a group of three doesn't belong and explain why.</p>
<p>Word Catcher Students "catch" a new word each day and record it in their vocabulary journals.</p>	<p>A Diagram to Die For Students create a diagram that shows the relationship among the words on a wall.</p>	<p>Three-Way Tie 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>Peer Practice 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>