

EngageNY ELA Resources for English Language Learners/Multilingual Learners: Overview

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Overview

Specialists at the Center for English Language Learners at the American Institutes for Research (AIR) have developed routines and scaffolds for English Language Learners (ELLs)/ Multilingual Learners (MLLs) who are using English language arts lessons developed by Core Knowledge, Expeditionary Learning and Public Consulting Group for EngageNY. Additionally, AIR specialists have developed two units from the ground--Expeditionary Learning Units: Grade 7: Module 4a: Unit 1--This Is Your Brain Plugged In and Module 4b: Unit 1--Water is Life.

Although all students will need support at the word, sentence, and text levels to meet the New York State Next Generation English Language Arts Learning Standards, ELLs/MLLs will benefit from additional support because they are simultaneously learning language and content in a new language (National Academies of Sciences, 2017).

Attaining Core Competencies for English Language Learners (ACCELL)

The routines and scaffolds used to support ELLs/MLLs in these lessons come from the ACCELL model, a model developed by AIR specialists to support ELLs/MLLs learning core content in English. The routines include Introducing the Lesson, Building Background Knowledge, Supporting Vocabulary Development, Developing Code-Related Skills, Enhancing Comprehension, and Strengthening Written Expression. Scaffolds are integrated throughout the routines.

Introducing the Lesson

By posting and reviewing standards, teachers make students aware of the knowledge and standards-based skills they are expected to master during a lesson. The lessons are designed to support ELLs/MLLs in meeting the New York State Next Generation English Language Arts Learning Standards. Scaffolds for ELLs/MLLs used during lesson introductions include comprehensible objectives that mirror the language of the standards and glossaries for challenging vocabulary associated with the standards.

Additionally, to prepare students for the upcoming lessons, students are asked to infer what the text is about from the book, chapter, or section title. Scaffolds include defining target words in the title that might be challenging for ELLs/MLLs and using visuals associated with the title if available.

Building Background Knowledge¹

Before reading the anchor text, students may benefit from learning about topics in the text that most U.S. students know about but they do not (e.g., U.S. culture and history). The background information teachers provide should be applicable to the specific text being studied, rather than general information related to the text. The background information should not summarize the text, nor eliminate the need for a close reading of the text. There are a variety of methods that are

¹ Note that the components of the ACCELL model—Developing Background Knowledge and Supporting Vocabulary Development have been more fully explained and modeled in companion resources with the same name.

used in these lessons to develop background knowledge including brief informational passages; short video clips; and other types of visuals such as pictures, photos, maps, timelines, tables, and graphic organizers. Scaffolds for ELLs/MLLs include glossaries for challenging words and phrases and sentence frames and starters to help ELLs/MLLs at lower levels of proficiency understand and answer questions about the background materials.

Supporting Vocabulary Development

Throughout the lessons there are many opportunities for ELLs/MLLs to learn vocabulary and acquire word-learning strategies. Words and phrases are selected for instruction based on three criteria: 1) importance for understanding the text; 2) frequency in texts across content areas; and 3) importance for acquiring the skills indexed by the English language arts standards (e.g., learning about figurative language).

Scaffolds for ELLs/MLLs include comprehensible definitions for target words, examples familiar to students that illustrate word meanings, visuals to make word meanings clear, home language definitions for target words, opportunities for partner talk to give students practice using words, and reinforcement through engaging activities like dramatization. A word-learning strategy particularly beneficial for ELLs/MLLs whose home language shares cognates with English is to draw on home language knowledge to understand words in English text that are cognates.

Developing Code-Related Skills

Scaffolds to support ELLs/MLLs in their development of code-related skills such as decoding and word reading include additional modeling of phonemic awareness and phonics routines, defining words in context and using gestures and visuals to help reinforce word meanings, and providing opportunities for additional practice in making sounds not present in their home language.

Enhancing Comprehension

Developing background knowledge, vocabulary, and code-related skills supports reading comprehension. Scaffolds to enhance comprehension include chunking text into smaller segments and engaging students in multiple readings of each segment of the text, each for a different purpose. During the first reading, teachers read the text aloud to model fluent reading while students listen and follow and/or read along. During this first reading, teachers define challenging words and phrases. In a second reading, students work in pairs to respond to supplementary questions inserted in the text, which are intended to help students uncover the meaning of the text and answer the guiding question(s). All questions are standards aligned. In a third optional reading, students are given opportunities to annotate the text, identifying words that they still do not understand and/or parts of the text that they still find challenging. Following this annotation, the teacher engages students in a discussion so they can help each other figure out word meanings and clarify challenging sections of the text.

Strengthening Written Expression

Scaffolding techniques prior to writing include providing ELLs/MLLs with opportunities to generate ideas and organize their thoughts using graphic organizers aligned with the genre they are writing in. Students are given opportunities to discuss their ideas (in their home language or in English) with a partner before they begin writing. Students are given models to review that illustrate how to write in particular genres. ELLs/MLLs with entering, emerging, and transitioning levels of proficiency can be given access to genre-aligned graphic organizers and sentence starters or sentence frames to help them write. Teachers help ELLs/MLLs edit their writing to improve both craft and structure.

Instructional Resources

The objectives in the lessons that appear in the instructional resources that follow are aligned with the New York State Next Generation English Language Arts Learning Standards. The techniques used in the lessons are research based (Baker et al., 2014; National Academies of Science, Engineering, and Medicine, 2017) and meet criteria specified in the Evaluating Quality Instructional Programs (EQuIP) rubric. As is consistent with the criteria set by EQuIP, the prototyped lessons are aligned to the depth of the standards, address key shifts in the standards, are responsive to ELL/MLL learning needs, and regularly assess whether students are developing standards-based skills.

There are two themes that cut across all the instructional resources. The first is the importance of capitalizing on ELLs'/MLLs' home language knowledge and skills. Scaffolds that help students draw on home language knowledge and skills include glossaries with home language translations; theme-related reading in students' home language, including reading of anchor texts; questions and activities that help ELLs/MLLs make connections between their home languages and culture and English; bilingual homework activities; and routines that pair ELLs/MLLs who are at emerging levels of language proficiency with bilingual partners so that discussions can occur in students' home language and in English. The second theme is the importance of differentiating instruction based on ELLs'/MLLs' language proficiency levels. For example, ELLs/MLLs at the entering and emerging levels of proficiency have access to sentence frames and word banks to help them respond to text-dependent questions posed throughout the lessons, while ELLs/MLLs at the transitioning levels of proficiency may have access to sentence starters. The intent is that scaffolds are gradually reduced as students become more proficient in English.

Inventory of Materials

The instructional resources support ELLs/MLLs using Core Knowledge materials in Grades K-2, as well as Expeditionary Learning and Public Consulting Group materials used in Grades 3-10. As noted previously there are two units developed from the ground up that demonstrate how to scaffold grade level content for ELLs/MLLs.

Scaffolding Instruction for ELLs/MLLs, Grades K-2

Materials to support teachers in scaffolding instruction for ELLs/MLLs in Grades K-2 include an introduction and exemplar lessons. *Lesson Exemplars for ELLs/MLLs in Grades K-2: Introduction.* An introduction explains the techniques used to support ELLs/MLLs in understanding and communicating about text read aloud and in mastering foundational skills and routines.

Lesson Exemplars. The lesson exemplars demonstrate ways to support ELLs/MLLs in understanding and communicating about text read aloud. ELL/MLL supports have been added to three parts of the *Tell It Again! Read Aloud Anthologies*—Core Vocabulary, Presenting the Read Aloud, and Discussing the Read Aloud. Vocabulary supports include clarifying the meanings of definitions that may prove challenging to ELLs/MLLs and providing comprehensible examples. Presenting the Read Aloud supports include defining challenging words in context and asking additional questions about the text as it is read. To support students in Discussing the Read Aloud, text relevant to answering the questions has been inserted in front of questions to help students come up with their answers

Skills and Routines. These routines include the most prominent skills routines introduced by Core Knowledge in kindergarten and first grade, but they also appear in second grade. The scaffolding methods include teachers defining target words in context, teachers modeling routines before students try them, students repeating target words and phrases, teachers providing pictures to accompany the target words, and teachers using gestures and visuals to help reinforce word meanings.

Scaffolding Instruction for ELLs/MLLs in Grades 3-9

Materials to support teachers in scaffolding instruction for ELLs/MLLs include an introduction and exemplar lessons.

Lesson Exemplars for ELLs/MLLs in Grades 3-9: Introduction. An introduction explains the techniques used to scaffold instruction for ELLs/MLLs in Grades 3-9.

Lesson Exemplars. The lessons exemplars demonstrate ways to support ELLs/MLLs in listening and reading for understanding and speaking and writing to sources. Several of the lessons include pre- and post-assessments that measure ELLs'/MLLs' vocabulary and comprehension of the anchor texts and ELLs'/MLLs' ability to write to sources.

Building Background Knowledge and Supporting Vocabulary Development in ELLs/MLLs

The resources to build background and vocabulary in ELLs/MLLs focus on Grades 3-9 and include an introduction and background and vocabulary exemplars to accompany Expeditionary Learning and Public Consulting Group lessons.

Building Background Knowledge and Supporting Vocabulary Development in ELLs/MLLs: Introduction. An introduction explains the techniques used to build background and vocabulary in ELLs/MLLs.

Building Background Knowledge and Supporting Vocabulary Development: Exemplars.

Background exemplars consist of text, visuals, or multimedia to prepare students for close reading of anchor text. Vocabulary exemplars consist of glossaries to support ELLs'/MLLs' reading of anchor texts and writing about these texts. Words were selected for glossaries based on their importance for understanding the text and/or frequency across texts. For each vocabulary word or phrase in the glossary, there is a Spanish translation, a comprehensible definition for the word or phrase, and a sample sentence. For words that are most frequent in English, there is a number to indicate how frequent the words are. For example, A 'Q1' indicates the word forms are among the 1,000 most frequent word forms in English texts in Grades K-14 (the 100 most frequent words are excluded from this count). A 'Q2' indicates the word forms that are among the next 1,000 most frequent, etc.

Samplers of Scaffolded Lessons across Grade Spans*Samplers of Lesson Exemplars for English Language Learners/Multilingual Learners:*

Introduction. The introduction to the samplers describes the content of the two samplers, explains the model used to scaffold the lessons for English Language Learners/Multilingual Language Learners in the samplers, and provides information on the conventions used to scaffold the lessons. The purpose of the samplers is to showcase lesson exemplars across the grade levels.

English Language Arts Lesson Exemplars for English Language Learners/Multilingual

Learners: Sampler 1. This sampler brings together lessons across the grade levels that have been scaffolded for ELLs/MLLs. The lessons add scaffolding to existing Core Knowledge, Expeditionary Learning, and Public Consulting Group lesson components that require them and add new components to the lessons if necessary to provide sufficient support for ELLs/MLLs. The lessons include instructions for teachers and activities for students and differentiated supports for ELLs/MLLs at the emerging, entering, transitional, expanding, and commanding levels of proficiency.

English Language Arts Lesson Exemplars for English Language Learners/Multilingual

Learners: Sampler 2. This is a companion to Sampler 1 and includes four additional scaffolded lessons.

Units

Overview of Units. There are two units developed from the ground up aligned with Expeditionary Learning Units: Grade 7: Module 4a: Unit 1–This Is Your Brain Plugged In and Module 4b: Unit 1–Water is Life. The overview introduces the units and describes the organization and components of the two units.

Expeditionary Learning Unit: Grade 7: Module 4a: Unit 1–This Is Your Brain Plugged In

<https://www.engageny.org/resource/grade-7-ela-module-4a-unit-1-lesson-1>

Expeditionary Learning Unit: Grade 7: Module 4b: Unit 1–Water is Life

<https://www.engageny.org/resource/grade-7-ela-module-4b-unit-1-lesson-1>

PowerPoints

There are three PowerPoints and printable handouts associated with each.

Developing Vocabulary in ELLs/MLLs. It provides information related to the techniques used for supporting vocabulary development in ELLs/MLLs, demonstrates the use of the techniques through examples, and provides participants with opportunities to try out the methods.

Developing Background in ELLs/MLLs. It provides information related to the techniques used for developing background knowledge in ELLs/MLLs, demonstrates the use of the techniques through examples, and provides participants with opportunities to try out the methods.

Scaffolding Instruction for ELLs/MLLs to Support Close Reading. It provides background information related to the scaffolds that have been added to Core Knowledge, Expeditionary Learning, and Public Consulting Group lessons; demonstrates the use of the scaffolds through examples; and gives participants opportunities to create their own scaffolds.

References

Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., & Newman-Gonchar, R. (2014). *Teaching academic content and literacy to English learners in elementary and middle school* (NCEE 2014-4012). Washington, DC: U.S. Department of Education, Institute for Education Sciences, National Center for Education Evaluation and Regional Assistance.

National Academies of Sciences, Engineering, and Medicine. (2017). *Promoting the educational success of children and youth learning English: Promising futures*. Washington, DC: The National Academies Press.

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