A Cultural-Linguistic Response to Intervention

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Division of Specialized Instruction & Student Support
The Essential Question...

• What are the best practices for the instruction of at risk ELL students?

• What are the Tier 1 practices most appropriate for at risk ELLs?

• What strategies and steps can be used to monitor progress during the Tier 1 intervention period?
Community Agreements:
Be mindful of your engagement
Be generous with your participation
Be willing to learn something new
Be polite with your technology
Be happy- we get to talk to adults today!

Agenda:
BLUEPRINT FOR IMPROVED RESULTS FOR STUDENTS WITH DISABILITIES

Office of Special Education

- Students engage in self-advocacy and are involved in determining their own educational goals and plan.
- Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.
- Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.
- Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.
- Schools provide multi-tiered systems of behavioral and academic support.
- Schools provide high-quality inclusive programs and activities.
- Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.
Blueprint for English Language Learner (ELL) Success

1. All teachers are teachers of English Language Learners and need to plan accordingly.
2. All school boards and district/school leaders are responsible for ensuring that the academic, linguistic, social, and emotional needs of ELLs are addressed.
3. Districts and schools engage all English Language Learners in instruction that is grade-appropriate, academically rigorous, and aligned with the New York State Prekindergarten Foundation for the Common Core and P-12 Common Core Learning Standards.
4. Districts and schools recognize that bilingualism and biliteracy are assets and provide opportunities for all students to earn a Seal of Biliteracy upon obtaining a high school diploma.
5. Districts and schools value all parents and families of ELLs as partners in education and effectively involve them in the education of their children.
6. District and school communities leverage the expertise of Bilingual, ESOL, and Languages Other Than English (LOTE) teachers and support personnel while increasing their professional capacities.
7. Districts and school communities leverage ELLs’ home languages, cultural assets, and prior knowledge.
8. Districts and schools use diagnostic tools and formative assessment practices in order to measure ELLs’ content knowledge as well as new and home language development to inform instruction.
Vasquez

patronymic from the personal name Vasco, reduced form of Spanish Velásquez  Spanish : from the personal name Velasco, Belasco, formed with Basque bel- ‘raven’ + the diminutive suffix -sco. Spanish : in some cases possibly a habitational name from any of various places in Logroño, Soria, and Seville provinces named Velasco.

In groups of 4, share with each other...

• What is your full name and what does it mean?
• Why did your parents choose this name for you?
• Are there traditions around the naming of children in your culture?
• How do you feel about your name?
What is Culture?
Culture is the values, ideas, attitudes, behaviors and relationships that give meaning, security and identity to a group of people.

It shapes how we view the world and governs how we behave in life.
The Iceberg Concept of Culture
Like an iceberg, the majority of culture is below the surface.

**Surface Culture**
Above sea level
Emotional load: relatively low
- food
- dress
- music
- visual arts
- drama
- crafts
- dance
- literature
- language
- celebrations
- games

**Deep Culture**
- Unspoken Rules
  - Partially below sea level
  - Emotional load: very high
  - courtesy
  - contextual conversational patterns
  - concept of time
  - personal space
  - rules of conduct
  - facial expressions
  - nonverbal communication
  - body language
  - touching
  - eye contact
  - patterns of handling emotions
  - notions of modesty
  - concept of beauty
  - courtship practices
  - relationships to animals
  - notions of leadership
  - tempo of work
  - concepts of food
  - ideals of childrearing
  - theory of disease
  - social interaction rate
  - nature of friendships
  - tone of voice
  - attitudes toward elders
  - concept of cleanliness
  - notions of adolescence
  - patterns of group decision-making
  - definition of insanity
  - preference for competition or cooperation
  - tolerance of physical pain
  - concept of “self”
  - concept of past and future
  - definition of obscenity
  - attitudes toward dependents
  - problem-solving
  - roles in relation to age, sex, class, occupation, kinship, and so forth

- Unconscious Rules
  - Completely below sea level
  - Emotional load: intense
Conflicts of Culture?

Ways of Knowing and Learning
Ways of Solving Problems or Dealing with Conflict
Ways of Communicating: Nonverbally, Symbolically
Family Hierarchy and Gender Roles
Religion, Ethics & Values
Education, Work and Achievement
What is the Socio-cultural Context?

Children are enculturated, or socialized, into the beliefs, values, and behaviors or a particular culture by that culture’s elders- parents, or other significant adults, or community leaders… They learn particular ways of thinking about the world and others through this process of enculturation. In order for learning to take place, it must tap into the knowledge children gain through social and cultural experiences for acquiring new knowledge… (Hickman & Pollard-Durodula, 2009)
<table>
<thead>
<tr>
<th>I. Teacher has a Cultural Awareness</th>
<th>II. Culturally Responsive Environment</th>
<th>III. Culturally Responsive Lessons</th>
<th>IV. Making Connections to Students’ Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Self reflects</td>
<td>o Print rich environments that</td>
<td>o Teachers respond to the culture</td>
<td>o Acknowledgement of students’ cultural</td>
</tr>
<tr>
<td>o Exhibits tolerance</td>
<td>include labels/words representative of cultures and languages</td>
<td>of their classrooms</td>
<td>backgrounds,</td>
</tr>
<tr>
<td>o Gives questionnaires and interest surveys to learn about students</td>
<td>o Evidence of family connection</td>
<td>o Making connections to students’ real lives</td>
<td>o Evidence of respect for cultural values, differences, cultural norms, beliefs, etc.</td>
</tr>
<tr>
<td>o Awareness of own biases and prejudices</td>
<td>o Utilization of cultural artifacts and symbols</td>
<td>o Lack of stereotypes (how people live, behave, etc)</td>
<td>o Acceptance of cultural standards, aesthetics (questioning), etc.</td>
</tr>
<tr>
<td>o Researches the different cultures and backgrounds of the students they teach</td>
<td>o Text representing diversity, different cultures, home language, immigrant experiences, etc.</td>
<td>o Inviting guest speakers from different races, cultures and backgrounds, cultural norms, nationalities, values, etc.</td>
<td>o Connections to students’ interests</td>
</tr>
<tr>
<td>o Bridges school with the home culture</td>
<td>o All inclusive</td>
<td>o Evidence of respect for cultural values, differences, cultural norms, perspectives, etc.</td>
<td>o Making connections to students’ home language</td>
</tr>
<tr>
<td>o Allows for collaborative and social learning</td>
<td>o Display of student work with connections to home, family, language, diversity, customs, foods, ethnicities, literature, etc.</td>
<td>o Multicultural units of study</td>
<td>o Parental engagement</td>
</tr>
<tr>
<td>o Differentiates/ provides different opportunities to learn based on background, culture.</td>
<td></td>
<td>o Classwork includes aspects of cultural norms, practices, languages, social practices, etc.</td>
<td>o Home-school connection</td>
</tr>
<tr>
<td>o Teaches students to respect and praise own (as well as each others’) cultures, customs, beliefs, etc., in order to empower students.</td>
<td></td>
<td>o Teacher modifies and adapts messages</td>
<td>o Family engagement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o There are opportunities for equity; fairness and respect</td>
<td>o Use of prior or background knowledge</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Not a ‘one size fits all’ pedagogy</td>
<td>o Use of social culture</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Multicultural units of study</td>
<td>o Languages</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>o Patterns of thinking</td>
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<td></td>
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<td></td>
<td>o Communication styles</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>o Music and Art</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o Use of students’ experiences</td>
</tr>
</tbody>
</table>
What Does Cultural Responsive Teaching Look Like?
Cultural Responsiveness

Educator has a cultural awareness when:

> Exhibits acceptance

> Use questionnaires and interest surveys to learn about students

> Awareness of own biases and prejudices

> Research the different cultures and backgrounds of the students they teach

> Bridge school with the home culture

> Allow for collaborative and social learning

> Differentiate/provide different opportunities for learning based on background/culture.
Culturally Responsive Teachers
• Teach students to respect and praise own (as well as each others’) cultures, customs, beliefs, etc. in order to empower students.

• Create a Culturally Responsive environment

• Print rich environment inclusive of cultures and languages

• Shared classroom family connection

• Utilize cultural artifacts and symbols

• Use text/pictures representing diversity, different cultures, home language, immigrant experiences, etc.
What is Culturally Responsive Pedagogy?

https://www.youtube.com/watch?v=nGTVJJuRaZ8
Connecting Language and Culture to Learning

Literacy development shares an inextricable relationship with student’s social and cultural worlds.

Cultural factors always share the ways different communities engage reading and writing.

Young ELLs bring culturally shaped beliefs and experiences regarding reading and writing to school, where they are taught important beginning literacy skills and practices that may not fit their previous experience.
Cross linguistic transfer

Language interaction is bidirectional. The native/first language (L1) can influence a second language (L2) and L2 can influence L1.

Growth within L1 is a predictor of gains in L2.

Linguistic Interdependence Hypothesis

- Literacy skills acquired in the student’s first language may promote development in the second language.
- Common Underlying proficiency
Linguistic Appropriate Core Instruction
NYS Levels of English Proficiency in Listening, Speaking, Reading & Writing
NYSITELL & NYSESLAT

Stages Chart
Defining Oral Language

Oral language is the system we use to express knowledge, ideas, and feelings, through **spoken words** and includes 5 components:

- Phonology (awareness of sounds)
- Syntax (word order and rules of grammar)
- Morphology (meaning of word forms and word parts)
- Pragmatics (the social rules of communication)
- Vocabulary (the meaning of words)

Students must be provided with opportunities to build, extend and refine oral language to build the foundation for listening, speaking, reading and writing.
National Reading Panel Recommends

Active engagement in activities of listening, speaking, reading and writing, allows students to develop a deep understanding of word meanings, connections to other words and to their own experiences.

How can we be intentional and strategic?
To Be Intentional and Strategic: **PLAN**

Develop Content & Language Objectives
“The first step in following the RTI model is ensuring that general education instruction reflects best practice and meets the students academic and linguistic needs. For ELLs who struggle, we need to consider what instructional accommodations are necessary for them to succeed academically.”

-Center for Research on the Educational Achievement and Testing of English Language Learners
Embrace your inner ENL Teacher...

- If your students are not proficient in English, you will always be their English language teacher first.
- Regardless of your content area, you will need to deliver your content through English in a comprehensible way.
- Practice developing language objectives. Consider what your students need to be able to do in Listening, Speaking, Reading and Writing to be successful with the content.
Matching the instruction to the linguistic needs of the students

### Language Acquisition Chart for English Language Learners (ELLs)

<table>
<thead>
<tr>
<th>Official Name</th>
<th>Definition</th>
<th>Student Behaviors</th>
<th>Challenges</th>
<th>Teaching strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Entering</strong></td>
<td>Students may not be ready to actively produce or may attend to hands-on language demonstrations with more understanding (silent period).</td>
<td>Able to: observe, hear, label, match, show, classify, name, categorize, recall, draw, list, point out, underline, organize, reproduce, sequence, demonstrate, illustrate.</td>
<td>May have difficulty:</td>
<td>• Use manipulatives, visuals, reality, props, games, and gestures.</td>
</tr>
<tr>
<td></td>
<td>Listening and responding in non-verbal ways to show understanding or may initiate conversation by pointing or using single words. May initiate conversation by pointing or using single words.</td>
<td>Depends heavily on context. Has minimal receptive vocabulary. Comprehends keys words from grade level content with instruction and scaffolds. May verbalize key words in isolation after silent period. Indicates comprehension physically (points, draws, gestures, etc.) Responds with one or two word answer or short phrases after silent period. May appear inattentive.</td>
<td>Identifying sound-symbol of a new language. Expressing complete thoughts. Speaks in single words and phrases (may have notable grammatical errors). Remembering grammatical rules. Developing sight vocabulary.</td>
<td>Create climate of acceptance/respect that supports acculturation.</td>
</tr>
<tr>
<td></td>
<td>Very limited comprehension/vocabulary. 0 - 1,000 receptive word vocabulary. Adjusting to U.S. culture.</td>
<td>NYSSED Definition</td>
<td>Social-emotional Challenges.</td>
<td>Use cooperative learning groups.</td>
</tr>
<tr>
<td></td>
<td>A student at this English language proficiency level relies heavily on teacher supports and instructional scaffolds to advance his or her academic language skills.</td>
<td></td>
<td>• Require physical response (points, draws, gestures, etc.) to check comprehension.</td>
<td></td>
</tr>
</tbody>
</table>

**Needs**

- Intensive English Language Development (IELD) in social communication as well as in academic language in English.
- Instruction that focuses on learning language as well as content.
- Frequent opportunities to practice their English in social situations as well as academic contexts within the classroom.

**Please note:**

- Students progress at independent rates depending on previous schooling, acculturation, and migration.
- Students with no previous schooling will take longer to progress through these stages.
- English Language Learners have varied ability in their first language.
- Proficiency levels are determined by the NYSTELL and NYISELA.
Developing Oral Language

- Oral Language
- If you can think it, you can say it.
- If you can say it, you can write it.
- If you can write it, you can read it.
Defining Oral Language

Oral language is the system we use to express knowledge, ideas, and feelings, through spoken words and includes 5 components:

- Phonology (awareness of sounds)
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- Morphology (meaning of word forms and word parts)
- Pragmatics (the social rules of communication)
- Vocabulary (the meaning of words)

Students must be provided with opportunities to build, extend and refine oral language to build the foundation for listening, speaking, reading and writing.
• Teaching the key components of reading is not adequate for supporting the overall English language development of ELLs.

• Literacy is a function of oral language and a strong predictor of successful reading and writing abilities.

• The oral English development provided in most English Language Development programs is insufficient since the emphasis is generally on literacy as opposed to oracy.

• Diane August & Timothy Shanahan, 2006
Content Objectives for Esperanza Rising

I can describe characters in stories.
I can explain how their actions affect the story.

What language objectives can we develop?
### NEW LANGUAGE ARTS PROGRESSIONS (ESL/New Language)

#### Grade 3: Writing 3

<table>
<thead>
<tr>
<th>Common Core Anchor Standard (W.3): Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Core Grade 3 Standard (W.3.3): Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.</td>
</tr>
<tr>
<td>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</td>
</tr>
<tr>
<td>b. Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations.</td>
</tr>
<tr>
<td>c. Use temporal words and phrases to signal event order.</td>
</tr>
<tr>
<td>d. Provide a sense of closure.</td>
</tr>
</tbody>
</table>

#### Main Academic Demand

*Write Detailed Real or Imagined Narratives*

#### Grade Level Academic Demand

*Write Real or Imagined Narratives by Introducing a Narrator/Character, Organizing an Event Sequence, Developing Experiences and Events and Providing a Sense of Closure*

<table>
<thead>
<tr>
<th>S Levels of Language Development</th>
<th>Entering (Beginner)</th>
<th>Emerging (Low Intermediate)</th>
<th>Transitioning (High Intermediate)</th>
<th>Expanding (Advanced)</th>
<th>Commanding (Proficient)</th>
</tr>
</thead>
<tbody>
<tr>
<td>RECEPTIVE</td>
<td>Listening-Centered Activity: Organize pretaught words and phrases on a flow chart to organize an event sequence, as text is read in partnership and/or teacher-led small groups.</td>
<td>Listening-Centered Activity: Organize pretaught words and phrases on a flow chart to organize an event sequence, as text is read in partnership and/or small groups.</td>
<td>Listening-Centered Activity: Organize phrases and sentences on a partially completed flow chart to organize an event sequence, as text is read in partnership, small group and/or whole class settings.</td>
<td>Listening-Centered Activity: Organize sentences on a flow chart to organize an event sequence, as text is read in partnership, small group and/or whole class settings.</td>
<td>Listening-Centered Activity: Organize information on a self-created flow chart, independently, to organize an event sequence, as text is read in partnership, small group and/or whole class settings.</td>
</tr>
<tr>
<td>Oracy and Literacy Links</td>
<td>Reading-Centered Activity: Organize pretaught words and phrases on a fishbone map to develop experiences and events with descriptions of the characters' actions, thoughts, feelings and responses.</td>
<td>Reading-Centered Activity: Organize pretaught words and phrases on a fishbone map to develop experiences and events with descriptions of the characters' actions, thoughts, feelings and responses.</td>
<td>Reading-Centered Activity: Organize phrases and sentences on a partially completed fishbone map to develop experiences and events with descriptions of the characters' actions, thoughts, feelings and responses.</td>
<td>Reading-Centered Activity: Organize sentences on a fishbone map, after teacher modeling, to develop experiences and events with descriptions of the characters' actions, thoughts, feelings and responses.</td>
<td>Reading-Centered Activity: Organize information on a self-created fishbone map, independently, to develop experiences and events with descriptions of the characters' actions, thoughts, feelings and responses.</td>
</tr>
<tr>
<td></td>
<td>in the new language and/or the home language.</td>
<td>in the new language and/or the home language.</td>
<td>in the new language.</td>
<td>in the new language.</td>
<td>in the new language.</td>
</tr>
</tbody>
</table>

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**NLAP Writing (W)**

**W.3. W.3.3**

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<table>
<thead>
<tr>
<th>5 Levels of Language Development</th>
<th>Entering (Beginner)</th>
<th>Emerging (Low Intermediate)</th>
<th>Transitioning (High Intermediate)</th>
<th>Expanding (Advanced)</th>
<th>Commanding (Proficient)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Oracy and Literacy Links</strong></td>
<td>Speaking-Centered Activity: Use pretaught words and phrases, including temporal words and phrases, and the previously completed graphic organizers to complete sentence starters that describe real or imagined experiences, when speaking in partnership and/or teacher-led small groups.</td>
<td>Speaking-Centered Activity: Use preidentified words and phrases, including temporal words and phrases, and the previously completed graphic organizers to complete sentence starters that describe real or imagined experiences, when speaking in partnership and/or small groups.</td>
<td>Speaking-Centered Activity: Use a word bank that includes temporal words and phrases to describe real or imagined experiences, when speaking in partnership, small group and/or whole class settings.</td>
<td>Speaking-Centered Activity: Use a glossary that includes temporal words and phrases to describe real or imagined experiences, when speaking in partnership, small group and/or whole class settings.</td>
<td>Speaking-Centered Activity: Use temporal words and phrases, independently, to describe real or imagined experiences, when speaking in partnership, small group and/or whole class settings.</td>
</tr>
<tr>
<td><strong>Produktive</strong></td>
<td>Writing-Centered Activity: Use pretaught words and phrases, including temporal words and phrases, to complete a close narrative paragraph that uses descriptive details and dialogue to describe a character’s thoughts, feelings and responses.</td>
<td>Writing-Centered Activity: Use preidentified words and phrases, including temporal words and phrases, to write two or more narrative paragraphs that use descriptive details and dialogue to describe a character’s thoughts, feelings and responses.</td>
<td>Writing-Centered Activity: Use a word bank that includes temporal words and phrases and previously completed graphic organizers to develop a short narrative essay that uses descriptive details and dialogue to describe a character’s thoughts, feelings and responses.</td>
<td>Writing-Centered Activity: Use a glossary that includes temporal words and phrases and teacher-provided models to develop a multiple paragraph narrative essay that uses descriptive details and dialogue to describe a character’s thoughts, feelings and responses.</td>
<td>Writing-Centered Activity: Use temporal words and phrases, independently, to develop a multiple paragraph narrative essay that uses descriptive details and dialogue to describe a character’s thoughts, feelings and responses.</td>
</tr>
<tr>
<td><strong>in the new and/or the home language.</strong></td>
<td>in the new and/or the home language.</td>
<td>in the new and, occasionally, in the home language.</td>
<td>in the new language.</td>
<td>in the new language.</td>
<td>in the new language.</td>
</tr>
</tbody>
</table>

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NYC Department of Education

NLAP Writing (W)

W.3: W.3.3

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34
<table>
<thead>
<tr>
<th>Common Core Grade 3 Standard (RW.3.3): Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade Level Academic Demand</strong> Write Real or Imagined Narratives by Introducing a Narrator/Character, Organizing an Event Sequence, Developing Experiences and Events and Providing a Sense of Closure</td>
</tr>
</tbody>
</table>

**Linguistic Demands:** The following examples are in English but may vary based on the language of instruction. In the first three levels (entering, emerging and transitioning), students can approach these linguistic demands in the new and/or home language.

- Use sequence words and phrases (e.g., first, then, after, in the end) to signal event order.
- Use words and phrases (verbs) to recount events or a short sequence of events.
- Use adjectives (e.g., big, happy, good) and adverbs (e.g., quickly, slowly, bravely) to describe actions, thoughts, and feelings.
- Use words and phrases (e.g., in the end) to provide closure.

**Example to Address the Linguistic Demands**

This standard does not have an example of a linguistic demand because it requires the writing of narratives. Sample texts can be found in Reading Literature standard 3 for 3rd grade.
What connections did you make to this video and Why?

<table>
<thead>
<tr>
<th>Question or Prompt</th>
<th>What I thought</th>
<th>What my partner thought</th>
<th>What we will share</th>
</tr>
</thead>
</table>

My Name: ____________________  Partner’s Name: ____________________  Date: ____________________

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Listening-Centered Objective: Entering / Emerging/Transitioning
Speaking-Centered Objective:
Entering / Emerging/Transitioning
Tier 1- Core Instruction (Oral Development)

• Build on and expand students’ existing oral language
• Close, Interactive Read Alouds
• storytelling using wordless book
• collaborative discussion and debate
• multifaceted and intensive vocabulary instruction
• sentence transformations through guided dialogue
• language frames for speaking and listening
• jointly constructed extended writing
• supporting explicit connections to community and content

Reading-Centered Objective: Entering / Emerging/Transitioning
Tier 1 Core Instruction Reading/Fluency

- Phonemic Awareness
- Phonics
- Sight Words
- Modeled fluent, expressive reading
- Shared reading of big books and other shared texts repeated
- Reading readers’ theater
- Choral reading
- Partner reading
- Reading along with audio books recording reading

Tier 1 Core Instruction Reading/Fluency

draw on students’ existing knowledge

build students’ background knowledge

focus on key

ask questions to promote understanding and prompt critical thinking and analysis

provide students with multiple ways to show what they are understanding and learning (oral, written, role play, drawing)

reading thematically related texts, across genres (i.e., text sets

reciprocal teaching

scaffolded Re-telling
Writing-Centered Objective-
Entering/Emerging/Transitioning
Tier 1 Core Instruction Written Language

- connect the ways in which students and their families use literacy at home and in the community (e.g., topics, styles, and cultural knowledge) with classroom writing themes
- provide different types of writing tools in the classroom
- promote different types of writing purposes, genres, and formats
- model writing activities using the language experience approach
- guide students’ early writing by co-constructing predictable and rhythmic books (e.g., poetry, rhyme, and patterned language books)
- use writing in the service of deep text analysis, perhaps in tandem with literature circles interact with students (and have students interact with each other) through written communications:
- integrate oral language and vocabulary instruction into writing instruction by having students:
<table>
<thead>
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<tbody>
<tr>
<td>Prompt #1</td>
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<td>Prompt #3</td>
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<tr>
<td>Prompt #4</td>
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</tbody>
</table>

Why should you create language goals? How will this support your instruction and student learning?
What is Reciprocal Teaching?

- Scaffolding discussion technique built on four strategies that good readers use to comprehend text: predicting, questioning, clarifying and summarizing (Palincsar & Brown, 1984)
- Dialogue based.
- Initially, the teacher acts as the facilitator - modeling the use of 4 key strategies to the pupils.
- Gradually, with teacher support, pupils confidence and competency will increase and adult input will decrease.
- The eventual aim is that the pupils will be able to work independently.
Reciprocal Teaching Strategy

Summarizing
Given an assigned text, pupils highlight important information.

Question Generating
Pupils generate questions from the information highlighted.

Clarifying
Pupils make concerted attempts to clarify concepts or vocabulary that is not understood.

Predicting
Pupils deliberate on what is implied in the text and make connections to prior knowledge.

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Concerns

Students are often referred to special education because of concerns about their literacy development or general academic achievement.

The process of learning English with consistent, effective, evidence based instructional support does not lead to low academic achievement.
Academic language is much more than just vocabulary. It includes understanding producing complex sentences utilizing the key vocabulary of the subject area as well as functional words and phrases that show comparison, sequencing, description, cause and effect, and more.
Using Accountable Talk to Develop Academic Language Functions

Accountable Talk

Places responsibility on students to stay on topic and discuss academic content in structured ways. Use accurate and appropriate information relevant to the topic, using academic language.

Listen and think deeply about what peers have to say.
Students engage in accountable talk to:
• challenge thinking,
• build comprehension,
• push for evidence and
• refine arguments that support their ideas and learning.

Students practice academic language functions:
• Inquiry
• Summarizing
• Comparing and Contrasting
• Sequencing
• Classifying
• Analyzing
• Inferring
• Predicting
• Persuading
• Problem Solving
• Synthesizing
• Evaluating
• Cause & Effect
Accountable Talk
Accountable Talk Discussion Cards

Agreement
“’I agree with _____ because _____.”
“I like what _____ said because ____.”

Disagreement
“I disagree with ___ because _____.”
“I’m not sure I agree with what ___ said because ____.”

Clarifications
“I’m not sure I understood you when you said _____. Could you explain that?”

Extension
I was thinking about what ____ said and I wondered if ____...
Quick Write
Reflect and write about how Accountable Talk will benefit your students.
How do we ensure that the child has in fact received culturally responsive, and linguistically appropriate, quality instruction?

It is essential to observe in classrooms.

- Is the instruction appropriate for students’ language and learning needs?
- What methodology or ESL pedagogy is used?
- What is the relationship between a teacher and students?
- How does the teacher promote interest and motivation?

We draw different conclusions when several students are struggling rather than just one...

Klingner (2011)
Who has conducted classroom observations?
Is there evidence of appropriate instruction?
Is there comprehensible input?
Why do some ELLs experience academic difficulty?

- There is a deficiency in the teaching - learning environment (effective, appropriate instruction)
- There are challenges unrelated to language or a disability such as family issues, poverty, health, attendance, transiency... etc...
- There is a genuine disability that requires intervention, specialized supports and instruction
How do you activate prior knowledge?
Why Activate Prior Knowledge?

Schema theory: the mental frameworks that organize our knowledge into conceptual units for understanding. It is used for interpreting new information and it influences our attention, leading us to assumptions.

Constructivist theory: we construct knowledge when we connect new information to prior knowledge, concepts and experiences.

Our role is to facilitate students making those connections.
The questions that people face as they raise children from infant to adult life are not easy to answer. Both fathers and mothers can become concerned when health problems such as cancer arise any time after the early stage to later life. Experts recommend that young children should have plenty of sunshine and nutritious food for healthy growth. Boys and girls should not share the same bedroom or even sleep in the same room. They may be afraid of the darkness.
What do you know about raising chickens?
The questions that poultry farmers face as they raise chickens from incubation to adult life are not easy to answer. Both farmers and merchants can become concerned when health problems such as coryza arise any time after the egg stage to later life. Experts recommend that young chicks should have plenty of sunshine and nutritious food for healthy growth. Banshees and geese should not share the same barnyard or even sleep in the same roost. They may be afraid of the dark.
Build Background Knowledge

• Background Knowledge is stored in memory as an “I” event, one in which the student was directly, personally involved in.

• Create an EXPERIENCE!

• Students need a minimum of four exposures to new content no more than 2 days apart, that elaborate on ideas.

• Connect content to real life. Relevance makes it stick.

• Look for Cultural Assumptions: idioms, metaphors, history
Recommendations for Interventions for ELLs
1. Provide focused, intensive small-group interventions quickly for English learners determined to be at risk for reading problems.
2. Time and intensity in small group instruction should reflect the degree of risk, determined by reading assessment data and other indicators. Groups do not need to consist of “all ELLs”.
3. Explicit, direct instruction in the five core reading elements (phonological awareness, phonics, reading fluency, vocabulary, and comprehension). Progress monitor closely!
4. You don’t need to wait for fluency in Oral English to develop to provide reading intervention, BUT do not neglect oral language development as a key factor in building literacy.
## Narrative Writing Rubric 3rd Grade

<table>
<thead>
<tr>
<th><strong>Ask Yourself:</strong></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you establish a situation (real or imagined) and introduce a narrator and/or characters?</td>
<td>No, I didn’t establish a situation or introduce a narrator and/or characters.</td>
<td>Well, I somewhat established a situation and introduced a narrator and/or characters.</td>
<td>Yes, I established a situation and introduced a narrator and/or characters.</td>
<td>Yes, I established a situation and introduced a narrator and/or characters in a very creative way!</td>
</tr>
<tr>
<td>Did you organize an event sequence that unfolds naturally?</td>
<td>No, I did not organize an event sequence that unfolds naturally.</td>
<td>Well, I somewhat organized an event sequence that unfolds.</td>
<td>Yes, I organized an event sequence that unfolds naturally.</td>
<td>Yes, I organized an event sequence that unfolds naturally in a very creative way!</td>
</tr>
<tr>
<td>Did you use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or to show character responses?</td>
<td>No, I did not use dialogue and descriptions of actions, thoughts, and feelings.</td>
<td>Well, I included SOME dialogue and descriptions of actions, thoughts, and feelings.</td>
<td>Yes, I included dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or to show character responses.</td>
<td>Yes, I included LOTS of dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or to show character responses in a very creative way!</td>
</tr>
<tr>
<td>Did you use temporal words and phrases to signal event order?</td>
<td>No, I didn’t use temporal words and phrases to signal event order.</td>
<td>Well, I used a FEW temporal words and phrases to signal event order.</td>
<td>Yes, I used temporal words and phrases to signal event order.</td>
<td>Yes, I used MANY temporal words and phrases to signal event order in a very creative way!</td>
</tr>
<tr>
<td>Did you provide a sense of closure?</td>
<td>No, I didn’t provide a sense of closure at all.</td>
<td>Well, I somewhat provided a sense of closure.</td>
<td>Yes, I provided a sense of closure.</td>
<td>Yes, I provided a sense of closure in a very creative way!</td>
</tr>
</tbody>
</table>
### CCSS English/Language Arts Standards

**Reading: Literature**

**Third Grade**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Date Taught</th>
<th>Date Retaught</th>
<th>Date Reviewed</th>
<th>Date Assessed</th>
<th>Date Re-Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Ideas and Details</strong></td>
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</tr>
<tr>
<td>CCSS.ELA-LITERACY.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</td>
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<tr>
<td>CCSS.ELA-LITERACY.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events</td>
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<tr>
<td><strong>Craft and Structure</strong></td>
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<tr>
<td>CCSS.ELA-LITERACY.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</td>
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<tr>
<td>CCSS.ELA-LITERACY.RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</td>
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<tr>
<td>CCSS.ELA-LITERACY.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</td>
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<tr>
<td>Indicator</td>
<td>Date Taught</td>
<td>Date Retaught</td>
<td>Date Reviewed</td>
<td>Date Assessed</td>
<td>Date Re-Assessed</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
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</tr>
<tr>
<td><strong>CCSS.ELA-LITERACY.W.3.3</strong> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</td>
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</tr>
<tr>
<td><strong>CCSS.ELA-LITERACY.W.3.3A</strong> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</td>
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</tr>
<tr>
<td><strong>CCSS.ELA-LITERACY.W.3.3B</strong> Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</td>
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<tr>
<td><strong>CCSS.ELA-LITERACY.W.3.3C</strong> Use temporal words and phrases to signal event order.</td>
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<tr>
<td><strong>CCSS.ELA-LITERACY.W.3.3D</strong> Provide a sense of closure.</td>
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</tr>
</tbody>
</table>
Editing and Revising Checklist - Personal Narratives

Editing

1. I remembered to indent all of my paragraphs.
2. All of my sentences start with a capital letter.
3. I have punctuation at the end of each sentence. ( . , ! ?)
4. I checked my words for correct spelling.
5. I used transition words (signal words) at the beginning of my body paragraphs.

Revising

1. Who will read my work? Will they find it interesting?
2. Is my story a “seed” story that focuses on one event?
3. Are my ideas in the correct order? (Did I tell the first thing first and the other things in the order that they happened?)
4. Did I start my story with an interesting introduction that will make the reader want to read more?
5. Will my sentences “paint a picture” in the reader’s mind so that they can visualize exactly what happened in my story?
6. Did I leave any important information out of my story?
7. Have I used interesting words that the reader will enjoy?
8. Have I overused any words or phrases?
9. Is my reflection good? Does it end the story?
<table>
<thead>
<tr>
<th>Book Title:</th>
<th>Everlasting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genre:</td>
<td>SF</td>
</tr>
<tr>
<td>GR Text Level:</td>
<td>W</td>
</tr>
</tbody>
</table>

| Kyle Mussick | Pg. 50 |
| LA Teacher: Prytz |
| What you notice about this student’s oral reading behaviors (fluency, phrasing, self-corrections, sources of information used/ignored): |
| Fluent reading, self-corrects when she makes an error and reads with punctuation in mind. |
| What you notice about this student’s comprehension within, beyond, and about the text (is thinking supported with evidence from the text?): |
| Makes a prediction. |
| Figurative language in the text. |

| John Zook | Pg. 90 |
| LA Teacher: Prytz |
| What you notice about this student’s oral reading behaviors (fluency, phrasing, self-corrections, sources of information used/ignored): |
| Fluent reading, self-corrects when he makes an error and reads with punctuation in mind. |
| What you notice about this student’s comprehension within, beyond, and about the text (is thinking supported with evidence from the text?): |
| Makes a prediction with evidence to support. |
| Finds descriptive language from the text but cannot verbalize its significance. |

| Ana Drost | Pg. 50 |
| LA Teacher: Prytz |
| What you notice about this student’s oral reading behaviors (fluency, phrasing, self-corrections, sources of information used/ignored): |
| Fluent reading, self-corrects when he makes an error and reads with punctuation in mind. |
| What you notice about this student’s comprehension within, beyond, and about the text (is thinking supported with evidence from the text?): |
| Recalls details from the text. |
| Makes a guess about what figurative language is. |

| Adam Richter | Pg. 17 |
| LA Teacher: Prytz |
| What you notice about this student’s oral reading behaviors (fluency, phrasing, self-corrections, sources of information used/ignored): |
| Fluent, some speech issues with his pronunciation but a fluent reader. |
| What you notice about this student’s comprehension within, beyond, and about the text (is thinking supported with evidence from the text?): |
| Recalls information from the text in great detail. |
| Makes a prediction about what is to come next using evidence from the story. |

| Jake Harris | Pg. 50 |
| LA Teacher: Butalla |
| What you notice about this student’s oral reading behaviors (fluency, phrasing, self-corrections, sources of information used/ignored): |
| Fluent but sometimes reads word by word. |
| What you notice about this student’s comprehension within, beyond, and about the text (is thinking supported with evidence from the text?): |
| When I asked him a question within the text based on what he had just read out loud, he was not able to answer accurately and did not go back in the text to look for the answer. |

<p>| Victor Jimenez Acharaz | Pg. 17 |
| LA Teacher: Butalla |
| What you notice about this student’s oral reading behaviors (fluency, phrasing, self-corrections, sources of information used/ignored): |
| Fluent but sometimes reads word by word. |
| What you notice about this student’s comprehension within, beyond, and about the text (is thinking supported with evidence from the text?): |
| Recalls information from the text in great detail. |
| Makes a prediction about what is to come next using evidence from the story. |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Observation</th>
<th>Next Steps / Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/29</td>
<td>Story &amp; picture planned detail being added to understand story</td>
<td>Finger spaces, sounding out her words</td>
</tr>
<tr>
<td>10/12</td>
<td>Writing letter to mom - wants help figuring out how to spell the words she wants... Loving you</td>
<td>Finger spaces! Sounding out, not asking how to spell</td>
</tr>
<tr>
<td>10/26</td>
<td>3 page booklet on “Seeing Morgan’s house, going to mom’s, telling, mom saying “Good.”</td>
<td>Sketch, words, color 1st, 2nd (on all 3 pages, planning page 4 &amp; 5)</td>
</tr>
<tr>
<td>11/2</td>
<td>3 page booklet on new Barbie movie, planned each page, started sketches, words planned</td>
<td>*Getting started right away *</td>
</tr>
<tr>
<td>11/9</td>
<td>3 page booklet on going to a store, of Dead, looking at magazines, looking at all the catfish</td>
<td>Practicing telling across 3 fingers, zooming in on the pictures - make it close up!</td>
</tr>
<tr>
<td>Conferences: MEC - 4th grade Writing Conference</td>
<td>Revision:</td>
<td></td>
</tr>
<tr>
<td>---</td>
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<td></td>
</tr>
<tr>
<td>Generating Topics</td>
<td>• Is there a place that sounds really good to you?</td>
<td></td>
</tr>
<tr>
<td>• How did you decide what to write about?</td>
<td>• Is there a place you are trying to do something special?</td>
<td></td>
</tr>
<tr>
<td>• Who are you writing this for? (audience)</td>
<td>• What are some revisions you are thinking of trying?</td>
<td></td>
</tr>
<tr>
<td>• Why is this important to you?</td>
<td>• What tools do you use (or need) to revise?</td>
<td></td>
</tr>
<tr>
<td>• What is hard about coming up with a topic or story?</td>
<td>Editing:</td>
<td></td>
</tr>
<tr>
<td>Drafting:</td>
<td>• What have you done so others can read your writing?</td>
<td></td>
</tr>
<tr>
<td>• What is your plan today? How do you plan?</td>
<td>• What do you do to fix your writing?</td>
<td></td>
</tr>
<tr>
<td>• How long have you been working on this page, book?</td>
<td>• How might you use your partner to edit?</td>
<td></td>
</tr>
</tbody>
</table>
| • What do you do to keep writing? When you get stuck? | **Name:** Juddah
| **Compliment:** | • Great use of capitals & lower case letters |
| • Reaching pr. | • Add details |
| **Next steps:** | • Great sketches & start on story |
| **Marnella:** | • How to draw a girl? |
| • Great ideas | • How to draw a girl |
| • Planning (act out your story) | • Start sketching |
| • Start sketching | **Name:** Megan
| **Compliment:** | • Wonderful use of *special how-to words*: first, next, then, last |
| • Exploring good topic skills | • Add details |
| • Awesome topic! This is something you know about! | • Try doing now to using your instructions and deepening my understanding |
| • How can you remember what to do? | **Name:** Todd |
| • put words to paper | **Name:** David |
| **Compliment:** | • Great stretching out words |
| • Awesome use of steps | • Add “special how-to words” |
| • Word wall words | • First, next, then, last |
| • Check, they’re all spelled | • Draw my story (a movie) |
| • Check spelling | • Add details (checking in)
| **Name:** Jordan | • Great idea very clear in directions |
| • Good how-to choice | • Stretching out words |
| • Stretching out words | **Name:** Devon |
| • Great detail! | • Add words to transition |
| • Add words to transition & end story (Read my story) |
| **Compliment:** | • Stretching out words |
| • Good ideas very clear in directions | • Stretching out words |
| • Make my story a movie | • Start sketching words |
| • Word wall words | • Have a vowel
What does a Culturally Responsive Teacher do differently?

- Capitalizes on the students’ culture, language, heritage, and experiences are valued and cultural currency is used to facilitate learning (student strengths, skills, preferences, learning styles)
- Builds confidence and self-esteem by putting value on existing knowledge and competencies
- Uses culturally relevant material that incorporates students daily life, prior knowledge and interests
- Uses Home Language as a bridge by providing opportunities to read, write and communicate in their dominant language
- Promotes equality and appreciation of diversity
- Exposes all students to knowledge about other cultures
But Keep in Mind...
When an ELL becomes the focus of concern:
FIRST EXAMINE:

- Instruction
- Curriculum
- Programming
- Interventions
- Progress of True Peers

- Parental Input
- Educational History
- Acculturation
- Assessments
- Strengths