

## USD 443 Walk-Through Instrument Reference

The successful implementation of the following activities/strategies hinges on the knowledge and consideration of the level(s) of proficiency of the students in a particular classroom when designing a lesson. It is critical that all teachers have general knowledge of the levels of language acquisition and what each of the levels means in terms of what students can and cannot do. Specific information on proficiency levels from the KELPA will also allow teachers to be more intentional in the teaching of ELLs in their classroom (data driven instruction). These considerations will help develop and implement lessons that effectively allow ELLs to participate actively and meaningfully in the learning process.

Notes:

1. Some of these activities/strategies can be labeled as ‘scaffolds’ but for many students, particularly those at the lower tiers of proficiency some of these scaffolds may need to be further scaffolded.
2. Students who have been mainstreamed (FLEPs) and are no longer considered ELLs, will predictably demonstrate ELL type deficiencies as they further develop their proficiency skills in English. These may be the students in danger of ‘falling through the cracks’ because they are considered fully proficient.

<b>Teaching Academic Vocabulary :</b> <u>Direct and Explicit</u> instruction of vocabulary necessary for attainment of the learning objective (s)	
<p>Description:</p> <p>For English language learners (ELLs), vocabulary development is especially critical for their ability to read and comprehend texts. The creation of a language-rich classroom environment (print rich) with multiple opportunities for students to actively engage with vocabulary in a direct and explicit manner is crucial to their language development. It is not enough to present new words and ask students to study them. <u>Multiple opportunities</u> means activities where students identify, say, use, explain in their own words, compose oral/written sentences, or write the word and its definition throughout the lesson.</p>	<p>Observable Activities/strategies may include:</p> <ul style="list-style-type: none"><li>• Pronounce the word</li><li>• Provide a definition (show, paraphrase, act out, create experience)</li><li>• Have pictures to illustrate the word</li><li>• Add gestures or sound to ‘act’ the word</li><li>• Post definition for reference</li><li>• Introduce in context in which it occurs or in a familiar context</li><li>• Relate word to students' prior experiences. Create an experience that demonstrates meaning</li></ul>

<p>Note: ELL and former ELL students will still need vocabulary development and teaching of comprehension strategies even if they:</p> <ul style="list-style-type: none"> <li>• Demonstrate oral proficiency in communicative language- (BICS);</li> <li>• Have been in US schools for a few years</li> <li>• Have been mainstreamed after some bilingual instruction;</li> <li>• Are being pulled out for English as a Second Language or Sheltered English instruction; and/or</li> <li>• Have been assessed as English proficient;</li> <li>• Are fully in the mainstream classroom and therefore not considered ELLs.</li> </ul>	<ul style="list-style-type: none"> <li>• Word walls/inference walls</li> <li>• Generate and record sentences (building from original context or familiar context to different meanings for the word)</li> <li>• Use word often in instruction. Point it out in other content areas, have students find it in other contexts, classes, out of school.</li> <li>• Add to word bank or student-made dictionaries</li> <li>• Use first language to clarify (teacher to students) , explain to other students (students to students)</li> <li>• Word webs</li> <li>• Semantic-analysis chart, concept maps.</li> <li>• Act out, use visuals or real objects (realia)</li> <li>• Use of L1 as a scaffold to develop L2</li> </ul>
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English Language Learner Strategies*	
<p><b><u>Visuals:</u></b></p> <p>Description:</p> <p>To make content accessible to all levels of ELLs, the teacher must rely on visual cues as frequently as possible. When teaching vocabulary, provide pictures of the words. Add interpretive gestures during lecture or explanation, point directly to objects, or draw pictures when appropriate. Have students do the same- point, draw, interpret with gestures or voice when word or concept lends itself for this type of expression. Use charts, tables, graphs, and other conceptual visuals, and have students create similar visuals to summarize learning. Visuals provide: comprehensible input It makes complex ideas more accessible It makes language more memorable.</p> <p>Visuals help retrieve, express and build background knowledge.</p>	<p>Observable activities/strategies may include:</p> <ul style="list-style-type: none"> <li>• Verbal interaction with word walls, pictures, realia (real objects)</li> <li>• Individual or group activities that sort, match pictures and words, create a story line;</li> <li>• Use of gestures to ask or respond to prompts;</li> <li>• charts, tables, graphs, and other conceptual visuals like graphic organizers that have already been filled in;</li> <li>• Action games where students respond by ‘acting out’ a command or word;</li> </ul> <p>Note: Graphic organizers may need to be further scaffolded for students who have not reached advanced or high English proficiency levels.</p>

<p><b><u>Realia, Manipulatives:</u></b></p> <p>Description:</p> <p>Realia and manipulatives are in the visual family and are closely associated with nonlinguistic representations (Hill &amp; Flynn, 2006). They are concrete and can involve all the senses in executing a task. Manipulatives help students in the development of concepts. Although associated with math, manipulatives can be used in any content area.</p> <p>Realia are three-dimensional objects from real life, whether man-made (artifacts, tools, utensils, etc.) or naturally occurring (specimens, samples, etc.) used in classroom instruction.</p>	<p>Observable activities/strategies may include:</p> <ul style="list-style-type: none"> <li>• Use of math manipulatives for concept development or problem solving</li> <li>• Color coding to identify grammatical parts</li> <li>• Organization of a picture story</li> <li>• Demonstration of a science project/activity</li> <li>• Instruments for collecting and analyzing data</li> <li>• Legos, puzzles</li> </ul>
<p><b><u>Modeling Demonstration:</u></b></p> <p>Description:</p> <p>The key role of the teacher is to demonstrate and model all the behaviors to be learned in the lesson, ESPECIALLY THE VERBAL BEHAVIORS/ LANGUAGE STRUCTURES EXPECTED TO BE MASTERED BY THE STUDENTS, that is, the language of the academic content areas. TEACHERS are the ONLY role models that students will ever come in contact with for the academic language and their classroom time may be the only opportunity to practice and use academic discourse needed for achievement.</p>	<p>Observable activities may include:</p> <ul style="list-style-type: none"> <li>• Demonstrating a process step by step while explaining orally</li> <li>• Use of vocabulary terms in the academic discourse of both teachers and students</li> <li>• Scaffold use of content behavior/language</li> </ul>
<p><b><u>Specific feedback:</u></b></p> <p>Description:</p> <p>Feedback should be provided throughout the instructional process in a clear, specific manner stating what/why response/output is correct and should be appropriate to the level of the ELL. Feedback should specify the source of the mistake or misconception AND provide corrected version.</p> <p>Recommendations for classroom practice include:</p> <ol style="list-style-type: none"> <li>1. Use of rubrics</li> <li>2. Focus feedback on specific types of knowledge</li> <li>3. Use student-led feedback.</li> </ol>	<p>Observable activities/scaffolds may include (examples that go beyond generic versions of ‘good’, ‘excellent’):</p> <p>-Teacher provides feedback that includes the “what” and “why” something is correct/incorrect.</p> <ul style="list-style-type: none"> <li>○ “Your paragraph has a clear flow between the topic sentence and its support. You included ....”(mentions specific content)</li> <li>○ “Go back and look at the definition and check your usage of the word in this sentence”</li> <li>○ “Johnny followed the example...he” (explain what he did)</li> <li>○ Confirming aspects of the answer that are correct, and providing language supports to further explain aspects that require refinement.</li> </ul>

## **Reframing:**

Description:

### **Reframing Oral language:**

Scaffolding oral language includes paraphrasing key words, providing opportunities to extend answers, supporting language by using familiar synonyms (e.g., “that is also like...”) and familiar antonyms (e.g., “that is also different from...”), reframing students' responses in a correct or expanded manner.

Reframing can be used with students' responses, confirming aspects of the answer that are correct (by the teacher) and providing language supports to further explain aspects that require refinement (by student).

### **Reframing information or text:**

Presentation of materials in different ways over time with the purpose of encouraging higher level thinking.

Observable activities/strategies may include but are not limited to:

### **Oral reframing:**

- Paraphrasing
- Using familiar synonyms and antonyms
- Augmenting responses to expand meaning and or model how proficient speakers express themselves giving numerous examples,
- wording differently,
- expanding to increase comprehension

### **Reframing information:**

- Students revisit material to work on a different angle, a different interpretation (Walqui, 2003)
- Miniperformances
- Murals
- Using/creating visual aids
- readers theatre
- post cards

<p><b><u>Activities appropriate to proficiency levels:</u></b></p> <p>Description:</p> <p>For teachers to be effective with ELLs and former ELL students who are struggling with language and/or content, it is critical that the teacher aligns instruction with the specific language and academic needs of the student. This can only be done through the analysis of observational and test data. Teachers must know the level of proficiency of students in their classrooms in order to appropriately meet their academic needs. Even students who are no longer labeled ELLs, will benefit from instruction aligned with their weaknesses.</p> <p>Presenting activities that are appropriate does not mean simplifying or ‘watering down’ the content. Even students with low levels of proficiency can perform higher order tasks when these are appropriately constructed and scaffolded.</p>	<p>Observable activities/strategies may include:</p> <ul style="list-style-type: none"> <li>• Using the same content for the whole group with different scaffolding techniques for different levels of proficiency</li> <li>• Different rubrics for different levels of proficiency</li> </ul>
<p><b><u>Questioning techniques:</u></b></p> <p>Questions help assess prior knowledge and provide the most effective tool to obtain evidence of learning (Simich-Dudgeon). Through questions teachers can provide new information to students while demonstrating and modeling the use of the academic language. Questions can be asked at the lowest –knowledge—and the highest –evaluation—levels of thinking skills to students at any level of proficiency. By choosing the right question appropriate for each student, teachers can promote learning while at the same time allow students to experience success.</p>	<p>Observable activities/strategies may include:</p> <ul style="list-style-type: none"> <li>• Longer wait time</li> <li>• Use of Visual scaffolding while asking the question</li> <li>• Classroom interaction can have especially great value to ELLs if it is structured in such away that students know what to expect both in terms of the content area being taught and the language that accompanies it (Simich-Dudgeon, 1998).</li> </ul>

### **Comprehension checks:**

#### **Description:**

Checking for Comprehension is still "checking for comprehension or understanding" through questions or through physical activities like raising a hand for the correct answer or pointing to the correct picture or responding. Comprehension checks can be done individually (one on one) or with the whole class. Frequent whole class comprehension checks maintain high levels of students' engagement.

Monitoring/Assessing is part of "checking for comprehension" but may be individually -- when the teacher walks around the room checking individual student work, or when a teacher may request a student to solve a problem on the board while s(he) asks questions regarding the procedure used to solve the problem, or any type of formal or informal assessment that a teacher may use.

#### **Observable activities may include:**

- Use of individual white boards
- Signaling
- Stand or sit to answer between two options
- Pick and show a card, word, number
- Use of electronic answers

## Summary frames:

### Description:

Summarization is particularly difficult for Special Education and English Language Learners who are still developing their writing skills and possess a low vocabulary. The summary frame strategy is used to increase the students' abilities to acquire and use information and better comprehend concepts. The summary frame also enhances the students' ability to apply information to discussions, laboratory reports and projects.

Summary frames are a series of questions or prompts the teacher provides to the students and a process for organizing into a paragraph or outline.

Observable activities may include:

The following passage is from Hill & Flynn , *Classroom Instruction That Works for English Language Learners*:

There are six types of summary frames: narrative, topic-restriction-illustration, argumentation, problem/solution, conversation, and definition (see below). All summary frames have a set of questions that extract important elements from the text. The answers to the questions are then used to summarize the text.

Each style of summary frame captures the basic structure of a different type of text. For example, let's take a look at a definition frame. The purpose of a definition frame is to define a particular concept and identify other related concepts. There are four elements of a definition frame:

- a. **Term:** the subject being defined
- b. **Set:** the general category to which the term belongs
- c. **Gross characteristics:** the characteristics that separate the term from other elements in the set
- d. **Minute differences:** the different classes of objects that fall directly beneath the term

There are also four guiding questions for use when completing a definition frame:

- e. What is being defined?
- f. To which general category does the item belong?
- g. What characteristics separate the item from the other items in the general category?
- h. What are some types of classes of the item being defined?

### References:

- Hill, J. & Bjork, C (2008). *Classroom Instruction that Works with English Language Learner: Facilitators Guide*. CO: McREL.
- Honnert, A.M. & Bozan, S.E. (2005). Language Acquisition for Special Education and ELL Students. *Science Activities*, 42, 19-29.
- Simich-Dudgeon, C. (1998). Classroom strategies for encouraging collaborative discussion. *Directions in Language and Education*, 12, 1–14.
- Walqui van Lier, A. (2003). *A Conceptual Framework for Scaffolding Instruction for English Learners*. San Francisco, WestEd.