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# NWESD ELL Cooperative Teacher Training #3

May 1st, 2019  
Sarah Southard & Clint Weckerly  
NWESD 189

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Please sign in & grab a name tag!



# Training Three | Scaffolds for Language Learners

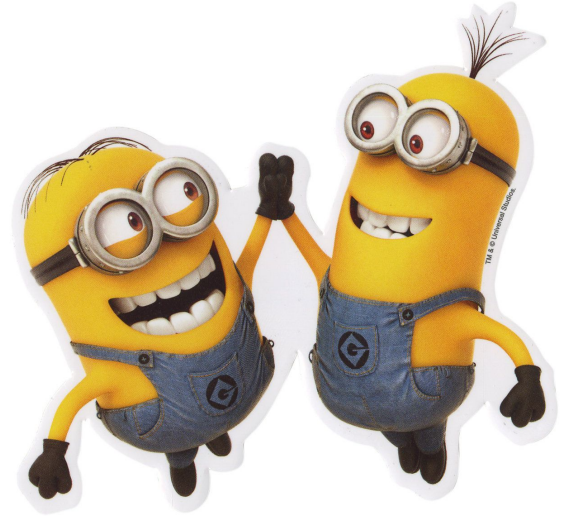
Tuesday, May 1, 2018

Enhancing our understanding of:

- Language is a continual development process. While English is being developed, deep understanding can be built with the appropriate scaffolds.
- How to use scaffolds to support students in developing and using academic language in reading, writing, listening and speaking
- Humans are social beings who seek out patterns to construct meaning  
→ and we integrate meaning through interaction & reflection

# Next Steps for Engaging Students

- What did you try out with your students?
- How did it go?
- If you did not complete a next step, think about a time in your day where it could have fit, or what was a successful strategy you used?



6:00

# Agenda:

- Welcome & Introductions
- Academic Vocabulary
- Break
- Academic Vocabulary-Digging Deeper
- Lunch
- Academic Language
- Break
- Academic Language-Digging Deeper
- Reflection



# Learning Targets

- ❖ I will know the meaning of scaffolding and when to use it to support my students' development of academic language
- ❖ I understand how using scaffolds helps me design meaningful instruction in a variety of content areas
- ❖ I understand when, why, and how to use visual, oral, written, and sensory scaffolds in my classroom.

# Activator - Reaching for the Edges

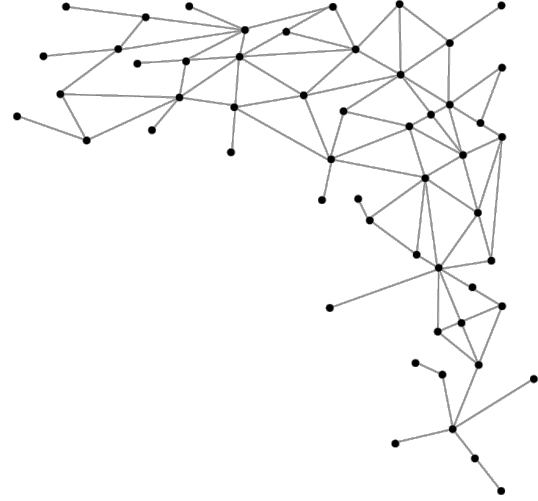


# & Connections to Our Work

- Take a moment to note:

How does the notion of "reaching for the edges" fit into the story of what led you to become a teacher?

→ ...and how does it continue to inspire you now?





Word knowledge is much more than word identification or definitional knowledge.

"It takes more than definitional knowledge to know a word, and we have to know words in order to identify them in multiple reading and listening contexts and use them in our speaking and writing." (Allen, 1999)

EL Students Need:

Explicit vocabulary instruction  
and  
Structured verbal engagement



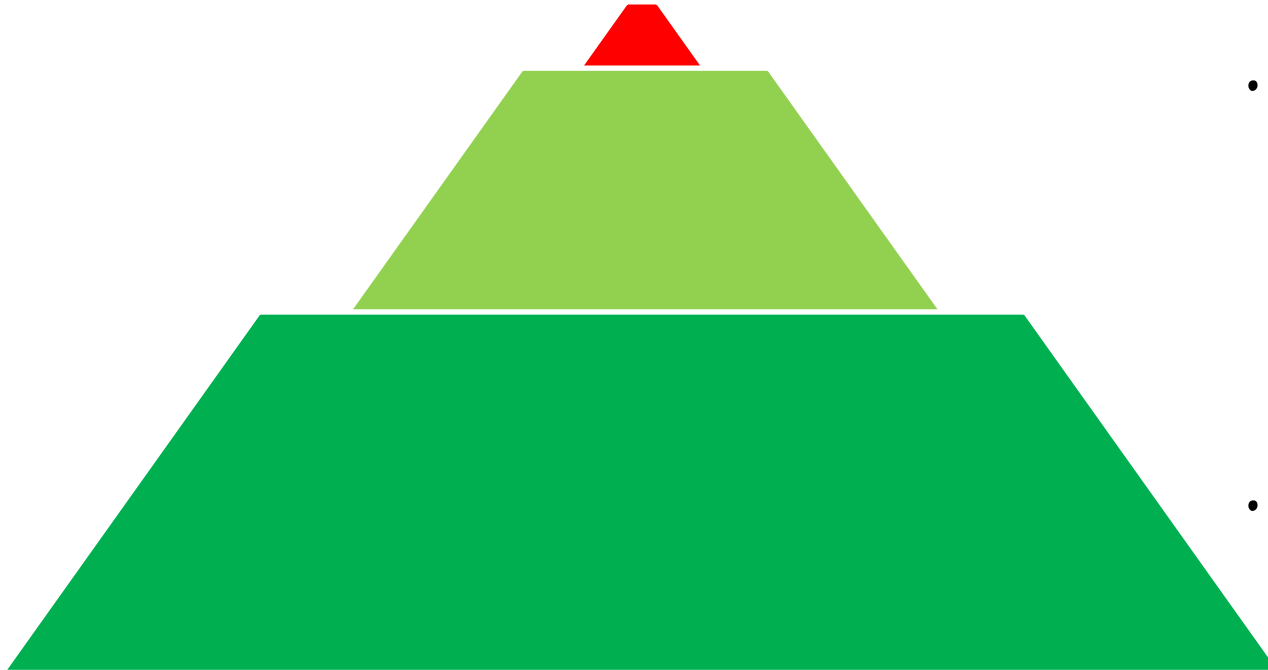
Arreaga-Mayer & Perdomo - Rivera, 1996

## What We Know:

Vocabulary knowledge is the single greatest contributor to reading comprehension and thus a strong predictor of overall academic achievement.

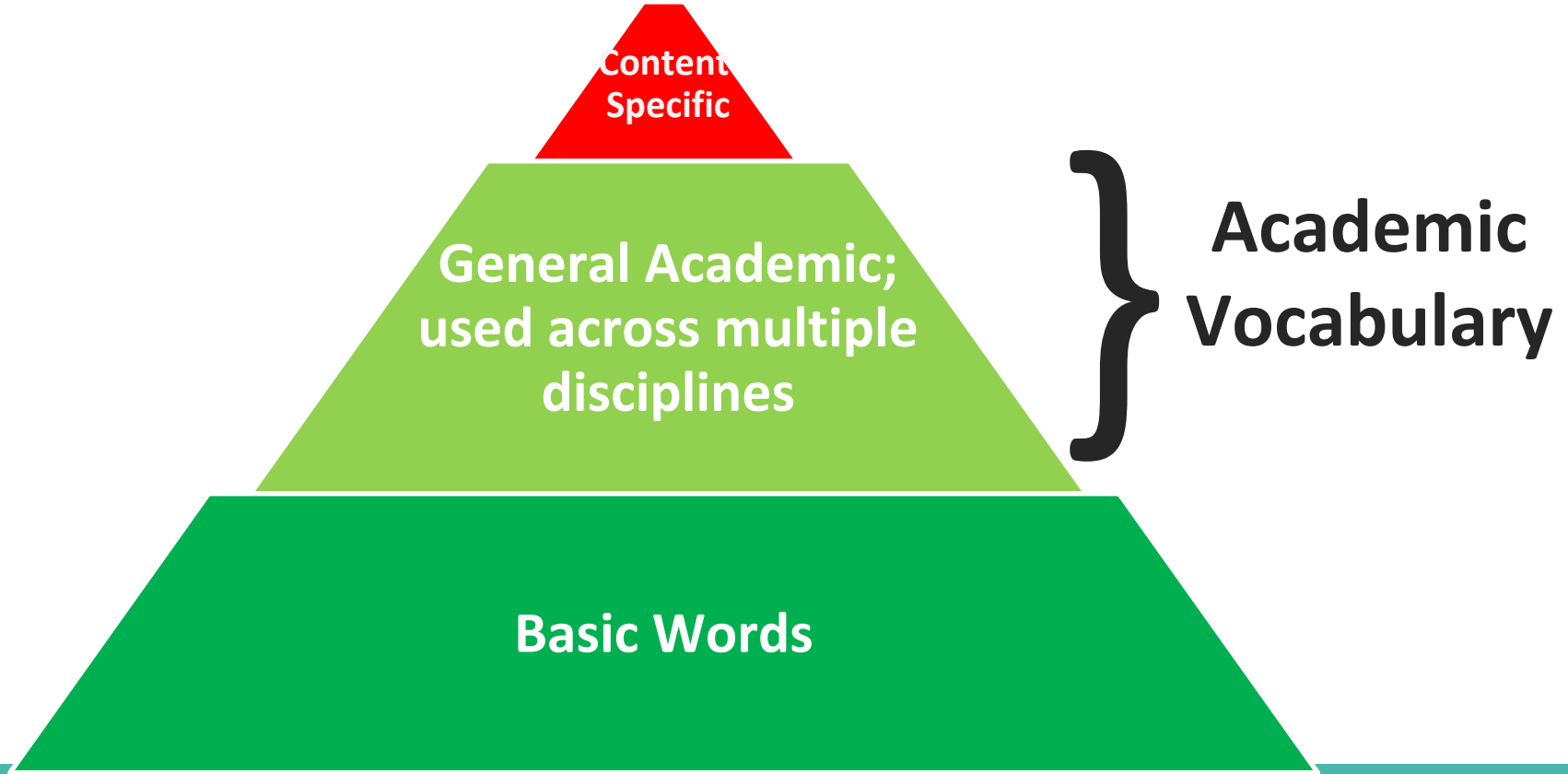
--Kate Kinsella, Isabel Beck, Robert Marzano, Doug Fisher, et. al.

# Word Frequency Distribution



- 310 words make up about 50% of words in text.
- We often find ourselves teaching the rare words that only occur in 10% of text!
- The trick is to teach the middle of the pyramid.

# Isabel Beck's 3 Tiers



# Activity: Tiered Vocabulary

- ❑ Place the tiered vocab cut-outs on your table into three columns: Tier 1, Tier II & Tier III
- ❑ As a group, discuss the rationale behind your placements
- ❑ Feel free to use the sentence frames provided to support your academic conversations

10 minute  
timer

10:00

# Questions to help identify Tier 2 Words

- **Importance and utility:** Is it a word that students are likely to meet often in the world?
- **Instructional potential:** How does the word relate to other words, to ideas that students know or have been learning?
- They provide opportunities for **word study**



# Academic Vocabulary- How do you support it?

Give one and get one- 4 boxes for them to fill out from their travels and sharing with others.



**5:00**

# How will you support initial exposure?

- Coming across words in context
- Model a Think-Aloud
- Repeated Read-Through
- Students' annotations



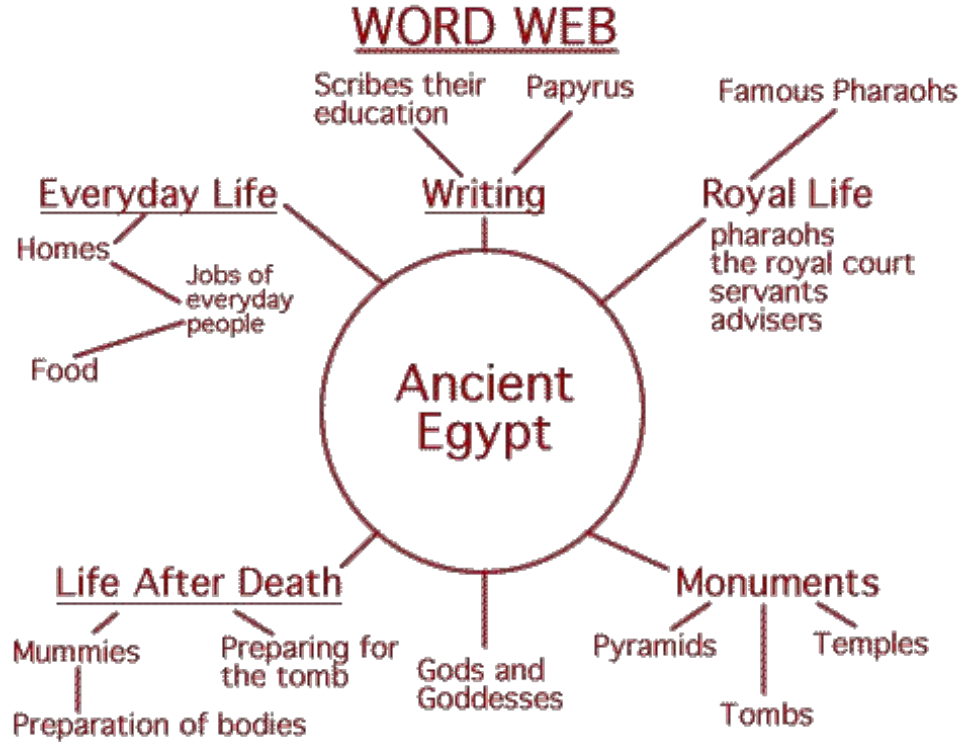
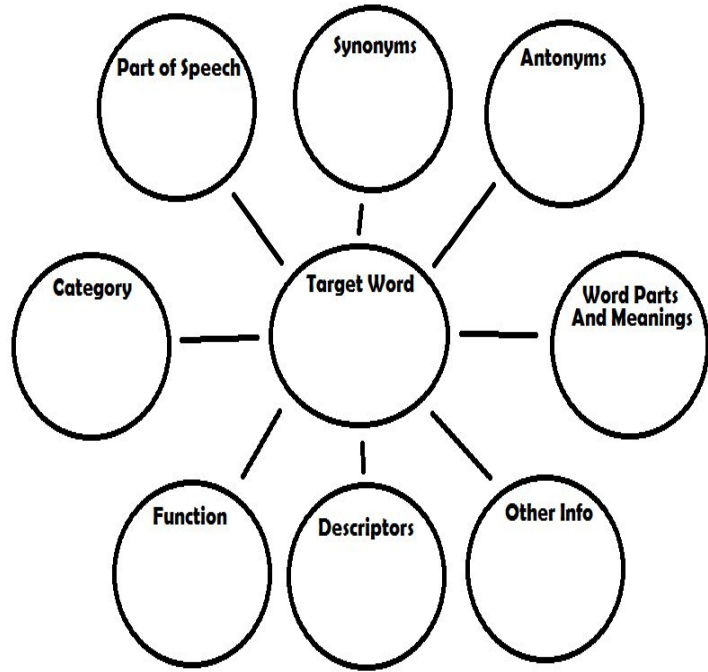
# Expanded Exposure

- CCD (Cognitive Content Dictionary)
- Word Web
- Paint Chips
- Frayer Model

# CCD-

New word	How many think they know the word?	Home language/cognates/related words/word work	Prediction	Formal meaning	Sketch	Oral Sentence ✓ if groups use in sentence
			ans p			

# Word Web



# Paint Chips



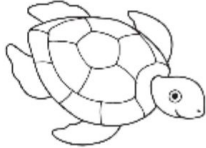
# Frayer Model

<b>Definition</b> (In your own words)  A simple, closed, plane figure made up of three or more line segments	<b>Facts/Characteristics</b> <ul style="list-style-type: none"><li>• Closed</li><li>• Simple (curve does not intersect itself)</li><li>• Plane figure (2D)</li></ul>
<b>Examples</b> <ul style="list-style-type: none"><li>• Rectangle</li><li>• Triangle</li><li>• Pentagon</li><li>• Trapezoid</li><li>• Hexagon</li></ul>	<b>Nonexamples</b> <ul style="list-style-type: none"><li>• Circle</li><li>• Cone</li><li>• Arrow (ray)</li><li>• Cube</li><li>• Letter A</li></ul>

**Polygon**

<b>My Definition</b>  <i>A reptilian animal with a hard shell on its back</i>	<b>Characteristics/Facts</b> <ul style="list-style-type: none"><li>• <i>Can pull its head and legs back inside its shell</i></li><li>• <i>Can live a long time</i></li><li>• <i>Is cold-blooded</i></li></ul>
<b>Examples</b> <ul style="list-style-type: none"><li>• <i>Myrtle at the Aquarium</i></li><li>• <i>Snapping Turtle</i></li><li>• <i>Sea Turtle</i></li></ul>	<b>Non-Examples</b> <ul style="list-style-type: none"><li>• <i>Lizard</i></li><li>• <i>Snake</i></li><li>• <i>Alligator</i></li><li>• <i>Fish</i></li></ul>

**Turtle**





# Resource Review

- Look through the resources we've handed out this morning
- Choose TWO activities that you're interested in trying in your classroom and develop the materials you'll need.
- Share your ideas and resources with a partner

## Create a Category

Focus: categorization

Object: create as many different categories as possible based on a list of terms and phrases

For upper elementary through high school, all content areas

Preparation: Create 4-8 lists of 15-20 words

Play: in teams or individually

Task: Teacher shows the word list, and students categorize 3+ terms in as many ways as possible.

Points can be given based on the number of categories generated.

Tip: nouns generally work best, but you can make lists with just verbs or adjectives.

## Name That Category

Focus: categorization

Modeled after "\$100,000 Pyramid" TV show

Helps students focus on attributes of concepts by looking for commonalities.

Preparation: Game board with identified categories of increasing difficulty in each cell. Hide the category names.

Play: Students work in pairs or small groups. Only one "clue giver" from each team can see the game board. Uncover the first cell and clue giver lists words that fit that category. When the teams correctly identify the category name, move on to the next category until one team guesses all of them. The first team done is the winner. Teams receive the points they earned up to that time.

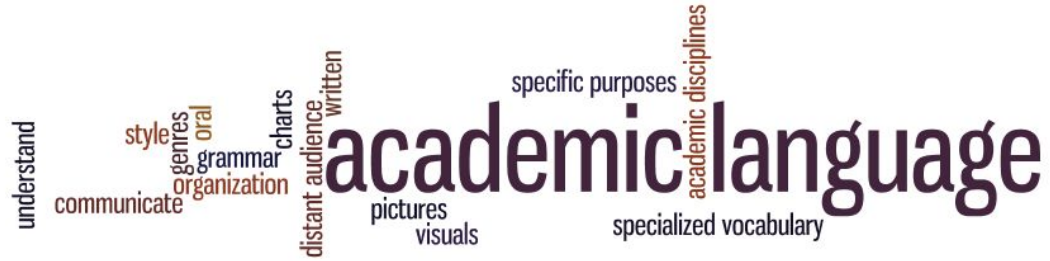


# Academic Language

What is it?

How will you support it?

What will you do in your classroom?



# What are we really talking about when we say academic language?

What do you notice in terms of....:

1. Conceptual understanding
2. Engagement in inquiry & argument
3. Ability to use multiple registers, as appropriate, for communication in all language domains

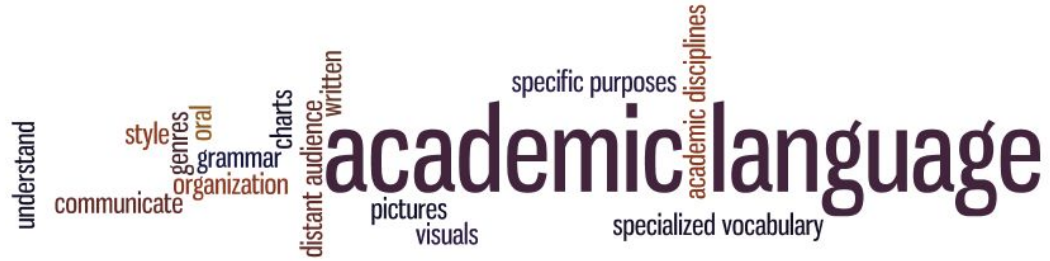


# Academic Language

What is it?

How will you support it?

What will you do in your classroom?



# What Strategies Would you Use?

10 minute  
timer

10:00

1. Based on what you just saw, where would you place them in the ELP standards?
2. What supports or scaffolds do you think were used or would you use to move them to the next level of **academic language**?

LUNCH



# What Strategies Do you Use?

2

- Individually, write the way(s) that you currently teach or focus on academic language. One strategy per sticky. (2 minutes)
- Each person shares their strategies with table team members. (Look for new or recurring ideas!) (5 minutes)
- Each group shares the themes or recurring ideas they found. (3 minutes)

5 minute  
timer

5:00

# Is My Teaching Aligned to CCSS?

In table teams, look at each sticky note and decide as a group which Common Core Standards (Speaking & Listening) the strategy fits. Choose a runner to place the sticky on the appropriate poster.



REFLECTION:

Are there any gaps? Are our current practices reaching the level of the CCSS?

# How do we support for CCSS?

What did she do to get them to talk like that????

<https://www.mydigitalchalkboard.org/portal/default/Content/Viewer/Content?action=2&scld=506599&scild=15616>



# Academic Language- How will you support it?

- What will you do in your classroom?
- What support can you get from your EL Specialist now, and in the future?

Sentence Frames

Graphic Organizers

Word Banks

Discussion Stems

Processing Words

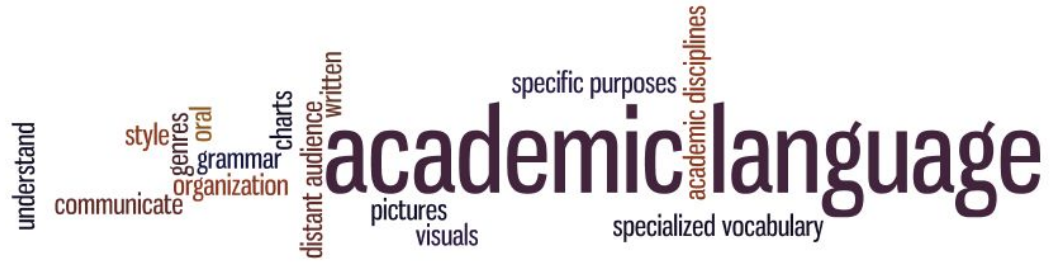
What else can you add?

# Academic Language

What is it?

How will you support it?

What will you do in your classroom?



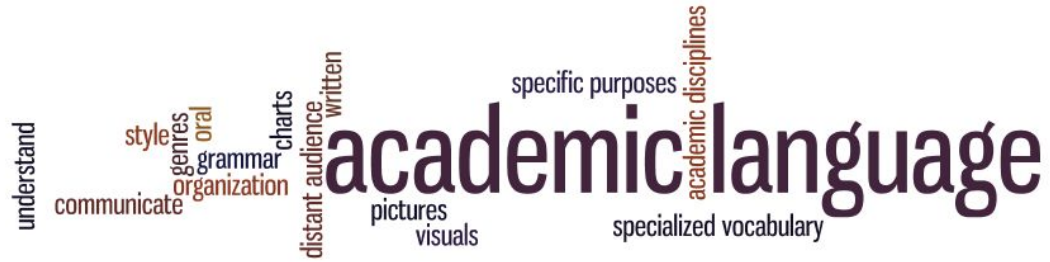
*Break*  
**TIME**

# Scaffolds

What are they?

When and how to make best use of them?

What will you do in your classroom?



# Four Corners Debate | Preparation

15 minute timer

15:00

Try a 4 corner debate about 4 strategies for scaffolding instruction for ELs.

1. Go to the corner with the corresponding number on your name tag.
2. Use the artifact box provided
3. Divide and read the articles with the lens of the strategy you will be presenting.
4. Use the green template provided to make a claim and back it up with evidence.
5. Create a poster with the main points for your presentation.
6. Figure out how to make sure that every person can participate in the debate.

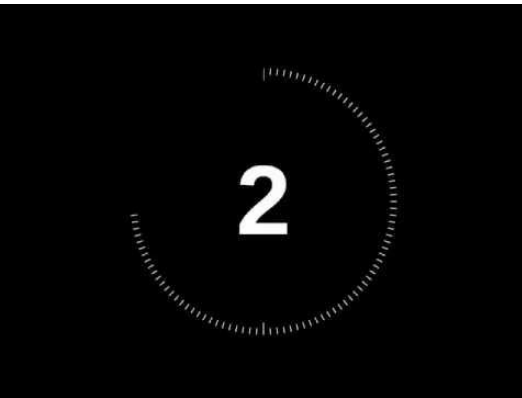
# Four Corners DEBATE

- Presentation on your strategy (2 minutes per team)
- Take notes on your template while teams share.
- Regroup with your team to prepare for **rebuttals** and **closing** based on what other teams shared. (5 minutes)



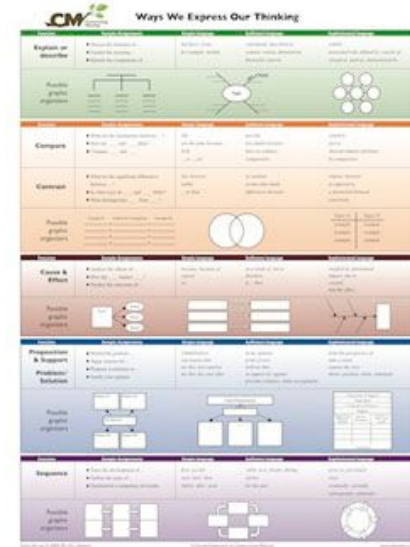
# Academic Language Video Reflection

- What scaffolds do you see incorporated?
- What else could you add?



# Scaffolds for Student Discourse

- Frayer Model
- Ways We Express Our Thinking
- Discussion Cards- EL Achieve
- Sentence Frames
- Sentence Stems



Sentence Stems	
• My question: _____	(Question)
• Today I (or we) want to find out _____	(Problem)
• I think _____ will happen because _____	(Prediction)
• I noticed (or observed) _____	(Observation)
• Today I learned _____	(Conclusion)
• I wonder _____	(Reflection)
• Questions I have now are _____	(Next Steps/New Questions)

**Support your Thinking**

- The article / author states that \_\_\_\_\_
- \_\_\_\_\_ is / was an example of \_\_\_\_\_.
- \_\_\_\_\_ is / was one reason for \_\_\_\_\_.
- The text / information suggests / proves / shows that \_\_\_\_\_.
- According to the author / text / data, it is clear that \_\_\_\_\_.
- \_\_\_\_\_ is evidence that / proof of \_\_\_\_\_.
- \_\_\_\_\_ validates / confirms / reinforces \_\_\_\_\_.
- ◆ A close reading of \_\_\_\_\_ suggests / clarifies / reveals \_\_\_\_\_.
- ◆ Based on the data / information from \_\_\_\_\_ we can assume that \_\_\_\_\_.
- ◆ From \_\_\_\_\_ and \_\_\_\_\_, we can infer that \_\_\_\_\_.

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SECONDARY

# Individually or with a partner

- Create some scaffolds that your students could use for academic conversations in your current unit:
  - Sentence frames/sentence starters
  - Graphic organizers
  - Co-created posters

Prompts for discussions

09:57



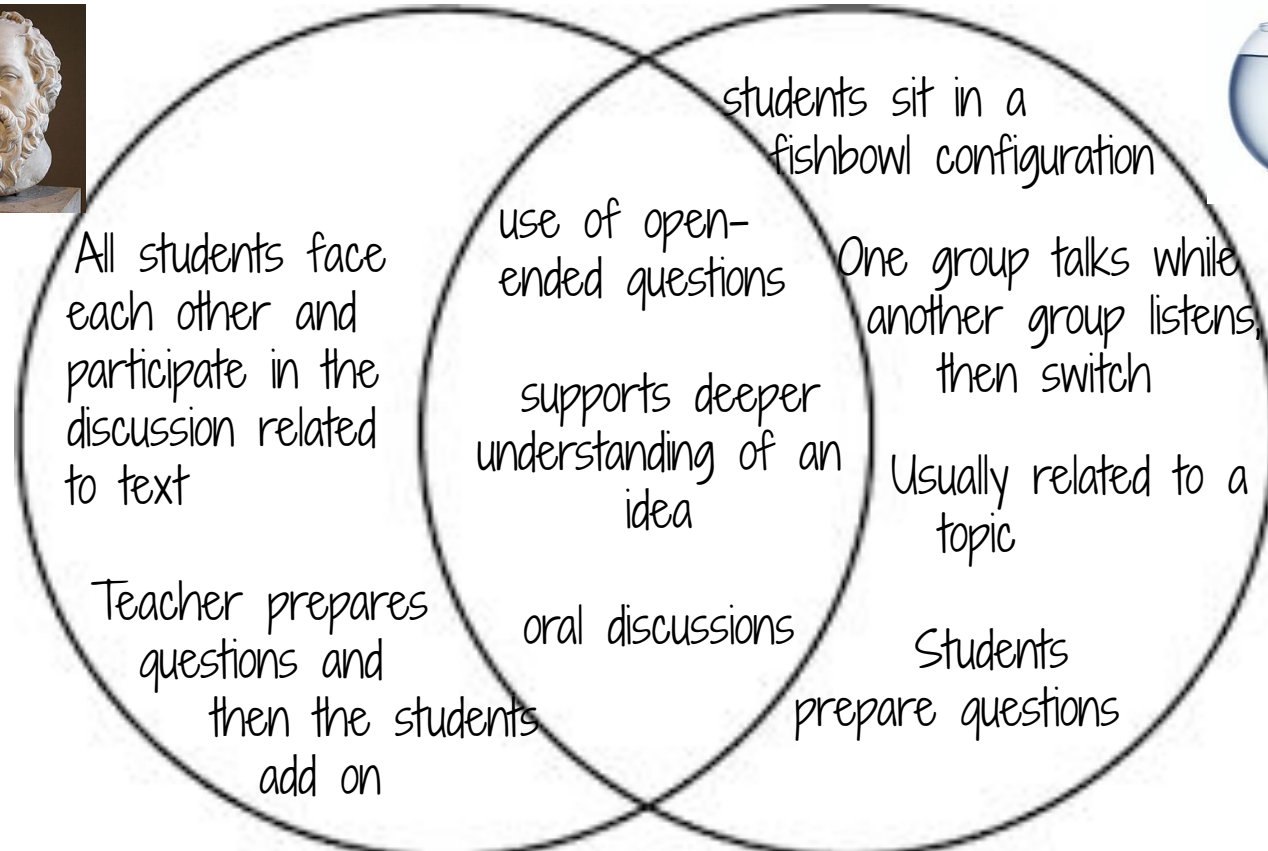
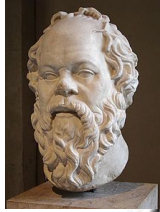
# Socratic Seminar

The **Socratic seminar** is a **formal discussion**, based on a text, in which the leader asks **open-ended** questions. Within the context of the discussion, students **listen** closely to the comments of others, thinking **critically** for themselves, and **articulate** their own thoughts and their responses to the thoughts of others.

"to facilitate a deeper understanding of the ideas and values in the text through shared discussion."



# Socratic Seminar vs. Fishbowl



# Socratic Seminar

## Before the Seminar

- Teacher introduces purpose
- Students read the text
- Review norms



## During the Seminar

- Teacher is seated at the level of the students
- Teacher poses the key/or first question.
- Participants relate their statements to particular passages, clarify, and elaborate (sentence stems)
- Use Talking Legos or chips for equal voice
- Summarize the main points if needed

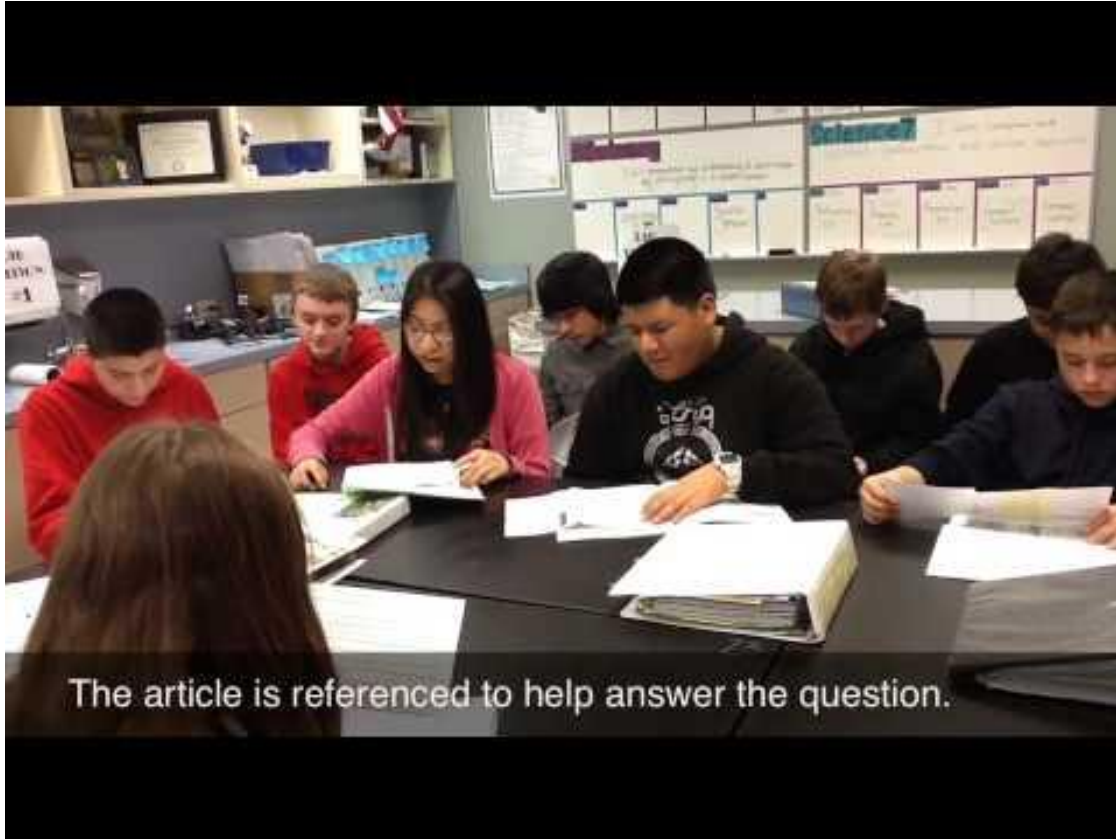


# Socratic Seminar

- Break up into 4 groups
- Decide roles (timekeeper, teacher)
- Create your environment
- Read the article, **"Ten Books I Wish My White Teacher Had Read."**
- Use the questions and sentence frames to support your discussion.
- Use Talking Legos if desired

- How do the ideas in the text relate to our lives?
- What do they mean for us personally?
- Why is this material important?
- Do you agree with the author? Why or why not.
- What is the main idea or underlying value in the text?
- What is the author's purpose or perspective?
- What is the most important word, sentence or paragraph?

# Academic Language-Socratic Seminar



The article is referenced to help answer the question.

# Final Reflection

- ❑ Fill out the Reflection sheet for today.

THANK YOU FOR YOUR TIME,  
ATTENTION, and AMAZING  
WORK WITH STUDENTS!

