

# Effective Literacy Scaffolds for Multilingual Learners

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## Schedule and Goals


- Multilingual Learner Foundation
- 3 Core Principles
- Research-Based Scaffolds
- Scaffolds with instructional strategies



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## Who Are Multilingual Learners?

- In the world: Approximately 33 million people (43%) are bilingual
- 17% speak more than 2 languages fluently
- Over 7,100 languages spoken in the world
- Nearly 5 million students in U.S. (who had not yet reached proficiency)
- 9.5% of U.S. public school students
- Over 400 languages spoken at home




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“ELLs learn language as they engage in meaningful content-rich activities (projects, presentations, investigations) that encourage language growth through perception, interaction, planning, research, discussion, argument, and co-construction of academic products”  
(Hakuta and Santos 2012, 18)



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## Core Principle 1: Assets-Based Approaches



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Bilingualism & biliteracy are assets!

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Create Spaces and Communities that Celebrate Home Languages, Approximations, and New Learning

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- Honor home language knowledge, encourage and model translanguaging practices
- Cooperative learning
  - Low-stress situations to take risks with language
  - Opportunities to speak and listen
- Model language learning and taking risks
- Celebrate “thinking in progress”, clarification of misconceptions, and language approximations
  - It isn't what you already know that is important. Celebrate the learning and shifts in thinking and language development

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Thoughtful Approximations

Student says: I runned to the store.      Knowledge to celebrate and build on:



Using	Using	Using
Using past tense to signal this event already took place *Adding common past tense ending -ed to word and add -ed	Using article “the” before the noun store	Using preposition to indicate they are moving towards something (the store)

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Joyful Partner Reading Approximations

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Modeling Language Learning and Taking Risks

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Core Principle 2:  
Language-Oriented Planning,  
Instruction, and Assessment

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Understanding language proficiency and language supports

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**Performance Definitions for the levels of English language proficiency**  
At the given level of English language proficiency, English language learners will process, understand, produce, or use:

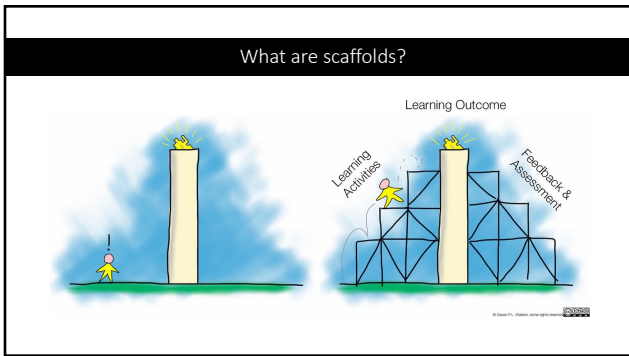
<b>6 Reaching</b>	<ul style="list-style-type: none"> <li>specialized or technical language reflective of the content area at grade level</li> <li>a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level</li> <li>oral or written communication in English comparable to proficient English peers</li> </ul>
<b>5 Bridging</b>	<ul style="list-style-type: none"> <li>the technical language of the content areas</li> <li>a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports</li> <li>oral or written language approaching comparability to that of English proficient peers when presented with grade level material</li> </ul>
<b>4 Expanding</b>	<ul style="list-style-type: none"> <li>specific and some technical language of the content areas</li> <li>a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs</li> <li>oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support</li> </ul>
<b>3 Developing</b>	<ul style="list-style-type: none"> <li>general and some specific language of the content areas</li> <li>expanded sentences in oral interaction or written paragraphs</li> <li>oral or written language with phonological, syntactic, or semantic errors that may impede the communication but remain much of its meaning when presented with oral or written, narrative or expository discourses with occasional visual and graphic support</li> </ul>
<b>2 Beginning</b>	<ul style="list-style-type: none"> <li>general language related to the content areas</li> <li>phrases or short sentences</li> <li>oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with visual and graphic support</li> </ul>
<b>1 Entering</b>	<ul style="list-style-type: none"> <li>picture or graphic representation of the language of the content areas</li> <li>words, phrases, or chunks of language when presented with one-step commands, directions, WH-questions, or statements with visual and graphic support</li> </ul>

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Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	With the Internet (websites) or software programs
Physical activities	Number lines	In the native language (L1)
Videos & films		With mentors
Broadcasts		
Models & figures		

**WIDA Suggested Supports**

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### Terminology I Use

**Scaffold(s)** represent the broad category of a type of scaffold

- See the list of 10 in the next slide

**Instructional Strategies** represent specific, practical instructional strategies within the scaffold category

- See the examples in upcoming slides

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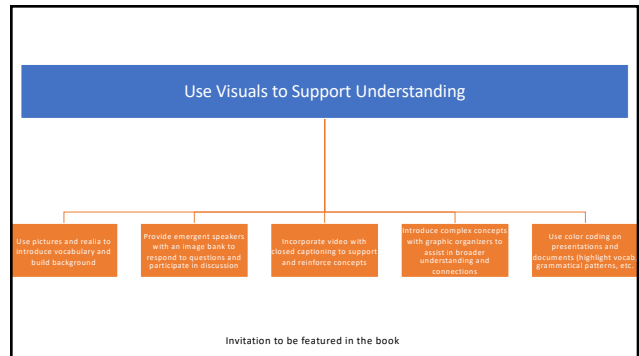
### 10 Research-Based Scaffolds for MLLs

- Connect new learning to prior learning and experiences
- Teach academic vocabulary
- Model skills, strategies, and procedures
- Use visuals to support understanding
- Adjust speech and time
- Provide repeated exposure and opportunities for practice


- Prepare resources to support student responses (sentence stems, word banks, etc.)
- Prepare structured oral language opportunities with talk equity considerations
- Connect to and build on students' home language skills and knowledge
- Highlight and draw attention to language and expanding grammatical complexity

(August, Fenner and Snyder 2014; Goldenberg 2013)

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**Core Principle 3:  
Meaningful, Interactive  
Opportunities for  
Authentic Language Use**


When, why, and for what purposes might we use English?

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Talking about books


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Sharing Information at a school/community health fair

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Solving Problems



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• Inquiry and Exploration



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**Reflect**

1. Identify and share one core principle that is going well with an example
2. Identify and share one core principle that you want to support in greater depth this year

Core Principle 1: Assets-Based Approaches  
 Core Principle 2: Language-Oriented Planning, Instruction, and Assessment  
 Core Principle 3: Meaningful, Interactive Opportunities for Authentic Language Use

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## Multiple and Layered Scaffolding

Look for additional scaffolds used in classroom examples

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## Scaffold 1: Use Visuals to Support Understanding

Strategy 1: Use pictures and realia to introduce vocabulary and support student use of vocabulary and communication

Strategy 2: Picture Word Inductive Model (PWIM)


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## Strategy 1


Use pictures and realia to introduce vocabulary and support student use of vocabulary

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What do you see?



park



skyscraper



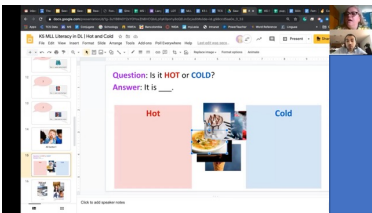
bridge

I see a \_\_\_\_\_.

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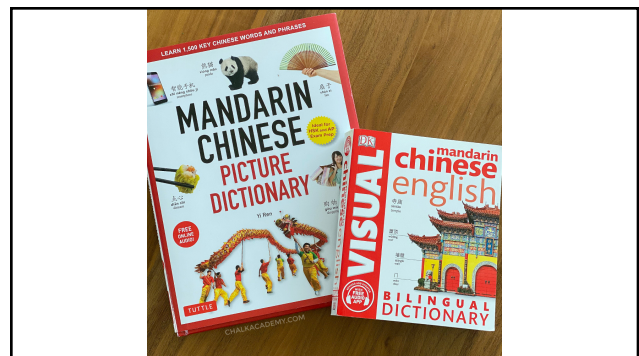
## Speaking and Vocab Play: Scaffolds

- Graphic Organizer
- Colors (words and GO)
- Question and Response
- Sentence Stem
- Translanguaging
- Images and Movement



Shout out: Matt Hajdun

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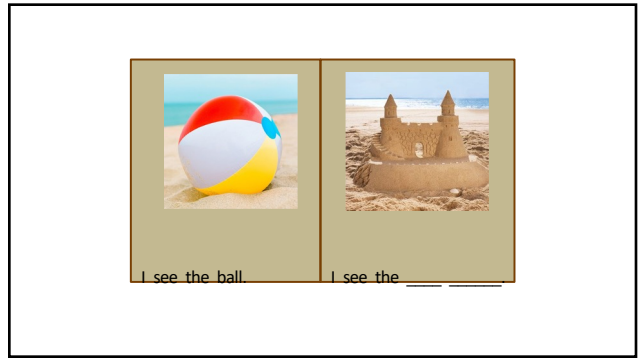


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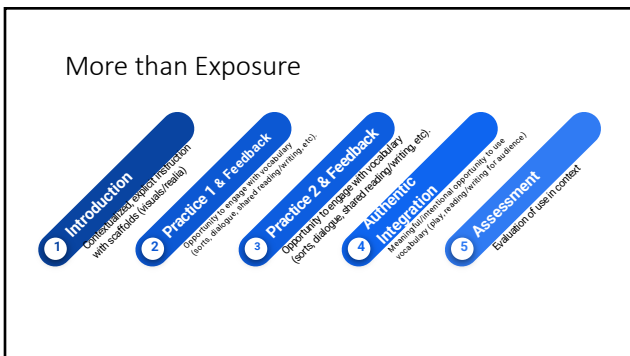


# Interactive Image Labeling (PWIM modification)

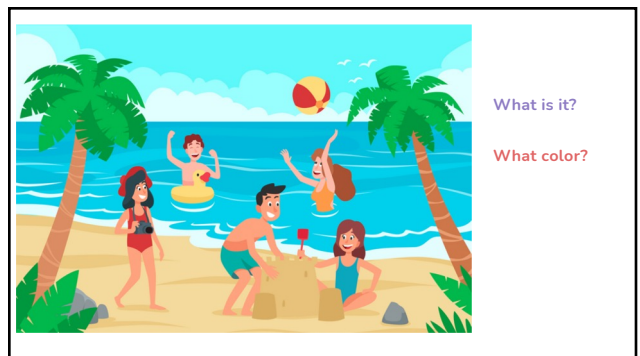
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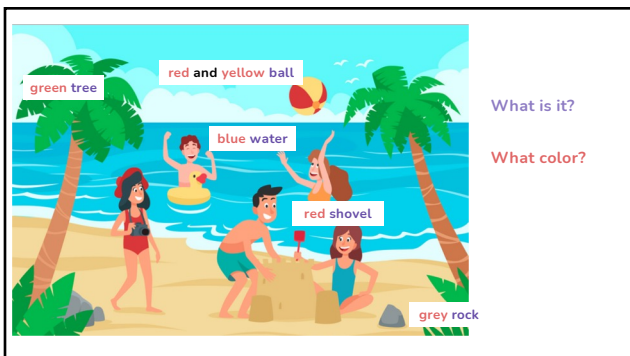
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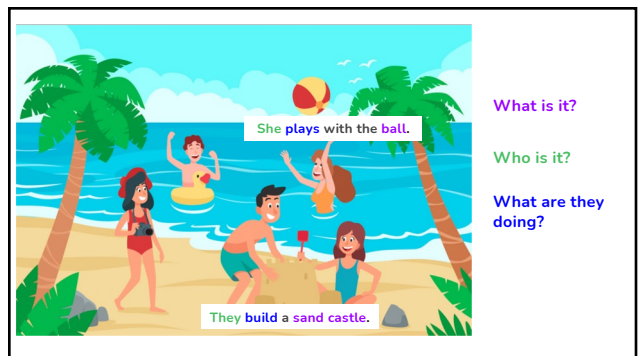
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### Possible Uses

- Building language for play
- Reviewing content vocabulary
- Pre-reading
- Oral language development
- Grammar/syntax

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## Scaffold 2: Prepare structured oral language opportunities with talk equity considerations

- Strategy 1: Think, Whisper, Let It Go
- Strategy 2: Talking Chips to Support Student-Led Book Clubs

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### Strategy 1

Think, Whisper, Let it Go

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Think...



Whisper...



Let it go!



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### Older Student Version

Think...



Whisper or Write...



Choral Response  
Let it go!



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# Strategy 2

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Talking Chips to Support Student-Led Book Clubs

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## Talking Chips

(begin strategy)

Give problem, question, or topic



Each student gets chips (typically 1-3)  
Place a chip in center to talk.



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## Strategies for Student-Led Book Clubs

Self-selection of texts that are high interest

↓

Structure for responses


↓

Sentence stems as resources  
Encourage academic language

Shout Out: @catfrayne

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## Scaffolds for Talk




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### Partner Talk

- What was the book about? \*Flora Fraser Read
- Did you like the book? Why?
- What was your favorite part?
- Did anything make you smile or laugh?
- Describe the characters.
- Who was your favorite character? Why?
- Did you have any connections?
- What was the author's message?
- Did you learn something new?
- Did you wonder about anything?
- Did anything confuse you?

### 24 Sentence Stems for Higher-Level Discussion in the Classroom

<p><b>Clarifying</b> Could you give me your thoughts? It is your position that... To be clear, you're saying that... Some of what you said, but some of it confused me when you said... Can you elaborate?</p> <p><b>Paraphrasing</b> Did you mean when you're saying... So you're saying that... Is that to say that you believe... Hear you saying that...</p> <p><b>Agreeing</b> I agree with... It's great about... I was important because... The evidence for... I don't see coming from the same position. Despite disagreeing about... I agree with...  TeachThought. Learn better</p>	<p><b>Disagreeing</b> I see it differently because... The evidence that I've seen suggests something different... Some of what you said, but some of it confused me when you said... I agree with... but I don't have to consider that... We see it differently.</p> <p><b>Building On</b> I mentioned that... Has your observation... The author's claim that... Adding to what I said... I was change to position just a little, but I see that...</p> <p><b>Summarizing</b> Overall, what you're saying is... My whole point in one sentence is... More than anything else, I believe that...</p>
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## QCC - Questions, Connections and Comments

**Questions:**

- A question I still have is...
- Something I am wondering is...because...

**Connections:**

- A connection I have to the book is...
- The character and I are similar because we both...

**Comments:**

- I think it is really interesting in the book when...because...
- It seems like the character is not being a very good friend at this part because...

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### In Person



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Transition to FlipGrid

- Opportunities for support in expectations and reading amount
- Opportunities for reflecting on the reading
- Opportunities for questions, connections, or comments

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Having a little fun with the mystery book clubs online discussions

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Scaffold 3: Connect new learning to prior learning and experiences

Strategy 1: Making Connections  
Strategy 2: RAN Chart

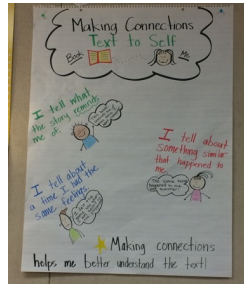
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Strategy 1

Making connections and getting to know your students

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What connections can you make to this text?



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## Strategy 2

Reading and Analyzing Nonfiction (RAN) Chart

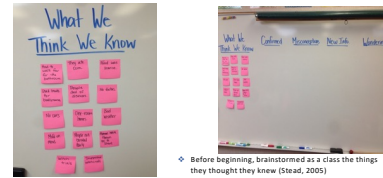
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**R.A.N Chart – Reading and Analyzing Non-fiction**

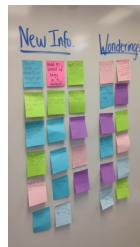
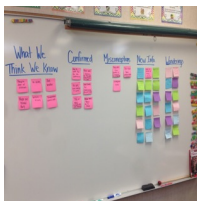
What I Think I Know	What I Know Is True	New Facts	I Don't Think This Anymore	Wonderings

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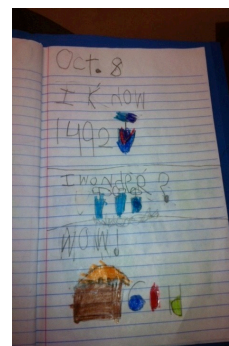
“What we think we know”



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## Scaffold 4: Teach academic vocabulary

Strategy 1: Partner, Practice, Place, Defend  
 Strategy 2: Semantic Mapping

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## Strategy 1

Partner, Practice, Place, Defend

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### Effective Academic Vocabulary Instruction Includes

- Introduce the vocabulary with a definition/description and example (images when possible)
- Ask students to rephrase the definition in their own words
- Ask students to construct a picture, symbol, or representation
- Engage students in activities to add to their knowledge of the word
- Periodically ask students to discuss terms and/or play games related to the terms

(Marzano & Pickering, 2005)

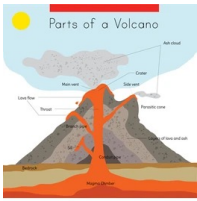
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### Partner, Practice, Place, Defend

*Includes words that are technical and connected to the content areas.*

- Identify Tier 3 content vocabulary found in the texts being used in your current unit of study (ex. Volcanoes)
- Example words: lava, vent, ash, magma chamber, magma, eruption, plates

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Parts of a Volcano

shutterstock.com - 521291668

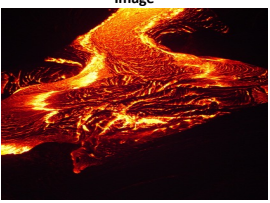
### Vocabulary Introduction

- Introduce image with labels providing a brief description and showing the image
- Ask students to sketch their own image in their notebooks and share their explanation with a partner (take turns with labeled vocabulary)

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Create a visual representation and corresponding label for each vocabulary term

**Image**




**Label**

Lava

Alternative- Have students create image and labels

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Create a larger image to contextualize the vocabulary (make poster size)



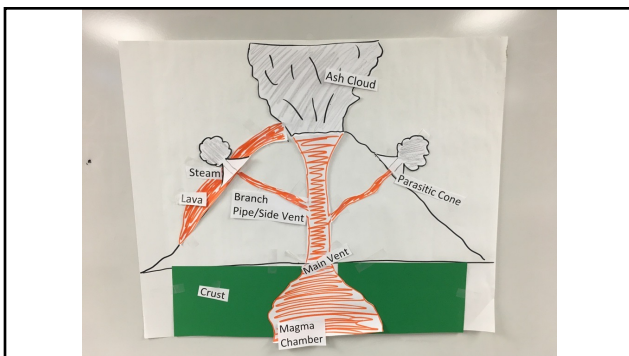
Alternative - Have students create image/poster to contextualize vocabulary

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### Working in Partners

- Ask students to match label with image and discuss where it would be located in the larger context
- For example, the image and label of the lava would be placed on the outside of the volcano
- Ask students to practice what they are going to say when they place the word and use it in context
  - They will need to give supporting evidence to defend what it is and where they placed it
- For example, a student might say, "When magma comes out of the earth it is called lava. So, we are putting the lava outside the volcano."

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### Strategy 2

Semantic Mapping

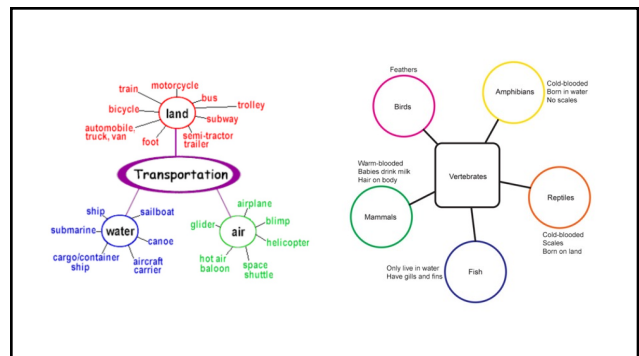
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### What are semantic maps?

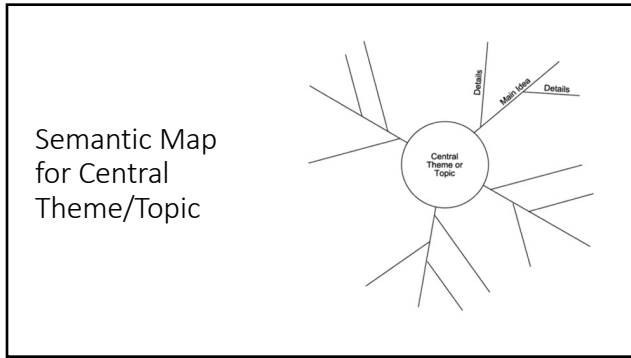
- Graphic organizers/diagrams used to show the meaning of words and their connections to other words and concepts (Zorfass & Gray, 2014)
- "A visual and structured strategy for vocabulary development and knowledge expansion displayed in categories of words in relation to other words" (Boon Yih, 2011).
- Can provide templates, or students can create their own.
- Will work with any subject/topic

<http://hollandvocabulary.weebly.com/5-vocabulary-strategies.html>

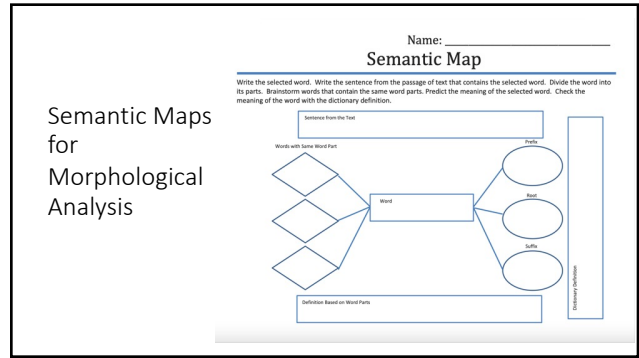
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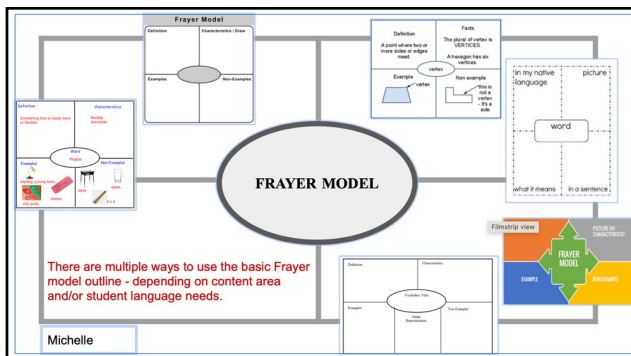
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- Scaffold 3: Connect new learning to prior learning and experiences
  - Scaffold 4: Teach academic vocabulary
- Your group will take 10-15 minutes to prepare a strategy (ideally, different than my examples) in context- like I did in the ppt slides
- You can use the chart paper to document it there

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### Scaffold 5: Model skills, strategies, and procedures

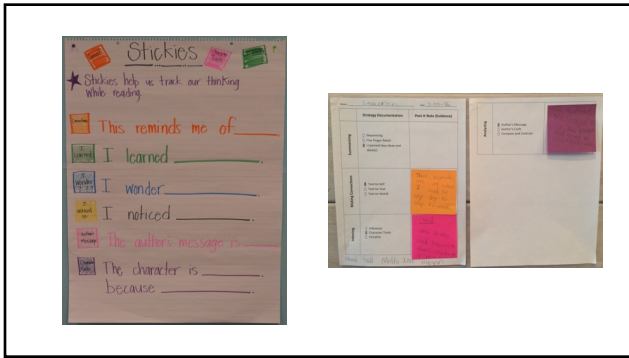
Strategy 1: Anchor Charts  
 Strategy 2: Model using rubrics and giving feedback

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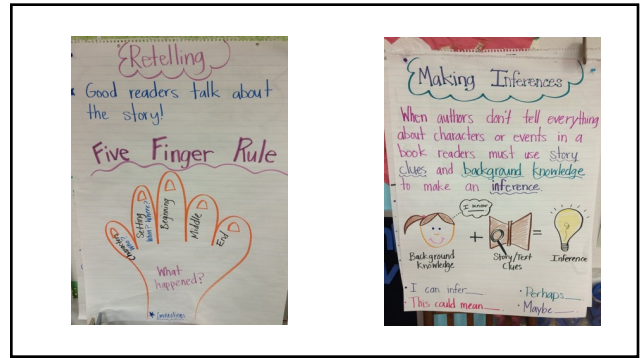
### Strategy 1

Anchor charts with supporting visuals and language supports to help students document what they know and application of new skills

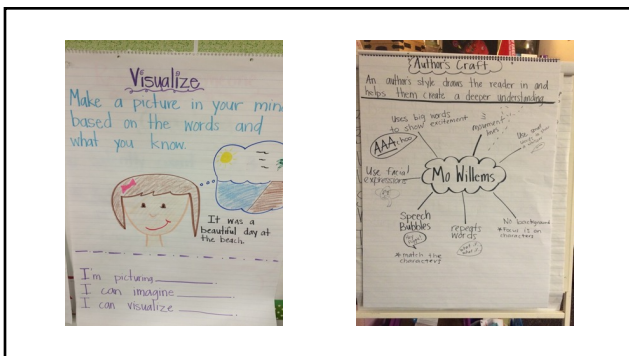
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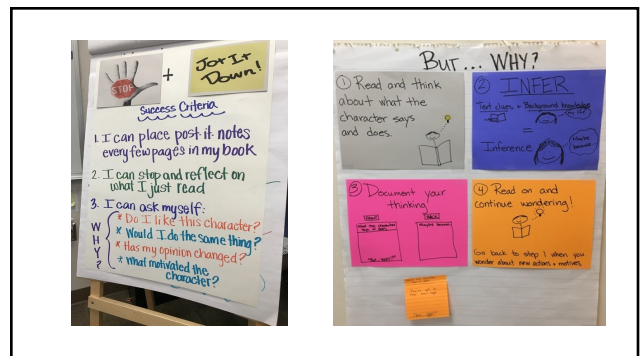
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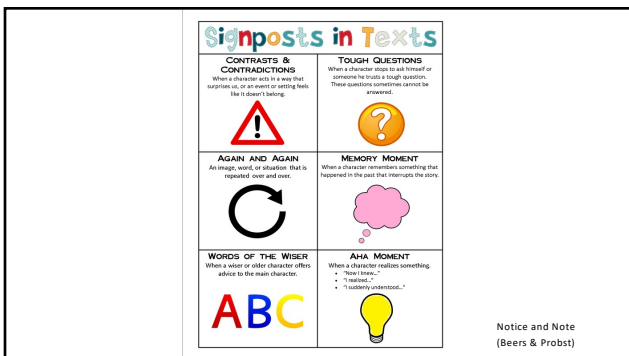
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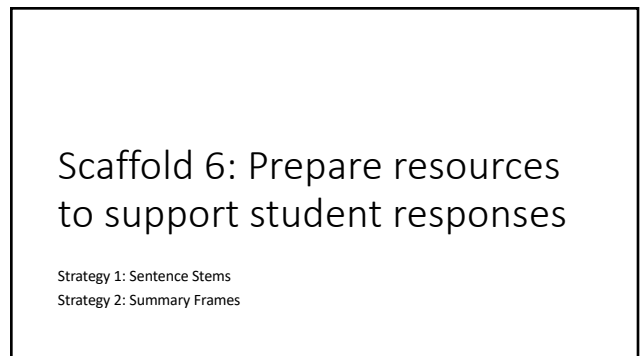
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• Considerations for scaffolding student responses

The Features of Academic Language operate within sociocultural contexts for language use.		
	Performance Criteria	Features
<b>Discourse Level</b>	<b>Linguistic Complexity</b> (Quantity and variety of oral and written text)	Amount of speech/written text Structure of speech/written text Density of speech/written text Organization and cohesion of ideas Variety of sentence types
<b>Sentence Level</b>	<b>Language Forms and Conventions</b> (Types, usage, and use of language structures)	Types and variety of grammatical structures Conventions, mechanics, and fluency Match of language forms to purpose/prospect
<b>Word/Phrase Level</b>	<b>Vocabulary Usage</b> (Specificity of word or phrase choice)	General, specific, and technical language Multiple meanings of words and phrases Formal and idiomatic expressions Nuance and shades of meaning Collocations

The sociocultural contexts for language use involve the interaction between the student and the language environment, encompassing the...

- Register
- Genre/Text type
- Topic
- Task/Situation
- Participants' identities and social roles

**WIDA**

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# Strategy 1

Sentence stems (can include visuals or bilingual support when needed)

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## Planned Output Scaffold Options (3 levels)

**Simple 1 word**

I think the character feels \_\_\_\_\_.

**Simple sentence stem**

I think the character feels \_\_\_\_\_ because \_\_\_\_\_.

**Expanded sentence stem**

I think the character feels \_\_\_\_\_ because \_\_\_\_\_.

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## Planned Output Scaffold Options (3 levels)

**Simple 1 word**

I think the character is \_\_\_\_\_ (adj).

**Simple sentence stem**

I think the character is \_\_\_\_\_ (adj) because in the book they \_\_\_\_\_ (verb).

**Expanded sentence stem**

I think the character is \_\_\_\_\_ (adj) because in the book they \_\_\_\_\_ (verb).

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## Positive Character Traits

Positive Character Traits (3)		Rasgos positivos del carácter (3)	
Agreeable: willing to agree most of the time.	Amigable: dispuesto a estar de acuerdo la mayor parte del tiempo.	Agreeable: feeling grateful.	Agradecido: sentirse gratificado o agradecido.
Assertive: physically strong, fit, and active.	Assertivo: físicamente fuerte, en forma y activo.	Charming: acting pleasant or attractive.	Elocuente: agradable e atractivo.
Assured: well-meaning and kind.	Asertivo: bien intencionado y amable.	Confident: having a feeling or belief that one can do something well or succeed at something.	Confidente: tener el sentimiento o la creencia de que puede hacer algo bien o tener éxito en algo.
Clear: well-thinking or feeling; unambiguous, single, or straightforward.	Claro: bien pensado o bien sentido; inequívoco, sencillo o directo.	Efficient: feeling confident.	Eficiente: sentirse seguro.
Collaborative: capable of adapting to something new, different, or being able to change.	Colaborativo: capaz de adaptarse a algo nuevo, diferente, o capaz de cambiar.	Efficient: someone who works efficiently.	Eficiente: alguien que trabaja eficazmente, rápido y con precisión.
Dedicated: being faithful or committed to someone or something.	Dedicado: tener fealdad y compromiso.		

**Reading Response Sentence Starters**

**Author's Craft**

Readers notice and analyze the way an author uses language and organization to deliver his/her ideas.

- When I read, I notice... to show \_\_\_\_\_.
- I like the way the author uses \_\_\_\_\_ stands out because \_\_\_\_\_.
- The word/phrase \_\_\_\_\_ that caught my eye was \_\_\_\_\_ because \_\_\_\_\_.
- I did not like \_\_\_\_\_ because \_\_\_\_\_.

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 **POWERFUL WORDS:**   
Bilingual Word Bank

Powerful	poderoso
Best	mejor
Should	deberían
Definitely	definitivamente
Most	máximo
Important	importante
Terrible	terrible

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**False Cognates**

**False Friends**

There are many "false friends" between Spanish and English...words that you think you would know the meaning of by looking at them, but you would be wrong!

Spanish	Assumed Meaning	Real Meaning
Embarazada	embarrassed	pregnant
Éxito	exit	success
Sopa	soap	soup
Carpeta	carpet	file folder
Constipado	to be constipated	to have a cold
Fábrica	fabric	factory

<http://debbiespanish.blogspot.com/2016/01/false-cognates-in-language-learning.html>

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Moving the work forward....

- Reflect on and discuss your two biggest take aways
- What will you be able to take away and implement immediately?

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**Thank you!**  
**Stay in touch.**

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